

THE MODERN RED SCHOOLHOUSE REFORM DESIGN: ELEMENTARY SCHOOL
TEACHERS' PERCEPTIONS OF IMPLEMENTATION,
CAPACITY-BUILDING, AND SUSTAINABILITY OF
THE COMPONENTS

by

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A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Educational Leadership,
Policy, and Technology Studies
in the Graduate School of
The University of Alabama

TUSCALOOSA, ALABAMA

2009

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ABSTRACT

The Obey-Porter bill was passed in 1997 to supply funds to low-performing schools to implement scientifically research-based reform models. The Modern Red SchoolHouse design was one of the highly adopted designs by schools and districts across the nation to help improve schools and is the focus of this study. Now that extensive funding such as the Obey-Porter bill has ended, there is limited research on the sustainability of these adopted designs. This study analyzes the implementation, capacity-building, and sustainability of this widely implemented comprehensive school design, the Modern Red SchoolHouse (MRSH) design. This study puts emphasis on the importance of studying sustainability from the perceptions of the teachers while examining principal, implementation process, and school characteristics that impact sustainability.

The Modern Red School House Teacher Survey (MTS) was used to evaluate the teachers' perceptions of the sense of presence of the six-core capacity-building components of the design. The 173 teachers in this study were from 11 former MRSH sites established between 1998-2005 from the South Region: 3. The 11 principals who participated in the study completed the Principal's Questionnaire and provided additional information about their schools.

The study concluded that these schools were perceived by teachers as having a presence of capacity-building components. Major findings include the following: (a) principal leadership is vital to successful whole school implementation and sustainability, (b) the critical challenge of principals in comprehensive school reform is creating a network of strong relationships within and across faculty and staff through communication and professional development, (c) parents,

teachers and other stakeholders must be involved in the decision-making process, (d) whole school reform must be balanced with and modified to accountability efforts if it is to be sustained.

This research adds to the knowledge base of sustainability of comprehensive school reform by exploring the perceptions and actions of elementary teachers who have worked with the Modern Red SchoolHouse design. Implications for practice include allowing teachers and parents to take part in decision-making related to reform initiatives and developing learning communities that sustain both teacher and principal motivation toward adopted reform initiatives.

DEDICATION

This dissertation is dedicated to God first and foremost. Without him, none of this would be possible. I thank him for his grace, blessings, and miracles during this journey. I also thank him for placing guardian angels all around me.

ACKNOWLEDGMENTS

I would like to express sincere appreciation to the following individuals for the support that they rendered me in my quest to reach this pinnacle in my life:

To Dr. Timothy Lewis, a friend and confidante, is owed a big “thank you” for his strength and support.

To My family, this includes my husband, son, sisters, nieces, nephews and mother. I give thanks for their encouragement and patience during my journey. My dear mother instilled a love for learning and the importance of an education in me. She was my rock and never gave up on me.

To Dr. Patricia Bauch, my chair and mentor, I am grateful for her wisdom, expertise, and support. I could not have completed this milestone without her diligence, attention to detail, and support.

To my committee members Dr. Roxanne Mitchell, Dr. Phillip Westbrook, Dr. Judy Giesen, and Dr. Richard Rice, I extend my sincere gratitude. You were very patient, flexible, and supportive during the final lap of my journey. I could not have crossed the finish line without your assistance.

To Dr. Tomilson, I extend very special thanks for your assistance and encouragement. Your act of kindness truly made my dream a reality. For this I am externally grateful.

To Sherri Edwards, thanks for your clerical expertise and editing assistance.

Finally thanks to my invaluable network of colleagues such as Joyce Pully, Dr. Phyllis Sanders, and Elbert Solomon for their assistance during this journey.

CONTENTS

ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGMENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
1 INTRODUCTION	1
Statement of the Problem.....	4
Purpose of the Study	5
Conceptual Framework.....	5
Significance of Study	7
Research Questions.....	8
Scope of the Study	9
Assumptions.....	9
Limitations	10
Definition of Terms.....	10
Organization of the Study	11
2 A REVIEW OF THE LITERATURE.....	13
Overview of Comprehensive School Reform.....	13
Research Conducted on Schools Using the MRSB Design.....	16

Core Capacity-building Components of Most Comprehensive School Designs Including the MRSH Design.....	22
Participatory Leadership.....	23
Parent and Community Involvement.....	26
Curriculum and Instruction.....	31
Professional Development.....	34
Assessment of Students.....	38
Organization and Governance.....	41
Implementation Research Conducted on CRS Schools.....	45
Comprehensive School Reform Sustainability Research.....	54
School and Teacher Characteristics that Influence Capacity-building and Sustainability.....	56
Discussion of the Research Reviewed.....	57
Conclusion.....	60
3 METHODOLOGY.....	63
Dependent and Independent Variables.....	63
Population.....	64
Sampling Criteria.....	65
Instrumentation.....	66
Preliminary Analysis.....	69
Exploratory Factor Analysis.....	69
Resulting Demographics.....	70
Teacher Demographics.....	71
Principal Demographics.....	71

School Demographics	72
Data Collection Procedures.....	73
Informed Consent and Confidentiality.....	74
Survey Distribution.....	76
Sample Return Rate	77
Data Analysis	79
Research Questions.....	79
Preliminary Analyses	80
Main Analyses	81
Summary	83
4 FINDINGS.....	84
Research Questions.....	84
Participatory Leadership	85
Parent/Community Involvement.....	86
Curriculum and Instruction.....	86
Professional Development	87
Assessment of Students.....	87
Organization and Governance.....	87
Effect of Teacher Variables	88
Effect of Teacher Designation, Longevity, and Participation in Training.....	89
Effect of Principal Longevity.....	91
Effect of Principal/Implementation Factors.....	91
Effect of Years School Participated in Training.....	92

Effect of Length of Time Disassociated from Funding and Support.....	92
Effect of Principal Longevity.....	93
Effect of School Size	95
Effect of School Type	96
Effect of the Percentage of Students Receiving Free and Reduced Lunches	96
Intercorrelations of Capacity-building Components with All Variables	97
Intercorrelations Among Capacity-building Components	99
5 FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	101
Overview of the Study	101
Limitations of the Study.....	102
Limitations Related to Utilizing Online Survey Instrument.....	102
Specific Limitations	103
Preliminary Analyses	103
Preliminary Analyses	101
Discussion of Findings.....	105
Effect of Teacher Designation	106
Effect of Teacher Longevity	106
Effect of Teacher Participation in Training	108
Effect of Implementation Factors	109
Effect of Years in the Implementation Cycle	110
Effect of Time Since Implementation.....	110
Effect of Principal Longevity.....	111
Effect of School Size	113

Effect of School Type (Grade Span).....	114
Effect of the Percentage of Students Receiving Free and Reduced Lunches	115
Conclusions.....	115
Implications for Practice.....	117
Recommendations for Future Study	118
Summary.....	120
REFERENCES	121
APPENDICES:	
A PRIMARY AND ELEMENTARY MRSH SCHOOLS IN THE SOUTH.....	132
B SURVEY ITEMS DOCUMENTATION	134
C INFORMED CONSENT REQUESTS.....	142
D CONSENT EMAIL REQUEST FOR SUPERINTENDENTS, PRINCIPALS, AND TEACHERS	146
E DESCRIPTIVE STATISTICS FOR TEACHER SURVEY ITEMS.....	150
F FACTOR MATRIX.....	157
G INTERCORRELATION MATRIX FOR ALL VARIABLES.....	160
H ONLINE TEACHER SURVEY INSTRUMENT	162
I ONLINE PRINCIPAL SURVEY.....	170
J SURVEY ITEM DESCRIPTIVE STATISTICS	172

LIST OF TABLES

1	Factor Analysis Results for Capacity-building Components.....	70
2	Frequencies and Percentages for Teacher, Principal, and School Characteristics by School Type	72
3	Completion Rates for Principals and Teachers.....	78
4	Completed Surveys for Participating Schools Based on School Type	78
5	Means and Standard Deviations for Capacity-building Component Factors (N = 173).....	85
6	Repeated Measures (MANOVA) for Capacity-building Components and Teacher Participation and School Association (N = 173).....	89
7	Analysis of Variance for Capacity-building Components and Teacher Participation and School Association (N = 173).....	90
8	Repeated Measures (MANOVA) for Capacity-building Components, and School Implementation and Principal Longevity (N = 11).....	92
9	Analysis of Variance for Capacity-building Components and School Implementation and Principal Longevity (N = 11).....	94
10	Repeated Measures (MANOVA) for Capacity-building Components and School Characteristics (N = 173).....	95
11	Analysis of Variance for Capacity-building Components and School Characteristics (N = 173).....	97

LIST OF FIGURES

1	Conceptual framework.....	7
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CHAPTER 1

INTRODUCTION

The publication of *A Nation at Risk* (United States Department of Education, 1983) drew attention to the need for school reform in the United States. Conversely, many researchers including Borman, Hewes, Overman, and Brown (2002), contend that reform cycles have a propensity to come and go without necessarily having an effect on the education system. In view of the fact, many of the failures of the educational system have been publicized greatly. Public cries for school accountability are becoming louder and louder. One of the most important actions that evolved from this public outcry was the development of the Comprehensive School Reform Demonstration (CSRD) program in 1998. It was established to provide financial incentives for schools to develop or adopt comprehensive school reform designs, based upon scientifically based research and effective practices. Grants were provided to schools totaling \$300,000 over a three-year period. Throughout the latter part of the 20th century, magnitudes of reform initiatives were implemented to renew the educational system in the United States. There were over 600 single comprehensive school reform designs developed and implemented in more than 6,000 schools across the United States from 1998 through 2002 (American Institute of Research (AIR), 2006).

By 2006, the Comprehensive School Reform Demonstration program--or CSRD, as it is generally known--had appropriately and serenely died. Even though still on the United States Department of Education books, the program awarded no new grants to states in that year or since (Viadero, 2007).

Research literature suggests that the ultimate success or failure of sustaining school reform efforts beyond the end of the grant or funding cycle is a result of the interaction among different variables (Education Policy and Evaluation Center [EPEC], 2007). By examining one widely implemented CSR design the Modern Red SchoolHouse Design (MRSH), from the teachers' perspective, it may be possible to identify what capacity-building components are deemed sustainable over time. The MRSH design was adopted in more than 300 individual schools in over 30 states from 1998-2005 (Kilgore, 2003). In this study, capacity building relates to all of the actions and strategies that improve an organization's ability to achieve its mission and goals associated with helping members of the organization individually and collectively. Sustainability refers to the extent to which the key components and practices of the reform program remain evident.

The Development of the MRSH design began in 1992 when the Hudson Institute was awarded a contract from the New American Schools Development Corporation (now New American Schools) to design and pilot a comprehensive design for 21st Century schools. Educators from six school districts in Arizona, Indiana, New York, and North Carolina joined forces with Hudson Institute researchers to develop a design for schools that would enable all students to meet high academic standards. The original design was based on the fundamental premise that realizing high academic standards for all students required school and classroom practices that permitted students different paths in time and instructional experiences to reach the same standards (Kilgore & Pendleton, 1993).

Soon afterward, the Modern Red SchoolHouse Institute was established as a non-profit organization in 1997 by Dr. Sally Kilgore, CEO. In 1996, the Institute completed site demonstration implementation in six elementary schools, two middle schools, and one high

school. Full implementation of the Modern Red SchoolHouse approach began in 1997.

According to its director, Dr. Kilgore, MRSH is a capacity-building design that builds on the strengths of a school, using as a starting point, a detailed analysis of the school's characteristics and student achievement data. MRSH developed a tailored implementation program that provides the school with seven implementation strategies that requests them to (NWREL, 2006) do the following:

1. Design standards-driven curriculum, instruction, and assessment using state and district standards,
2. Use best instructional practices in all content areas,
3. Differentiate instructional strategies to meet the needs of all students in every classroom,
4. Establish effective organizational practices, including a school leadership team and task forces to support and sustain school improvement,
5. Use technology to improve communication between teachers and parents,
6. Develop standards-based instructional units to enhance instruction, and
7. Develop parent and community partnership programs that support teachers and students in attaining high academic standards.

Implementing the MRSH design for schools commonly requires a 3- to 5-year reinforcement period from the MRSH team who provide an average of 25 days of on-site training yearly. Preparation for implementing the design is tailored to meet the particular needs of each school. The universal aim of the MRSH design is to build a staff's capacity to develop an effective instructional program that maintains student success. The major role of the leadership component was to build the organization's capacity and to make the necessary adjustments in

school practices to assure long-term capacity, or sustainability for continuous school improvement (Kilgore, 2003).

The MRSH design is an all-inclusive, capacity-building school reform design. It is modern in its theory and grounded in empirical research. It relies on best practices and is committed to students' knowledge of the subject matter (Kilgore, 2003). The design uses data to guide instructional and organizational decisions and promotes a mutually respectful environment where educators share a commitment to their students' wellbeing. Expectations for parent and community support are indicative of the little red school house model of yesterday. MRSH encourages schools to use modern-day technology, however, to nurture parent and community support (Kilgore, 2003).

Statement of the Problem

After dedication of time, resources, training, and energy to implement school wide reform, a major concern for school leaders is how to sustain this reform over time. Comprehensive school reform evaluations usually address student achievement and teacher behaviors. Understanding how teachers perceive the since of presence of the implementation components at different intervals since implementation may provide insight for school leaders from a classroom point of view. It would greatly add to the knowledge to find out what components teachers perceive as sustainable long after extensive funding and support from the designers have ceased. The problem could become an assessment component of the school improvement process because, often, teacher perceptions are not considered in the school improvement process.

Purpose of the Study

The purpose of this study was to explore the perceptions of elementary teachers concerning implementation, capacity-building, and sustainability of the Modern Red SchoolHouse design after federal funding and support from the design developers have ended. By examining how this particular Comprehensive School Reform design made progress toward its two main goals concerning the implementation of capacity-building components and sustainability, it may be possible to identify which components can be sustained over time and contribute the most to continuous school improvement.

In this study, sustainability was examined using teachers' perceptions of the sense of presence of the six core implementation components: Participatory Leadership, Parent/community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance.

Conceptual Framework

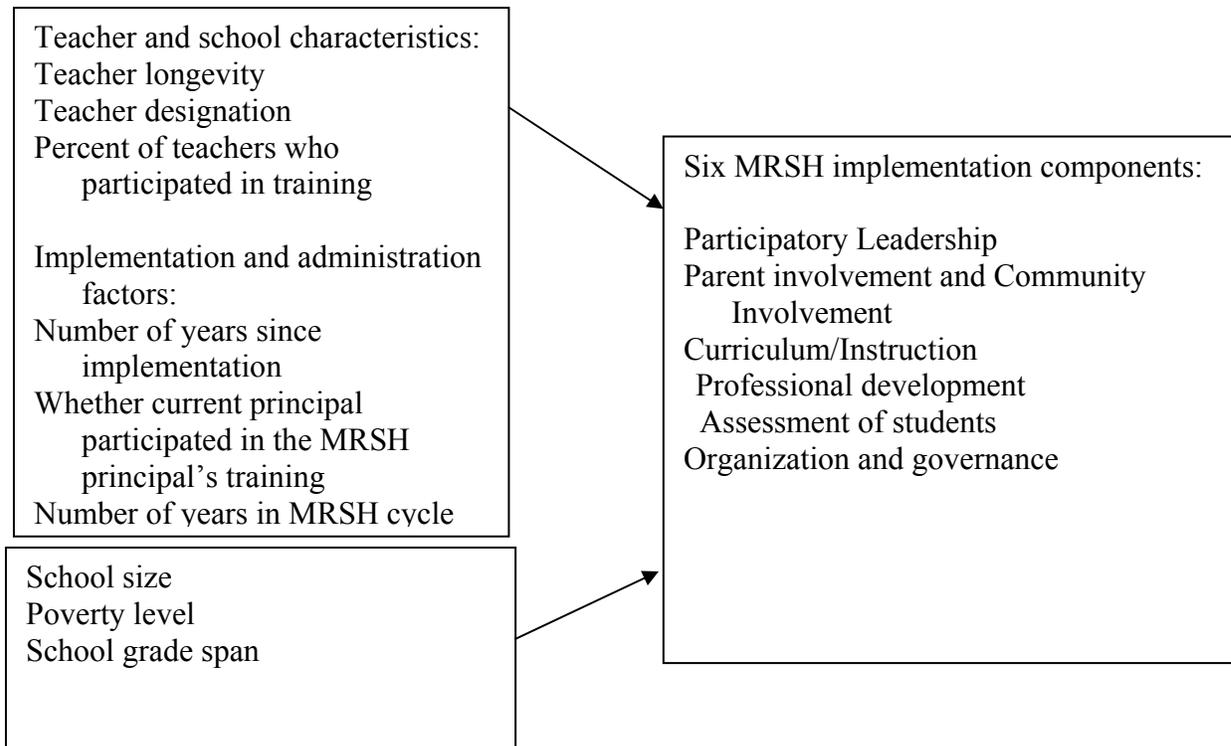
The conceptual framework guiding this study assumes that the teachers in approximately 45 elementary Modern Red Schoolhouse schools located in the southeast perceive the presence and strength in their schools of the six components important in the implementation process for building school capacity (i.e., Participatory Leadership, Parent/Community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance) as measured by the MRSB Teacher Survey developed for this study (see Figure 1). Furthermore, it assumed that some conditions related to implementation and administration factors influence the presence of the strength of the capacity-building components and thereby demonstrate “sustainability” for ongoing school improvement. Implementation and

principal factors examined in this study include (a) “length of time” the school has been disassociated from the funding and support provided by the staff of the MRS design team, (b) the “number of years” the school is/was in the implementation cycle, (c) the percentage of teachers who received training, (d) whether the principal participated in the MRS implementation/professional development process, and (e) “principal longevity” or the number of years the current principal has served as the administrator. Finally, it is assumed that some school and teacher demographics (e.g., school size, school grade span, poverty level, teacher longevity, teacher role) influence the strength of presence of the capacity-building components. Figure 1 displays a visual diagram of the anticipated relationships among different sets of variables.

The dependent variables are the six MRS capacity-building components. “Capacity-building” and “sustainability” are proxies for naming the strength of presence of the MRS design components teachers perceive as being present in their school, and the institutionalization of the change, respectively (Fullan, 2007). Certain conditions may contribute to the sustainability of the implementation process as represented by the six MRS design components under study. The other factors represent the independent variables thought to influence the strength of the presence of the components including school and teacher characteristics and the conditions of implementation including the number of years the school was in the implementation cycle (1-3 years), the percentage of current teachers who received the training, whether the current principal participated in the implementation process, and principal longevity. This research is based upon data that was collected from schools with a wide range of implementation dates spanning 1999-2005. Data from this study may provide insights into the components of capacity-building needed for the long-term sustainability of the MRS school improvement design.

Conditions Related to Sustainability of MRSH Reform (independent variables)

Strength of Presence of Capacity-building Components (dependent variables)



Unit of Analysis: Teachers

Figure 1. Conceptual framework.

Significance of Study

This study has expansive implications for both policy and practice. This study contributes to the discipline of school improvement and comprehensive school reform movements by adding teachers' perceptions to the present body of knowledge available on school improvement and education reform. States, districts, and schools may be able to adjust and rework the comprehensive school reform design components that are deemed sustainable by examining teachers' beliefs and perceptions of implementation, capacity-building, and sustainability of a

particular design such as the Modern Red SchoolHouse. Discovering the teachers' perceptions may amplify comprehension and awareness of issues regarding the components for education leaders. Perceptions allow organizations to establish what is realistic by knowing what others perceive as realistic. Educators and other stakeholders concerned with program effectiveness and sustained improvement have not explored fully the teachers' point of view. Even though school administrators usually decide how the change will be executed, teachers are ultimately responsible for implementing the change.

Research Questions

The research questions guiding this study are repeated here along with the analyses that were used to answer the questions.

1. To what extent do teachers in elementary Modern Red Schoolhouse schools located in the southeast perceive the strength of presence in their schools of the six components important in the implementation process for building school capacity for change (i.e., participatory leadership, parent/community involvement, curriculum and instruction, professional development, assessment of students, and organization and governance) as measured by the MRSB Teacher Survey?

2. To what extent do teacher characteristics (i.e., designation as classroom or auxiliary teacher, teacher longevity or years of teaching experience at the school, teachers' length of participation in training) influence the strength of presence of the capacity-building components for change?

3. To what extent do implementation and principal factors (i.e., the "length of time" the school has been disassociated from the funding and support provided by the staff of the MRSB

design team, the “number of years” the school was in the implementation cycle, whether the principal participated in the MRSH implementation/professional development process, and “principal longevity”) influence the strength of presence of the capacity-building components for change?

4. To what extent do school characteristics (i.e., school size and the percentage of students receiving free and reduced lunches) influence the strength of presence of the capacity-building components for change?

Scope of the Study

The study sample began with 45 schools that implemented the Modern Red SchoolHouse Comprehensive Reform designs located in the South: Region 3. Region 3, as identified by the US Census Bureau (2006), incorporates the following states: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, and Texas. Data analysis and results were limited only to the 11 MRSH elementary schools of Region 3 that agreed to participate in the study.

Assumptions

There are at least three assumptions underlying this research study.

1. The participants in the study will respond honestly to the MRSH Teacher Survey.
2. The data satisfy the assumptions of the conceptual framework.
3. The data satisfy the fundamental assumptions inherent in the statistical analyses.

Limitations

There were at least three limitations for this research study.

1. The population of the study consisted only of MRSB schools containing the elementary Grades K-6 or less in the South (Region 3) that completed 1 to 3 years of the implementation cycle.
2. Data collected from teachers in other schools such as middle and high schools who participated in the MRSB design might yield different results.
3. A major limitation of this study was its small sample size. Due to this small sample size, findings from this study may not be generalized for the population. Findings may be biased due to non-proportionate levels of principals who participated in training and schools with high percentages of students receiving free and reduced lunches.

Definition of Terms

Capacity-building relates to all actions and strategies that improve an organizations' ability to achieve its mission and goals to help people individually and collectively in the organization (Linnel, 2003). For this study, capacity-building is defined as the implementation of the six capacity-building variables: Participatory Leadership, Parent/community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance.

Comprehensive School Reform (CSR) refers to a change strategy based on a framework that helps schools plan and implement reform to improve the achievement levels of all students. It is comprehensive in nature and includes all aspects of the school (National Clearinghouse on Comprehensive School Reform, NCCSR, 2006).

Comprehensive School Reform Design (CSR D) refers to CSR designs that are replicable, externally developed approaches to school improvement. Based on research, these models organize classroom practice and/or school structure around a specific vision of teaching and learning (NCCSR, 2006).

Comprehensive School Reform Demonstration Program (CSRDP) refers to Congressional authorization of the expenditure of \$145 million for individual schools to receive upwards to \$50,000 to implement comprehensive designs for school improvement, particularly “research-based” designs created by external developers (Hatch, 2000).

Collaboration is a process in which teachers regularly engage in professional dialogue with colleagues; they share ideas, knowledge, and techniques; and they participate in problem-solving around classroom issues (Little, 1982; Rosenholtz, 1989).

Implementation--The methods by which the comprehensive school reform strategies are organized or executed within the organization (Yonezawa & Stringfield, (2001).

Professional Development is a term applied to purposeful activities that help teachers and other members of a school staff learn, apply, and refine new teaching and learning knowledge and skills (Sparks & Loucks-Horsley, 1989).

Sustainability of the CSR Design refers to the extent to which the key components and practices of the reform program remain evident. That is, these practices become internalized, or ingrained in the life of the school and cease to be “reforms” (Aladjem & Borman, 2005, p. 16).

Organization of the Study

The study is organized in the following format such that Chapter I is an introduction to the study and states the problem, purpose, and conceptual framework thus offering a basis for the

research. It also provides limitations and the significance of the study and research questions. Chapter II is a review of literature that investigates previous research and other related literature in order to provide a background and rationale for the questions under study. Chapter III describes the methodology, including population, sampling, instrumentation, data collection procedures, and preliminary and final data analyses. It also presents the research questions. Chapter IV reports the findings of the study and shows how the data collected and the analyses used answer the research questions. Chapter V presents an overview of the findings, conclusions, implications, and makes recommendations for future research and practice.

CHAPTER 2

A REVIEW OF THE LITERATURE

The primary purpose of this review of literature is to provide a research justification for the present study. In doing so, first, it provides a brief overview of comprehensive school reform, research conducted at schools which implemented the MRSB design, core capacity-building components of the MRSB (e.g., Participatory Leadership, Parent and Community Involvement, and Curriculum and Instruction,), and similar CSR designs identified by the Comprehensive School Reform Quality Center, implementation research of CSR designs, and CSR sustainability research. Next, it examines teacher and school characteristics which may influence implementation, capacity-building, and sustainability (e.g., teacher and principal participation in MRSB training, school size, percentage of free and reduced lunch, length of time of implementation cycle, number of years since implementation cycle ended), a discussion of the related research, and a conclusion.

Overview of Comprehensive School Reform

Comprehensive School Reform (CSR) is an approach to improving schools that focuses on rearranging and fortifying entire schools, rather than relying on isolated piecemeal efforts to improve teaching and learning. The CSR program was built on the principle that unified, consistent, and built-in strategies for improvement woven into a comprehensive design, would work better than strategies implemented in seclusion from each other (Laboratory for Student Success (LSS), 2005). This comprehensive approach has been supported by three federal

initiatives: the 1994 Title I reauthorization that fashioned “Title I School Wide,” the 1998 Comprehensive School Reform Demonstration (CSR D) program, and the No Child Left Behind Act of 2001. The goal of these federal initiatives was to make available monetary rewards for schools to develop comprehensive school reforms that have been shown to be effective through scientifically based research (LSS, 2005).

Rigorous academic standards, concentrated professional development, and meaningful parent and community support are all components of a comprehensive school reform program (Center for Research in Educational Policy (CREP), 2005). A comprehensive program provides a school with a outline for school-wide change and encircles all aspects of the school’s operation, including teaching, learning, parental involvement, community outreach, assessment, technology, and environment. To receive federal funding, a school’s reform program was required to address the following 11 components (CERP, 2005):

- Employs proven methods and strategies based on scientifically based research.
- Integrates a comprehensive design with aligned components.
- Provides ongoing, high-quality professional development for teachers and staff.
- Includes measurable goals and benchmarks for student achievement.
- Is supported within the school by teachers, administrators, and staff.
- Provides support for teachers, administrators, and staff.
- Provides for meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities.
- Uses high-quality external technical support and assistance from an entity that has experience and expertise in school wide reform and improvement.

- Plans for the annual evaluation of strategies for the implementation of school reforms and for student results achieved.
- Identifies resources to support and sustain the school's comprehensive reform effort.
- Has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students.

CSR legislation promoted programs that were scientifically research based. As a result, several directories, handbooks, or catalogs of CSR designs were published (e.g., Northwest Regional Educational Laboratory (NWREL, 1998) and served as guides for educators to make informed choices. These directories included information on the most widely implemented designs. Stringfield (2000) refers to these directories as “look through guides” because they are beneficial in providing customary information on specific CSR designs. Many of these focus on the designs' impact on student achievement, rather than specific capacity-building components or sustainability. Some consider a large number of these reviews biased since the design developers are often the appraisers (Pogrow, 2000).

The *Catalog of School Models: First Edition* was published in 1998. It included descriptions of 44 models, 26 of which were whole-school models. Over the course of a year, teams evaluated 56 models and chose 20 to include in the catalog. In August 1999, NWREL printed 20 different descriptions as the *Addendum to the Catalog of School Reform Models* (NWREL, 2006). In April 2000, NWREL entered into a partnership with the National Clearinghouse for Comprehensive School Reform (NCCSR) to carry on catalog work. Fifteen developers presented applications and five new designs were selected for inclusion. To date, 69 whole-school and other designs are included in the catalog. From October 2004 through

November 2005, NWREL partnered with the Center for Comprehensive School Reform to refine and update the catalog. Finally, in 2006, work on the catalog ceased. Appendix A displays the top 30 Comprehensive School Reform Models reviewed as *successful* in the *Catalog of School Model* (NWREL, 2006) The Modern Red Schoolhouse is listed as one of the successful models.

Research Conducted at Schools Using the MRSB Design

Research on the Modern Red SchoolHouse design includes evaluations from the designer-researcher as well as several independent researchers. Data from more than 30 schools that began implementing the MRSB design in 1998 and 1999 were investigated by independent researchers and presented at the American Educational Research Association's annual meeting (Peevey & Henderson, 2002).

The researchers considered the gain in percentage of students passing the statewide test from baseline year (year prior to implementation) for each school. The mean cumulative gain for MRSB schools over a 4-year period was 17.2%. In the next comparison of MRSB schools with other district schools, the researchers established that in the year before implementation, MRSB schools, on average, performed worse than district schools, with a mean difference of negative 3.3%. Following 1 year of implementation, the mean difference was a positive 6.6%, yielding a difference of 9.9% in favor of MRSB schools (Peevey & Henderson, 2002).

In the fall of 2001, Larry Hedges of the University of Chicago, an independent evaluator, surveyed teachers at MRSB sites in 22 different states. The purpose of the study was to assess the level of implementation at participating sites against benchmarks and to determine teachers' perceived level of impact of MRSB professional development activities. Approximately 1,578

surveys were returned from 57 MRSH schools (The Center of Excellence for Research and Policy on Basic Skills (CREP), 2001).

The teacher survey was organized around the benchmarks established by the MRSH staff to monitor implementation of the MRSH programs. The specific benchmarks were organized into the six core elements of the MRSH design (CREP, 2001):

- Assessment
- Instruction
- Organization
- Parent and community involvement
- Technology
- Professional development

Element 1: Assessment--Almost all (92%) of teachers in the first year of implementation said that state assessments guided instructional goals (question 83), and 93% of them agreed that, regardless of grade level or area that they taught, teachers in their school consider themselves responsible for helping students achieve (question 93) (CERP, 2001). Almost two-thirds of teachers (61%) said that they used interdisciplinary performance assessments based on standards most or all of the time (question 101). However, only 40% of teachers reported that they always posted standards addressed in current assignments most or all of the time and just 28% said that they posted rubrics for performance assessments most or all of the time (questions 102 and 103) (CERP, 2001).

Approximately one fourth of teachers (27%) believed that their students could explain how their assignments related to the academic standards they were expected to master most or all

of the time and 30% said that their students could explain how their work would be rated by the relevant rubric most or all of the time (CERP, 2001).

Element 2: Instruction--Ninety percent of the teachers agreed that school-wide scope and sequence covers the state standards. Ninety percent of teachers agreed that school-wide scope and sequence is intended to build student mastery of all standards. Almost all (90%) of the teachers also reported that they understood how work in their classroom lays the foundation for students' future academic success. Over three-quarters (76%) reported sharing scope and sequence with other teachers at their grade level. A large majority of teachers reported efficient organization of the classroom and arrangement of materials (CERP, 2001).

Element 3: Organization--The majority of teachers reported that they had at least some influence on what happens in the school, in identifying performance standards for curriculum scope and sequence, discipline, and in deciding how the school budget will be spent. However, the majority of teachers did not feel that they had much input on selecting or evaluating teachers (CERP, 2001). More than half reported that task forces made suggestions, focused on activities that promote student achievement, and used data to establish their main concerns most or all of the time. There was a considerable amount of collaboration reported among teachers to improve quality of instruction, with more than three-quarters (78%) reporting that they worked together most or all of the time to improve instruction and 81% reporting that, at least once a month, they discussed how specific student work demonstrated mastery of standards (CREP, 2001).

Element 4: Parent and Community Involvement--Half (50%) of the teachers reported that the majority of their students' parents understood academic expectations. Only a small number of teachers reported being effective at getting parents to volunteer to help with classroom learning activities (15 %) even though there was evidence that they were more victorious in obtaining

parent volunteers for other roles such as providing refreshments or as committee volunteers, on an intermittent basis (CERP, 2001).

Over half (56%) of teachers reported notifying parents when their child did something well, and 43% of teachers reported that they spoke with parents about topics studied in class most of the time. Barely 31% of the teachers reported that parents have home activities to support instructional goals. A small minority of teachers reported that they contacted parents by voicemail or electronic means such as email (CERP, 2001).

Element 5: Technology--Over three-quarters (77%) of teachers reported having Internet access in their classroom, and 69% reported having a printer in their classroom, but fewer than two-thirds (58%) reported having a computer reserved solely for their use or two or more computers in the classroom. Over two-thirds of teachers reported using the Internet to gain information for their classrooms at least once a month. Few teachers reported frequent use of the computer to communicate with other teachers (CERP, 2001). Only a minute number of teachers used technology for instructional management. Precisely 35% reported using the computer for recording grades or attendance and only 28% reported using the computer for managing or revising lesson plans (CERP, 2001). Relatively little instructional uses of technology were reported, except use of the computer for drill and practice (CERP, 2001).

Element 6: Professional Development--Teachers reported having at least some influence on determining the content of professional development programs (question 78). In general, implementation was strong in assessment, instruction, and organization (CERP, 2001). While computer technology appeared to be available to three-fourths of the subjects, less than half reported using it to support student activities or manage instruction. Seventy or more percent of respondents thought MRSH had a significant impact on their approach to planning, the

coherence of instruction across grade levels, the alignment of instruction across subject areas, collaboration with colleagues, instructional strategies, and the use of performance-based assessments. A clear majority also thought that MRSB made a significant impact on the use of technology, community, and parent involvement. Seventy percent of the teachers thought that MRSB made a significant impact on achievement levels of all students (CERP, 2001).

A 5-year evaluation by Allan Stebrinsky, another independent researcher, was conducted in the Fall of 1995. This study investigated 34 schools in the Memphis City School District. Eight different designs were investigated, one of which was Modern Red SchoolHouse. The study provided a longitudinal case analysis of the progress made by one elementary school, Rozelle Elementary, that had implemented MRSB from 1995-2000, compared with the other schools. The MRSB design teams worked closely with each school in the areas of organization and finance, technology, community involvement, curriculum, standards and assessment, and professional development. They also strongly emphasized (a) engaging schools in needs assessments, (b) developing a school-wide plan with rigorous standards, (c) creating a content rich curriculum geared to state or MRSB standards, and (d) using a refined management system that allowed teachers to track instructional method and student progress in relation to standards (Stebrinsky, 2001).

In nearly 30 classrooms at Rozelle Elementary and in nearly 2,220 classrooms of the comparison schools, researchers conducted observations (Stebrinsky, 2001). An ANOVA yielded significant differences in only two practices. Team teaching was observed significantly more often at Rozelle than at the comparison schools [$F(1,225) = 16.5, p = .000$]. Team teaching was observed during only 28% of the visits at the comparison schools, compared to 75% of the visits at Rozelle. Student discussion, however, was used significantly more often at the

comparison schools (100% vs. 53%) than at Rozelle Elementary [$F(1,207) = 6.5, p = .012$] (Stebrinsky, 2001).

The researchers used the School Climate Inventory (SCI), an instrument designed to measure organizational climate. It consists of seven dimensions linked with factors associated with effective school organizational climates (order, leadership, environment, parent involvement, instruction, expectations, and collaboration). They found significant differences between Rozelle and comparison schools on all SCI dimensions. The instrument was distributed to 31 faculty and staff members at Rozelle and to 1,015 faculty at the comparison schools (Sterbinsky, 2001). ANOVAs using the SCI dimensions were conducted to reveal significant differences among groups of schools. Significant differences favored Rozelle Elementary on four sub scales: Order [$F(1,851) = 11.0, p = .001$], Environment [$F(1,851) = 6.6, p = .010$], Involvement [$F(1,851) = 4.2, p = .040$], and Collaboration [$F(1,920) = 5.6, p = .018$]. There were no significant differences among schools on the remaining three subscales (Sterbinsky, 2001).

In 1999, differences among Rozelle and all other schools were nevertheless significant on the four previous dimensions, but the Leadership dimension also was appreciably different [$F(1,832) = 7.8, p = .000$], with Rozelle scoring significantly higher than the comparison schools. In 2000, Rozelle faculty members were significantly more favorable on all seven SCI dimensions than were the comparison schools. The vast majority of teachers at Rozelle Elementary (94%) indicated that student behavior was generally positive, while in the comparison schools 51% agreed and 32% disagreed. When asked if student tardiness and absence from school is a major problem, just 6% of teachers at Rozelle Elementary agreed. At the comparison schools, on the other hand, 43% of the teachers agreed. Furthermore, 100% of the Rozelle teachers agreed that

the rules for student behavior were enforced consistently. This differs significantly from 56% agreement at the comparison schools (Sterbinsky, 2001).

Rozelle Elementary teachers also were more positive about parental involvement at the school with 100% agreeing that information about school activities is communicated to parents on a consistent basis while only 84% at the comparison schools agreed. Additionally, 89% of teachers at Rozelle agreed that parents are involved in a home and school support network compared to only 44% at the comparison schools. Finally, Rozelle Elementary teachers (100% vs. 69%) responded significantly more positively than did those at comparison schools when asked if teachers are proud of this school and its students (Sterbinsky, 2001).

The Modern Red SchoolHouse design claimed to build capacity by taking components that should already exist within a school (e.g., Participatory Leadership, Parent/Community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance) and enhances them. If capacity is built in, schools should be able to sustain the positive change for continuous school improvement. If effective, this positive change will ultimately improve student achievement (Stebrinsky, 2001).

Core Capacity-building Components of Most Comprehensive School Designs including the MRSB design

This section of the literature review will examine the research on the core components specified by the Comprehensive School Reform Quality (CSRQ) Center's standards conducted by researchers who were not studying comprehensive school reform, but specific components. Again, the following components are the focus of the current study and are discussed below: participatory leadership, parent/community involvement, curriculum and instruction, professional development, assessment of students, and organization and governance.

Participatory Leadership

In this approach to leadership, authority and influence are available potentially to any valid stakeholder in the school, based on their expert knowledge and their critical role in implementing decisions. Murphy and Hallinger (1992) and Hallinger (1992) reveal that school leaders needed to adopt more collaborative styles of leadership that involve parents, teachers, students and other stakeholders in the process. Educational reform efforts such as site-based management (SBM) were established on the idea that teachers, principals, and other stakeholders working together, rather than in isolation, could bring about positive changes for student learning (Hallinger, 1992).

Effective leadership involves building leadership capacity (Lambert, 1998). Developing people involves identifying those persons both within and outside the organization who could be potential leaders and helping them gain the skills and knowledge necessary to implement best practices (Clark & Clark, 2004). Building the leadership capabilities of others includes learning the skills and acquiring the dispositions related to team building, shared decision making, and collegiality (Sergiovanni, 1992).

The old style of formal, one-person-in-charge leadership style leaves the plentiful talents of teachers largely unscathed. Improvements achieved under this model are not easily sustainable; when the principal leaves, promising programs often lose energy and fade away. As a result of these and other weaknesses, the old style has not met the fundamental challenge of providing quality learning for all students. Instructional leadership must be a shared, community undertaking. Leadership is the professional work of everyone in the school (Lambert, 1998).

When the concept of leadership is linked with the actions of one person, the attainment of involvement by a school, community, organization or a society are restricted. School leadership

needs to be a wide-ranging concept that is separated from person, responsibility, and a discrete set of individual actions. It needs to be embedded in the school community as a whole. Such a spreading out of the concept of leadership implies shared responsibility for a collective purpose of community (Lambert, 1998). As a result of her study on building leadership capacity, Lambert (1998) suggests that to establish long-term leadership capacity at least two critical conditions would be necessary:

1. Schools need a significant number of skillful teacher-leaders who understand the shared vision of the school and the full scope of the work in progress, and who are able to carry them out (Lambert, 1998).
2. School staff must be committed to the central work of self-restoring schools. This work involves contemplation, examination, dialogue and concentrated action-- professional behaviors that should be a fundamental part of the daily routine (Lambert, 1998).

These conditions address two critical dimensions: (1) extent of involvement and (2) comprehension and skillfulness of those concerned. Comprehension and skillfulness require more than knowledge of an innovation (e.g., a new curriculum, timetable, or organizational arrangement). The skillfulness addressed here consists of those skills of leadership that enable stakeholders to negotiate real changes in their own schools and to tackle the predictable conflicts that arise (Lambert, 1998).

Elmore (2005) offers five initial principles for a representation of successful participatory leadership:

1. All leaders, regardless of role, should be working at improvement of instructional practice performance.

2. All educators should take part in continuous learning.
3. Leaders must be able to model behaviors.
4. The roles and activities of leadership should flow from the difference in expertise among the individuals involved, not from dictates of the institution.
5. Policymakers should provide the necessary resources for improvement.

The spotlight on school change and improvement over the last few decades has greatly increased the leadership tasks required of schools, and has created a need for shared leadership to help schools become more effective in their planning, decision-making, and implementation of their programs. This focus has generated research and on what makes for an effective leadership team. There is not one model for how to organize a leadership team.

Hallinger and Richardson (1988) suggest the following models of teacher decision making: (1) leadership teams, (2) principals' advisory councils, (3) school action teams, (4) key teacher committees, and (5) steering committees.

The principal in any school must be an efficient instructional leader and be a part of curriculum decisions. In comprehensive school reform, as an alternative of looking to the principal unaided for instructional leadership, schools must develop leadership capacity among all members of the school community (Lambert, 1999). The days of the principal as the single instructional leader are long gone. Administrators alone cannot serve as the instructional leader for an entire school without the extensive involvement of other educators (Elmore, 2000; Lambert, 1998).

Lambert (1999) defines leadership capacity as broad-based, skillful participation in the work of leadership. In schools with high leadership capacity, learning and instructional leadership become fused into professional practice. Such schools have some important features

in common. The administration should encourage teachers, as well as many parents and students, to be creative and try new methods. They participate together as mutual learners and leaders in study groups, action research teams, vertical learning communities, and learning-focused staff meetings (Lambert, 1998). Inquiry-based use of information guides decisions and practice. Generating shared knowledge becomes the energy force of the school. Teachers, principal, students, and parents examine data to find answers and to pose new questions. Together they reflect, discuss, analyze, plan, and act. The principal should be effective in providing opportunities for participation, inquiry, collaboration, and reflection. An abundance of research into school improvement suggests that these features are vital to the school improvement process (Lambert, 1998).

Today's effective principal constructs a shared vision with members of the school community, convenes the conversations, insists on a student learning focus, evokes and supports leadership in others, models and participates in collaborative practices, helps pose the questions, and facilitates dialogue that addresses the confounding issues of practice. This work requires skill and new understanding; it is much easier to tell or to manage than it is to perform as a collaborative instructional leader (Lambert, 1998).

Parent and Community Involvement

According to Epstein (2005), parent involvement is important to the education success of all students from prekindergarten to high school. Parent involvement is defined as having an awareness of and involvement in schoolwork, and a commitment to consistent communication with educators about student progress. In the same way, Fan and Chen (2001) examined numerous measures of parent involvement. Using the methodology of meta-analysis, the

researchers identified three constructs of parent involvement: (1) communication, (2) supervision, and (3) parent expectations and parenting style. Communication refers to parents' frequent and systematic discussions with their children about schoolwork. Supervision includes monitoring when students return home from school and what they do after school, overseeing time spent on homework and the extent to which children watch television. Parental expectations and parenting style were found to be the most essential of the three. These include the manner and extent to which parents communicate their academic desires to their children. Fan and Chen (2001) found that high expectations of parents and student perceptions of those expectations are associated with enhanced achievement.

Van Voorhis (2003) investigated the effects of involving parents in interactive homework assignments (family homework assignments rather than student-in-isolation homework assignments) using the TIPS Interactive Homework program. TIPS presented parents guidelines for working with their children on homework activities, as well as information about school curricula (Epstein, Simon, & Salinas, 1997). In the assessment study, in comparison to students engaged in traditional homework assignments, students who took part in the TIPS Interactive Homework program received better scores on homework, on report cards, and parents were more involved with homework (Van Voorhis, 2003).

Parent involvement leads to improved educational performance (Epstein et al., 2002; Fan & Chen, 2001). Parent involvement fosters better student classroom behavior (Fan & Chen, 2001). The types of parent involvement and quality of parent involvement affect results for students, parents, and teachers (Epstein, 1995). Schools should develop, in collaboration with parents, shared goals, and missions concerning students' learning and development (Ruebel,

2001). Parents who participate in decision making experience greater feelings of ownership (Epstein et al., 2002).

Communication is essential to parent and community involvement. The school should establish an open and two-way line of communication (CSRQ, 2005; Epstein et al., 2002; Jackson & Andrews, 2004) for considerate and reflective discussion. Schools must establish and maintain respectful and productive relationships with families (Jackson & Andrews, 2004; McEwin & Smith, 2005) to support the exchange of ideas. There are a variety of wide-ranging opinions by researchers on parent involvement in their children's education, but most agree that positive interactions between parent and child improves student achievement, especially the involvement focusing on supporting children's academic progress (Vernez et al., 2006).

Bauch and Goldring (1990, 1995), in a study of inner-city Catholic and public high schools, developed a parent involvement survey to gather parent knowledge about the school, reasons for school choice, expectations for the school, and other perceptions of the chosen school, and personal background characteristics. The eight researched-based constructs of parent involvement included in their study examine:

1. *Individual Factors*--The items in this construct identify beliefs, SES, and personal schooling experiences of the participants (Bauch, 1990, p. 27).
2. *Family Factors*--This construct includes the number of children attending the same school, home surroundings, monetary aid, and parents' hope for their children's goal attainment (Bauch, 1990, p. 29).
3. *Parent Expectations*--This construct addressed school goals and reasons for choosing the school under study (Bauch, 1990, p. 29).

4. *Parent Perceptions*--This construct pertains to parents' perceptions of school problems, school goals, and the school curriculum (Bauch, 1990, p. 30).
5. *Parent Involvement*--This section includes items that are relevant to participation, decision-making, communication and reasons for non-participation (Bauch, 1990, p. 30).
6. *Parents' School and Curriculum Knowledge*--The items included in this construct relate to parents' general knowledge, knowledge of general characteristics of the curriculum, and the specific curriculum stressed by the school (Bauch, 1990, p. 31).
7. *Parents' Attitudes*--Two themes are included in this construct: (1) the parents' perception of the significance of school participation; and (2) the parents' necessity to be included in the decision-making process at their children's schools (Bauch, 1990, p. 31).
8. *Parents' Satisfaction*--This construct examines parents' satisfaction with their children's schooling (Bauch, 1990, p. 32).

Goldring and Bauch (1993), in their study entitled *Parent Involvement and School Responsiveness: Facilitating the Home-school Connection in Schools of Choice*, revealed that parent involvement differs according to choice arrangements. Parent and community support is apparent in a variety of ways in schools. It ranges from participation in special events to fundraising, volunteerism, school-based decision councils, task forces, and training teams. CSR developers assume that parental support will be dual: support students' achievement as well as supporting the school's reform efforts in general.

Positive outcomes happened when parents or guardians reinforced teachers' efforts either by being connected as learners themselves or by helping the teacher in carrying out instructional duties. One of CSR's objectives is to create a school community with a shared vision, standards and function; trust and teamwork and integration of diversity (Stringfield & Rossi, 1995).

Epstein's (2001) research offers an all-encompassing parent involvement program, and is perhaps the most often cited literature in this area of research. Epstein's suggests effective parent involvement programs must focus on the following:

1. Parenting skills to assist parents with understanding their children's learning needs and helping teachers understand the needs of the family unit.
2. Communication must be two-way between the school and home.
3. Volunteering that appreciates parents' talents and assistance both in and for the school.
4. Learning at home approaches that make use of the family with their children's school work.
5. Decision making that includes parents as main stakeholders in making decisions that will impact student achievement.
6. Collaborating with the community by sharing resources and including both school and community goals.

Parent participation in school meetings and decision making is essential to success in CSR implementation. In their study, *Evaluating Comprehensive School Reform Going to Scale*, Vernez et al. (2006) revealed that parent participation in a variety of school activities did not differ across type of CSR model schools, regardless of whether the models put emphasis on parental involvement or not. The four schools studied represented four CRA models: AS, CK, DI, SFA. Schools reported that, on average, about 38% of parents participated in special events, 13% attended education workshops, 9% volunteered, and 7% participated in various school working groups. Parents did participate in schools' decision-making processes in most CSR model schools. In all four types of model schools, parents were reported to participate in the

school steering committee meetings only “sometimes.” The studies by Goldring and Bauch (1990, 1995, 2000), similar to those conducted by Epstein (2005), most frequently found that schools did offer opportunities for parent participation in these areas. However, opportunities for parent involvement in school decision making were low.

Parent involvement increases support for the school. The literature reveals that parent involvement leads to improved educational performance (Epstein et al., 2002; Fan & Chen, 2001; Van Voorhis, 2003). Furthermore, it fosters better student classroom behavior (Fan & Chen, 2001). Parents who participate in the decision-making process have greater feelings of ownership and are more committed to supporting the school’s mission (Jackson & Davis, 2000).

Curriculum and Instruction

Curriculum and instruction are a school’s core paths of actions that structure teaching and student learning. Most comprehensive school designs require that the staff join together to discuss, confront, and eventually make major decisions about what is taught, to whom, how students are grouped for instruction, how time and content are scheduled, how educators and education support professional work with each other and relate to students, and how student learning will be evaluated (AIR, 2006).

Successful teachers tend to be those who employ a range of teaching strategies and interactive styles to meet the needs of their learners. These effective teachers utilize different instructional goals, topics, and methods (Doyle, 1985). Research suggests that teacher abilities to ask higher-order questions and teach students to think critically are critical to student learning (Darling-Hammond, Wise, & Pease, 1983; Good & Brophy, 1986). Research shows that purposely teaching for the promotion of higher-order thinking skills promotes critical thinking.

As future citizens, students must be taught how to succeed in building their knowledge capacity through developing their higher-order thinking skills, such as critical systems thinking, decision making, and problem solving (Ben-Chaim, Ron & Zoller, 2000).

Teachers must use a variety of teaching methods for curriculum and instruction to be successful (Valencia, Place, & Grossman, 2006). The researchers followed four teachers who worked in dramatically different school settings and were provided a variety of curriculum materials, ranging from scripted reading programs to supplemental materials without teaching guides. Data were gathered during the teachers' first 3 years on the job. Such methods as classroom observations, interviews, and examination of curriculum materials were used. The analysis suggested that curriculum materials interacted with teachers' knowledge of reading and reading instruction, and with the contexts in which they worked. As a result, curriculum materials both fostered and inhibited teachers' on-the-job learning (Valencia et al., 2006).

Team teaching is another method that can open a student's eyes to acting more cooperatively with others. Many CSR designs promote team teaching as a method to increase the students' level of understanding and retention, in addition to enabling the student to obtain higher achievement. In addition, varied perspectives encourage students to consider the authenticity of numerous views. The variety of teaching approaches used by the team can also reach students with a greater variety of learning styles (Brandenburg, 1997).

The teamwork that the students observe between team teachers operates as a model for teaching students positive teamwork skills and attitudes (Robinson & Schaible, 1995). In a collaborative team teaching experience (when the two teachers present their respective content to the same class at the same time), the students observe and participate in an energetic display of two minds and personas. The benefits of collaborative learning include higher achievement,

more retention, improved social skills and an increase in respect for group work for students and teachers (Robinson & Schaible, 1995).

School staff must take into account that students need to meet success at each step of the learning process. According to Newmann, King, and Young (2001), program coherence is a good way to accomplish this goal. Several researchers contend that successful program coherence encompasses the alignment and coordination of curriculum and instruction within and between grade levels (Corallo & McDonald, 2002; Newmann, Smith, Allensworth, & Bryk, 2001). Consequently, careful alignment of instruction with learning goals and assessments, as well as coordination with across grade level areas can produce improved student achievement on standardized tests and overall.

Teachers must allow students time to work collaboratively during instruction. This means groups of students working together on a project or activity, following instructions with a variety of duties and tasks requiring students to cooperate enhances learning (Ossont, 1993). Cooperative learning is a method of teaching where students work collaboratively to achieve a goal or finish a task. The goal or task can be reviewing for a test, problem solving, or conducting a laboratory experiment, but working together is the critical issue (Hassard, 1992).

Almost all comprehensive school designs stress that the curriculum should be aligned with state or local standards (Kilgore, 2003). In their research, Vernez et al. (2006) found that on the average, teachers in four CSR model schools rated their reading curriculum as being aligned with state standards: Success for All (SFA), Core Knowledge (CK), Direct Instruction (DI), and Accelerated Schools (AS). The teachers agreed that their curriculum was consistent within grade levels and that their curriculum was well coordinated across grades levels, whether or not the models expressed these performances (p. vii).

Another characteristic shared by most comprehensive school reform developers is that teachers adhere to uniformly high expectations, the belief that all students can learn. They must refuse to alter their attitudes or expectations for their students regardless of the students' race or ethnicity, life experiences, and interests (Omotani & Omotani 1996). Evidence suggests that schools can improve student learning by encouraging teachers and students to set their sights high (Lindsey, 1997).

Research has shown that teachers' expectations for students have a propensity to be self-fulfilling. Therefore, Brophy (1986) suggests that teachers routinely project attitudes, beliefs, expectations, and attributions that imply that students share their own enthusiasm for learning. The extent to which teachers treat their students as if they already were eager learners, the more likely they are to become eager learners.

Evidently, having high expectations does not equalize students' natural abilities and learning rates. To accommodate differences among students and help all students achieve success without watering down standards and expectations, teachers can control time, grouping, and methodology (Omatoni & Omatoni 1996).

Professional Development

Professional development has been identified in the literature on comprehensive school reform as a vital component for building capacity. Professional development for teachers (i.e., staff development, in-service education, continuing education, teacher training) is the range of formal and informal processes and activities that teachers engage in both inside and outside of the school, in order to improve their teaching knowledge and skills (Jackson & Davis, 2000). It should be targeted, ongoing, and embedded into a teacher's workday (National Staff

Development Council (NSDC), 2005). The ultimate goal of teacher professional development is improving student learning outcomes (Guskey, 2003).

The best way to increase teacher effectiveness in the classroom is through regular, high quality professional development. Teachers themselves report that the more time they spend in professional development activities, the more likely they were to indicate that it had improved their instruction (National Center for Education Statistics (NCES), 2001).

Researchers also agree that the success of school improvement and reform initiatives hinges, in large part, on the qualifications and effectiveness of teachers (Garet, Porter, Desimone, Birman, & Yoon, 2001). The characteristics that influence the effectiveness of professional development are multiple and highly complex (Guskey, 2003):

1. Improve teachers' content knowledge and pedagogical knowledge
2. Based on the best available research
3. Appropriate and focused
4. Standards-based
5. Constant and continuous
6. Entrenched in day-to-day activities
7. United with school wide improvement goals
8. Shared and collegial
9. Provides occasions for discussion, reflection, and follow up

Research also reveals, that the number of hours spent in professional development activities is related to the extent to which teachers believe that the participation improved their teaching. Results from a national study conducted in 2000 indicate that teachers who participated

for more than 8 hours in professional development activities were more likely than those who spent 1 to 8 hours to report that it improved their teaching (NCES, 2001).

Many researchers agree that the kind of professional development that leads to improvement in teaching should focus on instruction and provide opportunities for mutually respectful investigation, and connect teachers to outside expertise. There are usually a minimum number of professional development hours required for implementation by CSR designers. For example, MRSH planners, working collaboratively with district personnel and school administrators, develop a professional development proposal outlining the services to be provided by MRSH, a detailed timeline for work, and a budget for implementing the proposal. While professional development sequences and priorities may vary, the goal is the same: to enhance educators' capacity to design and adapt continually an effective instructional program that supports student mastery of academic standards (Kilgore, 2001).

Schools should afford teachers opportunities to plan their own professional development to improve classroom performance. School teams should assess how school staff and administrators work cooperatively to plan, develop, and share professional development activities. This is accomplished by increasing the skills, knowledge, and performance of the individuals responsible for educating the students (Kilgore, 2001).

Schools must ensure that professional development reflects the needs and interest of the faculty and staff. Managerial structures, such as schedules, staffing patterns, and grouping provision may need to be revamped to foster collaboration and professional development. Including other staff members, such as administrators, in professional development activities is important in developing reflective communities of practice and a shared understanding of goals and approaches (Darling & Mc Laughlin, 1995).

Many CSR designs call for teachers to guide students in developing the higher level thinking skills necessary for an informed society. In order to accomplish this, teacher must receive professional development on the subject. In a study conducted by Caulfield-Sloan, & Ruzicka, (2007) teachers were instructed in the use of higher level thinking skills levels of questions. It was found that prior to staff development on higher order thinking skills observations of all teachers revealed that the predominant instructional practice being used at the time of the research was a traditional, teacher dominated, rote style of teaching. Only one staff member in 27 asked several questions from the analysis level in areas not integral to the content portion of instruction.

Professional development should provide active learning experiences for teachers. School based professional development should address all aspects of capacity rather than only the skills of individual teachers (Fullan, 2004). In order to improve achievement of all students in a school from year to year, teachers must put into effect their individual expertise, skills, and dispositions in an integrated manner. The united power of the full staff to improve student achievement school wide can be summarized as school capacity (Louis & Kruse, 1996).

More than half of the of the professional development that is provided to schools by the MRSH design can be typically broken down as follows: 32% for classroom instruction, 26% for Task force training, 16% for curriculum alignment, 10% for leadership diagnostics, and support 8% for assessments and 5% for learning environment and 3% for overview and change process. The professional development activities are set forth to address the strengths and weaknesses of each school (AIR, 2006).

Assessment of Students

Altering schools so that they prepare all students for life in the 21st century requires that the entire school community to be engaged in discussions and decisions about learning, assessment, and teaching. The integration of assessment with curriculum content and strategies is necessary to achieve the goal of assessment. Assessment and instruction must be inseparable if the program is to be successful (Marzano, Pickering, & McTighe, 1993). The question is not whether to evaluate students, but how to measure performance in ways that will enrich learning, rather than restrict it. Effective assessment is linked directly to instruction. It is an essential part of teaching, and every effort is made to assure that what is measured flows from what is taught (Boyer, 1995).

Classrooms that are learner-centered make it easy to evaluate students in different ways. In a learner-centered class, the evaluation system (1) assesses different students differently, (2) includes student input in design and adjustment, (3) monitors progress continually in order to provide feedback (4) provides suitable opportunities for student choice of types of products for signifying achievement of educational standards, (5) promotes students reflection through self-assessment, and (6) allows variety of competencies to be recognized in a variety of ways (Boyer, 1995).

Assessment allows teachers to better understand how learning is being encountered from students' points of view (McCombs & Whisler, 1997; Stevenson, 1992). Students should know the criteria by which their work is being evaluated. Successful teachers repeatedly tell their students how they are doing and also get the students into the habit of asking questions for themselves to search out feedback. The quality of feedback must be appropriate and exact. Unless the teacher/parent knows how the student's mind is working, it's difficult to teach

him/her well. The means and standards of assessment are everyone's responsibility (Hammond, Aneess, & Falk, 1995). An important element in any plan is to help students assess and evaluate themselves. At the same time, self-assessment does not replace teacher assessment (Arnold & Stevenson, 1998). A meta-analysis of 40 previous studies on the instructional effects of feedback in test-like events showed that feedback given approximately a day or more after a test is beneficial. Also, feedback providing guidance to, or identification of, correct answers is more instructionally effective than feedback that simply indicates right or wrong answers (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991).

The newest educational reform mandate states that all students can and must achieve a high level of mastery of traditional academic subjects (Rivera & Stansfield, 1998). Assessments based on standards are a key element in this movement. Gender and ethnic differences often determine the outcome of an assessment, and must be taken into account when evaluating assessments. In the United States, there are many students who speak English as a second language. Every effort should be made to increase the participation of English language learners in the formal assessment process using accommodations. If English language learners are not included in the assessment program, they miss an opportunity to express their full abilities and achieve their full potential (Rivera & Stansfield, 1998).

There is considerable evidence that the most effective schools develop a rich means of regularly assessing student learning for purposes of school-wide improvement (Bangert-Drowns et al., 1991). Assessment of students will vary from design to design, as a plethora of methods are available including the use of running records, tuning protocols, looking at student work, lesson study, and the inquiry cycle. The particular procedures that a CSR design suggests, matter

less than how they embody the basic principles of evidence-based decision-making (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991):

1. Assessment must be aligned with goals and standards, so that the information provided is precisely relevant to the learning that is desired (Bangert-Drowns, Kulik, Kulik & Morgan, 1991).

2. Information upon which assessments are based must be furnished in a timely and crystal clear fashion so that teachers can use them in their work (Bangert-Drowns, Kulik, Kulik & Morgan, 1991).

Assessments are public and collective. Teachers come together as a community to work out assessments in which all participate; and the school must create regular opportunities for teachers to present and discuss evidence of student learning in public forums. Effective schools schedule time for collaborative assessment practice, making it vital to the workday. Successful schools develop corresponding formal and informal assessments and build these into the stream of instruction and other school improvements. Furthermore, assessment must become a central, driving force in the school, moving front and center. In short, effective schools learn how to work with evidence--particularly assessment of student learning (Kulik, Kulik, & Morgan, 1991).

Teachers should have time allotted to review one another's student assessments. In their study of four comprehensive school reform models (Accelerated Schools (AS), Core Knowledge (CK), Direct Instruction (DI), and Success For All (SFA; Vernez, Karam, Marian, & DeMartini, 2006)), determined that there was very little difference among the model schools and the frequency with which they assessed students and in which teachers go over assessment results with the principal, or other staff members. Each of schools evaluated students with about the

same frequency, “once per marking period,” which fell short of the “more than once per marking period” prescribed by the four models.

Not only should assessment results be discussed and shared among teachers, but principals should review assessment results on a regular basis. According to Vernez et al. (2006), teachers reported going over these assessments with school internal facilitators or external coaches with the same frequency, whether the model prescribed it or not; they responded that did so between “after some assessments” and “never.” The only exceptions to the above pattern is that as teachers reviewed their student assessment results with their principal at somewhat higher frequency (“after most assessments”) than teachers in other schools (“between some assessments and most assessments”), even though this practice is not prescribed by the model (Vernez, et al., 2006, p. 94). The primary purpose of assessment should be to improve learning. Consequently, student assessment results should be reviewed with individual students. Students should know how and be given opportunities to assess their own learning. They also should understand the purposes, formats, and criteria for acceptable performance. Feedback to students on assessment should be motivational as well as informative.

Organization and Governance

In the quest for continuous school improvement, educators have tried a plethora of school governance and organization methods. Today, most of these methods centers on decentralization and implementation of collaborative school governance. This governance model usually consists of school councils composed of representatives from various stakeholder groups. These governing councils provide opportunities for participatory school leadership and management (Walker & Dimmock, 2000).

Vernez et al.'s (2006) study of four CSR models found that a participatory and consensus-driven method of governance was the main component of the AS model. The other three models did not have a corresponding set of governance related requirements other than recommending that teachers meet frequently to discuss instruction (CK and SFA) or to discuss student assessments (SFA), and that teachers participate in a parental involvement group (SFA). As a general rule, AS schools were not more likely than the other three types of model schools to participate in the participatory governance activities prescribed by the model. Instructors at all four types of schools reported that they were just as likely as their counterparts to have a clear awareness of their school's vision and mission (Vernez et al., 2005, p. 94).

Correspondingly, all schools had some type of school steering committee that met with the same frequency (monthly) and included parents and other community members. For all four types of model schools, stakeholders (other than school staff) took part in these meetings rarely to sometimes. Principals at all four types of model schools reported having a high-level of influence over their school's affairs (score of 1.5 on a standardized scale of 0 to 2, in which 0 means *no control* and 2 means *complete control*). These schools also were likely to have an average of four working groups (action teams or task forces) in force within the schools to concentrate on main issues, including curriculum and instruction, discipline, safety, and parental and community involvement. Teachers also reported attending these working groups at the same regularity apart from the subject matter of the group. "Although SFA required teachers to participate in a working group focusing on parental involvement, teachers in schools using this design attended these meetings with the same frequency as teachers in other model schools" (Vernez et al., 2006, p. 93).

Governance encounters for teachers in AS schools differed from those in the other three model schools in some areas, although the differences were not large. AS teachers were more likely to have some power on school dealings than teachers in SFA schools (score of 1.34 versus 1.16 on a standardized scale of 0 to 2, in which 0 means *no influence* and 2 means *a great deal of influence*). What's more, AS teachers reported meeting with other teachers fairly frequently to discuss school needs, goals, instruction, and curriculum than teachers in the other three types of model schools. However, the differences in the rates of recurrence were not large, 1.24 versus 1.06 to 1.08 (in which 1.5 is for meeting *about monthly* and 1.0 is for meeting *about once per marking period*; Vernez et al., 2006, p. 137).

Data taken from *Studies of Education Reform: Systemic Reform* (Goetz, Floden, & O'Day, 2001) revealed that there must be an interdependence of organizational and individual capacity. Analysis of data from reforming schools in this study suggested five dimensions of organizational capacity.

1. *Vision and Leadership*--Researchers, since the 1970s, have identified the school or departmental vision, or collective sense of purpose, as an important aspect of successful and improving schools (McLaughlin, 1993). The importance of the school mission, and of leadership in articulating and mobilizing support for it, were recurring themes. The vision focused on curriculum and instruction, improved achievement for all students, and teacher responsibility for student learning and was articulated by the principal. 2.

Collective Commitment and Cultural Norms--The most actively reforming schools in the sample displayed a sense of collective commitment and responsibility for students and a set of cultural norms that stressed on-going reflection and improvement. They also were

developing and using specific tools and processes to help them appraise progress toward the learning goals, with the intention that these processes would become institutionalized.

3. *Knowledge or Access to Knowledge*--Just as individual teachers need knowledge, the collection of teachers at the school or other educators in other units of the system need knowledge to implement a shared vision of reform. Where knowledge does not exist within the organization, it is important for members to know where else to look for what they need (Goetz et al., 2001, p. 113).

4. *Organizational Structures and Management*--Over the last decade, reformers have given considerable attention to "school restructuring" as a way to overcome barriers to educational improvement. Research suggests that these strategies may be important avenues for building teacher and organization capacity to achieve goals of standards-based reform (Goetz et al., 2001, p.113).

5. *Articulating a Reform Vision*--Articulating and establishing a reform vision can provide a frame for creating and evaluating all aspects of the reform. In addition, the very process of establishing a common vision can itself be a capacity-building endeavor for the public and for educators (Goetz et al., 2001, p. 113).

6. *Providing Instructional Guidance*--Providing state-level instructional guidance such as curriculum frameworks, instructional materials, professional development activities, or assessments linked to state standards can promote capacity in two central ways. First, it can help teachers, schools, and districts construct curriculum, design instructional strategies, promote professional development, and evaluate progress. Secondly, it may provide additional opportunities for professional learning, either through direct

professional development activities or through such indirect activities as scoring state performance assessments (Goetz et al., 2001, p. 114).

7. *Restructuring Governance and Organizational Structures*--Teachers and schools should be given discretion over decisions relevant to instruction that will enable them to organize in ways that increase their ability to serve student needs, achieve standards, and provide personnel with opportunities for collaboration and learning (Goetz et al., 2001, p. 115).

8. *Establishing Evaluation and Accountability Mechanisms*--If accountability measures are consistent with reform goals; they can focus attention on attainment of goals and provide useful information on weaknesses that need to be addressed. In addition, the very processes and mechanisms used for accountability can be designed to promote reflection and facilitate learning on the part of educational personnel (Goetz et al., 2001, p. 115).

Implementation Research Conducted on CRS Schools

Any comprehensive school reform effort is only as good as implementation. It is hard to measure sustainability unless the degree of implementation is measured. By using data collected for the National Longitudinal Evaluation of Comprehensive School Reform (NLECSR), Kurki, Aladjem and Carter (2005) explored how CSR models implemented the various CSR design components. They ascertained little variation in the level of implementation between CSR model schools and their matched comparison schools, but vast differences were uncovered in the degree of implementation between (a) different components of CSR models, and (b) different CSR model-implementation keys. The level of implementation was determined by various factors, together with the CSR design-implementation keys, the principal's instructional leadership, the

evaluation of teachers' professional community, and the effectiveness of the CSR developers' support.

Evans, Baugh, Sheffer, Martin, and Scarentino (2005) of the Pennsylvania School District, revealed that many of the components of CSR are continuing to be implemented in the schools. The majority of the schools included in this study continued to implement the specific CSR design components well after funding ceased. The schools in this study employed their designs in the 1997-1998 school year and their funding ended in the 2000-2001 school year. The degree of implementation ratings provided evidence related to the more lasting features of CSR programs, as all schools ranked "high" on an after-funding implementation instrument.

The results from this study revealed that the CSR design assisted schools in preparing for implementation through its approach to professional development and parental involvement. Most schools indicated that they were using best practices based on their CSR designs and that test scores had improved. The major components of CSR programs were sustained for well over 3 years (Evans et al., 2005).

In contrast, Datnow (1996) analyzed qualitative data gathered in a longitudinal case study of the implementation of six CSR models (e.g., Success for All, Comer School Development Program) in 13 schools in one urban district. She found that after 3 years, reform efforts ceased in 6 of the 13 schools studied; 2 other schools were still implementing reforms except at very minimum levels. Just 5 of the 13 schools continued to implement their CSR models with moderate to high levels of concentration. Results explained that changing district and state viewpoints affected the sustainability of CSR models in schools in a variety of ways; significantly in some schools and less in others depending on each school's policy for dealing with the variations, as well as their own local circumstances, encounters with reform, and

capacity. Three of the schools eventually dropped their reform initiative because of low levels of implementation. The reforms obviously never became institutionalized in these schools and barely got off the ground. An examination of the schools together revealed that there were no clear profiles where reform ended based on the characteristics of the schools. Schools serving high and low minority, income, and limited English proficient (LEP) populations and those with varied student achievement levels dropped reforms at very nearly the same rate. On the other hand, 4 of the 5 schools that sustained reforms at moderate to elevated implementation levels over time were, in fact, very large schools with high minority, sizeable (LEP), and low-income student populations (Datnow, 1996).

In schools that sustained reforms, there were high levels of stability of leadership, dedication to the reform among major stakeholders, and the reform was a clear characteristic of the grade span and culture of the school. In the schools where reform ended, there was a lack of acceptance among the faculty and staff at the outset and even after years of implementation, and in some cases there were changes in leadership. The circumstances under which the schools adopted reforms also predisposed the reforms' prolonged existence. Schools that adopted reforms after attending a reform design showcase were most likely to drop reforms, while those where the principal brought the reform to the school were more likely to keep the reform (Datnow, 1996).

In 2000, NLECSR finished a quantitative and qualitative study of actions, choices, and procedures, and conclusion of comprehensive school reform designs. It conducted a quasi-experimental design with coordinated treatment and comparison schools. Virtually one third of CSR schools in the study ended their relationships with their model developers. This infers that

the remaining two thirds of schools sustained a reform relationship for more than 3 years (Datnow, 1996).

Schools may discontinue their reform relationship because they have institutionalized the practices of the reform program and have become self-sufficient. Yet other schools may switch to a new reform design and select only a few practices commanded by the CSR model to sustain along with those of other reform efforts (Aladjem & Borman, 2005).

In order to measure implementation, Vernez et al. (2006) developed indicators that closely concur with the 11 components of the federal CSR grant program. The implementation indicators computed for each teacher who returned a survey were aggregated to the school level to create a school-level measure of implementation. The implementation indicators included seven universal groups and 13 specific implementation indicators. The implementation indicators used in descriptive analysis were school-level measures, based on information from principal or teacher surveys. In some cases, the researcher used information from both teachers and principals (Vernez et al., 2006).

The results revealed that Teacher Community, Principal's Instructional Leadership, and Usefulness of Developer's Support are related to the level of implementation. The measure of Teacher Community is positively related to many implementation indicators: the more often teachers believe that they have shared goals, the higher the level of implementation of Shared Decision-making; Parent/Community Involvement; Curriculum; Engagement in, and Emphasis of, and Type of PD; and Use of Assessments. The effect of Teacher Community, however, remains small, ranging from 0.5% to approximately 2% (Vernez et al., 2006).

Even though the effects were small, they revealed the importance of teachers' communicating and sharing similar goals, specifically, having a purposeful professional

community. In the same way, teachers' assessment of Principal's Instructional Leadership was related positively to a large amount of implementation indicators; the exceptions were Inclusion, Student Grouping, and Curriculum, where no significant relationships exist. The effect of Principal's Instructional Leadership on the level of implementation ranges from 0.5% (Use of Assessments) to 4% (Participation in Informal PD). The effects are not large but are very consistent, adding to the growing amount of research concerning significance of the principal's leadership (Vernez et al., 2006).

Finally, Usefulness of Developer's Assistance was also positively related to many implementation indicators, including Use of Technology, Student Grouping, Parent/Community Involvement, Engagement in Informal Professional Development, Emphasis of and Type of Professional Development (PD), and Use of Assessments. The only significant negative relationship existed between the Usefulness of Developer's Assistance and the level of implementation of Pedagogy. Again, the effect of Developer's Assistance by itself was small (from 0.5% to 2%). However, when effects of Teacher Community, Principal's Instructional Leadership, and Developer's Assistance are combined, the implementation of indices related to Professional Development was boosted by approximately 6%, while Shared Decision-making and Parent/Community Involvement gain about 5% (Vernez, et al., 2006). Additionally, Teacher's Support for Adopting a CSR model was positively related to most implementation indices but was significant only concerning Shared Decision-making and Emphasis of and Type of PD. The implementation level of these indices was about 2% higher if teachers supported the adoption of the CSR model. Although most of the results are not statistically significant, they offer support to the idea that the adoption process is important, but perhaps not as important as having a functional professional community among teachers (Vernez et al., 2006).

Among the teachers' background variables, being an English teacher clearly stands out. Being an English teacher (rather than a mathematics teacher) is positively associated with the implementation of Pedagogy, Influence of Assessments, Emphasis of and Type of PD, Use of Technology in Classrooms, and Curriculum (Vernez et al., 2006). However, English teachers are less consistent in implementing Shared Decision-making, and Engagement in Informal PD. Teachers' gender is related to Use of Technology in Classrooms, Parent/Community Involvement, and Use of Assessments. The male teacher variable was related positively to Parent/Community Involvement and Use of Assessments but negatively associated with Use of Technology. Furthermore, being a new teacher at the school had a significant negative relationship to three indices: Use of Technology, Time Scheduled for Instruction, and Use of Assessments (Vernez et al., 2006).

It is difficult to measure implementation of comprehensive school reform designs. (Vernez, et al, 2006) developed a distinctive five-step methodology, which encompassed surveys and in-depth case studies, to quantitatively measure the level of CSR implementation. The study team then used the methodology to measure actual implementation of four different CSR models in a large number of schools. For comparison, the study also included a sample of schools that did not use any CSR model. Four CSR models are included in their study: Accelerated Schools, Core Knowledge, Direct Instruction, and Success for All.

These models were chosen because they have been widely selected by schools throughout the nation, and because they differ from each other significantly. Each of the four CSR models is based on a different philosophy and a different set of prescribed practices. Each model, however, generally emphasizes and attempts to align six core areas of schooling: curriculum, methods of instruction, appropriate student grouping, governance (such as establishing a school steering

committee and working groups), student assessments, and parent involvement. The importance and configuration of each area vary by model.

No school in their study had fully implemented all core components of its chosen CSR model as envisioned by the designers. Some core components were implemented more widely than others. For example, schools were generally able to implement the prescribed curriculum. However, they had more difficulty in following the prescribed instructional practices. In comparison with other core components, practices to increase parental involvement were consistently implemented at the lowest level. Year-to-year comparisons indicate that the level of implementation of each component, and the model as a whole, did not change overtime (Vernez et al., 2006).

Model designers typically prescribe a high level of support to ensure that the model is implemented successfully. Such support includes external support (providing for principal and teacher consultation with the model designers, teacher training, and ongoing professional development) and internal support (appointing a school staff member to facilitate and coordinate implementation; Vernez et al., 2006).

Most schools did not have the recommended implementation support. For example, on average, teachers reported receiving about half of the recommended initial training and about one-quarter of the recommended ongoing professional development. In general, teachers reported only a lukewarm commitment to implementing the school's model, and most teachers felt the training they had received did not fully prepare them to start using the model. However, when the level of support increased, so did the level of implementation (Vernez et al., 2006).

Implementation is at the core of comprehensive school reform and schools are the place where implementation of reform designs flourish or die. It can occur at the school or classroom

level. Nonetheless, if schools are left alone, only a small number of schools will show the kind of capacity needed and only a few will be able to sustain it (Vernez et al., 2006).

Berends, Kirby, Naftel, and McKelvey (1998) examined the implementation of designs in both the demonstration and scale-up phases. The purpose of the study was to measure the level of implementation in schools and to determine the conditions under which implementation prospered. The seven designs entering the scale-up phase included the following:

1. Authentic Teaching, Learning, and Assessment for All Students (ATLAS)
2. Audrey Cohen College (AC) (currently renamed Purpose-Centered Education)
3. Co-NECT Schools (CON) Expeditionary Learning Outward Bound (EL)
4. Modern Red Schoolhouse (MRSH)
5. National Alliance for Restructuring Education (NARE) (currently renamed America's Choice Design Network)

The demonstration schools showed some potential, but Berends et al. (1998) identified many obstacles to implementation. Accomplishing high levels of implementation within those schools proved complicated. The case study analyses found that by 2 years into implementation nearly half of the model sites were implementing designs at a level consistent with the expectations of NAS and the design teams. The other half were implementing at a momentum below that level. In summary, Berends et al. (1998) found the following:

1. Large differences in implementation by jurisdiction, by design, and across schools.
2. Implementation increased and expanded over the first 4 years after the schools adopted designs, although at declining rates each year.

Valencia, Place, and Martin (2006) conducted a follow-up study, and found that implementation had profound capacity-building and sustainability effects. According to the

researchers, before it can be determined whether a comprehensive school reform design improves teaching and learning, it must determine whether and how completely it has been implemented.

Valencia et al. (2006) developed a set of implementation indicators that could be measured via principal and teacher surveys in order to quantify as close as possible the extent to which the CSR model was actually implemented. This study focused on four of the six core components of most comprehensive school designs (curriculum and instruction, organization and governance, professional development, and parental involvement). The results yielded an array of implementation concerns.

For example, the first year of CSR implementation determines the extent of the implementation. Overall, the level of implementation remained constant, regardless of how long schools had been using the designs they had adopted. They concluded that a school will implement and sustain a design over time depending on initial preparation and training. Therefore, design developers should evaluate their training, consider teacher suggestions for improvement, and provide more occasions for modeling new instructional strategies (Valencia et al., 2006).

Valencia et al. (2006) also found that the overall staff commitment to the design model was insufficient when external and internal support fell short of the model developers' requirements. Design developers usually require a majority of faculty/staff buy-in prior to adopting the design. They found that even if the majority of the teachers voted to adopt a particular design, their level of commitment varied. Teachers reported that they voted to implement the CSR design because they felt that the principal would have implemented it anyway. Since teacher buy-in is important, principals must ensure that staff is engaged in the

design selection process. The principal and design developers must work together to increase staff commitment. The staff's commitment to the model was closely associated with the implementation of all core components (Valencia et al., 2006).

Teachers received about one-quarter of the ongoing professional development suggested by the design developers. When this happens, partial implementation will result. Principals usually receive more continuous professional development related to the design than do teachers. This suggests that model developers should reconsider placing more emphasis on teachers (Valencia et al., 2006). Generally, schools in the study were able to implement their adopted design's curriculum as designated by the developers. They did have difficulties implementing the various methods of instruction indicating that additional professional development was required (Valencia et al., 2006).

Comprehensive School Reform Sustainability Research

There is relatively a small amount of literature on the sustainability of CSR. Sustained or sustainable reforms have different meanings in the literature. Definitions range from sustaining a *relationship* with the CSR designers to sustaining *fidelity* to implementation. The literature generally indicates that very few efforts have sustained implementation of reforms (Tyack & Cuban, 1995). Datnow (2001) provides a summary of literature that sees "sustained reform" as the institutional or taken-for-granted use of reform where those practices become fully internalized and a part of how the school does business (Taylor, 2005). There are many factors identified in the literature as factors that make school more likely to sustain CSR efforts (Taylor, 2005). These include the following:

1. Elevated capacity in the local school (e.g., Reynolds, Stringfield, Florian, 2000; Stringfield, 1996)
2. Support from local, state, district entities (Bodily, 1998; Yonezawa & Stringfield, 2000; Berends et al., 2002; Datnow, 2001)
3. Ample funding (Berends et al., 2002; AIM, 2003, Evans et al., 2004)
4. Positive student results (Yonezawa & Stringfield, 2000; AIM, 2003)
5. Alignment connecting the reform design and the school (Datnow & Datnow & Stringfield, 2000: AIM, 2003)
6. Leadership endurance (Bodily, 1998: Florian, 2000)
7. Retaining faculty members (Hargreaves & Fink, 2000)
8. Faculty dedication (Moffett, 2000; AIM, 2003), including factors Connected to initial acceptance and the reform implementation process (Datnow, 2000)
9. Practical concrete reform specification that are structured into the daily life of the school (Yonezawa & Stringfield, 2000; Florian, 2000)
10. Sustained professional development (Yonezawa and Stringfield, 2000 and model developer support (Berends, et al., 2001).
11. Safeguard from opposing reforms (Datnow, 2001).

Change must be a planned process to ensure long-term success. When success is a planned process, it can be categorized into three distinct phases: initiation, implementation, and institutionalization (Fullan, 2001). Phase I, initiation, engrosses the process leading up to and including the decision to adopt a change. Many comprehensive school reform designs required an eighty percent buy-in from faculty and staff as did the MRSH design. Phase II,

implementation, involves putting the change into practice. Fidelity to the design is the key to successful implementation. Phase III, institutionalization, necessitates an ongoing process where the innovation becomes part of the system. Results might include "improved student learning and attitudes; new skills, attitudes, or satisfaction on the part of teachers and other school personnel; or improved problem-solving capacity of the school as an organization" (Fullan, 2001, p. 50). Sergiovanni (1991) states that, principals' goals for school improvement need to include all three--adoption, implementation, and institutionalization.

School and Teacher Characteristics that Influence Capacity-building and Sustainability

The literature reveals several school and teacher characteristics that may influence capacity-building and sustainability in schools. The major characteristics revealed include school size, grade level, percent of free and reduced lunch, rate of teacher and principal turnover. Other characteristics may include percent of minority students, percent of students with limited English proficiency, number of migrant students, and school location (i.e., urbanicity) (Doherty, 2000).

According to Tusnet, Flaherty, and Smith, (2004), CSR D schools were nearly twice as likely as the average school size to be positioned in an urban area (44% of CSR D, schools, compared with 24 % of all schools). CSR D schools were much less likely to be located in suburban areas and large towns (30 % vs. 45%) and slightly less likely to be situated in rural areas (26% vs. 31%; Doherty, 2000).

School size has an impact on student achievement. Research reveals that students in small schools (fewer than 400 students) performed better on standardized achievement tests and teachers reported a more positive attitude about responsibility for student learning. School size

negatively affects implementation of Time Scheduled for Instruction but positively affects Student Grouping (Lee & Smith, 2000).

CSRD funds were more likely to be received by schools with a high concentration of students who are low income, minority, and limited English proficient. Nearly half (46%) of CSRD schools were in the highest poverty category (defined as having more than 75% of their students eligible for free or reduced-price lunches), compared with only 17% of all schools in the United States. CSRD schools are also more likely to be identified as in need of improvement under Title I (37%) compared with Title I schools (17% or all schools (9%). CSR grants are concentrated in urban settings and elementary schools (Doherty, 2000).

Grade span was a school characteristic identified in the literature as influencing which schools received CSRD grants. Elementary schools were more likely to receive CSRD grants than middle schools or high schools. In 2000-01, 71% of all CSRD schools were elementary schools, compared with 59% of all schools nationally. High schools accounted for 11% of CSRD schools and 22% of all schools nationally, while middle and junior high schools accounted for 18% of all CSRD schools and 19% of all schools nationally (Doherty, 2000).

Other school variables were identified as limiting the capacity of schools such as turnover in students, teacher, and school and district leaders. Schools may end up constantly training and retraining staff. The same is true if student mobility rates are high. Teachers may find themselves constantly repeating student procedures of instruction and assessment (Hatch, 2000).

Discussion of the Research Reviewed

The literature reviewed for this study chronicles the use of comprehensive school reform by low-performing schools to improve teaching and learning. The effectiveness of this

intervention tool is a highly debated in the literature. According to the literature, the CSR designs were comprised of a number of capacity-building components. The core components identified in the literature as capacity-building components for continuous school improvement include curriculum and instruction, organization and governance, assessment of students, parent/community involvement, professional development, and participatory leadership.

The literature also suggested that building capacity requires enhancing the skills and knowledge of all of the people in the organization (Berends et al., 2000; Datnow, 2005, Finnigan & O'Day, 2003; Fullan, 2001; Taylor, 2005,). Everyone in the organization is held accountable for the collective success of the organization. Once capacity is built, it must be sustained over a period of time.

The literature supports that implementation affects the success of comprehensive school reform. It is difficult to sustain the capacity-building characteristics over time, if fidelity to implement design is not maintained. Factors that affect implementation include the reform design, teacher buy-in, exterior technical assistance, curriculum and assessment, professional development, parent involvement, and principal leadership.

According to the literature, a curriculum aligned with local standards is the key to building capacity. The strategies for implementing rigorous curriculum standards should include explicit instruction that is differentiated to meet the needs of all students.

Organizing to allow all stakeholder participation is critical to building a school's capacity. This can be accomplished through leadership teams, tasks forces, and committees that foster shared decision-making and collaboration.

The assessment of students should drive instruction. Assessment results should not only guide instruction, but they must be shared with parents, teachers, and students. The principal

must be kept abreast of student assessment results in order to make sound decisions pertaining to teaching and learning.

Parent involvement helps to bridge the gap between home and school. Student achievement is enhanced when teachers and parents work together to educate their children. Findings from various researchers (Bauch & Goldring, 1990, 1993, 1995; Goldring & Bauch, 2000) and Epstein (1995, 2001, &2005) provide an abundance of research to support this argument. Parents should be a part of the decision-making process in schools.

Leadership in the context of CSR must shift from top down one person leading to inclusive and participatory decision-making. Leadership must be developed and shared across a wide range of shareholders, especially teachers and parents. No longer is one person responsible for leading a school toward success (Lambret, 1998)

Berends and colleagues (2002) and Lambret (1998) found that building teacher capacity is a crucial factor in successful reform. Teacher beliefs, skills, knowledge, and buy-in to reforms influence implementation that in turn influences capacity which determines sustainability. Professional development was identified in the literature as a way to build teacher capacity and give teachers and staff members the tools they need to implement school reform. In addition, staff development must be tailored to meet the demands of the particular reform (Lambret, 1998).

Researchers such as Datnow (2001) and Taylor (2005) provided a summary of literature that sees sustained reform as the institutional or taken-for-granted use of reform in which the practices become fully internalized and a part of how the school conducts its day-to-day operations. When one speaks of sustainability of a reform, one is interested in knowing that the reform lasts over time and becomes an institutionalized feature of a school. Therefore, it can be

concluded that when a reform is institutionalized, when it is taken-for granted, or internalized, the major components of the reform are sustained over a period of time (Datnow, 2005).

Certain school characteristics may also influence capacity-building and the ability to sustain this capacity. The major characteristics identified in the literature include school size, grade level, and percentage of free and reduced lunch.

As reported in the literature, there are many factors identified in the literature as factors that make school more likely to sustain CSR efforts. In examining the change effort, schools must also have a shared vision aligned with school goals, focused professional development, collaboration among stakeholders, organization and governance, shared leadership, parental and community support, and continued funding (Taylor, 2005).

Conclusion

As this study reveals, the task of correcting failing schools is not easy, but the alternative is unacceptable. With new accountability requirements, extensive funding for comprehensive reform has ceased. Schools must continue to raise expectations for all children and work together to strengthen our schools so that *every* child can strive toward high levels of achievement and learning. Many low-performing schools do not have the capacity to this by themselves. As a result, these schools have relied on comprehensive school reform models as a tool to improve teaching and learning. CSR alters the way an entire school functions, leading to the ultimate goal of greater student achievement. This school wide approach can produce compelling results such as substantial gains in student achievement. However, there is a hurdle to overcome. The designs must be well implemented.

The research indicates that if whole-school reforms are implemented well, the design can generate considerable improvement in teaching and learning. Whole-school reform does not happen overnight, it takes years of hard work and determination. According to Fullan (2001), as indicated previously, any type of lasting change must go through three phases in order to be sustained: initiation/adoption, implementation, and institutionalization. Phase I, initiation, involves the process leading up to and including the decision to adopt a change. Phase II, implementation, involves putting the change into practice. Phase III, institutionalization, involves an ongoing process where the innovation becomes part of the system. Results might include the following: “improved student learning and attitudes; new skills, attitudes, or satisfaction on the part of teachers and other school personnel; or improved problem-solving capacity of the school as an organization” (Fullan, 2001, p. 50). Sergiovanni (1991) states that the principal’s goals for school improvement need to include all three stages--adoption, implementation, and institutionalization.

Implementation of whole-school reform is often one of the main limitations. The implementation of whole-school reform is often difficult and inconsistent. The reason for this is that educational institutions possess different capacity-building properties: teachers and teaching abilities, climate and culture, district values and strategies, and state standards and requirements. Sustaining reform long-term is one of the most difficult challenges of whole-school reform. This study proposes to examine teachers’ perceptions of how one comprehensive school reform design, the MRSB design, meets its goals and builds capacity over a period of time. It seeks to determine if factors associated with teachers, principals and implementation, and school characteristics influence sustainability of the design. The findings from this study may provide

insights into those components of the MRSH design that might improve teaching and learning over time, especially in low-performing school.

CHAPTER 3

METHODOLOGY

This study employed quantitative methods to examine the perceptions of teachers regarding the implementation, capacity-building, and sustainability of the major components of the Modern Red SchoolHouse comprehensive school reform design. It sought to determine teacher perceptions of the extent of presence of MRSH implementation design components. It asks whether the major design components disappear over time or if, under certain circumstances, have a lasting effect in building capacity for school improvement.

Two surveys were used in this study to collect data. The Modern Red SchoolHouse Teacher Survey (MTS) measured teachers' perceptions of the presence in the school of the "capacity-building components" that make up the core of the implementation process, and the Modern Red School Principal's Questionnaire (MPQ) was used to gather information about the school principal, the principal's participation in the initial MRSH implementation process, and school characteristics. Additional information about the schools was obtained online by the researcher.

Dependent and Independent Variables

One set of dependent variables and eight single-item independent variables were used for determining the level of implementation, or teachers' perceptions of the presence of MRSH capacity-building components in their classrooms and school since discontinuation of association with the design staff. The independent variables included three teacher characteristics (i.e.,

teachers' participation in MRSB training, teacher designation as classroom or auxiliary teacher, number of years at the school or "teacher longevity"), three school characteristics (i.e., school size, grade configuration or type, and percentage of students receiving free and reduced lunches level), and two administration variables (i.e., principal participation in the initial implementation training and principal longevity). Lastly, one question asked the principal to indicate a) the number of years since the school ended their implementation and training process, and b) the number of years the school participated in the implementation cycle (1-3 years). The dependent variables were the implementation design components, also referred to as "capacity-building components."

Population

There are approximately 300 school sites across the United States that implemented the MRSB program from 1998-2005. Some sites completed their full 3 years of funding and professional support with MRSB while others completed only 1 or 2 years. For this study, the researcher chose sites in the South: Region 3 as identified by the US Census Bureau. Even though schools in the original population reflect primary, elementary, middle, junior high, and high schools, only schools with primary and elementary grades (preK-6) were chosen for this study.

In the South, when the researcher began the study, there were 116 schools that were MRSB sites from 1998-2005 (S. Kilgore, personal communication, May 2007). These schools are located in the following states: Alabama, Arkansas, Delaware, District of Columbia, Georgia, Florida, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South

Carolina, Tennessee, Texas, Virginia, and West Virginia. Of these 116 schools, 50 met the researcher's sampling criteria.

Sampling Criteria

The researcher selected a sample based on the following criteria: The school contained some combination of grades Pre-K to 6th grade, and schools completed 1 to 3 years of the training cycle with the MRSH designers from 1998-2005. Since there were 50 schools located in the South: Region 3 meeting these criteria, the researcher decided to use all the schools in the sample (see Appendix A).

School Selection Procedures

In addition to obtaining Institutional Review Board (IRB) approval for research involving human subjects, letters were sent to superintendents and principals requesting permission to conduct this study in the schools in their district that met the sampling criteria.

The researcher first sent emails to the superintendents for the 50 schools asking for permission to conduct the study in their districts. The email invitation was conducted through an email distribution list to school superintendents and principals so that their consent requests could be tracked for delivery confirmation and completion. It was discovered that some districts had formal review protocol and review boards, which required extensive time to obtain approval for the research. The six districts which required review packets prepared for review boards includes Broward County School District, Miami Dade School District, San Antonio Independent School District, Hampton Public Schools, Atlanta Public School, Montgomery Public Schools, and Memphis Public Schools with a total of 12 schools that met the sampling

criteria. The superintendent was the contact for all other districts. The packets were completed and mailed in a timely manner. For those schools consenting to participate in the study, procedures of administration were synchronized with the superintendent, principal, and teachers in each school to ensure that the study was conducted in a uniform manner.

During the approval process, the researcher found that four of the schools selected had closed (Highland-Biltmore (VA), Rosebud (VA), Elk Creek (VA), and Anderson Park (GA)). One school, Rozelle Elementary, was restructured into a performing arts school (Grades K - 5). Therefore, these five schools were omitted from the sample leaving 45 eligible schools with some configuration of Grades Pre-K to 6th grade.

Thirteen schools granted permission to participate in the study; however, data were usable from only 11 schools because two schools only had one response, representing 4% and 7% of the teachers at the schools, which was an insufficient representation of the schools. The 11 schools included in the study had a teacher representation ranging from 14 to 68 teachers. The selection criteria produced an inadequate purposive sample of participating schools necessary for the researcher to answer all proposed research questions without limitations.

Instrumentation

The Modern Red SchoolHouse Teacher Survey (MTS) is a 52-item instrument that measures teachers' attitudes toward the presence of MRSRH implementation design components. The 6-point (0 to 5) Likert-type scale asks individuals to mark their level of agreement to each question from 0 = *strongly disagree* to 5 = *strongly agree*. However, for data analysis and reporting the following scale was used: 1 = *strongly disagree* to 6 = *strongly agree*.

The instrument contains three demographic questions and six sections that consist of eight indicators in each section. These latter items were taken from surveys found in the research literature on comprehensive school reform that measure teachers' perceptions toward the sustainability of components associated with implementation: Participatory Leadership, Parent and Community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance. The measurement items were constructed from the following surveys: MRSH Teacher Survey (2001, 2006), School Climate Inventory (SCI), Teacher Leadership Capacity Inventory (Lambert, 1998), Parent Involvement Scales (Bauch & Goldring, 1990), and the RAND Principal and Teacher Questionnaire (1998, 2006) (see Appendix B).

Construct validity and reliability of the MRSH Teacher Survey (2001), Teacher Leadership Capacity Inventory, and the RAND Teacher Questionnaire have not been supported empirically. However, prior studies have supported validity and reliability of the School Climate Inventory and the Parental Involvement Scales. Litwin (1995) defines content validity as "a subjective measure of how appropriate the items seem to a set of reviewers who have some knowledge of the subject matter" (p. 35). Content validity is not quantified with statistics, but rather is presented as an "overall opinion of a group of trained judges" (p. 35). It is an accepted procedure for verifying that a survey's content includes everything it should and does not include extraneous information. A team of 15 teachers of a former Modern Red Schoolhouse site and former facilitator of the MRSH design were asked to review the 52 items and provide feedback on content validity.

All reviews indicated that the 52 items related to the six-implementation components appeared to be written effectively to measure teachers' perceptions of the sense of presence of

the components of the MRSH design. Reviewers indicated that the directions for completing the survey should be adjusted. Given the input from the team of 15 teachers, and after making minor revisions in the directions, the researcher concluded that content validity had been established.

The School Climate Inventory (SCI) was developed by researchers at the Center for Research in Educational Policy (CREP) at the University of Memphis in 1989. The SCI consists of seven dimensions linked with factors associated with effective school organizational climates including order, leadership, environment, involvement, instruction, student expectations, and teacher collaboration. Each dimension is comprised of seven items, with 49 statements included in the inventory. A panel of experts (Butler & Alberg, 1991) established face validity of the school climate index while validity of the items and scales were completed by Sterbinsky (2001). The seven dimensions of the inventory and their internal coefficients obtained a Cronbach's alpha as follows: order ($\alpha = 0.84$), leadership ($\alpha = 0.83$), environment ($\alpha = 0.81$), involvement ($\alpha = 0.76$), instruction ($\alpha = 0.75$), expectations ($\alpha = 0.73$), and collaboration ($\alpha = 0.74$) (Sterbinsky, 2001). The researcher extracted items from each dimension to create similar dimensions used in this study.

The Parent Involvement Survey (PIS) was developed by Bauch and Goldring (1993) based on items taken from Epstein's parent involvement scales. This instrument measured the impact of school choice arrangements on parental involvement and school responsiveness. Chi square analyses were conducted to examine the relationship between parents' reasons for choice among selected choice arrangements while discriminant analysis tested for differences among selected school groups as related to parental involvement and school responsiveness. The Cronbach's alphas for three dimensions of parent involvement were as follows: eight items measuring parental involvement at school ($\alpha = 0.88$) (Bauch & Goldring, 2000), four items

measuring parent at home participation ($\alpha = 0.69$), and four items measuring parent communication with the school ($\alpha = 0.73$) (Bauch & Goldring, 1996). For the survey used in this study, items were selected from the three parental involvement scales to create similar items.

Preliminary Analysis

Preliminary analyses were performed to determine whether the Modern Red SchoolHouse Teacher Survey is a valid and reliable instrument for measuring teachers' perceptions about the sustainability of the Modern Red School House implementation components in the 11 former Modern Red SchoolHouse sites included in the study. The design for addressing this question involved the use of exploratory factor and reliability analyses (see Appendix C).

Exploratory Factor Analysis

The 48 items of the MRSHT Teacher Survey that were used to measure teachers' perceptions of the sustainability of the design's capacity-building components had item-to-total correlations surpassing the minimum eigenvalue of .500 (Blaikie, 2003). The greatest item value was .900 for the item measuring "the principal provides resources that improves teacher performance" and the least value was .555 for the item measuring "parents are active in helping their children with their homework." Green and Salkind (2005) observe that "correlation coefficients of .10, .30, and .50, irrespective of sign, are, by convention, interpreted as small, medium, and large coefficients, respectively" (p. 256). For the Modern Red survey instrument, no item had an item-to-total correlation coefficient less than .500. Of the item-to-total correlations, 93% are greater than .608 and 88% are greater than .700. Consequently, it is

reasonable to conclude that all items contribute to measuring a common trait, in this case “perceptions of capacity-building components”.

Nunnally (1978) and Gorsuch (1983) deduce that factor analysis is required to evaluate data and for data reduction. Consequently, an exploratory factor analysis using a maximum likelihood extraction method and a varimax (orthogonal) rotation method was conducted resulting in six capacity-building factors. The six capacity-building factors retained in the inventory were designated: Participatory Leadership, Parent/community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance.

Table 1

Factor Analysis Results for Capacity-building Components

Capacity-building Components	Questions	Number of Items	Cronbach's Alpha
Factor 1: Participatory Leadership	14, 15, 45, 46, 47, 48, 49, 50,	10	.965
Factor 2: Parent/Community Involvement	51, 52, 29, 30, 31, 32, 33, 34, 35, 36	8	.933
Factor 3: Curriculum & Instruction	5, 6, 7, 8, 9, 10, 11, 12, 13	9	.911
Factor 4: Professional Development	37, 38, 39, 40, 41, 42, 43, 44	8	.960
Factor 5: Assessment of Students	21, 22, 24, 25, 28	5	.875
Factor 6: Organization & Governance	16, 17, 19, 29	4	.899

Resulting Demographics

Teachers are the key implementers of practice within their own classrooms, therefore, it was determined that they would be the primary source of data for this study. Using teachers from the former MRSB sites provided an opportunity to produce information on groups and phenomena that already exist (Fink, 1995b). Information obtained from the principal

questionnaires indicated that the chosen schools' varied by school size, grade level configuration, and the percentage of students receiving free and reduced lunch.

Participating schools were categorized into two school types: The first school type primary/elementary, consisted of schools that had fewer grade levels, either Grades Pre-K to 2nd or some combination of Grades 3rd through 5th (primary/elementary). The second school type referred to schools that consisted of Grades Pre-K to sixth grade (Pre-K to 6th) representing a wider grade span. Table 2 displays the frequency and percentages of these variables for teacher, principal, and school characteristics by school type.

Teacher Demographics

There were a total of 173 teachers who completed the teacher instrument of which 66% participated in Modern Red's training for teachers. Teacher experience was grouped into the following categories: 1-5 (38% of the sample), 6-10 years (30% of the sample), and more than 11 years teaching experience (32% of the sample). Of the 173 teachers, 117 (68%) identified themselves as classroom teachers rather than auxiliary teachers.

Principal Demographics

School principals' number of years at the school (longevity) was collapsed into categories of either 5 years or less, 6-10 years, or 11 or more years. A majority of the school principals (55%) had between 6-10 years of experience as principal at their school. Almost all principals (82%) participated in Modern Red's training program.

Table 2

Frequencies and Percentages for Teacher, Principal, and School Characteristics by School Type

Characteristic	Primary/Elementary	Pre-K to 6 th	Totals
Teacher			
Number of classroom teachers	54 (31%)	63 (37%)	117 (68%)
Number of auxiliary teachers	26 (15%)	30 (17%)	56 (32%)
1-5 yrs. longevity	30 (17%)	36 (21%)	66 (38%)
6-10 yrs. longevity	19 (11%)	33 (19%)	52 (30%)
11+ yrs. longevity	31 (18%)	24 (14%)	55 (32%)
Participated in training	55 (32%)	50 (29%)	105 (61%)
Principal			
< 6 yrs. longevity	2 (18%)	1 (9%)	3 (27%)
6-10 yrs. longevity	4 (36%)	2 (18%)	6 (55%)
11+ yrs. longevity	1 (9%)	1 (9%)	2 (18%)
Participated in training	4 (36%)	5 (46%)	9 (82%)
School			
<299 students enrolled	1 (9%)	2 (18%)	3 (27%)
300-599 students enrolled	1 (9%)	4 (36%)	5 (46%)
600+ students enrolled	3 (27%)	0	3 (27%)
40% to 74% Free & reduced lunches	2 (18%)	2 (18%)	4 (36%)
75% -89% Free & reduced lunches	3 (27%)	1 (9%)	4 (36%)
90% -97% Free & reduced lunches	0	3 (27%)	3 (27%)
Completed 1-2 yrs. of training	4 (36%)	2 (18%)	6 (55%)
Completed 3 yrs. of training	1 (9%)	4 (36%)	5 (45%)
1-5 yrs. since implementation	5 (46%)	3 (27%)	8 (73%)
6-11 yrs. since implementation	0	3 (27%)	3 (27%)

School Demographics

Concerning school demographics, the study examined the impact of school size, school type, and the percentage of students receiving free and reduced lunches on the sustainability of the capacity-building components. School size is based on student enrollment using the

following three categories: large (600 or more students; three schools), medium (300 to 599 students; five schools), and small (201 to 299 students; three schools). The largest enrollment was 762 students and the smallest enrollment was 201 students. Three categories were established for poverty levels based on free and reduced lunch: low (40% to 74%; four schools), moderate (75% to 89%; four schools), and high (90% or more; three schools). The lowest poverty level was 40% and the highest was 97%. School type for participating schools was collapsed into two categories: primary/elementary grade configurations (55%; six schools) and PreK-6th (45%; five schools)

Concerning the schools' participation in the Modern Red's training, six (55%) schools participated in 1 or 2 years of training, and five (45%) schools completed the full-cycle of 3 years of training. Schools' years since implementation were categorized as 5 years or less since implementation and 6 to 11 years since implementation. Of participating schools, 73% ended funding within the last 5 years.

Data Collection Procedures

The survey instrument was created and distributed utilizing electronic measures (www.electronicmeasures.com/surveys). This online software program is a protected program that requires a username and password to create or modify online surveys. The software allows users to create customizable surveys with up to 21 different types of questions and deploy the instrument through customized email distribution lists. In addition, the online program immediately updates data after each submission, prevents participants from completing multiple surveys, provides real-time reports to researchers to monitor participation, and notifies participants of any incomplete survey items before allowing completion to avoid missing data.

Informed Consent and Confidentiality

Upon approval from The University of Alabama IRB department, the researcher sent emails and made personal contacts with school principals of the 50 schools in the purposive sample. While contacting principals, it was discovered that 5 of the schools were either closed or reconfigured, leaving 45 eligible schools in the sample. For each of the 45 schools in the sample, an online request was sent via email to each superintendent requesting them to click on a link that directed them to an online survey requesting permission to contact principals and teachers in their school system. If the superintendents submitted a “yes” as their response, the investigator sent a second online request via email to all school principals in the sample requesting them to click on a link that directed them to an online survey requesting permission to survey the classroom and auxiliary teachers in their schools. The auxiliary teachers included: special education teachers, guidance counselors, physical educational teachers, fine arts teachers, and librarians. Both the superintendent/district designee and principal were given 1 week to respond to the consent requests. A reminder email was sent after 4 days followed by a phone call if the consent requests were not answered within the allotted week. If both superintendent and principal gave consent, each site principal was asked to send an email to all of their teachers requesting their participation in the study. Appendix C displays the consent requests provided to participants.

Originally, three districts granted permission from which three principals agreed to participate and complete the principal questionnaire. Data collected from this questionnaire were used to update the initial information found online by the researcher concerning school demographic characteristics in the event that some may have changed in the past year or two. These descriptive data aided in the construction of an up-to-date table that displays the results of

the data-gathering process, including information about the principal's involvement in the MRSB design.

By the middle of May, the researcher had collected three principal questionnaires and 47 completed teacher surveys. Next, a second email was sent to the remaining superintendents requesting permission to conduct the study. Delivery confirmation revealed that some superintendents deleted the emails without reading or did not open the emails. Thirdly, the researcher made a personal phone call to all superintendents. These phone calls were intercepted by their secretaries and either a message was left with the superintendents' secretaries or a voice mail for the superintendent, but none of the calls were returned. Some administrators stated that they would not be able to participate because they wanted their teachers to focus on their upcoming SAT-10 testing and end of the year responsibilities. They believed they might be distracted by participating in a research study at that particular time. Due to summer break and vacations, no additional teacher requests were completed during the initial survey distribution.

In mid-July the researcher enlisted the assistance of a former MRSB facilitator to assist with contacting superintendents. According to the facilitator, many of the former principals were now superintendents or worked at the Central Office, perhaps a contributing factor to the lack of school participation since the majority of schools that did participate had principals who were in place when the MRSB training occurred. If the participating principal left the school, some Central Office personnel might think that the MRSB school reform was not continued and therefore the school would perform poorly on the surveys. Similarly, a new principal might not understand the reform or could have introduced a new reform. The facilitator provided the researcher with a list of contacts for about 15 of the districts in the sample. After the researcher made numerous personal phone calls, approximately 9 more districts and principals agreed to

participate. After securing 10 additional schools that agreed to participate, logistics of administration were coordinated with the principal, and participating teachers in each school to ensure that the study was conducted promptly, without interruption, and with consistency. All but one school (Big Spring Lake Kindergarten) requested that surveys not be sent out until at least the first 20 days of schools. Therefore, most of the surveys were not sent to teachers until late August and early September after Labor Day.

Survey Distribution

After receiving the consent of the superintendents and principals, each school principal was asked to forward an email request to their teachers that included a web link directing them to the online teacher questionnaire. Teachers were given a week to answer the survey questions. The principal was asked to send a reminder email on the fifth day of the week. The teacher survey was accessible over a one-week period that included a weekend and was extended to collect sufficient data. Participants were able to complete the instrument at their convenience online. Additional phone and email requests were used in an attempt to collect sufficient data.

Teachers were directed to click on a link that directed them to an online teacher survey request that contained an informed consent statement and an option not to participate in the study. The 52-item survey took participants approximately 10 minutes to complete. Confidentiality of participants was maintained by restricting access to the individual responses collected to investigators only. In the data set, neither respondents' names nor school systems were associated with the individual survey results. Appendix C provides the informed consent requests and Appendix D provides email requests that were sent to superintendents, principals, and teachers. The researcher did not obtain the desired 50% school participation rate and a 50%

teacher return rate due to the extensive district IRB process and the unwillingness on the part of district superintendents to allow access to their schools and of principals to participate.

Survey data were collected from completed surveys and transferred into a secure electronic database to eliminate chances of data input errors. Data collected from incomplete instruments for participants that opted out of the study were not included in this study. To ensure that data input is void of input error, data from the instruments were transferred and stored electronically into a Microsoft Sequel (SQL) database hosted on a secure server. Data were converted from the SQL database to an Excel spreadsheet formatted for the Social Sciences Statistical Package (SPSS®). Each survey item was assigned a variable identification label, which was used to identify that item in SPSS. The variable identification was maintained when the data from the Excel spreadsheet were imported into SPSS. The survey data were extracted from the Excel spreadsheet and analyzed by the researcher using SPSS. Each school and its principal were provided with a school id number in order to organize data for each school.

Sample Return Rate

As indicated above, the researcher worked to obtain at least a 50% school participation rate and a 50% teacher return rate. However, this was not accomplished. An examination of state report cards and information databases revealed that there were 1,492 available teachers from the 45 eligible schools in the sample; however, the total possible teachers available from the 11 participating schools was 380. This number was calculated by adding the number of classroom and auxiliary teachers as reported by participating principals. A total of 183 teacher questionnaires were submitted for a teacher return rate of 11.6% percent from among the participating schools. Ten teacher questionnaires were incomplete and removed from the study

leaving a total of 173 teacher questionnaires or 11.6% of teachers. Table 3 reveals that the return rate for the 45 schools was 28.9% and 12.3% for the 183 teachers. The completion rates for principals were 24.4% (11 principals) and 11.6% for the 173 teachers of the 45 eligible schools.

Table 3

Completion Rates for Principals and Teachers

Characteristics	Total Possible Participants	Submitted Surveys	Unusable Surveys	Completion Totals	Return Rates	Completion Rates
Principals/Schools	45	13	2	11	28.9%	22%
Teachers	1492	183	10	173	12.2%	11.6%

From the 11 participating schools, 80 teachers were from schools with some configuration of primary or elementary grades. Ninety-three teachers completed surveys from schools containing Grades Pre-K to 6th grade. Therefore, the completion rates, based only on the participating schools, were respectively 46% (5 schools) and 54% (6 schools) for each school type (see Table 4).

Table 4

Completed Surveys for Participating Schools Based on School Type

School Type	Possible Teachers at Schools	Respondents	Unusable	Total Completed Surveys
Primary/Elementary grades (N= 5)	218	82	2	80 (46%)
Pre-K to 6th grade (N=6)	162	101	8	93 (54%)
Totals	380	183	10	173

Data Analysis

The researcher used SPSS to organize the teacher survey data into variables and conducted simple descriptive analyses: means, distributions, and frequencies and percentages for each item. Frequencies and percentages for each of the survey items will be provided in an executive summary to participating schools for assessment and planning purposes. Descriptive statistics are important in data cleaning to determine the cohesiveness of the data; that is, the extent of outliers. There were no out of range values with unexpectedly high (or low) means and standard deviations, and other simple parameters, found that were influential to decisions in conducting the main analyses to answer the research questions. During these analyses, the researcher examined respondent returns to determine the extent to which the survey was completed. As indicated earlier, only surveys that were completed totally were used in the analyses.

Research Questions

The research questions guiding this study are repeated here along with the analyses that were used to answer the questions.

1. To what extent do teachers in elementary Modern Red Schoolhouse schools located in the southeast perceive the strength of presence in their schools of the six components important in the implementation process for building school capacity for change (i.e., participatory leadership, parent/community involvement, curriculum and instruction, professional development, assessment of students, and organization and governance.) as measured by the MRSB Teacher Survey?

2. To what extent do teacher characteristics (i.e., designation as classroom or auxiliary teacher, teacher longevity or years of teaching experience at the school, teachers' length of participation in training) influence the strength of presence of the capacity-building components for change?

3. To what extent do implementation and principal factors (i.e., the "length of time" the school has been disassociated from the funding and support provided by the staff of the MRSB design team, the "number of years" the school was in the implementation cycle, whether the principal participated in the MRSB implementation/professional development process, and "principal longevity") influence the strength of presence of the capacity-building components for change?

4. To what extent do school characteristics (i.e., school size and the percentage of students receiving free and reduced lunches) influence the strength of presence of the capacity-building components for change?

Preliminary Analyses

Factor analyses were conducted on the survey items to develop scales to determine the extent to which the items in each scale form a valid and reliable scale. Gall, Borg, and Gall (2007) conclude that factor analysis is required to evaluate items and for the purpose of data reduction. Therefore, the researcher conducted an exploratory factor analysis with the maximum likelihood extraction method and a varimax rotation with Kaiser normalization using SPSS to determine what, if any, underlying structures exist for measuring the 52 test items representing teachers' responses to the MRSB Survey. Factor loadings for items in the survey were used to make decisions about item inclusion in the final scales. Items scoring below .400 were not

included in the factor scales, which included item 18 “parents and community members are members of the School’s Steering Committee” and item 27 “teachers use rubrics to evaluate student performance.” The Chronbach’s alpha for each factor scale was used to test the reliability of the items in the instrument.

Main Analyses

For the first research question, descriptive analysis for the entire sample was completed at three levels of analysis for this question: (a) a summative analysis of teachers from all 11 schools, (b) individual school analysis and (c) analysis of the two school types. There were three school type levels originally (primary, elementary and combined primary and elementary grades), but collapsing the data resulted in two nearly equally matched categories for school type: primary/elementary and combined primary and elementary grades of Pre-K-6th grades. These steps provided a comprehensive analysis of how teachers perceived the sense of presence of the MRSH implementation components.

For the total sample, scale score means were used to report the results of the 52-item survey. This approach was identified as the best option of the overall mean for each component as it provided for a broader perspective on how teachers rated the individual indicators for each of the six components. Standard deviations were calculated and Cronbach’s alphas were used to examine reliability. Frequency distributions were reviewed for each indicator to provide a descriptive picture of the sustainability for each implementation component. After the extraction of the scales representing the six components of the implementation process, means and standard deviations were used to compare the relative strength of each component.

For the second research question, a repeated measures analysis of variance (MANOVA) was used to measure the degree to which three teacher variables affect the strength of presence of the implementation components: whether the teacher participated in the MRSH implementation/professional development process, teacher designation, and teacher longevity. If an interaction was found between the variables, an ANOVA using a $p < .05$ significance level was conducted to determine how the variables contributed to the variance. When significance was found ($p < .05$), a conservative post hoc Tukey test was conducted to determine which pairwise difference contributed to the variance.

For the third research question, a MANOVA was used to measure the degree to which four ordinal variables effect the strength of presence of the implementation components: “length of time” the school has been disassociated from the funding and support provided by the staff of the MRSH design team, the “number of years” the school was in the implementation cycle, whether the principal participated in the MRSH implementation/professional development process, and principal longevity.

If interaction was found among the variables, a one-way analysis of variance (ANOVA) was conducted to analyze the probability of variance between variables. When significance was found ($p < .05$), a conservative post hoc Tukey test was conducted to determine which pairwise difference contributed to the variance. This analysis provided overall trends among schools based on teacher perceptions of the sense of presence of the components.

For the fourth research question, a MANOVA was completed to examine the degree to which the following school demographic variables affect the strength of presence of the implementation components among the variables. An ANOVA using a $p < .05$ significance level was conducted to determine how the variables contributed to the variance. When significance

was found between variables ($p < .05$), a conservative post hoc Tukey test was conducted to determine which pairwise difference contributed to the variance.

Summary

The primary purpose of this study was to examine the effect of teacher demographic characteristics, principal and implementation factors, and school demographic characteristics on teachers' perceptions toward the sustainability of Modern Red Schoolhouse's capacity-building components. The study is limited to teachers employed in schools that were MRSH sites from 1998-2005 in the southeastern portion of the United States. Useable data were collected from 173 teachers and 11 principals representing 11 primary and/or elementary schools in the southeast by means of a Modern Red SchoolHouse Teacher Survey and Principal's Questionnaire. The analyses described in chapter IV will provide a basis for examining data and reaching conclusions about the four research questions.

CHAPTER 4

FINDINGS

This study was designed to examine two issues that have pertinence to the sustainability of the MRSH reform design. The first of these was to determine teachers' perceptions regarding the extent of presence of MRSH implementation factors. The second issue was to examine the influence of teacher characteristics, principal and implementation factors, and school characteristics on the sustainability of identified capacity-building components. Teachers from 11 schools that participated in the reform design implementation training served as the sample for this study. Four research questions were used to examine these two issues associated with the MRSH reform design.

Research Questions

The research questions guiding this study are repeated here along with the tables used to answer the questions.

1. To what extent do teachers in elementary Modern Red Schoolhouse schools located in the southeast perceive the strength of presence in their schools of the six components important in the implementation process for building school capacity for change (i.e., participatory leadership, parent/community involvement, curriculum and instruction, professional development, assessment of students, and organization and governance.) as measured by the MRSH Teacher Survey?

Teachers indicated the strength of presence of the six components in their schools by rating the components' indicators: 1 = *strongly disagree*, 2 = *disagree*, 3 = *somewhat disagree*, 4 = *somewhat agree*, 5 = *agree*, and 6 = *strongly agree*. Table 5 displays the means and standard deviations for the factors representing the six capacity-building components that resulted from the factor analyses described in chapter III. The means analysis revealed that teachers “somewhat agree” that all capacity-building components have been sustained over time. Findings for the presence of the capacity-building components ranked in order by means from greatest to least presence sustained over time indicated that Curriculum and Instruction has the highest reported mean ($M = 4.88$), followed by Assessment of Students ($M = 4.75$), Organization and Governance ($M = 4.71$), Participatory Leadership ($M = 4.64$), Professional Development ($M = 4.39$), and Parent and Community Involvement ($M = 4.12$). The greatest standard deviation was 1.23 for Participatory Leadership while the lowest was .88 for Curriculum and Instruction.

Table 5

Means and Standard Deviations for Capacity-building Component Factors (N = 173)

Capacity-building Components	M	SD
Factor 1: Participatory Leadership	4.64	1.23
Factor 2: Parent/Community Involvement	4.12	1.02
Factor 3: Curriculum & Instruction	4.88	.88
Factor 4: Professional Development	4.39	1.13
Factor 5: Assessment of Students	4.75	.91
Factor 6: Organization & Governance	4.71	1.15

Participatory Leadership

A crosstabs analysis of the individual survey items was used to examine those items that contributed the most to each factor. An examination of means, frequencies, and percentages for

Participatory Leadership revealed that teachers *strongly agree* (57.2%) that their “principals communicate the belief that all students can learn” (question 47; $M = 5.29$). The Participatory Leadership indicator with the lowest sense of presence was for “parents and community participate in the decision-making process” (question 15; $M = 3.82$), indicating that teachers *somewhat disagree* that “parents and community members participate in the decision making process” (see Appendix E1).

Parent/Community Involvement

An examination of means, frequencies, and percentages for Parent and Community Involvement revealed that 71 teachers (41%) *strongly agree* that information about the school is communicated to parents on a consistent basis (question 35; $M = 4.94$). Teachers indicated that they *somewhat disagree* that parents frequently serve as volunteers/tutors at the school (question 34; $M = 3.53$). Question 34 is the Parent/community Involvement indicator with the lowest sense of presence (see Appendix E2).

Curriculum and Instruction

An examination of results for Curriculum and Instruction revealed that teachers (63%) agree that there is a presence of curriculum alignment with standards (question 8; $M = 5.50$). Teachers’ identified participation in team teaching (question 10; $M = 4.12$) as having the lowest presence for Curriculum and Instruction indicators (see Appendix E3).

Professional Development

An examination of means, frequencies, and percentages for Professional Development revealed that teachers *somewhat agree* that Professional Development activities provide active learning opportunities for teachers (question 38; $M = 4.66$). Teachers identified “Professional Development is embedded in their day-to-day responsibilities” (question 43; $M = 4.15$) as having the lowest presence for indicators measuring Professional Development. Therefore, teachers somewhat agree that there is a presence of both capacity-building indicators (see Appendix E4).

Assessment of Students

An examination of means, frequencies, and percentages for Assessment of Students revealed that teachers *agree* that state assessment results are used to guide instructional goals for each grade level (question 26; $M = 5.03$). Also note, that teachers *agree* that students’ assessment results are used to plan their instruction (question 25; $M = 5.02$). The lowest rated indicator for assessment of students was for “teachers review student assessment results with individual students” (question 23; $M = 4.26$). Therefore, teachers *somewhat agree* that there is a presence of teachers reviewing student assessment results with individual students (see Appendix E5).

Organization and Governance

An examination of means, frequencies, and percentages for Organization and Governance reveal that teachers *somewhat agree* that their “schools’ leadership/steering teams meet frequently” (question 16; $M = 4.73$). The lowest rated indicator for Organization and Governance was for “community volunteers support the school programs” (question 29; $M = 4.41$). This

mean score reveals that teachers somewhat agree that this indicator is present in their school (see Appendix E6).

2. To what extent do teacher characteristics (i.e., designation as classroom or auxiliary teacher, teacher longevity or years of teaching experience at the school, teachers' length of participation in training) influence the strength of presence of the capacity-building components for change?

Effect of Teacher Variables

In examining interaction among variables, a Mauchly's test indicated that the assumption of sphericity had been violated, $\chi^2(14) = 99.33, p < .05$; therefore, degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ($\epsilon = .867$) (see Table 6). However, a significant interaction was found among the presence of capacity-building components and the three variables measuring teacher participation in MRSB training and their association with the school. "Participation in training" ($F = .344; p = .002$), that is, teachers participated in the MRSB training; "teacher designation" ($F = .320; p = .004$), that is, whether a teacher was a classroom or auxiliary teacher; "teacher longevity" ($F=2.47; p = .029$) that is, the number of years the teacher has taught at the school.

Table 6

Repeated Measures (MANOVA) for Capacity-building Components and Teacher Participation and School Association (N = 173)

Source	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Huyn-Feldt</i>
Components	4.335	11.906	25.608	.000
Components \times Participation in training	4.335	.160	.344	.002
Components \times Teacher designation	4.335	.320	.689	.004
Components \times Teacher longevity	8.671	1.150	2.474	.029

Effect of Teacher Designation, Longevity, and Participation in Training

Post hoc ANOVAs were conducted to examine the effects of these teacher variables with each of the six capacity-building components (see Table 7). ANOVA results identified that there were significant interaction among the presence of Parent and Community Involvement and “years of participation in training” ($p = .008$), “teacher designation” ($p = .002$), and “teacher longevity” ($p = .023$). However, a pairwise comparison of mean differences did not reveal significant difference among the variables. Therefore, there were no significant differences found between teachers’ participation or non-participation in training; between auxiliary and classroom teachers, and among teachers with 0-5 years teaching experience, 6-10 years of experience, and 11+ years of experience for Parent and Community Involvement.

Table 7

Analysis of Variance for Capacity-building Components and Teacher Participation and School Association (N = 173)

Source	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Participatory Leadership				
Participation in training	1	2.972	1.959	.163
Teacher designation	1	1.027	.677	.412
Teacher longevity	2	2.884	1.901	.153
Parent/Community Involvement				
Participation in training	1	1.338	1.299	.008
Teacher designation	1	.344	.334	.002
Teacher longevity	2	2.032	1.973	.023
Curriculum & Instruction				
Participation in training	1	1.071	1.363	.245
Teacher designation	1	.860	1.095	.297
Teacher longevity	2	.547	.696	.500
Professional Development				
Participation in training	1	2.673	2.117	.148
Teacher designation	1	2.237	1.772	.185
Teacher longevity	2	2.810	2.225	.111
Assessment of Students				
Participation in training	1	1.008	1.205	.274
Teacher designation	1	2.623	3.134	.078
Teacher longevity	2	.145	.174	.841
Organization & Governance				
Participation in training	1	.630	.477	.491
Teacher designation	1	4.087	3.094	.080
Teacher longevity	2	.321	.243	.785

3. To what extent do implementation and principal factors (i.e., the “length of time” the school has been disassociated from the funding and support provided by the staff of the MRSB design team, the “number of years” the school was in the implementation cycle, whether the principal participated in the MRSB implementation/professional development process, and

“principal longevity”) influence the strength of presence of the capacity-building components for change?

Effect of Principal Longevity

In examining the extent to which implementation and principal factors influence the strength of presence of the capacity-building components for change, a Mauchly’s test indicated that the assumption of sphericity had been violated, $\chi^2(14) = 88.85, p < .05$; therefore, degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ($\epsilon = .882$) (see Table 8). A significant interaction was found among the presence of capacity-building components and “principal longevity” ($F = 8.82; p = .001$); that is, the longer a principal was at the school, the more likely the capacity-building components were perceived by teachers to be present.

Effect of Principal/Implementation Factors

There was no significant effect for the “number of years the school participated in training” and “years since implementation” with the presence of capacity-building components. There were not enough respondents in the data set to determine if “principal participation in training” had an effect on the sustainability of capacity-building components. An examination of the 11 principal cases indicated that 9 principals participated in the training.

Table 8

Repeated Measures (MANOVA) for Capacity-building Components, and School Implementation and Principal Longevity (N = 11)

Source	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Huyn-Feldt</i>
Components	4.411	8.880	20.605	.000
Components \times Yrs. school participated in training	4.442	.583	1.285	.272
Components \times Yrs. since implementation	4.014	.910	2.112	.071
Components \times Yrs. principal longevity	8.822	2.171	5.038	.000

Effect of Years School Participated in Training

Results from a post-hoc ANOVA reveal that there were significant differences for the perceived presence of the capacity-building factors and the numbers of years in which the school participated in MRSH training with Participatory Leadership (.004), Curriculum and Instruction (.007), Professional Development (.002), Assessment of Students (.006), and Organization and Governance (.003). A pairwise comparison of mean differences suggested that Participatory Leadership, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance all have higher levels of sustainability at schools with 1-2 years of training when compared to schools that participated in 3 years of training.

Effect of Length of Time Disassociated from Funding and Support

A post-hoc ANOVA found that “length of time” the school had been disassociated from the funding and support provided by the staff of the MRSH design team has a significant effect on Participatory Leadership (.000), Curriculum and Instruction (.017), Professional Development

(.001), Assessment of Students (.004), and Organization and Governance (.016). A pairwise comparison of mean differences suggests that there were significantly stronger presences of Participatory Leadership, Assessment of Students, and Organization and Governance at schools with 6 or more years since implementation ended compared to schools with 1 to 5 years since implementation ended.

Effect of Principal Longevity

A post-hoc ANOVA found that “principal longevity” has a significant effect on Participatory Leadership (.000), Curriculum and Instruction (.017), Professional Development (.001), Assessment of Students (.014), and Organization and Governance (.016). A comparison of mean differences revealed that the presence of Participatory Leadership, Curriculum and Instruction, Professional Development, and Assessment of Students were higher at schools with a principal longevity of 10+ years when compared to schools with principal longevities of 1 to 5 years and 6 to 9 years. The presence of Organization and Governance was significantly higher at schools with principal longevity of 10+ years when compared to schools with principal longevity of 6 to 9 years.

Table 9

Analysis of Variance for Capacity-building Components and School Implementation and Principal Longevity (N = 11)

Source	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Participatory Leadership				
Yrs. school participated in training	1	12.454	8.877	.003
Yrs. since implementation	1	11.871	8.462	.004
Principal longevity	1	12.615	8.992	.000
Parent/Community Involvement				
Yrs. school participated in training	1	3.414	3.378	.068
Yrs. since implementation	1	.959	.949	.331
Principal longevity	2	.511	.506	.604
Curriculum & Instruction				
Yrs. school participated in training	1	5.687	7.558	.007
Yrs. since implementation	1	1.482	1.970	.162
Principal longevity	2	3.145	4.180	.017
Professional Development				
Yrs. school participated in training	1	11.894	10.009	.002
Yrs. since implementation	1	2.885	2.428	.121
Principal longevity	2	8.848	7.446	.001
Assessment of Students				
Yrs. school participated in training	1	6.410	7.896	.006
Yrs. since implementation	1	3.854	4.747	.031
Principal longevity	2	3.571	4.399	.014
Organization & Governance				
Yrs. school participated in training	1	11.547	9.255	.003
Yrs. since implementation	1	5.933	4.755	.031
Principal longevity	2	5.299	4.247	.016

4. To what extent do school characteristics (i.e., school size and the percentage of students receiving free and reduced lunches) influence the strength of presence of the capacity-building components for change?

In examining the extent that school characteristics influence the strength of presence of the capacity-building components for change, a Mauchly's test indicated that the assumption of sphericity had been violated, $\chi^2(14) = 81.587, p < .05$; therefore, degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ($\epsilon = .879$) (see Table 10). A significant interaction was found for the presence of capacity-building components with the following school characteristics: school size ($F = 5.47; p = .000$), school type ($F = 2.87; p = .019$), and the percent of students receiving free and reduced lunches ($F = 6.985; p = .000$).

Table 10

Repeated Measures (MANOVA) for Capacity-building Components and School Characteristics (N = 173)

Source	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Huyn-Feldt</i>
Components	4.397	12.856	33.912	.000
Components x School size	8.794	2.075	5.474	.000
Components x School type	4.397	1.089	2.872	.019
Components x % free and reduced lunch	8.794	2.648	6.985	.000

Effect of School Size

A post-hoc ANOVA found a significant effect for school size with Participatory Leadership (.000), Assessment of Students (.004), and Organization and Governance (.016). A pairwise comparison of mean differences suggested that there was a significantly higher presence of Participatory Leadership at schools with enrollments of 600+ when compared to schools with 300-599 students. The sustainability of Professional Development was significantly higher at schools with 300-599 students when compared to schools with enrollments of 0-299 and 600+

students. The presence of Organization and Governance was lower at smaller schools with 1-299 students in comparison to schools with 300-599 students and 600+ students.

Effect of School Type

A pairwise comparison of mean differences for school types revealed that Participatory Leadership, Parent and Community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance were perceived significantly by teachers as present in schools with grade spans of either Pre-K to 2nd or some combination of Grades 3rd through 5th grade when compared to schools with a grade span of Pre-K to 6th grade.

Effect of the Percentage of Students Receiving Free and Reduced Lunches

A pairwise comparison of mean differences for the percentage of students receiving free and reduced lunch reveals that there is a higher perception of presence of Curriculum and Instruction and Professional Development at schools with 90-97% students receiving free and reduced lunch when compared to schools with 75-89% students receiving free and reduced lunch. Schools with 90-97% students receiving free or reduced lunches had significantly higher perceptions of the presence of Assessment of Students when compared to schools with 0-74% students receiving free and reduced lunch and schools with 75-89% students receiving free and reduced lunch. The perceptions of presence of Organization and Governance was lower at schools with 0-74% students receiving free and/or reduced lunch when compared to schools with 75-89% of students receiving free and reduced lunch and schools with 90-97% of students receiving free and reduced lunch.

Table 11

Analysis of Variance for Capacity-building Components and School Characteristics (N = 173)

Source	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Participatory Leadership				
School size	2	5.500	4.035	.019
School type	1	11.614	8.519	.004
% free and reduced lunch	2	5.309	3.894	.002
Parent/Community Involvement				
School size	2	2.152	2.387	.095
School type	1	8.824	9.786	.002
% free and reduced lunch	2	1.101	1.221	.298
Curriculum & Instruction				
School size	2	1.103	1.500	.226
School type	1	7.017	9.544	.002
% free and reduced lunch	2	3.311	4.504	.012
Professional Development				
School size	2	7.280	6.434	.002
School type	1	23.588	20.847	.000
% free and reduced lunch	2	4.511	3.987	.020
Assessment of Students				
School size	2	.306	.400	.671
School type	1	5.016	6.563	.011
% free and reduced lunch	2	4.990	6.528	.002
Organization & Governance				
School size	2	5.841	5.724	.004
School type	1	17.280	16.935	.000
% free and reduced lunch	2	6.027	5.907	.003

Intercorrelations of Capacity-building Components with All Variables

Appendix F displays the results of a correlation analysis using Pearson Product Moment Correlations to explore the interrelationships among the six capacity-building components and the relationships among the capacity-building components and teacher and principal, and implementation and school variables. The Intercorrelation Matrix shows that “principal

participation in training” is correlated significantly with Participatory Leadership at the .05 level of significance and Professional Development at the .01 level of significance. The correlation coefficients for Participatory Leadership (.158) and Professional Development (.233) indicate that high levels of principal participation in MRSH training are related significantly to teachers’ perceptions of the strength of presence of Participatory Leadership and Professional Development. In addition, “principal longevity” (.211) is correlated with Participatory Leadership at the .01 significance level. A significant negative correlation was found among principal longevity and parent/community involvement (-.150) at the .05 significance level. A positive correlation was found between principal longevity and Organization and Governance (.175) at the .05 significance level.

School size is correlated with Parent and Community Involvement (.251) and Organization and Governance (.260) at the .01 significance level. Their correlation coefficients indicate that Parent and Community Involvement and Organization and Governance are greater in schools with larger enrollments. The percentage of students receiving free/reduced lunches has a positive correlation with Professional Development (.165) at the .05 level of significance and Assessment of Students (.251) at the .01 level of significance. Their coefficients indicate that the presence of Professional Development and Assessment of Students increases as the level of students receiving free and reduced lunches increases.

The intercorrelation matrix shows that school type is correlated with Parent and Community Involvement and Organization and Governance at the .01 significance level and with Curriculum and Instruction and Professional Development at the .05 level. Correlation coefficients reveal that there is a moderate negative relationship among school type and Parent and Community Involvement (-.304) and Organization and Governance (-.344), which indicates

that parent and community involvement and organization and governance are higher at schools that consist of either Grades Pre-K - 2nd or Grades 3rd - 5th. A negative weak relationship was found between school type with Curriculum and Instruction (-.167) and Professional Development (-1.60), which signify that the presence of Curriculum and Instructional and Professional Development increases in schools with a smaller grade span; that is for schools with either Grades Pre-K - 2nd or Grades 3rd - 5th.

Intercorrelations Among Capacity-building Components

The six capacity-building components are either moderately or highly related to one another, indicating that if a capacity-building component has a high presence in a school, the other components can be expected to be high as well. Strong positive correlations were found among Professional Development and Participatory Leadership (.797), Organization and Governance with Participatory Leadership (.638), Assessment of Students with Curriculum and Instruction (.738), and Professional Development with Curriculum and Instruction (.728), and Curriculum and Instruction with Participatory Leadership (.669). Parental/community involvement has a high positive correlation with Curriculum and Instruction (.684), Professional Development (.642), and Organization and Governance (.699). Strong positive correlations were found for Curriculum and Instruction with Professional Development (.728) and Assessment of Students (.738). Strong positive correlations were found for Professional Development with Assessment of Students (.646) and Organization and Governance (.626). Moderate positive relationships were found for Participatory Leadership with Parent/Community Involvement (.583) and Assessment of Students (.569). Parent/Community Involvement has a moderate and positive correlation with Assessment of Students (.574). A positive and moderate correlation was

found for Curriculum and Instruction with Organization and Governance (.579) and for Assessment of Students with Organization and Governance (.578).

CHAPTER 5

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Overview of the Study

This research study had two primary purposes. The first purpose of this study was to examine the sustainability of specific school improvement components of CSR designs from among many possible components thought to build school capacity for reform. Specifically, this study examined Participatory Leadership, Parent and Community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance as the core school improvement components. The second purpose was to determine the influence of the following sets of conditions on capacity-building: a) teacher characteristics, b) principal characteristics, c) conditions related to implementation, and d) school characteristics. The research goals of this study were accomplished utilizing a non-experimental, quantitative design. The population consisted of principals, classroom teachers, and auxiliary teachers from primary and elementary schools in the South: Region 3 that participated in at least one year of training to implement the Modern Red Schoolhouse reform design. Participating principals completed the principal questionnaire (PQ) to identify school, principal, and implementation characteristics while teachers completed the Modern Red Teacher Survey (MTS) to measure their perceptions of the sustainability of the six core capacity-building components of the Modern Red SchoolHouse design, mentioned above.

Limitations of the Study

A major limitation of this study is its small sample size. Due to this small sample size, findings from this study may not be generalized for the population. According to Krejcie and Morgan (1970), the sample size for a population of 1400 should be 201 but only 173 teachers responded. Best and Kahn (2006) support that a sample size should contain a minimum of 30 participants for statistical analysis purposes. Only 11 schools participated in the study; therefore, the magnitude of a sampling error is more likely and there is also a greater likelihood that the sample is not representative of the population. Findings related to principal and school factors cannot be generalized for the population due to these limitations.

Limitations Related to Utilizing Online Survey Instrument

This study's low response rate was consistent with findings from prior studies. These studies found response rates from electronic surveys to be lower than response rates from traditional mail surveys (Parker, 1992; Schaeffer & Dillman, 1998). Cook, Heath, and Thompson's (2000) meta-analysis of 49 electronic survey studies found an average electronic survey response rate of 39.5%, while Comley (2000) found response rates to range from 15 to 29% for most online surveys. Possible factors contributing to the low response rate may have included internet service or connectivity problems, lack of acquaintance with the researcher, emails may have been recognized as SPAM mail and blocked, email filters and pop-up blockers may have prevented the survey from opening, fear of being evaluated or results being tracked to one's personal computer due to the loss of anonymity, lack of time to complete the survey, lack of acquaintance with the logo or brand of the survey tool, target audience may not have felt comfortable using the technology, or an unwillingness to participate in online surveys.

Specific Limitations

There other limitations specific to this study, including limited or no access to superintendents to grant approval to conduct the study and timing. Due to the elapsed time period since schools implemented the MRSH design, many administrators declined to participate in the study because of a lack of familiarity with the MRSH design, while others questioned the relevancy of the study. Participation may also have varied among schools based on the importance placed on completing the survey item by school administrators.

The researcher also found it extremely difficult to get access to those responsible for approving research studies within selected school districts and schools. Phone calls were carefully screened, which caused the phone-calling process to be very time consuming and somewhat ineffective for contacting superintendents and principals for permission to conduct the study. In many cases, the phone calls were not returned or answered. Many of the superintendents were unavailable or too busy to answer emails or phone calls made by the researcher. In many cases, messages left on voicemails or with secretaries were not returned. The timing of the study was also problematic. Some principals stated that they did not want to participate in the study because they wanted their teachers to focus on their SAT 10 testing and end-of-the-year duties

Preliminary Analyses

Preliminary analyses determined that the MTS Inventory is a valid and reliable instrument for measuring teachers' attitudes toward the sustainability of capacity-building components. Exploratory factor analysis and reliability analysis of the 48 items of the MTS were conducted using responses of the participating 173 teachers and 11 principals in the sample. The

findings indicated that the six capacity-building components taken from prior studies and comprehensive school reform design literature (Participatory Leadership, Parent and Community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance) were identified in the current study. Of the 52 items used to measure teacher perceptions of the sustainability of the Modern Red's capacity-building components, 48 have item-to-total correlations greater than .500. With a correlation coefficient of .500 as a decision point, item-to-total correlations indicated that all items contributed significantly in measuring a common perception toward the sustainability of targeted capacity-building components.

Factor loadings for items in the survey were used to make decisions about item inclusion in the final scales. Items scoring below .400 were not included in the factor scales, which included item 18, "parents and community members are members of the School's Steering Committee," and item 27, "teachers use rubrics to evaluate student performance" (see Appendix G). The total Cronbach alpha coefficient for all component factors was .964 indicating a high level of internal consistency for the instrument. The alpha values for Participatory Leadership (.965), Parent and Community Involvement (.933), Curriculum and Instruction (.911), Professional Development (.960), Assessment of Students (.875), and Organization and Governance (.899) indicated high levels of reliability for the subscale scores.

Discussion of Findings

This section discusses only the significant findings from this study.

Question 1: To what extent do teachers in elementary Modern Red SchoolHouse schools located in the southeast perceive the strength of presence in their schools of the six components important in the implementation process for building school capacity for change?

Based upon analyses of teachers' responses to the MTS, the researcher found that teachers "somewhat agree" that a presence of the six capacity-building components were found in their schools. Findings from the study reveal that only two of the 48 indicators for measuring the capacity-building components were not sustained: teachers "somewhat disagree" that parents and community members participate in the decision-making process and that parents are involved in a home/school support network.

Findings from this study are consistent with those of prior research. Evans, Carnell, Baugh, and Sheffer (2005) found that schools continued to implement specific CSR design components years after funding and support had ceased. Datnow's (1996) examination of 13 schools from one urban district found that 5 of the 13 schools continued to implement their CSR models with moderate to high levels and two schools continued implementation at very minimum levels. Findings from this study confirm that schools continue to implement CSR design components years after funding and support have ceased.

Question 2. To what extent do teacher characteristics (i.e., designation as classroom or auxiliary teacher, teacher longevity or years of teaching experience at the school, teachers' length of participation in training) influence the strength of presence of the capacity-building components for change?

Effect of Teacher Designation

Findings from the study indicate that there is a significant interaction between the presence of Parent and Community Involvement with teacher designation, but a pairwise comparison of mean differences revealed that there was not a significant difference between classroom and auxiliary teachers. Vernez et al. (2006) found that teachers' background variables affect the implementation of CSR designs. Findings from this study do not support prior findings by Vernez et al. (2006). Possible explanations for a lack of effect among teacher designation and capacity-building components include the small size of the sample comprised mostly of classroom teachers. Of the 173 participating teachers, 68% serve as classroom teachers. Secondly, all teachers are required or encouraged to participate in the Modern Implementation Training, which may have increased consistency in implementation among the entire faculty.

Effect of Teacher Longevity

Findings from the study found that there was a significant difference between Parent and Community Involvement with "teacher longevity." Parent and Community Involvement decreased as "teacher longevity" increased. An explanation for this surprising finding is that teacher commitment to maintaining high levels of parental involvement may have decreased due to either mutations or adaptations after the initial implementation (Berends et al., 2002). An additional explanation is that trust levels between teachers and parents may have decreased over time due to a lack of positive interactions between the two stakeholders. Findings from this study identified Parent and Community Involvement as the lowest sustained capacity component even though teachers agree that they send communications home to parents with information pertaining to school activities and events. This disconnect possibly discouraged the development

of a willingness of a faculty member to be vulnerable to parents based on the possible lack of confidence that parents were reliable, open, honest, and competent or in parents' ability to meaningfully support the school (Tschannen-Moran, 2003). In contrast, Hargreaves and Fink (2000) report that retention of staff influences the continuation of instructional improvement. Findings from this study were not consistent with Hargreaves and Fink and did not reveal a significant interaction or correlation between Curriculum and Instruction with teachers' longevity. A possible explanation for the difference in findings may be that schools may have participated in curricular and reform initiatives required by their school system or state that may not be perfectly aligned with the goals and objectives of the Modern Red Schoolhouse training. Also, as time passes the newness and excitement about programs wear off along with the implementation. As teachers' longevity increases it is possible that teachers were exposed to various curriculum changes.

The Intercorrelation Matrix (Appendix H) does not indicate any significant relationships among teacher longevity and the examined six capacity-building components. However, teacher longevity was found to be significantly and positively correlated with school size. This finding corresponds with studies and reports by Southeast Center of Teaching Quality (SECTQ) (2003) and Ingersoll and Smith (2003), who found that teacher turnover was higher at small schools. In addition, Barnes, Crow, and Schafer (2003) found the same relationship in the two urban schools districts in their study. In the Milwaukee Public Schools (MPS), small schools had a higher teacher turnover (22%) than large schools (17.6%). In Chicago Public Schools (CPS), small schools had significantly higher turnover (44.6%) than large schools (25%).

Effect of Teacher Participation in Training

The Intercorrelation Matrix (Appendix H) indicates that there were no significant correlations between teacher participation in training with any of the capacity-building components. ANOVA results reveal a significant difference between teachers' participation in training and the presence of Parent and Community Involvement. Parent and Community Involvement is negatively related to teachers' participation in training indicating that the less implementation training by a teacher, the more likely it is that Parent and Community Involvement will be higher. This finding may be viewed as contrary and surprising; however, it is consistent with other studies that have shown that efforts to increase parent involvement have had minimal impacts on improvement efforts. SEDL (2003) found that many schools with successful CSR programs indicated that the program had improved the communities' overall perception of the school, but many described parental involvement as the weakest CSR component. The majority of school staff indicated that parental involvement, as related to their CSR program was not producing the desired results. Recent studies have shown that parent involvement in urban elementary schools continues to show little or no improvement (Abdul-Adil & Farmer, 2006, McDermott & Rothenburg, 2000). An explanation for this negative relationship is that teachers may have become frustrated with a lack of change or progress after applying techniques learned during implementation training. This sustained frustration over time may have caused teachers to feel that efforts for obtaining parent and community support is somewhat hopeless due to persistent failure to obtain desired levels of parental involvement. This sustained frustration possibly led to a decrease in the presence of Parent and Community Involvement as teachers' longevity increased.

Question 3. To what extent do implementation and principal factors influence the presence of the capacity-building components and thereby demonstrate “sustainability” for ongoing school improvement?

Effect of Implementation Factors

This question examined the relationship between the capacity-building components and “number of years” the school was in the implementation cycle, the “length of time” the school had been disassociated from the funding and support provided by the staff of the MRS design team, and whether the principal participated in the MRS implementation/Professional Development process, and “principal longevity.” Two surprising findings from the study include the finding that the presence of Participatory Leadership, Assessment of Students, and Organization and Governance increased in schools as the number of years since implementation increased. The second surprising finding indicated that levels of Participatory Leadership, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance are likely to be higher in schools with fewer years of participation in training. These findings contradict Borman, Hewes, and Brown’s (2002) findings that CSR effects began to increase substantially after the fifth year of implementation. An explanation for this contrary finding may be that many schools formally drop their affiliation with a reform developer yet sustain many of the practices prescribed by the CSR model developers (Taylor, 2005). Another possible explanation for the surprising findings is that schools may have institutionalized, or sustained over time, portions of the implementation training such as curriculum alignment with state standards or developing alternative assessments of students based on project-based learning that met their specific needs or weaknesses before dropping their

affiliation with Modern Red Schoolhouse. This may explain why teachers “agree” that there is a presence of all but two of the indicators used to measure the identified capacity-building components.

Effect of Years in the Implementation Cycle

No studies were found that defined how long it takes to sustain components of any school reform designs. The Intercorrelation Matrix (Appendix H) indicates that two capacity-building components are significantly correlated with the number of years the school was in the implementation cycle. Parent and Community Involvement and Organization and Governance are likely to be lower at schools with higher levels of participation in the implementation training. A possible explanation for these findings includes that under certain conditions, longevity can undermine a program because once it has been in place for an extended amount of time, and it may be moved to the “back burner” of priorities where it can suffer from neglect (Century & Levy, 2002). Therefore, the presence of capacity-building components can decrease as the number of years in implementation increases as supported by the findings in this study.

Effect of Time Since Implementation

Findings from this study did reveal that there is a significant difference between the years since implementation and Assessment of Students. The presence of Assessment of Students is higher at schools that have been disassociated from the training and support for 6 years or more when compared to schools that have been dissociated from training for less than 6 years. According to the literature, the sustainability of the capacity-building components within the schools may be a result of the teachers’ ability to self sufficiently institutionalize the practices of

their selected reform program. Sustainability may also be a result of schools electing to switch to a new reform design and select only a few practices commanded by the CSR model to sustain and tier on top of other reform efforts (Aladjem & Borman, 2005). A possible explanation for this significant difference between the years since implementation and Assessment of Students may be the increased focus on improving students' achievement to the mandated levels required by No Child Left Behind. This focus may be higher for schools that have been disassociated from training longer than 6 years because of their need to provide evidence of student achievement growth and from combining elements of training from other reform efforts with those from the Modern Red Schoolhouse.

Effect of Principal Longevity

Findings from the study support that increases in principal longevity is likely to increase the presence of Participatory Leadership, Curriculum and Instruction, Professional Development, and Assessment of Students. The Intercorrelation Matrix (Appendix H) indicates that Participatory Leadership and Professional Development are positively correlated with principal longevity. On the contrary, the presence of Parent and Community Involvement decreases as principal longevity increases. Datnow (1996) adds that "reform sustainability" or "prolonged existences" are direct results of leadership stability and dedication to the reform among major stakeholders. A possible explanation for the negative correlation between Parent and Community Involvement and principal longevity is the principals' disappointment with parental involvement results. In addition, the low presence of the following indicators in participating schools (parent and community member participation in the decision making process, parent involvement in a home and school support network, active support with children's homework and establishing

their learning goals, and serving as volunteers/tutors at their children's schools) may have contributed to a loss of enthusiasm by principals for enhancing Parent and Community Involvement due to burnout and conflict.

According to Lambert (1998), principal leadership affects the success of comprehensive school reform and the sustainability of capacity-building characteristics over time. Leadership in the context of CSR must shift from top down; from one person leading to inclusive and participatory decision-making. Leadership must be developed and shared across a wide range of shareholders, especially teachers and parents. No longer is one person responsible for leading a school toward success. A principal's instructional leadership was identified by Vernez et al. (2006) to be positively related to the level of implementation. Leithwood and his colleagues (1999) provide numerous case studies and cross case synthesis to show that successful school leaders at both the elementary and secondary levels concentrate on fostering the conditions for school growth by: helping to obtain and target resources, developing collaborative cultures across subgroups of teachers, supporting and pushing teacher development, creating facilitative structures, and monitoring teacher commitment as indicators of organizational capacity (Leithwood, 2000; Leithwood et al., 1999).

Question 4. To what extent do school characteristics influence the strength of presence of the capacity-building components? This research question examined the influence of school size, school type, and the percent of students who received free and reduced lunch. The percentage of students on free and reduced lunches was used as a proxy measure for school poverty level such that the higher the percentage of students on free and reduced lunch the lower the SES of the school.

Effect of School Size

This study found that there is a significant interaction between the presence of capacity-building components with school size, school type, and the percentage of students receiving free and reduced lunches. The Intercorrelation Matrix (Appendix H) indicates that school size has a significantly positive correlation with Parent and Community Involvement and Organization and Governance. Therefore, there is likely to be a higher presence of Parent and Community Involvement and Organization and Governance in schools with larger enrollments that results in higher numbers of parents, teachers, and community stakeholders. The presence of Professional Development is significantly stronger at schools with enrollments of 300-599 than at schools with 1-299 and 600+ students. This study found that smaller schools with enrollments of 1-299 have a significantly lower presence of Organization and Governance than schools with 300-599 and 600+ students. A possible explanation for this finding is the span of control reduces as enrollment decreases. Smaller school size requires less delegation of authority and responsibilities by school administrators. Prior studies have confirmed that school size impacts the extent of implementation of CSR models. In addition, school characteristics may also influence capacity-building and the ability to sustain this capacity. The major characteristics identified in the literature include school size, grade level, and percent of free and reduced lunch. Research reveals that students in small schools (fewer than 400 students) performed better on standardized achievement tests and teachers reported a more positive attitude about responsibility for student learning. School size negatively affects implementation of Time Scheduled for Instruction but positively affects Student Grouping (Lee & Smith, 2000).

Effect of School Type (Grade Span)

The Intercorrelation Matrix (Appendix H) indicates that school types with smaller grade spans are likely to have significantly higher levels of sustainability for Professional Development and Assessment of Students. Data analyses support that grade span has a significant effect on the presence of capacity-building components. Schools classified as either Pre-K to 2nd or 3rd to 5th grade had a significantly higher presence of Participatory Leadership, Parent and Community Involvement, Curriculum and Instruction, Professional Development, Assessment of Students, and Organization and Governance than schools with a grade span of Pre-K – 6th. Findings are consistent with those of Newmant et al. (1996) who found that it is more difficult to implement reform across all classrooms in large schools because of a larger span of control.

The implementation of whole-school reform is often difficult and inconsistent. Smaller grade span reduces difficulties and inconsistencies related to implementation due to the fact that educational institutions differ in capacity levels, teachers and teaching abilities, climate and culture, district values and strategies, and state standards and requirements. In examining the change effort, schools must also have a shared vision aligned with school goals, focused professional development, collaboration among stakeholders, organization and governance, shared leadership, parental and community support, and continued funding (Taylor, 2005). Smaller grade spans allow a greater focus to be placed on a smaller number of grade levels and their related Curriculum and Instruction, Assessment of Students, and Professional Development.

Effect of the Percentage of Students Receiving Free and Reduced Lunches

The Intercorrelation Matrix (Appendix H) indicates that as the percentage of students receiving free and reduced lunches increases there is a significant increase in the presence of indicators measuring Assessment of Students. A possible explanation for this finding is that a greater focus is placed on the assessment of students for accountability purposes associated with identifying gains in student achievement. However, research on effective schools (e.g., Stringfield, 1998; see also Datnow & Stringfield, 2000) has found that “positive outlier” schools, that is, unusually high achieving schools given their extent of social economic disadvantage, can sustain their improvement efforts over a decade or more. Therefore, it is possible for schools with high percentages of students receiving free and reduced lunches to sustain the presence of capacity-building components over time with a focus on utilizing various methods of assessments to evaluate students’ learning.

Conclusions

Sustainability raises challenges at the classroom, school, and district levels. Sustainability of design components depend on the interaction of many factors, such as teacher characteristics, principal and school factors, and implementation factors. All of these factors interact within a larger context that has the power to add to or deduct from the sustainability of a reform effort. The following conclusions resulted from this study.

First, while capacity-building components, such as those studied here, appear common across many comprehensive school reform models, the extent of their sustainability does not depend, necessarily on what reform model is implemented, nor the intentions of the developers, but on a variety of other factors. Factors that support the sustainability of a reform effort include,

leadership stability, low teacher turnover, and teachers' ability to self sufficiently institutionalize practices from selected school reform programs and professional development. It is important to note that teacher longevity may have negative effects on certain capacity-building components due to teachers' loss of enthusiasm towards an initiative over time, supplanting curriculum with other programs, the incorporation of newly designed state and locally required reform initiatives, a lack of achieving desired or expected results, or because of an inconsistency in implementation across the entire organization. School characteristics may impact the sustainability of a reform initiative. Smaller grade spans lead to higher sustainability by decreasing the span of control of the implementation components. Implementation and sustainability increases as teachers support for adopting a CSR model increases. Teachers must also communicate and share similar goals, as related to their adopted CSR model, in a purposeful professional community. Principals create a network of strong relationships within and among faculty and staff members through collaboration, communicating and professional development. Opportunities must be afforded that allow teachers to participate in decision-making and take ownership associated with adoption selected reform initiatives.

Among the contributors to sustainability of school reform examined here, the most important contributor appears to be the principal. School leadership plays a paramount role in influencing the sustainability of capacity-building components because of their influence on teacher-working conditions, professional development, fostering effective change efforts, and developing professional school cultures. The principal must lead the implementation of a reform initiative and establish a partnership with teachers focused on meeting desired student achievement goals as related to implementation of the selected reform initiative. Principals' longevity and participation in training positively effect sustainability and principals must ensure

that sustainability is not reduced through the adoption of new initiatives. School leaders are responsible for obtaining internal support and ensuring that implementation is school wide. They must ensure that the staff is continuously engaged and remain committed to implementation. School leaders strengthen the presence of capacity-building components by enhancing the skills, knowledge, and practice of organization members. This includes bridging the gap between school and home through developing parent/community partnerships. Leadership's resiliency and ability to sustain change are two vital components for achieving sustainability.

Implications for Practice

The findings and conclusions of this study indicate the following implications for practice:

1. Professional development is an integral part of comprehensive school reform. Increased efforts should be made, through professional development, that focus on enhancing teacher communities and developing shared student achievement goals.

Efforts should be made to identify obstacles that impede parent involvement in schools. After identifying these obstacles, designers of school reform initiative must develop appropriate professional development opportunities that demonstrate the significance of parent and community involvement. The Modern Red Schoolhouse design implementation may be improved by increasing the involvement of all stakeholders in the implementation process.

2. This study shows that comprehensive school reform designs may be viewed as an effective method for building teacher capacity. Effectiveness may be maximized through increased efforts by school decision makers to ensure that new initiatives are not introduced from external sources that conflict with current initiatives. Proper implementation time must be

allowed to verify the effectiveness of an initiative and greater efforts should be made by schools to include teachers and parents in the decision-making process for reform initiatives.

Comprehensive school reform designs can be improved if obstacles that reduce principal and teacher commitment to reform designs at schools with larger grade spans are identified and dealt with. More specifically, school leaders may select and implement specific components of the Modern Red Schoolhouse Design that meet targeted goals and needs. This implementation method will allow schools to reduce the time and cost of implementing the entire design.

Recommendations for Future Study

Since research relating to teachers' perceptions' of the extent of presence of the six core capacity-building implementation factors of the Modern Red School design is a relatively unexplored area, numerous opportunities exist for future study. The current study was motivated by the review of the literature on implementation, capacity-building, and sustainability of comprehensive school reform. Nearly all published material consists of the effects of reform models on student achievement and teacher behaviors. The current study of elementary teachers' perceptions toward the implementation, capacity-building, and sustainability of one highly implemented comprehensive school reform design, the Modern Red SchoolHouse is intended, in part to provide a foundation for future research.

There is a need for more qualitative inquiry to determine why teachers perceive that there are low levels of parental involvement in homes and school support networks; low levels of parent support with helping students with homework, establishing learning goals, and volunteering at the school. Additional studies are recommended that examine the perceptions of middle and high school teachers' perceptions towards the sustainability of capacity-building

components for change. Future studies may expand teacher, principal, and school demographics to examine the relationships among these variables with the capacity-building components. Also, it is recommended to try and obtain higher levels of district and principal support for participating in the study without making the principal feel as though teacher responses are reflective of their performance. It is highly recommended that studies be conducted that examine trust relationships among principals, faculty, and parents due to the low levels of parent and community involvement among the participating schools. Qualitative research is needed to explore why school leaders did not want to participate in the study and to explore teachers' perceptions about the impact of new state and local initiatives on their ability to implement the Modern Red Schoolhouse design.

The researcher recommends the following questions as objects for future quantitative, qualitative, or mixed methods research relating to comprehensive school reform.

1. What other teacher characteristics, principal and implementation characteristics, and school characteristics effect the sustainability of the Modern Red SchoolHouse design?
2. What school, teacher, and principal characteristics help to sustain or increase levels of parent and community involvement over time?
3. Are reform initiatives more sustained when conducted internally rather than using outside agencies (MRSH)?
4. What impact does combining elements of comprehensive school design models with other reform initiatives have on student achievement?

Summary

Chapter V reported findings related to the results of quantitative research analyses addressing the objectives of this study, conclusions, implications for practice in education, and recommendations for future studies. Since very little research has been reported related to the sustainability of capacity-building components of the Modern Red Schoolhouse design from the teachers' perception, the current study serves as an effort to explore the effectiveness and sustainability of this particular school reform design from the teachers' perspective. Findings from this study provides a body of knowledge from which principals, teachers, parents, and other stakeholders can gain insight into the implementation, capacity-building and sustainability of comprehensive school reform. The potential contribution is to gain a broader insight into how school leaders can promote continuous school improvement and inform policymakers about sustaining comprehensive school reform.

Even though all stakeholders play a role in implementing and sustaining comprehensive school reform, principal leadership is the most crucial to comprehensive school reform. School principals can use the intrinsic power of their role to design a process by which teachers are empowered to make decisions that will foster ownership and sustain comprehensive school reform. Since they are the actual implementers of the design, their voices must be heard.

The principal's longevity and ongoing support is essential to sustaining the reform design once it has been adopted. Reform withers without leadership to safeguard the reform from internal threats and outside forces that could undermine or impede implementation and sustainability.

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APPENDIX A

PRIMARY AND ELEMENTARY MRSH SCHOOLS IN THE SOUTH REGION 3

Primary and Elementary MRSH Schools in the South: Region 3

School	Location	Size	Grade span	% free-reduced lunches
Albertville ES	AL	L	5-6	21%
Big Spring Lake Kindergarten	AL	M	PK-K	51%
Center Point ES	AL	L	K-2	61%
Evans ES	AL	L	5-6	55%
Haynceville Road ES	AL	S	K-5	96%
Minor Community School	AL	M	K-5	70%
Oakdale PS	AL	S	PK-2	98%
Amanda Gists ES	AR	M	K-5	69%
East Pointsett ES- Lepanta	AR	S	K-4	61%
East Pointsett ES -Tyronza	AR	S	PK-6	68%
Emmet ES	AR	M	PK-6	68%
Hermitage ES	AR	L	PK-6	62%
Oark ES	AR	S	PK-6	76%
Plainview-Rover ES	AR	M	PK-6	68%
Rosebud ES	AR	M	PK-6	60%
St. Paul/Huntsville ES	AR	M	K-6	72%
Westside ES	AR	M	PK-5	39%
Burgess Elementary ES	FL	M	PK-5	89%
Broward Estates ES	FL	L	PK-5	49%
Cresthaven ES	FL	L	K-5	79%
McNab ES	FL	L	K-5	38%
Molton ES	FL	M	K-5	68%
Melrose Park ES	FL	L	PK-5	70%
Miami Heights ES	FL	L	PK-5	70%
Palmview ES	FL	L	PK-5	81%
Anderson Park ES	GA	M	PK-5	62%
Continental Colony ES	GA	L	PK-5	85%
Farmerville ES	LA	M	PK-5	76%
Pleasant Hill ES	LA	M	4-5	99%
Clausell ES	MS	L	PK-5	89%
Lester ES	MS	M	K-5	90%
North Jackson ES	MS	M	K-5	82%
Hennessey ES	OK	S	PK-4	80%
Busbee ES	SC	L	PK-5	76%
Greendale ES	SC	M	K-5	76%
Hollis Academy	SC	L	K-5	88%
Ridge Springs-Monetta ES	SC	L	K-5	79%
Andrew Jackson IS	TN	L	5-6	35%
Bransford ES	TN	S	PK-K	63%
Cheatham Park ES	TN	M	1-5	84%
Grand Junction ES	TN	M	PK-6	93%
Krisle ES	TN	M	K-5	58%
Rozelle ES	TN	L	K-6	77%
Pineview ES	TN	S	K-5	60%
Vonore ES	TN	L	PK-5	66%
Fonwood ES	TX	L	K-5	86%
Foster ES	TX	L	PK-6	86%
Flossie Floyd Green ES	TX	M	PK-6	5%
Elk Creek ES	VA	S	K-4	74%
Highland Biltmore ES	VA	L	PK-5	67%
Tarrant ES	VA	M	PK-5	68%

Source: Data obtained from Modern Red School House.

APPENDIX B
SURVEY ITEMS DOCUMENTATION

Survey Item	Component	Source	Literature
Teachers provide opportunities to develop higher-thinking skills.	Curriculum and Instruction	Rand Principal/Teacher Questionnaire,1998 MRSB Teacher Survey, 2001 School Climate Inventory	Stebrin, 2001, Darling-Hammond, Wise, & Pease, 1983; Good & Brophy, 1986; Rosenshine & Furst, 1973,
Curriculum guides ensure that teachers cover similar subjects content within each grade level.	Curriculum and Instruction	School Climate Inventory	Valencia, et al., 2006, Corallo & McDonald, 2002), Newmann, Smith, Allensworth, & Bryk, 2001, Mitchell, 1999; Schmoker & Marzano, 1999; Wishnick, 1989
Teachers use a variety of teaching strategies or methods.	Curriculum and Instruction	School Climate Inventory MRSB Teacher Survey, 2001	Valencia, et al., 2006,
The curriculum is aligned with state standards.	Curriculum and Instruction	Rand Principal/Teacher Questionnaire,1998 MRSB Teacher Survey, 2001	Vernez et al. (2006), Kilgore, 2003, Goetz, Floden, & O'Day 2001, pp.114)
Teachers communicate the belief that all students can learn.	Curriculum and Instruction	Building Teacher Capacity Teacher Survey	Omatani & Omatani, 1996, Lindsey, 1997 Brophy, 1986
Teachers participate in team teaching.	Curriculum and Instruction	Rand Principal/Teacher Questionnaire,1998 MRSB Teacher Survey, 2001	Robinson & Schaible, 1995 Brandenburg, 1997
Teachers sequence learning activities so that students can experience success at each step.	Curriculum and Instruction	School Climate Inventory	
Teachers use activities that connect to students' unique backgrounds or interests.	Curriculum and Instruction	MRSB Teacher Survey, 2006	

Survey Item	Component	Source	Literature
Faculty and staff share a sense of commitment to school goals.	Organization and governance	School Climate Inventory	Goetz, Floden, & O'Day 2001,
Teachers participate in school decision-making and governance.	Organization and governance	Rand Principal/Teacher Questionnaire, 1998 MRSB Teacher Survey, 2001	Vernez, Karam, Mariano, & DeMartini, (2006)
Parents and community members participate in the decision-making process.	Organization and governance	Rand Principal/Teacher Questionnaire, 1998	Vernez, Karam, Mariano, & DeMartini, (2006)
The school's leadership team/steering committee meets frequently.	Organization and governance	MRSB Teacher Survey, 2001	Vernez, Karam, Mariano, & DeMartini, (2006)
Task forces/ action teams meet regularly.	Organization and governance	MRSB Teacher Survey, 2001	Vernez, Karam, Mariano, & DeMartini, 2006,
Parents and community members are members of the school Steering Committee.	Organization and governance	Rand Principal/Teacher Questionnaire, 1998 MRSB Teacher Survey, 2001	Vernez, Karam, Mariano, & DeMartini, 2006,
The school's leadership team coordinates the work of the task forces/ action teams.	Organization and governance	MRSB Teacher Survey, 2006	Vernez, Karam, Mariano, & DeMartini, 2006,

Survey Item	Component	Source	Literature
The principal plays a strong role in curriculum decision-making.	Organization and governance	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Goetz, Floden, & O'Day 2001,
Review students' assessment results with parents.	Assessment of students	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Hammond, Aness & Falk, 1995, Vernez et al., 2006
Review students' assessment results with other teachers.	Assessment of students	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Hammond, Aness & Falk, 1995, Vernez et al., 2006
Review assessment results with individual students.	Assessment of students	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	(Stevenson, 1992; McCombs & Whisler, 1997), Arnold & Stevenson, 1998, Vernez et al., 2006
Review students' assessment results with the principal.	Assessment of students	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Hammond, Aness & Falk, 1995, Vernez et al., 2006
Use student assessment results to plan their teaching.	Assessment of students	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Marzano, Pickering, & McTighe, 1993), Vernez et al., 2006
Teachers use rubrics to evaluate student performance.	Assessment of students	MRSH Teacher Survey, 2006	Sterbinsky, 2001
State assessment results are used to guide instructional goals for each grade level.	Assessment of students	MRSH Teacher Survey, 2006	Sterbinsky, 2001, Marzano, Pickering, & McTighe, 1993), Vernez

Survey Item	Component	Source	Literature
Teachers use performance assessments to evaluate student learning.	Assessment of students	MRSB Teacher Survey, 2006	Sterbinsky, 2001, Marzano, Pickering, & McTighe, 1993), Vernez et al., 2006
Community volunteers help support the school's programs.	Parent and Community Involvement	MRSB Teacher Survey, 2001	Sterbinsky, 2001, Marzano, Pickering, & McTighe, 1993), Vernez et al., 2006
Community-school relations are strong.	Parent and Community Involvement	Rand Principal/Teacher Questionnaire, 1998 MRSB Teacher Survey, 2001	Ruebel, 2001).
Parents are involved in a home and school support network.	Parent and Community Involvement	Rand Principal/Teacher Questionnaire, 1998 MRSB Teacher Survey, 2001 Parent Involvement Study, (Bauch & Goldring, 2000)	Epstein, 1995 Ruebel, 2001).
Parents have access to information about their child's homework assignments.	Parent and Community Involvement	Rand Principal/Teacher Questionnaire, 1998 MRSB Teacher Survey, 2001 School Observation Measure Parent Involvement Study, (Bauch & Goldring, 2000)	Epstein, 1995
Parents are active in helping their children with their homework.	Parent and Community Involvement	Rand Principal/Teacher Questionnaire, 1998 MRSB Teacher Survey, 2001 Parent Involvement Study, (Bauch & Goldring, 2000)	Epstein, 1995 Fan and Chen (2001) Van Voorhis (2003)
Parents frequently serve as volunteers/tutors at our school.	Parent and Community Involvement	School Climate Inventory MRSB Teacher Survey, 2001 Parent Involvement Study, (Bauch & Goldring, 2000)	Epstein, 1995
Information about school is communicated to parents on a consistent basis.	Parent and Community Involvement	MRSB Teacher Survey, 2001 School Climate Inventory Parent Involvement Study, (Bauch & Goldring, 2000)	Vernez et al., 2006

Survey Item	Component	Source	Literature
Parents are involved in helping to establish learning goals for their children.	Parent and Community Involvement	MRSH Teacher Survey, 2006	Jackson & Andrews, 2004; McEwin & Smith, 2005, Vernez et al.,2006).
Professional development activities are sustained and coherently focused, rather than short-lived and unrelated.	Professional Development	Rand Principal/Teacher Questionnaire,1998 MRSH Teacher Survey, 2001	Garet et. Al., 2001; Guskey, 2000, 2003; NCES, 2001; Pate & Thompson, 2003; Richardson, 2003).
Professional development activities provide active learning opportunities for teachers.	Professional Development	Rand Principal/Teacher Questionnaire,1998 MRSH Teacher Survey, 2001	Fullan, 2004
Teachers have influence in determining the content of professional development programs.	Professional Development	Rand Principal/Teacher Questionnaire,1998 MRSH Teacher Survey, 2001	Griffin, 1982
Professional development is planned, created, delivered and evaluated through a collaborative process among staff.	Professional Development	Rand Principal/Teacher Questionnaire,1998 MRSH Teacher Survey, 2001	Griffin, 1982
Professional developments reflects my needs and interests.	Professional Development	Rand Principal/Teacher Questionnaire,1998 MRSH Teacher Survey, 2001	Jackson & Davis, 2000

Survey Item	Component	Source	Literature
Professional development is delivered through traditional and non-traditional methods.	Professional Development	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	(Jackson & Davis, 2000)
Professional development is embedded in day-to-day responsibilities.	Professional Development	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Garet et. Al., 2001; Guskey, 2000, 2003; NCES, 2001; Pate & Thompson, 2003; Richardson, 2003).
Professional development activities provide opportunities for teachers to collaborate with colleagues.	Professional Development	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Louis & Krause, 1996
The principal encourages teachers to communicate concerns, questions, and constructive ideas.	Participatory Leadership	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Lambert, 1998
The principal encourages teachers to be creative and try new ideas.	Participatory Leadership	School Climate Inventory	Lambert, 1998
The principal communicates the belief that all students can learn.	Participatory Leadership	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Lambert, 1998
The principal provides useful feedback about staff performances.	Participatory Leadership	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Lambert, 1998

Survey Item	Component	Source	Literature
The principal provides resources that improve teacher performances.	Participatory Leadership	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Lambert, 1998
The principal is approachable.	Participatory Leadership	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Lambert, 1998
The principal reviews and updates goals regularly with stakeholders.	Participatory Leadership	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Lambert, 1998
The principal provides opportunities for leadership responsibilities for teachers.	Participatory Leadership	Rand Principal/Teacher Questionnaire, 1998 MRSH Teacher Survey, 2001	Lambert, 1998

APPENDIX C
INFORMED CONSENT REQUESTS

Superintendent Consent Request for MRSH Study

University of Alabama IRB Consent Request

Please identify if we have your consent to contact schools in your district that have completed the MRSH training. If you wish to allow schools in your district to participate, select "Yes, I consent for schools in my district to participate in this research study"; If you do not wish to allow schools in your district to participate select "No, I do not consent for schools in my district to participate in this research study".

Should you have questions about the study right now, please ask them. If you have questions about the study later on, please contact the investigator: Lucile Prewitt, at (205) 339-5545, LBPBUG@aol.com; or her advisor: Dr. Patricia Bauch, 205-348-1167, pbauch@bamaed.ua.edu. If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152. You may wish to print a copy of this page for your records.

*

- Yes, I consent for schools in my district to participate in this study.
- No, I do not consent for schools in my district to participate in this study.

Done

Cancel

Modern Red School House Teacher Capacity Survey

Page 1 of 8

University of Alabama IRB Consent Form Requirement

You must read this form and check below to begin the survey.

1. Lucile Pewitt (a doctoral candidate at the University of Alabama) is conducting this research study as a completion requirement of her degree program. The results of this research study will contribute to the body of knowledge by identifying the extent to which the MRSH Model has made progress towards its goals (capacity building), and the implementation of its design (sustainability). This knowledge is important because of the impact these concepts have on the success of schools. By learning more about the role of capacity building in the MRSH design, it may be possible to improve teaching and learning in other schools using the components of this design.

This survey should take approximately 10-15 minutes to complete and consist of a series of questions that explore your perceptions of MRSH model's training. There are no direct benefits to you from participating in this research study and no risks associated with completing this study. Your participation in this research study is completely voluntary. You may choose not to participate in the study and may stop at any time and for any reason without penalty. Access to the individual responses collected will be confidential and limited to investigators only. Neither your name nor any personal identifiable information will be associated with the survey results. If you wish to participate, select "Yes, I agree to participate in a survey for this research study"; If you do not wish to participate select "No, I do not agree to participate in a survey for this research study" and then select the cancel button.

Should you have questions about the study right now, please ask them. If you have questions about the study later on, please contact the investigator: Lucile Prewitt, at (205) 339-5545, LBPBUG@aol.com; or her advisor: Dr. Patricia Bauch, 205-348-1167, pbauch@bamaed.ua.edu. If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152. You may wish to print a copy of this page for your records.

*

- Yes, I agree to participate in a survey for this study
- No, I do not agree to participate in a survey for this study

Next

Cancel

Modern Red SchoolHouse (MRSB) Principal Survey

Page 1 of 2

University of Alabama IRB Consent Request

Please identify if we have your consent to complete our research study by contacting teachers in your school and selecting the items that corresponds to your school's demographic information. If you consent to participate and to allow teachers in your school to participate, select "Yes, I consent for teachers in my school to participate in this research study"; If you do not wish to participate or allow teachers in your school to participate select "No, I do not consent for teachers in my school to participate in this research study" and press cancel.

Should you have questions about the study right now, please ask them. If you have questions about the study later on, please contact the investigator: Lucile Prewitt, at (205) 339-5545, LBPBUG@aol.com; or her advisor: Dr. Patricia Bauch, 205-348-1167, pbauch@bamaed.ua.edu. If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152. You may wish to print a copy of this page for your records.

1. Do you give consent for teachers in your school to participate in this study.*
 - Yes, I consent for teachers in my school to participate in this study.
 - No, I do not consent for teachers in my school to participate in this study.

Next

Cancel

APPENDIX D

CONSENT EMAIL REQUEST FOR SUPERINTENDENTS, PRINCIPALS,
AND TEACHERS

I am writing to request your permission to contact schools in your district to participate in a research study exploring the impact of the Modern Red School Design (MRSH) on capacity-building in schools that completed MRSH comprehensive school reform training. The study is being completed by Lucile Prewitt (doctoral candidate at the University of Alabama) as a requirement for completion of her degree program. The title of the study is “The Modern Red School House Design: Teachers’ Perceptions of Implementation, Capacity-building, and Sustainability.” This exploratory study will examine the extent to which the MRSH model has made progress towards its goal (capacity-building) and the implementation of its design (sustainability). This knowledge is important because of the impact these concepts have on the success of schools. By learning more about the role of capacity-building in the MRSH design, it may be possible to improve teaching and learning in other schools using the components of this design.

Potential participants in this study will be invited to take part in a short survey. The survey will take approximately 10-15 minutes to complete. The survey will consist of a series of questions that explore their perceptions. There are no direct benefits from participating in this study and no risks associated with completing this study. Participation in this study is completely voluntary. The findings of this study will be made available to you and the building principal for review upon request. Access to the individual responses collected will be confidential and limited to investigators only. Neither participants’ names nor any personal identifiable information will be associated with the survey results.

Please click on the link provided below to provide permission to contact the principal of schools that completed the MRSH training. If you wish to allow schools in your district to participate, select “Yes, I consent for schools in my district to participate in this study”; If you do not wish to allow schools in your district to participate select “No, I do not consent for schools in my district to participate in this study”.

Should you have questions about the study right now, please ask them. If you have questions about the study later on, please contact the investigator: Lucile Prewitt, at (205) 339-5545, prewi011@bama.ua.edu, or her advisor: Dr. Patricia Bauch, (205) 348-1167, pbauch@bamaed.ua.edu. If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152. You may wish to print a copy of this page for your records.

The link to the online consent form is as follow:

<http://www.electronicmeasures.com/surveys/TakeSurvey.aspx?SurveyID=78KH5o2>

Thank you in advance for your support,

Lucile Prewitt
Doctoral Candidate
The University of Alabama

Principal's Consent Email Request

Dear School Administrator:

Your superintendent has given permission to contact you in request for your school's teachers' participation in a research study exploring the impact of the Modern Red School Design (MRSH) on capacity-building in schools. The study is being completed by Lucile Prewitt (doctoral candidate at the University of Alabama) as a requirement for completion of her degree program.

The title of the study is "The Modern Red School House Design: Teachers' Perceptions of Implementation, Capacity-building, and Sustainability." The survey consists of a series of questions that explore teachers' perceptions of how the capacity-building components of the Modern Red School Design (MRSH) builds teachers' capacity for continuous improvement.

This exploratory study will examine the extent to which the MRSH model has made progress towards its goal (capacity-building) and the implementation of its design (sustainability). This knowledge is important because of the impact these concepts have on the success of schools. By learning more about the role of capacity-building in the MRSH design, it may be possible to improve teaching and learning in other schools using the components of this design. No participant's responses or personal identifiable information will be identified in this research and a copy of the findings will be made available to the school after the study is completed, upon request. Please assist me in this study by completing the online consent request found at the listed link below. We request that you complete the consent survey by **April 9, 2009**.

<http://www.electronicmeasures.com/surveys/TakeSurvey.aspx?SurveyID=78KH6n4>

If you have questions, please contact me at (205) 339-5545, or my supervisor, Dr. Patricia Bauch (205) 348-1162.

Sincerely,

Lucile Prewitt,
Doctoral Student
University of Alabama

Teachers' Recruitment Email Request

Dear Faculty Members:

I am writing to request your participation in a research study exploring the impact of the Modern Red School Design (MRSH) on capacity-building in schools. The study is being completed by Lucile Prewitt (doctoral candidate at the University of Alabama) as a requirement for completion of her degree program.

The title of the study is "The Modern Red School House Design: Teachers' Perceptions of Implementation, Capacity-building, and Sustainability." The survey consists of a series of questions that explore teachers' perceptions of how the capacity-building components of the Modern Red School Design (MRSH) builds teachers' capacity for continuous improvement.

This exploratory study will examine the extent to which the MRSH model has made progress towards its goal (capacity-building) and the implementation of its design (sustainability). This knowledge is important because of the impact these concepts have on the success of schools. By learning more about the role of capacity-building in the MRSH design, it may be possible to improve teaching and learning in other schools using the components of this design.

No participant's responses or personal identifiable information will be identified in this research and a copy of the findings will be made available to the school after the study is completed, upon request. Please assist me in this study by completing the online questionnaire found at the listed link below. We request that you complete the survey by **April 16, 2009**.

<http://www.electronicmeasures.com/surveys/TakeSurvey.aspx?SurveyID=76KH4m5>

APPENDIX E

DESCRIPTIVE STATISTICS FOR TEACHER SURVEY ITEMS

Appendix E1

Descriptive Statistics for Components of Participatory Leadership

Question	<i>Strongly Disagree</i>	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Question 14: teachers participate in school decision-making and governance.	9(5.2%)	12(6.90%)	23(13.3)	35(20.2)	58(33.5)	36(20.8)
Question 15: parents and community members participate in the decision making process.	9(5.2%)	16(9.2%)	33(19.1%)	66(38.2%)	37(21.4%)	12(6.9%)
Question 45: the principal encourages teachers to communicate concerns, questions, and constructive ideas.	15(8.7%)	7(4.0%)	9(5.2%)	23(13.3%)	58(33.5%)	61(35.3%)
Question 46: the principal encourages teachers to be creative and to try new ideas.	13(7.5%)	6(3.5%)	5(2.9%)	25(14.5%)	57(32.9%)	67(38.7%)
Question 47: the principal communicates the belief that all students can learn	5(2.9%)	0.00	6(3.5%)	16(9.2%)	47(27.2%)	99(57.2%)
Question 48: the principal provides useful feedback about staff performance.	13(7.5%)	7(4.0%)	12(6.9%)	30(17.3%)	49(28.3%)	62(35.8%)
Question 49: the principal provides resources that improve teacher performance.	12(6.9%)	5(2.9%)	13(7.5%)	29(16.8%)	61(35.3%)	53(30.6%)
Question 50: the principal is approachable.	17(9.8%)	4(2.3)	10(5.8%)	15(8.7%)	38(22.0%)	89(51.4%)
Question 51: the principal reviews and updates goals regularly with stakeholders.	14(8.1%)	1(.6%)	10(5.8%)	37(21.4%)	65(37.6%)	46(26.6%)
Question 52: the principal provides opportunities for leadership responsibilities for teachers.	13(7.5%)	3(1.7%)	9(5.2%)	23(13.3%)	56(32.4%)	69(39.9%)

Appendix E2

Descriptive Statistics for Components of Parental & Community Involvement

Question	<i>Strongly Disagree</i>	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Question 29: community volunteers support the school's programs.	10(5.8%)	5(2.9%)	16(9.2%)	48(27.7%)	61(35.3%)	33(19.9%)
Question 30: community-school relations are strong	8(4.6%)	7(4.0%)	22(12.7%)	49(28.3%)	55(31.8%)	32(18.5%)
Question 31: parents are involved in a home and school support network.	11(6.4%)	18(10.4%)	32(18.5%)	63(36.4%)	32(18.5%)	17(9.8%)
Question 32: parents have access to information about their child's homework assignments	4(2.3%)	4(2.3%)	8(4.6%)	35(20.2%)	63(36.4%)	59(34.1%)
Question 33: parents are active in helping their children with their homework.	11(6.4%)	18(10.4%)	46(26.6%)	61(35.3%)	27(15.6%)	10(5.8%)
Question 34: parents frequently serve as volunteers/tutors at school.	16(9.2%)	24(13.9%)	45(26.0%)	45(26.0%)	27(15.6%)	16(9.2%)
Question 35: information about the school is communicated to parents on a consistent basis.	7(4.0%)	4(2.3%)	8(4.6%)	25(14.5%)	58(33.5%)	71(41.0%)
Question 36: parents are involved in helping to establish learning goals for their children.	19(11.0%)	22(12.7)	48(27.7)	45(26.0%)	25(14.5%)	14(8.1%)

Appendix E3

Descriptive Statistics for Components of Curriculum & Instruction

Question	<i>Strongly Disagree</i>	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Question 5: teachers provide opportunities for students to develop higher-order thinking skills.	3(1.7%)	39(1.7%)	8(4.6%)	38(22.0%)	81(46.8%)	40(23.1%)
Question 6: curriculum guides ensure that teachers cover similar subject content within each grade level.	3(1.7%)	2(1.2%)	8(4.6%)	21(12.1%)	63(36.4%)	76(43.9%)
Question 7: teachers use a variety of teaching strategies or methods.	5(2.9%)	1(.6%)	6(3.5%)	23(13.3%)	71(41%)	67(38.7%)
Question 8: the curriculum is aligned with state standards.	3(1.7%)	1(.6%)	10(5.8%)		49(28.3%)	110(63.6%)
Question 9: teachers communicate the belief that all students can learn.	4(2.3%)	1(.6%)	3(1.7%)	23(13.3%)	61(35.3%)	81(46.8%)
Question 10: teachers participate in team teaching.	12(6.9%)	13(7.5%)	21(12.1%)	51(29.5%)	49(28.3%)	27(15.6%)
Question 11: teachers sequence learning activities so that students can experience success at each step.	6(3.5%)	2(1.2%)	10(5.8%)	35(20.2%)	78(45.1%)	42(24.3%)
Question 12: teachers use activities that connect to students' unique backgrounds or interests.	7(4.0%)	4(2.3%)	17(9.8%)	44(25.4%)	68(39.3%)	33(19.1%)
Question 13: faculty and staff share a sense of commitment to school goals.	6(3.5%)	6(3.5%)	8(4.6%)	19(11.0%)	72(41.6%)	62(35.8%)

Appendix E4

Descriptive Statistics for Components of Professional Development

Question	<i>Strongly Disagree</i>	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Question 37: professional development activities are sustained and coherently focused, rather than short-lived and unrelated.	8(4.6%)	7(4.0%)	13(7.5%)	46(26.6%)	65(37.6%)	34(19.7%)
Question 38: professional development activities provide active learning opportunities for teachers.	9(5.2%)	4(2.3%)	9(5.2%)	35(20.2%)	74(42.8%)	42(24.3%)
Question 39: teachers have influence in determining the content of professional development programs.	9(5.2%)	9(5.2%)	22(12.7%)	38(22.0%)	65(37.6%)	30(17.3%)
Question 40: professional development is planned, created, delivered, and evaluated through a collaborative process among the staff.	12(6.9%)	9(5.2%)	23(13.3%)	47(27.2)	57(32.9)	25(14.5%)
Question 41: professional development reflects my needs and interests.	9(5.2%)	13(7.5%)	15(8.7%)	45(26.0%)	65(37.6%)	26(15.0%)
Question 42: professional development is delivered through traditional and non-traditional methods.	6(3.5%)	6(3.5%)	12(6.9%)	52(30.1%)	65(37.6%)	32(18.5%)
Question 43: professional development is embedded in day-to-day responsibilities.	9(5.2%)	10(5.8%)	26(15%)	53(30.6%)	51(29.5%)	24(13.9%)
Question 44: teachers use activities that connect to students' unique backgrounds or interests.	7(4.0%)	7(4.0%)	15(8.7%)	39(22.5%)	69(39.9%)	36(20.8%)

Appendix E5

Descriptive Statistics for Components of Assessment of Students

Question	<i>Strongly Disagree</i>	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Question 21: teachers review students' assessment results with parents.	2(1.2%)	5(2.9%)	16(9.2%)	36(20.8%)	65(37.6%)	49(28.3)
Question 22: teachers review students' assessment results with other teachers.	4(2.3%)	6(3.5%)	11(6.4%)	36(20.8%)	63(36.4%)	53(30.6%)
Question 23 teachers review students' assessment results with individual students.	8(4.6%)	9(5.2%)	27(15.6%)	41(23.7%)	62(35.8%)	26(15%)
Question 24: teachers review students' assessment results with the principal.	4(2.3%)	9(5.2%)	12(6.9%)	38(22%)	59(34.1%)	51(29.5%)
Question 25: teachers use students' assessment results to plan their instruction.	2(1.2%)	4(2.3%)	9(5.2%)	25(14.5%)	67(38.7%)	66(38.2%)
Question 26: state assessment results are used to guide instructional goals for each grade level.	2(1.2%)	4(2.3%)	5(2.9%)	31(17.9%)	65(37.6%)	66(38.2%)
Question 28: teachers use performance assessments to evaluate student leaning.	3(1.7%)	8(4.6%)	18(10.4%)	30(17.3%)	61(35.3%)	53(30.6%)

Appendix E6

Descriptive Statistics for Components of Organization & Governance

Question	<i>Strongly Disagree</i>	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Question 16: the school's leadership/steering team meets frequently.	7(4.0%)	3(1.7%)	16(9.2%)	32(18.5%)	60(34.7)	55(31.8)
Question 17: task forces/action teams meet regularly.	9(5.2%)	5(2.9%)	15(8.7%)	29(16.8%)	58(33.5%)	57(32.9%)
Question 19: the school leadership team coordinates the work of the task forces/action teams.						
Question 29 community volunteers support the school's programs.	10(5.8%)	5(2.9%)	16(9.2%)	48(27.7%)	61(35.3%)	33(19.1%)

APPENDIX F
FACTOR MATRIX

Survey Item Descriptive Statistics

Survey Item #	Factors					
	1	2	3	4	5	6
50	.875					
48	.807					
45	.807					
46	.795					
51	.770					
52	.764					
49	.745					
47	.670					
14	.614					
15	.480					
31		.724				
34		.710				
30		.679				
29		.668				
36		.656				
33		.648				
32		.426				
27						
18						
5			.710			
11			.696			
7			.685			
9			.668			
13	.473		.556			
12			.554			
6			.512			
8			.501			
10			.411			
41	.411			.757		
40				.738		
39				.684		
43				.647		
44	.439			.601		
42				.600		
37	.446			.520		
38	.473			.506		
24					.783	
25					.707	
22					.597	
26		.411			.566	
21					.561	
28					.557	

35	.442	.449	
23		.424	
16			.670
17			.662
19			.650
20			.454

APPENDIX G

INTERCORRELATION MATRIX FOR ALL VARIABLES

Intercorrelation Matrix for All Variables Teacher (T), Principal(P), School Variables(S) Capacity-building Components(F)

Item	TP	TD	TL	PP	PL	SP	SYI	SS	ST	FRL	CT	AT	F1	F2	F3	F4	F5	F6	
TP	1.00																		
TD	-.127	1.00																	
TL	-.563**	.068	1.00																
PP	-.013	.042	-.112	1.00															
PL	-.036	-.008	-.074	.600**	1.00														
SP	.180*	-.057	-.157*	.334*	.605**	1.00													
SYI	.307**	-.145	-.109	-.118	-.146	-.109	1.00												
SS	-.017	.079	.155*	-.314**	-.638**	.155*	-.216**	1.00											
ST	.153*	-.003	-.085	.098	.082	-.085	.566**	-.368**	1.00										
FRL	-.045	-.120	-.111	-.145	.187*	-.111	.228**	-.531**	.278**	1.00									
CT	-.104	.082	.153*	-.251**	-.405**	.153*	-.269**	.767**	-.019	-.118	1.00								
AT	-.230**	.096	.163*	-.071	-.206**	.163*	-.765**	.636**	-.828**	-.354**	.455**	1.00							
F1	-.030	-.058	-.105	.158*	.211**	.060	.030	-.149	-.018	.280**	-.067	-.035	1.00						
F2	-.049	-.033	.029	-.062	-.150*	-.188*	-.030	.251**	-.304**	-.091	.110	.253**	.583**	1.00					
F3	-.048	-.073	-.046	.120	.094	-.091	-.094	.001	-.167*	.084	-.007	.134	.669**	.684**	1.00				
F4	-.018	-.097	-.121	.233**	.175*	-.070	-.108	-.048	-.160*	.165*	-.004	.121	.797**	.642**	.728**	1.00			
F5	-.060	-.125	.017	.063	.079	-.055	-.013	-.109	-.112	.251**	-.071	.044	.569**	.574**	.738**	.646**	1.00		
F6	-.032	-.128	.020	-.056	-.078	-.163*	-.031	.260**	-.344**	.049	.154*	.273**	.638**	.699**	.579**	.626**	.578**	1.00	

* Correlation is significant at the $p \leq .05$

** Correlation is significant at the $p \leq .01$

APPENDIX H
ONLINE TEACHER SURVEY INSTRUMENT

Personal Demographic Information

Directions: The following statements refer to you personally. Please select the response that best fits you.

2. Did you participate in the Modern Red SchoolHouse (MRSH) Implementation Training*
 - Yes
 - No

3. What is your teacher designation?*

 - Regular classroom teacher
 - Auxiliary Teacher (Librarian, Counselor, & etc.)

4. Years teaching at this school *
 - 0-5 years
 - 6-10 years
 - 11-15 years
 - 16 or more years

Back

Next

Cancel

Modern Red SchoolHouse Sustainability Study

Curriculum and Instruction

Directions: The following statements refer to how you perceive that certain things are happening in your school. Please read each item carefully. Use the following response scale to indicate your agreement with each item:

0-Strongly disagree 1-Disagree 2-Somewhat disagree 3-Somewhat agree 4-Agree 5-Strongly agree

- 5. At our school, teachers provide opportunities for students to develop higher-order thinking skills.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

- 6. At our school, curriculum guides ensure that teachers cover similar subject content within each grade level.*

	0	1	2	3	4	5
Select your ranking---	<input type="radio"/>					

- 7. At our school, teachers use a variety of teaching strategies or methods.*

	0	1	2	3	4	5
Select your ranking---	<input type="radio"/>					

- 8. At our school, the curriculum is aligned with state standards.*

	0	1	2	3	4	5
Select your ranking---	<input type="radio"/>					

- 9. At our school, teachers communicate the belief that all students can learn.*

	0	1	2	3	4	5
Select your ranking---	<input type="radio"/>					

- 10. At our school, teachers participate in team teaching.*

	0	1	2	3	4	5
Select your ranking---	<input type="radio"/>					

- 11. At our school, teachers sequence learning activities so that students can experience success at each step.*

	0	1	2	3	4	5
Select your ranking---	<input type="radio"/>					

- 12. At our school, teachers use activities that connect to students' unique backgrounds or interests.*

	0	1	2	3	4	5
Select your ranking---	<input type="radio"/>					

[Back](#) [Next](#) [Cancel](#)

Organization and Governance

Directions: The following statements refer to how you perceive that certain things are happening in your school. Please read each item carefully. Use the following response scale to indicate your agreement with each item:

0–Strongly disagree 1–Disagree 2–Somewhat disagree 3–Somewhat agree 4–Agree 5–Strongly agree

13. At this school, faculty and staff share a sense of commitment to school goals. *

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

14. At this school, teachers participate in school decision making and governance.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

15. At this school, parents and community members participate in the decision making process.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

16. At this school, the school's leadership/steering team meets frequently.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

17. At this school, task forces/action teams meet regularly.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

18. At this school, parents and community members are members of the School's Steering Committee.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

19. At this school, the school leadership team coordinates the work of the task forces/action teams.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

20. At this school, the principal plays a strong role in curriculum decision making.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

Assessment and Students

Directions: The following statements refer to how you perceive that certain things are happening in your school. Please read each item carefully. Use the following response scale to indicate your agreement with each item:

0-Strongly disagree 1-Disagree 2-Somewhat disagree 3-Somewhat agree 4-Agree 5-Strongly agree

21. At this school, teachers review students' assessment results with parents.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

22. At this school, teachers review students' assessment results with other teachers.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

23. At this school, teachers review students' assessment results with individual students.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

24. At this school, teachers review students' assessment results with the principal.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

25. At this school, teachers use students' assessment results to plan their instruction.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

26. At this school, state assessment results are used to guide instructional goals for each grade level.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

27. At this school, teachers use rubrics to evaluate student performance. *

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

28. At this school, teachers use performance assessments to evaluate student learning.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

Parent and Community Involvement

Directions: The following statements refer to how you perceive that certain things are happening in your school. Please read each item carefully. Use the following response scale to indicate your agreement with each item:

0–Strongly disagree **1**–Disagree **2**–Somewhat disagree **3**–Somewhat agree **4**–Agree **5**–Strongly agree

29. At this school, community volunteers help support the school's programs.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

30. At this school, community-school relations are strong.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

31. At this school, parents are involved in a home and school support network.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

32. At this school, parents have access to information about their child's homework assignments.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

33. At this school, parents are active in helping their children with their homework.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

34. At this school, parents frequently serve as volunteers/tutors at school.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

35. At this school, information about the school is communicated to parents on a consistent basis.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

36. At this school, parents are involved in helping to establish learning goals for their children.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

Professional Development

Directions: The following statements refer to how you perceive that certain things are happening in your school. Please read each item carefully. Use the following response scale to indicate your agreement with each item:

0-Strongly disagree 1-Disagree 2-Somewhat disagree 3-Somewhat agree 4-Agree 5-Strongly agree

37. At this school, professional development activities are sustained and coherently focused, rather than short-lived and unrelated.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

38. At this school, professional development activities provide active learning opportunities for teachers.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

39. At this school, teachers have influence in determining the content of professional development programs.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

40. At this school, professional development is planned, created, delivered, and evaluated through a collaborative process among the staff.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

41. At this school, professional development reflects my needs and interests.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

42. At this school, professional development is delivered through traditional and non-traditional methods.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

43. At this school, professional development is embedded in day-to-day responsibilities.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

44. At this school, professional development activities provide opportunities for teachers to collaborate with colleagues.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

Participatory Leadership

Directions: The following statements refer to how you perceive that certain things are happening in your school. Please read each item carefully. Use the following response scale to indicate your agreement with each item:

0-Strongly disagree 1-Disagree 2-Somewhat disagree 3-Somewhat agree 4-Agree 5-Strongly agree

45. At this school, the principal encourages teachers to communicate concerns, questions, and constructive ideas.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

46. At this school, the principal encourages teachers to be creative and to try new ideas.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

47. At this school, the principal communicates the belief that all students can learn.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

48. At this school, the principal provides useful feedback about staff performance.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

49. At this school, the principal provides resources that improves teacher performance.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

50. At this school, the principal is approachable.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

51. At this school, the principal reviews and updates goals regularly with stakeholders.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

52. At this school, the principal provides opportunities for leadership responsibilities for teachers.*

	0	1	2	3	4	5
Select your ranking--	<input type="radio"/>					

APPENDIX I
ONLINE PRINCIPAL SURVEY

School and Principal Demographic Information

Please select the items that corresponds to your school and personal demographic information.

- 2. Enter your school's size (total enrollment based on ADM)*

- 3. Select the grade levels that best reflect your school.*
 - Primary School (Pre-K/Kindergarten - 2nd grade)
 - Elementary School (3rd - 5th grade)
 - Combined (Pre-K/Kindergarten - 5th grade)

- 4. Enter the percentage of students at your school receiving free and/or reduced lunches*

- 5. Enter the number of classroom teachers at your school*

- 6. Enter the number of auxiliary teachers at your school*

- 7. Select your school's level of participation in the Modern Red School House (MRSH) Implementation Training*
 - Completed 1 year of training
 - Completed 2 years of training
 - Completed 3 years of training
 - Did not complete the first year of training

- 8. Number of years since your school ended the Modern Red Schoolhouse implementation and training proces *
 - 0-2 Year
 - 3-5 Years
 - 6-8 Years
 - 9-10 Years
 - More than10 years

- 9. Number of years as administrator at this school: *
 - less than 2 years
 - 2-5 years
 - 6-9 years
 - 10 or more years

- 10. Did you participate in the Modern Red SchoolHouse Implementation Training? *
 - Yes
 - No

APPENDIX J
SURVEY ITEM DESCRIPTIVE STATISTICS

Survey Item Descriptive Statistics

Survey Item #	Min	Max	Mean	SD	Variance
5	1	6	4.80	1.017	1.034
6	1	6	5.12	1.058	1.119
7	1	6	5.05	1.085	1.178
8	1	6	5.50	.867	.751
9	1	6	5.19	1.031	1.062
10	1	6	4.12	1.397	1.952
11	1	6	4.75	1.132	1.281
12	1	6	4.51	1.209	1.461
13	1	6	4.91	1.233	1.522
14	1	6	4.32	1.397	1.953
15	1	6	3.82	1.223	1.497
16	1	6	4.73	1.271	1.615
17	1	6	4.69	1.361	1.853
18	1	6	4.06	1.394	1.944
19	1	6	4.56	1.374	1.887
20	1	6	4.84	1.266	1.602
21	1	6	4.76	1.120	1.255
22	1	6	4.77	1.187	1.408
23	1	6	4.26	1.297	1.682
24	1	6	4.69	1.242	1.542
25	1	6	5.02	1.065	1.133
26	1	6	5.03	1.037	1.075
27	1	6	4.32	1.191	1.418
28	1	6	4.72	1.232	1.518
29	1	6	4.41	1.298	1.685
30	1	6	4.34	1.287	1.656
31	1	6	3.80	1.312	1.720
32	1	6	4.88	1.140	1.301
33	1	6	3.61	1.223	1.496
34	1	6	3.53	1.400	1.960
35	1	6	4.94	1.265	1.601
36	1	6	3.45	1.395	1.946
37	1	6	4.47	1.265	1.600
38	1	6	4.66	1.260	1.587
39	1	6	4.34	1.331	1.771
40	1	6	4.17	1.361	1.853
41	1	6	4.28	1.328	1.762
42	1	6	4.50	1.179	1.391
43	1	6	4.15	1.299	1.687
44	1	6	4.53	1.256	1.576
45	1	6	4.65	1.528	2.334
46	1	6	4.78	1.458	2.126
47	1	6	5.29	1.089	1.186
48	1	6	4.62	1.499	2.248
49	1	6	4.62	1.420	2.015
50	1	6	4.85	1.614	2.605
51	1	6	4.60	1.380	1.905
52	1	6	4.81	1.440	2.074