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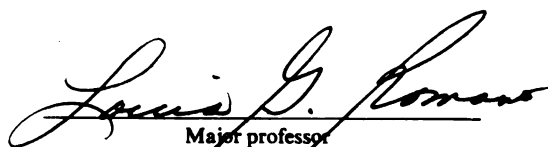
A STUDY OF CHANGE IN BOARDS OF EDUCATION'S ROLE IN
SCHOOL IMPROVEMENT AS SCHOOL DISTRICTS BECOME
INVOLVED IN A SCHOOL-IMPROVEMENT PROGRAM

presented by

Michelle G. Maksimowicz

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Educational Administration



Major professor

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**A STUDY OF CHANGE IN BOARDS OF EDUCATION'S ROLE IN
SCHOOL IMPROVEMENT AS SCHOOL DISTRICTS BECOME
INVOLVED IN A SCHOOL-IMPROVEMENT PROGRAM**

By

Michelle G. Maksimowicz

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ABSTRACT

A STUDY OF CHANGE IN BOARDS OF EDUCATION'S ROLE IN SCHOOL IMPROVEMENT AS SCHOOL DISTRICTS BECOME INVOLVED IN A SCHOOL-IMPROVEMENT PROGRAM

By

Michelle G. Maksimowicz

This study sought to describe the ways in which superintendents involved the members of their boards of education in school improvement. The study also describes changes in the superintendents' and board members' perceptions, policies, and practices directly related to school improvement from close to the onset of their involvement in the project (Time 1) to about one year later (Time 2). The participants in the study were 25 urban, suburban, and rural school districts who reported that over 90% of their residents' income was between \$15,000 and \$30,000 a year. These 25 school districts were presently participating in the Leadership for School Improvement Project made available by a Federal Leadership for Educational Administration Development Grant.

Both quantitative and qualitative data are reported. The statistical treatments used in testing the ten research questions, including 18 hypotheses, were dependent t-test, chi-square, and Pearson correlation coefficient. The questionnaire was designed by

the researcher, based on research in effective school practices and initially used in a pilot study. The level of significance was set at .05. The central findings of the study were as follows:

1. Commitment to school improvement was seen by board members at Time 2 as a relationship between importance and practice/policy of providing financial support to implement school improvement, as well as board commitment to school improvement based on quality and equity.

2. Need for written policy of a district plan for school improvement was supported at Time 2, as was the board members' perception that their major policy responsibility was curriculum compared to finances at Time 1.

3. Superintendents involved their board members initially in the development of mission statements and goals, awareness sessions on school improvement, and school-improvement updates at board meetings. Some superintendents included board members in district staff development. Later on in the year they began to involve their boards in the development of policy to support school improvement.

4. Changes perceived by superintendents and school board members at the end of the year-long study were an overall positive change in attitudes, communication, cooperation, and collaboration among and between administrators and teachers (and other school staff).

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DEDICATION

This study is dedicated to all who consider themselves to be lifelong learners--especially to my husband, Mark, whom I have seen grow as an educator to be an instructional leader. The study is also dedicated to my children, Michael and Melissa, who continue to be self-motivated learners who question and problem solve far beyond the depths that I did at their ages. May they continue to believe in themselves and never quench their thirst for learning, no matter what sacrifices that may require. Last, this study is dedicated to the students in China who have recently given their lives so that their countrymen in the future might live with the freedom of thought and questioning that democracy offers.

ACKNOWLEDGMENTS

Many people have contributed through their nurturing beliefs, tolerance, and assistance to the accomplishment of this study. Included are my mother and father, Mary Jane and Frank Grimaldi; my husband, Mark; and my children, Michael and Melissa. I especially thank Mark for being an equal partner in the many responsibilities we share as spouses and parents and for his encouragement. My children deserve a special thanks for their encouragement and understanding when so many hours on the week-ends, early mornings, and evenings had to be spent to complete this study.

I also feel indebted to my sixth-grade teacher and principal, Sister Ignatius, O.P., because she was the first to encourage the development of my leadership skills. I thank my advisor, Dr. Louis Romano, for all of his support, and my advisor before Dr. Romano, Dr. James Costar. Dr. Susan Peters was of great assistance to me in the qualitative data analysis of this study. Dr. Brian Rowan also assisted me in the development of my dissertation proposal. I also am indebted to Joshua Bagakus for his friendship and assistance in the quantitative analysis of this study. His skill in the area of statistics is a credit to Michigan State University, where he is a doctoral candidate, and to his native country of Kenya. I would also like to thank Sue Cooley for her advice and technical

assistance. Last but certainly not least, I thank Dr. Lawrence Lezotte for his ability to help me stretch my thinking and abilities so that, along with his thoughtful suggestions and reflections, this study is a contribution to research on school boards' involvement in school improvement.

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

Today, the role of the school board member has become increasingly more important in the challenge to continue to improve schools as organizations and as institutions of teaching for learning. A school board must provide leadership, establishing the necessary goals and described outcomes to assure student achievement in the schools. States and localities charge school boards with this governance role. Yet, as reported in a recent study conducted by the Institute of Educational Leadership (IEL), boards largely have been ignored by both policy makers and the authors of independent studies in the unprecedented public discussion, debate, and action around public education and school reform. School boards must play a crucial role in school reform (School Boards, 1986). The IEL study went on to report that school board members think they have, at best, been only peripherally involved, that they have been cast in a passive role and are perceived as reactors rather than partners in shaping changes.

Although dozens of national and state reports on educational reform were released between 1983 and 1986, the reports claimed that little or no attention had been paid to the role of the local school

board. Despite all the interest in "partnerships" between the business sector and education, raising student achievement, improving staffs, elevating standards, and changing structures, serious institutional bottlenecks are possible in many communities if school boards are uninformed and uninvolved, the IEL study pointed out.

The nation moves into this wave of education-improvement efforts with some resentment at the local level. According to the IEL report, school boards, along with classroom teachers and administrators, think they have not been consulted adequately or involved in many of the state's education initiatives.

The approach to mandating school excellence from outside the educational community (i.e., state or federal mandates) is not supported by experience in the business world. Best-selling books on corporate success have advocated such inside strategies as staying close to the customer, as well as fostering autonomy and entrepreneurship by supporting and empowering champions inside the company (Bennis & Nanus, 1985; Peters & Waterman, 1983). The national obsession with excellence has led us to explore the success of the Japanese style of corporate management, and, again, we find collaborations, joint decision making, the person approach--all polar opposites of mandated activities (Houston, 1986).

Researchers in policy and implementation of school reform would agree that externally induced practices inconsistent with local routines, traditions, or resources are likely to be rejected in time, despite early apparent "compliance" (McLaughlin, 1987; Meyer &

Rowan, 1977). School districts typically adapt to changing outside conditions and pressures by altering organizational procedures in ways that attempt to maintain community support and/or reduce external demands for district change. Thus, there is a continual and rapid modification in the appearance of schooling. Nonetheless, we assume that most organizational alterations in the maintenance system do not significantly change basic teaching practices. This concept of organizational pattern and adaptive behavior is referred to as morphastasis (Berman & McLaughlin, 1979). This concept provides a model for dynamic maintenance of the organization as it presently exists. Morphogenesis refers to processes whereby systems change their basic internal arrangements and develop new steady-state conditions (Berman & McLaughlin, 1979). This concept suggests a model for dynamic development of change in the organization. Biological evolution and human learning are examples of morphogenesis.

In the school district context, morphogenetic processes that describe how school systems can adapt so that change in core educational processes can lead to educational improvement are significant. This type of change calls for restructuring of school policy and procedures. The critical point for development is that such processes need to be institutionalized. Educational researchers and others have used such expressions as self-renewal (Gardner, 1963; Waterman, 1987) to connote this critical organizational dynamic. For example, according to Miles and Lake

(1967), a self-renewing school district has "the ability to continuously sense and adapt to its external and internal environment in such a manner as to strengthen itself and ultimately fulfill its goal of providing education for children" (p. 82). It is important to remember that procedural change takes place only at the school level. Policy changes at the federal or state level may influence change, but they are likely to result only in ameliorative, nominal, or symbolic changes (Romberg, 1985).

Another area that needs to be recognized in considering organizational change is organizational coupling. Whereas schools may have traditionally functioned as loosely coupled systems, accumulating evidence has begun to suggest that instructional effectiveness at the school and district levels may be enhanced by strengthening organizational coupling of goals and outcomes in the areas of curriculum and instruction. The finding held true in the 12 instructionally effective school districts (IESD) studied by Murphy and Hallinger (1986). These IESD appeared to be tightly rather than loosely coupled--a finding somewhat at odds with the general literature. What was described in Murphy and Hallinger's study as tightly coupled means that the defining characteristics of loose coupling--lack of purpose/sense of direction, nebulous technology, lack of an inspection function, and absence of accountability--are not present in the IESD. A similar outcome was reported in the ten-volume study of Dissemination Efforts Supporting School Improvement (DESSI). One of the propositions unveiled in the field studies of the DESSI Project was that the administrative

decisiveness bordering on coercion, but intelligently and supportively exercised, may be the surest path to significant school improvement (Huberman & Miles, 1984).

School board members want and need to be involved if school-improvement efforts aimed at restructuring and institutionalized change can be successful and sustained over time.

Purpose of the Study

The researcher's purpose in this study was to describe the ways in which superintendents involved the members of their boards of education in school improvement. Initially, 30 of the 37 districts agreed to participate in the 1987-88 Leadership for School Improvement Project made available to the State of Michigan through a Federal Leadership for Educational Administration Development Grant.

This study describes changes in the superintendents' and board members' perceptions, policies, and practices directly related to school improvement from close to the onset of their involvement in the project to about one year later. The study also describes how a district involved in a school-improvement planning process influences the perceptions, expectations, attitudes, and behaviors of the school board as the policy and governing board of the local school district. Both quantitative and qualitative data are reported in an attempt to give both an objective and rich description of the research.

Importance of the Study

In response to the research indicating that effective district leadership has a direct effect on student achievement, the Leadership for School Improvement Project (LSIP) was designed and made available to the State of Michigan through a Federal Leadership for Educational Administration Development Grant.

Through the districts' involvement in this project, the researcher hopes to add to the somewhat small body of research on the involvement of the district's board of education in school improvement.

The characteristics of effective programs of adult learning, professional development, and organizational change provide the conceptual and empirical foundation on which the design of this leadership program rests. The form and processes of the training program reflect the lessons learned from the three interdependent lines of research and scholarly literature.

The content of the leadership-training program rests on the best evidence available relative to leadership skills and their application in the organizational-management process. The design of this program is based specifically on the model of leadership that Bennis and Nanus developed and presented in their recent book, Leaders: The Strategies for Taking Charge (1985).

This model of leadership rests on an analysis of descriptive data the authors gathered on 90 leaders in both the U.S. public and private sectors. This model includes the strategies of visioning, communication, positioning, and self-knowledge that lead to

empowerment of all those in the organization. This program uses the Bennis-Nanus model rather faithfully. The model is consistent with related studies of contemporary leadership components. For example, the proposed leadership strategies are consistent with the cited recommendations from In Search of Excellence by Peters and Waterman, A Passion for Excellence by Peters and Astin, The 100 Best Companies in America by Levering et al., and The Change Masters by Kanter.

Each of these books was based on studies of effective practice. Although the context and focus of the various inquiries change somewhat across the books, each has made a major contribution to the understanding of the characteristics of effective leadership. The rationale for effective leadership set forth in these books is clearly related to the literature on effective schools and effective planned change as applied to the school context. This rationale also supports the need for restructuring or change in the basic internal arrangement to arrive at a new steady state of operation in the school organization.

The goals of the LSIP program are (a) to develop leadership skills in individuals while assisting them as a collaborative team and (b) to develop and implement a district plan for school improvement. The project in the 1987-88 school year included 37 local school district teams in Michigan that applied on a volunteer basis. However, only 25 finally participated in this study. The teams included a representative sample of districts from rural, suburban, and urban areas, ranging from poor to upper-middle-class

communities who reported 90% of their residents' income between \$15,000 and \$30,000 a year.

The team from each district included minimally a superintendent and a building principal. Teams had up to six members, who included other administrators and teachers.

Three regional technical assistance centers were developed to provide assistance to school districts. The project training cycle included three statewide meetings (seven days in total), followed by regionally organized meetings and opportunities for district-based visits by regional assistance staff. The district team began this year-long training in November 1987 and concluded training in June 1988. The second year of the project, each school district received on-going technical assistance from the regional assistance center.

The model of school improvement being used in the LSIP is built on nine strategic assumptions:

1. All schools will be expected to focus on teaching and learning as their primary mission.
2. All schools will be held even more accountable for measurable results or outcomes.
3. Equity will receive increasing attention as the proportion of poor and minority students continues to increase.
4. Decision making will become more decentralized, and the individual school will be recognized as the production center of education and the strategic unit for planned change.

5. Models of collaboration and empowerment will increase teachers' and building-level administrators' involvement in the planning, problem solving, and evaluation of school programs.

6. Approaches to school improvement will emphasize the use of research as a basis for school change.

7. Instructional monitoring systems will incorporate computers to accelerate the feedback loops currently used by teachers and administrators.

8. New school administrators will be expected to demonstrate skills as both managers and visionary leaders.

9. By emphasizing results or outcomes, schools will be made to loosen the emphasis on process, thus leading the school to restructuring (Lezotte, 1988b).

The following is an outline for school improvement that has been presented to district teams (Lezotte & Maksimowicz, 1987). The outline suggests the major components that should be addressed in a district plan for school improvement.

I. Brief Demographic Description of the School District

A. Community Trends and Projections

B. Student Trends and Projections

C. Staffing Trends and Projections

D. Economic Trends and Projections

II. District Mission Statement

A. Philosophy and Beliefs Statement

B. Mission Statement

- C. Long-Range Educational Outcome Goals
 - D. Timeline for Long-Range Improvement Activities
- III. Communication and Involvement Processes (Central Office with Schools/Within the Single School)
 - A. Awareness Program
 - B. Open, Two-Way Communications Between School Level and Central Office
 - C. School Team Collaborative Process
 - D. Communication with Board of Education
- IV. External Communication and Involvement Process
 - A. Board of Education and Superintendent's Communication with Parents and Community/School Publics
- V. Curriculum Development and Implementation Process
 - A. Essential Learner Outcomes
 - B. Processes for Periodic Review
- VI. Measurement of Student Achievement Linked to Curriculum Goals
 - A. Disaggregated Analysis Process
 - B. Norm-Referenced Measures
 - C. Curricula-Based, Criteria-Referenced Measures of Student Mastery
 - D. Other Indicators of Student Outcomes
- VII. Instructional Data Monitoring System
 - A. Building-Based Data System
 - B. Central Office Monitoring System
- VIII. Staff-Development Program
 - A. Plan to Sustain Change Over Time
 - B. Resource-Allocation System for Individual Schools
 - C. Selection of District-Sponsored Programs

IX. Planning Process for Individual Schools

- A. Established Forms**
- B. Time Cycles**
- C. Needs-Assessment Process**
- D. Time for Planning at School Level**

X. Personnel-Evaluation Systems

- A. Administrators**
- B. Teachers**

XI. Program Evaluation and Policy Analysis

- A. Role of District Team**
- B. Evaluative Data (Outcome and Process)**
- C. Periodic Policy Review**

The researcher used methods informed by the theory of adaptive behaviors of an organization termed morphogenesis. This system concept refers to processes whereby systems change their basic internal arrangements and develop new steady states (Berman & McLaughlin, 1979).

In this study, the focus was on how morphogenetic processes describe how school systems can adapt so that changes in core educational processes (i.e., collaborative decision making, ongoing staff development tied to goals and mission statement, outcome-based emphasis) can lead to educational improvement. The critical point for development of sustained change is that such processes need to be institutionalized or incorporated into the district's standard operating procedures. Educational researchers have used such

expressions as self-renewal (Gardner, 1963) to connote the critical organizational dynamic.

The writer attempted to use the theory of morphogenesis to construct a conceptual framework for the analysis of school district change--in particular, the changes in the perceptions, expectations, attitudes, and behavior of the school board as the policy and governing board in school districts that are involved in the LSIP planning process. The theory of morphogenesis was selected to provide the conceptual framework for the analysis of this study because it aligns itself with many of the strategic assumptions of school improvement specifically outlined earlier in the discussion of the problem of this study. Several of these assumptions call for school restructuring in order to arrive at the development of sustained change outlined in the LSIP District Plan for School Improvement.

The theory of morphogenesis focuses on the need for the organization to restructure itself internally after reacting to deviations from its usual behavior so that, with time, new practices will be institutionalized. This pattern of change that penetrates to the basic core of the organization is needed for the successful implementation of this model of school improvement. The assumptions also emphasize the need for tight coupling of the school organization on goals and outcomes, but a loose coupling in the area of process involving freedom and collaborative decisions of how to arrive at outcomes.

The perceptions of the respondents in this study will help other districts that are interested in district-level school improvement. It is important to be able to make some generalizations and predictions in this study about planned change in school culture by means of district team training in organizational development and leadership. These descriptions of change over time by districts involved in the LSIP are an attempt to add to the body of research on planned change in the cultural organization of schools in relation to planning and implementing school improvement.

More specifically, the study will contribute to the much-needed body of knowledge about the ways school boards are invited to become involved in school improvement as a school district plans and initially implements a school-improvement program. The writer also describes how a school district's involvement in a school-improvement project influences the perceptions, expectations, attitudes, and behaviors of the school board by collecting quantitative and qualitative data. Qualitative research should be taken and appreciated for what it is; no more should be expected of it than it can deliver. The detailed descriptions provide a basis for the refinement of concepts and the development of hypotheses to be tested in studies of a larger scale. These findings are not the end of the journey; they represent a rough map to guide future travelers (Boyan, 1988).

Delimitations

The study was limited to 25 of the 37 Michigan school district board of education members and superintendents who participated in the LSIP during the 1987-88 school year. The study was primarily limited to the district school-improvement model advocated by the National Center for Effective Schools Research and Development. These school districts represent somewhat proportionate numbers of urban, suburban, rural, poor, middle-class, and upper-middle-class populations.

Case studies in the past have begun to illustrate the dynamics of the change process that contribute to cross-site variations in implementation practices. Change that takes place in schools appears to depend on three issues: leadership tasks that support change, tasks that support the usefulness of participation in decision making, and local contingencies that shape the change process (Boyan, 1988). These factors make it difficult to compare change from one district to another in relation to districts within the project, as well as to generalize information to districts outside of the project. However, in closely analyzing these three factors, at least the first two are addressed in the project training intervention used in this study. The training emphasizes the leadership characteristics necessary for sustained school improvement, as well as one of its strategic assumptions of promoting a model of collaboration and shared decision making. These factors may make comparisons and predictions about change within districts in the project more able to be generalized.

Although the three factors described above appear to influence change in school districts, no universal rules exist for changing organizations (Boyan, 1988).

A contingency approach makes several assumptions about planned change. Knowledge about events in one setting is not fully predictive of events in another (Berman, cited in Boyan, 1988). Second, there is limited generalizability of event relationships. As Hanson (1979) noted about contingency approaches to school management,

Contingency theory stresses the view that . . . there is some middle ground between the existence of universal principles or types, and that . . . each organization is unique and therefore must be studied as unique. (p. 37)

Third, a school affects and is affected by the initiation of a change strategy, and the ensuing change process is partially the consequence of this interaction (Boyan, 1988).

The better the fit between a change project's objectives and/or school and district priorities, the greater the likelihood that change will result; and the more similar the change objectives are to a district's goals, the better the chance that change will be continued (Berman & McLaughlin, 1979). Problems appear to arise when change objectives fall below a district's top two priorities. Then, sudden resource strategies are more apt to interrupt the change process and require adjustments in it (Boyan, 1988).

The LSIP attempts to help school districts align goals and objectives to their mission statement. This should help to positively reinforce change and to predict change as an outcome.

There is considerable debate right now in considering how much organizations, as cultures, are changeable. However, there are indicators that managers can shape these cultures (Peters & Waterman, 1982).

This study was also limited by the fact that the data were collected only over a one-year period. The ability to measure outcomes of implementation was thus restricted. Since school improvement or planned change in general and in concert with the theory of morphogenesis takes time, the long-term effects of change were not described in this study.

Limitations

1. The data in this study were gathered by means of self-reported measures of perception. These means of collecting data may introduce some amount of bias. Therefore, this bias may not be ruled out entirely.

2. Since the identity of the respondents was held anonymous, it was difficult for the researcher to assess individual changes in perception between the first and second questionnaires. Therefore, the reported changes represent overall changes.

3. The researcher who conducted this study was involved in the program development of the Leadership for School Improvement Project. Although every effort was made to limit the subjectivity of information, total objectivity may not be guaranteed.

Research Questions

The following questions were posed in this study:

1. Will members of the boards of education and superintendents perceive characteristics affecting effective schools as increasingly important as the district plan for school improvement is developed and implemented?

2. Will the perceived presence of the characteristics of effective schools by members of the boards of education and superintendents increase in the schools as the district plan for school improvement is developed and implemented?

3. Will members of the boards of education and superintendents perceive factors affecting effective schools as increasingly important as the district plan for school improvement is developed and implemented?

4. Will members of the boards of education and superintendents perceive the presence of factors of effective schools to increase in the schools as the district plan for school improvement is planned and implemented?

5. Does the presence of characteristics of effective schools depend on their level of importance, as perceived by members of the boards of education?

6. Does the practice/policy of factors related to effective schools depend on their level of importance, as perceived by members of the boards of education?

7. Are the school board members' perceptions of importance and presence of characteristics of effective schools, along with

importance and practice/policy of factors related to effective schools, influenced by the length of time as board members, their educational level, or career type?

8. Will members of the board of education become more involved in and committed to school improvement as the district plan for school improvement is developed and implemented by the district?

9. What are the primary responsibilities of the board of education in the development of policy?

10. What are some of the factors that impede board members' involvement in school-improvement activities?

Definitions

Action plan. A three-year plan for school improvement developed by a school-improvement team both at the district and the building levels.

Communication. The ability to communicate both internally within the schools and externally within the community on the school district's mission, goals, and commitment to school improvement.

Cooperative learning. A cooperative learning group is two to five students who are united by a common purpose--to complete the task and to include each group member. Cooperative groups are based on research and are appropriate for all ages, subject areas, and types of students.

Correlates of effective schools. The correlates of effective schools are a Safe and Orderly Environment, Climate of High Expectations for Success, Instructional Leadership, Clear and

Focused Mission, Opportunity to Learn and Time on Task, Frequent Monitoring of Student Progress, and Home-School Relations.

Data gathering/assessment. The collection of data to profile student outcomes. Examples are the Michigan Educational Assessment Program (MEAP), the California Test of Basic Skills (CTBS), the Scholastic Aptitude Test (SAT), attendance suspensions, discipline referrals, and so on. Data can also be compiled to profile instructional "context." Examples are the Connecticut Correlate Assessment and the National Association of Elementary School Principals (NAESP) Standards of Excellence.

Disaggregation. Breaking down the assessment to see how subgroups perform to show the school's degree of academic and instructional effectiveness for all students.

Effective principals. Principals of effective schools, whose behavior and actions have changed teacher behavior and improved student achievement.

Effective schools. Schools that have been studied by researchers and shown to be effective by a predetermined criterion. In this study, an effective school is defined as one that, in outcome terms reflective of its teaching-for-learning mission, demonstrates the joint presence of quality and equity for all students.

Effective teaching. A body of research on teaching often referred to as elements of effective instruction or Instruction Theory Into Practice.

Evaluation. The revision and adjustment of the action plan, asking the questions, Did it make a difference? What do we need to do differently?

Implementation. A school district's attempt through policy decisions to sustain planned-change efforts successfully in the school district.

Institutionalization. The final step that must take place if the school-improvement change process will be sustained over time.

Instructional leader--principal. The principal who acts as an instructional leader and effectively and persistently communicates that mission to staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

Instructional leader--superintendent. A superintendent who assumes the role of an instructional leader in the district and effectively and persistently communicates the district's teaching and learning mission to administrators, staff, parents, students, and the entire community.

Mission statement. A statement that describes a focus on the important learning outcomes for students to be equitably attained. It describes who is involved in and responsible for the teaching and learning and the climate or environment in which this will occur. It asks, What business are we in? What evidence will we accept that business is thriving?

Morphogenesis. A theory of adaptive change that refers to a process whereby systems change their basic internal arrangements and develop new steady-state conditions.

Outcome-based education. A measurement of student achievement by the mastery of specific objectives determined necessary in the school curriculum.

Positioning. The implementation and monitoring of the action plan for school improvement, asking the questions, Are we on schedule? Are we seeing intended results?

School board policy. A school board policy might be called a guide to action. It will state a purpose or goal, express what the board desires to achieve or wants to see happen, and provide a rationale and framework for specific requirements. Board policy may establish basic controls and assign general responsibility. It may be written or stated during deliberative sessions of the board.

School improvement. A school, in outcome terms reflective of its teaching-for-learning mission, demonstrates the increasing presence of quality and equity.

School-improvement teams. Teams made up of administrators, teachers, and possibly other school employees and parents, both at the district and building levels, whose main focus is to plan, implement, and sustain school improvement.

Self-knowledge. The continual learning that the individual school leader or school organization must achieve in order to increase survival potential. This knowledge will increase readiness

to cope with new changes, opportunities, and ability to evaluate on an ongoing basis.

Time 1. The time referred to in discussing the mailing of the first questionnaire to superintendents and board members in April 1988.

Time 2. The time referred to in discussing the mailing of the second questionnaire to superintendents and board members in January 1989. The second questionnaire was identical to the one distributed at Time 1.

Visioning. The ability to describe a school or school district the way one wants it to be.

Summary and Overview

In this study the writer describes how a superintendent of a school district involved in the Leadership for School Improvement Planning Process invites the board of education to become actively involved. The study specifically relates how a district involved in district-level planning for school improvement influences the perceptions, expectations, attitudes, and behavior of the school board about issues directly related to school improvement.

Issues of school improvement addressed in the research include the following: the characteristics of effective schools, strategic assumptions about school improvement, district-level planning provisions, and other elements of effective schools reviewed in the research. The perceptions of the superintendent of a school district are compared with those of that district's board of

education to look for any discrepancy between the two. Both quantitative and qualitative data are reported to assist in an objective and rich description of the research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In this descriptive study of the Change in the Board of Education's Role in School Improvement as a District Plans a School-Improvement Program, the researcher attempted to show that the board of education needs to be directly involved as a school district plans for and begins to implement a school-improvement plan. The literature review that follows offers support for this premise.

The review of literature begins with a brief overview of the effective schools research and the school-improvement model based on this research. Following this discussion is an overview of the research on planned change and organizational development. Finally, a brief review of policy in education is given, with implications noted for local boards of education in the school-improvement process.

Research on Effective Schools and School Improvement

The body of knowledge commonly referred to as the effective schools research began as a reaction to the Equity of Educational Opportunity Study in the 1960s and the findings of this study, which were published by Coleman in 1966. This study popularized pupil cognitive gain as a measure of school effectiveness. The findings

of this study indicated that most of the difference in pupil achievement appeared to be attributed to the child's family background. Another study that followed the Coleman study, done by Jencks (1972), also spurred on the research on effective schools. The findings of this study indicated that the differences between schools account for only a small fraction of differences in pupil achievement and that equalizing elementary and high school quality would have little effect on decreasing cognitive inequality. Findings such as these spawned the effective schools research.

The effective schools research that emerged sought to identify schools that seemed to be more effective in terms of achievement scores than others and then looked at what transpired in these schools that could account for student performance. Researchers looked for "outlier" or individual schools that performed better or worse than expected. In-depth studies followed to test whether how well children did in school had little to do with the schools themselves.

In 1971, in his study Inner City Children Can Be Taught to Read: Four Successful Schools, Weber looked at effective inner-city schools serving disadvantaged children. He concluded that schools could make a difference and cited eight factors that these schools shared that were principal determinants of instructional effectiveness. Weber found strong leadership; high expectations; an orderly, quiet, pleasant atmosphere; a strong emphasis on pupil acquisition of reading skills; additional reading personnel;

emphasis on phonics; and individualization of instruction to be such determinants.

The Office of Educational Performance Review of the State of New York (1974) published a report on two inner-city schools in the New York public school system. Weber's conclusions were supported in their report.

Another early study in the effective schools movement was conducted by Rutter (1979). The study, which was published in the book Fifteen Thousand Hours, was done in secondary schools in England. This study highlighted the importance and description of the school "ethos" as the climate of expectations and modes of behaving. Other effective schools studies that are frequently cited are: Elementary School Climate and School Achievement (Brookover et al., 1978) and Search for Effective Schools: The Identification and Analysis of City Schools That Are Instructionally Effective for Poor Children (Edmonds & Fredrickson, 1979). Edmonds and Fredrickson highlighted five correlates of effective schools as a result of their study: strong leadership of the principal, emphasis on learning (everyone understands the mission of the school), orderly climate, high expectations (no child falls below mastery of what is needed for promotion), and assessing progress of students. Brookover et al.'s research described similar characteristics.

The Connecticut State Department of Education added two characteristics of effective schools to Edmonds's original five in developing a school needs assessment survey. They divided one of the original correlates described by Edmonds into two separate

characteristics. That original correlate was emphasis on learning, described further by "everyone knowing the mission of the school." The Connecticut State Department of Education reworded the characteristics to be a clear and focused mission and opportunity to learn/time on task. Home and school relations was added as a seventh characteristic. The correlate of importance of home/school was found in Edmonds's original research, but it was not found as consistently as the other five. As a result, the seven characteristics of effective schools are commonly referred to in discussions and research on effective schools.

As a result of these studies, evidence began to mount in favor of the fact that schools can make a difference (Edmonds, 1978). When schools make a difference, Edmonds (1984) concluded, it relates to school response to family background.

In-depth syntheses of the early research have been given in several publications. The first was offered by Edmonds (1978) in "A Discussion of the Literature and Issues Related to Effective Schooling." Following the Edmonds paper, four additional syntheses of the effective schools research were published. In 1983, a research brief by Robinson, Effective Schools: A Summary of Research, was published. Also in 1983, MacKenzie published "Research for School Improvement: An Appraisal of Some Recent Trends" in the Educational Researcher. In 1985, an article by Purkey and Smith, "School Reform: The District Policy Implications of the Effective Schools Literature," was published in the

Elementary School Journal. Finally, in the Third Handbook of Research on Teaching, published in 1986, Good and Brophy wrote a chapter on "School Effects." Presently, Levine and Lezotte are preparing a synthesis on the effective schools research, entitled "An Interpretive Review and Analysis of Research and Practice Dealing With Unusually Effective Schools," to be published later in 1989.

Beginning with Coleman (1966) and in reviewing the literature, several issues and conclusions seem to be associated (Lezotte, 1988b).

The validity of Coleman's theory remains largely intact. If, on the one hand, one judges student achievement by means of a "broad gauged," standardized, norm referenced measure designed to find differences among the test population, then differences in measured student performance tend to be more directly associated with home and family background factors. If, on the other hand, one measures student achievement by assessing student mastery of basic skills as a part of the curriculum, then the differences in school effects become more marked, and a stronger case is made for the school effect. The conclusion to be drawn is that the issues of measurement have been and probably always will be at or near the center of the debate on effective schools. (pp. 3-4)

The case-study literature that has come to be associated with the effective schools research has proved the generalization to be wrong, as described by Lezotte (1988a):

The case study literature clearly demonstrates, in numerous settings, that there are schools that are able to attain remarkably high levels of pupil mastery of basic skills even though these schools are serving large proportions of economically poor and disadvantaged students, minority and nonminority. The criticisms of the Effective Schools Research have been many and pointed, but the one fact that seems to stand up against all the criticisms is the fact that some individual schools are able to achieve these extraordinary results. As long as such places exist, the effective schools

debate is not a discussion of theory, but a discussion of commitment and political will. (p. 4)

In the early 1980s, the search for effective schools appeared more interesting to researchers than to educational practitioners. As descriptions of effective schools were reported in the literature, school practitioners took more notice. Unfortunately, the research on effective schools did not describe how to make a school more effective. The first school-improvement efforts were based on a school-by-school approach, with little direction given to school leaders about how to accomplish making the school more effective. Many times, schools were mandated to "do school improvement." It soon became apparent that implementation of a school-improvement process must take into consideration what research has said about organizational development and planned change. This body of research is addressed in the following section of this chapter.

The lessons to be learned from various research data appeared to add up to some general conclusions (Lezotte, 1988a):

1. Preserve the single school as the strategic unit for planned change.
2. Principals, though essential as leaders of change, can not do it alone, and, thus, teachers and others must be an integral part of the school-improvement process.
3. School improvement, like any change, is best approached as a process, not an event. Such a process approach is more likely to create a permanent change in the operating culture of the school that will accommodate this new function called continuous school improvement.
4. The research would be useful in facilitating the change process but it would have to include suggestions of practice, policies, and procedures that could be implemented as a part of the process.
5. Like the original effective schools, these improving schools must feel as if they have a choice in the matter

and, equally as important, they must feel as if they have control over the processes of change. (pp. 7-8)

Over time, experience with the school-by-school model made it increasingly more clear that local districts were going to be expected to become involved in systemwide school-improvement efforts, especially following the educational reform movement of the 1980s. Also, the realization occurred to school leaders that each school is a part of a larger organization of what is referred to as the local school district. Considering these two factors, it became increasingly clear that a district-level focus and commitment to school improvement made more sense in attempting to improve schools. Thus, the district-level planning process discussed in Chapter I was established based on the strategic assumptions of school improvement, also outlined in that chapter. It should also be noted that the body of research on "teacher effects," combined with the research on "school effects," provides a wealth of information about schools as teaching-for-learning organizations.

It seems fitting to close this section, in which much more could be reviewed on the effective schools research, with a quotation from the late Ron Edmonds (1978):

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest of us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far. (p. 35)

Planned Change and Organizational Development

Studying research into planned change and organizational development in education became an important focus and concern for

educational researchers in the 1970s because of the dissatisfaction with reform efforts in American schools. Through a better understanding of the factors that contribute to successful planned change and organizational development, we hope to be able to contribute to successful attempts at school improvement in our schools today and in the future.

Two distinct initiatives promoted innovation in post-war American schools. The first was the modernization of curriculum. The second initiative was concern with equality of educational opportunity, with the Elementary and Secondary Education Act (ESEA) of 1965. The major provision of this Act was Title I. Title I began with broad assistance objectives, based on the idea that, given resources, local school districts would provide programs to meet the needs of their low-income students. Neither dissemination nor training was a key component of the federal role in promoting change (Chase, 1970).

Three perspectives on implementation and change at the local level have emerged. House (1981) identified three such perspectives: the technological, the political, and the cultural. The technological perspective assumes that barriers to innovation can be anticipated and managed. The political perspective proposes that planned analysis of an innovation is impossible because of the several different kinds of interests and motives of those involved in the innovation. The technological and political perspectives dominated the thinking on implementation in the 1970s. The 1980s

have focused more closely on the third perspective of the culture of the organization or environment and its role in implementation. The culture can be simply defined as "the way we do things around here."

Berman and McLaughlin (1979) suggested new ways to think about arriving at change in schools resulting from the Rand Study of Federal Policies Supporting Educational Change. The conclusions of this landmark study offer rich information that can be used in the initiation, implementation, and eventual institutionalization of any proposed change in schools.

The findings of this study are summarized below:

1. The principal has the ability to facilitate or inhibit change--his/her support is critical to successful change.

2. The better the fit between a change project's objectives and school and/or district priorities, the greater the likelihood that change will result.

3. In adopting change, it is important that a facilitator be provided to staff in adopting a change. Eventually, this facilitation needs to be offered from someone within the district.

4. Teacher change in the desired direction occurred when the resources were more concentrated and focused.

5. Projects using similar methods varied in their implementation strategies and institutional settings. The actual kind of innovation was often less important to successful implementation than the way it was implemented.

6. These elements of implementation strategies promoted teacher change: (a) staff training, (b) frequent and regular

meetings to discuss new practices, (c) quality and amount of change required by the project, and (d) local materials development.

7. The more expensive changes were not more likely to be successful than were less expensive changes.

8. Perceived complexity of a change is negatively related to its success.

9. Teachers need to eventually perceive the change as having positive effects for themselves and/or their students.

10. Active support from the central office is critical in planned change efforts.

Berman and McLaughlin (1979) referred to the theory of mutual adaptation to describe the process that appears to take place in school districts that seemed to be successful at adopting innovations. There appears to be a fine line between describing districts that adapt to changing outside forces by modifying the innovation so much to "fit" into the school organization that eventually the change only has a cosmetic effect (this process was described in Chapter I as a maintenance system or morphostasis) and describing districts that can adapt the innovation to the organization, yet still effect change in the core educational process. The latter has been referred to as morphogenesis or also described by Berman and McLaughlin (1979) as a model of dynamic development of change in the organization. The key difference between morphostasis and morphogenesis appears to be the degree to which the school district "changes" the innovation to "fit" into the

organization. It would appear in the model of morphostasis that it would be difficult to identify the original innovation in the organization after implementation. In the model of morphogenesis, it would be easier to identify what the somewhat adapted innovation was and what changes the organization had to make to accommodate the innovation.

Planned change is a deliberate attempt to improve existing conditions through the adoption and implementation of new ideas. Planned change encompasses various stages. Raishe (1983) described these stages as follows:

1. Recognition and assessment of need is the foundation on which change effort is built. Recognition refers to the emergence of an awareness of a problem. Assessment refers to the determination of whether or not the identified need warrants some change, and is it reasonable to expect improvement. Also to be considered in this initial stage are the various ways that change might be accomplished. For example, what resources are available, and where might they best be spent?

2. Initiation of a planned change refers to the decision by those involved in the first stage to attempt to improve the assessed situation. This stage involves the "preliminary" development of goals and objectives, strategies, tactics, key support groups or individuals, and so on. It is important to note the use of the word "preliminary" in the preceding sentence because it is likely that many of the early plans will be modified as the process moves into the adoption and implementation phases.

3. Adoption reflects the decision by an individual or the group to use a new technique or service or program. It is the starting point of the implementation process. It should be recognized that adoption does not guarantee implementation.

4. Implementation refers to the "process" of innovation during and after the initial decision to adopt, i.e., the actual use of an innovative idea or program. It is not the intended use or the planned use, but the actual putting into practice of the desired change and making it a part of the existing organization or program.

The Rand Studies (Berman & McLaughlin, 1979) found that motivation, commitment, and a sense of local ownership were essential components of program success. Thus, implementation of educational innovations--in this case, a district plan for school improvement--is essentially a two-way process. The innovation strategy is modified to suit the school system, and the school system changes to accommodate the innovation. This is another way to describe mutual adaptation through a model of dynamic development or morphogenesis.

Change is a process and not an event. Change is made by individuals first, then by institutions. It is a highly personal experience, and it entails developmental growth in feelings and skills. Interventions must be related to the people first and the intervention second (Austin, Hall, Hord, & Rutherford, 1987). Out of these basic assumptions, the Concerns Based Adoption Model (CBAM) was developed at the Research and Development Center for Teacher

Education at the University of Texas at Austin. The stages of concern in this model--awareness, informational, personal, management, consequences, collaboration, and refocusing--are ranked from 0 to 6, respectively. The stages of concern and the expressions of concern described in the CBAM model are discussed below and can be used by school leaders to diagnose at what level of concern teachers perhaps are, and to plan strategies and support accordingly (Austin et al., 1987).

CBAM Model

<u>Stages of Concern</u>	<u>Expressions of Concern</u>
6 Refocusing	I have some ideas about something that would work better.
5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
4 Consequence	How is my use affecting kids?
3 Management	I seem to be spending all my time in getting material ready.
2 Personal	How will using it affect me?
1 Informative	I would like to know more about it.
0 Awareness	I am not concerned about it (the innovation).

The CBAM offers the following specific guidelines for activities to assist school leaders in helping the adults in the school adapt to change (Austin et al., 1987).

Awareness Concerns

1. If possible, involve teachers in discussions and decisions about the innovation and implementation.

2. Share enough information to arouse interest, but not so much that it overwhelms.

3. Acknowledge that a lack of awareness is expected and reasonable, and that no questions are foolish.

4. Encourage unaware persons to talk with colleagues who know about the innovation.

5. Take steps to minimize gossip and inaccurate sharing of information.

Informational Concerns:

1. Provide clear and accurate information about the innovation.

2. Use a variety of ways to share information--verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.

3. Have persons who have used the innovation in other school settings visit with your teachers. Visits to user schools could also be arranged.

4. Help teachers see how the use of the innovation relates to their current practices, both in regard to similarities and differences.

5. Be enthusiastic and enhance the visibility of others who are excited--rewarding risk-taking is essential.

Personal Concerns

1. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.

2. Use personal notes and conversations to provide encouragement and to reinforce personal adequacy.

3. Connect these teachers with others whose personal concerns have diminished and who will be supportive.

4. Show how the innovation can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.

5. Do not push innovation use, but encourage and support it while maintaining expectations.

Management Concerns

1. Clarify the steps and components of the use of the innovation for instruction and management.

2. Provide answers that address the small, specific "how-to" issues that are so often the cause of management concerns.

3. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

4. Help teachers sequence specific activities and set timelines for their accomplishment.

5. Attend to the immediate demands of the use of the innovation, not what will be or could be in the future.

Consequence Concerns

1. Provide these individuals with opportunities to visit other settings where the innovation is in use and to attend conferences on the use of the innovation.

2. Do not overlook these individuals. Give them positive feedback and needed support.

3. Find opportunities for these persons to share their skills with others.

4. Share with these persons information pertaining to the use of the innovation as information is made available.

Collaboration Concerns

1. Provide these individuals with opportunities to develop those skills necessary for working collaboratively.

2. Bring together those persons, both within and outside the school, who are interested in collaboration.

3. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.

4. Use these persons to provide technical assistance to others who need assistance.

5. Encourage the collaborators, but do not attempt to force collaboration on those who are not interested.

Refocusing Concerns

1. Respect and encourage the interest these persons have for finding a better way.

2. Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive.

3. Encourage these individuals to act on their concerns for program improvement.

4. Help these persons access the resources they may need to refine their ideas and put them into practice.

5. Be aware of and willing to accept the fact that these persons may replace or significantly modify the existing innovation. However, do not allow so many changes that the initial plan is unrecognizable.

Individuals do have concerns about change, and these concerns will have a powerful influence on the implementation of change. It is up to those who guide change to identify concerns, interpret them, and then act on them.

It would appear that these steps will help guarantee that the planning and implementation process of school improvement is seen by teachers as an ongoing process and not as a "flash in the pan" event. They will begin to see that the continual implementation of school-improvement practices will be an endless succession of incremental adjustments that they will continue to be involved in collaboratively and collegially with administrators, teachers, and others in the school.

Change at the individual level is a process whereby individuals alter their ways of thinking and doing. It is a process of developing skills and, above all, of finding meaning and satisfaction in new ways of doing things (Fullan, 1982).

Fullan (1985) described the implications of four case studies of change conducted by Huberman, Stallings, Showers, and Little as:

1. Change takes place over time.
2. The initial stages of any significant change always involve anxiety and uncertainty.

3. Ongoing technical assistance and psychological support assistance are crucial if the anxiety is to be coped with.

4. Change involves learning new skills through practice and feedback--it is incremental and developmental.

5. The most fundamental breakthrough occurs when people can cognitively understand the underlying conception and rationale with respect to "why this new way works better."

6. Organizational conditions within the school (peer norms, administrative leadership) and in relationship to the school (e.g., external administrative support and technical help) make it more or less likely that the process will succeed.

7. Successful change involves pressure, but it is pressure through interaction with peer and other technical and administrative leaders.

It becomes apparent that it is necessary to understand the psychological dynamics and interactions occurring between individuals as they experience change in schools to make decisions on successful strategies to use in implementation.

Knowledge about the change process can be powerful when coupled with the research on organizational development. The following is a review of the factors that contribute to successful organizational-development programs (Fullan, 1980):

1. Long-term commitment to an effort involving the total system or subsystem (in this case, the school district and/or school).
2. Purposeful passage through three phases: entry, initial operation and maintenance or institutionalization.
3. Actual involvement in top management and overt central office commitment.

4. Commitment and involvement of the building principals, especially when the effort is directed at school improvement.
5. Use of an outside consultant whose purpose is to assist those in the system or subsystem to learn to use the components of the organizational development process and to work in-depth with some staff members so they can provide their own continuing in-house leadership.
6. Voluntary commitment of a significant percentage of the individuals within the system.
7. Careful planning which results in early visible success related directly to on-the-job concerns of those who are involved in the improvement effort.
8. Provision of a modest amount of local funding, primarily to be expended on the services of the outside consultants and time for all others involved in the activity.
9. Incorporation of organization development strategies becomes a regular way of doing business and an integral part of the self-renewing effect of a school or district.
(p. 125)

It is important to remember that procedural change takes place only at the school level. Policy changes at the federal or state level may influence change but are likely to result only in ameliorative, nominal, or symbolic changes (Romberg, 1985).

Another area that needs to be recognized in considering organizational change is organizational coupling. While schools may have traditionally functioned as loosely coupled systems, accumulating evidence has begun to suggest that instructional effectiveness at the school and district levels may be enhanced by strengthening organizational coupling of goals and outcomes in the areas of curriculum and instruction. This finding held true in the 12 instructionally effective school districts (IESD) studied by Murphy and Hallinger (1986). These IESD appeared to be tightly rather than loosely coupled--a finding somewhat at odds with the general literature. What was described in Murphy and Hallinger's

study as tightly coupled means that the defining characteristics of loose coupling--lack of purpose/sense of direction, nebulous technology, lack of an inspection function, and absence of accountability--are not present in the IESD. A similar outcome was reported in the ten-volume study of Dissemination Efforts Supporting School Improvement (DESSI). One of the propositions unveiled in the field studies of the DESSI Project was that the administrative decisiveness bordering on coercion, but intelligently and supportively exercised, may be the surest path to significant school improvement (Huberman & Miles, 1984).

Planned change in the school setting is a highly complex and dynamic process. Practitioners who seek to implement and work toward institutionalizing change in the culture of the schools, "the way we do things around here," must know and use the knowledge of planned change and organizational development as they work in a collaborative effort toward the desired outcome that will support the teaching-for-learning mission of the school.

If schools are to become learning organizations, school leaders will have to show the way. Schools are in need of substantial revitalization, and the leadership that such change efforts require can offer meaningful school improvement that enhances student achievement along with the renewal and continual development of the organization and its people.

Policy Development in the Local School District

Policies designed to reform education are no better than the schools that implement them. If states are serious about improving the quality of education, they must create a context

in which organizational competence at the school level can develop. (Timar & Kipp, 1989, p. 505)

A crucial feature of school reform is the fact that centralized policy makers have a limited repertoire of actions. They can only manage what they control. Thus state policies may control funding or teacher certification, but they have limited direct control over the daily operation of the school.

Local initiatives designed to promote school improvement rest on the assumption that the potential for school improvement resides in the local schools already. The question is: How can we tap this potential? The keys to tapping the potential of the staff of a school or school district are leadership and empowerment. In this sense, successful school improvement is really a triumph of leadership and empowerment (Lezotte, 1987).

The leadership and empowerment necessary for the success of local initiatives must begin with support from the local board of education if reform efforts are to be successfully implemented and institutionalized over time. The board of education informally through its practices and formally through its policy can provide the support, direction, and empowerment that are necessary to encourage the risk taking and commitment necessary in the school-improvement process by administrators, teachers, and all others who work in the school system. The school district mission adopted by the board is the first step in providing the leadership in the further development of goals and described outcomes to assure improved achievement for all students in the schools.

If school-improvement efforts are to succeed, schools have to change the way they typically do business. Local school boards as policy makers must help schools make these changes.

A primary function of local boards of education is policy and there is need to develop board policy that will give direction, endorsement, and support to the process of change necessary for the development of more effective school programs. Through policy making, local boards can provide the framework for methodical implementation of school improvement plans through curriculum change, human resource development, and effective management. (Sniderman & MacQueen, 1987, p. iv)

States and localities charge school boards with this governance role of the schools. Today the role of the school board member has become increasingly more important in the challenge to continue to improve schools as organizations and institutions of teaching for learning. However, as reported in a recent study conducted by the Institute of Educational Leadership and reported in Chapter I of this study, boards largely have been ignored by both centralized policy makers and the authors of independent studies in the unprecedented public discussion, debate, and action around public education and school reform (School Boards, 1986). The IEL study went on to describe that serious institutional bottlenecks are possible in many communities if school boards are uninformed and uninvolved.

Most early efforts in initiating school improvement in the mid-1980s were made by a school-by-school approach. In many cases the school superintendent and board of education were left out of the school-improvement process at the building level. It soon became evident that the few school-improvement efforts nationwide that took

a district approach to school improvement that allowed for later support and autonomy of individual buildings to carry out the district mission through unique and collaboratively created building plans that also addressed specific building-level concerns were the school-improvement programs that were successful over time. Increased educational outcomes for students were the measure of their success. Part of the apparent reasons why district-level school-improvement projects may be more effective is because of the role of the superintendent as the educational leader of the school district. This would follow because of what is known about the importance of the educational leader of the school or school district in school improvement. The other highly likely reason is the importance of the active involvement of the board of education as the school district plans and implements a district school-improvement plan. Their understanding and support that later leads to the development of policy to strengthen the school system at the grass-roots level appears critical.

Whether written or not, consistent or otherwise, statements of policy are either implied or clearly stated in board action. It is difficult to avoid the development of policy statements during board deliberative sessions. The object of developing written policies is not to force the board to do something it would not otherwise do, but rather to give consistency to its actions and to expedite the operations of the schools (Nelson, 1987).

Genuine reform, however, is predicated on finding solutions to relatively complex problems and formulating policies that will

institutionalize these solutions within schools or school districts. Recent research has addressed the process of change and the determination of policy that will result in the successful implementation of proposed innovations by suggesting that lasting change seeking to affect student achievement is more likely to result from policies that encourage bottom-up, school-specific reform efforts. Grass-roots change such as this requires a participatory approach to school improvement that relies on faculty collaboration and shared decision making (Purkey & Smith, 1985).

To be successful, school improvement needs to be tightly coupled in that it promotes clear goals and is data driven in the monitoring and accountability of outcomes. However, it is loosely coupled to the extent that it is also an empowerment model that supports active participation and collaboration among staff and administrators in development of the process of school improvement.

The teacher is the final and real policy maker in education. Official mandates to the contrary, when the individual teacher closes the classroom door, the functional definitions of quality education and equality of educational opportunity begin to operate (Lezotte, 1979).

We have learned that policy success depends on capacity and will. Policy can address capacity issues. Training can be offered and dollars can be provided. Consultants can be engaged to furnish missing expertise. But will, or the attitudes, motivation, and beliefs that underlie an implementor's response to a policy's goals

or strategies, is less amenable to policy intervention (McLaughlin, 1987). However, encouraging evidence is accumulating to show that belief sometimes follows action (Fullan, 1986). For example, teachers required by their principals to interact with low-income parents on matters of homework often changed their minds about the contribution these parents could make to their children's schooling (Epstein, 1984).

Another lesson to be learned is that successful implementation generally requires a combination of pressure and support from policy (Elmore & McLaughlin, 1982; Fullan, 1986). Pressure is required in most settings to focus attention on a reform objective; support is needed to enable implementation (McLaughlin, 1987). What is actually delivered or provided under the format of policy depends finally on the individual at the end of the line, or the "street-level bureaucrat" (Weatherley & Lipsky, 1977).

Assessing the national efforts to reform the schools can provide some important lessons for policy makers (Timar & Lipp, 1989):

1. There is no single policy or combination of policies--such as merit pay, the use of mentor teachers, teacher competency testing, and stricter teacher certification requirements--that will transform mediocre schools into good ones.
2. The success of reform depends on the organizational features of individual schools; schools shape policies as much as policies shape schools.
3. Institutional reform must focus on improving the health and competence of schools as organizations.

Although no single policy or group of policies alone will cause reform, the following areas should be considered in the development of policy to support school improvement in a local school district:

1. The establishment of a district mission and goals that reflect the teaching-for-learning focus.
2. Guidelines for planning at the building level, with emphasis on aligning students' outcomes with district goals.
3. The alignment of the written, taught, and tested curriculum at the district level should be mandated. This should include alignment with all teaching materials, including textbooks, computer software, and all other consumable and nonconsumable materials.
4. District-wide assessment programs are established with emphasis on the development and use of criterion- or objective-referenced testing to measure student outcomes.
5. Staff-development programs are planned to address the district mission and goals of improved student achievement and the needs of those who work in the schools.
6. Commitment of the board of education to school improvement is reflected in specific line items of the school district budget.
7. Personnel evaluation systems that align with the district mission and goals of teaching for learning.
8. Development of policies that support the strong instructional focus of the schools (i.e., homework, retention, engaged time on task, grouping and regrouping, monitoring, adjusting, and pacing).
9. Policies directed at assisting the organization in the planned-change efforts are critical (i.e., training, time to meet, facilitators from the outside and inside). (Lezotte & Maksimowicz, 1987)

If school improvement is to succeed, schools have to change the way they typically do business. Policy alignment to school-improvement efforts can help them make these changes.

The quality of the individuals' responses to the school improvement determines the quality of policy implementation. The extent of change that is evident in the school organization will determine the extent to which policy has addressed the priority

needs and problems of the schools and, furthermore, the amount of support that was given to implement change.

Justin King, Executive Director of the Michigan Association of School Boards, has more than 14 years of experience working with school boards in Michigan and other states. He offered the following advice to school board members in addressing their leadership role (King, 1988):

- . That few people will do the right thing without strong leadership. (Mark Twain once said, "Always do right! This will please some of the people and astound all the rest.")
- . Wide school support requires direct and strong leadership.
- . Elected board members have more credibility when they act together publicly in a strong community leadership role, than any other person or group.
- . Schools have more credibility (as do their elected school board members) and enjoy more public support, when citizens are told by board members what is expected of them in order to have good schools, rather than when citizens are simply asked by board members what their schools can do for them.
- . That you cannot be very effective without making waves, because as the tugboat knows, if you're not making waves, you are standing still.
- . You can be effective if you oppose nonsense, but you will not be successful if you oppose change.
- . There is a clear distinction in the public's mind between popularity and respect. Popularity will merely gain you public tolerance. Respect will earn you public approval.
- . You gain neither enemies nor allies when you set modest goals and take up relatively non-controversial tasks, but while you inevitably gain enemies when you set major goals and tackle controversial problems, you will also attract allies who make the achievement of your goals possible and worthwhile.

To meet the challenges of school board leadership, it is important that we be actors, not reactors; extravertish, not introvertish; socially involved, not socially alienated; serve to better the general welfare, not simply to protect what we already have; and finally to cause better things to happen, not simply to try to keep bad things from happening (King, 1988).

If one assumes these things are true, school board members need to match their behavior to these premises. If school board members do not act accordingly, it is the responsibility of the superintendent to nudge the board to take these steps toward effective leadership.

In the final analysis,

Viewing implementation as a process of bargaining or negotiation makes it evident that the very reason it is hard for policy to affect practice also makes it difficult for analysts to learn about those effects. Policy effects are complex, sometimes hidden or invisible, often unanticipated and nominalistic. And even when they are apparent, they may be transitory. Learning from experience, then, requires moving away from a positivistic model to a model of social learning and policy analysis that stresses reflection and assistance to on-going decision making. (McLaughlin, 1987, p. 175)

Making ineffective schools effective will depend on our understanding of how effective schools come into being. It will require school leaders to develop a vision, communicate the vision both internally and externally, position the organization to put the vision into motion, and sustain the vision by self-renewal and monitoring of desired outcomes. In this case, the responsibility for monitoring is clearly seen as a shared responsibility of administrators, teachers, and the board of education. This model of school improvement should prove to be an empowerment model for sustained and ongoing school improvement.

The authority through which public schools are held accountable is the local school board. Local school boards must take into account the collective interest of their community. They must make

sure the professional staff and all who work in the schools meet the needs of the students.

Locally elected school board members must take a leadership role, or state officials and others will act in the absence of their intervention. Local school boards must move from the grandstand and on to the playing field (Wise, 1988).

Summary

In this review of research, the writer discussed some of the information about what good schools are like, how to make all schools more effective, and what steps and processes need to be taken in attempting planned-change efforts in the schools as teaching-for-learning organizations.

The chapter went on to discuss the leadership role the board of education must take in its support of policy development that focuses the school's operation and all who work there on the teaching-for-learning mission for all students in the school district. It is the board of education's role to lead the ship called school, through policy, on the right course. The voyage, or the implementation of policy in this case, will depend on school leaders, both administrators and teachers. In the end, only people in the schools can make change happen. Policy can not.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

This study consisted of seven phases. In Phase one, the population and sample that would be used in the study were selected. In Phase two, the survey instruments were developed. In the third phase, a pilot study was conducted to field test the instrument. In the fourth phase, the questionnaire designed to gather baseline data was distributed. Participating school districts were also asked to send the minutes of all future board of education meetings, along with their districts' goals, to the researcher. During the fifth phase, a phone survey with a sample of participating school districts was conducted. During the sixth phase, a second questionnaire to measure any change in data over time was distributed. The final phase included statistically analyzing data from the questionnaires mailed to all participants and analyzing the qualitative data from phone surveys, board of education minutes, and school district goals. Data for the study were collected over a one-year period of time.

Phase 1: Population for the Study

In the first phase, a decision was made to invite the 37 school districts involved in Michigan's Leadership for School

Improvement Project (LSIP) to participate in the study. The project is a statewide project funded by a grant from the U.S. Office of Education and sponsored by the Michigan Institute of Educational Management and the National Center for Effective Schools Research and Development. The superintendent and the members of the board of education of each of the 37 districts were invited to be participants in the study. The school districts represented rural, suburban, and urban communities throughout Michigan. The school districts were also representative of different socioeconomic levels, racial backgrounds, and sizes. Initially, 30 of the 37 school districts accepted the invitation to be a part of the study.

Districts that agreed to be a part of the study were asked to submit their district goals and begin to send a copy of the board of education minutes to the researcher. The collection of minutes of the boards of education strengthened the body of information gathered because management is essentially an oral occupation; verbatim records of transaction comprise valuable data for describing the process of administrating and allocating the influence of administrators (Gronn, 1984; Pitner, 1982b; Pitner & Russell, cited in Boyan, 1988). Although board minutes are not always verbatim records, they provide valuable information and additional descriptive data.

Phase 2: Development of Survey Instruments

Based on the review of the literature on the involvement of boards of education in school improvement, the effective school

research, and the research on change and policy development, the survey instruments were designed by the researcher and edited by Lawrence Lezotte, researcher and director of the National Center for Effective Schools, and Brian Rowan, who has done extensive research on effective schools. The questionnaire, which was created and mailed to all participants at the commencement of the study and again at its conclusion, was designed in three parts. The first section of the questionnaire surveyed the importance and actual practice of the seven characteristics of effective schools (see p. 17, *Correlates of Effective Schools*) (Lezotte & Bancroft, 1985). The second section surveyed the importance and actual practice of policies and practices of effective schools. This section was designed primarily from a research synthesis of effective school practices by Northwest Regional Educational Laboratory (Effective Schooling Practices, 1984). The third section was designed to collect specific demographic, nominal, and qualitative data. There was a separate questionnaire form for superintendents and board members. However, the questionnaires varied only on some of the questions asked in the third section. (See Appendix A.)

A separate telephone survey was designed for both superintendents and board members. Many of these questions were the same on both surveys. (See Appendix A.)

Phase 3: Pilot Study

The questionnaire, which was designed to survey all superintendents and board of education members in the study, was

sent to eight superintendents and eight board of education members, selected at random by the researcher, who agreed to be part of a pilot study. The questionnaire was also edited by Kathy Feaster, Coordinator of Public Opinion Polling at the Michigan Department of Education. Corrections and clarifications were made, based on the pilot study and these additional editing recommendations.

Phase 4: First Distribution of the Questionnaire

In April 1988, five months after the commencement of the LSIP, a questionnaire was sent to each superintendent and board member of the 30 districts participating. Questionnaires were sent to each superintendent to be distributed to their respective board of education members. Self-addressed stamped envelopes were provided. Board members were asked to return their questionnaires in a sealed envelope to the superintendent. The superintendent was asked to return all completed questionnaires. This procedure was suggested by the Michigan Association of School Boards (MASB) because of the poor response the Association had received to a questionnaire sent directly to board of education members as part of a recent study conducted by the MASB. A follow-up letter was sent as a reminder to each superintendent who had not returned the questionnaires after the date requested to return the questionnaires had passed. (See Appendix B.) Telephone calls were made to each superintendent who had not returned the questionnaires by the date requested in the follow-up letter.

Phase 5: Telephone Survey

A telephone survey was conducted with ten of the superintendents and a member of each of their boards of education. The researcher's purpose in conducting telephone surveys was to enrich the data by collecting qualitative information that would help to inform the research questions and clarify data gathered in the questionnaire and board of education minutes.

Phase 6: Redistribution of the Questionnaire

The questionnaire was redistributed to each superintendent and board of education member in the study 14 months after the commencement of the LSIP, in January 1989. Only 25 districts remained in the study because five districts either did not return questionnaires from at least the superintendent and two board of education members, or sent the questionnaire back several months after the data were requested. Again, the superintendent was asked to distribute the questionnaires to and collect the completed surveys from members of the board of education. After the requested return date had passed, telephone calls were made to each superintendent, requesting the return of the questionnaires. A post card was sent to superintendents who still had not returned the questionnaires after the date of the second request.

Phase 7: Data Analysis

Disappointment with the contribution of quantitative approaches to illuminating organizational life and administrator effect has evoked calls for more emphasis on qualitative modes of inquiry

(Griffiths, 1979; Willower, cited in Boyan, 1988). Griffiths asserted that "there should be a way of describing organizations that tries to determine not a priori but in actuality, what the particular organization is attempting to do, and in particular, what the people in it are attempting to do" (p. 46).

Data were analyzed through comparisons of findings from the questionnaires, telephone surveys, and the collection of minutes of boards of education throughout the year-long study. (See Appendix A.) The data analysis was informed by the theory of morphogenesis.

In the collected board minutes, the following information was analyzed:

1. Discussions using the language of school improvement.

2. Discussions about the following areas that relate to the development of a district plan for school improvement:

- a. the school district mission statement
- b. the school district communication plan
- c. demographic information about the school district
- d. The need for learner outcomes to be tied to curriculum goals

- e. Staff-development needs
- f. Establishing building-level teams for school improvement and time to meet

- g. Personnel-evaluation systems that focus on school and instructional effectiveness

- h. Policy analysis and/or development that supports school improvement

i. Financial support for school-improvement activities (e.g., staff development, team meetings, peer coaching visitation days)

j. Teacher-empowerment issues

If the school-improvement plan was working, the researcher expected to find evidence of more discussion by the board about the importance of student outcomes. The researcher expected to see more of a focus on analysis and development of policy to support school improvement. There should have been an attempt to disaggregate test scores at least in the areas of race, gender, and socioeconomic level. Financial support for staff development should have become a priority in the school district budget.

Another area that was analyzed and explained is why some boards got involved and others did not. The researcher predicted that the board's involvement would rely heavily on how the superintendent chose to involve the board. The telephone surveys and questionnaires informed the question of why some school boards get more involved than others.

Analysis Procedures

The analysis of the data from the questionnaire incorporated the use of the dependent t-test, the chi-square test of statistical significance and the Pearson product-moment correlation analysis. The t-tests were used to determine whether or not there were differences in importance of characteristics of effective schools and actual presence of these characteristics in the schools between

the time when the first questionnaire was sent, which will be referred to from this point in the study as Time 1, and the time when the second questionnaire was mailed to superintendents and members of the boards of education about ten months later, which will be referred to as Time 2.

The chi-square test of statistical significance was used to test the presence or absence of a relationship (or dependence) between the importance and actual presence of the characteristics and policy factors related to effective schools. A measure of the overall importance of characteristics, actual presence of characteristics, and importance and practice/policy of factors related to effective schools was computed. The Pearson product-moment correlation coefficients were used to determine whether or not a significant relationship existed between the overall importance of characteristics and factors with the overall presence or practice/policy of these characteristics and factors. The Pearson product-moment correlation coefficient was specifically used to test the significance of the relationship between the overall measure of importance and actual presence of characteristics, and the importance and practice/policy of factors with the length of time served as a board member or superintendent.

To investigate the effect of educational level and career type of board members on the perception of the importance and actual presence of characteristics and the measure of importance and actual practice/policy of factors related to effective schools, a chi-square test of statistical significance was used. These parametric

statistics, along with descriptive measures (counts, means, and percentages) and qualitative analyses, were used in this study.

The data analyses were performed to test the following hypotheses:

Hypothesis 1: There is a significant difference in perceived importance of the characteristics of effective schools between Time 1 and Time 2.

Hypothesis 2: There is a significant difference in the perceived actual presence of the characteristics of effective schools between Time 1 and Time 2.

Hypothesis 3: There is a significant difference in the perceived importance of the factors related to effective schools between Time 1 and Time 2.

Hypothesis 4: There is a significant difference in the perceived importance of the practice/policy related to effective schools between Time 1 and Time 2.

Hypothesis 5: There is a significant relationship between the perceived level of importance of the characteristics of effective schools and the actual presence of these characteristics as perceived by members of the boards of education at Time 1 and Time 2.

Hypothesis 6: There is a significant relationship between the perceived level of importance of factors related to effective schools and the actual practice/policy of these factors as perceived by the members of the boards of education at Time 1 and Time 2.

Hypothesis 7: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the level of importance of characteristics of effective schools at Time 1 and Time 2.

Hypothesis 8: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the actual presence of the characteristics of effective schools at Time 1 and Time 2.

Hypothesis 9: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the level of importance of factors related to effective schools at Time 1 and Time 2.

Hypothesis 10: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the actual practice/policy of factors related to effective schools at Time 1 and Time 2.

Hypothesis 11: The level of education of the members of the board of education has a significant influence on their perceptions regarding the importance of characteristics of effective schools at Time 1 and Time 2.

Hypothesis 12: The level of education of the members of the board of education has a significant influence on their perceptions regarding the presence of characteristics of effective schools at Time 1 and Time 2.

Hypothesis 13: The level of education of the members of the board of education has a significant influence on their perceptions regarding the importance of factors related to effective schools at Time 1 and Time 2.

Hypothesis 14: The level of education of the members of the board of education has a significant influence on their perceptions regarding the practice/policy of factors related to effective schools at Time 1 and Time 2.

Hypothesis 15: The career type of members of the board of education has a significant effect on their perceptions regarding the importance of the characteristics of effective schools at Time 1 and Time 2.

Hypothesis 16: The career type of members of the board of education has a significant effect on their perceptions regarding the actual presence of the characteristics of effective schools at Time 1 and Time 2.

Hypothesis 17: The career type of members of the board of education has a significant effect on their perceptions regarding the level of importance of factors related to effective schools at Time 1 and Time 2.

Hypothesis 18: The career type of members of the board of education has a significant effect on their perceptions regarding the actual practice/policy of factors related to effective schools at Time 1 and Time 2.

Figure 1: Time Line LSIP Study for 1987-88 Participant School Districts

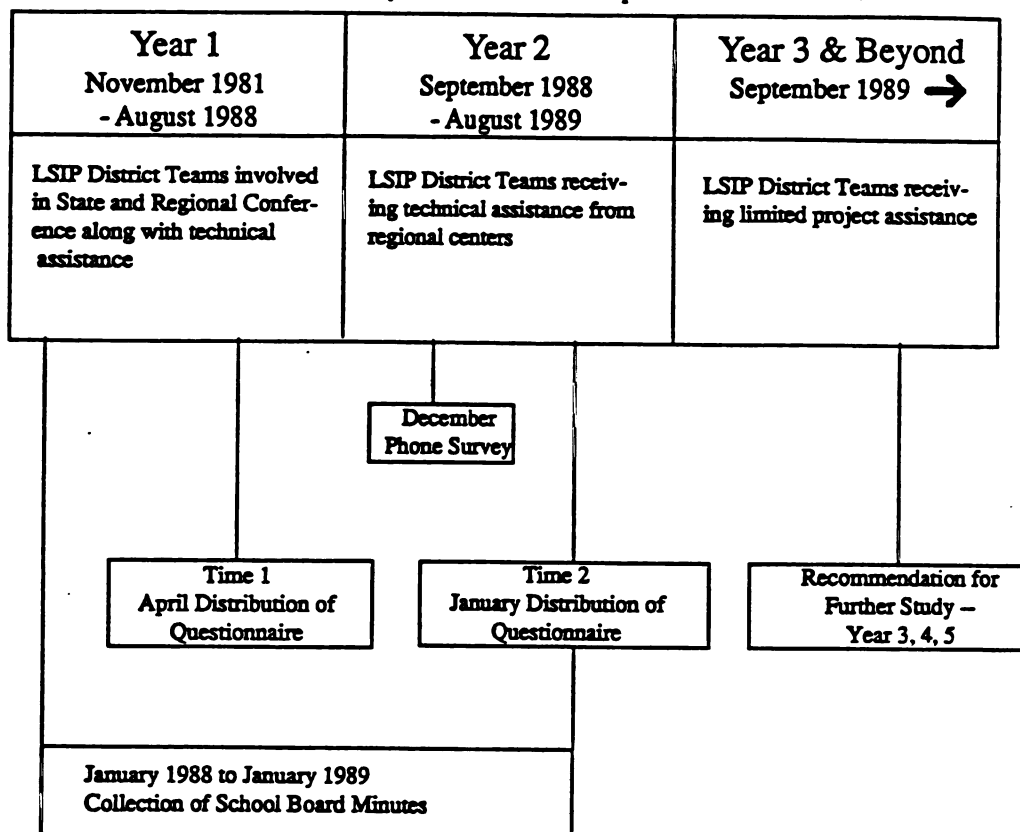


Figure 3.1.--LSIP study time line for 1987-88 participant school districts.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The data presented in this chapter were gathered from April 1988 to March 1989 through superintendents and the members of boards of education of 25 local school districts in Michigan, except for analysis of minutes of their board of education meetings, which were collected from January 1988 through January 1989. These school districts were also participants in the Leadership for School Improvement Project (LSIP) conducted in the state of Michigan and made available through a Federal Leadership for Educational Administration Development grant.

Of these 25 districts, 40% were rural, 52% were suburban, and 8% were urban. Demographic descriptive data on career type, level of schooling, and the length of time board members had served on the boards of education were collected initially for these 25 school districts. The members of the boards of education had career types in which 62% were professionals, 12% were homemakers, 8% were skilled laborers, and 19% listed themselves in other careers different from those mentioned. The level of schooling of board members included 23% high school graduates, 19% high school graduates with two additional years of schooling, 19% having a college bachelor's degree, and 31% having a college bachelor's

degree plus additional degrees or schooling; 8% had a level of schooling other than those listed above. Board members in these school districts had been on the board up to 28 years, with 32% serving for 2 years or less, 30% serving from 3 to 5 years, 27% from 6 through 10 years, and 11% serving for more than 10 years.

The superintendents from the 25 school districts had been superintendents in these districts from 1 to 14 years; 40% had been employed for 2 years or less, 36% from 3 through 7 years, and 24% for more than 7 years.

The researcher's purpose in this study was to describe the ways in which superintendents involved the members of the boards of education in school improvement and the changes in perceptions that occurred between Time 1 and Time 2.

This study describes changes in perceptions of the superintendents and their board members concerning the importance and actual practice or policy of characteristics and factors directly related to effective schools. Both quantitative and qualitative data are reported in an attempt to give an objective and a rich description of the research findings.

Quantitative descriptive data were collected through a questionnaire that was distributed at two different times. The first questionnaire was sent to participants in the study in April 1988 and collected by the end of May 1988. The second, identical questionnaire was mailed in January 1989 and returned through the month of March 1989. Additional data were gathered from minutes of 22 school districts' board of education meetings from January 1988

to January 1989. A telephone survey was conducted with the superintendent and a board member from each of the 10 school districts that participated in the study. The phone surveys were conducted by the researcher before mailing the second questionnaire.

On the importance of the characteristics and factors related to effective schools, the members of the boards of education and the superintendents were asked to rate their perceptions on the level of importance according to the following Likert scale:

- | | | |
|-----|--------------------|------|
| (4) | Essential | (E) |
| (3) | Very Important | (VI) |
| (2) | Somewhat Important | (SI) |
| (1) | Not Important | (NI) |

The perceptions of the actual presence of the characteristics were rated according to the following Likert scale:

- | | | |
|-----|---------------------|------|
| (4) | All Schools | (AS) |
| (3) | Most Schools | (MS) |
| (2) | Some Schools | (SS) |
| (1) | None of the Schools | (NS) |

Similarly, the practice/policy of factors related to the effective schools was rated according to the following Likert scale:

- | | | |
|-----|-----------------------------|--------|
| (4) | Written Policy | (WP) |
| (3) | Practice/Not Written Policy | (PNWP) |
| (2) | Uncertain | (UN) |
| (1) | No Practice/No Policy | (NPNP) |

In addition to the perceptions on the importance of characteristics and factors related to effective schools, the actual presence of these characteristics, and the practice/policy of factors, demographic information was also collected. The demographic information included the level of education of the

members of the boards of education and superintendents, the career type of board members, and length of time on the board of education.

A separate section on the presentation and analysis of qualitative data is also included in this chapter.

During Time 1 of the data gathering, 153 participants responded to the first questionnaire of the study, of whom 128 were members of boards of education representing 25 school districts, along with 25 superintendents. Ten months later, at Time 2, the same questionnaire was mailed to the same participants, of whom 132 members of boards of education responded, representing 20 school districts and including 19 superintendents.

In the following pages, each research question is addressed separately and references the research hypothesis considered for that particular question.

An attempt was made to rate each characteristic and each factor according to the percentage of the members of the boards of education and superintendents. Means and standard deviations were computed, and the characteristics and factors ranked according to order of magnitude of the means. For example, a mean close to 4.00 would indicate that the characteristic is essential or is present in all schools, whereas a mean close to 1.00 would indicate that the characteristic is not important or is present in none of the schools.

For the purpose of this study, a subjective categorization based on means was designed by the researcher to illustrate the level of perceived importance of a characteristic or factor and the

presence of characteristics or practice/policy of factors related to effective schools. The following chart shows the categorization used in this study:

Mean Category	Importance	Actual Presence	Practice/ Policy
1.00-2.49	Not Important	None of the schools	NPNP
2.50-2.99	Somewhat Important	Some schools	UN
3.00-3.69	Very Important	Most schools	PNWP
≥ 3.70	Essential	All schools	WP

Presentation and Analysis of Quantitative Data

The research findings of the 10 research questions and 18 hypotheses are presented in this section.

Research Question 1: Will members of the boards of education and superintendents perceive characteristics affecting effective schools as increasingly important as the district plan for school improvement is developed and implemented?

Respondents were asked to rate the importance of characteristics of effective schools at Time 1 and Time 2. Table 4.1 shows the means, standard deviations, and ranks on the perceptions of the importance of characteristics of effective schools as perceived by members of the boards of education. From this information, it is easy to note that the rank order remained the same between Time 1 and Time 2.

As shown in Table 4.1, the characteristics of Safe and orderly environment (mean = 3.836, 3.883) and Climate of high expectations (mean = 3.742, 3.766) were perceived as essential at both Time 1 and Time 2. The following characteristics had means above 3.00 and were considered very important: Clear and focused mission (mean = 3.656,

Table 4.1.--Means, standard deviations, and ranks of the importance of characteristics of effective schools as perceived by members of boards of education between Time 1 and Time 2.

Time 1 N	Rank	Characteristic	Mean	S.D.	Time 2 N	Rank	Characteristic	Mean	S.D.
128	1	Safe and orderly environment	3.836	0.4119	111	1	Safe and orderly environment	3.883	0.3230
128	2	Climate of high expectations	3.742	0.4736	111	2	Climate of high expectations	3.766	0.4254
128	3	Clear and focused mission	3.656	0.4930	111	3	Clear and focused mission	3.658	0.5133
126	4	Home/school relations	3.650	0.4950	111	4	Instructional leadership	3.640	0.5007
128	5	Instructional leadership	3.641	0.5133	110	5	Home/school relations	3.609	0.5434
126	6	Frequent monitoring of student progress	3.540	0.5748	111	6	Frequent monitoring of student progress	3.541	0.5844
124	7	Opportunity to learn and student time on task	3.419	0.6128	110	7	Opportunity to learn and student time on task	3.382	0.6205

3.658), Home and school relations (mean = 3.650, 3.609), Instructional leadership (mean = 3.641, 3.640), Frequent monitoring of student progress (mean = 3.540, 3.541), and Opportunity to learn and student time on task (mean = 3.419, 3.382). Overall, the perception of the level of importance of each of the characteristics of effective schools, as perceived by members of the boards of education, remained about the same over time.

In Table 4.2, the rank order of the importance of the characteristics, as perceived by superintendents, is indicated. Climate of high expectations was ranked as number one at both Time 1 and Time 2. Instructional leadership was also ranked as number one during Time 2. Opportunity to learn and student time on task was ranked sixth at Time 1 and third at Time 2. Safe and orderly environment was ranked second at Stage 1 and fifth at Stage 2.

As shown in Table 4.2, the level of importance of characteristics of effective schools, as perceived by superintendents, is essential at both Time 1 and Time 2.

The data analysis was performed to test the following hypothesis:

Hypothesis 1: There is a significant difference in perceived importance of the characteristics of effective schools between Time 1 and Time 2.

A t-test was used to determine whether or not statistically significant differences exist in the perceptions on importance of characteristics of effective schools between Time 1 and Time 2 for members of boards of education. Table 4.3 indicates that the t-test

Table 4.2.--Means, standard deviations, and ranks of the importance of characteristics of effective schools as perceived by superintendents between Time 1 and Time 2.

Time 1 N	Rank	Characteristic	Mean	S.D.	Time 2 N	Rank	Characteristic	Mean	S.D.
25	1	Climate of high expectations	4.000	0.0000	19	1	Climate of high expectations	4.000	0.0000
25	2	Safe and orderly environment	3.920	0.2769	19	1	Instructional leadership	4.000	0.0000
25	2	Instructional leadership	3.920	0.2769	19	3	Opportunity to learn and student time on task	3.947	0.2294
24	4	Home/school relations	3.875	0.3378	19	4	Clear and focused mission	3.894	0.3153
24	5	Clear and focused mission	3.800	0.4082	19	5	Safe and orderly environment	3.842	0.3746
24	6	Frequent monitoring of student progress	3.750	0.4423	19	5	Home/school relations	3.842	0.3746
24	6	Opportunity to learn and student time on task	3.750	0.4423	19	7	Frequent monitoring of student progress	3.789	0.4186

results showed no statistically significant difference in importance for characteristics of effective schools as perceived by members of the boards of education over time. Similarly, Table 4.4 indicates that the t-test results on the perceived importance of characteristics of effective schools by superintendents showed no significant differences between Time 1 and Time 2.

Table 4.3.--Importance of characteristics of effective schools as perceived by members of the boards of education between Time 1 and Time 2.

Characteristic	Time	N	Mean	S.D.	t-Value	Signif. Level
Safe and orderly environment	1	128	3.836	0.412	-0.987	0.3250
	2	111	3.883	0.490		
Climate of high expectations for success	1	128	3.742	0.474	-0.402	0.6878
	2	111	3.766	0.425		
Clear and focused mission	1	128	3.656	0.493	-0.0216	0.9828
	2	111	3.657	0.513		
Instructional leadership	1	128	3.641	0.513	0.0150	0.9881
	2	111	3.640	0.501		
Frequent monitoring of student progress	1	126	3.540	0.574	-0.0110	0.9909
	2	111	3.541	0.584		
Opportunity to learn and student time on task	1	124	3.419	0.613	0.4650	0.6424
	2	110	3.382	0.621		
Home/school relations	1	126	3.651	0.495	0.6168	0.5380
	2	110	3.610	0.543		

Level of significance set at .05.

Table 4.4.--Importance of characteristics of effective schools as perceived by superintendents between Time 1 and Time 2.

Characteristic	Time	N	Mean	S.D.	t-Value	Signif. Level
Safe and orderly environment	1	25	3.920	0.055	0.7940	0.4318
	2	19	3.842	0.085		
Climate of high expectations for success	1	25	4.000	0	--	--
	2	19	4.000	0	--	--
Clear and focused mission	1	25	3.800	0.408	-0.8384	0.4066
	2	19	3.895	0.315		
Instructional leadership	1	25	3.920	0.277	-1.4450	0.1615
	2	19	4.000	0.000		
Frequent monitoring of student progress	1	24	3.750	0.442	-0.2970	0.7676
	2	19	3.789	0.418		
Opportunity to learn and student time on task	1	24	3.750	0.442	-1.8890	0.0670
	2	19	3.947	0.229		
Home/school relations	1	24	3.875	0.337	0.3022	0.7640
	2	19	3.842	0.374		

Level of significance set at .05.

Research Question 2: Will the perceived presence of the characteristics of effective schools by members of the boards of education and superintendents increase in the schools as the district plan for school improvement is developed and implemented?

Respondents were asked to rate the actual presence of characteristics of effective schools at Time 1 and Time 2. Table 4.5 indicates the means, standard deviations, and rank orders of the presence of characteristics of effective schools, as perceived by members of the boards of education. Over time, Safe and orderly environment and Frequent monitoring of student progress ranked first

Table 4.5.--Means, standard deviations, and ranks of the presence of characteristics of effective schools as perceived by members of boards of education between Time 1 and Time 2.

Time 1 N	Rank	Characteristic/Presence	Mean	S.D.	Time 2 N	Rank	Characteristic/Presence	Mean	S.D.
128	1	Safe and orderly environment	3.648	0.5263	111	1	Safe and orderly environment	3.673	0.4899
125	2	Frequent monitoring of student progress	3.120	0.7577	112	2	Frequent monitoring of student progress	3.045	0.7520
127	3	Climate of high expectations	3.039	0.6473	113	3	Instructional leadership	3.018	0.7194
123	4	Opportunity to learn and student time on task	2.976	0.6831	112	4	Climate of high expectations	2.991	0.6778
128	5	Instructional leadership	2.929	0.7147	112	5	Clear and focused mission	2.982	0.7709
127	6	Clear and focused mission	2.913	0.8167	106	6	Opportunity to learn and student time on task	2.858	0.6390
125	7	Home/school relations	2.728	0.8267	110	7	Home/school relations	2.691	0.7869

and second, respectively. The perceived presence of **Instructional leadership** rose from a number five ranking to a number three ranking over time.

Based on the mean as an indication of the presence or absence of a characteristic, no characteristic appeared to be present in all of the schools, as perceived by the members of the boards of education. **Safe and orderly environment** (mean = 3.648, 3.673), **Frequent monitoring of student progress** (mean = 3.120, 3.045), and **Climate of high expectations** (mean = 3.039, 2.991) were all perceived as being present in most schools at Time 1 and Time 2. **Instructional leadership** was perceived to be present in most schools at Time 2, when it had only been present in some of the schools at Time 1 (mean = 2.929, 3.018). **Opportunity to learn and student time on task** appeared to be present in most schools at Time 1, but there appeared to be a decrease of presence over time, which indicates that the characteristic was perceived as only being present in some of the schools at Time 2 (mean = 2.976, 2.858). **Clear and focused mission** (mean = 2.913, 2.982) and **good Home/school relations** (mean = 2.728, 2.691) were considered to be present in some schools at both Time 1 and Time 2.

Table 4.6 indicates the rank order of the presence of characteristics of effective schools, as perceived by superintendents. **Safe and orderly environment** was ranked number one at both Time 1 and Time 2. All other characteristics either stayed the same over time or changed up or down by one rank except for **Climate of high expectations**, which dropped from a rank of four to a

Table 4.6.--Means, standard deviations, and ranks of the presence of characteristics of effective schools as perceived by superintendents between Time 1 and Time 2.

Time 1 N	Rank	Characteristic/Presence	Mean	S.D.	Time 2 N	Rank	Characteristic/Presence	Mean	S.D.
25	1	Safe and orderly environment	3.520	0.6532	19	1	Safe and orderly environment	3.737	0.4524
24	2	Home/school relations	2.958	0.6903	19	2	Opportunity to learn and student time on task	3.895	0.6578
24	3	Opportunity to learn and student time on task	2.750	0.6757	19	3	Home/school relations	2.895	0.7375
25	4	Climate of high expectations	2.680	0.6272	19	4	Instructional leadership	2.789	0.6306
25	5	Instructional leadership	2.640	0.6377	19	5	Frequent monitoring of student progress	2.737	0.6534
25	6	Clear and focused mission	2.560	0.8205	19	6	Clear and focused mission	2.684	0.7493
24	7	Frequent monitoring of student progress	2.417	0.8297	19	7	Climate of high expectations	2.579	0.6925

rank of seven. Frequent monitoring of student progress, on the other hand, moved from a rank order of seven to a rank of five.

Results in Table 4.6 show that only Safe and orderly environment was perceived by superintendents to be present in all schools at Time 2 (mean = 3.737). Safe and orderly environment was perceived by superintendents as being present in most schools at Time 1 (mean = 3.520). Home/school relations was perceived as being present in some schools at both Time 1 and Time 2 (mean = 2.958, 2.895). The following characteristics appeared to be present in some of the schools at both Time 1 and Time 2: Opportunity to learn and student time on task (mean = 2.750, 2.895), Climate of high expectations (mean = 2.680, 2.579), Instructional leadership (mean = 2.640, 2.789), Clear and focused mission (mean = 2.560, 2.684), and Frequent monitoring of student progress (mean = 2.417, 2.737). The greatest increase in the perceived presence of a characteristic of effective schools was seen in Frequent monitoring of student progress (mean = 2.417, 2.737).

The data analysis was performed to test the following hypothesis:

Hypothesis 2: There is a significant difference in the perceived actual presence of the characteristics of effective schools between Time 1 and Time 2.

A t-test was used to determine whether or not a statistically significant difference exists in the presence of characteristics of effective schools between Time 1 and Time 2 for both superintendents and members of the boards of education. The t-test results for

members of the boards of education and superintendents are shown in Tables 4.7 and 4.8, respectively.

The t-test results showed no statistically significant difference in the presence of characteristics of effective schools, as perceived by members of the boards of education and superintendents.

Table 4.7.--Actual presence of characteristics of effective schools as perceived by members of the boards of education between Time 1 and Time 2.

Characteristic	Time	N	Mean	S.D.	t-Value	Signif. Level
Safe and orderly environment	1	128	3.648	0.526	-0.367	0.7141
	2	113	3.673	0.490		
Climate of high expectations for success	1	127	3.040	0.647	0.563	0.5739
	2	112	3.040	0.677		
Clear and focused mission	1	127	2.913	0.817	-0.667	0.5056
	2	112	2.982	0.771		
Instructional leadership	1	127	2.929	0.715	-0.955	0.3404
	2	113	3.018	0.719		
Frequent monitoring of student progress	1	125	3.120	0.758	0.767	0.4438
	2	112	3.045	0.752		
Opportunity to learn and student time on task	1	123	2.976	0.683	1.332	0.1839
	2	106	2.858	0.639		
Home/school relations	1	125	2.728	0.827	0.351	0.7259
	2	110	2.690	0.787		

Level of significance set at .05.

Table 4.8.--Actual presence of characteristics of effective schools as perceived by superintendents between Time 1 and Time 2.

Characteristic	Time	N	Mean	S.D.	t-Value	Signif. Level
Safe and orderly environment	1 2	25 19	3.520 3.736	0.653 0.452	-1.237	0.2228
Climate of high expectations for success	1 2	25 19	2.680 2.579	0.627 0.692	0.506	0.6154
Clear and focused mission	1 2	25 19	2.560 2.684	0.821 0.749	-0.516	0.6085
Instructional leadership	1 2	25 19	2.640 2.789	0.638 0.631	-0.774	0.4434
Frequent monitoring of student progress	1 2	24 19	2.417 2.737	0.830 0.653	-1.377	0.1761
Opportunity to learn and student time on task	1 2	24 19	2.750 2.895	0.676 0.658	-0.706	0.4844
Home/school relations	1 2	24 19	2.958 2.895	0.690 0.169	0.291	0.7724

Level of significance set at .05.

Research Question 3: Will members of the boards of education and superintendents perceive factors affecting effective schools as increasingly important between Time 1 and Time 2?

Respondents were asked to rate the importance of the factors related to effective schools. Table 4.9 shows the means, standard deviations, and ranks of the top 15 of 36 factors related to effective schools perceived as important by members of boards of education.

Table 4.9.--Means, standard deviations, and ranks of the importance of factors of effective schools as perceived by members of the boards of education between Time 1 and Time 2.

Time 1			Time 2		
N	Rank	Factor	N	Rank	Factor
128	1	District leaders and staff believe that all students can learn	107	1	A written code of student conduct is reviewed with students, parents, and staff
128	1	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	108	2	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives
128	3	A written code of student conduct is reviewed with students, parents, and staff	108	3	Principals are supervised by the superintendent on progress on district & school improvement plans
128	4	The school board makes a formal commitment to school improvement based on quality & equity	107	4	District leaders and staff believe that all students can learn
128	5	Principals are supervised by the superintendent on progress on district & school improvement plans	106	5	Establishment of a district plan which focuses on school improvement based on student performance
128	6	A clearly defined K-12 curriculum with essential learning objectives is in place	108	6	A clearly defined K-12 curriculum with essential learning objectives is in place
123	7	Board expects teachers to take leadership roles in instruction	107	7	The school board makes a formal commitment to school improvement based on quality & equity
126	8	Board expects principals to be instructional leaders	111	8	Board expects principals to be instructional leaders

Mean S.D.

3.850 0.3837

3.806 0.4204

3.778 0.4395

3.776 0.5011

3.745 0.4793

3.741 0.4610

3.692 0.5565

3.667 0.5614

Table 4.9.--Continued.

Time 1 N	Rank	Factor	Mean	S.D.	Time 2 N	Rank	Factor	Mean	S.D.
126	9	Establishment of a district plan which focuses on school improvement based on student performance	3.667	0.5797	111	8	Board expects teachers to take leadership role in instruction	3.667	0.4924
126	10	Board expects superintendent to be an instructional leader	3.635	0.6524	111	10	Board expects superintendent to be an instructional leader	3.640	0.6438
128	11	At least annually teachers are supervised to help them improve	3.633	0.5733	111	11	A communication plan is established to communicate with the internal school organization as well as with external publics	3.580	0.5475
128	12	The board recognizes the need to monitor, develop, and review policy	3.617	0.5767	107	12	The board recognizes the need to monitor, develop, and review policy	3.579	0.5993
124	13	The school's written curriculum is aligned with what the teacher teaches	3.613	0.5213	110	13	The school's written curriculum is aligned with what the teacher teaches	3.573	0.5659
127	14	The board recognizes its responsibility to establish and monitor district goals and objectives	3.535	0.6015	14	14	At least annually teachers are supervised to help them improve	3.556	0.6315
124	15	District supervisors provide technical assistance in all areas of instruction	3.532	0.5764	15	15	The school board places a high priority on appearance and maintenance of schools	3.477	0.5720

Of all the 36 factors related to effective schools, the members of the boards of education ranked **District leaders and staff believe that all students can learn** as number one in importance at Time 1, but they ranked **A written code of student conduct is reviewed with students, parents, and staff** as number one at Time 2. The following factors were ranked in the first five positions either Time 1 or at Time 2: **District leaders and staff believe all students can learn** (ranks 1 and 4); **The superintendent is evaluated by the school board annually on progress on district goals and objectives** (ranks 2 and 2); **A written code of student conduct is reviewed with students, parents, and staff** (ranks 3 and 1); **The school board makes a formal commitment to school improvement** (ranks 4 and 7); **Principals are supervised by the superintendent on progress on district and school improvement plans** (ranks 5 and 3); and **Establishment of a district plan that focuses on school improvement** (ranks 9 and 5).

As shown in Table 4.9, the following factors were perceived to be essential at both Time 1 and Time 2 by members of the boards of education: **District leaders and staff believe all students can learn** (mean = 3.805, 3.776); **The superintendent is evaluated by the school board annually on progress on the district goals and objectives** (mean = 3.805, 3.806); **A written code of student conduct is reviewed with students, parents, and staff** (mean = 3.773, 3.850); **The school board makes a formal commitment to school improvement based on quality and equity** (mean = 3.750, 3.692); **Principals are supervised by the superintendent on progress on district and school improvement plans** (mean = 3.719, 3.778); and **A clearly defined K-12**

curriculum with essential learning objectives in place (mean = 3.711, 3.741). The remaining 15 ranked factors not mentioned had means of 3.5 or above and were considered very important factors of effective schools, as perceived by members of the boards of education.

Table 4.10 presents and means, standard deviations, and rank orders of the top 15 of 36 practice/policy factors related to effective schools at Time 1 and Time 2.

At Time 1, A written code of student conduct is reviewed with students, parents, and staff was ranked by superintendents as number one in agreement that this is a policy of the district. At Time 2, this factor was ranked as policy in the number two position, with the Board expecting superintendents to be an instructional leader ranked as number one. The following factors were ranked as the first five at either Time 1 or Time 2: A written code of student conduct is reviewed with students, parents, and staff (ranks 1 and 2); The superintendent is evaluated by the school board annually on district goals and objectives (ranks 2 and 4); Out-of-school suspensions and expulsions are minimal, in-school suspensions are used (ranks 3 and 8); Principals are supervised by the superintendent on progress on district and school improvement plans (ranks 4 and 3); A communication plan is established to communicate with the internal school organization as well as with external publics (ranks 5 and 10); Board expects principals to be instructional leaders (ranks 6 and 2); and The school board makes a

Table 4.10.--Means, standard deviations, and ranks of the importance of factors of effective schools as perceived by superintendents between Time 1 and Time 2.

Time 1 N	Rank	Factor	Mean	S.D.	Time 2 N	Rank	Factor	Mean	S.D.
25	1	A clearly defined K-12 curriculum with essential learning objectives is in place	3.960	0.2000	19	1	District leaders and staff believe that all students can learn	3.947	0.2214
25	2	District leaders and staff believe that all students can learn	3.920	0.2769	19	2	The school's written curriculum is aligned with what the teacher teaches	3.895	0.3153
24	3	A communication plan is established to communicate with the internal school organization as well as with external publics	3.917	0.2823	19	2	The school board makes a formal commitment to school improvement based on quality and equity	3.895	0.3153
25	4	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	3.880	0.3317	19	2	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	3.895	0.3153
25	5	Financial support is provided for resources and technical assistance to implement school improvement	3.880	0.3316	19	2	Staff development is made available to the board and all who work in the district	3.895	0.3153
24	6	The school's written curriculum is aligned with what the teacher teaches	3.895	0.3378	19	2	Financial support is provided for resources and technical assistance to implement school improvement	3.895	0.3153
25	7	A written code of student conduct is reviewed with students, parents, and staff	3.840	0.3742	19	7	Board expects principals to be instructional leaders	3.842	0.5015
25	7	Establishment of a district plan which focuses on school improvement based on student performance	3.840	0.3742	19	7	A written code of student conduct is reviewed with students, parents, and staff	3.842	0.3746

Table 4.10.--Continued.

Time 1			Time 2		
N	Rank	Factor	N	Rank	Factor
Mean	S.D.		Mean	S.D.	
24	9	Teachers are expected to use effective instructional practices based on research	19	7	Establishment of a district plan which focuses on school improvement based on student performance
25	10	Staff development is made available to the board and all who work in the district	19	7	Principals are supervised by the superintendent on progress on district and school improvement plans
25	11	The school board makes a formal commitment to school improvement based on quality and equity	19	11	Student performance is collected and progress on district goals is publicized
24	12	Administrators must keep teachers informed on effective practices based on research	19	11	Administrators must keep teachers informed on effective practices based on research
25	13	Principals are supervised by the superintendent on progress on district & school improvement plans	19	11	Teachers are expected to use effective instructional practices based on research
24	14	Board expects principals to be instructional leaders	19	11	A clearly defined K-12 curriculum with essential learning objectives is in place
24	14	School leaders emphasize opportunities to learn and time on task	19	15	Board expects superintendent to be an instructional leader

formal commitment to school improvement on the basis of quality and equity (ranks 13 and 4).

It appears that at Time 1 the superintendents perceived a higher presence of policy regarding a district communication plan than they did at Time 2 since the rank fell from 5 to 10. It would also appear that the factor that was perceived as making the most change toward important policy was the School board's commitment to school improvement, which moved from a rank of 13 to a rank of 4, as perceived by superintendents.

As shown in Table 4.10, superintendents ranked all 15 of the 36 factors as essential.

The data analysis was performed to test the following hypothesis:

Hypothesis 3: There is a significant difference in the perceived importance of the factors related to effective schools between Time 1 and Time 2.

The results of the t-test for both members of the boards of education and superintendents are presented in Tables 4.11 and 4.12, respectively. There were no statistically significant differences in the importance of factors related to effective schools between Time 1 and Time 2.

Table 4.11.--Importance of factors related to effective schools, as perceived by members of the boards of education.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Board expects principals to be instructional leaders	1 2	126 111	3.690 3.667	0.529 0.561	-0.336	0.7371
Board expects superintendent to be an instructional leader	1 2	126 111	3.635 3.640	0.652 0.645	-0.056	0.9555
Board expects teachers to take leadership roles in instruction	1 2	123 111	3.691 3.667	0.514 0.492	0.370	0.7120
Students are taught in heterogeneous groups for the most part	1 2	124 111	2.645 2.736	0.857 0.842	-0.819	0.4137
School leaders emphasize opportunities to learn and time on task	1 2	125 111	3.376 3.382	0.605 0.620	-0.073	0.9421
Specific time allocations are made for subjects taught	1 2	125 109	2.808 2.826	0.790 0.859	-0.164	0.8699
Evaluation of new programs is made according to impact on learning time	1 2	121 110	3.215 3.191	0.733 0.670	0.259	0.7962
Student pull-outs from regular classes are minimized	1 2	122 109	3.090 3.092	0.617 0.727	-0.018	0.9858
The school's written curriculum is aligned with what the teacher teaches	1 2	124 110	3.613 3.573	0.521 0.566	0.565	0.5725
A communication plan is established to communicate with the internal school organization as well as with external publics	1 2	124 112	3.532 3.580	0.576 0.548	-0.656	0.5128
School and community partnerships can strengthen curriculum	1 2	124 111	3.258 3.225	0.731 0.770	0.335	0.7379
Parent involvement that supports the instructional program is made clear	1 2	123 110	3.301 3.236	0.664 0.676	0.733	0.4644
Staff provide parents assistance with helping their students learn	1 2	124 112	3.169 3.214	0.671 0.663	-0.516	0.6062

Table 4.11.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Student performance data are collected, summarized, and publicized	1 2	125 111	3.280 3.198	0.691 0.736	0.880	0.3797
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1 2	122 106	2.975 3.085	0.818 0.852	-0.989	0.3238
Administrators must keep teachers informed on effective practices based on research	1 2	125 112	3.416 3.429	0.649 0.611	-0.153	0.8786
Teachers are expected to use effective instructional practices based on research	1 2	124 111	3.379 3.270	0.693 0.699	1.199	0.2334
District supervisors monitor implementation of instructional policies in the schools	1 2	122 107	3.197 3.093	0.778 0.795	0.992	0.3225
District supervisors provide technical assistance in all areas of instruction	1 2	120 107	3.183 3.028	0.733 0.770	1.555	0.1213
A material resource pool is allocated for use for building level improvement	1 2	123 100	2.797 2.860	0.757 0.725	-0.632	0.5278
The school board places a high priority on appearance and maintenance of schools	1 2	128 107	3.398 3.477	0.606 0.572	-1.010	0.3135
A written code of student conduct is reviewed with students, parents, & staff	1 2	128 107	3.773 3.850	0.489 0.384	-1.352	0.1778
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1 2	128 108	3.367 3.370	0.600 0.590	-0.041	0.9674
District leaders and staff believe that all students can learn	1 2	128 107	3.805 3.776	0.503 0.501	0.441	0.6598

Table 4.11.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
The school board makes a formal commitment to school improvement based on quality and equity	1	128	3.750	0.517	0.833	0.4059
	2	107	3.692	0.556		
Establishment of a district plan which focuses on school improvement based on student performance	1	126	3.666	0.580	-1.131	0.2593
	2	106	3.745	0.479		
At least annually teachers are supervised to help them improve	1	128	3.633	0.573	0.985	0.3259
	2	108	3.555	0.631		
Principals are supervised by the superintendent on progress on district and school improvement plans	1	128	3.719	0.516	-0.936	0.3504
	2	108	3.778	0.439		
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1	128	3.805	0.417	-0.016	0.9874
	2	108	3.805	0.420		
The board recognizes the need to monitor, develop, and and review policy	1	128	3.617	0.577	0.491	0.6240
	2	107	3.579	0.599		
The board recognizes its responsibility to establish and monitor district goals and objectives	1	127	3.535	0.602	1.408	0.1604
	2	107	3.421	0.645		
Staff development is made available to the board and all who work in the district	1	128	3.523	0.601	0.835	0.4050
	2	105	3.457	0.605		
Financial support is provided for resources and technical assistance to implement school improvement	1	128	3.531	0.588	0.941	0.3478
	2	107	3.458	0.603		
A clearly defined K-12 curriculum with essential learning objectives is in place	1	128	3.711	0.519	-0.462	0.6445
	2	108	3.741	0.462		
District leaders establish awards programs for staff and students to recognize excellence	1	128	3.328	0.700	-0.198	0.8434
	2	107	3.346	0.660		
Staff awards are based on contributions to improve student performance	1	127	3.197	0.713	-0.543	0.5878
	2	105	3.248	0.704		

Level of significance set at .05.

Table 4.12.--Importance of factors related to effective schools, as perceived by superintendents.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Board expects principals to be instructional leaders	1 2	24 19	3.708 3.842	0.500 0.501	-0.823	0.4152
Board expects superintendent to be an instructional leader	1 2	24 19	3.625 3.737	0.495 0.562	-0.694	0.4919
Board expects teachers to take leadership roles in instruction	1 2	24 19	3.583 3.579	0.504 0.607	0.026	0.9795
Students are taught in heterogeneous groups for the most part	1 2	24 19	3.042 2.895	0.751 0.809	0.616	0.5414
School leaders emphasize opportunities to learn and time on task	1 2	24 19	3.708 3.684	0.464 0.478	0.167	0.8681
Specific time allocations are made for subjects taught	1 2	24 19	3.167 3.211	0.702 0.976	-0.171	0.8648
Evaluation of new programs is made according to impact on learning time	1 2	24 19	3.125 3.421	0.680 0.769	-1.344	0.1880
Student pull-outs from regular classes are minimized	1 2	24 19	3.333 3.368	0.637 0.684	-0.174	0.8630
The school's written curriculum is aligned with what the teacher teaches	1 2	24 19	3.875 3.895	0.338 0.315	-0.195	6.8457
A communication plan is established to communicate with the internal school organization as well as with external publics	1 2	24 19	3.917 3.684	0.282 0.476	1.878	0.0710
School and community partnerships can strengthen curriculum	1 2	24 19	3.542 3.316	0.658 0.750	1.052	0.2992
Parent involvement that supports the instructional program is made clear	1 2	24 19	3.542 3.474	0.509 0.697	0.370	0.7134
Staff provide parents assistance with helping their students learn	1 2	24 19	3.625 3.580	0.495 0.607	0.274	0.785

Table 4.12.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Student performance data are collected, summarized, and publicized	1 2	24 19	3.583 3.790	0.653 0.419	-1.253	0.2174
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1 2	24 19	3.417 3.632	0.776 0.598	-0.996	0.3252
Administrators must keep teachers informed on effective practices based on research	1 2	24 19	3.750 3.789	0.442 0.419	-0.297	0.7676
Teachers are expected to use effective instructional practices based on research	1 2	24 19	3.833 3.789	0.381 0.419	0.359	0.7215
District supervisors monitor implementation of instructional policies in the schools	1 2	24 19	3.583 3.684	0.584 0.582	-0.563	0.5762
District supervisors provide technical assistance in all areas of instruction	1 2	24 19	3.417 3.684	0.584 0.582	-1.494	0.1430
A material resource pool is allocated for use for building level improvement	1 2	24 19	3.250 3.526	0.608 0.697	-1.388	0.1727
The school board places a high priority on appearance and maintenance of schools	1 2	25 19	3.560 3.684	0.583 0.478	-0.755	0.4543
A written code of student conduct is reviewed with students, parents, & staff	1 2	25 19	3.840 3.842	0.374 0.375	-0.019	0.9850
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1 2	25 19	3.480 3.421	0.653 0.692	0.289	0.7740
District leaders and staff believe that all students can learn	1 2	25 19	3.920 3.947	0.277 0.229	-0.349	0.7288

Table 4.12.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
The school board makes a formal commitment to school improvement based on quality and equity	1 2	25 19	3.760 3.895	0.523 0.315	-1.060	0.2956
Establishment of a district plan which focuses on school performance	1 2	25 19	3.840 3.842	0.374 0.375	-0.019	0.9853
At least annually teachers are supervised to help them improve	1 2	25 19	3.640 3.579	0.569 0.607	0.343	0.7335
Principals are supervised by the superintendent on progress on district and school improvement plans	1 2	25 19	3.720 3.842	0.458 0.375	-0.945	0.349
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1 2	25 19	3.880 3.894	0.332 0.315	-0.149	0.882
The board recognizes the need to monitor, develop, and review policy	1 2	25 19	3.640 3.579	0.490 0.507	0.403	0.689
The board recognizes its responsibility to establish and monitor district goals and objectives	1 2	25 19	3.640 3.579	0.490 0.507	0.403	0.6888
Staff development is made available to the board and all who work in the district	1 2	25 19	3.800 3.895	0.408 0.315	-0.838	0.4070
Financial support is provided for resources and technical assistance to implement school improvement	1 2	25 19	3.880 3.895	0.332 0.315	-0.149	0.8822
A clearly defined K-12 curriculum with essential learning objectives is in place	1 2	25 19	3.960 3.789	0.200 0.419	1.638	0.1143
District leaders establish awards programs for staff and students to recognize excellence	1 2	25 19	3.400 3.579	0.707 0.607	-0.883	0.3824
Staff awards are based on contributions to improve student performance	1 2	25 19	3.240 3.316	0.779 0.749	-0.325	0.7468

Level of significance set at .05.

Research Question 4: Will members of the boards of education and superintendents perceive the presence of factors of effective schools to increase in the schools between Time 1 and Time 2?

Respondents were asked to rate their perceptions on the actual practice/policy of factors relating to effective schools at Time 1 and Time 2. Table 4.13 shows the means, standard deviations, and ranks of the perceived actual practice/policy of 15 of the 36 factors related to effective schools by members of the boards of education.

Board members ranked A written code of student conduct that is reviewed with students, parents, and staff as the number one written policy at both Time 1 and Time 2. Ranked second also as written policy at both times was The superintendent is evaluated by the school board annually on progress on the district's goals and objectives.

The following factors were ranked as being in the first five at either Time 1 or Time 2: Principals are supervised by the superintendent on progress on district and school-improvement plans (ranks 3 and 4); Out-of-school suspensions and expulsions are minimal; in-school suspensions are used most often (ranks 4 and 6); The school board makes a formal commitment to school improvement based on quality and equity (ranks 5 and 5), and Establishment of a district plan which focuses on school improvement (ranks 8 and 3).

It should be noted that The establishment of a district plan which focuses on school improvement was rated eighth (mean = 3.357) at Time 1 as a perceived practice but not written policy but ranked

Table 4.13.--Means, standard deviations, and ranks of the practice/policy of factors of effective schools as perceived by members of the boards of education between Time 1 and Time 2.

Time 1			Time 2		
N	Rank	Factor/Practice-Policy	N	Rank	Factor/Practice-Policy
127	1	A written code of student conduct is reviewed with students, parents, and staff	108	1	A written code of student conduct is reviewed with students, parents, and staff
					Mean 3.917 S.D. 0.3384
127	2	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	108	2	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives
					Mean 3.731 S.D. 0.6355
127	3	Principals are supervised by the superintendent on progress on district & school improvement plans	106	3	Establishment of a district plan which focuses on school improvement based on student performance
					Mean 3.575 S.D. 0.7030
127	4	Out-of-school suspensions and expulsions are minimal; in-school suspensions are used most often	108	4	Principals are supervised by the superintendent on progress on district & school improvement plans
					Mean 3.565 S.D. 0.7767
126	5	The school board makes a formal commitment to school improvement based on quality and equity	106	5	The school board makes a formal commitment to school improvement based on quality and equity
					Mean 3.425 S.D. 0.7678
125	6	At least annually teachers are supervised to help them improve	107	6	Out-of-school suspensions and expulsions are minimal; in-school suspensions are used most often
					Mean 3.421 S.D. 0.8131
124	7	Board expects superintendent to be an instructional leader	107	7	Board expects superintendent to be an instructional leader
					Mean 3.252 S.D. 0.8698
126	8	Establishment of a district plan which focuses on school improvement based on student performance	106	8	Board expects principals to be instructional leaders
					Mean 3.198 S.D. 0.7979

Table 4.13.--Continued.

Time 1 N	Rank	Factor/Practice-Policy	Mean	S.D.	Time 2 N	Rank	Factor/Practice-Policy	Mean	S.D.
124	9	District leaders and staff believe that all students can learn	3.250	0.7717	107	9	District leaders and staff believe that all students can learn	3.196	0.8177
127	10	The school board places a high priority on appearance and maintenance of schools	3.228	0.7148	107	9	At least annually teachers are supervised to help them improve	3.196	1.0134
126	11	A clearly defined K-12 curriculum with essential learning objectives is in place	3.195	1.0153	103	11	The school board places a high priority on appearance and maintenance of schools	3.117	0.7580
126	12	Staff development is made available to the board and all who work in the district	3.087	0.7378	104	12	Staff development is made available to the board and all who work in the district	3.096	0.7698
125	13	Board expects principals to be instructional leaders	3.080	0.7890	111	13	Board expects teachers to take leadership roles in instruction	3.072	0.7593
121	14	Board expects teachers to take leadership roles in instruction	3.066	0.8034	106	14	A clearly defined K-12 curriculum with essential learning objectives is in place	3.056	0.9839
127	15	Financial support is provided for resources and technical assistance to implement school improvement	3.007	0.7715	105	15	Financial support is provided for resources and technical assistance to implement school improvement	3.048	0.7388

third (mean = 3.575) at Time 2. The board of education expects principals to be instructional leaders rose over time from a rank of 13 to a rank of 8 as perceived as practice by members of the boards of education. It is interesting that the perceived practice of At least annually teachers are supervised to help them improve dropped from a ranking of 6 to a ranking of 9 over time.

Table 4.13 also shows that A written code of student conduct is reviewed with students, parents, and staff (mean = 3.803, 3.917) and The superintendent is evaluated by the school board annually on progress on the district goals and objectives (mean = 3.717, 3.731) were perceived to be written policy at both Time 1 and Time 2. In Table 4.13, the other 13 factors related to effective schools listed all had means above 3.00 and were perceived as practice but not written policy by members of the boards of education.

Table 4.14 shows means, standard deviations, and ranks of perceived actual practice/policy of the top 15 of 36 factors related to effective schools, by superintendents. As shown in the table, superintendents indicated that, considering all 36 factors affecting effective schools, A written code of student conduct is reviewed with students, parents, and staff was perceived as being an actual written policy and was ranked number one at Time 1 and number two at Time 2. The board expects the superintendent to be an instructional leader was ranked number six at Time 1 but number one as a perceived written policy by superintendents at Time 2.

Table 4.14.--Means, standard deviations, and ranks of the practice/policy of factors of effective schools as perceived by superintendents between Time 1 and Time 2.

Time 1			Time 2		
N	Rank	Factor/Practice-Policy	N	Rank	Factor/Practice-Policy
		Mean			Mean
		S.D.			S.D.
25	1	A written code of student conduct is reviewed with students, parents, and staff	19	1	Board expects superintendent to be an instructional leader
		3.720 0.5416			3.684 0.5823
25	2	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	19	1	A written code of student conduct is reviewed with students, parents, and staff
		3.600 0.7637			3.684 0.4776
25	3	Out-of-school suspensions and expulsions are minimal; in-school suspensions are used most often	19	3	Principals are supervised by the superintendent on progress on district & school improvement plans
		3.440 0.5830			3.631 0.4956
25	4	Principals are supervised by the superintendent on progress on district & school improvement plans	19	4	The school board makes a formal commitment to school improvement based on quality and equity
		3.360 0.9073			3.526 0.5130
24	5	A communication plan is established to communicate with the internal school organization as well as with external publics	19	4	The superintendent is evaluated by the school board annually on progress on the district's goals & objectives
		3.292 0.5500			3.526 0.9643
23	6	Board expects superintendent to be an instructional leader	19	6	Staff development is made available to the board and all who work in the district
		3.260 0.6192			3.421 0.7685
25	7	The school board places a high priority on appearance and maintenance of schools	19	7	Establishment of a district plan which focuses on school improvement based on student performance
		3.160 0.5538			3.368 0.7609
24	8	Board expects teachers to take leadership roles in instruction	19	8	The school board places a high priority on appearance and maintenance of schools
		3.083 0.3083			3.316 0.7493

Table 4.14.--Continued.

Time N	Rank	Factor/Practice-Policy	Mean	S.D.	Time 2 N	Rank	Factor/Practice-Policy	Mean	S.D.
25	9	Staff development is made available to the board and all who work in the district	3.080	0.4933	19	8	Out-of-school suspensions and expulsions are minimal; in-school suspensions are used most often	3.316	0.6710
23	9	Board expects principals to be instructional leaders	3.080	0.6030	18	10	Board expects teachers to take leadership roles in instruction	3.278	0.5745
25	11	Financial support is provided for resources and technical assistance to implement school improvement	2.960	0.6110	19	11	Board expects principals to be instructional leaders	3.211	0.7133
24	12	District supervisors monitor implementation of instructional policies in the schools	3.917	0.8805	19	12	Financial support is provided for resources and technical assistance to implement school improvement	3.210	0.7873
25	13	The school board makes a formal commitment to school improvement based on quality and equity	2.840	0.8505	19	13	A communication plan is established to communicate with the internal school organization as well as with external publics	3.105	0.6578
24	14	Administrators must keep teachers informed on effective practices based on research	2.833	0.6370	19	14	A clearly defined K-12 curriculum with essential learning objectives is in place	3.053	1.0260
24	15	The school's written curriculum is aligned with what the teacher teaches	2.792	0.8836	19	15	Administrators must keep teachers informed on effective practices based on research	3.056	0.5393

The following factors were also perceived as being practice/policy by superintendents and were ranked in the first five at either Time 1 or Time 2: Out-of-school suspensions are minimal; in-school suspensions are used most often (ranks 3 and 8); Principals are supervised by the superintendents on progress on district and school improvement plans (ranks 4 and 3); and A communication plan is established to communicate with the internal school organization as well as with external publics (ranks 5 and 13).

Especially interesting is the perceived movement toward policy of the factor of The school board makes a formal commitment to school improvement based on quality and equity (ranks 13 and 5) by superintendents at Time 2.

Table 4.14 also shows that at Time 1, A written code of student conduct is reviewed with students, parents, and staff was perceived by superintendents to be a written policy but at Time 2 this factor fell slightly into the mean category of practice rather than written policy (mean = 3.720, 3.684). It is also shown that the next 11 factors of effective schools were perceived to be practices at Time 1, compared to 14 of the factors at Time 2. It should be noted that The school board makes a formal commitment to school improvement based on quality and equity was perceived as uncertain by superintendents in regard to practice/policy at Time 1 but as a written policy at Time 2 (mean = 2.840, 3.526).

The data analysis was performed to test the following hypothesis:

Hypothesis 4: There is a significant difference in the perceived importance of the practice/policy related to effective schools between Time 1 and Time 2.

Table 4.15 shows the t-test results for the difference in the practice/policy of factors related to effective schools as perceived by members of the boards of education between Time 1 and Time 2. The following factors were perceived to be statistically significant at the .05 level: (a) School and community partnerships can strengthen curriculum (which dropped: mean = 2.719, 2.459); (b) A written code of student conduct is reviewed with students, parents, and staff (which rose: mean = 3.803, 3.917); Establishment of a district plan which focuses on school improvement based on student performance (which rose: mean = 3.357, 3.575); and (d) At least annually teachers are supervised to help them improve (which dropped: mean = 3.464, 3.196).

Table 4.15.--Practice/policy of factors related to effective schools, as perceived by members of the boards of education between Time 1 and Time 2.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Board expects principals to be instructional leaders	1 2	125 106	3.080 3.198	0.789 0.798	-1.1279	0.2605
Board expects superintendent to be an instructional leader	1 2	124 111	3.355 3.252	0.788 0.870	0.940	0.3485
Board expects teachers to take leadership roles in instruction	1 2	121 111	3.066 3.072	0.803 0.759	-0.058	0.9540
Students are taught in heterogeneous groups for the most part	1 2	122 110	2.467 2.309	0.729 0.810	1.565	0.1190
School leaders emphasize opportunities to learn and time on task	1 2	122 109	2.688 2.661	0.782 0.819	0.265	0.7910
Specific time allocations are made for subjects taught	1 2	122 108	2.484 2.417	0.784 0.877	0.611	0.5417
Evaluation of new programs is made according to impact on learning time	1 2	118 109	2.627 2.422	0.865 0.724	1.929	0.0550
Student pull-outs from regular classes are minimized	1 2	119 109	2.714 2.541	0.855 0.752	1.616	0.1080
The school's written curriculum is aligned with what the teacher teaches	1 2	123 108	3.033 3.019	0.940 0.875	0.117	0.9073
A communication plan is established to communicate with the internal school organization as well as with external publics	1 2	124 110	2.960 2.900	0.932 0.898	0.497	0.6190
School and community partnerships can strengthen curriculum	1 2	121 109	2.719 2.459	0.933 0.856	2.197	0.0290*
Parent involvement that supports the instructional program is made clear	1 2	123 110	2.715 2.518	0.845 0.896	1.730	0.0851
Staff provide parents assistance with helping their students learn	1 2	122 110	2.459 2.482	0.835 0.832	-0.208	0.8353

Table 4.15.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Student performance data are collected, summarized, and publicized	1	124	2.823	0.946	0.7303	0.4660
	2	109	2.734	0.899		
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1	120	2.267	0.968	-1.764	0.0790
	2	108	2.481	0.859		
Administrators must keep teachers informed on effective practices based on research	1	124	2.758	0.830	-0.784	0.4339
	2	112	2.839	0.754		
Teachers are expected to use effective instructional practices based on research	1	122	2.689	0.772	-0.231	0.8173
	2	111	2.712	0.755		
District supervisors monitor implementation of instructional policies in the schools	1	122	2.754	1.031	1.532	0.1268
	2	108	2.555	0.920		
District supervisors provide technical assistance in all areas of instruction	1	120	2.550	0.915	0.192	0.8481
	2	108	2.528	0.826		
A material resource pool is allocated for use for building level improvement	1	123	2.480	0.853	0.670	0.5035
	2	101	2.406	0.777		
The school board places a high priority on appearance and maintenance of schools	1	127	3.228	0.715	1.148	0.2520
	2	103	3.117	0.758		
A written code of student conduct is reviewed with students, parents, & staff	1	127	3.803	0.535	-1.972	0.0499
	2	108	3.917	0.338		
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1	128	3.367	0.600	-0.0409	0.9674
	2	108	3.370	0.589		
District leaders and staff believe that all students can learn	1	124	3.250	0.772	0.513	0.6082
	2	107	3.196	0.818		
The school board makes a formal commitment to school improvement based on quality and equity	1	126	3.484	0.745	0.598	0.5502
	2	106	3.425	0.768		

Table 4.15.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Establishment of a district plan which focuses on school improvement based on student performance	1 2	126 106	3.357 3.575	0.890 0.703	-2.087	0.0380*
At least annually teachers are supervised to help them improve	1 2	125 107	3.464 3.196	0.809 1.013	2.199	0.0291*
Principals are supervised by the superintendent on progress on district and school improvement plans	1 2	127 108	3.591 3.565	0.717 0.777	0.264	0.7920
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1 2	127 108	3.717 3.731	0.653 0.635	-0.177	0.8597
The board recognizes the need to monitor, develop, and and review policy	1 2	127 105	2.866 2.724	0.903 0.985	1.147	0.2530
The board recognizes its responsibility to establish and monitor district goals and objectives	1 2	126 105	2.603 2.495	1.028 0.942	0.825	0.4101
Staff development is made available to the board and all who work in the district	1 2	126 104	3.087 3.096	0.738 0.770	-0.0888	0.9293
Financial support is provided for resources and technical assistance to implement school improvement	1 2	127 105	3.008 3.048	0.771 0.739	-0.398	0.6909
A clearly defined K-12 curriculum with essential learning objectives is in place	1 2	126 106	3.095 3.057	1.015 0.984	0.293	0.7699
District leaders establish awards programs for staff and students to recognize excellence	1 2	127 105	2.906 2.686	0.859 0.923	1.876	0.0619
Staff awards are based on contributions to improve student performance	1 2	126 105	2.278 2.276	0.926 0.849	0.016	0.9890

*Significant at the .05 level.

Table 4.16 shows the differences of the practice/policy of factors related to effective schools as perceived by superintendents between Time 1 and Time 2. The following factors were perceived to be statistically significant at the .05 level: (a) Board expects the superintendent to be an instructional leader (which rose: mean = 3.261, 3.684); (b) Evaluation of new programs is made according to impact on learning time (which rose: mean = 2.042, 2.684); (c) A material resource pool is allocated for use for building-level involvement (which rose: mean = 1.800, 2.737); (d) The school board makes a formal commitment to school improvement based on quality and equity (which rose: mean = 2.840, 3.526); (e) Establishment of a district plan which focuses on school improvement based on student performance (which rose: mean = 2.640, 3.368); and (f) Principals are supervised by the superintendent on progress on district and school improvement plans (which rose: mean = 3.360, 3.632).

Table 4.16.--Practice/policy of factors related to effective schools, as perceived by superintendents between Time 1 and Time 2.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Board expects principals to be instructional leaders	1	23	3.000	0.603	-1.040	0.3060
	2	19	3.211	0.713		
Board expects superintendent to be an instructional leader	1	23	3.261	0.619	-2.265	0.0290*
	2	19	3.684	0.582		
Board expects teachers to take leadership roles in instruction	1	24	3.277	0.575	-1.075	0.2885
	2	18	3.277	0.575		
Students are taught in heterogeneous groups for the most part	1	24	2.500	0.834	0.410	0.6843
	2	18	2.389	0.916		
School leaders emphasize opportunities to learn and time on task	1	24	2.667	0.565	-1.904	0.0640
	2	19	3.000	0.577		
Specific time allocations are made for subjects taught	1	24	2.292	0.859	-1.066	0.2930
	2	19	2.579	0.902		
Evaluation of new programs is made according to impact on learning time	1	24	2.042	0.908	-2.330	0.0250*
	2	19	2.684	0.885		
Student pull-outs from regular classes are minimized	1	24	3.333	0.637	-0.174	0.8630
	2	19	3.368	0.684		
The school's written curriculum is aligned with what the teacher teaches	1	24	2.792	0.884	-0.350	0.7211
	2	19	2.895	0.994		
A communication plan is established to communicate with the internal school organization as well as with external publics	1	24	3.291	0.550	1.012	0.3174
	2	19	3.105	0.658		
School and community partnerships can strengthen curriculum	1	24	2.500	0.834	0.497	0.6215
	2	19	2.368	0.895		
Parent involvement that supports the instructional program is made clear	1	24	2.625	0.770	-0.853	0.3985
	2	19	2.842	0.898		
Staff provide parents assistance with helping their students learn	1	24	2.666	0.702	-0.305	0.7619
	2	19	2.737	0.806		

Table 4.16.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Student performance data are collected, summarized, and publicized	1 2	24 19	2.708 2.739	0.751 0.918	-0.319	0.7510
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1 2	24 19	1.667 2.158	0.761 0.068	-1.760	0.0858
Administrators must keep teachers informed on effective practices based on research	1 2	24 18	2.833 3.056	0.637 0.540	-1.193	0.2399
Teachers are expected to use effective instructional practices based on research	1 2	24 19	2.625 2.895	0.647 0.875	-1.162	0.2518
District supervisors monitor implementation of instructional policies in the schools	1 2	24 19	2.917 2.895	0.881 1.049	0.075	0.9409
District supervisors provide technical assistance in all areas of instruction	1	24	2.625	0.924	-0.582	0.5641
A material resource pool is allocated for use for building level improvement	1 2	25 19	1.800 2.737	0.816 0.733	-3.936	0.0003*
The school board places a high priority on appearance and maintenance of schools	1 2	25 19	3.160 3.316	0.554 0.750	-0.794	0.4318
A written code of student conduct is reviewed with students, parents, & staff	1 2	25 19	3.720 3.684	0.542 0.478	0.228	0.8205
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1 2	25 19	3.440 3.316	0.583 0.671	0.656	0.5155
District leaders and staff believe that all students can learn	1 2	25 19	2.520 2.895	0.872 0.937	-1.368	0.1786
The school board makes a formal commitment to school improvement based on quality and equity	1 2	25 19	2.840 3.526	0.850 0.513	-3.318	0.0019*

Table 4.16.--Continued.

Factor	Time	N	Mean	S.D.	t-Value	Signif. Level
Establishment of a district plan which focuses on school improvement based on student performance	1 2	25 19	2.640 3.368	1.114 0.761	-2.447	0.0187*
At least annually teachers are supervised to help them improve	1 2	25 19	2.840 3.053	0.281 1.026	-0.593	0.5564
Principals are supervised by the superintendent on progress on district and school improvement plans	1 2	25 19	3.360 3.632	0.907 0.496	-1.268	0.2123
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1 2	25 19	3.600 3.526	0.764 0.964	0.283	0.7790
The board recognizes the need to monitor, develop, and and review policy	1 2	25 19	2.520 2.316	1.159 1.157	0.579	0.5655
The board recognizes its responsibility to establish and monitor district goals and objectives	1 2	25 19	2.560 2.526	1.003 1.073	0.107	0.9150
Staff development is made available to the board and all who work in the district	1 2	25 19	3.080 3.421	0.493 0.769	-1.688	0.1022
Financial support is provided for resources and technical assistance to implement school improvement	1 2	25 19	2.960 3.211	0.611 0.787	-1.189	0.2410
A clearly defined K-12 curriculum with essential learning objectives is in place	1 2	25 19	2.560 2.789	1.044 1.084	-0.710	0.4814
District leaders establish awards programs for staff and students to recognize excellence	1 2	25 19	2.720 2.842	0.843 0.688	-0.514	0.6098
Staff awards are based on contributions to improve student performance	1 2	25 19	1.920 2.211	0.909 1.032	-0.991	0.3275

*Significant at the .05 level.

Research Question 5: Does the presence of characteristics of effective schools depend on their level of importance, as perceived by members of the boards of education?

The chi-square test of statistical significance was used to determine whether or not there exists a relationship between importance and actual presence of effective schools, as perceived by members of the board of education. The following hypothesis is presented and tested to address this question:

Hypothesis 5: There is a significant relationship between the perceived level of importance of the characteristics of effective schools and the actual presence of these characteristics as perceived by members of the boards of education at Time 1 and Time 2.

Table 4.17 shows that there was a statistically significant relationship between perceived importance and actual presence of Safe and orderly environment at Time 2 by members of the boards of education ($\chi^2 = 6.184$; $p < .05$). Results also indicate a statistically significant relationship between perceived importance and actual presence of Frequent monitoring of student progress at both Time 1 and Time 2 ($\chi^2 = 10.517, 14.265$; $p < .05$). For the factors Safe and orderly environment at Time 2 and Frequent monitoring of student progress at both Time 1 and Time 2, there appeared to be the presence of practice/policy equal to the school board members' perceived level of importance of these factors.

Table 4.17.--The relationship between importance and actual presence of characteristics of effective schools as perceived by members of the boards of education between Time 1 and Time 2.

Characteristic	Time	N	Chi-Square Value	df	Signif. Level
Safe and orderly environment	1 ^a	127	1.388	4	0.846
	2 ^a	111	6.184	2	0.045*
Climate of high expectations for success	1	126	3.397	4	0.494
	2	110	2.110	2	0.348
Clear and focused mission	1	127	4.030	4	0.402
	2	110	4.807	4	0.308
Instructional leadership	1	127	7.549	4	0.110
	2	111	3.632	4	0.458
Frequent monitoring of student progress	1	125	10.517	4	0.033*
	2	110	14.265	4	0.006*
Opportunity to learn and student time on task	1	123	7.571	4	0.109
	2	105	2.580	4	0.630
Home/school relations	1	125	6.830	4	0.145
	2	108	5.419	4	0.247

*Significant at the .05 level.

^aFifty percent or more of the cells have expected counts less than five.

Research Question 6: Does the practice/policy of factors related to effective schools depend on their level of importance, as perceived by members of the boards of education?

The chi-square test of statistical significance was used to determine whether or not a statistically significant relationship exists between the importance and actual practice/policy of factors related to effective schools, as perceived by members of the boards

of education. To address this question, Hypothesis 6 was presented and tested.

Hypothesis 6: There is a significant relationship between the perceived level of importance of factors related to effective schools and the actual practice/policy of these factors as perceived by the members of the boards of education at Time 1 and Time 2.

Table 4.18 shows that there was a statistically significant relationship between the practice/policy of most of the factors related to effective schools and their perceived level of importance by members of the board of education at both Time 1 and Time 2.

The following factors did not show a statistically significant relationship between perceived importance and practice/policy of these factors related to effective schools at Time 1 but were significant at Time 2: Board expects principals to be instructional leaders ($\chi^2 = 15.223$, $p < .05$); Out-of-school suspensions and expulsions are minimal; in-school suspensions are used most often ($\chi^2 = 13.008$, $p < .05$); The superintendent is evaluated by the school board annually on progress on district goals and objectives ($\chi^2 = 15.431$, $p < .05$); Financial support is provided for resources and technical assistance to implement school improvement ($\chi^2 = 16.639$, $p < .05$); and The school board makes a formal commitment to school improvement based on quality and equity ($\chi^2 = 24.097$, $p < .05$).

Generally speaking, the essential and very important factors are practice or written policy as perceived by members of the boards

Table 4.18.--The relationship between the importance and actual practice/policy of effective schools, as perceived by members of the boards of education between Time 1 and Time 2.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Board expects principals to be instructional leaders	1	125	8.873	4	0.064
	2	106	15.223	4	0.004*
Board expects superintendent to be an instructional leader	1	124	21.122	4	0.000*
	2	107	23.885	4	0.000*
Board expects teachers to take leadership roles in instruction	1	121	12.869	4	0.012*
	2	110	18.358	4	0.001*
Students are taught in heterogeneous groups for the most part	1	122	23.749	4	0.000*
	2	110	25.737	4	0.000*
School leaders emphasize opportunities to learn and time on task	1	122	24.806	4	0.000*
	2	109	10.689	4	0.030*
Specific time allocations are made for subjects taught	1	122	59.241	4	0.000*
	2	108	15.152	4	0.004*
Evaluation of new programs is made according to impact on learning time	1	117	23.871	4	0.000*
	2	109	24.671	4	0.000*
Student pull-outs from regular classes are minimized	1	119	11.310	4	0.023*
	2	109	7.704	4	0.103
The school's written curriculum is aligned with what the teacher teaches	1	122	23.531	4	0.000*
	2	107	10.261	4	0.036*
A communication plan is established to communicate with the internal school organization as well as with external publics	1	123	10.608	4	0.031*
	2	110	12.825	4	0.012*
School and community partnerships can strengthen curriculum	1	121	16.388	4	0.003*
	2	109	16.494	4	0.002*
Parent involvement that supports the instructional program is made clear	1	122	22.844	4	0.000*
	2	108	26.937	4	0.000*
Staff provide parents assistance with helping their students learn	1	122	13.818	4	0.008*
	2	110	13.369	4	0.010*

Table 4.18.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Student performance data are collected, summarized, and publicized	1	124	42.894	4	0.000*
	2	109	24.982	4	0.000*
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1	120	27.268	4	0.000*
	2	106	12.600	4	0.013*
Administrators must keep teachers informed on effective practices based on research	1	124	20.670	4	0.000*
	2	112	15.938	4	0.003*
Teachers are expected to use effective instructional practices based on research	1	122	28.444	4	0.000*
	2	111	12.708	4	0.013*
District supervisors monitor implementation of instructional policies in the schools	1	121	21.322	4	0.000*
	2	107	14.693	4	0.005*
District supervisors provide technical assistance in all areas of instruction	1	118	13.701	4	0.008*
	2	107	12.664	4	0.013*
A material resource pool is allocated for use for building level improvement	1	123	30.689	4	0.000*
	2	98	26.276	4	0.000*
The school board places a high priority on appearance and maintenance of schools	1 ^a	127	16.284	4	0.003*
	2	103	26.620	4	0.000*
A written code of student conduct is reviewed with students, parents, & staff	1	110	0.880	4	0.927
	2	94	1.062	2	0.588
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1	127	8.042	4	0.090
	2	107	13.008	4	0.011*
District leaders and staff believe that all students can learn	1	124	18.354	4	0.001*
	2	107	6.414	4	0.170
The school board makes a formal commitment to school improvement based on quality and equity	1	126	8.366	4	0.079
	2	106	24.097	4	0.000*

Table 4.18.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Establishment of a district plan which focuses on school improvement based on student performance	1	125	12.909	4	0.012*
	2	106	9.566	4	0.048*
At least annually teachers are supervised to help them improve	1	125	18.763	4	0.001*
	2	107	11.164	4	0.025*
Principals are supervised by the superintendent on progress on district and school improvement plans	1 ^a	127	9.076	4	0.059
	2 ^a	108	7.451	4	0.114
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1	93	1.422	2	0.491
	2 ^a	77	15.431	4	0.004*
The board recognizes the need to monitor, develop, and review policy	1	127	10.153	4	0.038*
	2	105	7.129	4	0.129
The board recognizes its responsibility to establish and monitor district goals and objectives	1	126	15.601	4	0.004*
	2	105	11.943	4	0.018*
Staff development is made available to the board and all who work in the district	1	126	18.330	4	0.001*
	2	104	28.881	4	0.000*
Financial support is provided for resources and technical assistance to implement school improvement	1	127	7.236	4	0.124
	2	105	16.639	4	0.002*
A clearly defined K-12 curriculum with essential learning objectives is in place	1	126	24.468	4	0.000*
	2	105	8.039	4	0.090
District leaders establish awards programs for staff and students to recognize excellence	1	127	25.968	4	0.000*
	2	105	20.463	4	0.000*
Staff awards are based on contributions to improve student performance	1	126	29.932	4	0.000*
	2	105	10.150	4	0.038*

*Significant at the .05 level.

^aFifty percent or more of the cells have expected counts less than five.

of education, but the degree of importance does not equal their practice. The level of practice is typically lower for most of the factors.

Research Question 7: Are the school board members' perceptions of importance and presence of characteristics of effective schools, along with importance and practice/policy of factors related to effective schools, influenced by the length of time as board members, their educational level, or career type?

The chi-square test of statistical significance was computed to determine if there was a statistically significant influence on perceptions on the importance of characteristics and factors related to effective schools and the presence of characteristics or the practice/policy of factors related to effective schools by the following demographic variables: (a) the level of education (b) the type of career board members had. These statistics were computed at both Time 1 and Time 2.

The Pearson product-moment correlation was computed on the combined factors related to effective schools (listed in Appendix C) for the perceived importance and practice/policy of these combined factors by members of the boards of education with the length of time they had served on the board. This was tested at both Time 1 and Time 2.

The data analysis was performed to test the following hypothesis:

Hypothesis 7: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the level of importance of characteristics of effective schools at Time 1 and Time 2.

Table 4.19 shows statistics computed from the chi-square test of statistical significance for the importance of characteristics related to effective schools and the length of time as a board member, at both Time 1 and Time 2.

Table 4.19.--The relationship between length of time on the board of education and the importance of characteristics of effective schools between Time 1 and Time 2.

Characteristic	Time	N	Chi-Square Value	df	Signif. Level
Safe and orderly environment	1	128	3.072	2	0.215
	2	111	0.000	1	0.983
Climate of high expectations for success	1	128	3.641	2	0.162
	2	111	0.001	1	0.974
Clear and focused mission	1	128	1.239	2	0.538
	2	111	1.350	2	0.509
Instructional leadership	1	128	2.020	2	0.364
	2	111	0.762	2	0.683
Frequent monitoring of student progress	1	126	5.511	2	0.064
	2	111	0.785	2	0.675
Opportunity to learn and student time on task	1	124	7.522	2	0.023*
	2	110	1.069	2	0.586
Home/school relations	1	123	1.892	2	0.388
	2	110	0.446	2	0.800

*Significant at the .05 level.

The table indicates that Opportunity to learn and student time on task was statistically significant at Time 1 ($\chi^2 = 7.522$, $p < .05$) but not at Time 2, as perceived by members of the boards of education. At Time 1, members of the board of education who had served on the board for at least five years perceived Opportunity to learn and student time on task to be essential and more important than did members who had served on the board for fewer than five years.

The data analysis was performed to test the following hypothesis:

Hypothesis 8: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the actual presence of the characteristics of effective schools at Time 1 and Time 2.

Table 4.20 shows that there is no statistically significant relationship between length of time on the board of education and the perceived actual presence of characteristics of effective schools, at either Time 1 or Time 2.

Table 4.20.--The relationship between length of time on the board of education and the actual presence of characteristics of effective schools between Time 1 and Time 2.

Characteristic	Time	N	Chi-Square Value	df	Signif. Level
Safe and orderly environment	1	128	1.511	2	0.470
	2	113	1.616	2	0.446
Climate of high expectations for success	1	127	3.593	2	0.168
	2	112	1.499	2	0.473
Clear and focused mission	1	127	2.943	2	0.230
	2	112	1.837	2	0.399
Instructional leadership	1	127	3.752	2	0.153
	2	113	1.701	2	0.427
Frequent monitoring of student progress	1	125	0.404	2	0.817
	2	112	3.218	2	0.200
Opportunity to learn and student time on task	1	123	0.413	2	0.814
	2	106	0.151	2	0.927
Home/school relations	1	125	2.914	2	0.233
	2	110	0.438	2	0.803

Level of significance set at .05.

The data analysis was performed to test the following hypothesis:

Hypothesis 9: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the level of importance of factors related to effective schools at Time 1 and Time 2.

The 36 factors related to effective schools were combined under the seven categories or headings of the characteristics related to effective schools (see Appendix C). After combining the 36 factors

into the seven categories, the Pearson product-moment correlation (r) was computed to determine whether there was a relationship between the importance of the combined factors and length of time on the board of education at Time 1 and Time 2.

Table 4.21 shows that there was a statistically significant influence of the members' length of time on the board of education and the perceived importance of the combined factor of **Climate of high expectations** at Time 1 ($r = -0.2293$, $p < .05$) but not at Time 2 ($r = 0.0429$, $p > .05$). Board members who had been on boards for a shorter period of time considered **Climate of high expectations** to be more important than did board members who had served longer. The table also shows that there was a statistically significant relationship between the members' length of time on the boards of education and the perceived importance of the combined factor of **Home/school relations** at Time 2 ($r = 0.2085$, $p < .05$) that was not significant at Time 1 ($r = -0.0593$, $p > .05$).

Table 4.21.--Correlation of importance of combined factors with length of time on the boards of education between Time 1 and Time 2.

Combined Factor	Time	N	r	p-Value
Instructional leadership	1	119	0.0343	0.7109
	2	102	0.0517	0.6061
Clear and focused mission	1	114	0.0708	0.4542
	2	94	-0.0522	0.6177
Climate of high expectations for success	1	122	-0.2293	0.0111*
	2	102	0.0130	0.8970
Opportunity to learn and student time on task	1	118	0.1701	0.0655
	2	106	0.1103	0.2603
Home/school relations	1	121	-0.0593	0.5182
	2	109	0.2085	0.0295*
Frequent monitoring of student progress	1	121	-0.0240	0.7944
	2	106	-0.0365	0.7103
Safe and orderly environment	1	127	0.0145	0.8718
	2	106	0.1236	0.2067

*Significant at the .05 level.

The data analysis was performed to test the following hypothesis:

Hypothesis 10: The length of time of service as a member of the board of education has a significant influence on the perceptions regarding the actual practice/policy of factors related to effective schools at Time 1 and Time 2.

The Pearson product-moment correlation coefficient (r) was computed for each of the combined factors to determine whether there was a statistically significant relationship between the perceived practice/policy of the combined factors related to effective schools and length of time as members of the boards of education. This statistic was computed on data collected at Time 1 and Time 2.

Table 4.22 shows that there was a statistically significant relationship between the perceived actual practice/policy of the combined factors of Climate of high expectations related to effective schools with length of time on the board at Time 1 ($r = -0.2571$, $p < .05$). At Time 2, the following combined factors were statistically significant: Instructional leadership ($r = 0.2162$, $p < .05$), Opportunity to learn and student time on task ($r = 0.1992$, $p < .05$), and Frequent monitoring of student progress ($r = 0.2181$, $p < .05$).

Table 4.22.--Correlation of perceived actual practice/policy of combined factors with the educational level of members of the boards of education between Time 1 and Time 2.

Combined Factor	Time	N	r	p-Value
Instructional leadership	1	115	0.0383	0.6845
	2	98	0.2162	0.0325*
Clear and focused mission	1	113	-0.0336	0.7236
	2	914	-0.1009	0.3413
Climate of high expectations for success	1	118	-0.2571	0.0050*
	2	100	0.0531	0.4109
Opportunity to learn and student time on task	1	115	0.0738	0.4331
	2	104	0.1992	0.0425*
Home/school relations	1	119	-0.0672	0.4680
	2	105	0.1382	0.1596
Frequent monitoring of student progress	1	119	-0.0169	0.8556
	2	108	-0.2181	0.0233*
Safe and orderly environment	1	126	0.1614	0.2584
	2	102	0.1761	0.0766

*Significant at the .05 level.

The data analysis was performed to test the following hypothesis:

Hypothesis 11: The level of education of the members of the board of education has a significant influence on their perceptions regarding the importance of characteristics of effective schools at Time 1 and Time 2.

For the purpose of computing valid chi-square statistics, level of education was collapsed into two categories: high school graduate and college graduate. The chi-square measure of statistical significance was used to determine the relationship and/or influence of the level of education of members of the boards of education on their perceived importance of the characteristics related to effective schools at both Time 1 and Time 2.

Table 4.23 shows the influence or relationships between the educational level of members of the boards of education and the perceived importance of the characteristics of effective schools.

The table indicates that there was a statistically significant relationship between a board member's having a higher educational level (college degree or higher) and perceiving the importance of Instructional leadership at Time 2 ($\chi^2 = 4.194$, $p < .05$). The table also shows that, at Time 2, board members with more education perceived Opportunity to learn and student time on task to be more important ($\chi^2 = 11.707$, $p < .05$). The board members with higher educational levels (college degree or more) perceived Instructional leadership and Opportunity to learn and student time on task to be more essential than did board members with lower educational levels (at least high school graduate).

Table 4.23.--The relationship of educational level with perceptions of members of the boards of education of the importance of characteristics of effective schools between Time 1 and Time 2.

Characteristic	Time	N	Chi-Square Value	df	Signif. Level
Safe and orderly environment	1	118	2.940	2	0.230
	2	102	0.917	1	0.338
Climate of high expectations for success	1	118	1.416	2	0.493
	2	102	1.858	1	0.173
Clear and focused mission	1	118	1.245	2	0.537
	2	102	5.657	2	0.059
Instructional leadership	1	118	1.739	2	0.419
	2	102	4.194	1	0.041*
Frequent monitoring of student progress	1	116	4.541	2	0.103
	2	102	3.629	2	0.163
Opportunity to learn and student time on task	1	114	3.089	2	0.213
	2		11.707	2	0.003*
Home/school relations	1	116	2.004	2	0.367
	2		5.962	2	0.051

*Significant at the .05 level.

The data analysis was performed to test the following hypothesis:

Hypothesis 12: The level of education of the members of the board of education has a significant influence on their perceptions regarding the presence of characteristics of effective schools at Time 1 and Time 2.

The chi-square test of statistical significance was used to determine the relationship and/or influence of the level of education of members of the boards of education on the perceived presence of the characteristics related to effective schools at both Time 1 and Time 2.

Table 4.24 shows the influence or relationship between the educational level of members of the boards of education and the perceived presence of the characteristics related to effective schools. The table indicates that there was a statistically significant relationship between a board member's having a college degree or higher compared to board members with a high school degree on the perceived presence of Instructional leadership at Time 1 ($\chi^2 = 7.756$, $p < .05$) but not at Time 2 ($\chi^2 = 0.581$, $p > .05$).

Table 4.24.--The relationship of educational level with perceptions of members of the boards of education of the actual presence of characteristics of effective schools between Time 1 and Time 2.

Characteristic	Time	N	Chi-Square Value	df	Signif. Level
Safe and orderly environment	1	118	0.317	2	0.854
	2	103	1.048	2	0.592
Climate of high expectations for success	1	117	0.406	2	0.816
	2	103	0.200	2	0.905
Clear and focused mission	1	117	3.095	2	0.213
	2	102	0.331	2	0.847
Instructional leadership	1	117	7.756	2	0.021*
	2	103	0.581	2	0.748
Frequent monitoring of student progress	1	115	1.005	2	0.605
	2	102	3.216	2	0.200
Opportunity to learn and student time on task	1	113	2.909	2	0.233
	2	97	10.007	2	0.997
Home/school relations	1	115	1.731	2	0.421
	2	101	0.581	2	0.748

*Significant at the .05 level.

The data analysis was performed to test the following hypothesis:

Hypothesis 13: The level of education of the members of the board of education has a significant influence on their perceptions regarding the importance of factors related to effective schools at Time 1 and Time 2.

The chi-square test of statistical significance was computed to determine whether level of education had a significant influence on

the perceptions of the importance of factors related to effective schools by members of the boards of education at Time 1 and Time 2.

Table 4.25 shows that board members who had at least a college degree compared to those who were high school graduates perceived the following factors related to effective schools as essential and most important at both Time 1 and Time 2: A communication plan is established to communicate with the internal school organization as well as with the external publics ($\chi^2 = 7.829, 7.416, p < .05$); Student performance data are collected, summarized, and publicized ($\chi^2 = 8.245, 10.525, p < .05$); Staff development is made available to the board and all who work in the district ($\chi^2 = 6.575, 12.117, p < .05$); and A clearly defined K-12 curriculum with essential learning objectives is in place ($\chi^2 = 8.120, 6.815, p < .05$).

Table 4.25 also indicates that the following factors were perceived to be important factors of effective schools by members of the boards of education who had a college degree or better at Time 1: Board expects teachers to take leadership roles in instruction ($\chi^2 = 6.022, p < .05$); Parent involvement that supports the instructional program is made clear ($\chi^2 = 7.054, p < .05$); Teachers are expected to use effective instructional practices based on research ($\chi^2 = 14.393, p < .05$); A written code of student conduct is reviewed with students, parents, and staff ($\chi^2 = 8.244, p < .05$); and At least annually teachers are supervised to help them improve ($\chi^2 = 6.722, p < .05$).

Table 4.25.--Relationship of educational level with perceptions of the importance of factors related to effective schools between Time 1 and Time 2.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Board expects principals to be instructional leaders	1	116	2.380	2	0.304
	2	102	3.824	2	0.148
Board expects superintendent to be an instructional leader	1	116	0.027	2	0.228
	2	102	0.027	2	0.987
Board expects teachers to take leadership roles in instruction	1	113	6.022	2	0.049*
	2	102	0.045	1	0.832
Students are taught in heterogeneous groups for the most part	1	114	1.207	2	0.547
	2	101	4.408	2	0.110
School leaders emphasize opportunities to learn and time on task	1	115	3.413	2	0.181
	2	101	2.033	2	0.362
Specific time allocations are made for subjects taught	1	115	3.2691	2	0.195
	2	101	8.701	2	0.013*
Evaluation of new programs is made according to impact on learning time	1	111	1.408	2	0.495
	2	102	0.108	2	0.947
Student pull-outs from regular classes are minimized	1	112	0.194	2	0.907
	2	101	1.690	2	0.430
The school's written curriculum is aligned with what the teacher teaches	1	114	2.820	2	0.244
	2	101	6.365	2	0.041*
A communication plan is established to communicate with the internal school organization as well as with external publics	1	114	7.829	2	0.020*
	2	103	7.416	2	0.025*
School and community partnerships can strengthen curriculum	1	114	4.972	2	0.083
	2	102	1.080	2	0.583
Parent involvement that supports the instructional program is made clear	1	113	7.054	2	0.029*
	2	101	1.264	2	0.531
Staff provide parents assistance with helping their students learn	1	114	3.820	2	0.148
	2	103	1.179	2	0.372

Table 4.25.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Student performance data are collected, summarized, and publicized	1	115	8.245	2	0.016*
	2	102	10.525	2	0.005*
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1	112	0.600	2	0.741
	2	97	0.617	2	0.735
Administrators must keep teachers informed on effective practices based on research	1	115	1.802	2	0.406
	2	103	2.401	2	0.301
Teachers are expected to use effective instructional practices based on research	1	114	14.393	2	0.001*
	2	102	2.766	2	0.251
District supervisors monitor implementation of instructional policies in the schools	1	112	0.936	2	0.626
	2	98	1.573	2	0.455
District supervisors provide technical assistance in all areas of instruction	1	110	2.783	2	0.249
	2	98	3.924	2	0.193
A material resource pool is allocated for use for building level improvement	1	114	3.403	2	0.182
	2	93	4.521	2	0.704
The school board places a high priority on appearance and maintenance of schools	1	118	5.620	2	0.060
	2	101	1.446	2	0.485
A written code of student conduct is reviewed with students, parents, & staff	1	101	8.244	2	0.016*
	2	89	0.008	1	0.930
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1	118	1.698	2	0.428
	2	101	2.532	2	0.282
District leaders and staff believe that all students can learn	1	118	5.927	2	0.071
	2	100	4.845	2	0.089
The school board makes a formal commitment to school improvement based on quality and equity	1	118	1.735	2	0.420
	2	101	6.105	2	0.047*

Table 4.25.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Establishment of a district plan which focuses on school improvement based on student performance	1	116	2.511	2	0.285
	2	100	1.404	2	0.495
At least annually teachers are supervised to help them improve	1	118	6.772	2	0.034*
	2	101	5.383	2	0.068
Principals are supervised by the superintendent on progress on district and school improvement plans	1	118	3.355	2	0.184
	2	101	2.217	2	0.330
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1	118	4.187	2	0.123
	2	101	1.134	2	0.567
The board recognizes the need to monitor, develop, and and review policy	1	118	4.722	2	0.094
	2	110	1.234	2	0.540
The board recognizes its responsibility to establish and monitor district goals and objectives	1	117	4.081	2	0.130
	2	100	2.419	2	0.298
Staff development is made available to the board and all who work in the district	1	118	6.575	2	0.037*
	2	98	12.117	2	0.002*
Financial support is provided for resources and technical assistance to implement school improvement	1	118	2.181	2	0.336
	2	100	6.287	2	0.043*
A clearly defined K-12 curriculum with essential learning objectives is in place	1	118	8.120	2	0.017*
	2	101	6.815	2	0.033*
District leaders establish awards programs for staff and students to recognize excellence	1	118	4.630	2	0.099
	2	100	7.215	2	0.027*
Staff awards are based on contributions to improve student performance	1	117	0.083	2	0.959
	2	98	11.749	2	0.003*

*Significant at the .05 level.

Also shown in Table 4.25 is the perceived importance of factors related to effective schools by board members with at least a college degree at Time 2: Specific time allocations are made for subjects taught ($\chi^2 = 8.701$, $p < .05$); The school's written curriculum is aligned with what the teacher teaches ($\chi^2 = 6.365$, $p < .05$); The school board makes a formal commitment to school improvement ($\chi^2 = 6.105$, $p < .05$); Financial support is provided for resources and technical assistance to implement school improvement ($\chi^2 = 6.287$, $p < .05$); District leaders establish awards programs for staff and students to recognize excellence ($\chi^2 = 7.215$, $p < .05$); and Staff awards are based on student performance ($\chi^2 = 11.749$, $p < .05$).

There were no negative statistically significant relationships which would indicate that board members with less education (at least a high school degree) compared to members with a higher educational level (college degree or higher) perceived greater importance of factors related to effective schools. Therefore, one could say that, in general, members of boards of education with higher educational levels perceived several of the factors of effective schools mentioned above to be more essential at either Time 1 or Time 2, or both, than did members of the boards of education with less education.

The data analysis was performed to test the following hypothesis:

Hypothesis 14: The level of education of the members of the board of education has a significant influence on their perceptions regarding the practice/policy of factors related to effective schools at Time 1 and Time 2.

The chi-square test of statistical significance was used to determine the relationship and/or influence of the level of education of members of the boards of education on the perceived practice/policy of factors related to effective schools at both Time 1 and Time 2.

Table 4.26 shows the influence or relationship between the educational level of members of the boards of education and the perceived practice/policy of factors related to effective schools. The table indicates that there is a statistically significant between a board member's having a higher educational level (college degree or higher) compared to a lower educational level (at least a high school degree) on the following perceived practice/policy of these factors related to effective schools at Time 2: Teachers are expected to use effective instructional practices based on research ($\chi^2 = 6.189$, $p < .05$) and Financial support is provided for resources and technical assistance to implement school improvement ($\chi^2 = 6.218$, $p < .05$). In considering these two factors, it appears that board members with at least a college degree were quicker to perceive the actual practice/policy of these factors than members of the board with a high school degree at Time 2.

Table 4.26.--Relationship of educational level with perceptions of the actual practice/policy of factors related to effective schools between Time 1 and Time 2 by members of the boards of education.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Board expects principals to be instructional leaders	1	110	0.161	2	0.923
	1	99	1.044	2	0.593
Board expects superintendent to be an instructional leader	1	114	2.767	2	0.579
	2	103	1.094	2	0.579
Board expects teachers to take leadership roles in instruction	1	112	1.323	2	0.516
	2	102	0.726	2	0.696
Students are taught in heterogeneous groups for the most part	1	112	0.090	2	0.956
	2	99	1.351	2	0.509
School leaders emphasize opportunities to learn and time on task	1	110	2.399	2	0.301
	2	99	1.980	2	0.372
Specific time allocations are made for subjects taught	1	114	0.765	2	0.682
	2	94	1.050	2	0.591
Evaluation of new programs is made according to impact on learning time	1	117	0.470	2	0.791
	2	97	0.510	2	0.775
Student pull-outs from regular classes are minimized	1	117	1.751	2	0.417
	2 ^a	101	2.113	2	0.348
The school's written curriculum is aligned with what the teacher teaches	1	117	0.958	2	0.619
	2	100	0.443	2	0.805
A communication plan is established to communicate with the internal school organization as well as with external publics	1	114	0.061	2	0.970
	2	100	1.086	2	0.581
School and community partnerships can strengthen curriculum	1	116	0.864	2	0.649
	2	100	2.588	2	0.274
Parent involvement that supports the instructional program is made clear	1	117	2.953	2	0.228
	2	100	2.732	2	0.255
Staff provide parents assistance with helping their students learn	1	115	1.066	2	0.587
	2	100	0.007	2	0.996

Table 4.26.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Student performance data are collected, summarized, and publicized	1	117	0.353	2	0.838
	2	101	0.606	2	0.739
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1	115	3.821	2	0.148
	2	97	1.098	2	0.577
Administrators must keep teachers informed on effective practices based on research	1	115	1.779	2	0.411
	2	98	0.093	2	0.955
Teachers are expected to use effective instructional practices based on research	1	111	2.394	2	0.302
	2	102	6.189	2	0.045*
District supervisors monitor implementation of instructional policies in the schools	1	112	0.667	2	0.716
	2	101	0.685	2	0.710
District supervisors provide technical assistance in all areas of instruction	1	112	1.295	2	0.523
	2	100	0.190	2	0.909
A material resource pool is allocated for use for building level improvement	1	112	0.863	2	0.650
	2	100	2.161	2	0.339
The school board places a high priority on appearance and maintenance of schools	1	108	1.617	2	0.445
	2	101	1.960	2	0.375
A written code of student conduct is reviewed with students, parents, & staff	1	109	1.173	2	0.556
	2	101	0.181	1	0.913
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1	113	4.642	2	0.098
	2	99	0.324	2	0.850
District leaders and staff believe that all students can learn	1	114	0.889	2	0.641
	2	101	3.684	2	0.159
The school board makes a formal commitment to school improvement based on quality and equity	1	111	2.924	2	0.232
	2	100	4.777	2	0.092

Table 4.26.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Establishment of a district plan which focuses on school improvement based on student performance	1	113	0.232	2	0.890
	2	102	2.325	2	0.313
At least annually teachers are supervised to help them improve	1	112	3.703	2	0.157
	2	101	4.841	2	0.089
Principals are supervised by the superintendent on progress on district and school improvement plans	1	114	1.618	2	0.445
	2	100	1.089	2	0.580
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1	87	1.443	2	0.486
	2	73	2.259	2	0.233
The board recognizes the need to monitor, develop, and and review policy	1	117	0.810	2	0.667
	2	98	2.137	2	0.344
The board recognizes its responsibility to establish and monitor district goals and objectives	1	116	0.572	2	0.751
	2	98	2.424	2	0.298
Staff development is made available to the board and all who work in the district	1	117	3.759	2	0.153
	2	98	15.084	2	0.079
Financial support is provided for resources and technical assistance to implement school improvement	1	117	4.891	2	0.087
	2	98	6.218	2	0.045*
A clearly defined K-12 curriculum with essential learning objectives is in place	1	116	2.045	2	0.360
	2	99	0.891	2	0.640
District leaders establish awards programs for staff and students to recognize excellence	1	117	1.032	2	0.597
	2	99	2.060	2	0.357
Staff awards are based on contributions to improve student performance	1	116	1.850	2	0.397
	2	98	1.083	2	0.582

*Significant at the .05 level.

^aFifty percent or more of the cells have expected counts less than five.

Overall, educational level of members of the boards of education does not appear to have a strong influence on the perception of actual practice/policy of factors related to effective schools.

The data analysis was performed to test the following hypothesis:

Hypothesis 15: The career type of members of the board of education has a significant effect on their perceptions regarding the importance of the characteristics of effective schools at Time 1 and Time 2.

For the purpose of computing valid chi-square statistics, career type was collapsed into two categories, professional and nonprofessional. The chi-square test of statistical significance was used to determine the relationship or effect of the career type of members of the board of education on their perceptions regarding the importance of characteristics related to effective schools at Time 1 and Time 2.

Table 4.27 shows the relationship of career type with perceptions of members of the boards of education on the importance of characteristics of effective schools at Time 1 and Time 2. The table shows no statistical relationships of the career type of members of the boards of education and the perceived importance of characteristics of effective schools.

Table 4.27.--The relationship of career type with perceptions of members of the boards of education of the importance of characteristics of effective schools at Time 1 and Time 2.

Characteristic	Time	N	Chi-Square Value	df	Signif. Level
Safe and orderly environment	1	101	0.148	1	0.701
	2	85	0.070	1	0.791
Climate of high expectations for success	1	101	0.864	2	0.649
	2	85	1.011	1	0.315
Clear and focused mission	1	101	1.504	2	0.471
	2	85	0.436	2	0.804
Instructional leadership	1	101	1.243	2	0.537
	2	85	1.119	1	0.290
Frequent monitoring of student progress	1	100	0.360	2	0.835
	2	85	1.113	2	0.573
Opportunity to learn and student time on task	1	99	2.341	2	0.310
	2	84	11.961	2	0.375
Home/school relations	1	100	0.416	2	0.812
	2	84	5.823	2	0.054

Level of significance set at .05.

The data analysis was performed to test the following hypothesis:

Hypothesis 16: The career type of members of the board of education has a significant effect on their perceptions regarding the actual presence of the characteristics of effective schools at Time 1 and Time 2.

The chi-square test of statistical significance was used to determine the relationship or effect of the career type of members of the boards of education on their perceptions regarding the

perceived presence of characteristics related to effective schools at Time 1 and Time 2.

Table 4.28 shows the relationship of career type with perceptions of members of the boards of education on the actual presence of characteristics of effective schools at Time 1 and Time 2. The table shows no statistically significant relationship of the career type of members of the boards of education and the perceived actual presence of the characteristics of effective schools.

Table 4.28.--The relationship of career type with perceptions of members of the boards of education of the actual presence of characteristics of effective schools between Time 1 and Time 2.

Characteristic	Time	N	Chi-Square Value	df	Signif. Level
Safe and orderly environment	1	101	0.863	2	0.649
	2	86	0.376	1	0.540
Climate of high expectations for success	1	101	0.384	2	0.825
	2	86	5.873	2	0.053
Clear and focused mission	1	101	2.062	2	0.357
	2	86	0.367	2	0.832
Instructional leadership	1	101	2.155	2	0.340
	2	86	0.951	2	0.622
Frequent monitoring of student progress	1	100	2.996	2	0.224
	2	85	2.774	2	0.250
Opportunity to learn and student time on task	1	98	5.434	2	0.066
	2	82	10.702	2	0.704
Home/school relations	1	100	1.354	2	0.508
	2	85	0.343	2	0.840

Level of significance set at .05.

The data analysis was performed to test the following hypothesis:

Hypothesis 17: The career type of members of the board of education has a significant effect on their perceptions regarding the level of importance of factors related to effective schools at Time 1 and Time 2.

The chi-square test of statistical significance was used to determine the relationship or effect of the career type of members of the boards of education on their perceptions regarding the importance of characteristics related to effective schools at Time 1 and Time 2.

Table 4.29 shows the relationship of career type with perceptions of members of boards of education on the importance of factors of effective schools at Time 1 and Time 2. The table shows that there was a statistically significant relationship between career type and the perceived importance of members of the boards of education for the following factors of effective schools at Time 2: Evaluation of new programs is made according to impact on learning time ($\chi^2 = 9.736$, $p < .05$); The school's written curriculum is aligned with what the teacher teaches ($\chi^2 = 6.422$, $p < .05$); and Staff awards are based on contributions to improve student performance ($\chi^2 = 6.496$, $p < .05$). The factors listed above showed a statistically significant relationship regarding perceptions of professionals compared to nonprofessionals who served on the boards of education in the perceived importance of these factors at Time 2. It appears that school board members who had a professional degree considered these factors to be of higher importance at Time 2

Table 4.29.--Relationship of career type with perceptions of the importance of factors related to effective schools between Time 1 and Time 2 by members of the boards of education.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Board expects principals to be instructional leaders	1	100	3.823	2	0.148
	2	84	1.066	2	0.587
Board expects superintendent to be an instructional leader	1	100	0.810	2	0.667
	2	84	0.000	2	1.000
Board expects teachers to take leadership roles in instruction	1	99	0.698	2	0.705
	2	85	1.489	1	0.222
Students are taught in heterogeneous groups for the most part	1	99	1.061	2	0.588
	2	83	5.027	2	0.081
School leaders emphasize opportunities to learn and time on task	1	100	1.139	2	0.566
	2	84	0.855	2	0.652
Specific time allocations are made for subjects taught	1	100	2.358	2	0.308
	2	82	4.869	2	0.088
Evaluation of new programs is made according to impact on learning time	1	98	1.915	2	0.384
	2	84	9.736	2	0.008*
Student pull-outs from regular classes are minimized	1	99	3.015	2	0.222
	2	83	0.444	2	0.801
The school's written curriculum is aligned with what the teacher teaches	1	99	0.619	2	0.734
	2	84	6.422	2	0.040*
A communication plan is established to communicate with the internal school organization as well as with external publics	1	100	3.513	2	0.173
	2	85	2.345	1	0.126
School and community partnerships can strengthen curriculum	1	100	2.692	2	0.260
	2	85	1.450	2	0.484
Parent involvement that supports the instructional program is made clear	1	99	0.917	2	0.632
	2	84	0.112	2	0.946
Staff provide parents assistance with helping their students learn	1	100	0.884	2	0.643
	2	85	0.799	2	0.671

Table 4.29.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Student performance data are collected, summarized, and publicized	1	100	2.906	2	0.234
	2	85	4.052	2	0.132
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1	99	5.154	2	0.076
	2	80	0.043	2	0.979
Administrators must keep teachers informed on effective practices based on research	1	100	0.443	2	0.801
	2	85	4.903	2	0.086
Teachers are expected to use effective instructional practices based on research	1	100	0.123	2	0.940
	2	84	3.101	2	0.212
District supervisors monitor implementation of instructional policies in the schools	1	100	0.599	2	0.741
	2	82	5.348	2	0.069
District supervisors provide technical assistance in all areas of instruction	1	99	4.987	2	0.083
	2	82	1.524	2	0.467
A material resource pool is allocated for use for building level improvement	1	98	3.161	2	0.206
	2	76	1.126	2	0.570
The school board places a high priority on appearance and maintenance of schools	1	101	0.321	2	0.852
	2	80	1.117	2	0.572
A written code of student conduct is reviewed with students, parents, & staff	1	89	1.045	2	0.593
	2	77	0.090	1	0.764
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1	101	1.142	2	0.565
	2	81	0.378	2	0.828
District leaders and staff believe that all students can learn	1 ^a	101	2.575	2	0.276
	2 ^a	81	0.541	2	0.763
The school board makes a formal commitment to school improvement based on quality and equity	1 ^a	101	0.729	2	0.695
	2 ^a	80	0.646	2	0.724

Table 4.29.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Establishment of a district plan which focuses on school improvement based on student performance	1 ^a	99	2.663	2	0.264
	2 ^a	80	2.757	2	0.252
At least annually teachers are supervised to help them improve	1	101	2.819	2	0.244
	2	81	2.555	2	0.279
Principals are supervised by the superintendent on progress on district and school improvement plans	1	101	0.740	2	0.691
	2	81	2.774	1	0.096
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1 ^a	101	0.632	2	0.729
	2	81	0.626	1	0.429
The board recognizes the need to monitor, develop, and and review policy	1	101	0.344	2	0.842
	2	81	2.014	2	0.365
The board recognizes its responsibility to establish and monitor district goals and objectives	1	100	1.295	2	0.523
	2	81	3.765	2	0.152
Staff development is made available to the board and all who work in the district	1	101	0.182	2	0.913
	2	79	3.932	2	0.140
Financial support is provided for resources and technical assistance to implement school improvement	1	101	2.006	2	0.367
	2	81	0.066	2	0.967
A clearly defined K-12 curriculum with essential learning objectives is in place	1	101	4.269	2	0.118
	2 ^a	81	0.441	2	0.640
District leaders establish awards programs for staff and students to recognize excellence	1	101	2.900	2	0.235
	2	80	0.715	2	0.700
Staff awards are based on contributions to improve student performance	1	100	0.068	2	0.967
	2	79	6.496	2	0.039*

*Significant at the .05 level.

^aFifty percent or more of the cells have expected counts less than five.

compared to board members who did not consider themselves to have a professional career.

Overall, considering the 36 factors related to effective schools, career type (professional compared to nonprofessional) does not appear to have a great effect on board members' perceived importance of the factors related to effective schools.

The data analysis was performed to test the following hypothesis:

Hypothesis 18: The career type of members of the board of education has a significant effect on their perceptions regarding the actual practice/policy of factors related to effective schools at Time 1 and Time 2.

The chi-square test of statistical significance was used to determine the relationship or effect of the career type of members of the boards of education on their perceptions regarding the actual practice/policy of the factors related to effective schools at Time 1 and Time 2.

Table 4.30 shows the relationship of career type with perceptions of members of the boards of education on the actual practice/policy of factors related to effective schools at Time 1 and Time 2. The table shows that there is a statistically significant relationship between career type (professionals or nonprofessionals) and the actual practice/policy perceived by members of the boards of education at Time 1 for the following factors related to effective schools: Students are taught in heterogeneous groups for the most part ($\chi^2 = 7.990$, $p < .05$);

Table 4.30.--Relationship of career type with perceptions of the actual practice/
policy of factors related to effective schools between Time 1 and
Time 2 by members of the boards of education.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Board expects principals to be instructional leaders	1	100	1.969	2	0.374
	2	80	0.880	2	0.864
Board expects superintendent to be an instructional leader	1	99	3.243	2	0.198
	2	81	0.835	2	0.659
Board expects teachers to take leadership roles in instruction	1	98	5.271	2	0.072
	2	84	0.062	2	0.970
Students are taught in hetero- geneous groups for the most part	1	97	7.990	2	0.018*
	2	83	2.279	2	0.320
School leaders emphasize opportunities to learn and time on task	1	99	4.243	2	0.120
	2	83	4.585	2	0.101
Specific time allocations are made for subjects taught	1	98	9.996	2	0.007*
	2	81	0.782	2	0.676
Evaluation of new programs is made according to impact on learning time	1	95	3.341	2	0.188
	2	83	2.213	2	0.333
Student pull-outs from regu- lar classes are minimized	1	97	1.210	2	0.546
	2	83	0.043	2	0.979
The school's written cur- riculum is aligned with what the teacher teaches	1	98	0.566	2	0.754
	2	83	2.764	2	0.251
A communication plan is established to communicate with the internal school organization as well as with external publics	1	99	0.322	2	0.851
	2	84	0.890	2	0.641
School and community part- nerships can strengthen curriculum	1	97	2.271	2	0.321
	2	83	2.261	2	0.323
Parent involvement that supports the instructional program is made clear	1	99	0.326	2	0.850
	2	84	4.771	2	0.092
Staff provide parents assistance with helping their students learn	1	99	0.648	2	0.723
	2	85	0.008	2	0.996

Table 4.30.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Student performance data are collected, summarized, and publicized	1	99	3.075	2	0.215
	2	84	0.080	2	0.961
Test results are disaggregated to insure equity in opportunity to learn & participate in the curriculum	1	97	5.918	2	0.052
	2	82	4.787	2	0.091
Administrators must keep teachers informed on effective practices based on research	1	99	5.066	2	0.079
	2	85	1.213	2	0.545
Teachers are expected to use effective instructional practices based on research	1	98	0.536	2	0.765
	2	84	3.733	2	0.155
District supervisors monitor implementation of instructional policies in the schools	1	99	1.906	2	0.386
	2	83	0.253	2	0.881
District supervisors provide technical assistance in all areas of instruction	1	98	3.656	2	0.161
	2	83	6.611	2	0.037*
A material resource pool is allocated for use for building level improvement	1	98	2.523	2	0.283
	2	76	2.109	2	0.348
The school board places a high priority on appearance and maintenance of schools	1	100	5.359	2	0.069
	2	77	0.760	2	0.684
A written code of student conduct is reviewed with students, parents, & staff	1 ^a	100	1.046	2	0.593
	2 ^a	81	1.987	2	0.370
Out-of-school suspensions & expulsions are minimal; in-school suspensions are used most often	1	100	2.502	2	0.286
	2	81	0.669	2	0.716
District leaders and staff believe that all students can learn	1	98	2.770	2	0.250
	2	81	3.040	2	0.219
The school board makes a formal commitment to school improvement based on quality and equity	1	99	1.626	2	0.444
	2	80	4.021	2	0.134

Table 4.30.--Continued.

Factor	Time	N	Chi-Square Value	df	Signif. Level
Establishment of a district plan which focuses on school improvement based on student performance	1	99	0.230	2	0.891
	2	80	3.137	2	0.208
At least annually teachers are supervised to help them improve	1	99	2.826	2	0.243
	2	81	2.333	2	0.311
Principals are supervised by the superintendent on progress on district and school improvement plans	1	100	0.544	2	0.762
	2	81	1.078	2	0.583
The superintendent is evaluated by the school board annually on progress on the district's goals & objectives	1	73	3.050	2	0.218
	2 ^a	56	0.351	2	0.839
The board recognizes the need to monitor, develop, and review policy	1	100	4.225	2	0.121
	2	79	0.706	2	0.703
The board recognizes its responsibility to establish and monitor district goals and objectives	1	99	7.588	2	0.023*
	2	79	1.388	2	0.500
Staff development is made available to the board and all who work in the district	1	99	1.058	2	0.589
	2	78	4.709	2	0.095
Financial support is provided for resources and technical assistance to implement school improvement	1	100	2.674	2	0.263
	2	79	0.245	2	0.885
A clearly defined K-12 curriculum with essential learning objectives is in place	1	99	0.645	2	0.724
	2	79	0.129	2	0.938
District leaders establish awards programs for staff and students to recognize excellence	1	100	3.850	2	0.146
	2	79	2.111	2	0.356
Staff awards are based on contributions to improve student performance	1	99	2.067	2	0.356
	2	79	5.734	2	0.057

*Significant at the .05 level.

^aFifty percent or more of the cells have expected counts less than five.

Specific time allocations are made for subjects taught ($\chi^2 = 9.996$, $p < .05$); and The board recognizes the need to establish and monitor district goals and objectives ($\chi^2 = 7.588$, $p < .05$). Considering these factors, it appears that at Time 1 these factors were perceived as practice/policy by board members who considered themselves to have a professional career compared to board members who did not. Similarly, there was a statistically significant relationship for the factor District supervisors provide technical assistance in all areas of instruction at Time 2 ($\chi^2 = 6.611$, $p < .05$). Board members who considered themselves professionals perceived the practice/policy of this factor compared to board members who were not in professional careers.

Overall, considering the 36 factors related to effective schools, career type (professionals compared to nonprofessionals) does not appear to have a great effect on board members' perceptions of the actual practice/policy of factors related to effective schools.

Research Question 8: Will members of the board of education become more involved in and committed to school improvement as the district plan for school improvement is developed and implemented by the district?

Members of the boards of education and superintendents were asked to rate their perceptions on the level of commitment that the school board in their district had to school improvement. Tables 4.31 and 4.32 show the perceived level of commitment of the boards of education as perceived by members of the boards and superintendents at Time 1 and Time 2.

Table 4.31 shows the frequencies and percentages for the perceived commitment of members of the boards of education to school improvement at Time 1 and Time 2. The table shows that although there was a drop in very strong commitment to the implementation of school improvement in Time 2 as compared to Time 1 (from 65% to 60%), overall, combining strong and very strong, there was an indication of increased commitment (91% rising to 93%) at Time 2.

Table 4.31.--The level of commitment to school improvement perceived by members of the boards of education between Time 1 and Time 2.

Commitment Level	Time 1		Time 2	
	Freq.	%	Freq.	%
Very strong	98	65.56	75	60.0
Strong	38	25.17	41	32.8
Some commitment	14	9.27	9	7.2
No commitment	0	0	0	0

Table 4.32 shows frequencies and percentages for the level of commitment of boards of education to school improvement at Time 1 and Time 2, as perceived by the superintendents of school districts. The table shows similar results to those shown in Table 4.31 for members of the boards of education. Although there was a drop in very strong commitment (from 68% to 63%) from Time 1 to Time 2, overall there was some indication of a slightly increased commitment (rising from 92% to 93%) at Time 2.

Table 4.32.--The level of commitment to school improvement of members of the boards of education as perceived by their superintendents between Time 1 and Time 2.

Commitment Level	Time 1		Time 2	
	Freq.	%	Freq.	%
Very strong	86	67.72	67	62.62
Strong	31	24.41	32	29.91
Some commitment	10	7.87	8	7.48
No commitment	0	0	0	0

Research Question 9: What are the primary responsibilities of the board of education in the development of policy?

Members of the boards of education were asked to rank (with 1 being the highest) the areas of policy responsibility they perceived to be of high priority at Time 1 and Time 2. Similarly, superintendents were asked to rank what they perceived to be the primary policy responsibilities of their boards of education.

Table 4.33 shows means, standard deviations, and ranks of the primary policy responsibilities as perceived by members of the boards of education at Time 1 and Time 2. The table shows that **Budget and financial planning** was ranked as number one (mean = 2.211 at Time 1 but as number two (mean = 2.252) at Time 2. **Curriculum and instructional management** ranked number two (mean = 2.330) at Time 1 but as number one (mean = 2.117) at Time 2.

Table 4.33.--Means, standard deviations, and ranks of areas of policy responsibility as perceived by members of the boards of education between Time 1 and Time 2.

Area of Policy	Time 1			Time 2		
	Mean	S.D.	Rank	Mean	S.D.	Rank
Budget and financial planning	2.211	1.290	1	2.252	1.164	2
Curriculum and instructional management	2.330	1.646	2	2.117	1.494	1
Personnel	3.548	1.399	3	3.909	1.418	4
Community relations	4.153	1.525	4	3.855	1.590	3
Physical and plant planning	4.403	1.481	5	4.491	1.464	6
Communications	4.476	1.506	6	4.386	1.478	5

Table 4.34 shows means, standard deviations, and ranks for the perceived responsibilities of areas of policy by superintendents for the members of their boards of education at Time 1 and Time 2. The table shows that Curriculum and instruction was rated number 1 (mean = 1.957, 1.824) at both Time 1 and Time 2. Budget and financial planning was ranked number two (mean = 2.375, 2.471) at both Time 1 and Time 2.

Table 4.34.--Means, standard deviations, and ranks of areas of policy responsibility as perceived by superintendents between Time 1 and Time 2.

Area of Policy	Time 1			Time 2		
	Mean	S.D.	Rank	Mean	S.D.	Rank
Curriculum and instructional management	1.957	1.296	1	1.824	1.590	1
Budget and financial planning	2.375	1.246	2	2.471	1.546	2
Community relations	3.542	1.532	3	3.647	1.366	3
Personnel	4.000	1.474	4	4.529	1.281	5
Physical and plant planning	4.542	1.351	5	4.294	1.160	4
Communications	4.666	1.579	6	4.294	1.531	4

It appears that although members of the boards of education considered budget to be a primary responsibility at Time 1, they agreed with superintendents at Time 2 that the primary area of policy responsibility is in the area of Curriculum and instructional management.

Research Question 10: What are some of the factors that impede board members' involvement in school-improvement activities?

Members of the boards of education were asked to rank (1 being the most difficult) areas that make involvement in school improvement difficult for them as members of boards of education. Board members were asked to respond at both Time 1 and Time 2.

Similarly, superintendents were asked to rank the perceived areas that make the board's involvement in school improvement difficult.

Table 4.35 shows frequencies, percentages, and ranks of those areas that are perceived to make involvement in school improvement difficult for members of the boards of education at Time 1 and Time 2. The table shows that Time needed, Financial support, and More knowledge needed were ranked first, second, and third, respectively, at both Time 1 and Time 2. The remaining areas were ranked identically at both data-gathering times.

Table 4.35.--The areas that make involvement in school improvement difficult for members of the boards of education as perceived by board members between Time 1 and Time 2.

Areas That Make Involvement Difficult	Time 1			Time 2		
	Rank	Freq.	%	Rank	Freq.	%
Time needed	1	78	60.9	1	67	59.3
Financial support	2	47	36.7	2	51	45.1
More knowledge needed	3	40	31.3	3	43	38.1
Other	4	34	26.6	4	27	23.9
Contract negotia- tions	5	32	25.0	5	25	22.1
Community support	6	9	7.0	6	4	3.5

Table 4.36 shows frequencies, percentages, and ranks of the areas perceived by superintendents to make it difficult for their boards to be involved in school improvement at Time 1 and Time 2.

The table shows that Time needed and More knowledge needed were ranked first and second, respectively, at both Time 1 and Time 2. Financial support was ranked third at Time 1 and fourth at Time 2.

Table 4.36.--The areas that make involvement in school improvement difficult for members of the boards of education as perceived by superintendents between Time 1 and Time 2.

Areas That Make Involvement Difficult	Time 1			Time 2		
	Rank	Freq.	%	Rank	Freq.	%
Time needed	1	18	72.0	1	17	89.5
More knowledge needed	2	16	64.0	2	11	57.9
Financial support	3	15	60.0	4	7	36.8
Contract negotia- tions	4	7	28.0	5	2	10.5
Community support	5	4	16.0	6	0	0
Other	6	3	12.0	3	10	52.6

Overall, board members and superintendents appear to agree that the three areas that make involvement in school improvement difficult are Time needed, Financial support, and More knowledge needed.

Presentation and Analysis of Qualitative Data

To enrich this descriptive study of the changes in the role of members of boards of education as their school district becomes

involved in a school-improvement program, the following qualitative data were gathered and are reported in this section: (a) responses to open-ended questions on the mailed questionnaires sent to superintendents and board members at Time 1 and Time 2, (b) minutes of meetings of the boards of education of 22 of the 25 school districts participating in the study for a year-long period, and (c) telephone surveys conducted with ten superintendents and one member of each of their boards of education.

Responses to Open-Ended Questions

The following is a summary of open-ended responses categorized for each item from the superintendent and school board member questionnaires distributed at Time 1 and Time 2 of the data gathering (see Appendix A). It should be noted only about half the number of participants responded to the open-ended questions at Time 2 as at Time 1.

Item 6--Superintendents

Item 7--Board Members

"Indicate which best describes the schools in your district: improving, remaining the same, declining. Why?" (Responses listed by categories, in rank order and percentages given, to open-ended "Why?")

Superintendents' Response, Time 1

Board Members' Response, Time 1

Commitment of school community and board of education to school improvement (half of these responses mentioned board commitment) (39%)

School-improvement collaborative planning with established mission and goals--Involvement of all who work in the schools (33%)

School improvement linked to curriculum, instruction, achievement, and staff development (33%)

Good teaching staff and administrators (half of the responses mentioned superintendent) (27%)

School improvement collaborative planning (i.e., developing mission goals) (28%)

Commitment to school improvement (half of the responses mentioned the board's commitment) (18%)

Good curriculum and instruction (13%)

Other (9%)

Superintendents' Response, Time 2

Commitment of the school community and board of education to school improvement (32%)

School improvement linked to curriculum, instruction, achievement, and staff development (32%)

School improvement collaborative planning (development of mission, goals, and plan) (20%)

Board Members' Response, Time 2

Implementing school-improvement plans (mission, goals, curriculum, instruction, staff development) (38%)

Commitment of board of education and school community (administrators and staff) to school improvement (20%)

More active involvement and teamwork of board members, administrators, and staff in the schools (16%)

Good superintendent and administrative and teaching staff (15%)

Other (11%)

At Time 2, the superintendents and board members appeared to agree that their schools were described as improving because of the commitment of the board of education and school community to school improvement. At both Time 1 and Time 2, superintendents perceived the importance of school improvement linked to curriculum and instruction. At Time 2, board members' perceptions on this issue appeared to coincide with those of their superintendents.

Item 8: Superintendents and Board Members

"Indicate the level of commitment you believe your board of education has to school improvement at this time. Explain briefly." (Levels of commitment reported in Research Question 8, Tables 4.31 and 4.32. The responses to "Explain briefly" are listed below, in rank order, and percentages are given.)

<u>Superintendents' Response, Time 1</u>	<u>Board Members' Response, Time 1</u>
Commitment of the board shown by time spent, policies reviewed and developed, and through financial support (including support for staff development) (83%)	Strong commitment shown by time spent and support for practice/policy for school improvement (curriculum, staff, development, financial support) (92%)
Commitment--but lack of financial support (13%)	Some commitment but bound by finances and/or resistant members (8%)
Other (4%)	
<u>Superintendents' Response, Time 2</u>	<u>Board Members' Response, Time 2</u>
Commitment shown by written policies, financial support, and interest in school improvement (99%)	Strong commitment by time spent, along with policy and financial support (including support for staff development and curriculum) (92%)
Other (1%)	Some commitment but bound by finances or with some caution or disagreement among board. (8%)

At both Time 1 and Time 2, superintendents and board members perceived the board of education's commitment overall as described and evidenced by the time spent on discussions and matters related to school improvement, such as support for practice/policy, staff development, curriculum issues, and the finances needed. The board members' responses that perceived caution or resistance to

commitment or commitment without financial support remained the same from Time 1 to Time 2.

Item 9: Superintendents and Board Members

"List any additional policies or administrative practices your school district has that may support school improvement." (Responses are listed below, in rank order, and percentages are given.)

Superintendents' Response, Time 1

Practice referring to planning and commitment to school improvement (58%)

Practices/policies that refer to curriculum and instruction (25%)

Practice of teamwork and bottom-up practices emerging (17%)

Board Members' Response, Time 1

Practices/policies that refer to curriculum and instruction, staff development, achievement, leadership, personnel (74%)

Policies regarding school-improvement planning and evaluation process (26%)

Superintendents' Response, Time 2

Written policy in these areas: curriculum, at-risk students, open enrollment, school improvement, reports at board meetings, five-year plans (60%)

Practices mentioned: training for administrators, board financial support, retreats with internal and external publics (40%)

Board Members' Response, Time 2

Practices frequently mentioned that support more involvement of those who work in the schools (i.e., better communication, morale, use of peer coaching, as well as a supportive community involved in the schools) (38%)

Practices/policies frequently mentioned that relate to curriculum development and review, along with staff development (38%)

Written policy to support school improvement (24%)

Both superintendents and members of the boards of education frequently mentioned more specific practices/policies that support

school improvement at Time 2 than at Time 1. It should also be noted that the board members frequently mentioned involving the community in the schools as a supportive practice at Time 1, and practices were described that focused on improved communication, morale, and teamwork of those working in the schools.

Item 10: Superintendents

"What was the major reason you decided to become a school superintendent?" (Responses are listed below, in rank order, and percentages are given. Time 2 responses were similar.)

Superintendents' Responses, Time 1

Wanted to have a positive impact on the students in the schools (81%)

Wanted to work with school personnel and the community to improve education (19%)

Item 10: Board Members

"What was the major reason you decided to run for a position on the board of education? (Responses are listed below, in rank order, and percentages are given. Time 2 responses were similar.)

Board Members' Responses, Time 1

Wanted to serve the community (52%)

Wanted to improve education in the district (29%)

Wanted to improve board relations (10%)

Wanted to use their skills to be an effective board member (6%)

Wanted to influence the education of their own children (5%)

Overall, superintendents in this study appeared to have chosen their position because they wanted to influence the education of students in the school, whereas board members in general appeared to become a board member out of a need to serve their communities.

Minutes of the Board of Education Meetings

Minutes from the board of education meetings of 22 of the 25 school districts were collected over a period of a year. The researcher reviewed the minutes and noted specific descriptions of defined areas relating to involvement in school improvement. (See Chapter III, p. 58.) In the following paragraphs, these areas are rank ordered according to frequency of mention; the number of instances in which each was cited is given in parentheses after the description. Most often mentioned areas related to school improvement in minutes of the school board meetings were as follows:

1. General information and discussion on school improvement. These board minutes described awareness information to the board, usually including updates of the district on their developments on school-improvement planning (30).

2. The next most frequent area to appear in the board minutes was related to written policy adoption. Policies mentioned were districts' mission statements (5), actual policy for school improvement (4), school-improvement plans (2), district goals (1), a policy for curriculum and instruction (1), a policy for staff involvement in decision making (1), and a policy on correlates of effective schools (1).

3. Other topics mentioned were staff-development efforts to support school improvement (5), personal evaluation of superintendent aligned with progress on school improvement (1), and board of

education's pledge of whole-hearted support for school improvement (1).

Overall, there appeared to be a small amount of discussion on school-improvement activities over the course of the year, compared to data given in the questionnaires at Time 1 and Time 2, and the phone surveys conducted after the same one-year period. Only 14 of the 22 school districts had any discussion on being involved in a school-improvement process in their board minutes during this one-year period. Of these 14 school districts, one district had issues relating to its involvement in the project at as many as nine board meetings, while two school districts only reported on school-improvement activities at one meeting. The two districts that mentioned school improvement in seven and nine meetings, respectively, had a special section in their agenda to report on school-improvement progress. Board minutes earlier in the year generally focused on general planning and awareness of school improvement, whereas later minutes began to report implementation practices and some policy development.

Telephone Survey Responses

Three weeks before the second set of questionnaires was mailed to superintendents and members of the board, a telephone survey was conducted with ten superintendents and members of their respective boards of education. Selection of school districts for the telephone survey was based on school districts that appeared through

questionnaires and board minutes to be actively involved in school-improvement efforts and that would also represent a good cross-section of school districts involved in the study. The following are the summarized findings reported in answer to some of the key questions asked of superintendents and their board members. Only the questions dealing with commitment, involvement of the board of education, and change of policies and practices are discussed here. Other questions did not focus specifically on school improvement per se. (See Appendix A for the telephone survey.) All responses to these selected questions are summarized and reported below.

Item 3:

"How have you chosen to involve your board in school improvement?"

Superintendents' Responses

Adopted mission, school-improvement policy

Inservice awareness training, policy for school improvement, funds for school improvement, adopted plan for district

Awareness session on school improvement, including research on effective schools. Asked for financial support for school improvement

Awareness sessions on school improvement, brought Larry Lezotte in; involvement in long-range planning for school improvement

"What ways have you been involved in school improvement?"

Board Members' Responses

Setting goals, mission, board policy on school improvement to show commitment

Board supported involvement 100% at beginning--approved 1/2 day sessions to train staff

Adopted district mission statement and goals--before we responded to crisis

Passed mission statement and separate policy on school improvement

Brought board along to make sure staff realized their visible commitment

Involved in district awareness sessions; wrote district mission and goals; made presentation at MASB on district's involvement in school improvement

Gave awareness session to board

Board approved staff involvement in teacher effectiveness training; approved a revised mission statement and goals presented by administrators and teachers

Board serves on building school-improvement teams; every board meeting there is an update on school improvement

Involvement in accepting mission statement; regular updates at board meetings

Awareness sessions; Larry Lezotte's tapes; invited Bill Blokker to inservice on mission statements

Board looking at district mission; has been involved by being given information at board meetings

Four sessions held to give board information on school improvement; Larry Lezotte met with the board of education

Making a commitment to get involved; involved in formulating mission statement

Trying to keep board in a supporting role rather than mandating; involved in mission, goals, and policy on school improvement

Rewrote philosophy and mission statement; redid policy book spoke at staff inservice, and voiced board's commitment to school improvement; brought the education association into the process; established council for staff and curriculum development

Overall, it appears that board members had been involved in school improvement by experiencing awareness sessions on school improvement and adopting district mission statements and other policy to support school improvement, along with receiving updates on school-improvement efforts in the district.

Item 4:

"How do you plan to involve the board in the future?"

Superintendents' Responses

Bring building plans to the board in June for approval; reports will continue to be given to the board each spring

District goal setting

Approval of mission statement, approve building plans, evaluate school effectiveness based on outcomes, and approve a school-improvement policy

A report will be given by each building each year (part of policy)

Want to have a retreat just to talk about instruction

Revisit the research on effective schools; get into policy-level involvement to support school improvement

School improvement featured at each board meeting

Board will receive updates on building school-improvement plans

Add a board member to the district team for school improvement

Report to the board on school-improvement progress, both written and verbal; invite board members to district inservices

Overall, it appeared that superintendents planned to involve their boards in school improvement by keeping them informed on school-improvement efforts, along with presenting building plans to the school board for approval once a year.

Item 5--Superintendents:

"Do you feel your board is committed to school improvement at this time?"

Superintendents' Responses

Yes

Totally committed

They have put money in it; time will show commitment

Proven commitment by policy adoption

Somewhat committed

Always have been committed

Most definitely

Yes

Yes

Committed by intent; want it to happen right now

Item 8--Board Members:

"How would you describe your board of education's commitment to school improvement at this

Board Members' Responses

100% committed

Committed

Solid support of all

Commitment is 100%

Everyone committed except for one

Very good

Very strongly committed

Very supportive and committed

It's strong

Excellent commitment; know it takes time

It appeared that, in general, the superintendents surveyed agreed with the members of the boards of education about the perceived overall commitment to school improvement.

Item 9:

"Do you see changes occurring in your school district as a result of your district team's involvement in the Leadership for School Improvement Project and, if so, what are they?"

Superintendents' Responses

Use of a more collaborative approach in solving problems

Changes at the building level; they have school mission and are concentrating on student achievement

People involved in working together to find solutions

Curriculum revision

Starting to talk together within and between buildings--a "well" attitude; coming to common goals; informs board; allows superintendent in being instructional leader

More communication with parents; more collaboration and communication with administrators and teachers and between teachers

A lot of enthusiasm at the building level; they have submitted building plans; we involved everyone in district plan; awareness of needed changes for the 21st century

Board Members' Responses

Change in attitudes and communication with teachers--teachers are more positive

Change in attitude--enthusiasm; all schools are working toward a common goal

More teachers and administrators working cooperatively; better working relationships among teachers and between buildings

Attitude of teachers; excitement of students; more parent involvement; better attitude of board toward administrators and teachers

Morale of teacher improved, even veteran teachers

Made real progress in school/community relations; added a principal; board understands school improvement

Changes in curriculum; looking at and measuring how successful we are; board looking at policy and how it affects student achievement; teachers more positive; community more positive; students feel good about it and are involved

Getting rid of tracking at the high school; problem-solving, collaborative approach of administrators and teachers

Brings people together--new sense of togetherness

Developing a common language; teachers' meetings are taking on a new form; disaggregating test data; people feel good about empowerment of teachers and know we are committed; more discussion on teaching and learning

There is still a "wait and see" attitude from some teachers; they seem to wonder if it will go away

Gave us direction to do something we wanted to do; it gave us the help we needed to move ahead

We feel so good this year; the staff seems more cohesive and unified; teachers are talking more to each other; more positive feedback from teachers; awareness to look at curriculum

Overall, superintendents and members of the boards of education appeared to perceive more involvement, collaboration, cooperation, communication, and enthusiasm within members of the school community. More parent involvement and improved community relations were also mentioned by both superintendents and school board members. Curriculum and achievement outcomes were becoming aligned to school-improvement efforts. Teacher empowerment issues were also noted.

Item 2:

"What priority does school improvement presently have with the board of education in your school district?"

Superintendents' Responses

- . Five out of ten superintendents said number one priority.
- . Three superintendents said very high priority.
- . One superintendent said, aside from finances, number one.
- . One superintendent said they may not see school improvement as a separate process but part of their five-year plan.

Item 7:

"Do you feel the outline for developing your district plan for school improvement has been helpful?"

Superintendents' Responses

- . Nine out of ten superintendents said it had been helpful.
- . One superintendent said the outline alone did not offer enough help--he felt the workbook was needed.

Item 8:

"Would you suggest involvement in this project to another school superintendent?"

Superintendents' Responses

- . All ten superintendents said yes (specifically, their answers were: "Yes, definitely," "Absolutely," "Very definitely," "Oh, God, yes").

Overall, the telephone survey conducted with superintendents and board members appeared to indicate the perceived involvement in and commitment to school improvement, along with the perception that changes had occurred as a result of the school district's involvement in the planning and implementation process of school improvement.

In summary, superintendents and members of their boards of education perceived a strong commitment to school improvement in their open-ended responses on the mailed questionnaires at both Time 1 and Time 2. The results of the telephone surveys also confirmed this perceived strong commitment to school improvement on the part of the board, as perceived by the board members and superintendents. This commitment was frequently described as time spent on

discussions of school improvement, and support for practice and policy in regard to curriculum, staff development, and finances.

Superintendents perceived a strong link between school improvement aligned to curriculum, instruction, achievement, and staff development at Time 1, but board members did not perceive this as highly important until Time 2, as evidenced by open-ended responses on the questionnaires.

Superintendents indicated in their open-ended responses on the questionnaire that they were in the role of superintendent because they wanted to have a positive impact on students in the schools, whereas board members said they became a member of a school board most often out of a sense of responsibility to serve the community.

School board minutes in general did not reveal evidence of frequent discussion or board action on issues directly related to their involvement in the Leadership for School Improvement Project. Only about 70% of the districts sending in their board minutes ever reported this type of discussion of board action. The two districts that evidenced the most discussion and board action had a school-improvement section built into their board agenda. Early in the data-gathering period, the board minutes reflected mainly discussion on awareness and planning issues related to school improvement. Later in the data gathering, more specific practices and policies related to school improvement were mentioned and supported (i.e., mission statements, goals, policies on school improvement, curriculum, and personnel evaluation).

The telephone surveys reported specific changes as perceived by ten superintendents and ten members of their boards of education. The perceived changes in the school districts can be summarized as increased involvement, collaboration, cooperation, and communication of all who work in the schools. Improvement in staff morale was mentioned frequently by both superintendents and board members, along with increased community support reported by some members of the boards of education.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The researcher's purpose in this study was to describe the ways in which superintendents involved their boards of education in a school-improvement process. The study also described the change in the school boards' role as policy and governing boards, as their school district was involved in a school-improvement process. Descriptions of changes in the superintendents' and board members' perceptions of importance, policies, and practices of characteristics and factors related to effective schools from close to the onset of the school districts' involvement in school-improvement efforts to about one year later were presented. Both quantitative and qualitative data were reported in an attempt to give both an objective and rich description of the research.

The Leadership for School Improvement Project (LSIP) participant school districts that began their involvement in the project in November 1987 were invited to participate in this study. Initially, 30 of the 37 districts participating in the project accepted the invitation. Out of the 30 districts that agreed to be involved in the study, 25 school districts actually responded to the first set of questionnaires sent in early April 1988 (an 83% return

rate). This first questionnaire was returned by 25 superintendents and 128 members of their boards of education. The second questionnaire, mailed about ten months later, was returned by 19 of the original 25 superintendents and 111 members of the boards of education of 20 of the original 25 districts that responded to the first questionnaire.

The questionnaire was designed by the researcher and Lawrence Lezotte, director of the National Center for Effective Schools Research and Development. The instrument was also reviewed by Dr. Brian Rowan, educational researcher and associate professor of educational administration at Michigan State University before being approved by the researcher's doctoral committee.

The questionnaire was designed in three parts. The first section was designed to measure the perceptions of importance and presence of the seven characteristics of effective schools commonly referred to Brookover and Lezotte (1977), Edmonds (1978), and others. The second section was designed to measure the perception of factors related to effective schools, which in major part were described in Effective School Policies, a Research Synthesis, published by Northwest Regional Educational Laboratory. The third section contained a series of questions that involved rankings or open-ended responses. In this section, demographic data were also collected. The questionnaire sent to superintendents and board members varied only on a few questions included in section three.

Quantitative data were collected, and t-tests and chi-square tests of statistical significance were used to determine differences

and relationships of perceptions of school board members and superintendents on the importance and presence of characteristics and the importance and practice/policy of factors related to effective schools. The Pearson product-moment correlation and chi-square tests of statistical significance were computed on combined factors related to effective schools (combined factors listed in Appendix C) for the perceived importance and practice/policy of these combined factors by members of the boards of education with board members' career type, educational level, and length of time on the school board. These statistical tests were computed on data collected at Time 1 (April 1988) and at Time 2 (January 1989). The Statistical Analysis System (SAS) was used to analyze the data.

Qualitative data were collected by analysis of minutes of the board of education meetings, responses to open-ended questions on the mailed questionnaire, and telephone surveys done on ten selected superintendents and one member of each of the superintendents' boards of education.

The goals of the LSIP program are (a) to develop leadership skills in individuals while assisting them as a collaborative team, and (b) to develop and implement a district plan for school improvement.

It should be noted that the superintendents who participated in this study were involved in the LSIP training, whereas only a few board members (fewer than five) experienced this training. Some board members who participated in the study experienced some form of

awareness training, but only by way of what the superintendents initiated for their particular boards of education.

This study was designed around the theory of adaptive behavior described by Berman and McLaughlin (1979) as morphogenesis. Morphogenesis refers to processes whereby systems change their basic internal arrangements and develop new steady conditions. This condition suggests a model of dynamic development of change. The model requires that a decision be made that change is needed, planning to arrive at improvement, and the implementation of the plan, which requires commitment to the plan and a willingness to develop and restructure in order to improve and change the current steady state. This type of change calls for restructuring of policy and practice at the district, school, and, most important, the classroom level.

The school-improvement process that these districts are involved in is considered an internal renewal model that supports this dynamic development in a school or school district. It should again be noted that a self-renewing school district has "the ability to continuously sense and adapt itself to its external and internal environment in such a manner as to strengthen itself and ultimately fulfill its goal of providing education for children" (Miles & Lake, 1969, p. 82).

Whereas schools may have traditionally functioned as loosely coupled systems, accumulating evidence has begun to suggest that instructional effectiveness at the school and district levels may be enhanced by strengthening the organizational coupling of goals and

outcomes in the areas of curriculum and instruction. The finding held true in the 12 instructionally effective school districts (IESD) studied by Murphy and Hallinger (1986), and a similar outcome was reported in the ten-volume study of Dissemination Efforts Supporting School Improvement (DESSI).

The Leadership for School Improvement Project model to which the school districts involved in this study have been introduced has been described as both a top-down and a bottom-up, inside-out model. It suggests a tightening in the area of prescribed learner goals and outcomes but a loosening in process to allow a "bubbling up" of practices, strategies, and policies to help assure success for students in regard to these goals and outcomes. The loosening of process is meant to assist in the necessary dialogue and collaboration of all who work in the schools to arrive at the commitment and restructuring necessary for successful change.

In Chapter II of this study, it appeared clear in the review of literature that school board members want and need to be involved in school-improvement efforts aimed at restructuring and institutionalizing change in the schools. The remainder of this chapter provides a summary of the findings and conclusions regarding the perceived changes in levels of importance of characteristics and factors related to effective schools and perceived presence and practice/policy of these characteristics and factors by board members and their superintendents at Time 1 and Time 2. Descriptions of commitment and identified changes in these

perceptions are presented with both quantitative and qualitative data. Likenesses, differences, and comparisons between perceptions of superintendents and board members are summarized, discussed, and used to support the conclusions and recommendations.

Description of improvement or planned change in general and in concert with the theory of morphogenesis takes time. The long-term effects of change were not described in this study.

Findings and Conclusions

Research Question 1

Will members of the boards of education and superintendents perceive characteristics affecting effective schools as increasingly important as the district plan for school improvement is developed and implemented?

Summary of findings. All the characteristics of effective schools were perceived as either essential or very important by board members and superintendents, and both ranked **Climate of high expectations** to be of highest importance at Time 1 and Time 2. Superintendents and board members differed in that board members ranked **Safe and orderly environment** as essential and **Instructional leadership** as lower or only very important at both Time 1 and Time 2, whereas superintendents ranked **Instructional leadership** as very important at Time 1 but ranked it higher or essential at Time 2. **Safe and orderly environment**, on the other hand, dropped from a number 2 ranking to a number 5 ranking, rating it lower as very important compared to essential at Time 1. The perceived importance of characteristics of effective schools by superintendents or

members of the boards of education at Time 1 and Time 2 indicated no significant increase in importance.

Conclusions. It did not appear that involvement in a school-improvement program influenced perceptions of superintendents or members of the boards of education regarding the importance of characteristics related to effective schools. They appeared to perceive the importance before their involvement in this school-improvement planning process.

Superintendents may perceive Instructional leadership as being essential compared to board members because of their formal training in educational leadership, continued involvement with professional-development activities, and reading educational research and articles published in professional journals, along with the fact that one of the two major goals of LSIP is the improvement of leadership skills in participants. Board members, on the other hand, perceive Safe and orderly environment as essential. They historically have been involved in areas such as the school's physical plant and/or issues of disciplinary policies and procedures. Board members also reflect the communities in which they serve, and during the last decade, communities in general across the United States have been concerned with discipline in the public schools.

Research Question 2

Will the perceived presence of the characteristics of effective schools by members of the boards of education and superintendents increase in the schools as the district plan for school improvement is developed and implemented?

Summary of findings. None of the seven characteristics of effective schools were perceived by board members to be present in all schools, at either Time 1 or Time 2. However, at Time 2, board members perceived a Safe and orderly environment and Frequent monitoring of student progress to be present in most but not all of the schools. There was no significant difference in the perceived presence of characteristics of effective schools between Time 1 and Time 2 for either school board members or superintendents.

Conclusions. Although the findings for Research Question 1 revealed that all characteristics of effective schools were perceived as either essential or very important by both superintendents and members of the boards of education, Research Question 2 revealed that no characteristic was perceived to be present in all of the schools. Even though school board members and superintendents perceived Climate of high expectations to be of highest importance, the characteristic was perceived to be present in only some of the schools. It would appear that board members and superintendents do not perceive that the basic belief by all who work in the schools that "All children can learn" is present and practiced in all or most of the schools. Generally, the level of importance of all characteristics of effective schools is not matched by its presence in the schools.

There did not appear to be a statistically significant difference between the perceived level of presence of characteristics related to effective schools by superintendents and members of the boards of education between Time 1 and Time 2.

Research Question 3

Will members of the boards of education and superintendents perceive factors affecting effective schools as increasingly important as the district plan for school improvement is developed and implemented?

Summary of findings. Of the 36 factors related to effective schools, board members perceived the following factors to be essential at both Time 1 and Time 2:

- . District leaders and staff believe all students can learn.
- . The superintendent is evaluated by the school board annually on progress on the district goals and objectives.
- . A written code of student conduct is reviewed with students, parents, and staff.
- . The school board makes a formal commitment to school improvement based on quality and equity.
- . Principals are supervised by the superintendent on progress on district and school improvement plans.
- . A clearly defined K-12 curriculum with essential learning objectives is in place.

The factor that appeared to make the most change in importance of policy according to the perceptions of superintendents between Time 1 and Time 2 was the School board's commitment to school improvement. This perception was supported by the reported commitment of members of the boards of education on responses to the questionnaires and in the 20 telephone surveys conducted with

superintendents and members of their boards of education toward the end of this year-long study.

There were no statistically significant differences in the importance of factors related to effective schools between Time 1 and Time 2 for both superintendents and members of the boards of education.

Conclusions. Superintendents and school board members did not appear to be significantly influenced to change their minds about their perceived level of importance regarding the factors related to effective schools during the course of this study. Both superintendents and board members perceived all the factors related to effective schools as at least very important at Time 1.

Research Question 4

Will members of the boards of education and superintendents perceive the presence of factors of effective schools to increase in the schools as the district plan for school improvement is planned and implemented?

Summary of findings. Board members ranked A written code of student conduct that is reviewed with students, parents, and staff as the number one written policy at both Time 1 and Time 2. Ranking number two as policy both times was The superintendent is evaluated by the school board annually on progress on district goals and objectives. Establishment of a district plan which focuses on school improvement based on student achievement was ranked eighth at Time 1 but ranked third at Time 2 and was considered practice in most of the schools.

Superintendents perceived **A written code of student conduct is reviewed with students, parents, and staff as actual policy** at both Time 1 and Time 2. At Time 2, superintendents perceived **The board expects the superintendent to be an instructional leader to be actual policy**, whereas board members only perceived it to be a practice but not actual policy. Superintendents perceived 11 factors related to effective schools as practice but 14 of the factors as practices at Time 2. **The school board makes a formal commitment to school improvement based on quality and equity** was perceived as uncertain by superintendents as practice/policy initially but as actual written policy at Time 2. However, school board members only perceived this factor as a practice but not actual policy at Time 2.

Statistically significant differences in practice/policy of factors related to effective schools as perceived by board members were found between Time 1 and Time 2 for the following factors:

- . **School and community partnerships can strengthen curriculum** dropped from perceived policy to practice.
- . **At least annually teachers are supervised to help them improve** was seen as a weaker practice at Time 2.
- . **A written code of student conduct is reviewed with students, parents, and staff** was considered a stronger policy.
- . **Establishment of a district plan which focuses on school improvement based on student achievement** was considered a stronger practice.

Statistically significant differences in perceptions of practice/policy of factors related to effective schools between Time 1 and Time 2 by superintendents were revealed as follows:

- . Board expects superintendent to be an instructional leader moved from a practice to a policy.
- . Evaluations of new programs are made according to impact on learning moved from uncertainty about practice/policy to a practice.
- . A material resource pool is allocated for use for building-level involvement moved from no practice to an actual policy.
- . The school board makes a formal commitment to school improvement based on quality and equity moved from a perceived uncertainty about practice to perceived practice.
- . Establishment of a district plan which focuses on school improvement based on student performance moved from perceived uncertainty as a policy to a perceived practice.
- . Principals are supervised by the superintendent on progress on district and school improvement plans moved to a perceived stronger practice.

Overall, it did not appear that there was a statistically significant difference between the perceived practice/policy of factors related to effective schools by superintendents and board members at Time 1 and Time 2.

Conclusions. Both superintendents and members of the boards of education perceived A written code of student conduct to be a written policy, and members of the boards of education perceived it to be a significantly stronger written policy at Time 2. There again seems to be evidence of the presence of policy in the area of Safe and orderly environment, reflected in the perceived policy of this factor. Areas of policy regarding Safe and orderly environment are familiar and comfortable for superintendents but even more familiar to board members historically. Interestingly, in the open-ended questions that asked superintendents and board members to list practices or policies that support school improvement, no examples

of Safe and orderly environment factors were mentioned. This might suggest that although superintendents and school board members perceive a safe and orderly environment in the schools to be important, they may not directly see this as practice/policy that relates to school improvement.

The perceived perception by board members that there is a significant difference that shows a decrease in practice regarding Supervision of teachers to help them grow may reflect their increased awareness that actual practices and policies did or did not exist at Time 2. It would appear that the districts' involvement in LSIP influenced the significant difference in perceived stronger practice of the Establishment of a district plan for school improvement based on student achievement between Time 1 and Time 2. This also would appear to explain a similar significant difference in perceived practice of this factor by superintendents. The remaining factors that were found to be significantly different from Time 1 to Time 2 by superintendents in the direction of perceived stronger practice/policy may have resulted from the superintendents' direct involvement in training during LSIP, which focused primarily on the improvement of leadership skills and the development of a school-improvement plan. Concepts such as the importance of student time on task and technical assistance in the local district and schools were also stressed during training.

Overall, boards are beginning to see the importance of developing a district plan for school improvement, and

superintendents perceive themselves as being more instructional leaders, but board members do not appear to perceive this.

Research Question 5

Does the presence of characteristics of effective schools depend on their level of importance, as perceived by members of the boards of education?

Summary of findings. There was a statistically significant relationship between the perceived importance and actual presence of Safe and orderly environment and Frequent monitoring of student progress at both Time 1 and Time 2. (It should, however, be noted that 50% or more of the cells had expected counts of less than five for Safe and orderly environment.)

Conclusions. As was mentioned in the conclusions on Research Questions 1 and 4, the importance and presence of areas of Safe and orderly environment have historically been in the realm of concern and policy for the members of boards of education. The significant relationship here may continue to evidence the strong support in belief and policy for safe and orderly environments to exist in the schools of the districts in which these board members reside. (The strength of this conclusion should be regarded with caution because of the high percentage of empty cells.) Boards have also historically been involved with presentation of test data on student achievement, as well as being involved in adopting policy on testing, which could account for the high degree of relationship of importance and presence of frequent monitoring and adjustment of pupil progress.

Research Question 6

Does the practice/policy of factors related to effective schools depend on their level of importance, as perceived by members of the boards of education?

Summary of findings. There was a statistically significant relationship between practice/policy of most of the factors related to effective schools and their perceived level of importance by members of the boards of education at both Time 1 and Time 2. The following factors did show change to having a significant relationship between level of importance and practice/policy by board members at Time 2:

- . Board expects principals to be instructional leaders.
- . Out-of-school suspensions and expulsions are minimal; in-school suspensions are used most often.
- . The superintendent is evaluated by the school board annually on progress on district goals and objectives.
- . Financial support is provided for resources and technical assistance to implement school improvement.
- . The school board makes a formal commitment to school improvement based on quality and equity.

Generally speaking, the essential and very important factors are practice or written policy as perceived by members of the boards of education, but the degree of importance does not equal their practice. The level of practice is typically lower.

Conclusions. There appears to be a significant relationship between many of the factors related to effective schools because of the perceived high level of importance of most of the factors related to effective schools and the perception of practice/policy

of these factors. Even though there is a significant relationship of the importance and practice/policy of these factors, the boards appear to need to try to move from informal practice to actual written policy to support these factors related to effective schools. According to the high level of importance revealed in findings under Research Questions 3 and 4 regarding the level of importance and practice of factors related to effective schools, there appears to be additional evidence that perception levels of importance of factors related to effective schools do not match the level of policy perceived by members of the boards of education.

Research Question 7

Are the school board members' perceptions of importance and presence of characteristics of effective schools, along with importance and practice/policy of factors related to effective schools, influenced by the length of time as board members, their educational level, or career type?

Length of Time on the School Board:

Summary of findings. Length of time on the board was significantly related to the level of importance of the characteristics of effective schools of **Opportunity to learn** and **student time on task** at Time 1. Board members who had been on the boards for a longer period of time (five years or more) perceived this characteristic as essential. However, at Time 2, there was not a significant relationship between length of time on the board and the level of importance of characteristics of effective schools.

Overall, there appeared to be no significant relationship between length of time on the school board and the perceived

presence of characteristics of effective schools. At Time 1, board members who had served for less time perceived combined factors under **Climate of high expectations** to be more important to schools compared to members of the boards of education who had served for a longer period of time. (See Appendix C for combined factors.) At Time 2, there was no relationship between length of time on the board and combined factors of **Climate of high expectations**. At Time 2, the combined factors of **Home/school relations** were perceived as significant by members of the boards who had served longer compared to board members who had served on the boards for less than five years.

Conclusions. It appears that at Time 2, board members who had been on the board for less than five years learned through their districts' involvement in training and planning for school improvement, and their knowledge or perceptions of the importance of **Opportunity to learn** and **student time on task** matched that of board members who had been on the school board for a longer period of time.

Board members who had been on the board for fewer years perceived the greater importance of combined factors under **Climate of high expectations** at Time 1 but at Time 2 did not perceive the importance of this characteristic of effective schools to be any greater than did members of the boards who had served for a longer time. This might indicate that as board members become more experienced they perceive more accurately what is really going on in

the district or at least perceive it more closely to the way board members who have served for five years or more do.

At Time 2, board members who had served longer perceived the combined factors relating to Home/school relations to be more important than did board members who had served less time. This might be explained by realizing that board members who have served for a longer period of time may become more sensitive to the need of parents and the community to be involved in the education of students. Since the training and materials in LSIP reinforced the need for good home/school relations, some of this information may have been shared with board members, and those serving on the boards for longer periods of time may have received information that reinforced or strengthened their belief in the importance of parent and community involvement in the schools.

Educational Level of the School Board:

Summary of findings. Board members who had a college degree or higher perceived a statistically significant relationship with the importance of Instructional leadership at Time 2, compared to board members with only a high school degree. There was a statistically significant relationship between board members' having a college degree on the perceived presence of Instructional leadership at Time 1 but not at Time 2.

Board members who had at least a college degree compared to those who were high school graduates perceived the following factors related to effective schools as essential and most important at both Time 1 and Time 2:

- . A communication plan is established to communicate with the internal school organization as well as with external publics.
- . Student performance data are collected, summarized, and publicized.
- . Skill development is made available to the board and all who work in the district.
- . A clearly defined K-12 curriculum with essential learner objectives is in place.

The following factors were perceived to be highly important factors of effective schools by members of the boards of education who had a college degree or better at Time 1:

- . Board expects teachers to take leadership roles in instruction.
- . Parent involvement that supports the instructional program is made clear.
- . Teachers are expected to use effective instructional practices based on research.
- . A written code of student conduct is reviewed with students, parents, and staff.
- . At least annually teachers are supervised to help them improve.

The following are factors related to effective schools that were perceived important by board members with at least a college degree or higher at Time 2:

- . Specific time allocations are made for subjects taught.
- . The school's written curriculum is aligned with what the teacher teaches.
- . The school board makes a formal commitment to school improvement.
- . Financial support is provided for resources and technical assistance to implement school improvement.

- . District leaders establish awards programs for staff and students to recognize excellence.
- . Staff awards are based on student performance.

Board members with at least a college degree perceived more practice/policy of the following factors related to effective schools compared to board members with a high school education at Time 2:

- . Teachers are expected to use effective instructional practices based on research.
- . Financial supported is provided for resources and technical assistance to implement school improvement.

Level of education for board members did not appear to have an overall significant relationship to the importance of characteristics or combined factors related to effective schools or their presence or practice/policy at either Time 1 or Time 2.

Conclusions. It appears that school board members with at least a college education perceived the importance of Instructional leadership to be greater at Time 2. It might be that the board members with higher education were more influenced by their districts' involvement in LSIP than were board members with less education. It also appears that board members with at least a college degree were more apt to believe that Instructional leadership was present in the schools at Time 1 compared to board members with only a high school degree. However, this relationship was not significant at Time 2. Board members with less education began to perceive the presence of Instructional leadership in schools at Time 2.

School board members perceived factors related to Communication, Curriculum development, Staff development, and Monitoring student performance as highly important at both Time 1 and Time 2 compared to board members with less education. It appears that the districts' involvement in LSIP had no effect on the perception of importance of these factors for board members with college degrees (they knew they were important before LSIP) or for board members with a high school education since they did not change their perceptions of importance over time.

Board members with a high school degree appeared to change their perceptions of importance of factors related to effective schools to match more closely with members of the boards of education with a college degree at Time 2 in regard to Teacher leadership roles in instruction, Teachers' use of research-based instructional practices, A written code of student conduct, and The annual supervision of teachers to help them improve. It appears that these board members' perceptions may have been influenced by the importance of these factors during their school districts' involvement in a school-improvement project.

Involvement in a district school-improvement project did not appear to influence the perceptions of importance of Specific time allocations made for subjects taught, The school's written curriculum is aligned to what teachers teach, A board's formal commitment to school improvement, Financial support for school improvement, or Awards established to recognize staff and students

for excellence and student achievement. Members of the school boards with high school degrees continued not to perceive these factors as important at Time 2.

Similarly, the districts' involvement in a school-improvement project did not appear to influence perceptions of practice/policy over time for Teachers use of effective instructional practices based on research or Provision for financial support provided for resources and technical assistance to implement school improvement of board members with a high school degree. At Time 2, they still did not perceive the level of practice/policy of these factors compared to board members with at least a college education.

Overall, the educational level of members of the boards of education does not appear to have a strong influence on the perception of actual practice/policy of factors related to effective schools. However, the higher the educational level, the more significantly important are the factors related to effective schools as compared to board members with less education.

Career Type of Members of the Boards:

Summary of findings. There was no apparent significant relationship regarding the importance or presence of characteristics of effective schools for board members who were considered professionals compared to board members who were not considered professionals. However, at Time 2, board members who were not professionals did not perceive a high level of importance to the factors Evaluation of new programs made according to the impact on learning time, the School's written curriculum is aligned with what

is taught, and Staff awards are based on contributions to improve student performance as did members who were professionals.

The board members who considered themselves to be professionals perceived the following factors to be practice/policy at Time 1 compared to those board members who considered themselves to be nonprofessionals:

- . Students are taught in heterogeneous groups for the most part.
- . Specific time allocations are made for subjects taught.
- . The board recognizes the need to establish and monitor district goals and objectives.

Similarly, there was a statistically significant relationship between the factor District supervisors provide technical assistance in all areas of instruction and career type at Time 2.

Conclusions. It appeared that a school district's involvement in a school-improvement project did not change the perceptions of board members who were not professionals in levels of importance of factors of effective schools that were perceived to be important at Time 2 by board members who were professionals. However, it appears that there was a change in the factors considered to be practice/policy by board members without professional careers at Time 2, when compared to board members considered professionals.

Overall, considering the 36 factors related to effective schools, career type (professionals compared to nonprofessionals) did not appear to have a great effect on board members' perception

on importance of factors related to effective schools or the practice/policy of these factors.

Research Question 8

Will members of the board of education become more involved in and committed to school improvement as the district plan for school improvement is developed and implemented by the district?

Summary of findings. There was no general increase in the level of commitment of members of the boards of education between Time 1 and Time 2. This was confirmed through frequency measures and percentages, along with data collected from telephone surveys, which revealed that there was more than a 90% commitment at both Time 1 and Time 2.

Research Question 9

What are the primary responsibilities of the board of education in the development of policy?

Summary of findings. The board members considered their primary responsibility in the development of policy to be in the area of Budget and financial planning at Time 1. At Time 2, board members considered policy in the area of Curriculum and instructional management to be their number one responsibility.

Superintendents considered their number one policy responsibility to be in the area of Curriculum and instructional management at both Time 1 and Time 2.

Conclusions. The LSIP program stressed the importance of policy to support curriculum and instruction. Superintendents appeared to believe that policy to support curriculum and

instruction should be their number one responsibility all along. School board members, on the other hand, appeared to come to believe and perceive that their number one policy responsibility should be in the area of curriculum and instruction at Time 1 and Time 2.

Research Question 10

What are some of the factors that impede board members' involvement in school-improvement activities?

Summary of findings. The major factors that impede the boards' involvement in school improvement were perceived by superintendents and school board members to be first, Time needed and second, Financial support. However, in the results of telephone surveys, superintendents and school board members frequently described commitment as time spent in school improvement and financial support.

Conclusions. It could be interpreted that either the board and superintendent do not fully understand the all-encompassing role of importance school improvement has to the strength and life of the school district or that we could use a cultural anthropologist's interpretation, which would tell us that the things we spend our time on and the rituals and symbols that are used reveal what is considered most important to the culture of the organization. This may indicate that board members and superintendents do not value the morphogenetic theory of dynamic development discussed earlier in this chapter or realize the implications and changes that occur from this development. Rather, they may perceive that things are going

all right. They may still have an "If it ain't broke, don't fix it" attitude--"We will do school improvement when we have the time."

The researcher believes that to some degree both of these explanations could be valid. However, since such a strong perceived commitment to school improvement was revealed by superintendents about the boards' commitment, along with the boards' statements of commitment, the first explanation appears to make the most sense. The boards and superintendents do not totally realize or perceive that time spent on school improvement is not an option to them if they truly are committed to the teaching-for-learning mission of the schools.

Overall Conclusions

1. Commitment to school improvement. Commitment to school improvement appeared to have been received from the board of education by the superintendent at Time 1, and this commitment continued at Time 2. However, superintendents saw a need to make a formal commitment in the form of a written policy at Time 2, but board members, in general, only saw commitment to be a practice of the board and not written policy. At Time 2, board members began to see the relationship of the importance and practice/policy of providing financial support to implement school improvement. The school board members began also to see the relationship between importance and practice/policy for their commitment to school improvement based on quality and equity.

2. Need for written policy. School board members increasingly saw the need for a written policy of a district plan for school improvement at Time 2.

3. Instructional leadership. Superintendents began to perceive themselves as instructional leaders, but school board members did not appear to perceive this. School board members did begin to see the relationship between importance and practice/policy for principals to be instructional leaders.

4. Importance/practice of factors of effective schools. Generally speaking, the perceived essential and very important factors related to effective schools (see questionnaire, Appendix A, for factors) did not equal their practice. As reported by superintendents and board of education members, the level of practice was typically lower.

5. Policy responsibility. Superintendents perceived their number one responsibility in the area of policy to be curriculum and instructional management, at both Time 1 and Time 2. School board members, on the other hand, perceived their primary policy responsibility in the area of budget and financial planning at Time 1. However, at Time 2, school board members agreed with superintendents that their primary responsibility of policy was in the area of curriculum and instructional management.

6. Factors that impede school board involvement. School board members and superintendents perceived the factors that impede school boards' involvement in school improvement to be, first, time needed and, second, financial support. By giving the factor of time needed

to explain what keeps the board from getting more involved in school improvement, it appears to reveal that the superintendents and members of the boards of education did not fully understand the all-encompassing role of school improvement. They did not perceive that time involved with school improvement is time spent on the very core or heart of why schools exist, as institutions of teaching for learning for all children.

7. Superintendents' and board members' reasons for serving.

The number one reason school board members decided to run for a position on the board of education was to serve the community. The number one reason why superintendents wanted to serve in that role was to have a positive impact on the students in the schools.

8. Discussion of school improvement in board of education minutes. General information and discussion on school improvement was the category of responses most often described in minutes of the boards of education. Overall, there appeared to be a small amount of discussion on school-improvement activities over the course of the year, compared to data collected on questionnaires and telephone surveys. The school district that mentioned school-improvement involvement most often had a specific section in its agenda to report on school improvement. Board minutes earlier in the year generally focused on planning and awareness of school improvement, whereas later minutes began to report implementation practices and policy development.

9. Superintendents' involvement of their board members.

Superintendents and school board members in the telephone surveys mentioned involving their boards most often in development of a mission statement and goals, awareness sessions on school improvement for the board specifically, and school-improvement updates at board meetings, along with being involved in district staff-development opportunities and developing policy to support school improvement.

10. Superintendents' plans to involve their school boards in the future. Superintendents, according to the telephone surveys, plan to continue to involve the boards of education in school improvement by bringing building-level plans to the board for approval, updating the board members on school-improvement progress at regularly scheduled board meetings, along with reviewing and developing policy to support school improvement.

11. Changes perceived since district involvement in school improvement. Superintendents and members of the boards of education, responding to the telephone survey, mentioned the following changes that have occurred in their school districts since their district teams became involved in the Leadership for School Improvement Project: There was generally a positive change in attitudes, communication, cooperation, and collaboration of all who worked in the schools (administrators, teachers, staff, and students). More specifically, there was mention of improved communication and involvement of parents and the community with the schools, a general perceived importance of curriculum, and specified

statements about getting rid of tracking, more discussions on teaching and learning, feeling good about empowerment of teachers, along with the improved morale of veteran teachers.

Recommendations

General Recommendations

1. School districts interested in internal renewal. School districts that are interested in an internal renewal model that is founded on the dynamic development of change and are interested in the kind of change reported in this study should consider a process of school improvement that is grounded in research, specific in outcomes, collaborative in nature, and evaluated and monitored on an ongoing basis.

The changes that support this dynamic development are school boards' perceptions of importance and practice of principals as instructional leaders, that there should be financial and technical assistance to support school improvement, and that school boards should make a formal commitment to school improvement based on quality and equity. There were also reports of changes by superintendents and board members in improved attitudes of people who work in the schools, along with an increase in collaboration, cooperation, and communication between teachers and administrators. An important and dynamic change was reported in the board members' ranking of Budget and financial planning as their number one policy responsibility at Time 1 but at Time 2 ranking Curriculum and instruction as their highest policy responsibility.

2. Time needed for school improvement. It appears that superintendents and school board members in this study and superintendents and school board members in general who are interested in becoming involved in school improvement need to come to realize that school improvement is not something you do when and if you have the time. When a true understanding of school improvement is developed by superintendents and members of the boards of education, they will know it because they will no longer see school improvement as an option. They need to come to perceive school improvement as a never-ending process that is vital to the teaching-for-learning mission of the schools. Strategies to arrive at this understanding need to continue to be developed if superintendents and school board members are serious about school improvement. Working on changing the beliefs of board members and superintendents regarding time needed appears to be necessary since both saw Time needed for school improvement to be the number one factor that impedes the board's involvement in school improvement.

3. Communication for school improvement. It is important to plan ways to communicate with the school board, staff, and community on school improvement. Suggestions by board members and superintendents in the study included: a special item on the school board agenda to report on school improvement, using a staff and district newsletter to share updates on school-improvement activities with employees and the community, and having ongoing communication within and between schools, as well as with central administration and the board of education.

Recommendations for Superintendents

1. School board members' involvement in school improvement.

School superintendents suggested involving their boards early in the school-improvement process. Getting their commitment before beginning the process is recommended. Getting school board members involved and committed to school improvement will help them increasingly to understand the relationship of key factors that assist school improvement as practice and/or written policy, especially in the area of financial support for school improvement, as indicated by the significant relationship between importance and practice/policy by the boards for the Financial support for the resources and technical assistance to implement school improvement at Time 2. Also at Time 2, superintendents and board members reported that the visible involvement of the board of education in such school-improvement activities as staff development and development of mission statements makes an impression on those who work in the schools that school improvement is a priority.

2. Instructional leadership in school improvement. Superintendents in this study began to perceive themselves as instructional leaders, but their board members did not perceive this. Superintendents need to be specific about ways in which they affect the instructional teaching-for-learning mission of the schools and communicate this to the school board if they wish to be viewed as instructional leaders. At Time 2, board members did perceive the relationship of the importance and practice/policy for the principal's role in instructional leadership in school improvement.

3. Benefits of inservice training for members of the school board. The findings in this study appear to indicate that school board members do benefit from inservice and involvement in staff development and that this involvement can lead to a change in perceptions. These changes are specifically discussed under general recommendations, School districts interested in internal renewal, and appear to verify that board members' perceptions of the importance and practice/policy of factors related to effective schools can change as the district continues to involve the school board in school improvement. There was also a reported increase in the relationship of importance and practice/policy of factors related to effective schools for board members with a high school degree at Time 2. At Time 1, several policy factors that showed a significant relationship for board members with a college degree or higher also showed a significant relationship by Time 2 for board members with a high school degree, which could be in some part regarded as change due to being informed about and involved in the school-improvement effort. Superintendents should plan for these growth experiences for the members of their boards if they want to continue to influence their beliefs and move toward policy in the school district based on these beliefs.

Recommendations for School Board Members

1. Commitment to school improvement necessary. Commitment to school improvement by the board of education is important in the early stages of school-improvement planning as well as during

implementation. Commitment in this study was described as visible and verbal support for school improvement, being willing to support school-improvement efforts with financial support, and by being willing to find time to be involved with all aspects of school improvement, especially development of policy to support school-improvement efforts.

2. Inservice for school board members is important. School board members need to realize the importance of being involved in ongoing inservice to continue to help them grow in their knowledge so that they can support practice and develop policy that is needed to support school-improvement efforts in the school district. As mentioned before in recommendations to superintendents in regard to inservice training for board members, there does appear to be evidence that as school board members become more involved and gain more information about the importance and practice/policy of factors related to effective schools, some of their beliefs and perceptions change in the direction of more support for these factors.

3. School board members need to realize superintendent's role as instructional leader. School board members need to realize the importance of the role superintendents play as instructional leaders, and this appears to need to be communicated to them by the superintendents, since this study reported that school board members during Time 1 and Time 2 did not view the superintendent as an instructional leader.

4. Development of district plan for school improvement is important. School board members during the course of this study saw

the increasing need to develop a district plan for school improvement. Other school board members who are interested in school improvement should consider developing a district plan for school improvement to assist them in this process.

5. School board members need to be involved in school improvement. Superintendents in this study involved their boards of education initially by including them in the development of a mission statement and goals, making available awareness sessions on school improvement, and updating them on school improvement at board meetings. Later they involved them in the development of policy to support school-improvement efforts. These activities and others should be welcomed by school board members in order to get their schools involved by developing and implementing a district plan for school improvement.

Recommendations for Future Study

This study described quantitative and qualitative data about school districts' involvement in a school-improvement process over about a one-year period. More specifically, it described changes that occurred in the role of school board members in these districts during the course of the study. The findings and conclusions of this study, although rich and valuable, do not report the long-term effects of change. Descriptions of improvement or planned change, in concert with the theory of morphogenesis, take time. Therefore, it is recommended that a follow-up study be done with the school districts that participated in this study to measure the continual

changes that may occur after the district plan for school improvement has been implemented for two or three years.

Reflections

Today, more than any other time, we need to look to our schools to prepare our students for a world of change. The skills of basic knowledge will remain important, but only as tools or means to an end--but an end that will not remain constant for very long. What our schools need to do to prepare our children for the twenty-first century is to teach them how to think. They must learn to question, problem solve, analyze, and evaluate the technological world in which they live. They must also learn to do this in cooperation and collaboration with others. They must learn to work together with people of different races, socioeconomic levels, languages, and cultures.

Life for our children tomorrow will become more and more unlike the lives of their parents and especially their grandparents. Yet the schools of today are not much different for our children than they were for us.

On May 2, 1989, ABC television network aired a program titled "Teaching Our Children to Think." From their research they were able to come up with three barriers that keep us from teaching our children to think: (a) rote learning, (b) labeling, and (c) tracking. These practices are descriptions of what we thought were the best ways to educate our children in the past. Unfortunately, even though it may be argued in retrospect as to whether these

strategies ever truly lead to equitable and quality education, it is becoming more and more obvious that these strategies will not prepare all students to be able to play a viable role in their community and in the world of the future. We must change our paradigm of student achievement fitting on a bell-shaped curve, where many students are not expected to master skills. We must instead conceptualize student performance on a J-curve, which is built on the premise of expectation of possible mastery for all students. Actually, schools are presently falling short in preparing students for the technological informational work world of today.

What can we do to paint a brighter future? We must all work together to change the ways we do business in the schools. This study indicates a strong need to collaboratively include all who work in the schools in this change process, especially focusing on the need to involve the members of the board of education. If we do not change, we will continue to get what we are getting now--more dropouts, more unemployment, and more crime and drug abuse.

However, schools and school boards alone cannot solve the problem of restructuring. It takes the active involvement of the whole community, including parents, businesses, religious groups, and others. School districts that are serious about changing the way they do business and that want to renew or begin to focus on a teaching-for-learning mission for all can use a school-improvement process such as the one described in this study. This first step of

commitment to improve schools and classrooms will help all students gain the skills to succeed in the next century. Change is difficult, particularly in the schools where people traditionally have worked in isolated classrooms that many times have only been connected by a common parking lot.

Improving our schools is no longer an option but a necessity. Having the vision that all children can learn and think can help direct us, but we must be prepared to sustain the rough road ahead in trying to cooperatively and collaboratively make change happen in our schools. In the end, it will really be a triumph of political will, as said best by the late Ron Edmunds (1978):

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far. (p. 35)

If schools are to become learning organizations, school leaders, including school board members, administrators, and teachers, will have to show the way. Schools are in need of substantial revitalization as well as reorganization. As school leaders, we can take the leadership challenge and arrive at meaningful change in our schools. In the end, school improvement is really a triumph of political will, leadership, and empowerment.

APPENDICES

APPENDIX A

MAILED QUESTIONNAIRES AND TELEPHONE SURVEYS

**NATIONAL CENTER for EFFECTIVE SCHOOLS
RESEARCH and DEVELOPMENT**

2199 Jolly Rd., Ste. #160 Okemos, Michigan 48864 (517) 349-8841

Date _____

TO BE COMPLETED BY SCHOOL SUPERINTENDENTS

You are being asked to respond to the following characteristics that may be a part of a school or schools in your school district. We are asking you to rate each element in two ways:

—HOW IMPORTANT IS EACH CHARACTERISTIC TO AN EFFECTIVE SCHOOL?
Importance ratings should be assigned as follows:

Essential (E) = 4
Very Important (VI) = 3
Somewhat Important (SI) = 2
Not Important (NI) = 1

Please circle the appropriate number in the left-hand column that corresponds to your importance rating.

—ARE THESE CHARACTERISTICS PRESENT IN THE SCHOOLS IN YOUR DISTRICT?
The actual presence of characteristics should be assigned a rating as follows:

All Schools (AS) = 4
Most Schools (MS) = 3
Some Schools (SS) = 2
None of the Schools (NS) = 1

Please circle the appropriate number in the right-hand column that corresponds to the presence of the characteristic.

IMPORTANCE				CHARACTERISTICS	ACTUAL PRESENCE			
E	VI	SI	NI		AS	MS	SS	NS
4	3	2	1	SAFE AND ORDERLY ENVIRONMENT There is an orderly, purposeful businesslike atmosphere which is free from threat of physical harm. The school climate is pleasant and is conducive to teaching and learning.	4	3	2	1
4	3	2	1	CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS There is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and they believe that they have the capability to help all students attain mastery.	4	3	2	1
4	3	2	1	CLEAR AND FOCUSED MISSION There is a clearly articulated school mission through which the staff shares an understanding of, and a commitment to, the instructional goals, priorities, assessment procedures, and accountability. The staff accepts responsibility for students' learning of the school's essential curricular goals.	4	3	2	1
4	3	2	1	INSTRUCTIONAL LEADERSHIP The principal acts as an instructional leader and effectively and continually communicates the school's mission to staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.	4	3	2	1

Essential (E) = 4
 Very Important (VI) = 3
 Somewhat Important (SI) = 2
 Not Important (NI) = 1

All Schools (AS) = 4
 Most Schools (MS) = 3
 Some Schools (SS) = 2
 None of the Schools (NS) = 1

IMPORTANCE				CHARACTERISTICS	ACTUAL PRESENCE			
E	VI	SI	NI		AS	MS	SS	NS
4	3	2	1	FREQUENT MONITORING OF STUDENT PROGRESS Student academic progress is measured frequently. A variety of the assessment procedures are used. The results of the assessments are used to improve individual student performance and also improve the instructional program.	4	3	2	1
4	3	2	1	OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK Teachers allocate the majority of time in the classroom to instruction of the essential skills. For a high percentage of this time, students are engaged in whole class or large group planned, teacher directed, learning activities.	4	3	2	1
4	3	2	1	HOME-SCHOOL RELATIONS Parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission	4	3	2	1

The following factors may contribute to the development of effective schools. We are asking you to rate each factor in two ways:

—HOW IMPORTANT IS IT TO HAVE POLICIES OR ADMINISTRATIVE PRACTICES REGARDING EACH OF THESE FACTORS?

Essential (E) = 4
 Very Important (VI) = 3
 Somewhat Important (SI) = 2
 Not Important (NI) = 1

Please circle the appropriate number in the left-hand column that corresponds to your importance rating.

—DOES YOUR SCHOOL DISTRICT PRESENTLY HAVE A POLICY OR ADMINISTRATIVE PRACTICE THAT SUPPORTS OR MANDATES THIS FACTOR?
 Rate the level of policy development as follows:

Written Policy (WP) = 4
 Practice/Not Written Policy (PNWP) = 3
 Uncertain (U) = 2
 No Practice/No Policy (NPNP) = 1

Please circle the appropriate number in the right-hand column that corresponds to your actual practice rating

IMPORTANCE				FACTORS	ACTUAL PRACTICE			
E	VI	SI	NI		WP	PNWP	U	NPNP
4	3	2	1	The Board expects that principals will be heavily involved as instructional leaders in their buildings.	4	3	2	1
4	3	2	1	The Board expects that the superintendent will be an instructional leader in the school district.	4	3	2	1

Essential (E) = 4
 Very Important (VI) = 3
 Somewhat Important (SI) = 2
 Not Important (NI) = 1

Written Policy (WP) = 4
 Practice/Not Written Policy (PNWP) = 3
 Uncertain (U) = 2
 No Practice/No Policy (NPNP) = 1

IMPORTANCE				FACTORS	ACTUAL PRATICE			
E	VI	SI	NI		WP	PNWP	U	NPNP
4	3	2	1	The Board expects that teachers will take leadership roles in the instructional process.	4	3	2	1
4	3	2	1	In required subject, courses, or grade, students are placed in heterogeneous groups (all ability levels are in the same group) for the most part.	4	3	2	1
4	3	2	1	School leaders emphasize to everyone the need to maximize opportunities to learn and time on task.	4	3	2	1
4	3	2	1	Specific time allocations to subjects taught are established for staff at all levels and in all subjects.	4	3	2	1
4	3	2	1	Prior to adoption of new programs or procedures, evaluation is made according to impact on learning time.	4	3	2	1
4	3	2	1	Student pull outs from regular classes are minimized for academic and nonacademic purposes.	4	3	2	1
4	3	2	1	The school system's curriculum is reviewed to determine whether the objectives for subject matter and skills, textbooks, and tests are consistent with what the teacher teaches.	4	3	2	1
4	3	2	1	A communication plan is established to effectively communicate with the Internal school organization as well as with external publics.	4	3	2	1
4	3	2	1	A school district needs to form partnerships with the various publics within their communities to strengthen school curriculum.	4	3	2	1
4	3	2	1	Procedures and options for parent involvement that especially support the instructional program are made clear.	4	3	2	1
4	3	2	1	Staff members provide parents with information and techniques for helping students learn (handbooks, training).	4	3	2	1
4	3	2	1	Information about student performance is collected, summarized, and publicized at the district level emphasizing progress on district goals and areas for improvement.	4	3	2	1
4	3	2	1	Test results are disaggregated (broken-out) to insure equity in opportunity to learn and participate in the curriculum for both sexes and all races and economic levels.	4	3	2	1
4	3	2	1	Administrators have the responsibility to keep teachers informed on effective instructional practices based on research.	4	3	2	1
4	3	2	1	Teachers are expected to include effective instruction practices in the classroom, based on research.	4	3	2	1
4	3	2	1	District supervisors monitor implementation of instructional policies and procedures in individual schools.	4	3	2	1
4	3	2	1	District supervisors provide technical feedback and channel support service to give additional assistance in all areas of instruction.	4	3	2	1

Essential (E) = 4
 Very Important (VI) = 3
 Somewhat Important (SI) = 2
 Not Important (NI) = 1

Written Policy (WP) = 4
 Practice/Not Written Policy (PNWP) = 3
 Uncertain (U) = 2
 No Practice/No Policy (NPNP) = 1

IMPORTANCE				FACTORS	ACTUAL PRACTICE			
E	VI	SI	NI		WP	PNWP	U	NPNP
4	3	2	1	A material resource pool is allocated for use in building level improvement projects.	4	3	2	1
4	3	2	1	The school board places a high priority on the general appearance and maintenance of school buildings.	4	3	2	1
4	3	2	1	A written code of conduct specifying acceptable student behavior, discipline procedures, and consequence is communicated to ,and reviewed with, students, parents, and staff.	4	3	2	1
4	3	2	1	Out-of-school suspensions or expulsions are minimal; in-school suspensions are used in most cases.	4	3	2	1
4	3	2	1	District leaders and staff believe that all students can learn.	4	3	2	1
4	3	2	1	The school board makes a formal commitment of the board, administrators, and staff to ongoing school improvement based on quality and equity.	4	3	2	1
4	3	2	1	Establishment of a district school improvement plan which includes a mission statement, goals, and objectives which focus on student performance.	4	3	2	1
4	3	2	1	At least annually, supervision and evaluation procedures are written for each teacher to help them grow professionally.	4	3	2	1
4	3	2	1	Principals are supervised and evaluated by the superintendent at least annually to monitor progress on the district's and school's plans, goals, and objectives.	4	3	2	1
4	3	2	1	The superintendent is evaluated by the school board annually to monitor progress on the district's plans, goals, and objectives.	4	3	2	1
4	3	2	1	The board recognizes the need to monitor its own accountability in reviewing, developing, implementing, and monitoring policy.	4	3	2	1
4	3	2	1	The board recognizes the need to monitor its own accountability by establishing a procedure to monitor its progress in meeting the district goals and objectives.	4	3	2	1
4	3	2	1	Staff development opportunities are made available for the board, administrators, and staff that fit with district and school goals.	4	3	2	1
4	3	2	1	Financial support at the district level is provided for resources and technical assistance to implement programs and teaching strategies for school improvement.	4	3	2	1
4	3	2	1	A clearly defined system-wide K-12 curriculum that includes grade by grade, subject by subject essential learning objectives is in place.	4	3	2	1
4	3	2	1	District leaders establish award programs for schools, administrators, teachers, and students to recognize excellence.	4	3	2	1
4	3	2	1	Staff awards are based on contributions to improving student performance rather than comparison to peers.	4	3	2	1

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. How long have you been a superintendent in this school district? _____

2. What is your level of education?

Master's Degree _____	Master's + _____	Other _____
Educational Specialist Degree _____	Doctorate Degree _____	

3. Which area do you consider to be the primary responsibility of the board of education in the development of policy? Please prioritize the following (1 through 6 OR 1 through 7):

a. community relations	_____
b. curriculum and instructional management	_____
c. physical and plant planning	_____
d. budget and financial planning	_____
e. personnel	_____
f. communications	_____
g. other _____	_____

4. Indicate any of the areas of school improvement listed below that you have been or are presently involved in developing:

District mission statement _____	District goals and objectives _____
Establishment of a 3 to 5 year district plan _____	District communication plan _____
Evaluation and monitoring of district mission _____	Other _____

5. Indicate any areas that make involvement in school improvement difficult for members of the school board of your district:

a. time needed	e. contract negotiations
b. financial support	f. community support problems
c. more knowledge needed	
d. other _____	

6. Indicate which best describes the schools in your district:

a. improving	
b. remaining the same	
c. declining	

Why?

7. Indicate which of the following describe your district (Circle one in each column):

<u>Type of Community</u>	<u>Income Level</u>	<u>Racial Make-up</u>
a. rural	a. poor (below \$15,000)	a. primarily white
b. suburban	b. middle class (\$15,000 - \$35,000)	b. primarily other than white
c. urban	c. upper middle class (above \$35,000)	

PLEASE COMPLETE THE FOLLOWING QUESTIONS

8. Indicate the level of commitment you believe your board of education has to school improvement at this time:

- a. very strong
- b. strong
- c. some commitment
- d. no commitment

Explain Briefly

9. List any additional policies or administrative practices your school district has that may support school improvement.

10. What was the major reason you decided to become a School Superintendent?

**NATIONAL CENTER for EFFECTIVE SCHOOLS
RESEARCH and DEVELOPMENT**

2199 Jolly Rd., Ste. #160 Okemos, Michigan 48864 (517)349-8841

Date _____ TO BE COMPLETED BY A MEMBER OF THE BOARD OF EDUCATION

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4	3	2	1	CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS There is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and they believe that they have the capability to help all students attain mastery.	4	3	2	1
4	3	2	1	CLEAR AND FOCUSED MISSION There is a clearly articulated school mission through which the staff shares an understanding of, and a commitment to, the instructional goals, priorities, assessment procedures, and accountability. The staff accepts responsibility for students' learning of the school's essential curricular goals.	4	3	2	1
4	3	2	1	INSTRUCTIONAL LEADERSHIP The principal acts as an instructional leader and effectively and continually communicates the school's mission to staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.	4	3	2	1

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IMPORTANCE				CHARACTERISTICS	ACTUAL PRESENCE			
E	VI	SI	NI		AS	MS	SS	NS
4	3	2	1	FREQUENT MONITORING OF STUDENT PROGRESS Student academic progress is measured frequently. A variety of the assessment procedures are used. The results of the assessments are used to improve individual student performance and also improve the instructional program.	4	3	2	1
4	3	2	1	OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK Teachers allocate the majority of time in the classroom to instruction of the essential skills. For a high percentage of this time, students are engaged in whole class or large group planned, teacher directed, learning activities.	4	3	2	1
4	3	2	1	HOME-SCHOOL RELATIONS Parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission	4	3	2	1

The following factors may contribute to the development of effective schools. We are asking you to rate each factor in two ways:

—HOW IMPORTANT IS IT TO HAVE POLICIES OR ADMINISTRATIVE PRACTICES REGARDING EACH OF THESE FACTORS?

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 Not Important (NI) = 1

Please circle the appropriate number in the left-hand column that corresponds to your importance rating.

—DOES YOUR SCHOOL DISTRICT PRESENTLY HAVE A POLICY OR ADMINISTRATIVE PRACTICE THAT SUPPORTS OR MANDATES THIS FACTOR?

Rate the level of policy development as follows:

Written Policy (WP) = 4
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 Uncertain (U) = 2
 No Practice/No Policy (NPNP) = 1

Please circle the appropriate number in the right-hand column that corresponds to your actual practice rating

IMPORTANCE				FACTORS	ACTUAL PRACTICE			
E	VI	SI	NI		WP	PNWP	U	NPNP
4	3	2	1	The Board expects that principals will be heavily involved as instructional leaders in their buildings.	4	3	2	1
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4	3	2	1	School leaders emphasize to everyone the need to maximize opportunities to learn and time on task.	4	3	2	1
4	3	2	1	Specific time allocations to subjects taught are established for staff at all levels and in all subjects.	4	3	2	1
4	3	2	1	Prior to adoption of new programs or procedures, evaluation is made according to impact on learning time.	4	3	2	1
4	3	2	1	Student pull outs from regular classes are minimized for academic and nonacademic purposes.	4	3	2	1
4	3	2	1	The school system's curriculum is reviewed to determine whether the objectives for subject matter and skills, textbooks, and tests are consistent with what the teacher teaches.	4	3	2	1
4	3	2	1	A communication plan is established to effectively communicate with the internal school organization as well as with external publics.	4	3	2	1
4	3	2	1	A school district needs to form partnerships with the various publics within their communities to strengthen school curriculum.	4	3	2	1
4	3	2	1	Procedures and options for parent involvement that especially support the instructional program are made clear.	4	3	2	1
4	3	2	1	Staff members provide parents with information and techniques for helping students learn (handbooks, training).	4	3	2	1
4	3	2	1	Information about student performance is collected, summarized, and publicized at the district level emphasizing progress on district goals and areas for improvement.	4	3	2	1
4	3	2	1	Test results are disaggregated (broken-out) to insure equity in opportunity to learn and participate in the curriculum for both sexes and all races and economic levels.	4	3	2	1
4	3	2	1	Administrators have the responsibility to keep teachers informed on effective instructional practices based on research.	4	3	2	1
4	3	2	1	Teachers are expected to include effective instruction practices in the classroom, based on research.	4	3	2	1
4	3	2	1	District supervisors monitor implementation of instructional policies and procedures in individual schools.	4	3	2	1
4	3	2	1	District supervisors provide technical feedback and channel support service to give additional assistance in all areas of instruction.	4	3	2	1

Essential (E) = 4
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Written Policy (WP) = 4
 Practice/Not Written Policy (PNWP) = 3
 Uncertain (U) = 2
 No Practice/No Policy (NPNP) = 1

IMPORTANCE				FACTORS	ACTUAL PRACTICE			
E	VI	SI	NI		WP	PNWP	U	NPNP
4	3	2	1	A material resource pool is allocated for use in building level improvement projects.	4	3	2	1
4	3	2	1	The school board places a high priority on the general appearance and maintenance of school buildings.	4	3	2	1
4	3	2	1	A written code of conduct specifying acceptable student behavior, discipline procedures, and consequence is communicated to, and reviewed with, students, parents, and staff.	4	3	2	1
4	3	2	1	Out-of-school suspensions or expulsions are minimal; in-school suspensions are used in most cases.	4	3	2	1
4	3	2	1	District leaders and staff believe that all students can learn.	4	3	2	1
4	3	2	1	The school board makes a formal commitment of the board, administrators, and staff to ongoing school improvement based on quality and equity.	4	3	2	1
4	3	2	1	Establishment of a district school improvement plan which includes a mission statement, goals, and objectives which focus on student performance.	4	3	2	1
4	3	2	1	At least annually, supervision and evaluation procedures are written for each teacher to help them grow professionally.	4	3	2	1
4	3	2	1	Principals are supervised and evaluated by the superintendent at least annually to monitor progress on the district's and school's plans, goals, and objectives.	4	3	2	1
4	3	2	1	The superintendent is evaluated by the school board annually to monitor progress on the district's plans, goals, and objectives.	4	3	2	1
4	3	2	1	The board recognizes the need to monitor its own accountability in reviewing, developing, implementing, and monitoring policy.	4	3	2	1
4	3	2	1	The board recognizes the need to monitor its own accountability by establishing a procedure to monitor its progress in meeting the district goals and objectives.	4	3	2	1
4	3	2	1	Staff development opportunities are made available for the board, administrators, and staff that fit with district and school goals.	4	3	2	1
4	3	2	1	Financial support at the district level is provided for resources and technical assistance to implement programs and teaching strategies for school improvement.	4	3	2	1
4	3	2	1	A clearly defined system-wide K-12 curriculum that includes grade by grade, subject by subject essential learning objectives is in place.	4	3	2	1
4	3	2	1	District leaders establish award programs for schools, administrators, teachers, and students to recognize excellence.	4	3	2	1
4	3	2	1	Staff awards are based on contributions to improving student performance rather than comparison to peers.	4	3	2	1

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. How long have you been a member of the board of education in this school district? _____

2. What is your level of schooling?
 High School Graduate _____ College Bachelors Degree _____ Other _____
 High School Graduate + 2years schooling _____ College Bachelors Degree+ _____

3. What is your present career description?
 Professional _____ Skilled Labor _____ Unskilled Labor _____
 Home Maker _____ Other _____

4. Which area do you consider to be the primary responsibility of the board of education in the development of policy? Please prioritize the following (1 through 6 OR 1 through 7):

a. community relations	_____
b. curriculum and instructional management	_____
c. physical and plant planning	_____
d. budget and financial planning	_____
e. personnel	_____
f. communications	_____
g. other _____	_____

5. Indicate any of the areas of school improvement listed below that you have been or are presently involved in developing:

District mission statement _____	District goals and objectives _____
Establishment of a 3 to 5 year district plan _____	District communication plan _____
Evaluation and monitoring of district mission _____	Other _____

6. Indicate any areas that make involvement in school improvement difficult for members of the school board of your district:

a. time needed	e. contract negotiations
b. financial support	f. community support problems
c. more knowledge needed	
d. other _____	

7. Indicate which best describes the schools in your district:

a. improving
b. remaining the same
c. declining

Why?

PLEASE COMPLETE THE FOLLOWING QUESTIONS

8. Indicate the level of commitment you believe your board of education has to school improvement at this time:

- a. very strong
- b. strong
- c. some commitment
- d. no commitment

Explain Briefly

9. List any additional policies or administrative practices your school district has that may support school improvement.

10. What was the major reason you decided to run for a position on the Board of Education?

Superintendents' Phone Survey

1. What issues is the board of education in your school district presently focusing on?

2. What priority does school improvement presently have with the board of education in your school district?

3. How have you chosen to involve your board in the school improvement planning process so far?

4. How do you plan to involve in the board in the future?

5. Do you feel the board is committed to school improvement at this time? Why?

6. Do you feel the leadership model that Bennis and Nanus developed and is being used in this project has been helpful to your district team?

If yes, why? If no, why?

7. Do you feel the outline for developing your district plan for school improvement has been helpful?

If yes, why? If no, why?

8. Would you suggest involvement in this project to another school superintendent?

If yes, why? If no, why not?

9. Do you see changes occurring in your school district as a result of your district team's involvement in the Leadership for School Improvement Project, and, if so, what are they?

These questions are open ended and intended to generate discussion.

Board Members' Phone Survey

1. What issues is the board of education in your school district presently focusing on?

2. How familiar are you with the school district team for school improvement?

3. What do you believe the school district team for school improvement is trying to accomplish?

4. In what ways have you been involved in the Leadership for School Improvement Project planning process? (For example, has the board approved a district mission or communication plan?)

5. What information have you gained about school improvement that has been helpful to you since your district team has been involved in the project?

6. Have any members of the district team for school improvement given a progress report to the board of education?

7. Do you see changes occurring in your school district as a result of the district team's involvement in the Leadership for School Improvement Project? If so, what are they?

8. How would you describe your board of education's commitment to school improvement at this time?

These questions are open ended and intended to generate discussion.

APPENDIX B

CORRESPONDENCE

NATIONAL CENTER for EFFECTIVE SCHOOLS
RESEARCH and DEVELOPMENT

2199 Jolly Rd., Ste. #160 Okemos, Michigan 48864 (517)349-8841

December 11, 1987

Dear

As a team member of the Leadership for School Improvement Project (LSIP), we would encourage you to join with us in a collaborative effort in conducting a research study. The study will determine what effects a board of education commitment to school improvement has on a school district. The proposed description of the study is included.

The study will be used as research for the National Center for Effective Schools Research and Development and by Michelle Maksimowicz as a doctoral dissertation at Michigan State University.

As a participant school district in the project, you will receive a copy of a survey in January that both you and each member of your Board of Education will be asked to fill out and return in a self-addressed, stamped envelope.

Also as a participant, we will ask that you send a copy of the minutes from each School Board Meeting beginning with minutes from the January, 1988 meeting(s) through the June, 1988 meeting(s). Any cost to your district for mailing will be reimbursed upon your request.

We want to assure you and members of your Board of Education of confidentiality and anonymity. The names of participants and districts will not be divulged. You will be asked to give enough information so that district information can be clustered and examined.

December 11, 1987
Page 2

Included in this mailing are letters of endorsements for the study from the Michigan Association of School Administrators and the Michigan Association of School Boards. Please forward the letter from Justin King to your board president.

Thank you for your interest and commitment to school improvement. If you have any additional questions, please call the Center.

Sincerely,


Lawrence W. Lezotte
Director


Michelle L. Maksimowicz
Research and Program Development
Assistant

MLM/kmm

enclosures (4)

Please check and return by January 10, 1988

_____ We will participate in this research study for school improvement

_____ We will not participate in this research study for school improvement

Signed _____

School District _____

**MICHIGAN ASSOCIATION
OF
SCHOOL ADMINISTRATORS**

Office of the Executive Director



421 West Kalamazoo, Lansing, Michigan 48933 Telephone 517 371-8250

December 11, 1987

Dear MASA Member:

The Michigan Association of School Administrators, through a formal resolution of its Executive Board, has endorsed a research study to be conducted by Michelle Maksimowicz of the National Center for Effective Schools Research and Development. The study will be used as research follow-up to the Leadership for School Improvement Project and to satisfy dissertation requirements of a doctoral program from Michigan State University. We encourage your participation in the study as described in the enclosed materials.

Sincerely,

Don R. Elliott
Executive Director

rl



Michigan Association of School Boards

421 W. KALAMAZOO STREET, LANSING, MICHIGAN 48933 -(517) 371-3700

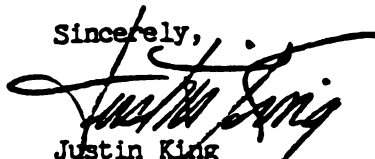
December 11, 1987

Dear Local School Board Member:

The Board of Directors of the Michigan Association of School Boards has endorsed a research study to determine how Michigan school superintendents choose to involve their boards of education in ongoing school improvement. The study will be conducted by Michelle Maksimowicz of the National Center for Effective Schools.

The 37 school districts who are participating in the "Leadership for School Improvement Project," will serve as the district school boards that will be asked to provide data over the next year for the study. MASE encourages your participation.

Sincerely,



Justin King
Executive Director

JK:sf

***National Center for Effective Schools
Research and Development***

2199 Jolly Road, Suite #160 Okemos, Michigan 48864 (517) 349-8841

April 6, 1988

Dear

Thank you for agreeing to be a part of the study that we will conduct to describe the role that members of Boards of Education take as school districts become involved in school improvement. Our belief in the importance of this research has been validated by MASA's and MASB's endorsement of our study.

The enclosed questionnaires are being sent to you to give to each member of your Board of Education. We ask that each board member return the completed questionnaire to you by April 28, 1988 (individual envelopes are included for each board questionnaire). There is a separate questionnaire attached to be filled out by you as superintendent. We would like to have all questionnaires returned to the National Center for Effective Schools by May 5, 1988.

In order to collect additional data, you and each member of your Board of Education will be asked to fill out this questionnaire once again in January, 1989. Although some of your board members may no longer be serving on the board in January, we are still asking them to fill out the first questionnaire. We will appreciate your cooperation in collecting and returning these questionnaires. In doing so, you will help us to avoid the pitfalls encountered by researchers on past studies of similar nature, which were unsuccessful because only a small number of questionnaires were returned by school board members. As was stated before, you may be contacted for a phone interview during this year long study. Please be advised, you may withdraw from this study at anytime without penalty.

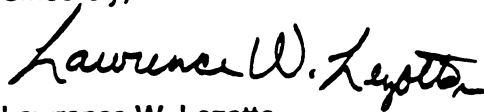
Again, we want to assure you of the confidentiality and anonymity that will be given to you in this study. The names of participants and school districts will not be divulged. There will be a number recorded on each questionnaire. Please do not cross this out -- it will be used to cluster and examine information only.

April 6, 1988
Page 2

Also, we ask that you, as a participant, send our office a copy of the board minutes of every regularly scheduled board meeting, beginning with January, 1988 and continuing through February, 1989. At this time, please forward any board minutes that have been completed for 1988. Data also will be collected from these minutes. In addition, we ask that you send a copy of your districts goals and objective for the 1986-87 and 1987-88 school years.

Once again, thank you for your time and cooperation in this study. If you have any questions, please call the Center.

Sincerely,



Lawrence W. Lezotte,
Director



Michelle Maksimowicz,
Research and Program Assistant

MLM: kmm

enclosures (8)

***National Center for Effective Schools
Research and Development***

2199 Jolly Road, Suite #160 Okemos, Michigan 48864 (517) 349-8841

April 8, 1988

Dear Member of the Board of Education:

Your school superintendent and your Board of Education have agreed to be a part of a study to describe the role that members of the Board of Education take as they become involved in school improvement. Both Don Elliot of MASA and Justin King of MASB have endorsed this study and stress its importance.

You will be asked to fill this questionnaire out once again in January, 1989. Although you may no longer be serving on the Board of Education in January, please fill out the first questionnaire. We ask that you fill this out and return it to your superintendent by April 28, 1988. You may also be surveyed by phone sometime during the study. Please be aware, you may withdraw from this study at anytime without penalty.

The names of participants or districts will not be used in reporting the results of this study. Please do not cross out the number assigned to your questionnaire. It is only a number assigned to help cluster and examine data.

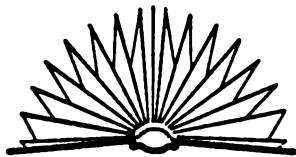
Thank you very much for your time and interest in this study.

Sincerely,

Lawrence W. Lezotte
Director

Michelle L. Maksimowicz
Research and Program Assistant

MLM: kmm



**National Center for Effective Schools
Research and Development**

January 5, 1989

Dear Member of the Board of Education:

Thank you for responding to the initial questionnaire for the study of the role that members of the board of education take as they become involved in school improvement. We are now asking you to fill out a follow up survey that will give us the information to complete this study. If you are a new member of the board of education we would also like you to fill out this survey. We ask that you fill this questionnaire out and return it to your superintendent by January 30, 1989 in the envelope provided.

Both Don Elliot of Michigan Association for School Administrators and Justin King of Michigan Association of School Boards have endorsed this study and stress its importance. We thank you for the time and interest you continue to give to this study.

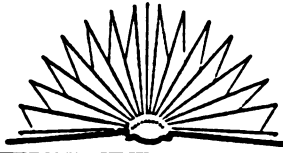
Sincerely,

Lawrence W. Lezotte
Director

Michelle L. Maksimowicz
Research & Program Assistant

LWL/MLM: kmm

enclosure



*National Center for Effective Schools
Research and Development*

January 5, 1989

Dear :

Thank you for all of the cooperation you have shown over the past year since you agreed to be a part of the follow-up study we are conducting on the Leadership for School Improvement Project (LSIP).

We have especially appreciated receiving the school board minutes from districts who have been sending them. Because we have those minutes, we are able to gather a great deal of meaningful information about school improvement activities in those districts. It is no longer necessary for you to send the minutes, but again, thank you for sending them over the past year.

Congratulations on the progress you are making in moving ahead on your school improvement plans. If you have any additional materials you have designed as part of your school improvement process, we invite you to send a copy of those materials to us. **We would especially appreciate a copy of your current improvement goals and objectives.**

In this mailing, we are sending you a second set of questionnaires that will serve as a follow up survey to the one filled out by you and your board members last year. If you have new board members, please give them a questionnaire. We will look at new board members responses in all districts as a separate category for comparison. You did a fine job of encouraging your board members to return last year's questionnaire; once again, we thank you in advance for your efforts in distributing and sharing with your board members the importance of their response to this questionnaire. Again, there is a separate questionnaire included to be filled out by you as Superintendent. If you are new to the position of Superintendent, we ask that you respond. **We ask that each board member return the completed questionnaire to you by January 30, 1989. We would like to have all questionnaires returned to the National Center for Effective Schools by February 6, 1989.** Please send current goals and objective if available at this time.

January 5, 1989
Page 2

Again, we want to assure you of the confidentiality and anonymity that will be given to you in this study. The names of participants and school districts will not be divulged. There will be a number on each questionnaire. Please do not cross this out -- this will be used to cluster and examine information only.

You will be provided with the results of this study, and once again, we thank you for making this research possible. Good luck in your continued school improvement efforts. If you have any questions, please call us at the Center.

Sincerely,

Lawrence W. Lezotte
Director

Michelle L. Maksimowicz
Research & Program Assistant

LWL/MLM: kmm

enclosures

APPENDIX C

COMBINED FACTORS RELATED TO EFFECTIVE SCHOOLS

Combined Factors Related to Effective Schools

Safe and Orderly Environment

The school board places a high priority on the general appearance and maintenance of school buildings.

A written code of conduct specifying acceptable student behavior, discipline procedures, and consequence is communicated to, and reviewed with, students, parents, and staff.

Out-of-school suspensions or expulsions are minimal; in-school suspensions are used in most cases.

Climate of High Expectations for Success

In required subject, courses, or grade, students are placed in heterogeneous groups (all ability levels are in the same group) for the most part.

District leaders and staff believe that all students can learn.

District leaders establish award programs for schools, administrators, teachers, and students to recognize excellence.

Staff awards are based on contributions to improving student performance rather than comparison to peers.

Clear and Focused Mission

The board expects that teachers will take leadership roles in the instructional process.

The school system's curriculum is reviewed to determine whether the objectives for subject matter and skills, textbooks, and tests are consistent with what the teacher teaches.

Teachers are expected to include effective instruction practices in the classroom, based on research.

A material resource pool is allocated for use in building level improvement projects.

The school board makes a formal commitment of the board, administrators, and staff to ongoing school improvement based on quality and equity.

Establishment of a district school improvement plan which includes a mission statement, goals, and objectives which focus on student performance.

The board recognizes the need to monitor its own accountability in reviewing, developing, implementing, and monitoring policy.

The board recognizes the need to monitor its own accountability by establishing a procedure to monitor its progress in meeting the district goals and objectives.

Staff development opportunities are made available for the board, administrators, and staff that fit with district and school goals.

Financial support at the district level is provided for resources and technical assistance to implement programs and teaching strategies for school improvement.

A clearly defined system-wide K-12 curriculum that includes grade by grade, subject by subject essential learning objectives is in place.

Instructional Leadership

The board expects that principals will be heavily involved as instructional leaders in their buildings.

The board expects that the superintendent will be an instructional leader in the school district.

Administrators have the responsibility to keep teachers informed on effective instructional practices based on research.

District supervisors monitor implementation of instructional policies and procedures in individual schools.

District supervisors provide technical feedback and channel support service to give additional assistance in all areas of instruction.

At least annually, supervision and evaluation procedures are written for each teacher to help them grow professionally.

Principals are supervised and evaluated by the superintendent at least annually to monitor progress on the district's and school's plans, goals, and objectives.

The superintendent is evaluated by the school board annually to monitor progress on the district's plans, goals, and objectives.

Frequent Monitoring of Student Progress

Information about student performance is collected, summarized, and publicized at the district level emphasizing progress on district goals and areas for improvement.

Test results are disaggregated (broken-out) to insure equity in opportunity to learn and participate in the curriculum for both sexes and all races and economic levels.

Opportunity to Learn and Student Time on Task

School leaders emphasize to everyone the need to maximize opportunities to learn and time on task.

Specific time allocations to subjects taught are established for staff at all levels and in all subjects.

Prior to adoption of new programs or procedures, evaluation is made according to impact on learning time.

Student pull outs from regular classes are minimized for academic and nonacademic purposes.

Home-School Relations

A communication plan is established to effectively communicate with the internal school organization as well as with external publics.

A school district needs to form partnerships with the various publics within their communities to strengthen school curriculum.

Procedures and options for parent involvement that especially support the instructional program are made clear.

Staff members provide parents with information and techniques for helping students learn (handbooks, training).

APPENDIX D

SCHOOL DISTRICTS THAT PARTICIPATED IN THE STUDY

Airport Community Schools	Carleton, Michigan
Armada Area Schools	Armada, Michigan
Bad Axe Public Schools	Bad Axe, Michigan
Bloomfield Hills Schools	Bloomfield, Michigan
Bloomington Public Schools	Bloomington, Michigan
Breitung Township Schools	Kingsford, Michigan
Dowagiac Union Schools	Dowagiac, Michigan
East China Township Schools	Marine City, Michigan
East Lansing Public Schools	East Lansing, Michigan
Ferndale Schools	Ferndale, Michigan
Fowler Public Schools	Fowler, Michigan
Godwin Heights Public Schools	Wyoming, Michigan
Grand Blanc Community Schools	Grand Blanc, Michigan
Holland Public Schools	Holland, Michigan
Holt Public Schools	Holt, Michigan
Imley City Community Schools	Imley City, Michigan
Madison School District	Adrian, Michigan
Manistique Area Schools	Manistique, Michigan
Mason County Eastern Schools	Custer, Michigan
Mt. Morris Consolidated Schools	Mt. Morris, Michigan
Mt. Pleasant Public Schools	Mt. Pleasant, Michigan
North Dickinson County Schools	Iron Mountain, Michigan
Norway-Vulcan Area Schools	Norway, Michigan
Oak Park School District	Oak Park, Michigan
Tahquamenon Area Schools	Newberry, Michigan
Warren Woods Public Schools	Warren, Michigan

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