

2007

The interface of school culture, selected demographic and school performance variables

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THE INTERFACE OF SCHOOL CULTURE, SELECTED DEMOGRAPHIC AND
SCHOOL PERFORMANCE VARIABLES

DISSERTATION

SUBMITTED TO

The School of Education and Allied Professions

THE UNIVERSITY OF DAYTON

In Partial Fulfillment of the Requirements for

The Degree

Doctor of Philosophy in Educational Leadership

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THE UNIVERSITY OF DAYTON

DAYTON, OHIO

2007

THE INTERFACE OF SCHOOL CULTURE, SELECTED DEMOGRAPHIC AND
SCHOOL PERFORMANCE VARIABLES

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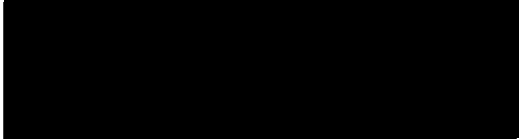
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THE INTERFACE OF SCHOOL CULTURE, SELECTED DEMOGRAPHIC AND SCHOOL PERFORMANCE VARIABLES

By

Kathleen Herrmann, Ph.D.

The University of Dayton, 2007

Theodore Kowalski, Ph.D.

The purpose of the study was twofold: (1) to determine the extent to which public high schools in a single Ohio county exhibited characteristics of a positive school culture and (2) to determine possible associations with 4 selected demographic variables of enrollment, percent of disadvantaged students, median income and percent of minority students; and two school performance variables of a 10th grade composite for the Ohio Graduation Test and graduation rates. The study population consisted of the 9 public high schools located in Allen County, Ohio. Participation of teachers was voluntary; 272 of 369 completed the School Culture Quality Survey (SCQS).

Findings of the study were: (1) study population mean SCQS scores were higher than a national norm referenced group; (2) school cultures were dissimilar; (3) associations between the study population's mean SCQS scores and the 4 demographic variables were inconstant; (4) associations for school performance variables were positive.

Results support research that considerable variance exists among school cultures. Findings indicate that economics, not race or ethnicity, are likely to have the greatest level of association with school culture. The findings for school outcomes and overall culture profiles are especially noteworthy because they indicate that school effectiveness is linked to school culture, and support contentions made by a myriad of scholars. Results also support research that variations in school cultures are positively linked to student performance. Since state policymakers place importance on graduation tests and graduation rates, associations between these two variables and school culture support the contention that school culture should play a more prominent role in school improvement programs.

To my mother, daughters, and family who sacrificed much that I might have this learning opportunity.

ACKNOWLEDGEMENTS

With sincere appreciation to Dr. Kowalski, my committee chair, for guiding me in this learning process and to Dr. Ilg, Dr. Place and Dr. Schenk for serving as my committee members.

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CHAPTER I

INTRODUCTION

Since 1983 the American public education system has been faced with three waves of educational reform that reveal a nation determined to improve the quality of education in public schools. The excellence movement post-1983 was largely a top down movement controlled by state governments, aimed mostly at teachers, with emphasis on standardized instructional content and teaching processes. A second bottom-up reform attempt involved restructuring, with teachers viewed as part of the solution. And the third wave, in the 1990s brought deregulation and accountability through high stakes testing (Hanson, 2003).

Reform is major change leading to restructuring of core processes, programs and/or procedures (Hanson, 2003). The history of educational reform is replete with examples of interventions that either failed or had adverse effects because those involved had only the most superficial and distorted conception of the culture of the schools they were supposed to change (Sarason, 1990, p. 120).

Culture, the “underground stream of norms, values, beliefs, traditions, and rituals that has built up over time as people work together, solve problems and confront challenges” (Peterson & Deal, 1998, p. 28) is an important aspect of educational reform.

Schools have unique cultures shaped around a particular combination of values, beliefs, and feelings that emphasize what is of importance to them (Hanson, 2003).

Educational reform rarely derives from theory, but rather from opinion, anecdote, and uncritical acceptance of research, or desperation. Theory provides an attempt to go beyond what we know or to correct the erroneous explanations of others and is intended to make a difference not only on the level of theory, but also on the level of action.

Theory is supposed to change our perception of phenomena in a certain context, which then requires actions consistent with change (Sarason, 1990, p. 123).

Educational leaders often rely on legislation or policy to effect change in schools. They have trouble understanding that change through legislation or policy is only the first and easiest step in the change process. Content to remain at this first step, they confuse a change in policy with a change in practice (Sarason, 1990, p. 101).

Frieberg (1998, p. 22) suggests that school climate can be a positive influence on the health of the learning environment or a significant barrier to learning. Feedback about school climate can play an important role in school reform and improvement efforts. Without ongoing sources of feedback, reforms may lose a sense of direction and suffer from a lack of knowledge about efforts and perceptions of the key partners of students, parents and community in the learning environment. Educational literature reflects a growing acceptance of the conclusion that school culture is a critical factor determining student learning. This conviction has encouraged school administrators to reconstruct culture using concepts that replace unproductive elements of traditional schools (Fullan, 2001).

Description of the Problem

Organizational restructuring has become the preferred strategy for producing meaningful school reform. This line of attack is predicated on the belief that negative elements of school climate, and especially of organizational culture, are responsible for poor school performance. Advocates of this perspective (Eaker, DuFour, & DuFour, 2002; Schlechty, 1990) argue that school leaders typically have altered ecology or organizational structure without altering an organization's belief system. Simply changing aspects of the ecology or organizational structure without altering an organization's belief system (i.e., its culture), however, is unlikely to produce the intended improvements. This oversight primarily explains why improved student learning has remained an elusive goal.

A growing convergence of research and practice indicates that the concept of a professional learning community may be an effective initiative for organizational restructuring because it is grounded in collegiality and commitment (Blankstein, 2004). However, new forces are required to change direction because a great deal of inertia exists in social systems (Fullan & St. Germain, 2006). As an example, many teachers and administrators believe that working in isolation is more effective than collegiality because the latter usually spawns conflict (Bauman, 1996).

Most states, including Ohio, have developed accountability systems (e.g., school report cards) intended to detail the extent to which schools meet broad state objectives. Correspondingly, state policymakers continue to emphasize that local school officials should engage in reforms, and especially school restructuring, to facilitate continuous progress toward achieving these objectives. At the same time, many scholars (e.g.,

Fullan, 2001; Hall & Hord 2001; Sarason, 1996) believe that authentic reform requires cultural transformations; that is, educators must change or eliminate basic shared assumptions that prevent schools from performing at higher levels. Unfortunately, the Ohio state accountability system neither encourages nor requires school officials to diagnose institutional culture and then to examine it in relation to school performance. The failure to integrate school culture into improvement efforts is arguably problematic for two reasons. First, it constitutes a disjunction between theory (articulated in the education profession's knowledge base) and practice (articulated by state accountability programs). Second, it may diminish the effectiveness of state accountability programs.

Purpose of the Study

This study examined teacher perceptions of their work environments, selected demographic conditions and school performance outcomes. The project was guided by two primary objectives. The first was to determine the extent to which public high schools in one Ohio county exhibited characteristics of a positive school culture. Culture profiles describe the presence of a professional community in general and four elements of a professional community specifically (a) shared vision, (b) facilitative leadership, (c) teamwork, and (d) learning community. The second goal was to determine possible associations between school culture with (a) selected demographic variables of average daily membership (ADM) representing enrollment; percent of disadvantaged students; median income and percent of minority students; and (b) school performance represented by a composite measure developed from the Ohio school report card and school graduation rates.

Rationale and Significance of the Study

Findings and conclusions reported in this study provide insight into possible relationships between institutional culture and school performance. As such, the research links theory and practice and provides policymakers, scholars, and practitioners insights regarding the importance of school culture in state accountability/improvement programs.

Study Population

The population for this study was the 9 public high schools located in Allen County, Ohio. Participants were the teachers employed in these schools. Each of the high schools in the study serves students in Grades 9 through 12. Enrollments for the high schools ranged from 311 to 1,302. The average size of the high schools in this study was 585.

Research Questions

The research was guided by the following questions:

1. To what extent are the school cultures in the study population dissimilar?
2. To what extent are school cultures associated with selected demographic conditions?
3. To what extent are school cultures associated with school outcomes?

Assumptions about the Study/Topic

The following assumptions were made for the purpose of this study:

1. The School Culture Quality Survey (SCQS) produces an accurate culture profile through the assessment of teacher perceptions.
2. The composite of 10th grade Ohio Graduation Test (OGT) scores and the graduation rate serve as valid indicators of school performance.

Limitations of the Study

The 2005 - 2006 Ohio report card data were the most current measure of school performance available at the time of this study. Selected demographics were obtained from the Ohio Department of Education Web site <http://ilrc.ode.state.oh.us/> posted July 2006. The SCQS was administered in October and November of the 2006 – 2007 school year; the school year after the selected demographic and school performance data were obtained.

Only one county in the state of Ohio was studied in this research. The results of this study are not generalizable to other populations.

Description of Methodology

The SCQS (Katzenmeyer, 1999) was the instrument used to provide a profile of the existing school culture (see Appendix A). Four subscales of shared vision, facilitative leadership, teamwork and learning community, and a composite professional community (school culture) measure were reported. The survey included 36 items that reflected elements of effective working environments. The content scales reflected the extent to which (a) “faculty and staff see themselves as having a shared vision,” (b) “they view the administration of the school as providing facilitative leadership,” (c) “they view themselves as working together cooperatively and effectively in an atmosphere of mutual respect and caring (teamwork),” and (d) “they perceive that faculty, staff and administration are eagerly investing, learning and working together toward realization of the vision and goals they share (learning community)” (Katzenmeyer, 1999). The professional community measure used all the items to provide a comparison of the

overall culture of the school with the SCQS norm referenced group of 1,727 individuals across 28 high schools in the United States.

Selected demographics for this study consisted of high school enrollment (ADM), percent of high school disadvantaged students; median income and percent of high school minority students. School performance was represented by a composite of the 10th grade Ohio Graduation Test (OGT) developed from 2005 – 2006 Ohio Department of Education report card data retrieved from Web site <http://ilrc.ode.state.oh.us/> posted July 2006 and the graduation rate.

Delimitations of the Study

The high schools in this study were selected to represent the population in the county in order to study the interface of school culture, selected demographics and school performance. The researcher obtained permission from the superintendent of each district for high school participation in this study. A letter of confirmation was sent to each superintendent (see Appendix B). Principals were asked to coordinate the administration of the survey with a lead teacher for the building and a letter of explanation was distributed (see Appendix C). Teachers in each high school participated voluntarily.

Operational Definition of Key Terms

For the purposes of this study, the following terms are defined:

Climate is the study of perceptions that individuals have of various aspects of their organization's environment; characteristics of the environment of a school (Owens, 1995); a multidimensional concept distinguished by four dimensions (a) ecology or physical surroundings; (b) milieu or characteristics of individuals and groups participating in the organization; (c) social system or the relations between individuals

and groups in the organization and (d) culture; the whole of beliefs, values, meanings and cognitive structures (Tagiuri, 1968).

Culture is a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration that worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think and feel in relation to problems (Schein, 2004); and the “underground stream of norms, values, beliefs, traditions and rituals that has built up over time as people work together, solve problems and confront challenges” (Peterson & Deal, 1998, p. 28).

Facilitative leadership; one of the four subscales of the SCQS; it is the extent to which faculty and staff “view the administration of the school as providing facilitative leadership,” (Katzenmeyer, 1999).

High school represents the site in each district that serves students in Grades 9 through 12.

Learning organization is an organization that possesses a shared vision, team learning, personal mastery, mental models, and systems thinking (Senge, Kleiner, Roberts, Ross, & Smith, 1994); an organization that is continually expanding its capacity to create its future (Senge, 1990).

Learning community is the extent to which teachers “perceive that faculty, staff and administration are eagerly investing, learning and working together toward realization of the vision and goals they share (learning community);” one of the four SCQS subscales (Katzenmeyer, 1999); and is synonymous with professional learning community.

Ohio report card is the accountability system for public education enacted in 2003 that reports school results at the end of a school year (*Guide for Ohio's Report Card System*, 2006).

Professional community is the overall mean of the SCQS items of vision, facilitative leadership, teamwork and learning community; "the extent to which the culture of the workplace leads members to eagerly invest their human capital in the organizational enterprise," and representative of school culture (Katzenmeyer, Uekawa, Borman, & Lee, 2000, p. 10-4).

Professional learning community is synonymous with learning community.

Rank indicates the relative position of a high school within the population of the 9 high schools in the study.

School culture is a composite of the four subscales of the SCQS; shared vision; facilitative leadership; teamwork and learning community and is also known as professional community (Katzenmeyer, 1999).

School performance is represented by a composite mean score of the 10th grade Ohio Graduation Test developed from the 2005 - 2006 Ohio report card for each high school on tests of reading, writing, mathematics, science and social studies, and represents student achievement; and the graduation rate (Ohio Department of Education, 2006a).

School reform is the restructuring of schools through organizational change intended to result in improved academic achievement of students (Sarason, 1990).

Selected demographics for the high schools are the average daily membership (ADM) representative of enrollment, percent of disadvantaged students, median income

and percent of minority students (retrieved from Web site:

<http://www.ode.state.oh.us/reportcard>, Ohio Department of Education, 2006b).

Shared vision is a collective awareness of an organization future members would like to share (Katzenmeyer, 1999) and is operationally defined for this study as a subscale of the SCQS that reflects the extent to which “faculty and staff see themselves as having a shared vision.”

State accountability systems hold schools accountable for student performance in many ways across the states, including publication of report cards (retrieved from Web site: <http://nces.ed.gov/programs/statereform/saa.asp>, *Standards, Assessment, and Accountability*, 2006).

Teachers are the certificated or licensed teachers and counselors in each high school.

Teamwork is a subscale of the SCQS that represents the extent to which faculty and staff “view themselves as working together cooperatively and effectively in an atmosphere of mutual respect and caring (teamwork),” (Katzenmeyer, 1999).

Summary

Accountability measures have been instrumental in focusing the attention of educators on the problem of improving school performance. Individual states and local school districts are responsible for developing and implementing school improvement initiatives for their high schools. This study focused on the interface of school culture with three factors: selected demographic variables, a composite of the 10th grade Ohio Graduation Test, and graduation rate.

Organization of the Study

Chapter 2 provides a review of literature pertinent to educational reform and accountability; school effectiveness; climate and culture; and theories of learning organizations. Each of these topics is discussed in the literature as it relates to reform, change and learning.

The rationale for the choice of methodology, along with specific research techniques comprise Chapter 3.

Chapter 4 of this study consists of data collected from the culture surveys, selected demographics and high school report cards.

The focus of Chapter 5 is analysis of the data and conclusions that can be made as a result of this research study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Knowledge about school culture is essential to reform, because without it educators are unlikely to know what changes are needed to improve effectiveness. After the passage of the No Child Left Behind Act (NCLB) in 2001 (U.S. Department of Education, 2002), policymakers across the states have established accountability systems intended to produce summative evaluations of district and school performance. Though proponents argue that the process will force low performing schools to improve, Elmore and Fuhrman (2001) point out that measuring performance and coupling it to rewards and sanctions does not produce meaningful reform. Further, they add that educators would benefit more by knowing what to change and by adopting a coherent and favorable system of beliefs and practices.

The review of research and literature presented here begins with the topics of school reform and accountability. It is followed by a summary of the literature on school effectiveness related to demographic and performance variables; climate and culture; and theories of learning organizations. The chapter concludes with leadership standards and implications for school leaders.

Reform

Public education has been at the forefront of controversy in the United States for over 2 decades. In 1983, *A Nation at Risk: The Imperative for Educational Reform* included the following passage:

Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world....Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them. (The National Commission on Excellence in Education, 1983, p. 6)

Since then, criticisms of education have focused on (a) the failure to provide a rich and rigorous education for all students, (b) the rising tide of mediocrity, and (c) the failure to prepare school children for life in an information-based society (Schlechty, 1990).

A Nation at Risk was the catalyst for the excellence movement (DuFour & Eaker, 1998). This movement called for intensification of existing practices for students and teachers. Students were to earn more credits for graduation; and all but five states boosted their graduation requirements between 1980 and 1990. By the end of the 1980s, teachers in 44 states were required to take competency tests before gaining certification (Finn, 1991).

Current demands for school restructuring are predicated on judgments that schools are complex social institutions and that school restructuring requires a social systems (Chance, 2000; Finn, 1991; Murphy, 1991; Schein, 1996) and political perspective (Bauman 1996; Kowalski, 2006). "Systemic thinking requires us to accept that the way social systems are put together has independent effects on the way people behave, what they learn, and how they learn what they learn" (Schlechty, 1997, p. 134). The theoretical foundation of school restructuring resembles principles advocated by corporate management (Finn, 1991).

Ravitch (2000, p. 453) notes there has been no shortage of innovation in American education; what is needed before broad implementation of any innovation is clear evidence of effectiveness. Schools need to be flexible enough to try new instructional methods and organizational patterns, and intelligent enough to gauge success over time.

Accountability

In 2001, the federal government promulgated the No Child Left Behind Act (NCLB), legislation intended to improve the nation's schools (U. S. Department of Education, 2002). As a result of NCLB, state accountability standards and assessment have been developed to ensure that all students are able to perform at high levels. To receive a diploma today, students must pass end-of-course high school graduation exams and complete a demanding academic core (Bottoms, Presson, & Han, 2004).

State report cards are intended to fuel public accountability through disclosure and dialogue. Outcomes permit comparisons among states and among districts and schools within a given state (Lewis, 2002). Sarason (1996) suggests that accountability

is often reduced to achievement test performance of students. While acknowledging the importance of achievement, Sarason also notes that achievement test results as accountability measures often come at the expense of behavior and programmatic regularities of the school. With increased accountability measures, educators are again searching for reform measures to improve student achievement.

Most state accountability programs, including Ohio's, report selected school demographic statistics, presumably because these data have been linked to school performance. As examples, the percentage of students living in poverty (e.g., Berliner, 2006), the percentage of minority students (e.g., Farkas, 2003), family income (e.g., Mayer, 1997) and school enrollment (e.g., Lee & Smith, 1997) are thought to influence school effectiveness.

Ohio's Accountability System

Immediately following NCLB becoming law, Ohio sought input at more than 70 meetings and focus groups involving school leaders, educators and the business community, on several new state accountability models. The state also worked with the U.S. Department of Education to ensure that the plan met federal guidelines. Ohio's obligation, under NCLB, is to report school results from one school year before the start of the next school year (*Guide for Ohio's Report Card System*, 2005, p. 2).

Ohio's current accountability system was implemented in August 2003. Ohio's report card system for the 2005-2006 school year shows the progress of districts and schools in multiple ways. The four measures described that are the basis for assigning state designations to districts, buildings, and community schools are state indicators, performance index, growth calculation, and adequate yearly progress (*Guide for Ohio's*

Report Card System, 2006, p. 4). On the basis of quantitative analysis of these criteria, each public school is placed in one of five designations.

The Ohio report card system informs the public of district and school performance. Two measures influencing these evaluations are the percentage of students passing the Ohio Graduation Test (OGT) and high school graduation rates (*Guide for Ohio's Report Card System*, 2006). The Ohio accountability program does not require school culture to be assessed. Therefore, neither the possible associations between demographic conditions and school culture nor the possible associations between school culture and school performance are known.

School Effectiveness

Historically, research on school effectiveness often examined relationships between student performance and demographic characteristics. After the passage of NCLB in 2001, however, state standards have focused primarily on outputs. Across the literature, school effectiveness measures vary.

Demographic and School Performance Variables

Sutton (1999) studied Illinois elementary and secondary school achievement with school-related and demographic factors. Results revealed that a school's Illinois Goal Assessment Program achievement score was more a function of the school's demographic status and socioeconomic status than its effectiveness. An important implication of this study involved the use of achievement data for comparison purposes. "Comparing schools and school districts according to unadjusted outcome measures favors schools that serve advantaged students, and unusually adversely affects schools with a population of low-socioeconomic demographics" (p. 8). Poverty is noted as the

common thread that links most academically troubled schools that are placed on a state-mandated academic watch list. This study concluded that it is necessary to determine a method to adjust a school's accountability measures for factors that a school cannot control.

In a California study of school size, student achievement, and the equity of achievement, Weber (2006) explored the relationship between school size as a characteristic of the education experience and student achievement for different groups of students from Grades 2 to 11. Results of the analysis of variance revealed that both advantaged and disadvantaged students' achievement was higher in smaller settings and lower in larger settings for Grades 5 through 11.

A study of 293 public secondary schools in New Jersey investigated school size effects, various school characteristics that included district socioeconomic status and percentages of students from low-income families, and outcomes that included average scores on state-developed tests. Researchers found district socioeconomic status and the percentage of students from low-income families in the school were the most influential and consistent factors related to school outcomes. Additionally, school size was the next most consistent and was negatively related to outcomes. This finding suggests that smaller schools, regardless of socioeconomic status and grade level may be more efficient at enhancing educational outcomes (Fowler & Walberg, 1991).

In a mixed methods study, Whiteside (2006) examined an inner-city middle school serving a population of poor Black and Latino students traditionally unsuccessful in public schools. The school raised and maintained student achievement over a period of more than 3 years. Findings revealed a school led by a strong, long-term, collaborative

principal who used strategies including selective hiring of teachers, utilization of research based strategies and a reculturation process. The result was an effective and entrenched learner-centered school culture that supports and encourages staff and students to attain high student achievement through a culture of continuous learning.

In Israel, Gaziel (1997) investigated cultural differences between effective secondary schools and average secondary schools serving primarily disadvantaged students. Results revealed that schools vary in cultural dimensions, and the variation correlates with differences in student achievement. In Canada, Cavanagh and Waugh (2004) found that classroom cultural learning attitudes and behaviors of students relate directly to educational outcomes as do teacher expectations and parent attitudes and behaviors. Gruenert (2005) found collaborative cultures relate to student achievement.

Policy mechanics have contributed to researchers' understanding of school effectiveness across cultural settings (Fuller & Clarke, 1994). No longer is it assumed that a family's influence obscures the school's impact under all conditions. Researchers are now realizing how teaching practices and classrooms differ across societies and communities. In the United States, little research has been sensitive to variability inside classrooms; variation linked to community cultural norms or to how teachers construct socialization experiences.

Some researchers (e.g., Lezotte, 1997; Marzano, 2003) established that schools have a significant impact on student achievement. Moreover, Marzano concluded that highly effective schools are able to provide interventions that overcome many of the negative effects of an at-risk student's background. Leading scholars (e.g., Elmore, 1995; Fullan, 2001), contend that good practice does not stem from organizational restructuring,

but that restructuring actually stems from effective practice embedded in a strong positive culture (Ancess, 2000). Such evidence supports contentions that certain types of school reform can be highly effective in relation to increasing student achievement.

Climate and Culture

Climate

While no universal definitions of climate and culture exist, the work of several researchers provides an understanding of these concepts. Sweetland and Hoy (2000, p. 705) define school climate as a “stable set of organizational characteristics that capture the distinctive tone or atmosphere of a school; climate is to organization as personality is to individual.” Climate consists of the perceptions that individuals have of various aspects of their organization’s environment (Owens, 1995). It is believed to be affected by immediate circumstances.

A widely accepted definition of organizational climate as a multidimensional concept is that of Tagiuri (1968, p. 22), who distinguished four dimensions (a) ecology or physical surroundings; (b) milieu or characteristics of individuals and groups participating in the organization; (c) social system or the relations between individuals and groups in the organization and (d) culture; the whole of beliefs, values, meanings and cognitive structures.

Both climate and culture are used to describe the character of the school. Climate encompasses culture, and should be reserved for picturing the school in its entirety. Culture is preferred for examining a school’s cognitive structures (Van Houtte, 2005).

Climate and culture both refer to the general atmosphere or feel of the school, though they evolve from different perspectives, and concentrate on different

organizational aspects. Perceptions of behavior represent climate and shared values and ideologies represent culture. The goal of studying climate is often to determine effective change strategies (Hoy, 1990). Measuring school climate can help educators understand what was and what is, so that efforts to move forward to what could be are affected (Freiberg, 1998).

Culture

Schein (2004) defines culture as “a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (p. 17). Three levels of culture are also identified (p. 26); artifacts, espoused beliefs and values, and underlying assumptions. Artifacts are the visible organizational structures and processes that are seen, heard and felt when encountering a new group with an unfamiliar culture. These include language, manners of address, rituals, ceremonies, trophies, mission statements, and stories. Espoused beliefs and values are non-discussible assumptions supported by articulated sets of beliefs, norms, and operational rules of behavior that individuals claim guide their actions. Basic assumptions come from values, are the most difficult to clarify, and may be so deeply embedded that teachers are unaware of them. Often considered non-debatable, basic assumptions become difficult to change.

Organizational culture, the shared beliefs, expectations, values and norms of conduct of members (Peters & Waterman, 1982) interacts with the formal organizational structure and control system to produce an understanding of “the way things are done

around here” (Deal, 1985, p. 605). Peterson and Deal (1998, p. 28), define culture as “the underground stream of norms, values, beliefs, traditions and rituals that has built up over time as people work together, solve problems and confront challenges.” Principle characteristics of organizational culture are stability and consistency. Therefore, attempts to significantly modify the outcomes to higher levels of effectiveness are difficult (Hanson, 2003).

Sarason (1996) suggests that inadequacies in our conception of the change process and of our understanding of the school culture have contributed to disappointing outcomes (p. 93). Further, Sarason suggests that attempts to introduce important change in the school culture require changing existing regularities to produce new intended outcomes. In practice, regularities tend not to be changed and therefore, the intended outcomes cannot occur. This process results in a situation where the more things change, the more they remain the same (p. 116).

Organizational Culture and Effectiveness

Research on organizational culture, in both corporate and educational organizations, provides knowledge about the effectiveness of the organizations. Many studies describe relationships between performance of the company and the organizational culture within the company. There is comparable support for a similar thesis in education. In large measure, clearly establishing such causal connections in schools is hampered by the extraordinary complexity of the organization and the confusion and ambiguity among and between various constituencies of schools as to the criteria for determining what high performance is in schools (Owens, 1995, p. 110).

Deal and Peterson (1990) suggest that the culture of an organization can influence its productivity, and there is reason to believe that the same cultural dimensions that account for high performance in business account for high achievement in schools. Further, Deal and Peterson (1999) suggest that the culture of an enterprise plays the dominant role in exemplary performance.

School Culture and Effectiveness

From a cultural approach to school improvement, the values, expectations, attitudes, beliefs, symbols, rituals, ceremonies, and members' perceptions of how things are done in the organization influence school effectiveness. In a study of two urban high schools, Giles (1998) found that while urban high schools have similar processes, structures and schedules, the motives from which school occurrences stem are unique. This study concluded that the culture of a school advanced by staff members' underlying beliefs influence school improvement. In addition, the findings suggest that higher achieving urban high schools have strong positive cultures, which aligns with research by Deal and Kennedy (1982) that suggests successful corporations have strong positive cultures.

Research (e.g., Giles, 1998; Sarason, 1996) reports that considerable variance exists among school cultures. Further, the strength (i.e., the degree to which the same underlying assumptions are shared) and quality (i.e., the extent to which the same underlying assumptions are congruous with the profession's knowledge base) of this characteristic are inconstant (Kowalski, 2003).

Allen (2004) examined the relationship between school culture and student outcomes on the sixth grade reading section of the Ohio Proficiency Test. The study

concluded that school culture should be one variable considered when examining student outcomes and how to improve student success on high stakes tests. Further, even though one participating school had greater than 50% of its students coming from economically disadvantaged backgrounds, it was able to get more than 50% of the students to pass the 6th grade Reading Proficiency Test.

Swajkoski (2001) studied how a state accountability model, the North Carolina ABC's Accountability Plan, affected school culture at a school that was designated low performing. Findings revealed that reaction to the state mandated assessments and the low performing designation did indeed generate changes in the culture in the one high school studied. To protect instructional time and to keep focus on improving student achievement, traditional school rituals were altered and/or eliminated. New programs that provided remediation and enrichment to students were implemented. Teachers participated in staff development activities on various instructional and assessment strategies. While initially staff morale was affected negatively by the low performing designation, the desire to improve school performance unified staff and resulted in a positive impact on staff morale.

Gordon (2005) identified leadership dimensions essential to help schools build capacity to systemically transform them into high performing schools. In this Connecticut study, school culture was significant in predicting school performance.

In a study to identify and describe the traits and structure of three school districts in Ohio with high student achievement levels, Nikolay (2001) found that the traits of these school districts focused on school culture, high expectations, all students, instructional leadership, quality staff, gathering and use of data, planning, governance,

and parent and community involvement. Further, the data suggest that when leaders within a district shared common traits aligned with the district vision, mission, and goals, and created structures to support the common traits, student achievement increased.

Rodriguez (2005) studied structural and cultural processes in two small school settings by examining students' experiences. Findings indicate that school size interacted with four major dimensions of school culture to facilitate the emergence of student personalization. Data revealed that school size matters to the extent that small schools commit to a host of core practices and values. Findings suggest that school culture influenced student dispositions and aspirations after high school. Findings connect school size, school culture and student personalization.

Firestone and Wilson (1985) purport that past research has attended too much to bureaucratic linkages and too little to cultural ones. In examining ways that schools can become more productive, most scholars (e.g., Fullan, 2001; Sarason, 1996) have concluded that traditional school cultures constitute the most important and formidable obstacle to change. Yet, authentic reform is not likely unless traditional beliefs and values shared by educators are replaced by new standards that reduce alarmingly high failure rates (Blankstein, 2004).

School Culture

Katzenmeyer (1999) designed the School Culture Quality Survey (SCQS) to measure elements of effective working environments. The items were developed following principles of quality (Deming, 1986), learning organizations (Senge, 1990), and learning communities, (McLaughlin, 1990; 1995; Sergiovanni, 1992). The survey reflects the extent to which (a) "faculty and staff see themselves as having a shared

vision,” (b) “they view the administration of the school as providing facilitative leadership,” (c) “they view themselves as working together cooperatively and effectively in an atmosphere of mutual respect and caring (teamwork),” and (d) “they perceive that faculty, staff and administration are eagerly investing, learning and working together toward realization of the vision and goals they share (learning community)” (Katzenmeyer, 1999). Assessing the type of culture that exists in a specific setting provides valuable insight for leaders who desire to improve their school (Gruenert, 2000).

Two continuums ranging from weak to strong and negative to positive describe school culture. In strong cultures individuals comprising the organization embrace the same basic values and beliefs about education. In positive cultures dominant values and beliefs are congruous with the professional knowledge base. Strong, positive cultures are linked to effectiveness (Kowalski, 2003, p. 176).

Organizational learning theories related to the concept of culture have evolved from learning organization, to learning community, to professional learning community and professional community. Fullan (2005) suggests a growing problem in large-scale reform because the terms used travel well, but the underlying conceptualization and thinking do not (p. 10).

Learning Organization

Kline and Saunders (1998) suggested that organizational learning is among the most significant issues in corporate and governmental institutions. Organizational learning differs from individual learning. Individuals store learning in their memories while organizations store it primarily within their cultures. The culture can be found in the interactions between people in any situation with some degree of predictability.

The term learning organization was first used by Senge in *The Fifth Discipline* (1990). The basic meaning of a learning organization is one that is continually expanding capacity to create its future. Survival or adaptive learning, while important, is not enough. In a learning organization, survival or adaptive learning must be joined by generative learning that enhances the capacity to create. Senge's five guiding principles for a learning organization are systems thinking, personal mastery, mental models, team learning, and shared vision.

In developing a learning organization, there must be a change in the thinking of the leadership and also an effort to create a new culture within which new thinking can be modeled, shared, and accepted as a new way of life for those who choose to be part of the organization. To begin such a process necessitates an assessment of the culture that currently exists. If an organization is to learn, improve and innovate, it must know where it wants to go. Therefore, it is necessary to get a picture of the current reality before the culture can be transformed into something else (Kline & Saunders, 1998).

As learning organization theories have evolved, the concepts of learning community, professional learning community and professional community have emerged. Each of these concepts connects to organizational culture.

Learning Community

How does a school move from a learning organization to a learning community? Learning communities are essentially communities of inquirers. Everyone in the organization is asked to venture into the realm of curiosity together (Ryan, 1995).

The process of becoming a learning community involves the cultivation of certain building blocks that provide a different framework for what we do, why we do it, and

how we do it. To become a learning community a school must also be a community of relationships, place, mind and heart, memory, and practice. The benchmark for identifying how deep community exists in a school is community of practice. In traditional schools, teachers are involved in private practices. In the learning community, individual practices are connected to shared practices (Sergiovanni, 2000).

Fullan (2003) and Sergiovanni (2000), contend that school culture plays a fundamental role in organizational learning and in determining if professionals become a learning community. Research has supported this contention. In their study of the effects of positive school climates, Sweetland and Hoy (2000) found that both school culture and teacher efficacy were related to student learning.

Professional Learning Community

DuFour and Eaker (1998) noted five guiding principles of professional learning community: shared mission, vision, values and goals; collective inquiry; collaborative teams; action orientation and experimentation; and continuous improvement. Eaker, DuFour, and DuFour (2002), describe professional learning communities as collaboratively developed and widely shared mission, vision, values, and goals; teams that work interdependently to achieve common goals; and a focus on results evidenced by a commitment to continuous improvement. Some schools and districts proclaim they are professional learning communities but have shown little evidence of understanding core concepts or implementing the practices of professional learning communities (DuFour, Eaker, & DuFour, 2005).

A Texas study of 83 master's level educational administration students analyzed core processes of professional learning community and perceived relationships to school

effectiveness, and perceived relationships between the core processes and leadership style of the principal. In their research, Huffman and Jacobson (2003) found that participants believed their schools reflected core processes of a professional learning community at least some of the time. Core processes named most often were (a) providing a safe environment for diverse ideas, beliefs, and strategies, and (b) being a democratic organization guided by positive principles, ethics, and values. Participants also believed a collaborative style of leadership by the principal influenced the presence of professional learning community characteristics.

Professional Community

Grodsky and Gamoran (2003) analyzed the Schools and Staffing Survey of 1993-1994 which included a nationally representative sample of over 50,000 teachers in more than 10,000 schools in the United States to evaluate how and to what extent professional development affects the professional communities experienced by teachers within their schools. Positive effects of school-sponsored professional development on professional community were obtained at the school and individual teacher levels. This suggested that teachers who participate in school-sponsored professional development benefit not only from their own participation, but from the participation of their colleagues as well.

In a study conducted in Florida, Graham (2002) found evidence to support the prediction that teacher perceptions of a high quality professional community impact student achievement positively. The results of this study support a relationship between professional community and student achievement.

Examining schools as organizations, researchers interested in schools have recently begun to take more seriously the presence and role of professional communities

within schools, arguing that such communities have benefits for both students and teachers. Aspects of community such as shared values, collaboration, and collective control are seen as enhancing teachers' commitment and effectiveness, as well as student learning (Grodsky & Gamoran, 2003, p. 1).

As a growing body of evidence suggests the importance of school culture in educational reform, leadership standards are now predicated on research. The Council of Chief State School Officers has developed standards used throughout North America to influence leadership.

Leadership Standards

The Council of Chief State School Officers - Interstate School Leaders Licensure Consortium (ISLLC; 1996) *Standards for School Leaders* link culture and professional community. Effective beginning in 2000, the six guiding principles for school leaders are:

1. "Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community" (p. 10).
2. "Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (p. 12).
3. "Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment" (p. 14).
4. "Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources" (p. 16).
5. "Acting with integrity, fairness, and in an ethical manner" (p. 18).

6. "Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context" (p. 20).

These principles for school leadership in North America connect the development of professional community to shared vision, culture, collaboration, and learning community with current practice. Through these principles, educational leaders are provided a framework for incorporating cultural dimensions into professional practice.

Implications for School Leaders

One problem educational leaders face in attempting to implement school reform is resistance to change. Giles and Hargreaves (2006) studied 3 innovative high schools to determine the impact of attrition of change and other change forces. Their findings suggest that schools as learning organizations and professional learning communities seem to have the capacity to offset forces that threaten the sustainability of innovative effects.

Janzen (2002) investigated the relationship between 39 schools' development as learning organizations and 980 teachers' adoption of a new practice of assessment. The study concluded that learning organization theory may have important implications for schools seeking to build capacity for reform initiatives.

Dodd (2006) studied one school's search to create the best possible teaching and learning environment while also meeting the high stakes accountability measures for student performance. The Oklahoma school studied, experienced a change in demographics resulting in a student population with a greater incidence of poverty, higher mobility rates, and a larger percentage of non-English speaking students compared to the district as a whole. Research indicated that increased student learning is strongly

encouraged by the development of professional learning communities. The development of a professional learning community served as a means to focus conversation on student achievement and encouraged collaboration among school staff as a means of addressing individual students' learning needs.

The need to create a new professional climate that permits schools to be more open, adaptable, and professional is widely accepted. Education scholars have been attempting to produce definitions of professional cultures, allowing schools to be improved within the framework of political, social, and economic conditions. Some recurring characteristics of a professional school culture are: collaboration, shared decision making; knowledge about change, knowledge about climate and culture; individual growth opportunities; relevant and sustained staff development; and administrative role changes. Educators must understand the components of climate and have insights into ways that these components can be altered so that obstacles to reform can be removed or circumvented (Kowalski, 2003, p. 158).

School leaders are influenced by both professional and political cultures (Björk, Kowalski, & Young, 2005). In the professional realm, they encounter persistent pressure to follow the professional knowledge base and to behave ethically. In the political realm, they encounter persistent pressure to behave politically by basing important decisions on local political interests (Wirt & Kirst, 2001). Through the increased call for accountability following NCLB, educational leaders must determine whether school culture and characteristics of learning communities are related to student outcomes. Further, educational leaders must gain a formative perspective from state accountability programs to understand the underlying causes of school performance and then to make

decisions for change based on both the professional and political contexts for continuous improvement.

Summary

It is apparent, following this review of research and literature that school culture is an important, but often overlooked aspect in school reform. As Elmore and Fuhrman (2001) argue, educators in schools would benefit more by knowing what to change and by adopting a coherent and favorable system of beliefs and practices.

While principles for school leadership in the United States connect the development of professional community: the shared vision, culture, collaboration and learning community to current practice, most state accountability programs, including Ohio's, report selected school demographic statistics, presumably because these data have been linked to school performance and ignore the influence of school culture.

With the increased call for accountability following NCLB, educational leaders must determine whether school culture and characteristics of learning communities are related to student outcomes. Further, educational leaders must gain a formative perspective from state accountability programs to understand the underlying causes of school performance and then to make decisions for change based on both the professional and political contexts for continuous improvement.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This chapter reviews the purpose of the study and the research questions. The variables, participants, instrumentation, and analytic procedures used in the study are discussed.

Review of Purpose

This study was designed to examine the perceptions of high school teachers in Allen County, Ohio toward their work environments. A second purpose was to interface school culture profiles with selected demographic and school performance variables.

The study population consisted of the 9 public high schools in Allen County, Ohio. All public high schools in the county serving Grades 9 through 12 participated in the study. The 2005 - 2006 Ohio report card was the most current measure of school performance available to the researcher. Selected demographic variables included in this study were high school enrollment, the average daily membership (ADM); percent of high school disadvantaged students; median income; and percent of high school minority students from the Ohio Department of Education report card data for 2005 – 2006 (Ohio Department of Education, 2006a). A composite measure obtained from the 10th grade Ohio Graduation Test and graduation rate from the Ohio report card were used as the school performance measures. Dispositions toward professional

community and four subscales of shared vision, facilitative leadership, teamwork, and learning community were determined by scores on the School Culture Quality Survey (SCQS) which was administered to teachers in the 9 high schools in October and November 2006.

Descriptive statistics were used to compare SCQS study population mean scores with those of the norm referenced group. Individual school mean scores were compared with those of the norm reference group and study population. Ranks were assigned to the 9 high schools within the study population and a profile was built for each. Possible associations between the study population's mean SCQS scores and six selected variables were examined by calculating correlations using the Pearson correlation coefficient. The unit of analysis in this study was the high school, and descriptive rather than inferential statistics were chosen because the small population size precludes the use of inferential statistics.

Mean scores for the study population and norm reference group were provided by the David C. Anchin Center, publisher of the SCQS. The researcher used SPSS (2005) software to calculate Pearson correlations between the five SCQS scales, selected demographic and school performance variables.

The following rubric, developed by Cohen and Cohen (1983, p. 161) was used to determine the extent of association:

Small: correlations from (+ or -) .01 to .29

Moderate: correlations (+ or -) .30 to .49

Large: correlations (+ or -) .50 and higher

Review of Research Questions

The research was guided by the following questions:

1. To what extent are the school cultures in the study population dissimilar?
2. To what extent are school cultures associated with selected demographic conditions?
3. To what extent are school cultures associated with school outcomes?

Participants in the Study

The participants in the study included the teachers and counselors from the population of 9 high schools in Allen County, Ohio. Participation at each high school consisted of certificated/licensed teachers and counselors who voluntarily completed the 36 item SCQS.

Instrumentation

School Culture Quality Survey. The SCQS is based on ideas and concepts from the quality movement and the work of Deming (1986), Senge (1990), Sergiovanni (1992), and McLaughlin (1995). The instrument (Katzenmeyer, 1999) presented in Appendix A, was used to develop a school culture profile describing the presence of a professional community in general and four elements of a professional community specifically: (a) shared vision, (b) facilitative leadership; (c) teamwork, and (d) learning community. Educators chose one of five responses on a Likert-type scale choosing (1) *never*; (2) *rarely*; (3) *sometimes*; (4) *often*; and (5) *always*.

Educators' responses to the 36 items of the SCQS served as a source of data to measure perceptions toward professional community, representative of overall school culture. The content scales reflect the extent to which (a) "faculty and staff see

themselves as having a shared vision,” (b) “they view the administration of the school as providing facilitative leadership,” (c) “they view themselves as working together cooperatively and effectively in an atmosphere of mutual respect and caring (teamwork),” and (d) “they perceive that faculty, staff and administration are eagerly investing, learning and working together toward realization of the vision and goals they share (learning community)” (Katzenmeyer, 1999). Each of these areas was designed to measure an aspect of a quality work environment. The professional community measure used all the items to provide a comparison of the overall culture of the school with the SCQS reference group. Rounding of decimals was employed as stated in the *Publication Manual of the American Psychological Association* guidelines (American Psychological Association, 2001, p. 129) only when there was a 9 in the third decimal position.

Results of the survey were also used to interface the school culture profiles with: (a) selected demographic variables of enrollment (ADM); percent of disadvantaged students; median income and percent of minority students; and (b) school performance represented by a composite measure developed from the 2005 – 2006 Ohio school report card and school graduation rates.

Factor analysis is a statistical procedure that examines interrelationships among items and helps to identify the dimensions underlying a measure, and in essence, what it is measuring (Kratwohl, 1998). Items thought to address the four elements of shared vision, facilitative leadership, teamwork, and learning community were developed. The items were used in a series of schools to obtain a number of responses sufficient to support factor analysis and reliability studies (Katzenmeyer, Uekawa, Borman, & Lee, 2000, p. 3).

Table 1 presents the survey items that contribute to each of the four subscales of the SCQS. A copy of the survey appears in Appendix A.

Table 1

Items in SCQS Subscales

<u>Number of items</u>	<u>Item numbers</u>	
Shared vision	7	3, 5, 12, 21, 26, 35, 36
Facilitative leadership	9	6, 7, 10, 13, 14, 16, 19, 20, 24
Teamwork	9	1, 2, 4, 8, 11, 17, 22, 23, 29
Learning community	11	9, 15, 18, 25, 27, 28, 30, 31, 32, 33, 34

Technical information. The SCQS reports the Cronbach Alpha reliabilities for each scale estimated from a sample of 666 teachers. The Alpha reliability for each of the scales is presented in Table 2. Reliability refers to an instrument's consistency in measuring whatever it measures (Krathwohl, 1998, p. 435). Cronbach Alpha reliabilities' (the average of all split half reliabilities) estimates suggested that the scales of the SCQS are very reliable.

Table 2

Alpha Reliabilities of the SCQS Subscales

Shared vision	0.903
Facilitative leadership	0.931
Teamwork	0.913
Learning community	0.932

Ohio Report Card

The Ohio report card accountability system was implemented in August 2003. Ohio's high school report card for the 2005 - 2006 school year consisted of 12 measures in four areas: 10th grade Ohio Graduation Test (OGT); 11th grade Ohio graduation test; attendance rate for the entire district; and graduation rate. Within the 10th grade OGT the state requirement for proficiency in reading, writing, mathematics, science, and social studies was 75%. The state requirement for graduation rate was 90% and for attendance rate, 93% (*Guide for Ohio's Report Card System*, 2006, p. 3).

Selected demographic variables. Selected demographic data included in this study were obtained from the Ohio Department of Education website, 2006. Demographics selected for inclusion in this study were high school enrollment (ADM); percent of disadvantaged students, median income and percent of minority students.

School performance variables. For the purposes of this study, a composite mean of the five scores on reading, writing, mathematics, science, and social studies on the 10th grade OGT was determined from the 2005 – 2006 Ohio report card for each high school in the study and used as a measure of school performance. The graduation rate for each school obtained from the 2005 – 2006 Ohio report card was also used as a measure of school performance.

Procedures

Permission to administer the SCQS was initially requested and granted verbally by each district superintendent and high school principal. Confirmation letters of approval were sent to each district superintendent. The letter of approval is presented in Appendix B. The University of Dayton Committee for the Protection of Human Subjects approved this study (see Appendix D). Participating schools are listed once (see Appendix E), and are otherwise reported in a manner that ensures confidentiality.

The teachers and counselors at each high school voluntarily participated in the study with the understanding that responses were kept anonymous and that the purpose of the study was to gain knowledge about school culture to provide insight for the school improvement process. This information was shared with teachers in an introduction letter prepared by the researcher (see Appendix C). Once consents were assured, the researcher proceeded with the study.

Building principals were asked to work with a lead teacher and administer the SCQS at a staff meeting to provide adequate time to complete the survey. The researcher coordinated scheduling with the principal in each high school and surveys were administered in October and November 2006. To obtain accurate data about perceptions

of the school's culture, teachers were assured confidentiality. After the surveys were completed, they were mailed to the David C. Anchin Center for tabulation of results. After the SCQS data were processed, a data file was sent to the researcher in an SPSS file.

Data were obtained from all 9 high schools constituting the study population. The total number of respondents providing data across the population was 272 of 369 educators; an overall participation rate of 73%. The norm reference group for the SCQS consisted of 1,727 high school respondents from other districts excluding those in the study population throughout the United States as determined by the David C. Anchin Center.

High schools in the study population are identified by an assigned letter. Because participation in the study was voluntary, variance existed in the levels of participation.

The participation levels at the 9 high schools are reported below:

School A	96%
School B	72%
School C	83%
School D	78%
School E	62%
School F	68%
School G	45%
School H	90%
School I	86%

Analytic Procedures

Descriptive statistics are procedures for organizing and summarizing data so that important characteristics can be described and communicated (Heiman, 2003, p. 519). Descriptive statistics were used to compare SCQS study population mean scores with those of the norm reference group. Individual school's mean scores were compared with those of the norm reference group and study population. Ranks were assigned to the 9 high schools within the study population and after analyzing the data, a profile was developed for each. Possible associations between the study population's mean SCQS scores and six selected variables were examined by calculating correlations using the Pearson correlation coefficient and analyzing descriptively.

Summary

This chapter reviewed the research questions and purpose of the study and also provided descriptions about the variables, participants, instrumentation, and analytic procedures. Factors contributing to the decision to use descriptive statistics rather than inferential statistics were described. Both the SCQS instrument and four demographic and two school performance variables were presented. Finally, the procedures followed to analyze the data collected were discussed.

The results of the comparative analysis of data gathered from the SCQS, selected demographic and school performance variables are presented in chapter 4.

CHAPTER IV

REPORT OF FINDINGS

Overview

Teacher perceptions of their work environments were identified in the study population's 9 high schools using the School Culture Quality Survey (SCQS). This instrument produces culture profiles revealing the extent to which professional community generally and four elements of a professional community specifically (shared vision, facilitative leadership, teamwork, and learning community) exist in schools. Findings regarding the SCQS are reported in this chapter. Once determined, the school culture profiles were examined in relation to four demographic variables (enrollment, percent of disadvantaged students, median income, and percent of minority students) and to two school performance variables (a composite measure developed from the Ohio school report card and school graduation rates). Findings pertinent to this analysis also are presented in this chapter.

To ensure confidentiality, each school in the population was identified by a designated letter. The nine institutions are identified as schools A through I.

Comparison of Study Population with the Norm Reference Group

The norm reference group for the SCQS consisted of 1,727 high school respondents from districts throughout the United States excluding those in the study population. The norm reference group was determined by the David C. Anchin Center, publisher of the SCQS.

Mean SCQS scores for the study population were calculated and then compared to mean SCQS scores for the norm referenced group. Results revealed that the study population's means were higher than the norm reference group means on three of four subscales and on the overall culture profile (professional community). The study population's mean was lower than the norm reference group mean on one subscale (learning community). Table 3 includes the comparisons of study population and norm reference group means.

Table 3

Mean Scores of the Study Population and Norm Reference Group on the SCQS Subscales and Overall Professional Community

	Subscale 1:	Subscale 2:	Subscale 3:	Subscale 4:	Culture profile:
	Shared	Facilitative	Teamwork	Learning	Professional
	vision	leadership		community	community
Study					
population	3.62	3.73	3.65	3.43	3.60
Norm					
reference					
group	3.54	3.49	3.49	3.46	3.49

Individual Schools Compared with the Norm Reference Group and Study Population

Scores for the five SCQS measures for each of the 9 schools in the study population were compared to norm reference group means and study population means. Outcomes provide a picture of each school in relation to both groups. The following rubric was used to determine whether a school's mean scores were considerably above, slightly above, at, slightly below, or considerably below the study population and norm reference group.

Considerably above	.36 and above
Slightly above	.02 to .35
At	-.01 to .01
Slightly below	-.02 to -.35

Considerably below -.36 and below

Actual means and ranks are provided in Table 4, which follows the brief school descriptions.

School A

School A's mean scores on all five measures were slightly above those for both the norm reference group and study population.

School B

Comparisons for this school were mixed, but in general, School B's means for the five measures were slightly below those for both the norm reference group and the study population. The exceptions were the facilitative leadership subscale (School B's mean was considerably lower than the study population group's mean) and the teamwork subscale (School B's mean was slightly above the norm reference group's mean).

School C

School C's mean scores on all five measures were considerably above those for both the norm reference group and study population.

School D

School D's mean scores were mixed, but in general, they were considerably below those for both the norm reference group and study population. The exceptions were the facilitative leadership subscale (School D's mean was slightly above the norm reference group's mean and slightly below the study population's mean) and the overall culture profile (School D's mean was slightly below the norm reference group's mean).

School E

School E's mean scores on all five measures were considerably above those for both the norm reference group and study population.

School F

School F's mean scores were mixed, but in general they were slightly below those for both the norm reference group and study population. The exceptions were the facilitative leadership subscale (School F's mean was slightly above the norm reference group's mean); and the teamwork subscale (School F's mean was at the norm reference group's mean).

School G

School G's mean scores were considerably below those for both the norm reference group and study population on all five measures with one exception; the facilitative leadership subscale (School G's mean was slightly below the norm reference group's mean).

School H

School H's mean scores were slightly above those for both the norm reference group and study population on all five measures with two exceptions. They were considerably above the norm reference group's means on facilitative leadership and teamwork.

School I

School I's mean scores were mixed, but in general, they were slightly below those for both the norm reference group and study population. The exceptions were on the facilitative leadership subscale (School I's mean was slightly above the norm reference

group's mean), the teamwork subscale (School I's mean was slightly above the norm reference group's mean), and the overall culture profile (School I's mean was at the norm reference group's mean).

Table 4

Mean Scores and Rank in the Study Population for the SCQS Subscales and Overall Professional Community*

School	Subscale 1:	Subscale 2:	Subscale 3:	Subscale 4:	Culture profile:
	Shared	Facilitative	Teamwork	Learning	Professional
	vision	leadership		community	community
	mean/rank	mean/rank	mean/rank	mean/rank	mean/rank
Study					
population	3.62	3.73	3.65	3.43	3.60
Norm refer-					
ence group	3.54	3.49	3.49	3.46	3.49
A	3.75/4	3.81/4	3.76/4	3.49/4	3.69/4
B	3.42/7	3.37/8	3.57/6	3.26/7	3.39/7
C	4.16/1	4.17/2	4.17/1	3.95/1	4.10/1
D	3.13/8	3.69/5	3.08/9	2.98/8	3.21/8
E	4.15/2	4.25/1	4.05/2	3.85/2	4.07/2
F	3.44/6	3.53/7	3.49/7	3.30/6	3.43/6
G	2.91/9	3.15/9	3.12/8	2.81/9	2.99/9
H	3.89/3	3.94/3	3.88/3	3.65/3	3.83/3
I	3.48/5	3.65/6	3.60/5	3.32/5	3.50/5

*Refers to rank in the study population

Interface of School Culture and Selected Demographics

Possible associations between the study population's mean SCQS scores and the six selected variables identified previously were examined by calculating correlations using the Pearson correlation coefficient. As noted in chapter 3, the correlations were employed as a descriptive statistic in this research; that is, they were used to determine the extent of association.

The following rubric, described and referenced in the previous chapter, was used to determine the extent of association:

Small: correlations from (+ or -) .01 to .29

Moderate: correlations from (+ or -) .30 to .49

Large: correlations between (+ or -) .50 and higher

The first demographic variable, school enrollment, was determined by average daily membership (ADM), a uniform statistic reported by all public schools in Ohio. Correlation coefficients and descriptive findings for the study population's SCQS means and ADM are shown in Table 5.

Table 5

Correlation Coefficients for Study Population Mean SCQS Scores and School Enrollment

SCQS component	Coefficient for ADM	Coefficient description
<hr/>		
Subscales	<i>r</i>	
Shared vision	.17	small-positive
Facilitative leadership	.04	small-positive
Teamwork	.16	small-positive
Learning community	.19	small-positive
Overall profile professional community	.15	small-positive

Data in Table 5 show that all five associations were small and positive.

The second demographic variable was the percent of disadvantaged students enrolled in the population high schools. Coefficients and descriptive findings for these correlations are shown in Table 6.

Table 6

Correlation Coefficients for Study Population Mean SCQS Scores and Percent of Disadvantaged Students

SCQS component	Coefficient for disadvantaged	Coefficient description
<hr/>		
Subscales	<i>r</i>	
Shared vision	-.50	large-negative
Facilitative leadership	-.56	large-negative
Teamwork	-.49	moderate-negative
Learning community	-.46	moderate-negative
Overall profile professional community	-.51	large-negative

As per data displayed in Table 6, all coefficients for the percentage of disadvantaged students and four SCQS subscales were negative; two were large and two were moderate and the coefficient for the overall profile was large and negative.

The third demographic variable was median income. Coefficients for these correlations are shown in Table 7.

Table 7

Correlation Coefficients for Study Population Mean SCQS Scores and Median Income

SCQS component	Coefficient for median income	Coefficient description
Subscales	<i>r</i>	
Shared vision	.49	moderate-positive
Facilitative leadership	.44	moderate-positive
Teamwork	.51	large-positive
Learning community	.46	moderate-positive
Overall profile professional community	.48	moderate-positive

As per data displayed in Table 7, all coefficients were positive; three were moderate and one was large and the coefficient for the overall profile was moderate.

The fourth variable was percent of minority students enrolled in the population high schools. Coefficients for these correlations are shown in Table 8.

Table 8

Correlation Coefficients for Study Population Mean SCQS and Percent of Minority Students

SCQS component	Coefficient for percent minority	Coefficient description
<i>r</i>		
Subscales		
Shared vision	-.11	small-negative
Facilitative leadership	-.21	small-negative
Teamwork	-.11	small-negative
Learning community	-.08	small-negative
Overall profile professional community	-.13	small-negative

Data in Table 8 show that all five associations were small and negative.

Interface of School Culture and School Performance

Correlation coefficients also were calculated for the study group's mean SCQS scores and two performance variables. Coefficients for the first variable, the 10th grade OGT composite are shown in Table 9.

Table 9

Correlation Coefficients for Study Population Mean SCQS Scores and 10th Grade OGT Composite

SCQS component	Coefficient for 10 th grade OGT composite	Coefficient description
<hr/>		
	<i>r</i>	
Subscales		
Shared vision	.57	large-positive
Facilitative leadership	.52	large-positive
Teamwork	.61	large-positive
Learning community	.56	large-positive
Overall profile professional community	.58	large-positive

Data in Table 9 show that all five associations were large and positive.

The second school performance variable examined was graduation rate.

Correlation coefficients for this variable are shown in Table 10.

Table 10

Correlation Coefficients for Study Population SCQS Scores and Graduation Rate

SCQS component	Coefficient for graduation rate	Coefficient description
<hr/>		
Subscales	<i>r</i>	
Shared vision	.36	moderate-positive
Facilitative leadership	.40	moderate-positive
Teamwork	.35	moderate-positive
Learning community	.33	moderate-positive
Overall profile professional community	.37	moderate-positive

Data in Table 10 show that all five associations were moderate and positive.

Comparison of Rankings

A comparison of rankings provides a picture of possible associations between individual school profiles and the six variables. Table 11 presents the rankings of individual school culture profiles and the variables.

Table 11

Individual School Rankings for Culture Profile and the Six Selected Variables

School	Culture profile	<u>Demographic variables</u>				<u>Outcome variables</u>	
		Enr	Dis	Fi	Mi	OGT	Gr
A	4	8	7	3	8	6	4
B	7	4	3	4	6	4	1
C	1	5	9	2	5	1	2
D	8	9	4	7	7	7	3
E	2	3	5	6	3	5	5
F	6	1	1	9	1	9	9
G	9	5	2	8	2	8	8
H	3	2	8	1	4	3	6
I	5	7	6	5	9	2	7

Legend: Enr = enrollment; Dis = percent of disadvantaged students; Fi = family income; Mi = percent of minority students; OGT = Ohio Graduation Test; Gr = graduation rate

Ranking Relationships

Figure 1 provides a visual profile of relationships. Rankings represent school culture profiles and the two outcome variables.

Ranking Relationships between the Two Outcome Variables and School Culture Profile

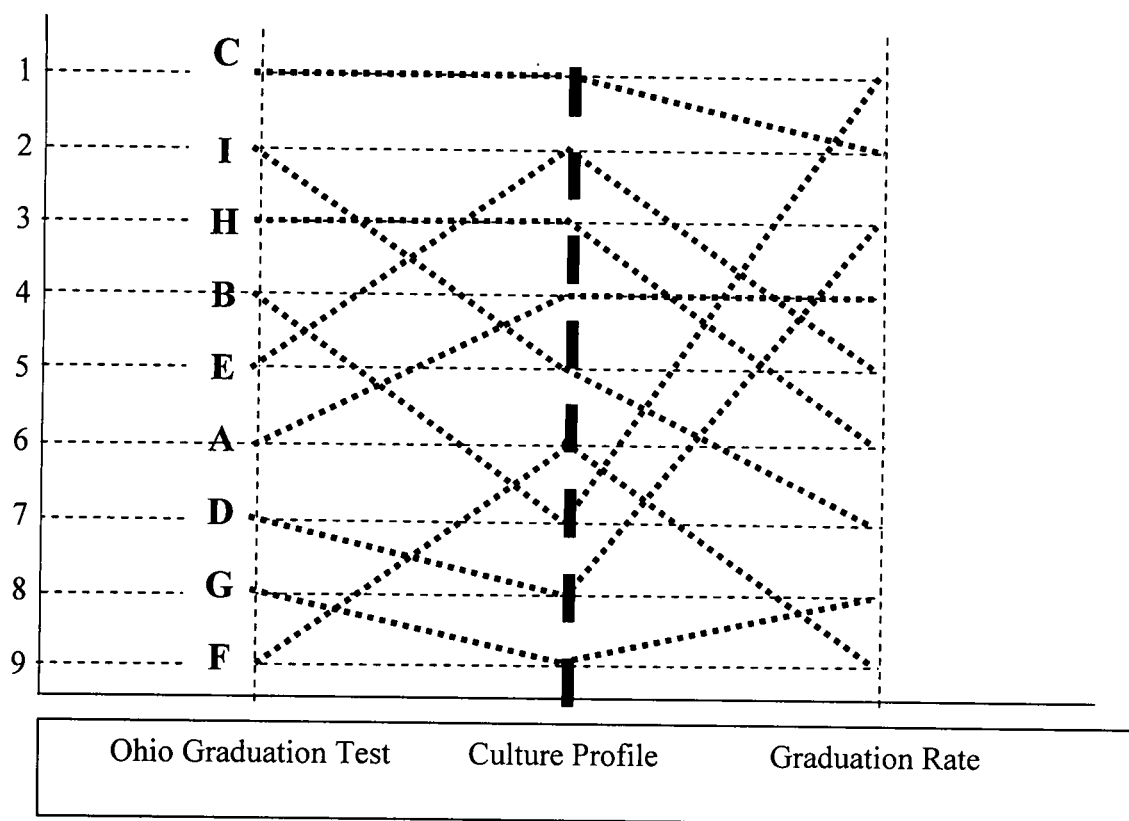


Figure 1. Rank in study population

Summary

The study population collectively scored above the norm referenced group on three of four SCQS subscales and on the overall SCQS profile. Mean SCQS scores for individual schools in the population were identified and compared to means for both the norm referenced group and the study population. Findings reveal notable differences

among the 9 study population schools. Finally, the study population's mean SCQS scores were examined in relation to four demographic and two performance variables. Findings reveal differences among the demographic variables, while the performance variables were more consistent.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This final chapter is divided into three sections: a summary of findings, conclusions, and recommendations.

Summary of Findings

The research was guided by the following questions:

1. To what extent are the school cultures in the study population dissimilar?
2. To what extent are school cultures associated with selected demographic conditions?
3. To what extent are school cultures associated with school outcomes?

In answer to the first question, mean SCQS scores for the study population were compared to mean SCQS scores for the national norm referenced group. Results revealed that the study population's means were higher than the norm reference group means on three of four subscales and on the overall culture profile of professional community. Results also indicated that individual school cultures among the study population were dissimilar; the greatest differences were on the facilitative leadership and teamwork subscales.

The findings pertinent to the second question included the following:

- A strong negative association was found to exist between the overall school culture profiles and the percentage of disadvantaged students enrolled; the higher the percentage of disadvantaged students enrolled, the lower the profile score.
- A moderate positive association was found to exist between median family income and overall school culture scores.
- A low positive association was found to exist between the overall school culture profile and school size.
- A low negative association was found to exist between the overall school culture profile and percentage of minority students enrolled.

With respect to the third research question, the following findings are pertinent:

- A moderate positive association was found to exist between overall school culture profiles and school graduation rates.
- A strong positive association was found to exist between overall school culture profiles and the 10th grade OGT composite (student scores on the mandated high school graduation examination).

Conclusions

The study population had a mean school culture profile above the norm reference group, but considerable variance in the profiles existed among the 9 schools in the study population. The greatest dissimilarities were in facilitative leadership and teamwork. This

finding supports research (e.g., Ancess, 2000; Gaziel, 1997; Giles, 1998) reporting that considerable variance exists among school cultures. Because the schools in the study population represent a small homogeneous demographic area of a single county, the considerable variance cannot be ignored.

Elsewhere in Ohio, Allen (2004) concluded that school culture should be considered when examining school outcomes. In North Carolina, Swajkoski (2001) found that reactions to state mandated assessment and a low performing designation did indeed generate changes in school culture, while in Connecticut Gordon (2005) concluded that school culture was significant in predicting school performance. Research in Florida by Graham (2002) found evidence to support a relationship between professional community (school culture) and student achievement. Other research, Giles (1998) concluded that higher achieving schools have strong positive cultures. Throughout the United States, evidence that school culture influences school performance is mounting. Therefore, school culture is becoming an important consideration in the school improvement process.

In this study, associations between the school culture profiles and the four demographic variables were inconstant. The low level of association found to exist between school culture and school size (enrollment), was not anticipated since many authors (Fuller & Clarke, 1994; Gaziel, 1997; Rodriguez, 2005) have argued that small high schools provide a more effective educational environment than do large high schools. Findings related to the remaining three demographic variables indicate that economics, and not race or ethnicity, are likely to have the greatest level of association with school culture. Though issues of poverty (e.g. Berliner, 2006), family income (e.g.,

Mayer, 1997), and race (e.g., Farkas, 2003) have been addressed in relation to student success, they have not been studied directly in relation to their association to school culture. Therefore, findings concerning the association between economics, race, and school culture have not been widely tested.

The large negative association found to exist between school culture and the percent of disadvantaged students enrolled in a high school raises a number of questions that merit further investigation. Given that the culture profiles reported in this study were based on teacher input, this association could have stemmed from several factors. For instance, staff in high schools with higher percentages of disadvantaged students may have been preoccupied with problems less common in the other high schools; that is, they may have been focused on remediation, discipline, and student self-esteem. Or, the negative association may have been due to a low level of faculty turnover. Often, schools with high percentages of disadvantaged students also have declining enrollments - a situation that reduces opportunities to employ younger or forward-thinking teachers inclined to challenge the prevailing culture. Equally possible, differences in leadership, both from administrators and influential teachers, could have contributed to the strong negative association.

In Israel, Gaziel (1997) found that secondary schools serving primarily disadvantaged students varied in cultural dimensions. This research also linked to student success in that the variation correlated with differences in student achievement. Further, Fuller and Clarke (1994) note that it is no longer assumed that a family's influence obscures the school impact under all conditions. However, in the United States, little research has been sensitive to variation in practices linked to cultural norms.

Findings related to the association between school outcomes and overall culture profiles are especially noteworthy. They indicate that school effectiveness is linked to school culture, and in that vein, they support contentions that have been made by a myriad of scholars (e.g., Deal & Peterson, 1990; 1999; Fullan, 2001; Owens, 1995; Sarason, 1996). The findings also support similar research conducted in Israel by Gaziel (1997), in Canada (Cavanagh & Waugh, 2004), and in Indiana by Gruenert (2005). All three studies concluded that variations in school cultures were linked positively to student performance.

The findings related to the association between school outcomes and overall culture profiles support similar research that school culture should be one variable considered when examining student outcomes and how to improve student success on high stakes tests in Ohio (Allen, 2004). Assessing the type of culture that exists in a specific setting provides valuable insight for leaders who desire to improve their school (Gruenert, 2000); authentic reform is not likely unless traditional beliefs and values shared by educators are replaced by new standards that reduce failure rates (Blankstein, 2004). Since state policymakers place tremendous importance on both graduation tests and graduation rates, the associations between these two variables and school culture support the contention made by those who believe that school culture should play a more prominent role in school improvement programs (e.g., Allen, 2004; Fuller & Clarke, 1994).

Recommendations

There is growing acceptance of the contention that state accountability systems should have a formative component. Results from this study indicate that school culture

should play a role in school improvement efforts because studies have revealed rather consistently a strong association between school culture and student performance.

Moreover, school principals should take steps to monitor school culture periodically and to use the results in conjunction with school improvement efforts. To do this, some principals may need to become more informed about the professional knowledge base pertaining to school culture, collaboration, and learning communities.

Though several studies have examined connections between school culture and student performance in recent years, much more knowledge is needed in this area. Likewise, additional data are needed to gain a more complete understanding of possible associations between the demographic characteristics of schools and their cultures. Given these needs, this study should be replicated in other Ohio counties and other states.

Learning more about the association between school culture and disadvantaged students requires additional research on two fronts. First, the association found to exist in this study needs to be tested in other study populations to determine if this linkage is pervasive. Second, possible explanations regarding the association between disadvantaged students and school culture, such as the three previously mentioned, need to be tested.

Finally, state policymakers and administrators need to consider ways in which school cultures can be evaluated periodically as part of state accountability programs. Though it is obviously important to know the level at which schools are performing, it is even more important to know why they are performing at these levels.

Appendix A
School Culture Quality Survey (SQCS)

by
Bill Katzenmeyer

Please fill in as many ovals below as apply to you.

- ☐ Teacher
- ☐ Math and/or Science Teacher
- ☐ Administrator
- ☐ Support Staff
- ☐ Other

- ☐ K-2
- ☐ 3-5
- ☐ 6-8
- ☐ 9-12

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

1. Faculty and staff at my school respond eagerly to each other's needs.

Never	Rarely	Sometimes	Often	Always
-------	--------	-----------	-------	--------

2. Faculty and staff at my school work together very well.

Never	Rarely	Sometimes	Often	Always
-------	--------	-----------	-------	--------

3. Members of the faculty and staff at my school understand how the work that they do fits in with what others do.

Never	Rarely	Sometimes	Often	Always
-------	--------	-----------	-------	--------

4. When something doesn't go well at our school we don't blame anyone, we just try to figure out a better way.

Never	Rarely	Sometimes	Often	Always
-------	--------	-----------	-------	--------

5. At my school we have a clear notion of the kind of school we would like to be and what each of us can do to move us toward our goals.

Never	Rarely	Sometimes	Often	Always
-------	--------	-----------	-------	--------

6. At my school the faculty and staff are encouraged to work together to find new ways to serve our students and their families.
 Never Rarely Sometimes Often Always
7. Our principal, faculty and staff are a great team.
 Never Rarely Sometimes Often Always
8. There is a feeling of mutual respect and caring among faculty, staff and students at my school.
 Never Rarely Sometimes Often Always
9. There is a sense of commitment and excitement at our school because of the new things we are learning together.
 Never Rarely Sometimes Often Always
10. Administrators at my school do all they can to facilitate the work of faculty and staff.
 Never Rarely Sometimes Often Always
11. At my school teachers observe and give supportive feedback to each other.
 Never Rarely Sometimes Often Always
12. At my school administrators and teachers work together to develop goals and values that guide us.
 Never Rarely Sometimes Often Always
13. Teachers at my school have the freedom to make decisions about what is best for students.
 Never Rarely Sometimes Often Always
14. Teachers know they will be supported if they want to try some promising new alternative.
 Never Rarely Sometimes Often Always
15. My colleagues and I are eagerly exploring new ways to be successful.
 Never Rarely Sometimes Often Always
16. Teachers and administrators at my school collaborate to solve students' academic and behavior problems.
 Never Rarely Sometimes Often Always
17. Teachers at my school recognize each other for the contributions they make to the success of the school.
 Never Rarely Sometimes Often Always

18. We try to find ways to get regular feedback from students about how well they are learning.
 Never Rarely Sometimes Often Always
19. At my school teachers have a say in how the school is organized and how time is used.
 Never Rarely Sometimes Often Always
20. At my school we try to reach consensus on any major changes before we proceed.
 Never Rarely Sometimes Often Always
21. Faculty and staff understand clearly how what they do contributes to the overall success of the school.
 Never Rarely Sometimes Often Always
22. The atmosphere at my school is one of mutual respect and caring.
 Never Rarely Sometimes Often Always
23. We get a lot done at our school because we work well together.
 Never Rarely Sometimes Often Always
24. If I have a good idea, the administration at my school will help me to find the resources I need.
 Never Rarely Sometimes Often Always
25. At my school we think of our work as including our students, their families and the community.
 Never Rarely Sometimes Often Always
26. We all work together to shape our ideas about the kind of school we want and how to make it real.
 Never Rarely Sometimes Often Always
27. One of the best things about my school is that everyone wants to learn new and better ways to do what they do.
 Never Rarely Sometimes Often Always
28. At my school teachers and staff are eager to respond to the needs of students and parents.
 Never Rarely Sometimes Often Always
29. Another good thing about my school is that we work together to learn so the whole school can learn.
 Never Rarely Sometimes Often Always

30. At my school we plan what we want to do, then we do it, and look carefully at the results before we plan the next step.
- | | | | | |
|-------|--------|-----------|-------|--------|
| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
31. At my school we share everything we learn so the whole school can learn.
- | | | | | |
|-------|--------|-----------|-------|--------|
| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
32. As goals are met at my school we see new and more challenging opportunities.
- | | | | | |
|-------|--------|-----------|-------|--------|
| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
33. When we try something new we plan a way of knowing whether it worked or not.
- | | | | | |
|-------|--------|-----------|-------|--------|
| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
34. We regularly gather and use information about how well students are learning to make changes in how we teach.
- | | | | | |
|-------|--------|-----------|-------|--------|
| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
35. Our faculty and administration share the same values and goals for the school.
- | | | | | |
|-------|--------|-----------|-------|--------|
| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
36. At my school, administrators, faculty and staff celebrate successes together.
- | | | | | |
|-------|--------|-----------|-------|--------|
| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|

Thank you for completing the School Culture Quality Survey.

Appendix B

September 2006

Dear Allen County Superintendent:

Having been affiliated with schools in Allen County for over two decades, I am aware of many efforts directed toward school improvement. I appreciate your willingness to participate in my research, "Interface of School Culture, Selected Demographic Variables and School Performance." I will be working with your building principal to coordinate the administration of the *School Culture Quality Survey* with your high school staff. This study is part of my work toward a Ph.D. in Educational Leadership.

I realize that demands on the time of educators are great. The survey is a 36 item Likert scale that will take minimal time to complete, and individual responses will be kept confidential. The timeline for administering the survey is this fall, during the first semester. A lead teacher is asked to facilitate the administration and then forward completed surveys to the David C. Anchin Center in the envelope provided.

Results of this study will be beneficial to educational leaders because increasing knowledge about workplace culture can provide insight for planning and change. In our ever-changing world, such insight is an important aspect of the school improvement process.

Although I will list the names of the participating schools in the appendix of my dissertation that is the only time schools will be identified by name. School names will be changed to insure anonymity and confidentiality.

Thank you for your assistance with this research. Directing my research is Dr. Theodore J. Kowalski, from the University of Dayton. If you have questions, you may call Dr. Kowalski at 937-229-2562. I can be reached at Apollo Career Center, 419-998-2903.

Sincerely,

Kathleen Herrmann

Appendix C

Letter to High School Teachers

Instructions: Please have one teacher take the lead in distributing and collecting completed surveys of high school staff and then send the completed surveys to the David C. Anchin Center in the envelope provided. The David C. Anchin Center will return the compiled data to the researcher for use in this study.

Lead teacher **please read at staff meeting:**

To complete my Ph.D., I am studying the “Interface of School Culture, Selected Demographics and School Performance,” and I would appreciate your participation in the *School Culture Quality Survey*. This research is being conducted in the high schools in Allen County. I realize that demands on your time are great. The survey is a 36 item Likert scale that will take minimal time to complete. Your participation is voluntary and individual responses will be kept confidential. Data will be pooled and returned to the researcher for use in the dissertation process.

Results of this research will be beneficial to educational leaders because increasing knowledge about workplace culture can provide insight for planning and change. In our ever-changing world, such insight is an important aspect of the school improvement process. Thank you for your help with this study.

Sincerely,

Kathleen Herrmann

Appendix D



10 October 2006

Kathleen Herrmann
Apollo Career Center
3325 Shawnee Road
Lima, OH 45806-1497

SUBJECT: "Interface of School Culture, Selected Demographic
Variables and School Performance"

Dear Ms. Herrmann:

The Committee for the Protection of Human Subjects in Research has reviewed the subject proposal and has approved it for a period of one year. If the study is not completed by 10 October 2007, you are required to seek re-approval from the committee at that time. The committee must approve any changes in the protocol prior to the implementation of the change unless such a delay would place your participants at an increased risk of harm. In such situations, the committee is to be informed of the changes as soon as possible. The committee is to be informed immediately of any ethical issues that arise in your study.

Please let me know if you have any questions. Good luck with your research.

Sincerely,

A handwritten signature in cursive script, reading "Jon Nieberding", is located below the "Sincerely," text.

Jon Nieberding
Chair

COMMITTEE FOR THE
PROTECTION OF
HUMAN SUBJECTS IN
RESEARCH

Jon Nieberding, Chair
UDRI, KL 542
300 College Park
Dayton, OH 45469-0104
(937) 229-2919
FAX (937) 229-2291

Appendix E

Allen County Ohio High Schools

Allen East High School, Lafayette

Bath High School, Lima

Bluffton High School, Bluffton

Delphos Jefferson High School, Delphos

Elida High School, Elida

Lima Senior High School, Lima

Perry High School, Lima

Shawnee High School, Lima

Spencerville High School, Spencerville

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