

A CASE STUDY ON THE ELEMENTS OF SCHOOL CULTURE AND THE POTENTIAL
EFFECT ON STUDENT ACHIEVEMENT AT THE RURAL MIDDLE SCHOOL LEVEL

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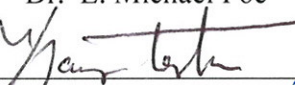
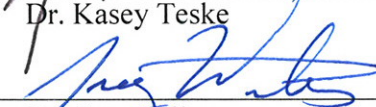
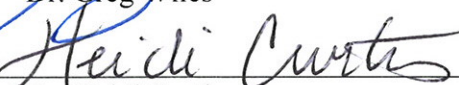

Jodi L. Elizondo

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Major Professor: Michael Poe, Ed.D.

AUTHORIZATION TO SUBMIT DISSERTATION

This dissertation of Jodi Elizondo, submitted for the degree of Doctor of Education with a major in Educational Leadership and titled "A Case Study on the Elements of School Culture and the Potential Effect on Student Achievement at the Rural Middle School Level," has been reviewed in final form. Permission, as indicated by the signatures and dates given below, is now granted to submit final copies.

Committee Chair	 _____	Date <u>4/25/16</u>
	Dr. E. Michael Poe	
Committee Members	 _____	Date <u>4/13/16</u>
	Dr. Kasey Teske	
	 _____	Date <u>4-7-16</u>
	Dr. Greg Wiles	
Doctoral Program Director	 _____	Date <u>4-7-16</u>
	Dr. Heidi Curtis	
College of Adult and Graduate Studies, Dean	 _____	Date <u>4/25/16</u>
	Dr. Paula Kellerer	

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DEDICATION

I am dedicating this work to my dad. Although he is no longer with us, I have never stopped hearing him say, “Jodi, you can do this. You can do anything.” His belief in me made me brave enough to take the first step on this journey --- and all the steps after that when I felt like turning around. I hope to be that kind of inspiration to my own children. Thank you, Dad.

ABSTRACT

Schools exist for the sole purpose of academic achievement, and within every school exists a unique culture that every student navigates and absorbs. It is reasonable to assume a student's environment and the expectations set forth in that environment may have an effect on their academic achievement. The purpose of this study was to determine the elements of rural middle school culture and their potential impact on academic achievement as perceived by administration at a high achieving rural middle school. A rural middle school in Eastern Oregon was chosen for this study. This school received a rating of "Outstanding" on the 2011-12 Oregon State Report Card, and when the report card rating system changed, they received a rating of "5" out of 5, which is above average on the 2012-13 and 2013-14 Oregon State Report Cards, identifying them as high achieving. Oregon did not assign ratings to schools for the 2014-15 report cards due to the transition between types of state testing, but this school performed higher than the state targets in all tested areas. This qualitative case study was conducted using four days of observations, surveys, interviews, a focus group, pictures, and field notes. The administration interviews and surveys were used to gain perspective on their perception of the school culture and its relation to the academic success experienced. The student focus group, parent and teacher surveys, observations, pictures and field notes were used to triangulate the data to determine support or non-support for the administrative perspective. The results of this research indicated that the administration at this high achieving rural middle school perceive the research-based elements of culture, Unity of Vision, Role of Communication, Behavior Management, and Students Feel Safe/Cared For, as present in their school culture and responsible for student achievement. Administration also perceives they practice the transformational leadership elements of Building Collaborative Relationships, Holding High

Performance Expectations, and Developing Shared Vision and Building Consensus most predominantly and these help foster the culture they attribute to their academic achievement. These perceptions were corroborated in full or part by teachers, students, and the researcher as shown through the survey, focus group, and observation data.

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Chapter I

Introduction

As the realm of education continually looks for ways to improve learning and achievement, school culture has emerged as a key player in academic success (Deenmamode, 2012; Lindahl, 2011; Sun & Leithwood, 2012). Research suggests there is a correlation between school culture and how students perform academically (Roby, 2011). Schaps (2003) asserts a strong sense of community where students feel included and supported and where their needs are met allow them to be more committed to the values and norms of the school. Middle school educators who practice a shared vision and mission statement implement practices that are academically challenging and in the process, develop criteria to make decisions when change is necessary (White, 2014). This commitment creates a culture of relationship and expectation between students and educators where skills and habits may be developed for academic success.

Education has placed renewed interest on the phenomenon of school culture and recognizes schools are more than just institutions for education. They are communities in and of themselves (Deenmamode, 2012). These communities have unique cultures made up of individual perceptions, organizational elements of the classrooms, building and district, and the unique social system found in each school (McCollum & Yoder, 2011). However, a culture where everyone shares common values and beliefs creates a powerful and usable tool for accomplishing academic achievement goals (Roby, 2011).

The quality of an administrator's leadership is so impactful that it guides a school in a direction that either improves or harms the academic mission (Leithwood, Harris & Hopkins, 2008; Russell, Warren, Minnick, Richardson, 2011). Researchers Sun and Leithwood (2012) found among the many recognized and defined leadership styles, Transformational Leadership

has emerged as an effective style for creating a culture conducive to academic success.

Transformational Leadership is centered on motivating others toward achieving goals that are transcendental, not related to self-interest, and are focused on achievement and action rather than continuing with what has always been done (Balyer, 2012). Balyer (2012) and Hauserman and Stick (2013) outline the emotional and practical elements of Transformational Leadership:

- Idealized Influence
- Individualized Consideration
- Intellectual Stimulation
- Inspirational Motivation

The teachers influenced and led by this leadership play an important role in creating the culture of a school as well. Roby (2011) asserts teachers not only have the ability to shape the culture, but teachers have an obligation to do so. Students sense when teachers have high expectations and when they feel supported, students work to meet those expectations. Research has found the relationship students have with their teachers has a direct effect on their perception of the school climate and their buy-in (McCollum & Yoder, 2011). A meta-analysis conducted by Cornelius-White (2007) of over 119 studies showed the presence of a positive student-teacher relationship with learner-centeredness had a significant impact on student achievement when compared to just one of these elements present on their own. How teachers deliver instruction and interact with students is shaped by their commitment to the school culture, and leadership plays a major role in defining that culture (Hongboontri & Keawkhong, 2014).

Statement of the Problem

School culture is defined as teachers, leaders and students invested in the same vision and mission for academic success within a building (Shulkind & Foote, 2009). Research indicates a

connection between school culture and academic success (McCollum & Yoder, 2011; Shulkind & Foote, 2009; Turan & Bektas, 2013). The research lacks, however, a defined “formula” for creating a culture in rural middle schools that is conducive to this success (Aydin, Sarier, & Uysal, 2013; Bui, 2007; Dufour, 2013; Lindahl, 2011; McCollum & Yoder, 2011). Elements of school building culture are discussed in isolation throughout the literature, but there is a deficiency in the research as to what combination of school culture elements are effective in creating a positive impact on rural middle school academics and what leadership see as the most essential and impactful elements (McCollum & Yoder, 2011; Ohlson, 2009; Van Houtte & Van Maele, 2011; White, 2014).

To understand the need for such a narrow focus, it is important to define what sets rural and urban middle schools apart. In general, the research discusses middle schools as a whole, not distinguishing the differences that create significant challenges present in rural middle schools as compared to urban middle schools. Thomas (2005) points out the unique obstacles exclusive to the smaller school setting:

- Shared Staff
- Shared Facilities
- Shared Schedules
- Limited Professional Development
- Teacher Recruitment and Certification
- Limited Interdisciplinary Teaming
- Understanding of Middle Level Concepts and Programs

Additional obstacles faced by rural schools include limited access to curriculum, low salary scales attracting under-performing teachers, and the expectation small schools will never perform as well as larger schools for these reasons (Bouck, 2004).

As part of this “formula”, leadership develops and maintains a positive school culture (Lunenburg & Irby, 2014). In that role, it is necessary for leadership to understand the perceptions teachers have of school culture and its effect on student achievement in order to use it as a purposeful tool for academic success. There can be a difference in perception between teachers and leadership when viewing the same building culture (Deenmamode, 2012; Devine & Alger, 2011; Hauserman & Stick, 2013; Rubie-Davies, Peterson, Irving, Widdowson & Dixon, 2010). For example, teachers may place a high value on the cultural elements of collaboration and communication, where leadership may view the functional, systems-based aspects as more foundational and deserving of focus (Aslanargun, 2012; Aydin et al., 2013; Devine & Alger, 2011). Since leadership defines and guides the culture of a building, the study of the leadership style of high-performing rural middle schools is an important aspect for additional research as it pertains to its role in school culture and impact on academic achievement (Anderson, 2012; Aslanargun, 2012; Balyer, 2012).

There are many elements of school culture discussed in the literature. Among those, the effect of the expectation to succeed placed on middle school students by their school is discussed in relative isolation for its impact on student success (Bui, 2007). Information about the significance of this particular element in the big picture of school culture is lacking in the research.

Other elements of school culture, such as unity of vision, communication, values, relationships and connectedness are all discussed throughout the literature (Calder, 2006; Cook,

2014; McCollum & Yoder, 2011). However, there is a lack of information in the research that discusses this exclusively for high-achieving rural middle schools.

The elements of culture can vary in their degree and definition, but a qualitative case study of a high-achieving rural middle school may narrow these differences, creating a more usable and accessible tool for success for administrators serving at this unique level on the education spectrum.

Background

The quest for student achievement can be found frequently in research, but is it known what elements are essential to building a culture that allows for the best opportunity to reach this goal (Rubie-Davies, et al., 2010; Sun & Leithwood, 2012; White, 2014)? McCollum and Yoder (2011), Shulkind and Foote (2009), and Turan and Bektas (2013) provide individual cultural elements that trend in the research and are explored in this study:

- Values/Expectations
- Teacher/Student Relationships
- Behavior Management
- Connectedness
- Shared Vision
- Communication
- Leadership Style

Research has been conducted to define and describe each of these elements individually, but there is a need for more information about how they work together and how individual and collective effectiveness within the culture is viewed by all stakeholders as it pertains to academic success (Devine & Alger, 2011, McCollum & Yoder, 2011; Merz & Swim, 2011; Shulkind &

Foote, 2009; Turan & Bektas, 2013). These elements may also look different implemented within the unique challenges faced by rural middle schools as compared to their urban counterparts (Thomas, 2005).

Additionally, evidence suggests administration plays an imperative role in creating this culture (Leithwood et al., 2008; Waldron & McCleskey, 2011) The culture can be used as a tool to direct and guide the building (Turan & Bektas, 2013). The essential and consistent role of the administrator in creating and growing a building culture requires exploration in this study. There are many leadership styles, so it becomes necessary to narrow the focus to one.

Transformational Leadership proved to be a reoccurring theme in the research completed for this study (Aydin et al., 2013; Balyer, 2012; Sun & Leithwood, 2012). It is a leadership style shown in the literature to impact teacher commitment to school and student achievement (Balyer, 2012; Dumay & Galand, 2012; Nash, 2011), and therefore is the leadership style focus of this study.

Research Questions

Creswell (2012) states a research question is meant to narrow the purpose and answer specific questions to be answered in the study. The following are the research questions for this study:

1. What elements of school culture does administration at this high achieving, rural middle school perceive create a climate conducive to academic achievement?
2. What leadership qualities does the administration at this high achieving middle school practice?

Description of Terms

School Culture. The people within a school organization that have a unique set of shared beliefs, values, norms, philosophies, expectations and attitudes (Turan & Bektas, 2013).

Transformational Leadership. Meeting the needs of followers and moving those followers into a higher level of work performance and involvement through a show of respect and encouragement of organized participation (Burns, 1978).

Idealized influence. Teachers considered their leadership to be trustworthy and caring. They had mutual respect and teachers did not feel power was being used against them. They felt administration were good role models and available to them. They shared leadership when appropriate and worked collaboratively with staff, creating a common vision. Leadership modeled the importance of personal professional growth (Balyer, 2012; Hauserman & Stick, 2013).

Individualized consideration. Leadership assisted staff with problems, creating a caring, professionally nurturing environment. Stakeholders were involved with decision making, and issues could be discussed openly. The ethical manner displayed by leadership instilled trust in the teachers and they were viewed as colleagues rather than supervisors (Balyer, 2012; Hauserman & Stick, 2013).

Intellectual stimulation. Teachers working with transformational leaders described them as visionary and able to think outside the box. They encouraged problem solving and collaboration. Creativity was appreciated by transformational leaders and opinions could be expressed freely (Balyer, 2012; Hauserman & Stick, 2013).

Inspirational motivation. Leaders set high academic standards and their enthusiasm for change was inspiring to teachers. There was an emphasis on collegiality, teamwork and communication, issues were dealt with transparently, and staff was held accountable (Balyer, 2012; Hauserman & Stick, 2013).

Significance of the Study

As the world of public education looks for tools to improve academic performance, the literature has begun to focus on the importance of examining school culture as an important element in academic success. Middle schools are often overlooked or not given equal attention in the sequence of education, with elementary and high school levels receiving much of the focus due to their beginning and ending status (Gibson, 2014). This has left a gap in the available literature on school culture as it specifically relates to rural middle schools.

Common elements of culture are values, vision, expectations, communication, unity of purpose, and leadership style (Ohlson, 2009; Shulkind & Foote, 2009). These elements can be controlled and manipulated by the school as student needs change. The same cannot be said for other factors that influence student achievement. Although many studies exist exploring the definition of school culture and their broad impact, this researcher did not find any significant information for rural middle school leadership seeking information about how school culture impacts middle level achievement. Identifying and studying the culture of existing high-achieving rural middle schools may offer insight into commonalities in their cultures and cultural elements. This information may be useful for rural middle school leadership who are looking for a successful starting point to shape the culture for academic success in their buildings.

Overview of Research Methods

Interviews with rural middle school administration in the case study focus school as well as observations, photos, and field notes were used to discover the necessary elements of a positive school culture and the impact on academics. Achievement data available through public records was also collected. The collection of data shows a trend that provides clarity as to what combination of elements proved to be present in academically successful middle schools, as

evidenced by public record achievement data and administrative perceptions. This study of cultural elements and their collective impact on academic achievement will provide a “road map” for administrators and other stakeholders in the rural middle school setting in their efforts toward creating foundational change to facilitate success in their own buildings.

Chapter II

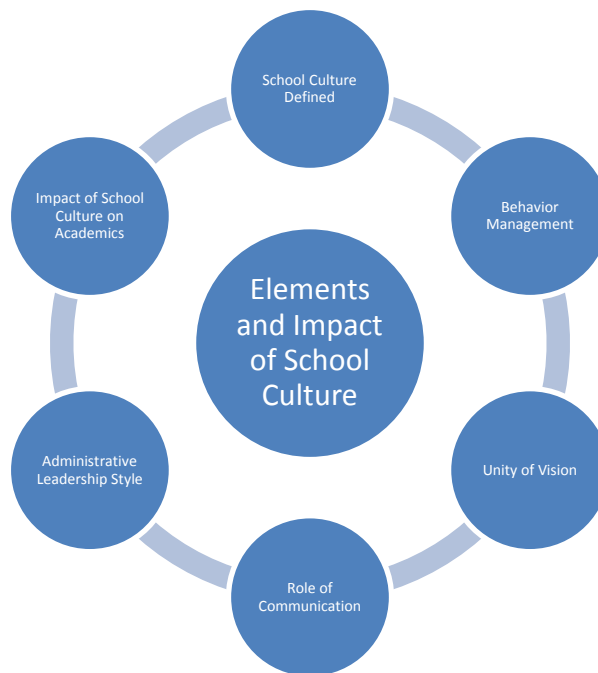
Review of Literature

Introduction

School environment can have an impact on academic performance (Berzin, 2010; Irvin, Meece, Byun, Farmer & Hutchins, 2011; McCollum & Yoder, 2011). To better understand how this can occur, the characteristics of culture and their impact must be understood. School culture is a phenomenon discussed in broad terms, yet is often referenced in the literature as the reason for a school's success or lack thereof (McCollum & Yoder, 2011). As evidenced in the following graphic representation of this literature review, it will explore the following areas of school culture and culture's impact on academics: (a) school culture defined, (b) unity of vision, (c) role of communication, (d) and administrative leadership style with a focus on transformational leadership.

Figure 1

Elements and Impact of School Culture



School Culture Defined

School culture can be defined as teachers and leaders who are invested in and embrace the same vision and mission for academic success within a building (Ohlson, 2009; Shulkind & Foote, 2009). It is layered with many different elements, such as values, ideas, assumptions, student-teacher relationships, expectations, and connectedness (McCollum & Yoder, 2011; Shulkind & Foote, 2009; Turan & Bektas, 2013). Culture can be used by administrators to influence and control the direction and coordination of staff (Turan & Bektas, 2013). An effective culture that promotes an environment for student success includes a climate of respect and trust, a shared vision, and structures and systems that are reinforced and support collaboration (Wilcox & Angelis, 2012). A comparison of the characteristics of culture elements in an average performing school and a higher performing school found in the research of Wilcox and Angelis (2012) can be seen in Table 1.

Table 1

The Continuum from Average to Higher Performing Schools

Average Performers	Higher Performers
Individualistic vision of success and responsibility	Shared vision of success and responsibility
Working on ensuring safety and security for all	Safe and secure environment allows all to focus on learning
Teachers lack support; left to own devices	Coaching, professional development, and support provided
Teachers find time to meet whenever they can	Scheduled time for teachers to meet
Each teacher responsible for own subject area	Teachers reinforce skills across subject areas
Concentrated decision making	Shared decision making
Intermittent discussions of curriculum, instruction, assessment, and student performance	Ongoing discussion of curriculum, instruction, assessment, and student performance <i>(table continues)</i>
New teachers “wait their turn” for leadership and involvement	New teachers expected to play active role

Note: A comparison of the culture characteristics between average and higher performing schools (Angelis, Baker, Lawson, & Wilcox, 2014).

McCollum and Yoder (2011) found school culture has an impact on the academic performance, expectations and overall student and staff satisfaction. For example, the research completed by Benner, Graham, and Mistry (2008) determined student perception of the school culture had a direct effect on their student engagement as reported by teachers and served as a predictor of their successful GPA. As students become more connected to school and engaged in learning, they become more motivated and invested, thereby increasing academic achievement (McCollum and Yoder, 2011). The study also determined teachers perceived a significant link between the academic culture created and the academic aspirations of students at the middle school level. Irvin et al. (2011) had similar findings in their study that focused on the comparison of educational aspirations across upper and lower poverty levels of secondary

students. They found after factoring in student and family background, the experiences and environment at school are major predictors of a student's future success. Students in both high and low poverty brackets benefitted academically when they experienced a climate that reflected positive perceptions of their ability, and a sense of belonging and value at school (Irvin et al., 2011).

A focus on high school and college preparation for higher learning are additional elements of a culture conducive to student success (Irvin et al., 2011; Radcliffe & Stephens, 2008). Berzin's (2010) study of different educational models and their effect on student aspirations supports these findings; a student's engagement and satisfaction in school has a direct correlation on their academic success. If students feel what they are doing is meaningful and they experience success and teacher support early in their academic careers, they believe they will continue to be successful, suggesting the importance of a positive school culture (Berzin, 2010).

Turan and Bektas (2013) indicate a school's cultural characteristics are a reflection of the surrounding community norms, and therefore becomes a sub-culture in itself. Additionally, school subculture then organizes the living and learning community with features that set it apart and make it distinct. Some of these distinctions can be found in the cultural elements of common values, ideas, assumptions, expectations, student-teacher relationships, connectedness and school satisfaction (McCollum & Yoder, 2011; Shulkind & Foote, 2009; Turan & Bektas, 2013).

Teacher/student relations and connectedness. School connectedness can be defined simply as a student's satisfaction of their need to belong, whether through a simple feeling of belonging or participation (Waters, Cross & Shaw, 2010). When students feel connected, research has shown they engage in fewer negative behaviors and have above average academic

achievement (Waters et al., 2010), and have greater motivation to stay in school longer (Waters & Cross, 2010). In rural schools, the smaller school setting and close-knit community atmosphere allows teachers to have more background and learning style knowledge of their students than is available in the larger urban setting (Borgemenke and Gardener, 2007).

Within a culture conducive to student success, interpersonal relationships between students and teachers were found to be a factor of the culture that allowed for connectedness and morale (McCollum & Yoder, 2011; Waters et al., 2010). The daily and frequent contact teachers have with students put them in a prime position to have significant influence over their achievements and sense of well-being (Beutel, 2009). Teachers have more influence on the success of students than any other contributing factor, including other school influences, despite the student gender or background characteristics (Osterman, 2000). Rubie-Davies, Peterson, Irving, Widdowson and Dixon (2010) discovered teachers believed expectations were formed by student-teacher interactions and assessment of student work, but recognized this is not always an accurate method of developing expectations. The negative effects of low expectations were recognized and students were considered vulnerable when the expectations were low since it left them with a low sense of self and, ultimately, academic performance suffered (Rubie-Davies et al., 2010). Fowler, Banks, Anhalt, Der, and Kalis (2008) supports this by finding teachers base their relationships with students on student behavior and interactions creating negative student-teacher relationships, resulting in poor academic achievement. Research suggests a student's perception a teacher cares is related to social and academic goals and high expectations set by the teacher, as well as the teacher's ability to cater to individual needs and offering approval (Wentzel, 2002). When middle school students feel like adults in the school are supportive and willing to help, they are generally more engaged and motivated, resulting in higher achieving

students (McCollum & Yoder, 2011; Waters et al., 2010). In fact, this research found teacher-student relationships were more of a driving force in school satisfaction than school culture itself (McCollum & Yoder, 2011). Taken as a whole, it can be inferred students must know teachers and administrators truly care about them to help propel them to academic success.

The practice of teaching is often seen as an act inherently distant emotionally and has a sole focus of relaying knowledge, and positive relationships with students in facilitating student engagement and learning are often overlooked (Beutel, 2009). It is suggested teaching be seen as an emotionally charged activity, appealing to student emotions (Ottewill, 2003). Schools in California, for example, have started social/emotional lessons meant to get students talking about their feelings, and they have noticed negative behaviors decrease and academic performance increase (Blad, 2016). Time spent developing interpersonal relationships may be an integral part of developing a culture of success for a building (Meador, 2012). Bridging the gap between adults and students in the middle school setting is a method of creating connectedness. Knowing students' information and connecting with parents helps staff continually gauge the temperature of the culture (Newlin, 2009; Shulkind & Foote, 2009). One example of a vehicle for connectedness that can be embedded into a school culture is the Advisory class. Through a questionnaire given to every advisor and student at three middle schools, Shulkind and Foote (2009) found seven reported characteristics of Advisory that promoted connectedness, as seen in Table 2.

Table 2

Advisory/Advisory Characteristics that Foster Connectedness

1	Strong advisory programs address issues of community
2	Strong advisories promote open communication
3	Strong advisors know and care about their advisees
4	Strong advisors closely supervise their advisees' academic progress
5	Strong advisors are problem solvers and advice givers
6	Students and advisors perceive that advisory directly improves academic performance
7	Students and advisors perceive that advisory functions as a community of learners

Note: The seven reported characteristics of Advisory that promoted connectedness (Shulkind & Foote, 2009)

Development of community and addressing the relational side of students, particularly for middle school students who have left the nurturing elementary world and are navigating a less connected secondary environment, has the potential to have a positive impact on academic achievement (Shulkin & Foote, 2009). Students bond with the people who meet their needs (Watson, Battistich & Solomon, 1997). It is important that schools create a caring, inclusive and nurturing environment where basic psychological needs are met, causing them to become increasingly committed to the values and goals of the school (Schaps, 2003). The article entitled “Creating a School Community” by Schaps (2003) suggests there are four elements to building a school community: actively cultivating respectful and supportive relationships among students, teachers and parents; emphasizing common purposes and ideals; providing regular opportunities for service and cooperation; and providing developmentally appropriate opportunities for autonomy and influence. Although academic achievement is always the primary focus of every school, the building of community should complement that focus (Schaps, 2003).

Values and expectation. The concept of a self-fulfilling prophecy is common knowledge: What is expected is what is received. It is assumed teacher expectations of students decline as they get older and students become more accurate in self-assessment and are more autonomous, which results in the idea they are less influenced by teacher expectation (Rubie-Davies et al., 2010). Studies have shown, however, student expectations are strongly influenced by teachers throughout the school experience, and in particular, as they transition from one school level to the next (Rubie-Davies et al., 2010). In Wilson's (2007) observation and study of fifteen secondary schools, she defines a positive, productive school culture as one with

- A sense of purpose and values
- Leadership with democratic values and accountability
- An atmosphere of relationship and caring
- A passion for meaningful learning
- High expectations
- Authentic Assessment

In today's society and moral order, it is no longer taken for granted teachers and schools are an authority, making it important that students and parents perceive the values of fairness and legitimacy in the school culture (Way, 2011). Students who perceive fairness and legitimacy, combined with positive student-teacher relations, are less disruptive and contributors to the learning environment (Way, 2011). Angelis, Baker, Lawson, & Wilcox (2014) found in high achieving rural schools, educator efficacy and relationship with students and their families were values that were direct contributors to academic achievement.

McCollum and Yoder (2011) explored student aspirations and determined they were directly related to past experiences, so it is reasonable to assume their experience with teacher

expectation within the school culture has a direct effect on future academic achievement. Because rural school settings cannot always offer the broad academic opportunities to meet all learner needs that are available in larger urban settings, learning opportunities for rural students are even more closely tied to teacher beliefs and expectations, such as inclusiveness, thereby making the expectation element of culture even more important for academic achievement (Angelis et al., 2014).

Unity of vision. Vision requires leaders to ask themselves what success looks like and what future they envision for students. Often a building “vision statement” is developed as a compass to guide and direct a school and it powerfully provides meaningful goals to reference (Calder, 2006). Evidence suggests school leaders are expected to develop and implement a driving vision, thereby improving student achievement (Balyer, 2012; Waldron, McClesky & Redd, 2011). The question is what success will look like, taking into consideration the anticipated future needs of all stakeholders (Williams & Johnson, 2013). Ohlson (2009) discusses the school culture concept of “Unity of Purpose”. The idea behind this concept centers on all stakeholders sharing the same vision and purpose, sharing it purposefully with students, parents, and the community, and realizing it is more than just a slogan. It becomes the filter through which all decisions are made.

Williams and Johnson (2013) assert a building vision must be developed by the experts, and the experts are those whose work determines student learning, teachers. An effective leader facilitates the formation of the vision using these experts (Williams & Johnson, 2013). The vision has to be strong enough to provide constant guidance and be a filter for decisions, yet flexible enough to change when needed (Williams & Johnson, 2013). The vision also needs to

be communicated inside, as well as outside of school and leadership must invest time in “selling” the vision regularly to gain and keep buy-in (Calder, 2006).

Due to their small size, rural schools have some advantages when it comes to developing a common vision. Compared to larger urban schools, it is much easier to develop a climate that is more personal and supportive; combined with the shared small-town relationships, experiences, and culture, there exists enough common ground and relationship to more easily subscribe to a shared school vision (Thomas, 2005).

Role of communication. Communication is much more than just transferring information; it has the ability to affect relationships and is a skill that can set a good leader apart (Anderson, 2012).

In the article, “A Compliment Is All I Need – Teachers Telling Principals How to Promote Their Staff’s Self-Efficacy” (Kass, 2013), it states administration are leaders and their communication with teachers, in part, can have a direct impact on a teacher’s sense of self-efficacy. Kass (2013) examined the effects of principal behavior on teachers with both positive and negative professional self-efficacy. It was discovered through interviews that both sets of participating teachers referred to the same sub-group of categories, most of which rely on communication. The categories and their effect on teacher efficacy can be seen in Table 3.

Table 3

A Summary of the Differences between the Two Participant Groups

Subcategory	High Self-efficacy (HSE)	Low Self-efficacy (LSE)
Modes of Communication	Direct and open communication	Blocked communication
Feedback from principal	Regular positive feedback	No feedback
Social Atmosphere	Support and unity	Isolation and loneliness
Strength of the principal	The principal is strong and uses her/his power for the good of the school	The principal is either weak or uses her/his strength to hurt the teachers
Shared Values	Shared values, acting for the benefit of the school	A gap in values, preventing the teacher from acting

Note: Categories and their effect on teacher efficacy (Kass, 2013).

Kass (2013) reports both groups discussed modes of communication. High Self-Efficacy (HSE) teachers indicated their principal communicated information with them directly so that everyone knew exactly what was expected of them. Low Self-Efficacy (LSE) teachers reported ambiguous communication from their principal. In addition, HSE teachers reported the ability to admit failures in front of their principal or openly criticize their administration, where LSE did not feel comfortable. Finally, two-way communication where both teacher and principal were giving and receiving information and positive feedback from the principal was reported by HSE, but absent for LSE (Kass, 2013). When considering how communication relates to school culture, Beatty (2007) suggests the emotional aspect of communication is foundational to successful collaboration and leadership and should be monitored to define experiences. Beatty (2007) asserts the hierarchy of leader and follower can come with its own predisposed emotional

relationship, but a good leader will work to build a culture of communication conducive to collaboration and candid reflection.

Research on school communication with parents was much more difficult to find. However, Ma (2001) argued parent expectations may have more of an effect on student achievement than peers or teachers, placing importance on the impact of consistent and purposeful communication between the school and parents to increase parent involvement in their student's education. Although parent involvement at the elementary level may include volunteering, at the middle school level the focus is on parent discussions with teachers, administration and students about performance and plans for the future (Hill, Castellino, Lansford, Nowlin, Dodge, Bates & Pettit, 2004). Bornholt and Goodnow (1999) found parent perceptions of their student's academic achievement were consistent with the student's self-perception, and the expectations of the parents contributed to those self-perceptions.

Behavior management. School-wide behavior management is a massive component of school design and has a direct effect on academic achievement (A. Ruiz, G. Ruiz, & Sherman, 2012). When negative student behaviors occur, a common reaction is to pull them out of class as a punishment; however, pulling them out of class means they are missing out on curriculum and instruction. This exclusion is counterproductive to the goal of learning and keeps students from accessing their best learning opportunity: the classroom (Aguilera, Murakami, Richards, & Weiland, 2014). Rural schools in particular work with fewer resources and often rely on programs such as Positive Behavior Interventions and Supports (PBIS) (Fitzgerald, Geraci, & Swanson, 2014). In fact, a study completed by Lechtenberger, McCrary, and Wang (2012) hypothesized using a system like PBIS can help negate the behaviors prevalent in a rural,

impoverished community where mental health services are sparse, thereby increasing academic achievement.

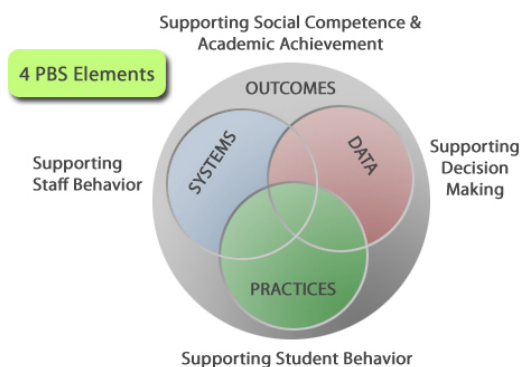
PBIS is a proactive, three-tiered approach to creating supports for students who struggle with behavior and academics in the classroom setting that is widely used in schools (Aguilera et al., 2014; Chityo & Pugh, 2012). It is a data-driven, value based approach to behavior management that relies on research-based methods of intervention that help identify and tailor the supports to the individual student needs, preventing further negative behavior and classroom exclusion (Aguilera et al., 2014).

Effective PBIS systems have several components. Clarity of expectations for both staff and students is essential, and the expectations must be enforced consistently and fairly (Aguilera et al., 2014). PBIS is managed by a building team that normally consists of administration, teachers, and other stakeholders and building buy-in is essential (Aguilera et al., 2014). A behavior data collection system is necessary and that data is reviewed by the PBIS team regularly to assess student support needs to create the best opportunity for academic achievement (Aguilera et al., 2014; <https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs>).

Figure 2 from the PBIS online manual (<http://pbismanual.uecs.org/manual.htm>)

Show how the elements of PBIS work together:

Figure 2

The PBS System

Note: The PBS System (<http://pbismanual.uecs.org/manual.htm>, 2015)

Integrating and maintaining an effective PBIS system in a school requires a strong administrative focus and is often a paradigm shift for a building, a phenomenon in school culture that is the responsibility of the administrator to develop and cultivate (Aguilera et al., 2014). Buildings that have implemented PBIS have seen dramatic decline in behaviors such as office referrals and poor attendance, and an increase in communication with parents and other stakeholders to assist with supporting academics; this allows for a noticeable shift in culture involving administration, teachers and students (Caldarella et al., 2011; Chitiyo & Pugh, 2012). When used as part of a building-wide approach to management, PBIS has proven to have an effect on increased academic achievement (E. Nocera, G. Nocera, Whitbread, 2014).

Another behavior management system used in schools is a program developed by Randy Sprick called Safe and Civil Schools (Feuerborn, Pierce, Tyre, 2011; Sprick, 2006). The Safe and Civil Schools website (http://www.safeandcivilschools.com/products/scs_overview.php) provides the foundation for this program in Table 4.

Table 4

Safe and Civil Schools Behavior Management Rationale

	The beliefs include:
1.	All students must be treated with dignity and respect.
2.	Students should be taught the skills and behaviors necessary for success.
3.	Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
4.	Student misbehavior represents a teaching opportunity.
	The processes include:
1.	Using data. Objective information about behavior is more reliable than labels, conclusions, or stereotypes.
2.	Structuring for success. All school settings should be organized to promote successful behavior from students.
3.	Collaboration. Helping students behave responsibly is the shared responsibility of all school staff.
4.	Self-reflection. If student behavior is irresponsible, school staff should reflect on what they can do to help students.

Note: Safe and Civil Schools Behavior Management Rationale
(http://www.safeandcivilschools.com/products/scs_overview.php, 2015)

The behavior categories within a school found on the Safe and Civil Schools website (http://www.safeandcivilschools.com/products/scs_overview.php) are categorized and addressed at the different levels, as seen in Table 5.

Table 5

Safe and Civil Schools Categories of Behavior Interventions

IF ...	THEN ...
large numbers of students are misbehaving across school settings,	modifying <i>schoolwide</i> procedures is the best intervention.
large numbers of students are having trouble in their classrooms,	targeting <i>classroom</i> procedures is indicated.
students need extra support in the classroom,	develop <i>individualized</i> plans as necessary.
large numbers of students are requiring individualized plans,	staff need to focus more time, effort, and energy on <i>schoolwide</i> and <i>classroom</i> procedures.

Note: Safe and Civil Schools behavior interventions (http://www.safeandcivilschools.com/products/scs_overview.php, 2015)

Within the elements of that program is a method called CHAMPS, an acronym for Conversation, Help, Activity, Movement, Participation, Success; this is a school-wide behavior system that focuses on targeting positive behaviors by explicitly teaching expectations and social skills (Sprick, 2006). It is a structured program that can easily work in tandem with PBIS (Aguilera et al., 2014). Desired behaviors that range from how to walk down the hall, to showing respect to an adult are explicitly taught, often through the use of school-created videos or Powerpoints, relying on posted visual reminders of the expectations and consistent reteaching at key intervals throughout the year (Sprick, 2006).

The theory behind CHAMPS is if behaviors can be changed at the early stages of the academic career, it will prevent students from engaging in negative behaviors that exclude them from the classroom learning environment (Aguilera et al., 2014; Sprick, 2006). Teachers help create the guidelines and expectations with the help of the administration and this sets the foundation for the essential buy-in and resulting change in culture more conducive to academic success (Aguilera et al., 2014; Sprick, 2006). Studies of both PBIS and CHAMPS found principal involvement at the inception as the catalyst and continuing throughout as a support is

imperative to long-term effectiveness; administrators who tend to become less involved in these programs and hand them off to other stakeholders experience increases in negative behaviors in their buildings (Aguilera et al., 2014).

Administrative Leadership Style

The quality and style of a school's leadership is a determining factor in whether a school achieves or falls short of success (Leithwood, et al., 2008; Russell, Warren, Minnick & Richardson, 2011; Waldron & McCleskey, 2011). Evidence suggests administration plays an essential role in creating culture and student academic achievement, engaging in activities such as building vision, setting direction, organization, and managing teaching and learning programs (Leithwood et al., 2008; Waldron & McCleskey, 2011). A trend in qualities found in leadership styles conducive to positive school cultures, which in turn impact academic achievement (Goddard & Miller, 2010), are strong skills in the areas of communication, problem solving, and teamwork, as well as the ability to be a change agent (Balyer, 2012). Research also suggests that leadership can effect school culture by nurturing teachers in the areas of caring, inclusiveness, and providing a sense of accomplishment (Hsin-Hsiange & Mao-Neng, 2015).

A focus on nurturing quality instruction is also an essential element (Kalule & Bouchamma, 2013). Together, these skills are often referred to as "transformational leadership", a leadership style research has shown impacts teacher commitment to school and student achievement (Balyer, 2012; Dumay & Galand, 2012; Nash, 2011). Transformational leadership is most simply defined as a leader motivating and mobilizing the followers toward a shared vision of underlying beliefs, norms and values (Aydin et al., 2013; Cosner & Peterson, 2003). Importantly, transformational leadership styles have been associated with academic achievement (Devine & Alger, 2012; Sun & Leithwood, 2012).) A study completed by Nash (2011) in a large

metropolitan school district in North Carolina on the connection between transformational leadership and student achievement on standardized tests supports a significant correlation between principals who implemented transformational leadership methods and academic achievement. It found the leadership qualities of idealized behavior, intellectual stimulation, and inspirational motivation to be predictors in student growth for reading scores in third grade, and third and fifth grade math, grade levels within the parameters of her elementary school study (Nash, 2011).

In their literature review and examination of a collection of unpublished studies spanning a 14-year-period, Sun and Leithwood (2012) examined six different types of transformational leadership practices. Among the six, they found 11 similar traits, as seen in Table 6. In the data analysis of the examined leadership practices, improving the instructional program was the least examined – however, that was a circumstance of the leadership studies and not an indicator of its importance in transformational leadership (Sun & Leithwood, 2012). To understand the transformational leadership dimensions studied, it is important they be defined:

- *Developing a shared vision and building goal consensus.* Involved in identification, development and articulation of shared vision; motivating, communicating and challenging staff to meet goals.
- *Providing intellectual stimulation.* Involved in stimulating and encouraging staff creativity, providing information to help them evaluate and refine their practices.
- *Providing individualized support.* Practices attending to individual opinions and needs.
- *Modeling behavior.* Leaders “walk the talk”.

- *Holding high performance expectations.* Demonstrate through behaviors they have high expectations of themselves, staff and students.
- *Providing contingent rewards.* Rewarding staff for completing agreed upon work.
- *Management by exception.* Monitoring work and only intervening when it deviates from expectations.
- *Building collaborative structures.* Ensuring staff have involvement in decisions and distributing leadership amongst staff.
- *Strengthening school culture.* Promote an atmosphere of caring, trust, and collaboration that reflects the school vision.
- *Engaging communities.* Sensitivity to community aspirations and requests, incorporating community characteristics and values into school.
- *Improving the instructional program.* Planning and supervision instruction; providing instructional support; frequent and regular monitoring; buffering staff from potential distractions (Sun & Leithwood, 2012).

The table below as outlined by Sun and Leithwood (2012) outlines the eleven similar traits found in their research of transformational leaders and the number of times each trait presented itself in the research analysis.

Table 6

Transformational School Leadership Practices

Transformational School Leadership Dimensions Frequency of Analysis	
Developing a shared vision and building goal consensus	94
Providing intellectual stimulation	93
Providing individualized support	87
Modeling behavior	83
Holding high performance expectations	47
Contingent reward	43
Management by exception	28
Building collaborative structures	27
Strengthening school culture	19
Engaging communities	2
Improving the instructional program	0

Note: Transformational School Leadership Dimensions Frequency of Analysis. (Sun & Leithwood, 2012, p. 428)

Sun and Leithwood (2012) found some of these practices made much larger contributions, direct and indirect, to student achievement than others, as seen in the weighted effect on student achievement results in Table 7.

Table 7

Effects on Student Achievement of Individual TSL Practices

TSL Practices	N of Studies	Weighted Mean <i>r</i>	Standard Error for <i>z</i>
Building collaborative structures	3	.17	.07
Providing individualized support	6	.15	.05
Holding high performance expectations	7	.08	.05
Modeling behavior	7	.08	.05
Providing intellectual stimulation	8	.05	.04
Developing a shared vision and building goal consensus	7	.03	.05
Strengthening school culture	1	.03	—
Providing contingent rewards	1	.01	—
Management by exception	1	-.05	—

Note: Transformational School Leadership Dimensions Frequency of Analysis. (Sun & Leithwood, 2012, p. 439)

As seen in the table, building collaborative structures and providing individualized support were the most influential practices, but had relatively small, yet significant effects on student achievement with weighted means of .17 and .15. (Sun & Leithwood, 2012). The remaining practices had smaller impacts on student achievement. At first glance, these results may seem to reflect that transformational leadership does not significantly impact academic achievement; however, Sun and Leithwood (2012) conclude their research by stating the research done on transformational leadership to date has been focused on narrow conceptions of the leadership style that do not take into account a leader's organizational style, and they also

state there have been many other studies that claim much stronger effect scores than those seen here in the different dimensions.

In the quantitative study “The Leadership Teachers Want from Principals: Transformational” by Hauserman and Stick, (2013), evidence showed teachers who worked with principals that demonstrated high levels of transformational leadership had significantly more positive praise for their administrator than those who worked with principals demonstrating lower levels of transformational leadership. The positive reaction to this leadership style is supported in Oreg and Berson’s (2011) findings that teachers’ openness to change was directly related to their principal’s disposition to change, a strength in the transformational leadership style. Both Balyer (2012) and Hauserman and Stick (2013) categorized this leadership style into four elements as seen in Table 8.

Table 8

Transformational Leadership Practices

Characteristics	Details
Idealized influence	High expectations, putting needs of others first, being visible, holding teachers and students accountable, mentoring, modeling, ethical, fair
Individual Consideration	Listening, caring, consulting, making decisions best for students, consistent, treat each teacher individually <i>(table continues)</i>
Inspirational Motivation	Display enthusiasm, optimism, involving others in attractive and positive future vision, encouraging, supportive, promotes teamwork, celebrates success, uses humor
Intellectual Stimulation	Stimulate followers to be creative, challenge the status quo, takes risks, uses current research, uses collaborative vision, proactive

Note: Elements of Transformational Leadership. (Hauserman & Stick, 2013, p. 193)

In the study of teachers from 77 public schools completed by Hauserman and Stick (2013) and Balyer (2012), there were similar findings in the application of these four

transformational leadership practices in the school setting as perceived by teachers who worked for transformational leaders.

Job satisfaction is an important motivator of any workplace, including education. It is essential that teachers feel satisfied with the organization and leadership and embrace a shared vision (Aydin et al., 2013). Hauserman and Stick's (2013) review of the literature supports this by identifying a trend in teachers who worked for transformational leaders being happier with their leadership, believing them to be more effective, which had the result of increased teacher performance.

Additional Administrative Traits that Influence School Culture

Trust is the basis of the relationship between leadership and all other stakeholders, creating a culture that allows people to feel safe making mistakes and learning from them (Newton & Shaw, 2014). Although some of the foundational elements of relationship were touched on in the description of transformational leadership, their importance to any form of effective leadership deserves specific attention and definition. Research shows the cultivation of this relationship may be comprised of several elements (Anderson, 2012; Aydin, 2013; Balyer, 2012):

Fairness. Administrators should be equal and impartial to everyone as they practice authority in a building (Aslanargun, 2012). Furthermore, research has shown leaders who practice fairness with all employees facilitate a sense of trust amongst coworkers; when fairness is only practiced with some employees, there is a tendency for coworkers to feel mistrust (Lipponen & Seppala, 2012).

Consistency. Consistent behavior with teachers and other stakeholders is an important element of the relationship effective leaders develop with staff (Aslanargun, 2012). Combined

with a teacher orientation toward change and a principal's influence to continue forward, even during turbulent times, allows for forward progress toward established goals (Kearney & Smith, 2010).

Flexibility. Research shows teachers have greater self-efficacy when given administrative flexibility and autonomy in their classrooms (Stipek, 2012). Principals that are clear about the non-negotiable expectations and then allow teachers freedom within those expectations are seen by staff as creating a positive teamwork culture (Kass, 2013).

Honesty and integrity. Teachers, students, and the community expect honesty and integrity from school administrators at all times (Roberts & Sampson, 2010). When working with staff, a leader is often the only person who can speak the truth in order to move initiatives forward (Bishop & Gale, 2014).

Willingness to address difficult issues. Difficult issue can arise within personnel, parents, and even the community and an administrator needs to have the ability to willingly face these issues; continuously seeking to understand the public concerns and viewpoint thoroughly is an essential aspect of addressing issues (Johnson, 2013). Creating a dialogue with people instead of just relaying information is an important skill found in effective administrators (Johnson, 2013). Effective principals demonstrate the openness and ability to address, make and support changes introduced to the school (Finnigan, 2010). For example, the difficult issue and process of removing teachers who perform poorly has shown to increase teacher efficacy, and this is a function only administration can address (Finnigan, 2010).

Collaboration. Inviting teachers to be part of the decision-making team makes them feel empowered and valued as a member of the change makers in education (Johnson, 2013). Giving up some of the power to teachers helps educate them on what that power can do (Newton &

Shaw, 2014; Bishop & Gale, 2014). The Professional Learning Communities (PLC) system creates a collaborative and collective system for student learning and allows administration and teachers to engage in critical conversations about academic achievement and improving instruction through the use of teams (Dufour & Mattos, 2013). Teachers who have the opportunity to collaborate have more opportunity to take advantage of new information that is generated internally and externally (Lunenberg, 2013).

Lunenberg (2013) asserts the PLC team process, led by the administrator, is designed to address several aspects of instruction:

- Specify and clarify exactly what students should know as a result of the specific instruction to create the most clarity for student learning
- Create and share instructional strategies amongst the team members and staff to achieve the specific instructional goals
- Develop or identify valid assessment tools and strategies to determine if the instructional goals have been met
- Frequently analyze the assessment results and determine if changes need to be made to improve student learning

Reflection and feedback. Teachers feel more confidence in an administrator who regularly and openly reflects on the current state of the building to formulate forward action (Bishop & Gale, 2014). Asking stakeholders for input is also an effective leadership tool; for example, regular meetings with students about issues seen from their perspective can propel change that would not have been recognized otherwise (Kaster, 2012).

Willingness to offer frequent encouragement. Teachers report greater self-efficacy and confidence in their teaching when administration places time and effort toward highlighting what

they are doing well (Bishop & Gale, 2014; Stipek, 2012). There is a stronger connection and confidence in leadership, as well as increased teacher retention, in schools where leadership offers frequent encouragement, support and development (Kass, 2013, Finnigan, 2010; Newton & Shaw, 2014). Effective leaders encourage teachers to take risks (Finnigan, 2010).

Instructional Leadership

The primary responsibility of the principal is to promote and support the learning of all students (Lunenberg, 2013). Research has shown when hiring principals, schools are looking less for management skills and focusing more on if a candidate can develop and lead learning communities that facilitate change (Gray & Lewis, 2013). This requires principals help teachers move their focus from what is being taught to what students are learning (Lunenberg, 2013). Focusing on learning, collaboration, teacher support, data driven decision making, and aligning curriculum and testing are important elements of instructional leadership (Bishop & Gale, 2014; Lunenberg, 2013). Teachers feel more empowered to affect student achievement when they work with principals who provide instructional leadership (Finnigan, 2010).

Professional development. Providing professional development that is focused on school growth goals is the responsibility of the principal as the instructional leader (Lunenberg, 2013). When leaders provide ongoing professional development for teachers, there is the potential for teachers to feel more capable and accountable to higher performance, thus impacting student achievement (Finnigan, 2010).

Continuous learner. Leaders should never stop learning (Newton & Shaw, 2014). Research has shown the teachers have more confidence and positive reaction to principals who invest in learning immediately related to the school environment, such as mentoring, versus college course work (Grissom & Harrington, 2010). As districts understand the vital role

leadership has in the quest for student achievement, they are becoming more focused on providing continuous professional development for principals (Mendels & Mitgang, 2013).

Conclusion

The common themes found in the research show that the impact of the collective elements of school culture have direct and indirect effects on academic achievement (McCollum & Yoder, 2011; Newlin, 2009; Shulkind & Foote, 2009; Wilcox & Anglis, 2012). School culture can be used by administrators to control the direction and coordination of staff (Turan & Bektas, 2013), and teachers perceive a link between a positive school culture and the academic aspirations of students (McCollum & Yoder, 2011), so it is important the elements of school culture and their impact are understood. When discovered through the research, school culture becomes an even more invaluable tool when positive school culture crosses all economic boundaries with students, allowing for positive impact, even at poverty levels (Irvin et al., 2011).

The trend in literature suggests the transformational leadership style is considered an effective element of a school culture that is conducive to academic achievement (Balyer, 2012; Goddard & Miller, 2010). While Sun and Leithwood's (2012) study of the existing literature and unpublished studies revealed a weak direct and indirect effect of transformational leadership on academic success, other researchers, such as Harris and Hopkins (2008), Waldron and McCleskey (2011), and Goddard and Miller (2010) found stronger connections between this leadership style and academic achievement in their respective studies. Transformational leadership allows teachers the ability to share leadership, collaborate, be supported, and participate in goal setting and vision development, which results in teachers becoming stakeholders in academic achievement (Sun and Leithwood, 2012). Ohlson's (2009) research suggests all stakeholders share the same vision and purpose, making it the filter through which

all decisions are made. To be most effective, it must be communicated purposefully both in and out of the school, to parents and the community (Calder, 2006; Ohlson, 2009).

The element of communication was a reoccurring theme in the literature. Kass (2013) found administrative communication with teachers can have a direct impact on a teacher's self-efficacy, affecting their performance. Beatty's (2007) research places further importance on communication in that leadership should recognize the emotional aspect of communication and its relationship to effective collaboration, which can allow for productive collaboration.

Another trend in research shows when students feel connected and cared for in their school, they have fewer negative behaviors, higher academic achievement, and a desire to stay in school longer (McCollum & Yoder, 2011; Waters, Cross & Shaw, 2010). Because teachers have such frequent and lengthy contact with students on a daily basis, they become the main vehicle for creating the foundation of connectedness for students (Beutel, 2009). Students bond with those who meet their needs (Watson, et al., 1997), so any adult that can make a nurturing environment at school where basic needs are met increase the chance students will invest in the goals and values of the school (Schaps, 2003).

The concept of values and expectations are another aspect prevalent in the literature. The idea of self-fulfilling prophecy is not new or original. In short, humans do what is expected of them by others or themselves. However, just like transformational leaders can have an impact on stakeholder buy-in to school vision when they demonstrate high teacher expectation (Balyer, 2012; Hauserman & Stick, 2013; Sun & Leithwood, 2012), research shows students' expectations of themselves are influenced by the teacher's expectation of them (Rubie-Davies et al., 2010).

Stakeholders within education rely on a relationship of trust with leadership (Newton & Shaw, 2014). Research has shown within this relationship are the elements of fairness, consistency, flexibility, honesty and integrity, willingness to address difficult issues, collaboration, reflection and feedback, and frequent encouragement (Aslanargun, 2012; Bishop & Gale, 2014; Finnigan, 2010; Johnson, 2013; Kaster, 2012; Kearney & Smith, 2010; Lunenberg, 2013; Stipek, 2012). The presence of all or a combination of these elements has shown to have a direct effect on teacher efficacy (Finnigan, 2010; Kass, 2013), empowering them to feel more ownership over their success in designing instruction for optimal academic achievement. As districts realize the importance of the building principal role and its effect on student achievement, greater emphasis has been placed on ensuring leadership is continuously learning and growing to meet the needs and challenges of staff and students (Mendels & Mitgang, 2013).

As a large component of school culture, behavior management can dictate the success of student achievement (A. Ruiz, G. Ruiz, & Sherman, 2012). As rural schools have fewer resources, they often look for established programs that keep students in the classroom where they can receive instruction, and not pulled away from the learning environment for punishment (Aguilera et al., 2014; Fitzgerald et al., 2014). One of the established programs often used by schools is PBIS, a data-driven, three-tiered behavior management system that supports struggling students at their level of intervention need (Aguilera et al., 2014; Chityo & Pugh, 2012). This program has the built-in components of stakeholder collaboration, administrative involvement, and data collection (Aguilera et al., 2014), making it conducive to immediate implementation. Safe and Civil Schools, another behavior management system used in education, also includes stakeholder collaboration, tiers, and leadership involvement (Sprick, 2006). This program is

designed so schools can immediately diagnose their needs, and develop and apply uniform, school-wide strategies to explicitly teach expectations to students to address those needs (Sprick, 2006). A common theme in the literature that discusses PBIS and Safe and Civil Schools is their accessibility and applicability to all levels and sizes of learning environments and their impact on student achievement (Aguilera et al., 2014; Nocera et al., 2014; Sprick, 2006).

Chapter III

Design and Methodology

Introduction

This qualitative case study explored the existing school culture and administrative leadership style at a high-achieving rural middle school in Eastern Oregon and the potential impact on student achievement. This school is referred to as “XMS” in the data. The study was designed to determine what elements of school culture administration at this school perceived created a climate conducive to academic success. It also sought to determine the leadership qualities present in the administration of this school. The purpose of the study was to identify a pattern or connection between cultural elements, leadership qualities, as well as the connection to student achievement to create a reference point for future rural middle school administrators looking for proven elements of culture and leadership qualities that have led to academic achievement. This chapter will outline the research design and methods used to explore and analyze these similarities and differences. The research questions that were the focus for this study included:

1. What elements of school culture does administration at this high achieving middle school perceive create a climate conducive to academic achievement?
2. What leadership qualities does the administration at this high achieving middle school practice?

Research Design

Creswell (2008) states a case study may examine multiple groups or individuals for comparison and description to get insight into an issue (p. 477). Utilizing a case study research format allowed for data collection at a high achieving, rural middle school in Eastern Oregon to

determine patterns and connections between cultural elements and leadership style that may be related to school culture and ultimately, student achievement. Creswell (2013) identifies characteristics of a case study:

Identification. Identification of a specific case or cases using defined parameters or boundaries is essential. To define “high achieving”, this case study used the parameters of a high achieving rural middle school in Eastern Oregon that received a school rating of outstanding or above for the last three years as determined by the Oregon State Report Card.

Intent. Why a case is being studied is a primary focus. The intent of this study was to better understand how school culture and leadership qualities could be affecting positive academic achievement at the rural middle school level using a high-achieving rural middle school in Eastern Oregon as the data source for exploration.

In-depth understanding. To understand a case completely, information must be collected in multiple formats. This case study used interviews, audio recordings, focus group, observations, field notes, public records, and pictures to complete an exhaustive data collection.

Data analysis. The focus of the data analysis may encompass a wide scope or be extremely focused. This case study examined leadership style and school culture evidence at the focus middle school as gathered through the multiple data collection formats.

Description. In analyzing a case study, themes or issues may emerge. Using the case study format allowed this researcher to explore the cultural elements and the leadership style of the focus school and filter out specific themes through a triangulation of the data.

Organization. Once themes or issues present themselves, the case study format requires they be organized into a presentable model, such as chronological, comparison, or theoretical

model. The results of this study were organized in a comparison model, comparing, in part, observed elements of leadership and culture against existing research in those two areas.

Conclusion. Case study researchers must present their conclusions at the end of their study. Using this model allowed for the discussion of connections among the data collected and what it could mean within the confines of this particular case study and its applicability for other rural middle school administrators (p. 99).

To gather information on the cultural elements and the leadership style practiced from the administrative perspective, multiple interviews were conducted with both the current and past administration responsible for the report card results from 2011-2014. An interview was also conducted with the district athletic director, a member of the administrative team responsible for athletics. This aspect of school culture frequently emerged in the principal interviews and student focus group as a motivational tool for academic expectation in this school. Although this position has a limited administrative view, it was vital to the culture. These interview questions were piloted by 4 current school administrators to determine question quality and relevance, as well as an appropriate balance of answer options so as not to produce misleading data.

To seek supporting data for the administrative perspective, an interview was also conducted with a student focus group during the school day. The focus group questions were designed to align in content with many of the administrative interview questions to determine any consistencies in perception of culture, leadership style, and academic success between students and administration. The student leadership was chosen for this focus group. To pilot these questions, a student leadership group at another middle school was used to give feedback on the questions, determine if they were structured in a manner that was confusing, and if there were any gaps present in the end that needed correcting in order to illicit the necessary data.

A parent survey was created through the Qualtrics online survey program. This survey consisted of primarily likert scale questions asking for cultural, leadership, academic, and support opinions from the parental perspective. The questions were created purposefully to illicit data that showed support or non-support of the administrative perspective of cultural and leadership traits thought to affect academic achievement. This parent survey was validated by surveying 7 parents of middle school aged children from the researcher's district. This survey was conducted using a paper version of the Qualtrics survey to allow for handwritten feedback. As the research school utilizes email to send information reliably to parents, the Qualtrics survey link was sent out through this email system by the school secretary and left available for two weeks. 46 of approximately 165 possible parent responses were received in this time period.

Another survey was created in Qualtrics for teachers at this school. This survey contained 13 questions, most in likert scale format. Like the parent survey, these question were also created to determine support or non-support for the administrative perspective of cultural leadership and leadership traits thought to affect academic achievement. The Qualtrics survey link was sent to teacher school email addresses by the researcher. The survey was left open for two weeks and 7 of 11 possible teacher responses were received in this time period. This survey was validated by 9 teachers from another middle school using the Qualtrics survey tool prior to utilizing in the research field. For comparison purposes, both the parent survey and the teacher survey were given to the three administrators involved in the research. This was also done through Qualtrics.

Observations, pictures, and field notes were completed over a four day period at this school. This researcher began each of these days prior to school starting and ending after students left for the day. This researcher observed classrooms, hallways, breakfast, lunch, and

recess times, pre and post school activity, picture day, attended a staff meeting and received a tour of the district, meeting the current superintendent and visiting the local Education Service District. Observations of operational systems, such as grading, discipline, communication, and supervision were also observed. Finally, the Oregon State Report Cards for this school ranging from 2011-2015 were collected for data triangulation.

Participants

A rural middle school in Eastern Oregon was chosen for this qualitative case study. This school received 5 out of 5 on the 2013-2014 and 2012-2013 Oregon State Report Cards, and an “Outstanding” rating on the 2011-2012 Oregon State Report Cards. It should be noted that this school was in school improvement as late as 2013.

During the 2011-2014 date parameters of academic success used in this study, there have been two building administrators at this middle school. The current building administrator was there for the 2013-2014 school year and was interviewed throughout the four days of research.

There were several groups of participants for this study and all of their identifying information has been altered or left out to protect confidentiality. The previous building administrator was present for the 2011-13 school improvement years and was interviewed at the local Education Service District where he currently manages instructional support and technology for the ESD.

As the interviews progressed, it became apparent that sports played a significant role in student academic motivation and community support. The athletic director for the district was interviewed for her perspective.

After obtaining school and parental consent, 9 students from the leadership class were used in a focus group. This was a mixture of 7th and 8th graders interviewed in the school library as a group for approximately 1 hour during the school day.

The school uses email to communicate with all parents. With the consent and cooperation of the school, a survey link was sent through email by the administrative secretary to all 165 families of the middle school students using Qualtrics. A consent form was embedded in the survey itself. A total of 46 parents responded. Administrators also took this survey.

Consent was given by the school for this researcher to send a Qualtrics survey link through school email to all teachers. There are 10 teachers with an average career length of approximately 25 years. A total of 9 teachers responded. Administrators also took this survey.

Data Collection

The researcher explained the reason for the research to the building administrator prior to and upon arrival to set the stage for data collection. A letter was also written by the researcher to teachers and parents to explain the presence in the building, the research questions, goal, and their role in data collection. Confidentiality and anonymity were also discussed and the contact information for this researcher was given to all participants with an invitation for any questions. The researcher was also able to visit with the teaching staff at their staff meeting and answer questions. This transparency was necessary to provide the best opportunity for participation and authentic data.

Prior to arriving at this research site, state report card data and attendance data was collected. Parent and teacher surveys were created and validated. Administrator interview and student focus group questions were created and piloted. An observation tool was also created.

Data was collected over a four day period at the research site. The primary researcher was the only person who had access to resulting survey, interview, focus group, and observation data.

As of the 2014-15 Oregon State Report Card statistics (<http://www.ode.state.or.us/data/reportcard/reports.aspx>), this research school had 163 students, 49% economically disadvantaged and 13% students with disabilities, and 3 reported languages spoken. Limited English Proficient numbers are not reported for confidentiality reasons. The U.S. Department of Education gave the State of Oregon approval to temporarily suspend school ratings assignments this year due to the transition from OAKS state testing to the new college and career readiness assessments. Ratings will resume again next year. However, when comparing student progress in the tested areas to the state target, XMS scored 2% above the state target in Language Arts, 2.2% above the state target in Mathematics, and 31% above the state target in Science.

As of the 2013-2014 Oregon State Report Card statistics (<http://www.ode.state.or.us/data/reportcard/reports.aspx>), this research school had 184 students, 55% economically disadvantaged and 13% students with disabilities, and 4 reported languages spoken. Limited English Proficient numbers are not reported for confidentiality reasons. The overall school rating for this year was level “5” out of 5 as compared to all school statewide.

As of the 2012-2013 Oregon State Report Card statistics (<http://www.ode.state.or.us/data/reportcard/reports.aspx>), this research school had 180 students, 50% economically disadvantaged , 12% with disabilities, and 3 reported languages spoken. Limited English Proficient numbers were not reported for confidentiality reasons. The overall school rating for this year was level “5” our of 5 as compared to all schools statewide.

As of the 2011-2012 Oregon State Report Card statistics (<http://www.ode.state.or.us/data/reportcard/reports.aspx>), this research school had 190 students with 2.1% in ESL programs. The overall school rating for this year was “Outstanding”.

Descriptive field notes are used in the observation setting as a method of data collection to write down what is observed (Creswell, 2008). Descriptive field notes were created during the observations conducted in the common areas, classrooms, and administrative area for four complete and consecutive days at this focus school. In addition, current and past administration from the school was interviewed during each visit, as well as a student focus group interview, and separate parent and teacher surveys for additional information. Administration was given the same parent and teacher surveys for data comparison. State testing results were obtained for baseline achievement definition.

Data was collected using various strategies. Audio recordings were used for interviews and then transcribed. Field notes and pictures were taken during observations. Qualtrics was used to create, conduct, and gather results for the parent, teacher, and administration surveys. State report card data was collected from the Oregon Department of Education website.

Analytical Methods

The case study design was chosen for this research. This method can be used to explore a case in depth, using multiple sources of data to determine themes and descriptions for use in data analysis (Creswell, 2013). This design method was best for this particular research because the unique status of success found at this rural middle school when compared to the rest of the state was the basis of the research questions. Determining how culture may be impacting that success from the administration perspective required in depth exploration of the school itself, to include the use of multiple data sources to triangulate for corroboration and themes.

In qualitative analysis, coding is used to assign categories to the data to provide a more condensed method of identifying patterns and themes (Creswell, 2013). After transcribing the interviews, the data was coded and analyzed using a series of specific prescribed categories that corresponded to the research-based categories that make up both school culture and transformational leadership style. The number of times each of the codes were present in each interview was converted into a percentage attributed to the more general categories that corresponded with the research questions: Culture and Leadership. This was logged and categorized in a spreadsheet for the audio taped interviews for the current and previous principal, the athletic director, and the student focus group. Consistent or relevant elements found outside of these categories were coded differently and then added to the spreadsheet for all the audio taped subjects. These “extra” elements were then compared for all audio taped subjects and coded for themes.

The teacher and parent surveys were compared with the results from the same surveys taken by administration. This information was used to corroborate administration perceptions on school culture and leadership.

Descriptive observation field notes and achievement data were also used to determine corroborating evidence and identify themes, a process called triangulation (Creswell, 2013).

Limitations

Some limitations of this study may include sparse data due to the small population of the focus school. Personal feelings and attributes may skew the answers teachers and administrators give concerning the characteristics of one another. Finally, there may not be clear markers to indicate when cultural elements were implemented and academics improved, so the researcher must make correlations between corroborating evidence.

Chapter IV

Results

Introduction

This chapter presents the results and analysis of the data collected during the research period. The data collection sought to answer the following questions:

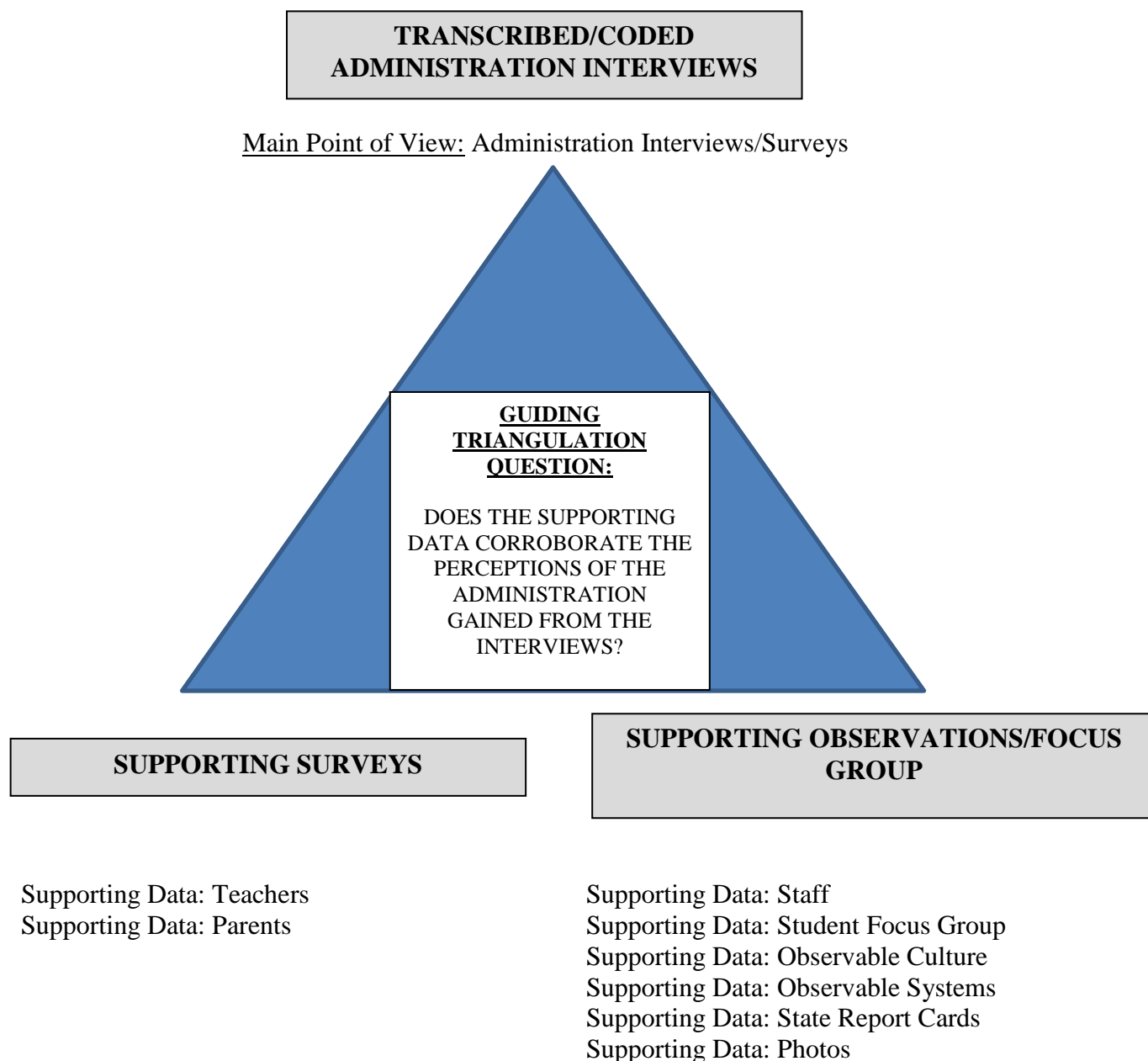
1. What elements of school culture does administration at this high achieving, rural middle school perceive create a climate conducive to academic achievement?
2. What leadership qualities does the administration at this high achieving middle school practice?

The data analysis began with a portrayal of the information gathered from the school administration interviews as it pertained to school culture and leadership conducive to academic achievement as seen in Appendix A. Information related to the researched categories of school culture and transformational leadership was tallied as they arose in the interviews. During the course of the interviews, unexpected elements outside of these parameters presented themselves and were included in the coded transcription and analysis as they related to developing or supporting themes. This category was labeled “Unexpected Elements” and also tallied. These tallies in each category were then converted to percentages of the entire interview to demonstrate the weight given to each category as perceived by the administrator. Data from sources such as teachers, parents, students, observations and photos was then organized and analyzed to corroborate any information supporting the administrative perceptions in the same categories of school culture, leadership, and unexpected elements. This process was completed using triangulation, as seen in Figure 3. Triangulation is a data analysis method used to provide

corroborating evidence from different sources to develop themes or gain perspective on data gathered through the research (Creswell, 2013).

Figure 3

Triangulation of the Data



Overview of Analysis and Organization

The data results in this section begin with an overview of all the administration interview results. A breakdown of each of those interviews, to include the results for each administrator in the elements of school culture, leadership, and unexpected elements, follows. The teacher survey results are then compared with the administration results from the same survey. The parent survey results are compared similarly. Data results are then outlined for the student focus group and field observations, to include picture evidence is explained in Table 9.

Table 9

Organization of Data for Chapter 4

ORGANIZATION OF DATA FOR CHAPTER 4		
Overview of All Administration Interviews (p. 49) – Data Source for Perception of Research Questions		
<u>Breakdown of Current Principal Interview (p.55)</u> -Overall Results -School Culture -Leadership -Unexpected Elements	<u>Breakdown of Previous Principal Interview (p.58)</u> -Overall Results -School Culture -Leadership -Unexpected Elements	<u>Breakdown of Athletic Director Interview (p.62)</u> -Overall Results -School Culture -Leadership -Unexpected Elements
Data Sources for Corroboration of Administration Perception of Research Questions		
<u>Teacher Survey Results (p.66)</u> -Survey Items 1-13 in Comparison to Administrative Survey Results	<u>Parent Survey Results (p.78)</u> -Survey Items 1-10 in Comparison to Administrative Survey Results	<u>Student Focus Group Results (p.87)</u> -Overall Results -School Culture -Leadership -Unexpected Elements In Comparison to Administrative Interview Results in Same Categories
<u>Observation/Field Notes Summary (p.93)</u>	<u>Pictures (p.95)</u>	<u>Historical State Report Cards (p.97)</u>

Overview of All Administration Interview Results

Three school administrators were interviewed for the primary data collection: the current principal of the last two years, the previous principal for three years prior to that and also present during the state mandated school improvement cycle, and the district athletic director of 11 years. The interviews were transcribed and coded for the categories of School Culture, Leadership, and Unexpected Elements. An overview of the coded data from the three administration interviews can be seen in Table 10 below.

Table 10

Overview of Coded Data from Administration Interviews

CURRENT PRINCIPAL		PREVIOUS PRINCIPAL		ATHLETIC DIRECTOR	
SCHOOL CULTURE	13.33%	SCHOOL CULTURE	14.28%	SCHOOL CULTURE	11.11%
LEADERSHIP	33.34%	LEADERSHIP	21.42%	LEADERSHIP	0%
UNEXPECTED ELEMENTS	53.33%	UNEXPECTED ELEMENTS	64.28%	UNEXPECTED ELEMENTS	88.88%
UNEXPECTED ELEMENT THEMES		UNEXPECTED ELEMENT THEMES		UNEXPECTED ELEMENT THEMES	
<ul style="list-style-type: none"> *Small staff allows for peer pressure advantage for change – staff almost all from this town all of their lives, so invested in perception *Poll students for changes *Community expects high test scores now *Staff averages 27th year in career – veterans *In school improvement 5-6 years ago *School closes for fair *4 day school week good for teachers/not good for kids *IA’s work with high kids *Lead so others can carry on without me *Leadership style=Danielson 3* *Community involvement in sports *In most classes every day 		<ul style="list-style-type: none"> *Started w/60 day audit *SIG great reason to change *Got rid of Title funds *Community service class *Revised staff recognition *Kids respect better teacher *70% down to 50% free/reduced lunch *Rewarded attendance *Calls home for absences *Accountable/omnipresent principal *High energy/grit/superhero leadership *School sports “only game in town” due to isolation *Scheduled PTC for those that fell through cracks *Teachers need to do what is expected of them *Made theme around test prep *Teach to the test 		<ul style="list-style-type: none"> *School coaches also coach at lower level recreation league so visible to students *Small town-nothing else to do so sports only game in town; forces kids to learn how to get along and face challenges because they cannot attend another school *Kids know school mascot and training to be a school athlete from a very young age *Hold students to higher academic standards that required 	

Breakdown of Current Principal Interview Results

Overall Results. The current principal perceived school culture as defined by the research represented 13.33% of the reason students at this rural middle school are academically successful. Leadership constituted 33.34% of why students are successful and the majority, 53.33% was due to unexpected elements that fell outside the researched categories of culture and leadership, as seen in Table 11.

Table 11

Overall Results for Current Principal Interview

<i>SCHOOL CULTURE</i>	13.33%
<i>LEADERSHIP</i>	33.34%
<i>UNEXPECTED ELEMENTS</i>	53.33%

School Culture. Table 12 shows that within that 13.33%, the current principal attributed 5% to the researched cultural element of Students Feeling Safe and Cared For, with an equal 3.33% represented by Unity of Vision and Behavior Management. Communication ranked lowest among his perception of an academically successful culture at 1.67%.

Table 12

Breakdown of School Culture Elements Found in Current Principal Interview

CATEGORY	QUANTITY	ELEMENT %	TOTAL %
<i>ELEMENTS OF SCHOOL CULTURE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	<i>TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW</i>
Unity of Vision	2	3.33%	13.33%
Role of Communication	1	1.67%	
Behavior Management	2	3.33%	
Students Feel Safe/Cared For	3	5%	

Leadership. The current principal perceived transformational leadership as defined in the research was a stronger factor responsible for their academic success with an overall attribution of 33.34%. Of the transformational leadership style elements, he believed 10% of this total was dedicated to Developing Shared Vision and Building Consensus. The next highest element at 6.67% was Building Collaborative Structures. Notably, all other elements of this leadership style were represented in this administrator's perception to some degree, however, Providing Contingent Rewards for Teachers and Providing Individualized Support were not perceived as significant aspects of leadership conducive to academic success, as seen in Table 13.

Table 13

Breakdown of Leadership Elements Found in Current Principal Interview

CODE	CATEGORY	QUANTITY	ELEMENT %
L	<i>ELEMENTS OF TRANSFORMATIONAL LEADERSHIP STYLE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>
L1	Providing Intellectual Stimulation	1	1.67%
L2	Modeling Behavior (Leadership walks the talk)	1	1.67%
L3	Holding High Performance Expectations of Teachers	2	3.33%
L4	Providing Contingent Rewards for Teachers (rewarding staff for success)	0	0
L5	Management by Exception (only intervening when necessary)	1	1.67%
L6	Developing Shared Vision & Building Consensus	6	10%
L7	Building Collaborative Structures	4	6.67%
L8	Strengthening School Culture (Caring, Trust, Etc.)	1	3.33%
L9	Engaging Community	2	3.33%
L10	Improving Instructional Programs	2	3.33%
L11	Providing Individualized Support	0	0

Unexpected Elements. Table 14 shows the strongest attributes perceived to be responsible for the academic success experienced in the current principal interview were found in the Unexpected Elements category at 53.33%. Of this, 3.33% were attributed to the town's Isolation, 5% to Expected Academic Success, 15% to Systems, and 6.67% to Community Support. The remaining 23.33% in the Uncategorized section had information pertaining to the Instructional Assistants working with high performing students rather than low performing,

veteran staff, polling students for potential changes that would affect them, and the community's involvement with the school sports. The four day school week was also mentioned as being good for teachers, but not necessarily for students as a long weekend often resulted in loss of learning. However, this administrator thought it could be construed as a positive for academic success in that teachers had more time to plan so the content delivery was more effective.

Tables 14 and 15 show the specific coding breakdown of the interviews for the current principal in the three categories of culture, leadership, and unexpected elements.

Table 14

Breakdown of Unexpected Elements Found in Current Principal Interview

CODE	CATEGORY	QUANTITY	ELEMENT %	TOTAL %
<i>E</i>	<i><u>EXTRA ELEMENTS</u> FOUND OUTSIDE OF RESEARCH CATEGORIES</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	<i>TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW</i>
E1	Academic Success	3	5%	53.33%
E2	Unexpected	14	23.33%	
E3	Small Town/Isolation	2	3.33%	
E4	Community Support	4	6.67%	
E5	Systems	9	15%	

Table 15

Details of Unexpected Element Themes Found in Current Principal Interview

<i>UNEXPECTED ELEMENTS</i>	53.33%
<i>UNEXPECTED ELEMENT THEMES</i>	
<ul style="list-style-type: none"> *Small staff allows for peer pressure advantage for change – staff almost all from this town all of their lives, so invested in perception *Poll students for changes *Community expects high test scores now *Staff averages 27th year in career – veterans *In school improvement 5-6 years ago *School closes for fair *4 day school week good for teachers/not good for kids *IA's work with high kids *Lead so others can carry on without me *Leadership style=Danielson 3* *Community involvement in sports *In most classes every day 	

Breakdown of Previous Principal Interview Results

Overall Results. The previous principal at this rural middle school perceived school culture as defined by the research to be responsible for 14.28% of the academic success experienced. He attributed 21.42% to leadership, and the majority, 64.28% to unexpected elements, as seen in Table 16.

Table 16

Overall Results for Previous Principal Interview

<i>SCHOOL CULTURE</i>	14.28%
<i>LEADERSHIP</i>	21.42%
<i>UNEXPECTED ELEMENTS</i>	64.28%

School Culture. Table 17 shows of the four researched cultural elements, the previous principal perceived Unity of Vision to have the most impact with 7.14%. Role of Communication, Behavior Management, and Students Feeling Safe/Cared For all received an equal 2.38%.

Table 17

Breakdown of School Culture Elements Found in Previous Principal Interview

CODE	CATEGORY	QUANTITY	ELEMENT %	TOTAL %
<i>C</i>	<i><u>ELEMENTS OF SCHOOL CULTURE AS DEFINED BY RESEARCH</u></i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	<i>TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW</i>
C1	Unity of Vision	3	7.14%	14.28%
C2	Role of Communication	1	2.38%	
C3	Behavior Management	1	2.38%	
C4	Students Feel Safe/Cared For	1	2.38%	

Leadership. The previous principal perceived that transformational leadership was responsible for 21.42% of the academic success. Of the eleven elements found in research regarding transformational leadership, the previous administrator perceived Holding High Performance Expectations of Teachers to have the most impact at 9.52%. The next highest attribute was 4.76% for Providing Individualized Support. Of the remaining nine elements, the previous principal credited Modeling Behavior, Providing Contingent Rewards for Teachers, and Developing Shared Vision and Building Consensus with academic success at 2.38% each. The remaining elements were not given any credit, as seen in Table 18.

Table 18

Breakdown of Leadership Elements Found in Previous Principal Interview

CODE	CATEGORY	QUANTITY	ELEMENT %	
<i>L</i>	<i>ELEMENTS OF TRANSFORMATION AL LEADERSHIP STYLE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	
L1	Providing Intellectual Stimulation	0	0	
L2	Modeling Behavior (Leadership walks the talk)	1	2.38%	
L3	Holding High Performance Expectations of Teachers	4	9.52%	TOTAL %
L4	Providing Contingent Rewards for Teachers (rewarding staff for success)	1	2.38%	TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW
L5	Management by Exception (only intervening when necessary)	0	0	21.42%
L6	Developing Shared Vision & Building Consensus	1	2.38%	
L7	Building Collaborative Structures	0	0	
L8	Strengthening School Culture (Caring, Trust, Etc.)	0	0	
L9	Engaging Community	0	0	
L10	Improving Instructional Programs	2	0	
L11	Providing Individualized Support	0	4.76%	

Unexpected Elements. Table 19 shows that unexpected elements received 64.28% credit as perceived by the previous principal for the academic success experienced. 2.38% of this credit was attributed to the town’s Isolation and 4.76% to Community Support. The remainder of the credit, 64.28%, was found in the uncategorized element. This administrator pointed to the development of community service classes, the motivation of mandated school improvement, starting his tenure with a 60-day, action-free audit, the removal of Title Funds, rewarding attendance, attempts at increasing parent teacher conference attendance, and students respecting better teachers as responsible for academic success. School sports were also seen as a major draw and connection to the community as this administrator said “they are the only game in town” due to the isolation. Tables 19 and 20 show the specific coding breakdown of the interviews for the current principal in the three categories of culture, leadership, and unexpected elements.

Table 19

Breakdown of Unexpected Elements Found in Previous Principal Interview

CODE	CATEGORY	QUANTITY	ELEMENT %	TOTAL %
<i>E</i>	<i><u>UNEXPECTED ELEMENTS FOUND OUTSIDE OF RESEARCH CATEGORIES</u></i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	<i>TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW</i>
E1	Academic Success	0	0	64.28%
E2	Uncategorized	24	57.14%	
E3	Small Town/Isolation	1	2.38%	
E4	Community Support	2	4.76%	
E5	Systems	0	0	

Table 20

Details of Unexpected Element Themes Found in Previous Principal Interview

<i>UNEXPECTED ELEMENT THEMES</i>
<ul style="list-style-type: none"> *Started w/60 day audit *SIG great reason to change *Got rid of Title funds *Community service class *Revised staff recognition *Kids respect better teacher *70% down to 50% free/reduced lunch *Rewarded attendance *Calls home for absences *Accountable/omnipresent principal *High energy/grit/ superhero leadership *School sports “only game in town” due to isolation *Scheduled PTC for those that fell through cracks *Teachers need to do what is expected of them *Made theme around test prep *Teach to the test

Breakdown of Athletic Director Interview Results

Overall Results. The athletic director for the district attributed 11.11% of the academic success experienced at this rural middle school to the researched elements of school culture. The perception was leadership had no impact, and extra elements that fell outside the researched categories of culture and leadership constituted 88.88% of the reason for academic success, as seen in Table 21.

Table 21

Overall Results for Athletic Director Interview

<i>SCHOOL CULTURE</i>	11.11%
<i>LEADERSHIP</i>	0%
<i>EXTRA ELEMENTS</i>	88.88%

School Culture. Notably, Table 22 indicates the athletic director's perception was the Role of Communication had the only impact in this area, with the other three elements not represented at all.

Table 22

Breakdown of School Culture Elements Found in Athletic Director Interview

CODE	CATEGORY	QUANTITY	ELEMENT %	TOTAL %
C	<i>ELEMENTS OF SCHOOL CULTURE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	<i>TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW</i>
C1	Unity of Vision	0	0	11.11%
C2	Role of Communication	1	11.11%	
C3	Behavior Management	0	0	
C4	Students Feel Safe/Cared For	0	0	

Leadership. When the athletic director was interviewed, leadership as a reason for academic success was not mentioned, as seen in Table 23.

Table 23

Breakdown of Leadership Elements Found in Athletic Director Interview

CODE	CATEGORY	QUANTITY	ELEMENT %	TOTAL %
L	<i>ELEMENTS OF TRANSFORMATIONAL LEADERSHIP STYLE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	<i>TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW</i>
L1	Providing Intellectual Stimulation	0	0	0%
L2	Modeling Behavior (Leadership walks the talk)	0	0	
L3	Holding High Performance Expectations of Teachers	0	0	
L4	Providing Contingent Rewards for Teachers (rewarding staff for success)	0	0	
L5	Management by Exception (only intervening when necessary)	0	0	
L6	Developing Shared Vision & Building Consensus	0	0	
L7	Building Collaborative Structures	0	0	
L8	Strengthening School Culture (Caring, Trust, Etc.)	0	0	
L9	Engaging Community	0	0	
L10	Improving Instructional Programs	0	0	
L11	Providing Individualized Support	0	0	

Unexpected Elements. Unexpected elements were perceived to have the most impact at 88.88% in the athletic director interview, as seen in Table 24. Within these elements, the town's

Isolation played the largest part at 33.33%. Community Support was perceived to have an impact at 22.22%, as well as Academic Success at 11.11%. The unexpected elements in Table 25 also presented at 22.22%, with a heavy emphasis on students starting as small children in the recreation department athletics with the cultural norm being they are “training” for school athletics. It was also noted that school coaches are involved in recreation department athletics, so students are exposed to school coaches very early.

Table 24

Breakdown of Unexpected Element Results Found in Athletic Director Interview

<i>E</i>	<i><u>UNEXPECTED ELEMENTS FOUND OUTSIDE OF RESEARCH CATEGORIES</u></i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW PERCENTAGE</i>	<i>TOTAL PERCENTAGE REPRESENTED BY THIS CATEGORY FOR ENTIRE INTERVIEW</i>
E1	Academic Success	1	11.11%	88.88%
E2	Uncategorized	2	22.22%	
E3	Small Town/Isolation	3	33.33%	
E4	Community Support	2	22.22%	
E5	Systems	0	0	

Table 25

Details of Unexpected Element Themes Found in Athletic Director Interview

<i>UNEXPECTED ELEMENT THEMES</i>
<p>*School coaches also coach at lower level recreation league so visible to students</p> <p>*Small town-nothing else to do so sports only game in town; forces kids to learn how to get along and face challenges because they cannot attend another school</p> <p>*Kids know school mascot and training to be a school athlete from a very young age</p> <p>*Hold students to higher academic standards that required</p>

Teacher Survey Results

A survey using the Qualtrics program was distributed to all 10 teachers at the middle school as seen in Appendix B. Of the 10 teachers on staff, 7 responded. The survey, as seen in Appendices C-E, was then distributed to the current and previous administrators, as well as the athletic director to compare perceptions using identical questions. The purpose of the survey was to determine if teachers corroborated the administration perspective in the areas of culture and leadership. Below is an item analysis of each survey item and compares the teacher perception on the survey with the administration perception as found in the exact same survey given to them. The data is then compared from the administration interviews, where appropriate.

Survey Item 1: XMS has earned the highest report card ratings available on the Oregon State Report Card for the last several years. What aspects of the school culture do you believe contribute to the academic success XMS has experienced? Select all those that apply:

Table 26 results indicate that all administration and teachers perceive that the expectations for success and teacher/student interaction are aspects of school culture responsible for academic success. The previous principal perceives professional development as a contributing aspect of school culture and 43% of teachers corroborated this perception; the current principal did not attribute any weight to this aspect. All administration perceived administrative guidance/support as a contributing element and 71% of teachers agreed. None of the administrators perceived community and parent support to be a contributing aspect of school culture where 14% and 57% of the teachers did, respectively. All administrators perceived student connection to school community to be a contributing aspect, and 71% of teachers corroborated this perception.

Table 26

Item Analysis for Teacher Survey Item 1

	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	Expectation of Success	100%	100%	100%	100%
2	Teacher/student interaction	100%	100%	100%	100%
3	Professional development	43%	0%	100%	0%
4	Administrative guidance/support	71%	100%	100%	100%
5	Community support	14%	0%	0%	0%
6	Parent support	57%	0%	0%	0%
7	Student connection to school community	71%	100%	100%	0%

Survey Item 2: Please rate the school culture at XMS as you believe it relates to the student achievement experienced:

Table 27 reveals the current principal and athletic director perceived the school culture plays a very significant role in student achievement, where the previous principal perceived it plays a significant role. Teachers were split almost evenly between these two perceptions, with 57% perceiving a very significant role, and 43% responding that school culture plays a significant role in student achievement.

Table 27

Item Analysis for Teacher Survey Item 2

	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	I believe the school culture plays a VERY SIGNIFICANT role in the student achievement experienced at XMS.	57%	100%	0%	100%
2	I believe the school culture plays a SIGNIFICANT role in the student achievement experienced at XMS.	43%	0%	100%	0%
3	I believe the school culture plays a SOMEWHAT SIGNIFICANT role in the student achievement experienced at XMS.	0%	0%	0%	0%
4	I believe the school culture DOES NOT PLAY A SIGNIFICANT role in the student achievement experienced at XMS.	0%	0%	0%	0%

Survey Item 3: Does the school communicate a level of expectation to students?

The results shown in Table 28 are almost identical to the results found in Survey Item 2. Current principal perceived that the school communicates a very effective and consistent message of achievement expectation to students and 43% of teachers corroborate that perception. The previous principal and athletic director perceived that communication as effective and consistent, and 57% of teachers corroborate that perception.

Table 28

Item Analysis for Teacher Survey Item 3

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	Yes, this is a VERY EFFECTIVE AND CONSISTENT message.	43%	100%	0%	0%
2	Yes, this is an EFFECTIVE AND CONSISTENT message.	57%	0%	100%	100%
3	Yes, but NOT ALWAYS EFFECTIVE OR CONSISTENT.	0%	0%	0%	0%
4	No, the school DOES NOT communicate an expectation to students.	0%	0%	0%	0%

Survey Item 4: If you believe the culture at XMS has impacted student achievement, please rate the building administration's role in creating that culture:

The current principal and athletic director perceived that administration's role in creating a school culture that has impacted student achievement is very significant and 14% of teachers

agree. The previous principal perceived the impact to be significant, and 86% of teachers agreed, as seen in Table 29.

Table 29

Item Analysis for Teacher Survey Item 4

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	VERY SIGNIFICANT	14%	100%	0%	100%
2	SIGNIFICANT	86%	0%	100%	0%
3	SOMEWHAT SIGNIFICANT	0%	0%	0%	0%
4	NOT SIGNIFICANT	0%	0%	0%	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0%	0%	0%	0%

Survey Item 5: . If you believe the culture at XMS has impacted student achievement, please rate the teacher' role in creating that culture:

In Table 30, the current principal and athletic director perceived the impact teachers have on student achievement to be very significant and 57% of teachers corroborated this perception. The previous principal perceived teachers to have a significant impact, and 43% of teachers corroborated this perception.

Table 30

Item Analysis for Teacher Survey Item 5

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	VERY SIGNIFICANT	57%	100%	0%	100%
2	SIGNIFICANT	43%	0%	100%	0%
3	SOMEWHAT SIGNIFICANT	0%	0%	0%	0%
4	NOT SIGNIFICANT	0%	0%	0%	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0%	0%	0%	0%

Survey Item 6: If you believe the culture at XMS has impacted student achievement, please rate the student role in creating that culture:

All administration perceived the student role in creating a culture of student achievement to be significant and 43% of teachers corroborated this perception. None of the administration perceived the student role to be very significant, however 57% of teachers perceived their role to be very significant in Table 31.

Table 31

Item Analysis for Teacher Survey Item 6

	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	VERY SIGNIFICANT	57%	0%	0%	0%
2	SIGNIFICANT	43%	100%	100%	100%
3	SOMEWHAT SIGNIFICANT	0%	0%	0%	0%
4	NOT SIGNIFICANT	0%	0%	0%	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0%	0%	0%	0%

Survey Item 7: If you believe the culture at XMS has impacted student achievement, please rate the parent role in creating that culture:

In Table 32, all administration perceived the parent role in creating a school culture that impacts student achievement was somewhat significant and 29% of teachers agree. The majority of teachers at 71%, however, believe the parent to be significant.

Table 32

Item Analysis for Teacher Survey Item 7

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	VERY SIGNIFICANT	0%	0%	0%	0%
2	SIGNIFICANT	71%	0%	0%	0%
3	SOMEWHAT SIGNIFICANT	29%	100%	100%	100%
4	NOT SIGNIFICANT	0%	0%	0%	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0%	0%	0%	0%

Survey Item 8: If you believe the culture at XMS has impacted student achievement, please rate the community role in creating that culture:

The current principal perceived the impact of the community role on creating a culture of student achievement to be significant and 43% of teachers corroborate that perception. The previous principal and athletic director perceived that impact to be somewhat significant, and 43% of teachers corroborated that perception. 14% of teachers perceived the community role in the culture of academic success to be not significant, as seen in Table 33.

Table 33

Item Analysis for Teacher Survey Item 8

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Direction %
1	VERY SIGNIFICANT	0%	0%	0%	0%
2	SIGNIFICANT	43%	100%	0%	0%
3	SOMEWHAT SIGNIFICANT	43%	0%	100%	100%
4	NOT SIGNIFICANT	14%	0%	0%	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0%	0%	0%	0%

Survey Item 9: Please rate the level of teacher input requested for decisions, discussions, etc. concerning issues that relate to school culture:

Table 34 results indicate the current principal perceived that teacher input is always requested for decision and discussions concerning issues related to school culture and 29% of teachers corroborate that perception. The previous principal and athletic director perceived that teacher input is regularly requested and 71% of teachers corroborated that perception.

Table 34

Item Analysis for Teacher Survey Item 9

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	Teacher input is ALWAYS requested	29%	100%	0%	0%
2	Teacher input is REGULARLY requested	71%	0%	100%	100%
3	Teacher input is RARELY requested	0%	0%	0%	0%
4	Teacher input is NEVER requested	0%	0%	0%	0%

Survey Item 10: On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud do you believe students are to be part of the XMS community?

The current principal perceived students to be very proud to be part of the school community, but no teachers corroborated this perception as seen in Table 35. The previous principal and athletic director perceived students to be proud to be a part of the school community and 100% of teachers corroborated this perception.

Table 35

Item Analysis for Teacher Survey Item 10

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	VERY PROUD	0%	100%	0%	0%
2	PROUD	100%	0%	100%	100%
3	SOMEWHAT PROUD	0%	0%	0%	0%
4	INDIFFERENT	0%	0%	0%	0%

Survey Item 11: On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud are you as a teacher to be part of the XMS educational team?

In Table 36 the current principal perceived teachers very proud to be part of the school community, and 71% of teachers corroborated this perception. The previous principal and athletic director perceived teachers to be proud to be part of the school community, and 29% of teachers corroborated this perception.

Table 36

Item Analysis for Teacher Survey Item 11

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	VERY PROUD	71%	100%	0%	0%
2	PROUD	29%	0%	100%	100%
3	SOMEWHAT PROUD	0%	0%	0%	0%
4	INDIFFERENT	0%	0%	0%	0%

Survey Item 12: Please give examples of any building systems that you believe help define the culture that impacts student achievement at XMS. If you do not believe any exist, please indicate that by writing 'NOTHING TO ADD':

Table 37 outlines building systems the current principal perceived to define the culture and have an impact on student achievement to be centered around student recognition for attendance, grades, and character, as well as academic support systems for additional help and accountability. The previous principal perceived the expectation that everyone does everything and staff-focused expectations and accountability such as teaching to the OAKS state test, standards based teaching, and staff meeting time to discuss student issues as elements that define

the culture that impact student achievement. The athletic director pointed to the working relationship between staff. Teachers corroborated the perception that everyone does everything, aspects of standards based teaching, rewarding good attendance, and academic support systems. They also placed importance on the elements of consistent expectations, school-wide planners, high standards, and the level of teacher experience, although some of these aspects fall out of the bounds of building “systems”.

Table 37

Item Analysis for Teacher Survey Item 12

Teacher Text Response
schoolwide planners, strong handbook, level of teacher experience, master schedule, high standards for success, multiple support systems for students
All classrooms have similar procedures. Teachers monitor student behaviors at all times. All students are expected to do what is asked or assigned, all the time. Teachers all focus on CCSS and higher-level vocab. instruction. We care about good attendance and reward students for it.
The biggest factor that I saw in the last six years was the expectation that every classroom would have the same expectation of the students as they entered the different classrooms. To know what to do as they entered the classrooms seemed to lend a calming effect.
nothing to add
Nothing to add
Current Principal Text Response
Attendance and Grade recognition monthly, XMS Legends Students with Morals and Ethics ceremony, Lunch time Academic Opportunities, library After school Help, Friday Kids Club, Weekly grade checks for all students. No d/f Athletic policy
Previous Principal Text Response
Everyone does everything---in class procedures (school wide from Dr. Kevin Feldman). LtoJ processes--Lee Jenkins (standard based teaching)--Teaching what is on the OAKS examinations. Staff meetings--what is going on with ___ student?
Athletic Director Text Response
The Principal and the staff have a good working relationship, and this helps in creating a teamwork atmosphere.

Survey Item 13: If there is anything not covered in this survey or something specific you believe contributes to the culture at XMS that has resulted in student achievement, please indicate that below (e.g., specific actions by a person or group, campaigns,

celebrations, etc.) - if you have nothing to add, please indicate that by writing "NOTHING TO ADD":

The current principal perceived that the school staff, the majority of which were born and raised in this small community and continue to live there, play an important part in the academic success experienced. Teachers corroborate this perception in that they believe their familiarity with each other and students, as well as their affection for students contributed to academic achievement. The previous principal perceived that the requirements and resulting actions required of staff through the school improvement process brought them into a closer working relationship and contributed to student achievement. Teachers corroborated that they work well together. Teachers also pointed to elements such as sports, student accountability, and being asked for input by administration, as seen in Table 38.

Table 38

Item Analysis for Teacher Survey Item 13

Teacher Text Response
offer students levels of freedom along with accountability, offer sports options, student interest in their schedules, students know all teachers care about them
Our school has a core of teachers who have worked together for years. We try to share our knowledge of how things work here with new staff. We are a staff that gets along well and works together. Our principal is in charge, but he asks for our opinions and advice. He welcomes our participation in school activities and programs.
I believe that having the new staff educated on these expectations is very important, that there is another person to go to, another person to bring the pieces more into alignment.
Nothing to add
nothing to add
Nothing to add
Current Principal Text Response
Caring local teaching and paraprofessional staff that are part of the local community.
Previous Principal Text Response
School staff has been through the ringer. From School Improvement to Model School. This hard work has brought staff and school together.
Athletic Director Text Response
Nothing to Add

Parent Survey Results

A survey using the Qualtrics program was distributed to all parents at the middle school, as seen in Appendix F. Of approximately 165 parent responses, 46 responded to the survey. The middle school uses email as a primary method of communicating with parents, so this survey invitation was distributed using the same method. The survey was then distributed to the current and previous administrators, as well as the athletic director to compare perceptions using identical questions as seen in Appendices G-I. The purpose of the survey was to determine if parents corroborated the administration perspective in the areas of culture and leadership. The researcher displays an item analysis of each survey item and compares the parent perception on the survey with the administration perception as found in the exact same survey given to them. The parent survey data is then compared to data from the administration interviews, where appropriate.

Survey Item 1: If you had to describe the culture at XMS, would you say it is:

Table 39 results indicate the current principal and athletic director perceived the school culture to be very conducive to learning and 43% of parents corroborated this perception. The previous principal perceived it to be conducive to learning and 46% of parents corroborated this perception. 11% of parents perceived the culture at this school to be somewhat conducive to learning.

Table 39

Item Analysis for Parent Survey Item 1

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Very conducive to learning	43%	100%	0%	100%
2	Conducive to learning	46%	0%	100%	0%
3	Somewhat conducive to learning	11%	0%	0%	0%
4	Not conducive to learning	0%	0%	0%	0%

Survey Item 2: What best describes your experience with communication between parents and XMS?

The current principal and athletic director perceived communication between the parents and school to be effective most of the time and 48% of parents corroborated this perception, as seen in Table 40. The previous principal perceived the communication to be effective some of the time and 11% of parents corroborated that perception. 41% of parents perceived the communication between parents and school to always be effective.

Table 40

Item Analysis for Parent Survey Item 2

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Direction %
1	The school always communicates with parents effectively	41%	0%	0%	0%
2	The school communicates with parents effectively most of the time	48%	100%	0%	100%
3	The school communicates with parents effectively some of the time	11%	0%	100%	0%
4	The school rarely communicates with parents effectively	0%	0%	0%	0%

Survey Item 3: What has your experience or impression been with the level of expectation the school sets for student achievement?

In Table 41, results show that all administration perceived the school always expects a level of student achievement and 59% of parents corroborate that perception. 33% of parents perceived the school almost always expects a level of achievement, and 9% perceived the school sometimes expects a level of achievement.

Table 41

Item Analysis for Parent Survey Item 3

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	The school always expects a level of student achievement	59%	100%	100%	100%
2	The school almost always expects a level of student achievement	33%	0%	0%	0%
3	The school sometimes expects a level of student achievement	9%	0%	0%	0%
4	The school rarely expects a level of student achievement	0%	0%	0%	0%

Survey Item 4: What has been your experience or impression of the teaching staff at XMS as they pertain to the school culture?

The current principal perceived the teaching staff to have the most impact on school culture and 39% of parents corroborated that perception, as seen in Table 42. The previous principal and athletic director perceived the teaching staff to have a significant impact on school culture and 52% of parents corroborated that perception. 9% of parents perceived teachers to have somewhat of an impact on school culture.

Table 42

Item Analysis for Parent Survey Item 4

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	The teaching staff at XMS have had the most impact on school culture	39%	100%	0%	0%
2	The teaching staff at XMS have had a significant impact on school culture	52%	0%	100%	100%
3	The teaching staff at XMS have had somewhat of an impact on school culture	9%	0%	0%	0%
4	The teaching staff at XMS have had little impact on school culture	0%	0%	0%	0%

Survey Item 5: What has been your experience or impression of the leadership at XMS as they pertain to school culture?

Table 43 results indicate all administration perceive that leadership has a significant impact on school culture and 52% of parents agreed. 26% of parents perceived that leadership had the most impact, and 20% perceived they had somewhat of an impact on school culture.

Table 43

Item Analysis for Parent Survey Item 5

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	The leadership at XMS have had the most impact on school culture	26%	0%	0%	0%
2	The leadership at XMS have had significant impact on school culture	52%	100%	100%	100%
3	The leadership at XMS have had somewhat of an impact on school culture	20%	0%	0%	0%
4	The leadership at XMS have had little impact on school culture	2%	0%	0%	0%

Survey Item 6: The behavior and academic systems at XMS:

The current principal perceived that the behavior and academic systems have a major impact on academic success and 43% of parents corroborate this perception. The previous principal and athletic director perceived that these systems have a significant impact and 46% of parents agree. 11% of parents perceive the systems to have somewhat of an impact on academic success, as seen in Table 44.

Table 44

Item Analysis for Parent Survey Item 6

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Have a major impact on academic success	43%	100%	0%	0%
2	Have a significant impact on academic success	46%	0%	100%	100%
3	Have somewhat of an impact on academic success	11%	0%	0%	0%
4	Have little impact on academic success	0%	0%	0%	0%

Survey Item 7: The resources in place at XMS to help struggling students (after and before school, during school):

Table 45 indicate that the current principal perceived the resources in place to help struggling students are very effective and 48% of parents agree. The previous principal and athletic director perceived the resources are effective and 41% of parents agree. 9% of parents perceive the resources in place to help struggling students to be somewhat effective and 2% perceive them to rarely be effective.

Table 45

Item Analysis for Parent Survey Item 7

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Are very effective	48%	100%	0%	0%
2	Are effective	41%	0%	100%	100%
3	Are somewhat effective	9%	0%	0%	0%
4	Are rarely effective	2%	0%	0%	0%

Survey Item 8: The statement: My child has a clear understanding of the behavioral and academic expectations at XMS is:

The current and previous principals perceived that the statement that all students have a clear understanding of the behavioral and academic expectations is true and 24% of parents corroborated this perception. 67% of parents perceived this statement to be very true, as did the athletic director, and 9% perceived it to be somewhat true, as seen in Table 46.

Table 46

Item Analysis for Parent Survey Item 8

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Very true	67%	0%	0%	100%
2	True	24%	100%	100%	0%
3	Somewhat true	9%	0%	0%	0%
4	Little understanding	0%	0%	0%	0%

Survey Item 9: The statement: The community is supportive of XMS and is involved in a manner that promotes academic success is:

The results in Table 47 indicate the current and previous principals perceived the statement that the community is supportive of the school and involved in a manner that promotes academic success to be somewhat true and 4% of parents corroborate this perception. 52% of parents perceived this statement to be very true, 41% perceived it to be true, as did the athletic director, and 2% perceived that the community is rarely involved in this way.

Table 47

Item Analysis for Parent Survey Item 9

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Very true	52%	0%	0%	0%
2	True	41%	0%	0%	100%
3	Somewhat true	4%	100%	100%	0%
4	Rarely involved in this way	2%	0%	0%	0%

Survey Item 10: What do you believe most likely sets XMS apart from other schools that are not performing as well in the State of Oregon? (choose one)

As seen in Table 48, the current and previous principals perceived the expectation of academic achievement is what sets this school apart from other schools that do not perform as well in the state and 31% of parents corroborated this perception. 16% of parents perceived the isolation of the town as a contributing factor, 22% pointed to the leadership, as did the athletic director, and 31% perceive community involvement as the defining factor.

Table 48

Item Analysis for Parent Survey Item 10

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Isolation of town	16%	0%	0%	0%
2	Expectation of academic achievement	31%	100%	100%	0%
3	Leadership	22%	0%	0%	100%
4	Community involvement	31%	0%	0%	0%

Student Focus Group Results

A group of students was interviewed using the Student Focus Group Interview Questions, as seen in Appendix J. The purpose of this interview was to gather information that may corroborate the administration perception of school culture and leadership from the student perspective. The students were members of the leadership class and were interviewed during the school day in the library for approximately one hour. The interview was recorded, transcribed, and coded for the elements of school culture, leadership, and unexpected elements. The unexpected elements were then coded for themes. The results were then compared to the administration interview results in the same categories.

Breakdown of Student Focus Group Results

Overall Results. The student focus group perceived the school culture to be 30.76% responsible for the academic success achieved, roughly twice as much as administration when compared to 13.33% attributed by the current principal, 14.28% by the previous principal, and 11.11% by the athletic director. The student focus group perceived leadership to be 5.13% responsible. This is significantly lower than the current principal weight of 33.34% and 21.42%

by the previous principal, but higher than the 0% weighted by the athletic director. Finally, the student focus group perceived unexpected elements to be 64.10% responsible, which is relatively even when compared to the 53.33% by the current principal and 64.28% by the previous principal. However, it was significantly lower than the 88.88% attributed by the athletic director, as seen in Table 49.

Table 49

Overall Results of Student Focus Group as Compared to Overall Results Found in Administration Interviews

STUDENT FOCUS GROUP		CURRENT PRINCIPAL	PREVIOUS PRINCIPAL	ATHLETIC DIRECTOR
<i>SCHOOL CULTURE</i>	30.76%	13.33%	14.28%	11.11%
<i>LEADERSHIP</i>	5.13%	33.34%	21.42%	0%
<i>UNEXPECTED ELEMENTS</i>	64.10%	53.33%	64.28%	88.88%

School Culture. Table 50 shows of the 30.76% overall school culture attribute to academic success, Unity of Vision was weighted at 0% by the student focus group, where the current principal weighted this element at 3.33%, the previous principal at 7.14%, and the athletic director at 0%. The Role of Communication was weighted at 2.56% by the focus group, 1.67% by the current principal, 2.38% b the previous principal, and 11.11% by the athletic director. Behavior Management was also weighted at 2.56% by the focus group, 3.33% by the current principal, 2.38% by the previous principal, and 0% by the athletic director. Finally, Students Feel Safe/Cared For was given 25.64% weight by the focus group, much larger than the 5% given by the current principal, 2.38% by the previous principal, and 0% by the athletic director.

Table 50

Breakdown of School Culture Found in Student Focus Group as Compared to Those Found in Administration Interviews

CODE	CATEGORY	STUDENT FOCUS GROUP ELEMENT %	CURRENT PRINCIPAL ELEMENT %	PREVIOUS PRINCIPAL ELEMENT %	ATHLETIC DIRECTOR ELEMENT %
<i>C</i>	<i>ELEMENTS OF SCHOOL CULTURE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>
C1	Unity of Vision	0	3.33%	7.14%	0
C2	Role of Communication	2.56%	1.67%	2.38%	11.11%
C3	Behavior Management	2.56%	3.33%	2.38%	0
C4	Students Feel Safe/Cared For	25.64%	5%	2.38%	0

Leadership. Of the 5.13% weight given to leadership by the student focus group, all categories were unweighted except for Strengthening School Culture (Caring, Trust, Etc.). This is in contrast to the various areas both current and previous administration placed importance, Developing Shared Vision & Building Consensus being the most weighted for the current principal at 10% to Holding High Performance Expectations for Teachers the most weighted for the previous principal at 9.52%. The athletic director did not give weight to any element of leadership in her interview, as seen in Table 51.

Table 51

Breakdown of Leadership Found in Student Focus Group as Compared to Those Found in Administration Interviews

CODE	CATEGORY	STUDENT FOCUS GROUP ELEMENT %	CURRENT PRINCIPAL ELEMENT %	PREVIOUS PRINCIPAL ELEMENT %	ATHLETIC DIRECTOR ELEMENT %
L	<u>ELEMENTS OF TRANSFORMATIONAL LEADERSHIP STYLE</u> AS DEFINED BY RESEARCH	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %
L1	Providing Intellectual Stimulation	0	1.67%	0	0
L2	Modeling Behavior (Leadership walks the talk)	0	1.67%	2.38%	0
L3	Holding High Performance Expectations for Teachers	0	3.33%	9.52%	0
L4	Providing Contingent Rewards for Teachers (rewarding staff for success)	0	0	2.38%	0
L5	Management by Exception (only intervening when necessary)	0	1.67%	0	0
L6	Developing Shared Vision & Building Consensus	0	10%	2.38%	0
L7	Building Collaborative Structures	0	6.67%	0	0
L8	Strengthening School Culture (Caring, Trust, Etc.)	5.13%	3.33%	0	0
L9	Engaging Community	0	3.33%	0	0
L10	Improving Instructional Programs	0	3.33%	0	0
L11	Providing Individualized Support	0	0	4.76%	0

Unexpected Elements. Table 52 indicates the student focus group perceived the Uncategorized Categories to have the most weight among the Unexpected Elements category at 33.33%. This was similar to the current and previous principal perception at 23.33% and 57.14% respectively. The athletic director weighted this second in order of importance at 22.22%, giving the Small Town/Isolation element the most weight at 33.33%.

Table 52

Breakdown of Unexpected Elements Found in Student Focus Group as Compared to Those Found in Administration Interviews

CODE	CATEGORY	STUDENT FOCUS GROUP ELEMENT %	CURRENT PRINCIPAL ELEMENT %	PREVIOUS PRINCIPAL ELEMENT %	ATHLETIC DIRECTOR ELEMENT %
<i>E</i>	<u>UNEXPECTED ELEMENTS FOUND OUTSIDE OF RESEARCH CATEGORIES</u>	NUMBER OF TIMES ELEMENT PRESENT %	NUMBER OF TIMES ELEMENT PRESENT %	NUMBER OF TIMES ELEMENT PRESENT %	NUMBER OF TIMES ELEMENT PRESENT %
E1	Academic Success	12.82%	5%	0	11.11%
E2	Uncategorized	33.33%	23.33%	57.14%	22.22%
E3	Small Town/Isolation	7.69%	3.33%	2.38%	33.33%
E4	Community Support	5.13%	6.67%	4.76%	22.22%
E5	Systems	5.13%	15%	0	0

Unexpected Element Themes Breakdown. A common theme found among the student focus group results and all three administrators was the effects of the small town allowing everyone to know everyone, to include teaching staff, and causing school functions to be the only activity in town. Another common theme found in the student focus group results was the visibility of the principal and its effect on their work ethic. This supported the common theme

results for both current and previous principals in that they mention being in classes every day and being “omnipresent”, as seen in Table 53.

Table 53

Breakdown of Unexpected Element Themes Found in Student Focus Group as Compared to Those Found in Administration Interviews

STUDENT FOCUS GROUP UNEXPECTED ELEMENT THEMES	CURRENT PRINCIPAL UNEXPECTED ELEMENT THEMES	PREVIOUS PRINCIPAL UNEXPECTED ELEMENT THEMES	ATHLETIC DIRECTOR UNEXPECTED ELEMENT THEMES
<ul style="list-style-type: none"> *Culture of fun/learning *Teachers help/knowledgeable *See principal often-makes them work harder *100% plan on living and having own kids attend here *Rewards for attendance and grades important *Very proud to attend here *Feel they belong *Know everyone because it is so small, nowhere else to go *Teachers prep them for test 	<ul style="list-style-type: none"> *Small staff allows for peer pressure advantage for change – staff almost all from this town all of their lives, so invested in perception *Poll students for changes *Community expects high test scores now *Staff averages 27th year in career – veterans *In school improvement 5-6 years ago *School closes for fair *4 day school week good for teachers/not good for kids *IA’s work with high kids *Lead so others can carry on without me *Leadership style=Danielson 3* *Community involvement in sports *In most classes every day 	<ul style="list-style-type: none"> *Started w/60 day audit *SIG great reason to change *Got rid of Title funds *Community service class *Revised staff recognition *Kids respect better teacher *70% down to 50% free/reduced lunch *Rewarded attendance *Calls home for absences *Accountable/omnipresent principal *High energy/grit/superhero leadership *School sports “only game in town” due to isolation *Scheduled PTC for those that fell through cracks *Teachers need to do what is expected of them *Made theme around test prep *Teach to the test 	<ul style="list-style-type: none"> *School coaches also coach at lower level recreation league so visible to students *Small town-nothing else to do so sports only game in town; forces kids to learn how to get along and face challenges because they cannot attend another school *Kids know school mascot and training to be a school athlete from a very young age *Hold students to higher academic standards that required

Observations/Field Notes Summary

Table 54 combines and summarizes notes taken during the four days of observation at this school and can also be seen in Appendix K. The observation tool was used to gather more data about the school culture that could not be gained from interviews. This data was then used to corroborate the information pertaining to culture, leadership, and unexpected elements found in the data analyzed and compared from the interviews, focus group, and surveys.

Table 54

Observation/Field Notes

PHYSICAL LOCATIONS	NOTES
OUTSIDE	*students waited for school to start with bags around front step *not allowed into building until 5 minutes before school starts * IA's supervised outside
HALLWAYS	*Lots of student art and murals – covers school walls *scotty legends in cabinet *positive behavior referrals on all teacher doors * anti-bullying posters everywhere *scotty pride posters up *athletic encouragement posters on athlete lockers *class pictures going back to 1950's on wall *sections of hallway off limits and students stay out without reminding
CLASSROOM	*technology on rolling carts, except two labs *all students working * math teacher records lessons on youtube and posts for student use at home and in classroom *lots of group and partner work in social studies, math, and language *some classes only saw direct instruction and notetaking *lots of choral response
OFFICE	*students feel free to come in when necessary *an student office assistant every period *secretary the “heart” of the building – everyone calls her by her first name *students answer the phone and look up information in paper files
LUNCHROOM	*students eat at tables and leave to go outside when done *they cannot come back inside after they leave *call cafeteria staff by first name *all cafeteria staff know each student *free lunch and breakfast for all
WALLS	*murals everywhere *said art teacher responsible for many of them *most student-created *feels very welcoming and definitely “touched” by students

OTHER OBSERVATIONS	NOTES
STAFF MTG	*get input on cinematography training from staff * secretary very involved in staff meeting and building business *vote for XMS Legend *Referral for 504 *discussion on student-led conferences *principal not talking much; mostly staff
DRESS CODE	*students can wear regular clothes, no uniform *did not see any inappropriate clothing
COMM. LEAD/ TEACHERS	*conversations in hallway throughout the day * teacher in office meeting with leadership almost every period *
COMM. TEACHERS/ STUDENTS	*lots of greetings in hallways and conversations that demonstrated personal knowledge and interest in students *IA's out in hall monitoring and speaking with students before and after school *knuckles to students *know all student names
COMM. LEAD/ STUDENTS	*walked the halls during school and between classes *engaged with students *students greeted leadership and were comfortable approaching him
COMM. LEAD/ PARENTS	Did not see any communication between leadership and parents during observations
COMM. TEACH/ PARENTS	*Make contact with all parents first two weeks of school
STUDENT ACADEMIC SUPPORT	LTOC –Lunch Time Opportunity (last 20 minutes of 50 minute lunch); athletic eligibility (No F's); ipads for every student; everybody does everything
BEHAVIOR MGMT.	*no discipline referrals while here *teachers manage behaviors in classrooms and hallways and outside before and after school and during lunch
CELEBRATION SYSTEMS	Scotty Legends, attendance dance, Positive Behavior Referrals – class with the best attendance rate for the week goes to lunch 2 minutes early, monthly award assembly, trimester incentives(“lock in”), go to theater, go to hot springs/campground
HOW ARE STUDENTS TAUGHT EXPECTATIONS?	*teachers explain expectations the first week of school by going through the handbook a little each day in advisory *staff did not seem too caught up in systems, but rather more broad expectations
HOW ARE PARENTS GREETED WHEN ENTERING BUILDING?	Parents went to the office and were very familiar with the secretary, who greeted them and helped them.
WHAT ARE TEACHERS DOING DURING PASSING TIME?	Standing outside of doors, saying hello to kids, reminding them of things, holding brief conversations, monitoring the behavior

Pictures

Murals and posters were covering the majority of the walls at this school. The message in most of these were about inclusion, achievement, and motivation. The pictures in Figures 4-11 offer a sampling of these. This selection was used to corroborate information gathered and analyzed through the interviews, focus group, and surveys.

Figure 4

Bulletin Board in Entryway

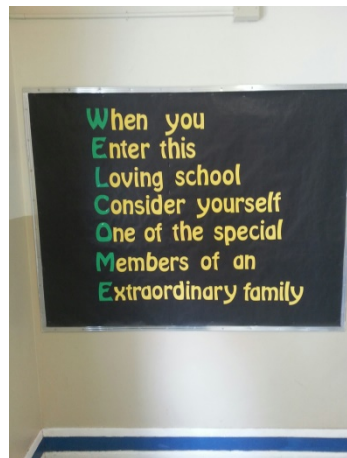


Figure 5

Student Mural in Hallway #1



Figure 6

Student Painting on Bulletin Board in Hallway #1



Figure 7

Student Mural in Hallway #2



Figure 8

Student Mural in Hallway #3



Figure 9

Student Painting on Bulletin Board in Hallway #2



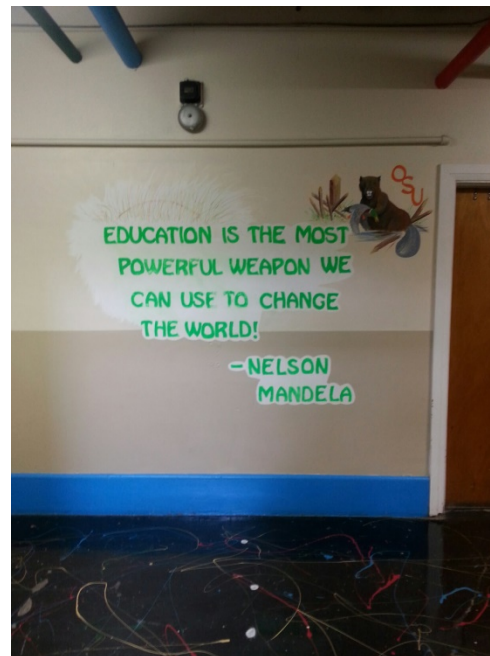
Figure 10

Student Mural in Hallway #4



Figure 11

Inspirational Quote in Hallway



Oregon State Report Cards

As seen in Figures 12-22, the Oregon State Report Card evidence from 2011-2015 shows consistent overall excellence in the tested subject areas as compared to the state.

Figure 12

2014-15 Oregon State Report Card

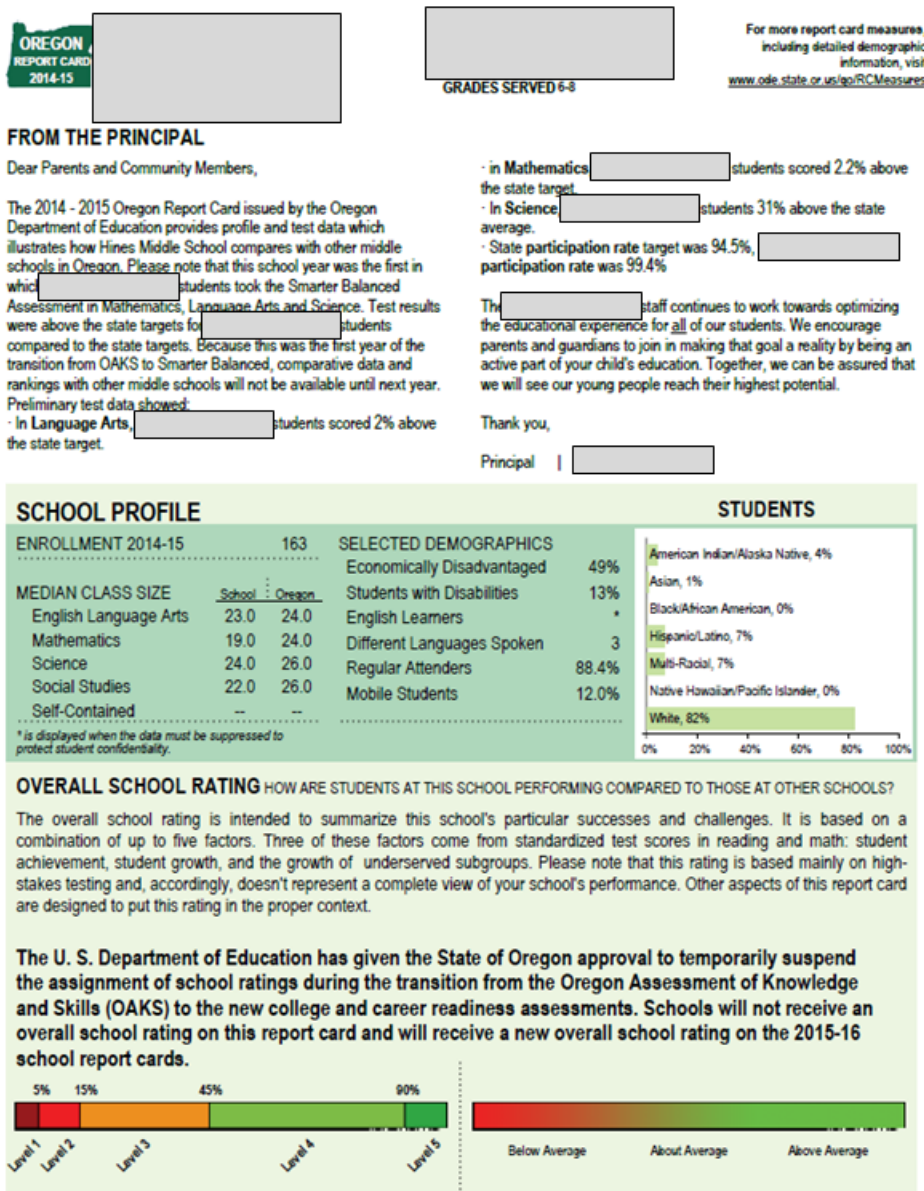



Figure 13

2014-15 Oregon State Report Card continued #1



GRADES SERVED 6-8

For more report card measures, including detailed demographic information, visit www.ode.state.or.us/go/RCMeasures

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE	Performance of students enrolled in the school for a full academic year																											
The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.	Did at least 95% of the students at this school take required assessments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, Interpret Results with Caution <i>Participation rate criteria are in place to ensure schools test all eligible students.</i>																											
	See report cards from previous years to view historical OAKS performance data.	School Performance (%) 2011-12 2012-13 2013-14		School Performance (%) 2014-15	Oregon Performance (%) 2014-15	Like-School Average (%) 2014-15																						
English Language Arts (Administered statewide in grades: 3-8, 11) <input checked="" type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Levels 3 & 4 																												
All students in tested grades																												
2014-15 is the first operational year of English language arts assessments that measure college/career readiness.																												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 12.5%; text-align: center;">56.5</td> <td style="width: 12.5%; text-align: center;">56.4</td> <td style="width: 12.5%; text-align: center;">54.7</td> <td style="width: 12.5%; text-align: center;">31.2</td> <td style="width: 12.5%; text-align: center;">24.3</td> <td style="width: 12.5%; text-align: center;">26.2</td> </tr> <tr> <td></td> <td style="text-align: center;">12.5</td> <td style="text-align: center;">19.3</td> <td style="text-align: center;">19.1</td> <td></td> <td></td> <td></td> </tr> </table>									56.5	56.4	54.7	31.2	24.3	26.2		12.5	19.3	19.1										
	56.5	56.4	54.7	31.2	24.3	26.2																						
	12.5	19.3	19.1																									
Mathematics (Administered statewide in grades: 3-8, 11) <input checked="" type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Levels 3 & 4 																												
All students in tested grades																												
2014-15 is the first operational year of mathematics assessments that measure college/career readiness.																												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 12.5%; text-align: center;">42.2</td> <td style="width: 12.5%; text-align: center;">42.5</td> <td style="width: 12.5%; text-align: center;">39.0</td> <td style="width: 12.5%; text-align: center;">37.7</td> <td style="width: 12.5%; text-align: center;">28.1</td> <td style="width: 12.5%; text-align: center;">31.0</td> </tr> <tr> <td></td> <td style="text-align: center;">20.1</td> <td style="text-align: center;">29.5</td> <td style="text-align: center;">30.0</td> <td></td> <td></td> <td></td> </tr> </table>									42.2	42.5	39.0	37.7	28.1	31.0		20.1	29.5	30.0										
	42.2	42.5	39.0	37.7	28.1	31.0																						
	20.1	29.5	30.0																									
Science (Administered statewide in Grades: 5, 8, 11) <input type="checkbox"/> Did not meet <input type="checkbox"/> Met <input type="checkbox"/> Exceeded 																												
All students in tested grades																												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 12.5%; text-align: center;">74.5</td> <td style="width: 12.5%; text-align: center;">89.5</td> <td style="width: 12.5%; text-align: center;">84.1</td> <td style="width: 12.5%; text-align: center;">16.4</td> <td style="width: 12.5%; text-align: center;">17.5</td> <td style="width: 12.5%; text-align: center;">25.4</td> </tr> <tr> <td></td> <td style="text-align: center;">58.2</td> <td style="text-align: center;">71.9</td> <td style="text-align: center;">58.7</td> <td style="text-align: center;">25.5</td> <td style="text-align: center;">10.5</td> <td style="text-align: center;">15.9</td> </tr> <tr> <td></td> <td style="text-align: center;">25.5</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>									74.5	89.5	84.1	16.4	17.5	25.4		58.2	71.9	58.7	25.5	10.5	15.9		25.5					
	74.5	89.5	84.1	16.4	17.5	25.4																						
	58.2	71.9	58.7	25.5	10.5	15.9																						
	25.5																											

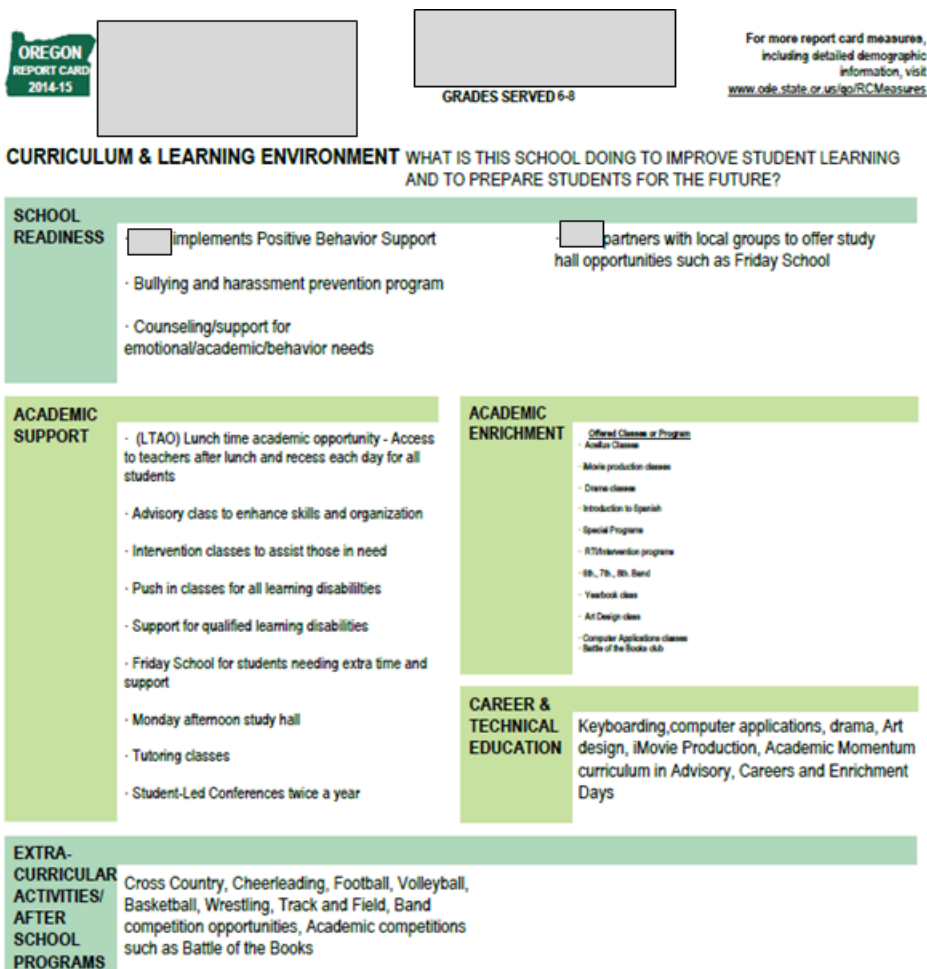
Visit www.ode.state.or.us/go/data for additional assessment results. Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)		
Economically Disadvantaged			American Indian/Alaska Native			Native Hawaiian/Pacific Islander					
Eng. Lang. Arts	44.2	43.8	46.3	Eng. Lang. Arts	83.3	37.8	34.9	Eng. Lang. Arts	* 44.8	50.0	
Mathematics	32.5	29.4	30.3	Mathematics	33.3	25.3	26.5	Mathematics	* 31.1	50.0	
Science	90.5	53.8	62.5	Science	* 50.2	63.6		Science	* 43.7	*	
English Learners			Asian			White					
Eng. Lang. Arts	* 37.1	35.1		Eng. Lang. Arts	* 74.8	67.9		Eng. Lang. Arts	57.9	62.1	56.1
Mathematics	* 25.6	24.6		Mathematics	* 69.1	40.7		Mathematics	43.7	47.8	40.5
Science	* 40.9	44.7		Science	* 72.3	71.4		Science	>95	72.7	74.1
Students with Disabilities			Black/African American			Female					
Eng. Lang. Arts	38.9	19.5	16.3	Eng. Lang. Arts	* 37.2	42.9		Eng. Lang. Arts	63.4	63.5	62.6
Mathematics	16.7	14.5	12.4	Mathematics	* 22.2	21.4		Mathematics	43.7	43.3	39.4
Science	* 31.7	39.0		Science	* 36.5	66.7		Science	>95	63.8	69.9
Migrant			Hispanic/Latino			Male					
Eng. Lang. Arts	* 32.3	54.5		Eng. Lang. Arts	50.0	39.5	45.2	Eng. Lang. Arts	50.6	49.7	47.9
Mathematics	* 19.4	27.3		Mathematics	40.0	25.3	27.6	Mathematics	41.0	41.7	38.6
Science	* 36.7	50.0		Science	* 45.3	60.5		Science	92.6	66.0	73.5
Talented and Gifted			Multi-Racial								
Eng. Lang. Arts	* 96.1	>95		Eng. Lang. Arts	27.3	60.9	57.6	Note: a "*" is displayed when data are unavailable or to protect student confidentiality.			
Mathematics	* 94.1	95.0		Mathematics	36.4	45.9	40.7				
Science	* 97.2	>95		Science	* 67.5	59.7					

Figure 14


2014-15 Oregon State Report Card continued #2



Data and information in the Curriculum and Learning Environment section were provided by local schools and districts, and were not verified by the Oregon Department of Education.

Figure 15

2013-14 Oregon State Report Card



OREGON
REPORT CARD
2013-14

GRADES SERVED 6-8

For more report card measures including detailed demographic information visit www.ode.state.or.us/ig/RCMeasures

FROM THE PRINCIPAL

Dear Parents and Community Members,

In the 2013-2014 school year, [redacted] received an Overall State Rating of Outstanding, meaning that overall, [redacted] is exhibiting results in growth and achievement that generally out perform 90% of schools with similar demographics. Key highlights include:

- Level 4 out of 5 in academic growth in Reading
- Level 5 out of 5 in academic growth in Math
- 85% of students met/exceeded in Science
- 91% of students met/exceeded in Social Studies

[redacted] continues to focus on student engagement, technology and the Common Core Standards. We promise to deliver the same excellence you have come to expect from us and look for you to be a partner in your student's education to ensure all students reach their potential!

Thank you,


Principal | [redacted]

SCHOOL PROFILE

Enrollment 2013-14	184	Select Demographics 2013-14
Change from previous year	+2.2%	English Learners *
Students attending 90% or more of enrolled days	92.1%	<small>Students who have ever been eligible for or participated in a program to acquire academic English.</small>
-----		Economically disadvantaged 55%
-----		Students with disabilities 13%
-----		Number of different languages spoken: 4

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENTS




OVERALL STATE RATING

HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

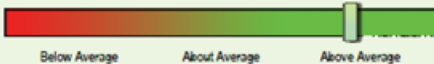
The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2013-14, this school is rated as Level 5.



Level 1 = Falls into the bottom 5% of schools
Level 2 = Falls between 5% and 15% of schools
Level 3 = Falls between 15% and 44% of schools
Level 4 = Falls between 44% and 90% of schools
Level 5 = Falls into the top 10% of schools

Compared to middle schools with similar student demographics in 2013-14, this school's rating is above average.




Below average = Falls into the bottom third of comparison schools
About average = Falls into the middle third of comparison schools
Above average = Falls into the top third of comparison schools

This school participated in the Smarter Balanced field test. Interpret the overall school rating and the like-school comparison rating with caution.

Figure 16

2013-14 Oregon State Report Card continued #1



GRADES SERVED 6-8

For more report card measures including detailed demographic information visit www.ode.state.or.us/qo/RCMeasures

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE	Performance of students enrolled in the school for a full academic year																																										
This school participated in the Smarter Balanced field test. Interpret reading and mathematics assessment results with caution.	Did at least 95% of the students at this school take required assessments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																																										
	Participation rate criteria are in place to ensure schools test as many eligible students as possible																																										
	School Performance (%)			School Performance (%)			Oregon Performance (%)			Like-School Average (%)																																	
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2013-14	2013-14	2013-14	2013-14																																	
Reading (Administered statewide in grades: 3-8, 11) Did not meet Met Exceeded																																											
All students in tested grades																																											
<table style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td style="width: 10%;">82.4</td> <td style="width: 10%;">21.6</td> <td style="width: 10%;">70.9</td> <td style="width: 10%;">15.6</td> <td style="width: 10%;">75.6</td> <td style="width: 10%;">26.2</td> <td style="width: 10%;">69.4</td> <td style="width: 10%;">18.5</td> <td style="width: 10%;">69.7</td> <td style="width: 10%;">20.9</td> <td style="width: 10%;">75.5</td> </tr> <tr> <td></td> <td style="border: 1px solid black;">60.8</td> <td></td> <td style="border: 1px solid black;">55.3</td> <td></td> <td style="border: 1px solid black;">49.4</td> <td></td> <td style="border: 1px solid black;">50.9</td> <td></td> <td style="border: 1px solid black;">48.8</td> <td style="border: 1px solid black;">53.8</td> </tr> <tr> <td colspan="2">Note: new cut scores in 2011-12.</td> <td></td> <td style="border: 1px solid black;">29.1</td> <td></td> <td style="border: 1px solid black;">24.4</td> <td></td> <td style="border: 1px solid black;">30.6</td> <td></td> <td style="border: 1px solid black;">30.3</td> <td style="border: 1px solid black;">24.5</td> </tr> </table>											82.4	21.6	70.9	15.6	75.6	26.2	69.4	18.5	69.7	20.9	75.5		60.8		55.3		49.4		50.9		48.8	53.8	Note: new cut scores in 2011-12.			29.1		24.4		30.6		30.3	24.5
82.4	21.6	70.9	15.6	75.6	26.2	69.4	18.5	69.7	20.9	75.5																																	
	60.8		55.3		49.4		50.9		48.8	53.8																																	
Note: new cut scores in 2011-12.			29.1		24.4		30.6		30.3	24.5																																	
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66.5	14.2	72.6	11.2	76.2	20.3	70.5	19.7	62.2	22.0	66.6																																	
	52.3		61.5		55.8		50.9		40.2	44.6																																	
Note: new cut scores in 2011-12.			27.4		23.8		29.5		37.8	33.4																																	
Science (Administered statewide in Grades: 5, 8, 11) Did not meet Met Exceeded																																											
All students in tested grades																																											
<table style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td style="width: 10%;">89.7</td> <td style="width: 10%;">19.0</td> <td style="width: 10%;">74.5</td> <td style="width: 10%;">16.4</td> <td style="width: 10%;">89.5</td> <td style="width: 10%;">17.5</td> <td style="width: 10%;">84.1</td> <td style="width: 10%;">25.4</td> <td style="width: 10%;">66.9</td> <td style="width: 10%;">12.0</td> <td style="width: 10%;">73.9</td> </tr> <tr> <td></td> <td style="border: 1px solid black;">70.7</td> <td></td> <td style="border: 1px solid black;">58.2</td> <td></td> <td style="border: 1px solid black;">71.9</td> <td></td> <td style="border: 1px solid black;">58.7</td> <td></td> <td style="border: 1px solid black;">54.8</td> <td style="border: 1px solid black;">61.3</td> </tr> <tr> <td colspan="2">Note: new cut scores in 2011-12.</td> <td></td> <td style="border: 1px solid black;">10.5</td> <td></td> <td style="border: 1px solid black;">10.5</td> <td></td> <td style="border: 1px solid black;">15.9</td> <td></td> <td style="border: 1px solid black;">33.1</td> <td style="border: 1px solid black;">26.1</td> </tr> </table>											89.7	19.0	74.5	16.4	89.5	17.5	84.1	25.4	66.9	12.0	73.9		70.7		58.2		71.9		58.7		54.8	61.3	Note: new cut scores in 2011-12.			10.5		10.5		15.9		33.1	26.1
89.7	19.0	74.5	16.4	89.5	17.5	84.1	25.4	66.9	12.0	73.9																																	
	70.7		58.2		71.9		58.7		54.8	61.3																																	
Note: new cut scores in 2011-12.			10.5		10.5		15.9		33.1	26.1																																	

Visit www.ode.state.or.us/qo/data for additional assessment results.


Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average		
	Economically Disadvantaged				American Indian/Alaska Native			Native Hawaiian/Pacific Islander			
Reading	61.7	57.8	+3.9	Reading	62.5	54.9	+7.6	Reading	* 55.6	*	
Mathematics	67.0	49.5	+17.5	Mathematics	75.0	45.6	+29.4	Mathematics	* 52.4	*	
Science	83.3	54.6	+28.7	Science	*	54.0	*	Science	* 48.4	*	
English Learners				Asian			White				
Reading	*	47.7	*	Reading	*	79.8	*	Reading	70.4	75.8	-5.4
Mathematics	*	46.5	*	Mathematics	*	81.3	*	Mathematics	71.1	67.3	+3.8
Science	*	40.5	*	Science	*	74.8	*	Science	86.0	74.5	+11.5
Students with Disabilities				Black/African American			Female				
Reading	31.6	30.5	+1.1	Reading	*	50.5	*	Reading	76.5	73.7	+2.8
Mathematics	52.6	22.3	+30.3	Mathematics	*	39.1	*	Mathematics	72.8	63.7	+9.1
Science	57.1	36.7	+20.4	Science	*	39.1	*	Science	89.7	64.9	+24.8
Migrant				Hispanic/Latino			Male				
Reading	*	42.5	*	Reading	44.4	52.4	-8.0	Reading	63.0	65.9	-2.9
Mathematics	*	41.2	*	Mathematics	44.4	47.0	-2.6	Mathematics	68.5	60.7	+7.8
Science	*	33.2	*	Science	*	45.9	*	Science	79.4	68.8	+10.6
Talented and Gifted				Multi-Racial							
Reading	>95	98.5	*	Reading	76.9	73.6	+3.3	Note: a "*" is displayed when data are unavailable or to protect student confidentiality.			
Mathematics	>95	98.2	*	Mathematics	76.9	64.5	+12.4				
Science	*	98.1	*	Science	83.3	70.5	+12.8				

Figure 17

2013-14 Oregon State Report Card continued #2



GRADES SERVED 6-8

For more report card measures including detailed demographic information visit www.ode.state.or.us/go/RCMeasures

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS

- implements Positive Behavior Support
- Bullying and harassment prevention program
- Counseling/support for emotional/academic/behavior needs
- partners with local groups to offer study hall opportunities

ACADEMIC SUPPORT

- Advisory class designed to bolster study habits
- Advisory class to enhance skills and organization
- Intervention classes to assist those in need
- On-campus after school study hall and assistance
- Support for qualified learning disabilities

ACADEMIC ENRICHMENT

- WORLD LANGUAGE COURSES**
Introduction to Spanish
- SPECIAL PROGRAMS**
RTI/Intervention programs

CAREER & TECHNICAL EDUCATION

- Preengineering, keyboarding, computer applications, host of electives


EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

- XC, Cheerleading, Football, Volleyball Basketball, Wrestling, Track and Field, Math PentaGames, Band competition opportunities, Academic competitions

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

Figure 18

2012-13 Oregon State Report Card



OREGON
REPORT CARD
2012-13

GRADES SERVED 6-8

For more report card measures including detailed demographic information visit www.ode.state.or.us/go/SchoolRC

FROM THE PRINCIPAL

Dear Parents and Community Members,

In the 2012-2013 school year, [redacted] received an Overall State Rating of Outstanding, meaning that overall, [redacted] is exhibiting results in growth and achievement that generally outperform 90% of schools with similar demographics. Key highlights include:

- Level 4 out of 5 in academic growth in Reading
- Level 5 out of 5 in academic growth in Math
- 91% of students met/exceeded in Science
- 97% of students met/exceeded in Social Studies

deliver the same excellence you have come to expect from us and look for you to be a partner in your student's education to ensure all students reach their potential!

Thank you,

Principal | [redacted]

[redacted] continues to focus on student engagement, technology and the Common Core Standards. We promise to

SCHOOL PROFILE

Enrollment 2012-13	180	Select Demographics 2012-13
Change from previous year	-5.8%	English Learners
Students attending 90% or more of enrolled days	88%	Students who have ever been eligible for or participated in a program to acquire academic English.
		Economically disadvantaged
		50%
		Students with disabilities
		12%
		Number of different languages spoken:
		3

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

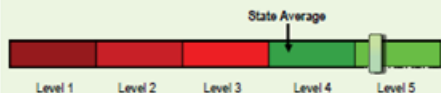
STUDENTS



OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2012-13, this school is rated as Level 5.



- Level 1 = Falls into the bottom 5% of schools
- Level 2 = Falls between 5% and 15% of schools
- Level 3 = Falls between 15% and 44% of schools
- Level 4 = Falls between 44% and 90% of schools
- Level 5 = Falls into the top 10% of schools


Compared to middle schools with similar student demographics in 2012-13, this school's rating is above average.



- Below average** = Falls into the bottom third of comparison schools
- About average** = Falls into the middle third of comparison schools
- Above average** = Falls into the top third of comparison schools

Figure 19

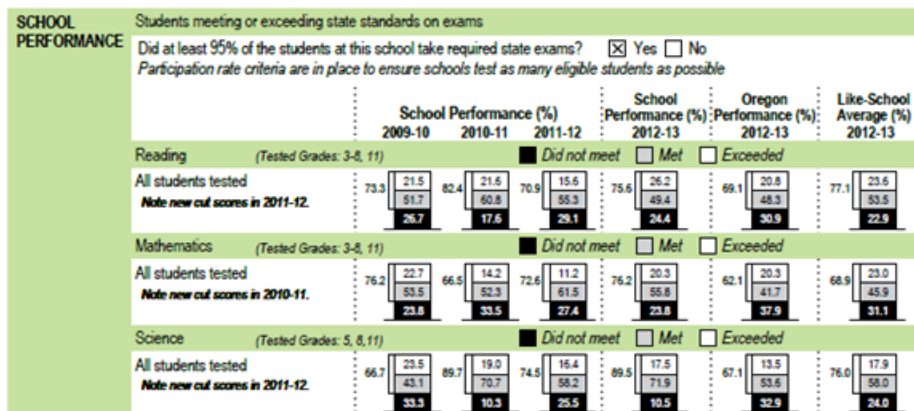
2012-13 Oregon State Report Card continued #1



GRADES SERVED 6-8

For more report card measures including detailed demographic information visit www.ode.state.or.us/qo/SchoolRC

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?




Visit www.ode.state.or.us/qo/data for additional state exam results. Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average		
	All Students										
Reading	75.6	69.1	+6.5	Reading	66.7	55.7	+11.0	Reading	* 52.5	*	
Mathematics	76.2	62.1	+14.1	Mathematics	66.7	46.2	+20.5	Mathematics	* 51.6	*	
Science	89.5	67.1	+22.4	Science	*	54.9	*	Science	* 43.6	*	
Economically Disadvantaged				Asian				White			
Reading	67.5	57.5	+10.0	Reading	*	78.4	*	Reading	77.2	75.4	+1.8
Mathematics	66.3	50.0	+16.3	Mathematics	*	80.7	*	Mathematics	76.6	67.1	+9.5
Science	77.3	55.0	+22.3	Science	*	74.1	*	Science	90.2	74.4	+15.8
English Learners				Black/African American				Female			
Reading	*	45.3	*	Reading	*	50.2	*	Reading	77.9	72.9	+5.0
Mathematics	*	45.2	*	Mathematics	*	40.1	*	Mathematics	81.4	63.3	+18.1
Science	*	38.6	*	Science	*	38.8	*	Science	91.2	64.4	+26.8
Students with Disabilities				Hispanic/Latino				Male			
Reading	29.4	31.5	-2.1	Reading	66.7	50.9	+15.8	Reading	73.3	65.5	+7.8
Mathematics	29.4	23.4	+6.0	Mathematics	>95	46.7	*	Mathematics	70.9	60.9	+10.0
Science	*	37.0	*	Science	*	45.7	*	Science	87.0	69.6	+17.4
Talented and Gifted				Multi-Racial				Note: a "*" is displayed when data are unavailable or to protect student confidentiality.			
Reading	>95	98.6	*	Reading	66.7	73.2	-6.5				
Mathematics	>95	98.3	*	Mathematics	66.7	65.1	+1.6				
Science	>95	98.2	*	Science	*	72.7	*				

Figure 20

2012-13 Oregon State Report Card continued #2



GRADES SERVED 6-8

For more report card measures including detailed demographic information visit www.ode.state.or.us/go/SchoolRC

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS	<input type="checkbox"/> implements Positive Behavior Support Bullying and harassment prevention program Counseling/support for emotional/academic/behavior needs	<input type="checkbox"/> partners with local groups to offer study hall opportunities
ACADEMIC SUPPORT	Advisory class designed to bolster study habits Advisory class to enhance skills and organization Intervention classes to assist those in need On-campus after school study hall and assistance Support for qualified learning disabilities	ACADEMIC ENRICHMENT WORLD LANGUAGE COURSES Introduction to Spanish SPECIAL PROGRAMS RTI/Intervention programs
EXTRACURRICULAR ACTIVITIES	XC, Cheerleading, Football, Volleyball Basketball, Wrestling, Track and Field	CAREER & TECHNICAL EDUCATION Pre-engineering, keyboarding, computer applications, host of electives Math PentaGames, Band competition opportunities Academic competitions


Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

Figure 21

2011-12 Oregon State Report Card

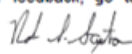
2011-2012 School Report Card

Middle School



Dear Parents and Community Members, October 11, 2012


The Oregon Department of Education is proud to issue the 14th annual Oregon School Report Cards. Oregon currently rates schools as either "Outstanding," "Satisfactory," or "In Need of Improvement" based on factors including student test results, participation, and academic growth. In order to ensure that these reports provide you with the best possible information about your school and your student's education, we will be working to redesign and improve the Report Cards over the coming year. We welcome your feedback on this redesign process and hope that the information in this Report Card helps to paint a picture of both the successes and opportunities for improvement in our schools. To share your feedback, go to: www.ode.state.or.us/go/nextgen.


 Rob Saxton, Deputy Superintendent of Public Instruction

Federal Designation For Title I Schools¹

PRIORITY
 FOCUS
 MODEL

Oregon Report Card Overall Rating: **OUTSTANDING**



In Need of Improvement Satisfactory Outstanding

SCHOOL AT A GLANCE

Student Population	School	Attendance	School	District	State
Number of Students	190	2010-2011	94.9%	94.5%	94.7%
Percentage of Students in English as a Second Language Programs	2.1%	2011-2012	94.1%	94.4%	94.9%

Expulsions	School	State
Number of Expulsions Due to Weapons	0	218

Staffing	School	Testing Participation	School	State
Administrators (FTE)	1.0	Participation in 2011-2012 Statewide Assessments	100%	99.1%
Teachers (FTE)	12.9			
• Average Years of Experience	18.6			
• With a Master's Degree or Higher	34.8%			
• With Emergency or Provisional Credential	0.0%			
• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	100%			
• Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	0.0%			
Educational Assistants (FTE)	6.0			
Other Staff (FTE)	7.8			

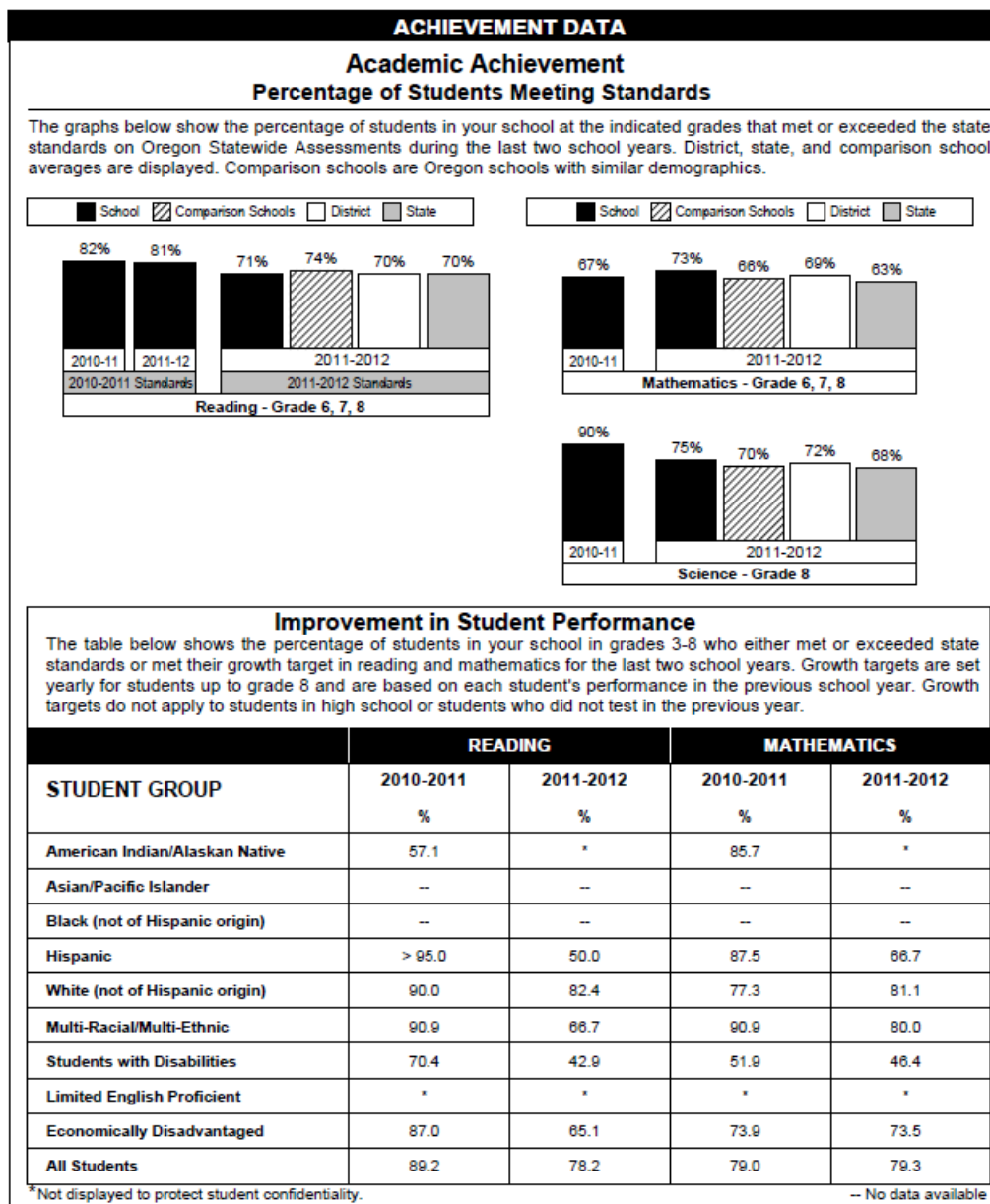
¹ This designation is part of Oregon's approved ESEA Flexibility Waiver. Only 20 percent of Title I schools receive a designation under the waiver.

* Not displayed to protect student confidentiality. -- No data available

For more information, contact your local school.

Figure 22

2011-12 Oregon State Report Card continued



For more information, contact the Oregon Department of Education at 503-947-5715.

Chapter V

Discussion

Introduction

This chapter summarizes and presents the results of the study providing an interpretation of the data. Limitations are also discussed, as well as how this information adds to the existing research, recommendations for further research, and implications for professional practice. This chapter addresses the study's two research questions:

1. What elements of school culture does administration at this high achieving, rural middle school perceive create a climate conducive to academic achievement?
2. What leadership qualities does the administration at this high achieving middle school practice?

Summary of the Results

The researcher found consistent corroborating data supporting the overall administration perception at this high-achieving middle school that elements of school culture are directly related to academic success.

In the surveys conducted with teachers, parents, and administration, the consensus was the school culture at this high-achieving middle school has significantly impacted student achievement and is conducive to learning as seen in Tables 55 and 56. Results from all surveyed fell into the same range, indicating a strong correlation of perception between these stakeholders.

Table 55

Teacher Survey Rating School Culture as it Relates to Student Achievement Experienced Compared to Administration Results from Same Survey

	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	I believe the school culture plays a VERY SIGNIFICANT role in the student achievement experienced at XMS.	57%	100%	0%	100%
2	I believe the school culture plays a SIGNIFICANT role in the student achievement experienced at XMS.	43%	0%	100%	0%
3	I believe the school culture plays a SOMEWHAT SIGNIFICANT role in the student achievement experienced at XMS.	0%	0%	0%	0%
4	I believe the school culture DOES NOT PLAY A SIGNIFICANT role in the student achievement experienced at XMS.	0%	0%	0%	0%

Table 56

Parent Survey Describing School Culture as it Relates to Learning Compared to Administration Results from Same Survey

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Very conducive to learning	43%	100%	0%	100%
2	Conductive to learning	46%	0%	100%	0%
3	Somewhat conducive to learning	11%	0%	0%	0%
4	Not conducive to learning	0%	0%	0%	0%

With the affirmation that school culture is widely accepted as a significant factor in student achievement at this school, the research question itself focused on administrative perception. To gather this data required in-depth administration interviews.

First research question: What elements of school culture does administration at this high achieving, rural middle school perceive create a climate conducive to academic achievement? A baseline for comparison and to create definition for “school culture” was created by coding the data from the administration interviews against the elements of school culture found in the research, which consisted of four categories: Unity of Vision, Role of Communication, Behavior Management, and Students Feel Safe/Cared For. The breakdown of the interview results pertaining to the elements of school culture for all three administrators shows that the two building administrators, the current and previous principal, give relatively equal weight to the elements of Role of Communication and Behavior Management in the category of school culture. This is corroborated by the student focus group’s perception with results in the same percentage range for these two elements as seen in Table 50.

Table 50

Breakdown of School Culture Found in Student Focus Group as Compared to Those Found in Administration Interviews

CODE	CATEGORY	STUDENT FOCUS GROUP ELEMENT %	CURRENT PRINCIPAL ELEMENT %	PREVIOUS PRINCIPAL ELEMENT %	ATHLETIC DIRECTOR ELEMENT %
C	<i>ELEMENTS OF SCHOOL CULTURE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>
C1	Unity of Vision	0	3.33%	7.14%	0
C2	Role of Communication	2.56%	1.67%	2.38%	11.11%
C3	Behavior Management	2.56%	3.33%	2.38%	0
C4	Students Feel Safe/Cared For	25.64%	5%	2.38%	0

The weight given to the element of Role of Communication is also corroborated by the parent, teacher, and administration survey results found in Table 28 and Table 40. All surveyed perceived the school effectively and consistently communicates expectation to students and 89% of parents and 2 of the 3 administrators surveyed perceived that the school effectively communicates with parents most or all of the time. The previous principal perceived the school effectively communicates with parents some of the time. The difference in perception between the two building administrators here may again be reasonably explained by their functions at different times of school culture development.

Table 28

Teacher Survey Item 3: Does the School Communicate a Level of Expectation to the Students?

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	Yes, this is a VERY EFFECTIVE AND CONSISTENT message.	43%	100%	0%	0%
2	Yes, this is an EFFECTIVE AND CONSISTENT message.	57%	0%	100%	100%
3	Yes, but NOT ALWAYS EFFECTIVE OR CONSISTENT.	0%	0%	0%	0%
4	No, the school DOES NOT communicate an expectation to students.	0%	0%	0%	0%

Table 40

Parent Survey Item 2: What Best Describes Your Communication Between Parents and XMS?

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	The school always communicates with parents effectively	41%	0%	0%	0%
2	The school communicates with parents effectively most of the time	48%	100%	0%	100%
3	The school communicates with parents effectively some of the time	11%	0%	100%	0%
4	The school rarely communicates with parents effectively	0%	0%	0%	0%

However, there is a noticeable difference between the two building administrators in the weight given to Unity of Vision and Students Feel Safe/Cared For. The previous principal attributes almost twice the credit for the culture of success to Unity of Vision than does the current principal. This is likely due to the differing needs during each of their dates of service. The previous principal was brought in to serve when this building went into state-mandated school improvement. This explains the heavy emphasis on Unity of Vision, which involves a strong focus on systems and organization and making sure all stakeholders are on the “same page”. An example of this was found in the previous principal’s interview when he discussed his work with staff in realigning the curriculum and instruction with the standards during the school improvement process. This Unity of Vision as it pertained to alignment with standards was corroborated in extensive observations conducted by the researcher in different classrooms where standards and objectives were posted consistently and referenced with students. The student body was not necessarily a large part of this formation of organizational systems, so the lack of weight to this element found in their student focus group data is not surprising.

With systems such as those strongly in place when the current principal transitioned to that position, emphasis could then be given to the element of Students Feel Safe/Cared For, the area he attributed the most weight in his interview, as seen in Table 50. A corroborating example of the effort to make students feel cared for and safe was found in the researcher observation of posters and murals all over the school meant to promote belonging and encouragement, as seen in Figures 4-11. Celebration systems and character awards were also observed, meant to build self-esteem and motivate. Another corroborating example was found in the current principal’s interview where he discussed his high visibility among the students during the day, which was corroborated by the student focus group’s comment that seeing the principal

frequently makes them feel like he cares and they work harder. It is this element that the student focus group attributed a large percentage of weight toward academic achievement. This element focuses directly on their personal needs and feelings, so this dramatic departure from the administration weight in the same area is to be expected. This perception was also corroborated by the researcher observation that the principal was often in the halls and classrooms throughout the day, interacting with and observing students.

Table 50

Overview of Breakdown of Cultural Elements for All Administration and Student Focus Group

OVERVIEW OF BREAKDOWN OF CULTURAL ELEMENTS FOR ALL ADMINISTRATION AND STUDENT FOCUS GROUP				
CATEGORY	STUDENT FOCUS GROUP ELEMENT %	CURRENT PRINCIPAL ELEMENT %	PREVIOUS PRINCIPAL ELEMENT %	ATHLETIC DIRECTOR ELEMENT %
<i>ELEMENTS OF SCHOOL CULTURE AS DEFINED BY RESEARCH</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>	<i>NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %</i>
Unity of Vision	0	3.33%	7.14%	0
Role of Communication	2.56%	1.67%	2.38%	11.11%
Behavior Management	2.56%	3.33%	2.38%	0
Students Feel Safe/Cared For	25.64%	5%	2.38%	0
TOTAL % OF INTERVIEW ATTRIBUTED TO ELEMENTS OF SCHOOL CULTURE	30.76%	13.33%	14.28%	11.11%

The data collected from the athletic director for the district proved to be an outlier with her very different view of the elements of school culture she believed were conducive to academic success. She attributed all credit to the element of Role of Communication, and none to any of the other elements. This makes sense in that although her function in creating the school culture in this rural middle school is very significant as it pertains to shaping the sports program, her role is very different from that of a building administrator. She is not in charge of a building, staff and students. She is in charge of a program that is supported by staff, students, administration, and the community. She does not have the same vantage point as building administration and would not necessarily be involved in activities that required the elements of Unity of Vision, Behavior Management, and Students Feel Safe/Cared For while performing her somewhat solitary duties. Her interview revealed that her job does require a significant amount of communication with parents, coaches, athletes, and the community. Her interview also indicated that she believes communication is vital in shaping a healthy program that includes student academic accountability that leads to academic success.

Overall, the three administrators, despite the differing aspects of their service circumstances, attributed approximately 11-14% of their total interviews to the collective research-based elements of school culture as influential on the academic achievement seen at this rural middle school. These four elements were corroborated by supporting parent and teacher surveys as compared to administration surveys and interviews, a student focus group, and researcher observations. The variations in their focus of importance between the four elements can be explained by their individual administrative circumstances and vantage points, but the fact that these elements were all referenced by building administrators in their interviews speaks to

the validity of the researched-based elements and their significance in an academically successful school culture.

The second research question focused on leadership qualities practiced by administration. The researcher coded the administration interviews to the eleven research-based elements of the Transformational Leadership model. To first gauge the overall perception of administration influence on academic achievement, corroborating evidence from teacher, parent, and administrative surveys was used. Table 26 demonstrates that 100% of administration believes that administrative guidance and support contributes to academic success and 71% of teachers corroborate this perception.

Table 26

Teacher Survey Item 1: What aspects of school culture do you believe contribute to the academic success experienced? Select all those that apply:

	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	Expectation of Success	100%	100%	100%	100%
2	Teacher/student interaction	100%	100%	100%	100%
3	Professional development	43%	0%	100%	0%
4	Administrative guidance/support	71%	100%	100%	100%
5	Community support	14%	0%	0%	0%
6	Parent support	57%	0%	0%	0%
7	Student connection to school community	71%	100%	100%	0%

Another teacher survey question offers additional corroboration of the impact of administration on school culture. The results in Table 42 indicate that 100% of administrators perceive their role in creating school culture to be significant or very significant, with 100% teacher corroboration.

Table 42

Teacher Survey Item 4: If you believe the culture has impacted student achievement, please rate the building administration's role in creating that culture:

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	VERY SIGNIFICANT	14%	100%	0%	100%
2	SIGNIFICANT	86%	0%	100%	0%
3	SOMEWHAT SIGNIFICANT	0%	0%	0%	0%
4	NOT SIGNIFICANT	0%	0%	0%	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0%	0%	0%	0%

Finally, Table 43 indicates that 100% of leadership perceives they have had a significant impact on school culture. Significantly, 78% of parents agree with this perception, with only 22% indicating leadership has had somewhat or little impact on school culture.

Table 43

Parent Survey Item 5: What has been your experience or impression of the leadership as they pertain to school culture?

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	The leadership at XMS have had the most impact on school culture	26%	0%	0%	0%
2	The leadership at XMS have had significant impact on school culture	52%	100%	100%	100%
3	The leadership at XMS have had somewhat of an impact on school culture	20%	0%	0%	0%
4	The leadership at XMS have had little impact on school culture	2%	0%	0%	0%

The majority corroboration supports the connection that administration has a direct impact on school culture. The research question itself asks what leadership qualities are practiced by administration. This information was found in the administration interviews coded for Transformational Leadership.

Second research question: What leadership qualities does the administration at this high achieving middle school practice? Of the eleven Transformational Leadership elements, four were given significantly more weight than the others and corroborated by teachers. Table 51 indicates the perception of the current administration is that his strongest leadership skill is Developing Shared Vision and Building Consensus, giving it a weight of 10%. This is notable because the data from his interview as it pertained to elements of culture revealed he placed Unity of Vision second to Students Feel Safe/Cared For. An explanation for this variation may be that the natural “filter” for the questions surrounding culture naturally include ideas of well-being and feelings so the student element may receive more weight, where the leadership “filter” may primarily include for systems-based thinking. This theory makes sense when understanding this administrator is serving during post-school improvement where many systems have already been developed, which may afford him the variation in focus seen here. A text response in the teacher survey seen in Table 38 corroborates this perception in the narrative section that speaks to the principal asking for staff opinions and advice.

Table 51

Breakdown of Leadership Found in Student Focus Group as Compared to Those Found in Administration Interviews

CODE	CATEGORY	STUDENT FOCUS GROUP ELEMENT %	CURRENT PRINCIPAL ELEMENT %	PREVIOUS PRINCIPAL ELEMENT %	ATHLETIC DIRECTOR ELEMENT %
L	<u>ELEMENTS OF TRANSFORMATIONAL LEADERSHIP STYLE AS DEFINED BY RESEARCH</u>	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %	NUMBER OF TIMES ELEMENT PRESENT IN INTERVIEW %
L1	Providing Intellectual Stimulation	0	1.67%	0	0
L2	Modeling Behavior (Leadership walks the talk)	0	1.67%	2.38%	0
L3	Holding High Performance Expectations for Teachers	0	3.33%	9.52%	0
L4	Providing Contingent Rewards for Teachers (rewarding staff for success)	0	0	2.38%	0
L5	Management by Exception (only intervening when necessary)	0	1.67%	0	0
L6	Developing Shared Vision & Building Consensus	0	10%	2.38%	0
L7	Building Collaborative Structures	0	6.67%	0	0
L8	Strengthening School Culture (Caring, Trust, Etc.)	5.13%	3.33%	0	0
L9	Engaging Community	0	3.33%	0	0
L10	Improving Instructional Programs	0	3.33%	0	0
L11	Providing Individualized Support	0	0	4.76%	0

Table 38

Teacher Survey Item 13: Teacher text response to request for additional information.

Teacher Text Response
offer students levels of freedom along with accountability, offer sports options, student interest in their schedules, students know all teachers care about them
Our school has a core of teachers who have worked together for years. We try to share our knowledge of how things work here with new staff. We are a staff that gets along well and works together. Our principal is in charge, but he asks for our opinions and advice. He welcomes our participation in school activities and programs.
I believe that having the new staff educated on these expectations is very important, that there is another person to go to, another person to bring the pieces more into alignment.
Nothing to add
nothing to add
Nothing to add
Current Principal Text Response
Caring local teaching and paraprofessional staff that are part of the local community.
Previous Principal Text Response
School staff has been through the ringer. From School Improvement to Model School. This hard work has brought staff and school together.
Athletic Director Text Response

The second highest leadership quality perceived by the current principal is Building Collaborative Structures at 6.67%. This perception is corroborated by the researcher observation of a staff meeting where this principal fostered an environment where teachers worked together in new and sometimes existing collaborative structures to develop, implement, and further ideas and plans. This perception is also corroborated by a narrative found in the teacher survey seen in Table 38 referring to the good working relationship experienced between staff and the principal and how it has helped to create a teamwork atmosphere. It is also evident in Table 34, Teacher Survey Item 9, indicating that 100% of teachers perceive they are either regularly or always asked for teacher input for decisions and discussions related to school culture.

Athletic Director Text Response

Table 34

Teacher Survey Item 9: Please rate the level of teacher input requested for decisions, discussions, etcetera, concerning issue that relate to school culture.

#	Answer	Teacher %	Current Principal %	Previous Principal %	Athletic Director %
1	Teacher input is ALWAYS requested	29%	100%	0%	0%
2	Teacher input is REGULARLY requested	71%	0%	100%	100%
3	Teacher input is RARELY requested	0%	0%	0%	0%
4	Teacher input is NEVER requested	0%	0%	0%	0%

Table 37

Teacher Survey Item 12: Teacher survey item response to request for additional information.

Teacher Text Response

schoolwide planners, strong handbook, level of teacher experience, master schedule, high standards for success, multiple support systems for students

All classrooms have similar procedures. Teachers monitor student behaviors at all times. All students are expected to do what is asked or assigned, all the time. Teachers all focus on CCSS and higher-level vocab. instruction. We care about good attendance and reward students for it.

The biggest factor that I saw in the last six years was the expectation that every classroom would have the same expectation of the students as they entered the different classrooms. To know what to do as they entered the classrooms seemed to lend a calming effect.

nothing to add

Nothing to add

Current Principal Text Response

Attendance and Grade recognition monthly, Scotty Legends Students with Morals and Ethics ceremony, Lunch time Academic Opportunities, library After school Help, Friday Kids Club, Weekly grade checks for all students. No d/f Athletic policy

Previous Principal Text Response

Everyone does everything--in class procedures (school wide from Dr. Kevin Feldman). LtoJ processes--Lee Jenkins (standard based teaching)--Teaching what is on the OAKS examinations. Staff meetings--what is going on with ___ student?

The previous administration perceived the predominant Transformational Leadership quality he practiced to be Holding High Performance Expectations for Teachers at 9.52% as seen in Table 51. This perception is corroborated by Teacher Survey Item 12 as seen in Table 37 where the narrative states the expectation is that “everyone does everything” as presented in the professional development they received from Dr. Kevin Feldman and teaching what is on the OAKS state examinations. Another narrative on the same survey item also describes that teachers are all required to have the same expectations for all students as they enter the classrooms.

The second highest Transformational Leadership quality practice as perceived by the previous administrator is Providing Individualized Support. This practice was corroborated by researcher observations during the staff meeting, passing times, and conversations with support staff. Staff members were very vocal about their individual needs and the researcher understood from these conversations the different ways that administration was addressing those individualized needs, whether they pertained to curriculum, instruction, student need, or something related to materials or training. There was a system in place to make those requests and the staff expectation was those requests would receive attention from administration. This was also corroborated again in the Teacher Survey Item 1 question found on Table 26 where teachers attribute 71% to administrative support and 43% to professional development when asked what aspects of school culture they believe are responsible for the academic success. These numbers support the administration perception that teacher individualized needs are being met.

Although the athletic director indicated she believes that administrative guidance and support contributes to the academic success at this school in the survey, her interview did not

produce any evidence that she gives weight to any specific Transformational Leadership quality. An explanation for this variance may be that the survey item allowed her to select any number of seven aspects of school culture that she believed contributed to academic success and she chose three. This scenario covered a wide selection of options, to include parents, community, students, teachers, and administration. Her reasoning for choosing administrative support as one of her selections on the survey may have required less thought in that it was only meant to be one part of her entire opinion and did not require that she have a lot of experience or information about administration. However, the information needed from the interview itself to qualify for coding under the Transformational Leadership elements are highly specific and may only be present with someone who has a consistent and direct academic working relationship with administration.

An outlier on Table 51 is found in the only Transformational Leadership quality that came out of the student focus group, Strengthening School Culture (Caring, Trust, Etc.). This researcher believes that students are not in a position to understand or notice the interactions necessary to recognize the presence of the other Transformational Leadership elements. However, their awareness of the element that pertains to their well-being makes total sense and was present in their student focus group coding.

Although the current and previous administration acknowledged nearly all of the Transformational Leadership elements to some degree, their four highest rated elements are logically consistent with the elements needed or expected at their differing stages of service. The previous principal was required to focus heavily on systems and structures during the school improvement process, so there was a heavy reference to those type of elements in his interview. With many systems now in place, the current principal has made his focus people in the form of

collaboration and shared vision. The fact that almost all of these Transformational Leadership research-based elements were referenced by both administrators and several elements were corroborated by teachers and observations, lends credibility to the theory that elements of Transformational Leadership are present in this high-achieving school.

Unexpected Outlier Found in the Data

Throughout all the interviews with administration and the student focus group, a common theme emerged: isolation. Although not always mentioned using that term, theories and comments were so connected to that concept as seen in part in Table 53, it could not be ignored.

Table 53

Breakdown of Unexpected Element Themes Found in Student Focus Group as Compared to Those Found in Administration Interviews

STUDENT FOCUS GROUP UNEXPECTED ELEMENT THEMES	CURRENT PRINCIPAL UNEXPECTED ELEMENT THEMES	PREVIOUS PRINCIPAL UNEXPECTED ELEMENT THEMES	ATHLETIC DIRECTOR UNEXPECTED ELEMENT THEMES
<ul style="list-style-type: none"> *Culture of fun/learning *Teachers help/knowledgeable *See principal often-makes them work harder *100% plan on living and having own kids attend here *Rewards for attendance and grades important *Very proud to attend here *Feel they belong *Know everyone because it is so small, nowhere else to go *Teachers prep them for test 	<ul style="list-style-type: none"> *Small staff allows for peer pressure advantage for change – staff almost all from this town all of their lives, so invested in perception *Poll students for changes *Community expects high test scores now *Staff averages 27th year in career – veterans *In school improvement 5-6 years ago *School closes for fair *4 day school week good for teachers/not good for kids *IA’s work with high kids *Lead so others can carry on without me *Leadership style=Danielson 3* *Community involvement in sports *In most classes every day 	<ul style="list-style-type: none"> *Started w/60 day audit *SIG great reason to change *Got rid of Title funds *Community service class *Revised staff recognition *Kids respect better teacher *70% down to 50% free/reduced lunch *Rewarded attendance *Calls home for absences *Accountable/omnipresent principal *High energy/grit/superhero leadership *School sports “only game in town” due to isolation *Scheduled PTC for those that fell through cracks *Teachers need to do what is expected of them *Made theme around test prep *Teach to the test 	<ul style="list-style-type: none"> *School coaches also coach at lower level recreation league so visible to students *Small town-nothing else to do so sports only game in town; forces kids to learn how to get along and face challenges because they cannot attend another school *Kids know school mascot and training to be a school athlete from a very young age *Hold students to higher academic standards than required

This town is located approximately two hours from any town that offers shopping or schools. Students in the focus group corroborated the isolation aspect as they consistently

referred to how there was “nothing else to do in town” and “everyone knows everybody”. They mentioned how long it takes to go anywhere, so they rarely leave town. They indicated that these reasons are why, in part, they believe they work hard and have so much pride in their school.

All administration interviews corroborated this perception, adding that having a staff that has an average career length of twenty-five years and almost all of them were born and raised in this small town has created a cohesiveness, protectiveness, and level of expectation that they believe is rare. When all staff are aware of not only the student’s name, but know the family spanning back sometimes multiple generations, administration points to that as a unique support for learning. Administration also indicated that their school does not face the same challenge less isolated towns face in students moving from school to school. The isolation of this town would require an all-inclusive move for families if they wanted to change schools, and that does not happen often. If students or families are unhappy with the school, they are forced to work their issues out. Administration believes this brings more investment than might be seen in areas where it is easier to just change schools without physically moving the whole family.

The athletic director indicated that the isolation keeps their programs strong because there are no other alternatives for students. Due to the extreme distance to other communities, children who want to participate in sports at a young age only have the recreation department in this town. Those teams are often coached by school coaches in their off-season. The athletic director believes this continuity has helped create a sense of pride and anticipation for young children, with the spirit that they are training to be athletes who will represent their school one day.

Finally, 16% of parents corroborated the aspect of isolation as an existing element of the culture when they responded in Table 48 that the isolation of the town is what most likely sets their school apart from others. Parents were only able to choose one answer, so given the other options were much broader than the specificity of isolation, it is remarkable that any weight was given to this phenomenon. It should be noted that administration did not give any weight to isolation in this particular survey response, however, given their perspective and the option to only choose one answer, it is reasonable to assume they would refer to academic expectation and mention the aspect of isolation during the course of their interviews.

Table 48

Parent Survey Item 10: What do you believe most likely sets this school apart from other schools that are not performing as well in the State of Oregon (choose one):

#	Answer	Parent %	Current Principal %	Previous Principal %	Athletic Director %
1	Isolation of town	16%	0%	0%	0%
2	Expectation of academic achievement	31%	100%	100%	0%
3	Leadership	22%	0%	0%	100%
4	Community involvement	31%	0%	0%	0%

The common theme of isolation became a powerful filter in the research. Although much of what was discovered for the success this high-achieving rural middle school has achieved can be linked to the research, the isolation factor that weaved itself throughout appeared to be a hidden reinforcement for all the positive elements and momentum. Isolation was referenced by the student focus group as a reason they try so hard in sports, and corroborated by the athletic director. Students do not have the option of transferring to another school, so they are forced to invest in their local athletics. The school holds athletics as a carrot, requiring a level of academic

performance to play. Students, the athletic director, and both the previous and current administration remarked on how powerful an incentive this is for student achievement and the consistent inclusion of this perception in all responses allows it to be considered as embedded in their school culture.

Isolation was again referenced by the current principal in terms of professional development. The distance to another district is so great that staff are often are not able to take advantage of professional development opportunities in other towns without staying overnight. This has required they develop their own professional development or bring in the experts. The context of this perception was in relation to the staff's self-reliance and collaboration. This perception was corroborated by the researcher's staff meeting observation where a professional development need was discussed between the administrator and staff and options centered on how staff would attain, develop, and deliver the needed instruction.

Limitations

There were several limitations in this study that may make it difficult to replicate. As mentioned, isolation was an unexpected but powerful component evident in the research. Most schools are not located in such remote areas, so the benefits seen in this district from isolation may be impossible to replicate. Another limitation was the composition of the staff not just in average career longevity, but the number who are generationally native to the small town. Again, this appears to be related to the isolation factor. Most districts have staff turnover within 25 years so the benefit of staff stability this district asserts is a reason for their success may be very difficult to replicate. Finally, this school had the "jump start" of school improvement. Although the absence of school improvement status does not prohibit the positive results this

school has experienced, both building administrators referenced it as a positive support for change.

Conclusion

The findings of this study were in part, confirmations of existing research. Of the four prevalent elements of school culture existing research has found effective in producing academic success to include Unity of Vision (Balyer, 2012; Waldron, McClesky & Redd, 2011), Role of Communication (Anderson, 2012; Kass, 2013), Behavior Management (Lechtenberger, McCrary, & Wang, 2012; A. Ruiz, G. Ruiz, & Sherman, 2012), and Students Feel Safe/Cared For (McCollum & Yoder, 2011; Waters, Cross & Shaw, 2010), the leadership at this high-achieving rural middle school perceived them all to be present in their school culture. This perception was corroborated by students, staff, and parents in the student focus group and surveys. It was also corroborated by researcher observations and pictures of school murals and posters. In addition, the transformational leadership style stands out in the literature as an effective method of leadership to affect change, resulting in academic success (Devine & Alger, 2012; Sun & Leithwood, 2012). This study confirmed that the leadership of this high-achieving rural middle school does perceive they practice several elements of transformational leadership. The elements they perceive to practice most predominantly are Building Collaborative Relationships, Holding High Performance Expectations, and Developing Shared Vision and Building Consensus. This perception was corroborated in several instances by teachers in their survey answers. Students and parents do not have the context or perspective to corroborate these elements with specificity, but they did corroborate their perception that the leadership has a positive effect on student achievement through their student focus group and parent survey answers.

An unexpected outlier found in the research was the perceived effect that isolation has on student achievement. This rural town is approximately two hours from any other schools, shopping, entertainment, and resources. This limits professional development opportunities for staff and school options for students. Staff are often compelled to work collaboratively to meet the professional development needs to increase student achievement. Students do not have the option of transferring to another school, so they invest deeply in their very rural school. The perceived pressure of isolation that was so frequently mentioned in the study by participants appeared to be an unexpected contributor to student achievement.

Recommendations for Further Research

While this study has shown the cultural and leadership elements practiced in an academically successful rural middle school, the element of geographic school isolation and its perceived positive impact on this success is still unmeasured. There is existing, yet somewhat dated research addressing specific issues encountered in geographically isolated schools, but it is very limited. Further research on this phenomenon may yield information new to the literature in the field of educational research.

Implications for Professional Practice

Since this study was focused on a high-achieving, rural middle school, the results may be most relevant to schools of the same size and rural location. Rural schools often face challenges such as availability of resources, shortage of a qualified or varied pool of applicants, and personnel forced to perform duties outside of their job description to achieve student success (Bouck, 2004; Thomas, 2005). The findings in this study may offer leadership in schools of this type that are struggling with academic achievement an instrument of similar comparison of which to model their own plan for change and success. However, the potential benefits of this

study are not limited to only rural middle school leadership. Although the findings for the perceived elements of school culture and leadership may be applied differently to a rural school, the proven effectiveness of these elements in the general research has shown them to be effective in many different school settings. For these reasons, it can be inferred that the findings of this study may be applicable and effective for any leadership looking for effective elements of school culture and leadership that when implemented, may result in increased student achievement.

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Appendix A

Administration Interview Questions

1. What leadership positions are present at your school?
2. Are there any leadership positions that are not filled by administrators?
3. What is the composition of your teaching and support staff?
4. Does your school experience a lot of staff and/or leadership turn over?
5. To what do you attribute the academic success your school has experienced in the last three years?
6. Is there a prescribed building system that your school employs?
7. Please describe your behavior management system.
8. Do you have data that measures the success of your behavior management system?
9. What part does student behavior play in student achievement, if any?
10. How often do you check your behavior data?
11. How do you measure your academic achievement data?
12. How often do you check this data?
13. Who checks these data points and what is done with the data?
14. Who do you share your behavior and achievement data with?
15. How does the community keep informed about the happenings, status, and goals of your school?
16. How are students taught the cultural and achievement expectations at your school?
17. How are staff taught the cultural and achievement expectations at your school?
18. How do you support staff and students with the cultural and achievement expectations as a leader at your school?

19. When aspects of school culture are being discussed, are they primarily discussed in terms of how they will ultimately affect student achievement?
20. How do you celebrate success?
21. How do you instill pride and motivate your students, staff and parents?
22. What do you do that you believe gives you the most “bang for your buck” in terms of school culture?
23. What do you do that you believe gives you the most “bang for your buck” in terms of student achievement?
24. When you hire new staff, what do you look for?
25. If you were writing a snapshot of your school culture for your community paper, what would it say?
26. In your opinion, what is the most successful aspect of your school culture?
27. Is there an aspect of your school culture that you would like to see change and how do you anticipate that change affecting student achievement?
28. Do you believe your school culture is unique in any way due to the size of your school?
29. What are some advantages in relation to school culture and achievement associated with a rural school setting?
30. What are some disadvantages in relation to school culture and achievement associated with a rural school setting?
31. Is there a prescribed leadership style that you identify with?
32. Can you describe the core values or your leadership style?
33. If your staff were to describe your leadership style, what do you think they would say?

34. What are some important aspects of your leadership style that you believe have contributed to the academic success your school has experienced?
35. If you had the opportunity and/or time to immediately strengthen some aspect of your leadership style to increase student achievement, what would that be and why?
36. What part do you believe or expect teachers to play in shaping the culture of this building and it's relation to academic achievement?
37. What aspects of this teacher expectation have been successful and what aspects still need improvement?
38. What part do you believe or expect parents to play in shaping the culture of this building and it's relation to academic achievement?
39. What aspects of this parent expectation have been successful and what aspects still need improvement?
40. Is parental involvement part of your school culture?
41. How do you solicit parent involvement?
42. Do you have any short or long range plans for your school culture journey?
43. How do you anticipate those plans will affect student achievement?
44. Is there anything you can see that if it could be realistically attained, would make your school an even better learning institution?
45. Going forward, what is the ultimate vision you have for your school culture and academic achievement?
46. What makes you the most proud of this school?

Appendix B

Qualtrics Teacher Survey Questions and Results

1. XMS has earned the highest report card ratings available on the Oregon State Report Card for the last several years. What aspects of the school culture do you believe contribute to the academic success XMS has experienced? Select all those that apply:

#	Answer	Response	%
1	Expectation of Success	7	100%
2	Teacher/student interaction	7	100%
3	Professional development	3	43%
4	Administrative guidance/support	5	71%
5	Community support	1	14%
6	Parent support	4	57%
7	Student connection to school community	5	71%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	7

2. Please rate the school culture at XMS as you believe it relates to the student achievement experienced:

#	Answer	Response	%
1	I believe the school culture plays a VERY SIGNIFICANT role in the student achievement experienced at XMS.	4	57%
2	I believe the school culture plays a SIGNIFICANT role in the student achievement experienced at XMS.	3	43%
3	I believe the school culture plays a SOMEWHAT SIGNIFICANT role in the student achievement experienced at XMS.	0	0%
4	I believe the school culture DOES NOT PLAY A SIGNIFICANT role in the student achievement experienced at XMS.	0	0%
	Total	7	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.29
Standard Deviation	0.53
Total Responses	7

3. Does the school communicate a level of expectation to students?

#	Answer	Response	%
1	Yes, this is a VERY EFFECTIVE AND CONSISTENT message.	3	43%
2	Yes, this is an EFFECTIVE AND CONSISTENT message.	4	57%
3	Yes, but NOT ALWAYS EFFECTIVE OR CONSISTENT.	0	0%
4	No, the school DOES NOT communicate an expectation to students.	0	0%
	Total	7	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.57
Variance	0.29
Standard Deviation	0.53
Total Responses	7

4. If you believe the culture at XMS has impacted student achievement, please rate the building administration's role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	1	14%
2	SIGNIFICANT	6	86%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	7	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.86
Variance	0.14
Standard Deviation	0.38
Total Responses	7

5. If you believe the culture at XMS has impacted student achievement, please rate the teacher' role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	4	57%
2	SIGNIFICANT	3	43%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	7	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.29
Standard Deviation	0.53
Total Responses	7

6. If you believe the culture at XMS has impacted student achievement, please rate the student role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	4	57%
2	SIGNIFICANT	3	43%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	7	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.29
Standard Deviation	0.53
Total Responses	7

7. If you believe the culture at XMS has impacted student achievement, please rate the parent role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	5	71%
3	SOMEWHAT SIGNIFICANT	2	29%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	7	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.29
Variance	0.24
Standard Deviation	0.49
Total Responses	7

8. If you believe the culture at XMS has impacted student achievement, please rate the community role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	3	43%
3	SOMEWHAT SIGNIFICANT	3	43%
4	NOT SIGNIFICANT	1	14%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	7	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	2.71
Variance	0.57
Standard Deviation	0.76
Total Responses	7

9. Please rate the level of teacher input requested for decisions, discussions, etc. concerning issues that relate to school culture:

#	Answer	Response	%
1	Teacher input is ALWAYS requested	2	29%
2	Teacher input is REGULARLY requested	5	71%
3	Teacher input is RARELY requested	0	0%
4	Teacher input is NEVER requested	0	0%
	Total	7	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.71
Variance	0.24
Standard Deviation	0.49
Total Responses	7

10. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud do you believe students are to be part of the XMS community?

#	Answer	Response	%
1	VERY PROUD	0	0%
2	PROUD	7	100%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	7	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	7

11. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud are you as a teacher to be part of the XMS educational team?

#	Answer	Response	%
1	VERY PROUD	5	71%
2	PROUD	2	29%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	7	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.29
Variance	0.24
Standard Deviation	0.49
Total Responses	7

12. Please give examples of any building systems that you believe help define the culture that impacts student achievement at XMS. If you do not believe any exist, please indicate that by writing 'NOTHING TO ADD':

Text Response

schoolwide planners, strong handbook, level of teacher experience, master schedule, high standards for success, multiple support systems for students

All classrooms have similar procedures. Teachers monitor student behaviors at all times. All students are expected to do what is asked or assigned, all the time. Teachers all focus on CCSS and higher-level vocab. instruction. We care about good attendance and reward students for it.

The biggest factor that I saw in the last six years was the expectation that every classroom would have the same expectation of the students as they entered the different classrooms. To know what to do as they entered the classrooms seemed to lend a calming effect.

nothing to add

Nothing to add

Statistic	Value
Total Responses	5

13. If there is anything not covered in this survey or something specific you believe contributes to the culture at XMS that has resulted in student achievement, please indicate that below (e.g., specific actions by a person or group, campaigns, celebrations, etc.) - if you have nothing to add, please indicate that by writing "NOTHING TO ADD":

Text Response

offer students levels of freedom along with accountability, offer sports options, student interest in their schedules, students know all teachers care about them

Our school has a core of teachers who have worked together for years. We try to share our knowledge of how things work here with new staff. We are a staff that gets along well and works together. Our principal is in charge, but he asks for our opinions and advice. He welcomes our participation in school activities and programs.

I believe that having the new staff educated on these expectations is very important, that there is another person to go to, another person to bring the pieces more into alignment.

Nothing to add

nothing to add

Nothing to add

Statistic	Value
Total Responses	6

Appendix C

Qualtrics Survey #1 Questions and Results for Current Principal

1. XMS has earned the highest report card ratings available on the Oregon State Report Card for the last several years. What aspects of the school culture do you believe contribute to the academic success XMS has experienced? Select all those that apply:

#	Answer	Response	%
1	Expectation of Success	1	100%
2	Teacher/student interaction	1	100%
3	Professional development	0	0%
4	Administrative guidance/support	1	100%
5	Community support	0	0%
6	Parent support	0	0%
7	Student connection to school community	1	100%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	1

2. Please rate the school culture at XMS as you believe it relates to the student achievement experienced:

#	Answer		Response	%
1	I believe the school culture plays a VERY SIGNIFICANT role in the student achievement experienced at XMS.		1	100%
2	I believe the school culture plays a SIGNIFICANT role in the student achievement experienced at XMS.		0	0%
3	I believe the school culture plays a SOMEWHAT SIGNIFICANT role in the student achievement experienced at XMS.		0	0%
4	I believe the school culture DOES NOT PLAY A SIGNIFICANT role in the student achievement experienced at XMS.		0	0%
	Total		1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

3. Does the school communicate a level of expectation to students?

#	Answer	Response	%
1	Yes, this is a VERY EFFECTIVE AND CONSISTENT message.	1	100%
2	Yes, this is an EFFECTIVE AND CONSISTENT message.	0	0%
3	Yes, but NOT ALWAYS EFFECTIVE OR CONSISTENT.	0	0%
4	No, the school DOES NOT communicate an expectation to students.	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

4. If you believe the culture at XMS has impacted student achievement, please rate the building administration's role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	1	100%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

5. If you believe the culture at XMS has impacted student achievement, please rate the teacher' role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	1	100%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

6. If you believe the culture at XMS has impacted student achievement, please rate the student role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	1	100%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

7. If you believe the culture at XMS has impacted student achievement, please rate the parent role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	1	100%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

8. If you believe the culture at XMS has impacted student achievement, please rate the community role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	1	100%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

9. Please rate the level of teacher input requested for decisions, discussions, etc. concerning issues that relate to school culture:

#	Answer	Response	%
1	Teacher input is ALWAYS requested	1	100%
2	Teacher input is REGULARLY requested	0	0%
3	Teacher input is RARELY requested	0	0%
4	Teacher input is NEVER requested	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

10. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud do you believe students are to be part of the XMS community?

#	Answer	Response	%
1	VERY PROUD	1	100%
2	PROUD	0	0%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

11. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud are you as a teacher to be part of the XMS educational team?

#	Answer	Response	%
1	VERY PROUD	1	100%
2	PROUD	0	0%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

12. Please give examples of any building systems that you believe help define the culture that impacts student achievement at XMS. If you do not believe any exist, please indicate that by writing 'NOTHING TO ADD':

Text Response

Attendance and Grade recognition monthly, Scotty Legends Students with Morals and Ethics ceremony, Lunch time Academic Opportunities, library After school Help, Friday Kids Club, Weekly grade checks for all students. No d/f Athletic policy

Statistic	Value
Total Responses	1

13. If there is anything not covered in this survey or something specific you believe contributes to the culture at HMS that has resulted in student achievement, please indicate that below (e.g., specific actions by a person or group, campaigns, celebrations, etc.) - if you have nothing to add, please indicate that by writing "NOTHING TO ADD":

Text Response

Caring local teaching and paraprofessional staff that are part of the local community.

Statistic	Value
Total Responses	1

Appendix D

Qualtrics Survey #1 Questions and Results for Previous Principal

1. XMS has earned the highest report card ratings available on the Oregon State Report Card for the last several years. What aspects of the school culture do you believe contribute to the academic success XMS has experienced? Select all those that apply:

#	Answer	Response	%
1	Expectation of Success	1	100%
2	Teacher/student interaction	1	100%
3	Professional development	1	100%
4	Administrative guidance/support	1	100%
5	Community support	0	0%
6	Parent support	0	0%
7	Student connection to school community	1	100%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	1

2. Please rate the school culture at XMS as you believe it relates to the student achievement experienced:

#	Answer	Response	%
1	I believe the school culture plays a VERY SIGNIFICANT role in the student achievement experienced at XMS.	0	0%
2	I believe the school culture plays a SIGNIFICANT role in the student achievement experienced at XMS.	1	100%
3	I believe the school culture plays a SOMEWHAT SIGNIFICANT role in the student achievement experienced at XMS.	0	0%
4	I believe the school culture DOES NOT PLAY A SIGNIFICANT role in the student achievement experienced at XMS.	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

3. Does the school communicate a level of expectation to students?

#	Answer	Response	%
1	Yes, this is a VERY EFFECTIVE AND CONSISTENT message.	0	0%
2	Yes, this is an EFFECTIVE AND CONSISTENT message.	1	100%
3	Yes, but NOT ALWAYS EFFECTIVE OR CONSISTENT.	0	0%
4	No, the school DOES NOT communicate an expectation to students.	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

4. If you believe the culture at XMS has impacted student achievement, please rate the building administration's role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	1	100%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

5. If you believe the culture at XMS has impacted student achievement, please rate the teacher' role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	1	100%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

6. If you believe the culture at XMS has impacted student achievement, please rate the student role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	1	100%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

7. If you believe the culture at XMS has impacted student achievement, please rate the parent role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	1	100%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

8. If you believe the culture at XMS has impacted student achievement, please rate the community role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	1	100%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

9. Please rate the level of teacher input requested for decisions, discussions, etc. concerning issues that relate to school culture:

#	Answer	Response	%
1	Teacher input is ALWAYS requested	0	0%
2	Teacher input is REGULARLY requested	1	100%
3	Teacher input is RARELY requested	0	0%
4	Teacher input is NEVER requested	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

10. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud do you believe students are to be part of the XMS community?

#	Answer	Response	%
1	VERY PROUD	0	0%
2	PROUD	1	100%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

11. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud are you as a teacher to be part of the XMS educational team?

#	Answer	Response	%
1	VERY PROUD	0	0%
2	PROUD	1	100%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

12. Please give examples of any building systems that you believe help define the culture that impacts student achievement at XMS. If you do not believe any exist, please indicate that by writing 'NOTHING TO ADD':

Text Response

Everyone does everything---in class procedures (school wide from Dr. Kevin Feldman). LtoJ processes--Lee Jenkins (standard based teaching)--Teaching what is on the OAKS examinations. Staff meetings--what is going on with ___ student?

Statistic	Value
Total Responses	1

13. If there is anything not covered in this survey or something specific you believe contributes to the culture at HMS that has resulted in student achievement, please indicate that below (e.g., specific actions by a person or group, campaigns, celebrations, etc.) - if you have nothing to add, please indicate that by writing "NOTHING TO ADD":

Text Response

School staff has been through the ringier. From School Improvement to Model School. This hard work has brought staff and school together.

Statistic	Value
Total Responses	1

Appendix E

Qualtrics Survey #1 Questions and Results for Athletic Director

1. XMS has earned the highest report card ratings available on the Oregon State Report Card for the last several years. What aspects of the school culture do you believe contribute to the academic success XMS has experienced? Select all those that apply:

#	Answer	Response	%
1	Expectation of Success	1	100%
2	Teacher/student interaction	1	100%
3	Professional development	0	0%
4	Administrative guidance/support	1	100%
5	Community support	0	0%
6	Parent support	0	0%
7	Student connection to school community	0	0%

Statistic	Value
Min Value	1
Max Value	4
Total Responses	1

2. Please rate the school culture at HMS as you believe it relates to the student achievement experienced:

#	Answer		Response	%
1	I believe the school culture plays a VERY SIGNIFICANT role in the student achievement experienced at XMS.		1	100%
2	I believe the school culture plays a SIGNIFICANT role in the student achievement experienced at XMS.		0	0%
3	I believe the school culture plays a SOMEWHAT SIGNIFICANT role in the student achievement experienced at XMS.		0	0%
4	I believe the school culture DOES NOT PLAY A SIGNIFICANT role in the student achievement experienced at XMS.		0	0%
	Total		1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

3. Does the school communicate a level of expectation to students?

#	Answer	Response	%
1	Yes, this is a VERY EFFECTIVE AND CONSISTENT message.	0	0%
2	Yes, this is an EFFECTIVE AND CONSISTENT message.	1	100%
3	Yes, but NOT ALWAYS EFFECTIVE OR CONSISTENT.	0	0%
4	No, the school DOES NOT communicate an expectation to students.	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

4. If you believe the culture at XMS has impacted student achievement, please rate the building administration's role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	1	100%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

5. If you believe the culture at XMS has impacted student achievement, please rate the teacher' role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	1	100%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

6. If you believe the culture at XMS has impacted student achievement, please rate the student role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	1	100%
3	SOMEWHAT SIGNIFICANT	0	0%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

7. If you believe the culture at XMS has impacted student achievement, please rate the parent role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	1	100%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

8. If you believe the culture at XMS has impacted student achievement, please rate the community role in creating that culture:

#	Answer	Response	%
1	VERY SIGNIFICANT	0	0%
2	SIGNIFICANT	0	0%
3	SOMEWHAT SIGNIFICANT	1	100%
4	NOT SIGNIFICANT	0	0%
5	I DO NOT BELIEVE CULTURE HAS IMPACTED STUDENT ACHIEVEMENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

9. Please rate the level of teacher input requested for decisions, discussions, etc. concerning issues that relate to school culture:

#	Answer	Response	%
1	Teacher input is ALWAYS requested	0	0%
2	Teacher input is REGULARLY requested	1	100%
3	Teacher input is RARELY requested	0	0%
4	Teacher input is NEVER requested	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

10. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud do you believe students are to be part of the XMS community?

#	Answer	Response	%
1	VERY PROUD	0	0%
2	PROUD	1	100%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

11. On a scale from 1-4, 4 being the most proud and 1 being indifferent, how proud are you as a teacher to be part of the XMS educational team?

#	Answer	Response	%
1	VERY PROUD	0	0%
2	PROUD	1	100%
3	SOMEWHAT PROUD	0	0%
4	INDIFFERENT	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

12. Please give examples of any building systems that you believe help define the culture that impacts student achievement at HMS. If you do not believe any exist, please indicate that by writing 'NOTHING TO ADD':

Text Response

The Principal and the staff have a good working relationship, and this helps in creating a teamwork atmosphere.

Statistic	Value
Total Responses	1

13. If there is anything not covered in this survey or something specific you believe contributes to the culture at HMS that has resulted in student achievement, please indicate that below (e.g., specific actions by a person or group, campaigns, celebrations, etc.) - if you have nothing to add, please indicate that by writing "NOTHING TO ADD":

Text Response

Statistic	Value
Total Responses	0

Appendix F

Qualtrics Parent Survey Questions and Results

1. If you had to describe the culture at XMS, would you say it is:				
#	Answer		Response	%
1	Very conducive to learning		20	43%
2	Conducive to learning		21	46%
3	Somewhat conducive to learning		5	11%
4	Not conducive to learning		0	0%
	Total		46	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.67
Variance	0.45
Standard Deviation	0.67
Total Responses	46

2. What best describes your experience with communication between parents and XMS?

#	Answer	Response	%
1	The school always communicates with parents effectively	19	41%
2	The school communicates with parents effectively most of the time	22	48%
3	The school communicates with parents effectively some of the time	5	11%
4	The school rarely communicates with parents effectively	0	0%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.70
Variance	0.44
Standard Deviation	0.66
Total Responses	46

3. What has your experience or impression been with the level of expectation the school sets for student achievement?

#	Answer	Response	%
1	The school always expects a level of student achievement	27	59%
2	The school almost always expects a level of student achievement	15	33%
3	The school sometimes expects a level of student achievement	4	9%
4	The school rarely expects a level of student achievement	0	0%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.50
Variance	0.43
Standard Deviation	0.66
Total Responses	46

4. What has been your experience or impression of the teaching staff at XMS as they pertain to the school culture?

#	Answer	Response	%
1	The teaching staff at XMS have had the most impact on school culture	18	39%
2	The teaching staff at XMS have had a significant impact on school culture	24	52%
3	The teaching staff at XMS have had somewhat of an impact on school culture	4	9%
4	The teaching staff at XMS have had little impact on school culture	0	0%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.70
Variance	0.39
Standard Deviation	0.63
Total Responses	46

5. What has been your experience or impression of the leadership at XMS as they pertain to school culture?

#	Answer	Response	%
1	The leadership at XMS have had the most impact on school culture	12	26%
2	The leadership at XMS have had significant impact on school culture	24	52%
3	The leadership at XMS have had somewhat of an impact on school culture	9	20%
4	The leadership at XMS have had little impact on school culture	1	2%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.98
Variance	0.56
Standard Deviation	0.75
Total Responses	46

6. The behavior and academic systems at XMS:

#	Answer	Response	%
1	Have a major impact on academic success	20	43%
2	Have a significant impact on academic success	21	46%
3	Have somewhat of an impact on academic success	5	11%
4	Have little impact on academic success	0	0%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.67
Variance	0.45
Standard Deviation	0.67
Total Responses	46

7. The resources in place at HMS to help struggling students (after and before school, during school):

#	Answer	Response	%
1	Are very effective	22	48%
2	Are effective	19	41%
3	Are somewhat effective	4	9%
4	Are rarely effective	1	2%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.65
Variance	0.54
Standard Deviation	0.74
Total Responses	46

8. The statement: My child has a clear understanding of the behavioral and academic expectations at XMS is:

#	Answer	Response	%
1	Very true	31	67%
2	True	11	24%
3	Somewhat true	4	9%
4	Little understanding	0	0%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.41
Variance	0.43
Standard Deviation	0.65
Total Responses	46

9. The statement: The community is supportive of XMS and is involved in a manner that promotes academic success is:

#	Answer	Response	%
1	Very true	24	52%
2	True	19	41%
3	Somewhat true	2	4%
4	Rarely involved in this way	1	2%
	Total	46	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.57
Variance	0.47
Standard Deviation	0.69
Total Responses	46

10. What do you believe most likely sets XMS apart from other schools that are not performing as well in the State of Oregon? (choose one)

#	Answer	Response	%
1	Isolation of town	7	16%
2	Expectation of academic achievement	14	31%
3	Leadership	10	22%
4	Community involvement	14	31%
	Total	45	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.69
Variance	1.17
Standard Deviation	1.08
Total Responses	45

Appendix G

Qualtrics Survey #2 Questions and Results for Current Principal

1. If you had to describe the culture at XMS, would you say it is:				
#	Answer		Response	%
1	Very conducive to learning		1	100%
2	Conducive to learning		0	0%
3	Somewhat conducive to learning		0	0%
4	Not conducive to learning		0	0%
	Total		1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

2. What best describes your experience with communication between parents and XMS?

#	Answer	Response	%
1	The school always communicates with parents effectively	0	0%
2	The school communicates with parents effectively most of the time	1	100%
3	The school communicates with parents effectively some of the time	0	0%
4	The school rarely communicates with parents effectively	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

3. What has your experience or impression been with the level of expectation the school sets for student achievement?

#	Answer	Response	%
1	The school always expects a level of student achievement	1	100%
2	The school almost always expects a level of student achievement	0	0%
3	The school sometimes expects a level of student achievement	0	0%
4	The school rarely expects a level of student achievement	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

4. What has been your experience or impression of the teaching staff at XMS as they pertain to the school culture?

#	Answer	Response	%
1	The teaching staff at HMS have had the most impact on school culture	1	100%
2	The teaching staff at HMS have had a significant impact on school culture	0	0%
3	The teaching staff at HMS have had somewhat of an impact on school culture	0	0%
4	The teaching staff at HMS have had little impact on school culture	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

5. What has been your experience or impression of the leadership at XMS as they pertain to school culture?

#	Answer	Response	%
1	The leadership at XMS have had the most impact on school culture	0	0%
2	The leadership at XMS have had significant impact on school culture	1	100%
3	The leadership at XMS have had somewhat of an impact on school culture	0	0%
4	The leadership at XMS have had little impact on school culture	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

6. The behavior and academic systems at XMS:

#	Answer	Response	%
1	Have a major impact on academic success	1	100%
2	Have a significant impact on academic success	0	0%
3	Have somewhat of an impact on academic success	0	0%
4	Have little impact on academic success	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

7. The resources in place at XMS to help struggling students (after and before school, during school):

#	Answer	Response	%
1	Are very effective	1	100%
2	Are effective	0	0%
3	Are somewhat effective	0	0%
4	Are rarely effective	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

8. The statement: My child has a clear understanding of the behavioral and academic expectations at XMS is:

#	Answer	Response	%
1	Very true	0	0%
2	True	1	100%
3	Somewhat true	0	0%
4	Little understanding	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

9. The statement: The community is supportive of XMS and is involved in a manner that promotes academic success is:

#	Answer	Response	%
1	Very true	0	0%
2	True	0	0%
3	Somewhat true	1	100%
4	Rarely involved in this way	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

10. What do you believe most likely sets XMS apart from other schools that are not performing as well in the State of Oregon? (choose one)

#	Answer	Response	%
1	Isolation of town	0	0%
2	Expectation of academic achievement	1	100%
3	Leadership	0	0%
4	Community involvement	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

Appendix H

Qualtrics Survey #2 Questions and Results for Previous Principal

1. If you had to describe the culture at XMS, would you say it is:				
#	Answer		Response	%
1	Very conducive to learning		0	0%
2	Conducive to learning		1	100%
3	Somewhat conducive to learning		0	0%
4	Not conducive to learning		0	0%
	Total		1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

2. What best describes your experience with communication between parents and XMS?

#	Answer	Response	%
1	The school always communicates with parents effectively	0	0%
2	The school communicates with parents effectively most of the time	0	0%
3	The school communicates with parents effectively some of the time	1	100%
4	The school rarely communicates with parents effectively	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

3. What has your experience or impression been with the level of expectation the school sets for student achievement?

#	Answer	Response	%
1	The school always expects a level of student achievement	1	100%
2	The school almost always expects a level of student achievement	0	0%
3	The school sometimes expects a level of student achievement	0	0%
4	The school rarely expects a level of student achievement	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

4. What has been your experience or impression of the teaching staff at XMS as they pertain to the school culture?

#	Answer	Response	%
1	The teaching staff at XMS have had the most impact on school culture	0	0%
2	The teaching staff at XMS have had a significant impact on school culture	1	100%
3	The teaching staff at XMS have had somewhat of an impact on school culture	0	0%
4	The teaching staff at XMS have had little impact on school culture	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

5. What has been your experience or impression of the leadership at XMS as they pertain to school culture?

#	Answer	Response	%
1	The leadership at XMS have had the most impact on school culture	0	0%
2	The leadership at XMS have had significant impact on school culture	1	100%
3	The leadership at XMS have had somewhat of an impact on school culture	0	0%
4	The leadership at XMS have had little impact on school culture	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

6. The behavior and academic systems at XMS:

#	Answer	Response	%
1	Have a major impact on academic success	0	0%
2	Have a significant impact on academic success	1	100%
3	Have somewhat of an impact on academic success	0	0%
4	Have little impact on academic success	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

7. The resources in place at XMS to help struggling students (after and before school, during school):

#	Answer	Response	%
1	Are very effective	0	0%
2	Are effective	1	100%
3	Are somewhat effective	0	0%
4	Are rarely effective	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

8. The statement: My child has a clear understanding of the behavioral and academic expectations at XMS is:

#	Answer	Response	%
1	Very true	0	0%
2	True	1	100%
3	Somewhat true	0	0%
4	Little understanding	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

9. The statement: The community is supportive of XMS and is involved in a manner that promotes academic success is:

#	Answer	Response	%
1	Very true	0	0%
2	True	0	0%
3	Somewhat true	1	100%
4	Rarely involved in this way	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

10. What do you believe most likely sets XMS apart from other schools that are not performing as well in the State of Oregon? (choose one)

#	Answer	Response	%
1	Isolation of town	0	0%
2	Expectation of academic achievement	1	100%
3	Leadership	0	0%
4	Community involvement	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

Appendix I

Qualtrics Survey #2 Questions and Results for Athletic Director

1. If you had to describe the culture at XMS, would you say it is:				
#	Answer		Response	%
1	Very conducive to learning		1	100%
2	Conducive to learning		0	0%
3	Somewhat conducive to learning		0	0%
4	Not conducive to learning		0	0%
	Total		1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

2. What best describes your experience with communication between parents and XMS?

#	Answer	Response	%
1	The school always communicates with parents effectively	0	0%
2	The school communicates with parents effectively most of the time	1	100%
3	The school communicates with parents effectively some of the time	0	0%
4	The school rarely communicates with parents effectively	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

3. What has your experience or impression been with the level of expectation the school sets for student achievement?

#	Answer	Response	%
1	The school always expects a level of student achievement	1	100%
2	The school almost always expects a level of student achievement	0	0%
3	The school sometimes expects a level of student achievement	0	0%
4	The school rarely expects a level of student achievement	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

4. What has been your experience or impression of the teaching staff at XMS as they pertain to the school culture?

#	Answer	Response	%
1	The teaching staff at XMS have had the most impact on school culture	0	0%
2	The teaching staff at XMS have had a significant impact on school culture	1	100%
3	The teaching staff at XMS have had somewhat of an impact on school culture	0	0%
4	The teaching staff at XMS have had little impact on school culture	0	0%
Total		1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

5. What has been your experience or impression of the leadership at XMS as they pertain to school culture?

#	Answer	Response	%
1	The leadership at XMS have had the most impact on school culture	0	0%
2	The leadership at XMS have had significant impact on school culture	1	100%
3	The leadership at XMS have had somewhat of an impact on school culture	0	0%
4	The leadership at XMS have had little impact on school culture	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

6. The behavior and academic systems at XMS:

#	Answer	Response	%
1	Have a major impact on academic success	0	0%
2	Have a significant impact on academic success	1	100%
3	Have somewhat of an impact on academic success	0	0%
4	Have little impact on academic success	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

7. The resources in place at XMS to help struggling students (after and before school, during school):

#	Answer	Response	%
1	Are very effective	0	0%
2	Are effective	1	100%
3	Are somewhat effective	0	0%
4	Are rarely effective	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

8. The statement: My child has a clear understanding of the behavioral and academic expectations at XMS is:

#	Answer	Response	%
1	Very true	1	100%
2	True	0	0%
3	Somewhat true	0	0%
4	Little understanding	0	0%
	Total	1	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

9. The statement: The community is supportive of XMS and is involved in a manner that promotes academic success is:

#	Answer	Response	%
1	Very true	0	0%
2	True	1	100%
3	Somewhat true	0	0%
4	Rarely involved in this way	0	0%
	Total	1	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

10. What do you believe most likely sets XMS apart from other schools that are not performing as well in the State of Oregon? (choose one)

#	Answer	Response	%
1	Isolation of town	0	0%
2	Expectation of academic achievement	0	0%
3	Leadership	1	100%
4	Community involvement	0	0%
	Total	1	100%

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

Appendix J

Student Focus Group Questions

STUDENT FOCUS GROUP QUESTIONS

1.
If you had to describe the school culture at XMS, what would you say?

2.
What aspects of the school culture do you believe contribute to the academic success XMS has experienced?

3.
What has been your experience or impression with the level of expectation the school sets for student achievement?

5.
Have any of you been another school and if so, what is different, if anything about XMS?

6.
What have been your experiences or impressions about the teaching staff at XMS as they pertain to the school culture?

7.
What have been your experiences or impressions about the leadership at XMS as they pertain to the school culture?

8.
What systems are in place that hold students to a level of accountability or expectation that you believe may contribute to the academic success?

9.
If a student is struggling, what options for help are available through the school?

10.
What do students think of parent/teacher conferences?

11.

How does the school get parents and/or the community involved?

12.

How are students involved in any decisions at the school?

13.

What kind of activities does the school have that bring students together?

14.

Does the community get involved in supporting the school in any manner that you believe contributes to the success at XMS?

15.

On a scale from 1-10, 10 being the most proud and 1 being not proud at all, how proud are you to be a member of XMS?

Appendix K

Observation Field Notes and Organization

LOCATION	NOTES
OUTSIDE	*students waited for school to start with bags around front step *not allowed into building until 5 minutes before school starts * IA's supervised outside
HALLWAYS	*Lots of student art and murals – covers school walls *scotty legends in cabinet *positive behavior referrals on all teacher doors * anti-bullying posters everywhere *scotty pride posters up *athletic encouragement posters on athlete lockers *class pictures going back to 1950's on wall *sections of hallway off limits and students stay out without reminding
CLASSROOM	*technology on rolling carts, except two labs *all students working * math teacher records lessons on youtube and posts for student use at home and in classroom *lots of group and partner work in social studies, math, and language *some classes only saw direct instruction and notetaking *lots of choral response
OFFICE	*students feel free to come in when necessary *an student office assistant every period *secretary the “heart” of the building – everyone calls her by her first name *students answer the phone and look up information in paper files
LUNCHROOM	*students eat at tables and leave to go outside when done *they cannot come back inside after they leave *call cafeteria staff by first name *all cafeteria staff know each student *free lunch and breakfast for all
WALLS	*murals everywhere *said art teacher responsible for many of them *most student-created *feels very welcoming and definitely “touched” by students
STAFF MTG	*get input on cinematography training from staff * secretary very involved in staff meeting and building business *vote for Scotty Legend *Referral for 504 *discussion on student-led conferences *principal not talking much; mostly staff
DRESS CODE	*students can wear regular clothes, no uniform *did not see any inappropriate clothing
COMM. LEAD/ TEACHERS	*conversations in hallway throughout the day * teacher in office meeting with leadership almost every period *
COMM. TEACHERS/ STUDENTS	*lots of greetings in hallways and conversations that demonstrated personal knowledge and interest in students *IA's out in hall monitoring and speaking with students before and after school *knuckles to students *know all student names
COMM. LEAD/ STUDENTS	*walked the halls during school and between classes *engaged with students *students greeted leadership and were comfortable approaching him
COMM. LEAD/ PARENTS	Did not see any communication between leadership and parents during observations

COMM. TEACH/ PARENTS	*Make contact with all parents first two weeks of school
STUDENT ACADEMIC SUPPORT	LTOC –Lunch Time Opportunity (last 20 minutes of 50 minute lunch); athletic eligibility (No F’s); ipads for every student; everybody does everything
BEHAVIOR MGMT.	*no discipline referrals while here *teachers manage behaviors in classrooms and hallways and outside before and after school and during lunch
CELEBRATION SYSTEMS	Scotty Legends, attendance dance, Positive Behavior Referrals – class with the best attendance rate for the week goes to lunch 2 minutes early, monthly award assembly, trimester incentives(“lock in”), go to theater, go to hot springs/campground
HOW ARE STUDENTS TAUGHT EXPECTATIONS?	*teachers explain expectations the first week of school by going through the handbook a little each day in advisory *staff did not seem too caught up in systems, but rather more broad expectations
HOW ARE PARENTS GREETED WHEN ENTERING BUILDING?	Parents went to the office and were very familiar with the secretary, who greeted them and helped them.
WHAT ARE TEACHERS DOING DURING PASSING TIME?	Standing outside of doors, saying hello to kids, reminding them of things, holding brief conversations, monitoring the behavior

Appendix L

Table Permission - Angelis

>>> "Angelis, Janet" <jangelis@albany.edu> 2/9/2016 8:05 AM >>>

The article you reference appeared in the Middle School Journal 43(4), 40-48. The journal gives permission for educators to "reproduce an article . . . for noncommercial education use provided that full citation is included." So, as long as you properly cite the chart, you have permission to use it.

Glad you find it useful.

Janet

-----Original Message-----

From: Jodi Elizondo [mailto:jelizondo@ontario.k12.or.us]

Sent: Sunday, February 07, 2016 1:54 PM

To: Angelis, Janet; Wilcox, Kristen C

Subject: Permission to use chart

Ms. Wilcox and Ms. Angelis,

My name is Jodi Elizondo and I am currently pursuing my doctorate in education at Northwest Nazarene University. My research topic is "A Case Study of the Elements of School Culture and the Potential Effects on Student Achievement at the Rural Middle School Level". There will be a sub-focus on the transformational leadership model.

In the course of my research, I found a chart created within your research that I would like permission to use in my paper. I will credit you with the work, of course.

Chart: The Continuum from Average to Higher Performing Schools

Source: From "Middle School" to Middle School: Building Capacity to Collaborate for Higher Performing Middle Schools - 2012

If you would allow me to use the chart from your work to support my research, I would be very honored. Thank you for your consideration.

Jodi Elizondo

Associate Principal

Ontario Middle School

Ontario, OR 97914

541-889-5377

"I do the very best I know how - the very best I can; and I mean to keep on doing so until the end." -- Abraham Lincoln

Appendix M

Table Permission - Kass

>>> אפרת קס <efratkass@gmail.com> 2/9/2016 1:39 AM >>>

Dear Jodi

You may use it, of course, and I wish you all the best

Dr. Efrat Kass

,20:54 2016 בפבר 7 בתאריך "Jodi Elizondo" <jelizondo@ontario.k12.or.us>

כתב:

> Dr. Kass,

> My name is Jodi Elizondo and I am currently pursuing my doctorate in
> education at Northwest Nazarene University. My research topic is "A Case
> Study of the Elements of School Culture and the Potential Effects on
> Student Achievement at the Rural Middle School Level". There will be a
> sub-focus on the transformational leadership model.

<

> In the course of my research, I found a chart created within your research
> that I would like permission to use in my paper. I will credit you with
> the work, of course.

<

> Chart: A Summary of the Differences Between the Two Participant Groups
> Source: A Compliment is All I Need - 2013

<

> If you would allow me to use the chart from your work to support my
> research, I would be very honored. Thank you for your consideration.

<

<

<

> Jodi Elizondo

> Associate Principal

> Ontario Middle School

> Ontario, OR 97914

541-889-5377 <

<

<

> *"I do the very best I know how - the very best I can; and I mean to keep
> on doing so until the end." -- Abraham Lincoln*

Appendix N

Figure Permission - PBIS

>>> Robert Horner <robh@uoregon.edu> 2/8/2016 2:46 PM >>>

Jodi

Rhonda sent your query to me. As co-director of the OSEP TA-Center on PBIS... I can give you permission to use the Figure you requested.

1. As you noted, please cite your sources
 2. Please do not copyright or market the material
- Thank you
Rob Horner

From: Rhonda Nese
Sent: Monday, February 8, 2016 10:07 AM
To: Jodi Elizondo
Cc: Robert Horner
Subject: RE: Permission to Use Figure

Hi Jodi,

This figure is actually not mine, I've borrowed it from Rob Horner in presentations I've done. I've cc'd him on this email, as he's the most appropriate person to ask permission.

Best wishes,
Rhonda

--

Rhonda N.T. Nese, Ph.D.
Research Associate
Educational and Community Supports
1235 University of Oregon
Eugene, OR 97403-1235
(541) 346-3536
rnese@uoregon.edu<mailto:rnese@uoregon.edu>

From: Jodi Elizondo [jelizondo@ontario.k12.or.us]
Sent: Sunday, February 07, 2016 10:53 AM
To: Rhonda Nese
Subject: Permission to Use Figure

Ms. Nese,
My name is Jodi Elizondo and I am currently pursuing my doctorate in education at Northwest Nazarene University. My research topic is "A Case Study of the Elements of School Culture and

the Potential Effects on Student Achievement at the Rural Middle School Level". There will be a sub-focus on the transformational leadership model.

In the course of my research, I found a chart created within your research that I would like permission to use in my paper. I will credit you with the work, of course.

Chart: The PBS System (I have attached the figure to this email)

Source: PBIS Online Manual

If you would allow me to use the chart from your work to support my research, I would be very honored. Thank you for your consideration.

Jodi Elizondo
Associate Principal
Ontario Middle School
Ontario, OR 97914
541-889-5377

"I do the very best I know how - the very best I can; and I mean to keep on doing so until the end." -- Abraham Lincoln

Appendix O

Table Permission - Hauserman

>>> Cal Hauserman <cal.hauserman@gmail.com> 2/8/2016 1:53 PM >>>
Hi Jodi,

I would be glad to help out and grant you permission to use the chart. If there is any other way I can be of assistance let me know. Good luck with your studies.

All the best,

Cal Hauserman

Office Phone: 403-527-4894

Email: cal.hauserman@gmail.com

Website: calhauserman.com

Teaching isn't rocket science... ..it's HARDER!
To solve engineering problems, you use your brain. Solving classroom problems uses your whole being. Ryan Fuller
<http://www.slate.com/authors.ryan_fuller.html>

On Mon, Feb 8, 2016 at 12:58 PM, sstick1@unl.edu <sstick1@unl.edu> wrote:

> Jodi,
>
> I don't want to keep you waiting so this is an interim note.
>
> I sent your request off to Cal Hauserman since he's the first author
> on the article, and it was my privilege to mentor him toward completion of
> his Ph.D. Cal lives in Alberta so I expect he'll be responsive to another
> Canadian academic. BTW, he's an exceptionally knowledgeable and
> experienced professional educator (check him out online). Let me know when
> you receive a response from him. Best wishes on your studies.
>
> sheldon stick
>

>
>
> My name is Jodi Elizondo and I am currently pursuing my doctorate in
> education at Northwest Nazarene University. My research topic is "A Case
> Study of the Elements of School Culture and the Potential Effects on
> Student Achievement at the Rural Middle School Level". There will be a
> sub-focus on the transformational leadership model. In the course of my
> research, I found a chart created within your research that I would like
> permission to use in my paper. I will credit you with the work, of course.
> Chart: Transformational Leadership Practices Source: The Leadership
> Teachers Want from Principals: Transformational If you would allow me to
> use the chart from your work to support my research, I would be very
> honored. Thank you for your consideration. Jodi Elizondo Associate
> Principal Ontario Middle School Ontario, OR 97914 541-889-5377 "I do the
> very best I know how - the very best I can; and I mean to keep on doing so
> until the end." -- Abraham Lincoln
>
>

--

All the best,

Cal Hauserman

Office Phone: 403-527-4894

Email: cal.hauserman@gmail.com

Website: calhauserman.com

Teaching isn't rocket science... ..it's HARDER!

To solve engineering problems, you use your brain. Solving classroom
problems uses your whole being. Ryan Fuller

<http://www.slate.com/authors.ryan_fuller.html>

Appendix P

Table Permission - Leithwood

>>> Kenneth Leithwood <kenneth.leithwood@utoronto.ca> 12/11/2014 4:13 AM >>>
You are welcome to use those charts

Sent from my iPad

On Dec 10, 2014, at 8:29 PM, "Jodi Elizondo"
<jelizondo@ontario.k12.or.us<mailto:jelizondo@ontario.k12.or.us>> wrote:

Dr. Leithwood,

My name is Jodi Elizondo and I am currently pursuing my doctorate in education at Northwest Nazarene University. My research topic is "A Case Study on the Elements of School Culture and the Potential Effect on Student Achievement at the Rural Middle School Level". There will be a sub-focus on the transformational leadership model.

In the course of my research, I found some charts created within your research that I would like permission to use in my paper. I will credit you with the work, of course.

Chart: Transformational School Leadership Dimensions Frequency of Analysis
Chart: TSL Practices (Effects of student achievement of individual TSL practices)
Source: Transformational School Leadership Effects on Student Achievement, 2012

If you would allow me to use the charts from your work to support my research, I would be very honored. Thank you for your consideration.

Jodi Elizondo
Associate Principal
Ontario Middle School
Ontario, OR 97914
541-889-5377

“Unless someone like you cares a whole awful lot,
Nothing is going to get better. It's not.”
- Dr. Seuss

Appendix Q

Table Permission – Safe and Civil Schools

Hi Jodi,
Thanks for your patience.

We can grant you permission to use the below mentioned materials as part of your paper. Please be sure to attribute/credit properly.

Thanks,
Jackie

Jackie Hefner
Customer Service

Safe & Civil Schools
PO Box 50550
Eugene OR 97405
[800-323-8819](tel:800-323-8819)
[541- 345-6431](tel:541-345-6431) FAX
www.safeandcivilschools.com

-----Original Message-----

From: info@pacificnwpublish.com [mailto:info@pacificnwpublish.com]
Sent: Sunday, February 07, 2016 10:35 AM
To: info@pacificnwpublish.com
Subject: SCS INQUIRY: Ontario Middle School, Ontario, OR

SCS Contact Form was submitted:

Name: Jodi Elizondo
Position: Associate Principal
School: Ontario Middle School, Ontario, OR
Phone: [541-889-5377](tel:541-889-5377)
Email: jelizondo@ontario.k12.or.us
Preferred Contact Method: Email
How: Other

Comments: I am doing a doctoral research paper on school culture and would like permission to use a list entitled "Safe and Civil Schools Behavior Management Rationale" and a chart entitled "Safe and Civil Schools Categories of Behavior Interventions" in my paper. These are found on www.safeandcivilschools.com/products/scs_overview.php
If you would email your permission to me, I would be honored. I will credit you with the work, of course. Thank you.

End of Message

Appendix R

Parent Cover Letter for Student Focus Group

Dear Parents,

September 14, 2015

My name is Jodi Elizondo and I am an associate principal at Ontario Middle School in Ontario, Oregon. I am also a doctoral student at Northwest Nazarene University in Nampa, Idaho. I am researching rural middle school culture and its potential effects on student achievement, as well as the leadership style present in building administration in the high achieving school. As I am sure you know, --- Middle School has consistently been a top-performing school over the last several years as rated by the Oregon State Report Card. I am very excited to have been granted the opportunity by this district to spend a week observing the school for all of its cultural elements, to include atmosphere, student/teacher/administration interaction, behavior programs, systems, community and parent involvement, and leadership style to name a few.

As part of my research, I am conducting a Student Focus Group and your student has been identified as a candidate to participate. I will be asking questions pertaining to student experiences, observation, and thoughts related to the school culture at XMS. It will take approximately 1 hour and will take place during the school day in the school building. This will not be reflected in your student's education record and names will remain anonymous. Students may choose not to answer questions and may discontinue their participation at any time.

Student perspective will be invaluable in discovering if there is a connection between school culture and academics, so participation is very much appreciated. If you will allow your student to participate in this group on the date below, please fill out the attached consent forms. One form is your consent for your student to participate and the other form is for your child to give their assent, which also requires your signature. These are stapled together and must be returned to me with your child by the date indicated below. Please keep the other stapled copy for your records. Thank you in advance for your contribution to this important research.

Sincerely,

Jodi Elizondo

PAPERWORK RETURN DATE: _____

DATE OF FOCUS GROUP: _____

Appendix S

Consent for Minor to Participate

Child's name: _____

Parent's/Guardian's name: _____

I authorize Jodi Elizondo, doctoral student at Northwest Nazarene University, Nampa, ID, to gather information from my child on the topic of school culture and its effect on academic achievement at --- Middle School in ---, Oregon.

I understand that the general purposes of the research are to gather student perspectives in a group setting of the school culture, and I understand that my child's participation will involve participation in one or more focus group sessions to be held at --- Middle School.

The approximate total time of my child's involvement will be 1 hour and will take place during the school day at XMS with administrative knowledge and approval.

My child and I have been assured that my child may refuse to discuss any matters that cause discomfort or that my child might experience as an unwanted invasion of privacy. I am aware that my child may choose not to answer any questions that my child finds embarrassing or offensive.

I understand that my child's participation is voluntary and that my child may refuse to participate or discontinue participation at any time without penalty or loss of benefits to which my child may be otherwise entitled.

This study is unlikely to cause my child distress. However, I understand that if, after participation, my child experiences any undue anxiety or stress or has questions about the research or his/her rights as a participant that may have been provoked by the experience, Jodi Elizondo will be available for consultation, and will also be available to provide direction regarding medical assistance in the unlikely event of injury incurred during participation in the research.

I understand that confidentiality of research results will be maintained by the researcher. No individual results will be released without my written consent as the parent or guardian of the particular child.

The potential benefit of the study is increased understanding of their school environment and the role it plays in supporting their success.

Signature of Parent or Guardian Date

There are two copies of this consent form included. **Please sign one and return it to the researcher.** The other copy you may keep for your records. Questions and comments may be addressed to Jodi Elizondo (541-212-9215) or Dr. Michael Poe, Program Director, Educational Leadership, Northwest Nazarene University, 623 S. University Blvd., Nampa, ID, 83686, Phone (208-467-8429)

Appendix T

Assent by Minor Student After Legal Guardian Has Granted Permission for Participation in the Study

September 14, 2015

Dear Student,

My name is Jodi Elizondo and I am studying your school culture to see if there is a connection between the school culture and the success --- Middle School has had in the area of academic achievement. I am also studying what leadership style is present within your administration.

As part of this research, I have received permission from your principal to conduct a student focus group. It will take place during the school day at the school and will be approximately 1 hour. I will be asking you questions that relate to your experience, observations, and thoughts about XMS.

All information obtained during this research project will be kept strictly secure and will not become part of your school record. The results of this study may be used for a research paper and presentation. Pseudonyms or codes will be substituted for the names of children and the school to ensure confidentiality.

In the space at the bottom of this letter, please indicate whether you do or do not want to participate in this project. The second copy is to keep for your records. If you have any questions about this research project, please feel free to contact me either by e-mail or telephone. Please keep a copy of this form for your records.

The results of my research will be available after May 30, 2015. If you would like to have a copy of the results of my research or have any questions, please contact me at 541-212-9215 or my advisor, Dr. Mike Poe at 208-467-8062.

Sincerely,

Jodi Elizondo
Associate Principal, Ontario Middle School
Ontario School District
541-212-9215
jelizondo@ontario.k12.or.us

I have read this form. I understand that nothing negative will happen if I do not participate. I know that I can stop participation at any time. I voluntarily agree to participate in this study as follows:

YES _____ I will participate in this study.

NO _____ I will **NOT** participate in this study.

*****I give my consent for the interview and discuss to be audio taped in this study:***

Signature of Study Participant (student)

Date

*****I give my consent for direct quotes to be used in this study:***

Signature of Study Participant (student)

Date

Students' Printed Name: _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____

Date: _____

Appendix U

Email Parent Survey Invitation

>>> Jodi Elizondo 11/2/2015 4:26 PM >>>

Hi Vickie,

I have created the online parent survey we discussed. If you can email my greeting and the survey link below out to your parent list, I would really appreciate it. Also, if you can shoot me an email after you do it so I know my time line for responses, that would be great. I appreciate the help!

Greetings XMS Parent,

My name is Jodi Elizondo and I am a vice principal at Ontario Middle School in Ontario, Oregon. --- Middle School is one of the top performing middle schools in Oregon, and I am doing doctoral research to see if I can uncover their secret. I have already spent a few days in the building with students, teachers and leadership. I now need some parent perspective. I have created a very quick, 10 question survey found at the link in this email. It should only take approximately 2 to 5 minutes to complete and would provide a wealth of information about the success of your school. All answers are anonymous, even to me. There are no names or email addresses gathered with this, only the responses. I appreciate the time you give to share your experience as a --- Middle School parent. Please follow the link to go straight to the quick survey. I believe you should even be able to do it from your phone if you receive email there.

Thank you so much!

SURVEY LINK: 

Jodi Elizondo

Associate Principal

Ontario Middle School

Ontario, OR 97914

541-889-5377

"I do the very best I know how - the very best I can; and I mean to keep on doing so until the end." -- Abraham Lincoln

Appendix V

INFORMED CONSENT FORM-Parent Survey

A. PURPOSE AND BACKGROUND

Jodi Elizondo, EdDc, in the Department of Graduate Education at Northwest Nazarene University is conducting a research case study related to the elements of school culture and the potential effects on rural middle school achievement. The study will focus on high achieving middle schools and determine trends in cultural elements that can be attributed to academic success, with a sub-focus on leadership style. We appreciate your involvement in helping us investigate how to better serve and meet the needs of Northwest Nazarene University students.

You are being asked to participate in this study because you are a healthy volunteer, over the age of 18.

B. PROCEDURES

If you agree to be in the study, the following will occur:

1. You will be asked to sign an Informed Consent Form, volunteering to participate in the study.
2. You will participate in one survey. This survey is expected to take approximately 15 minutes.

These procedures will be completed through a survey distributed by the school to your email address.

C. RISKS/DISCOMFORTS

1. You are free to decline to answer any questions you do not wish to answer or to stop participation at any time.
2. Confidentiality: Participation in research may involve a loss of privacy; however, your records will be handled as confidentially as possible. No individual identities will be used in any reports or publications that may result from this study. All data from notes, audio tapes, and disks will be kept in a locked file cabinet in the Department and the key to the cabinet will be kept in a separate location. In compliance with the Federalwide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117).

D. BENEFITS

There will be no direct benefit to you from participating in this study. However, the information you provide may help rural middle school leadership identify cultural elements that are most conducive to academic achievement.

E. PAYMENTS

There are no payments for participating in this study.

F. QUESTIONS

If you have questions or concerns about participation in this study, you should first talk with the investigator. Jodi Elizondo can be contacted via email at jelizondo@ontario.k12.or.us, via telephone at 541-889-5377 (W) / 541-212-9215 (C) or by writing: 1069 NW 2nd Ave., Ontario, OR 97914.

Should you feel distressed due to participation in this, you should contact your own health care provider.

G. CONSENT

You will be given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your decision as to whether or not to participate in this study will have no influence on your present or future status as a student at Northwest Nazarene University.

I give my consent to participate in this study:

Signature of Study Participant

Date

I give my consent for the interview and discussion to be audio taped in this study:

Signature of Study Participant

Date

I give my consent for direct quotes to be used in this study:

Signature of Study Participant

Date

Signature of Person Obtaining Consent

Date

THE NORTHWEST NAZARENE UNIVERSITY HUMAN RESEARCH REVIEW COMMITTEE HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.

Appendix W

Teacher Cover Letter for Teacher Survey

Dear HMS Teachers,

September 14, 2015

My name is Jodi Elizondo and I am an associate principal at Ontario Middle School in Ontario, Oregon. I am also a doctoral student at Northwest Nazarene University in Nampa, Idaho. I am researching rural middle school culture and its potential effects on student achievement, as well as the leadership style present in building administration in the high achieving school. As I am sure you know, █████ Middle School has consistently been a top-performing school over the last several years as rated by the Oregon State Report Card. I am very excited to have been granted the opportunity by this district to spend a week observing the school for all of its cultural elements, to include atmosphere, student/teacher/administration interaction, behavior programs, systems, community and parent involvement, and leadership style to name a few.

As part of my research, I am conducting a Teacher Survey with questions related to student achievement and culture, as well as leadership. As an █████ teacher, you have been identified as a candidate to participate. It will take approximately 10 minutes and will be delivered as a link in your email. The survey is completely anonymous even to me. You may choose not to answer questions, and you may discontinue your participation at any time.

Teacher perspective will be invaluable in discovering if there is a connection between school culture and academics, so participation is very much appreciated. If you agree to participate in this survey, please fill out the attached consent form and leave it with the office secretary. I will release the survey link as I receive the consent forms, so please return these as soon as possible. Please keep the other copy for your records. **I would like to have all surveys completed by September 17, if possible.** Thank you in advance for your contribution to this important research. I understand how busy you are this time of year and I appreciate your help. I look forward to observing all the great things happening at █████ during my visit from September 14-17.

Sincerely,

Jodi Elizondo

Appendix X

INFORMED CONSENT FORM-Teacher Survey

A. PURPOSE AND BACKGROUND

Jodi Elizondo, EdDc, in the Department of Graduate Education at Northwest Nazarene University is conducting a research case study related to the elements of school culture and the potential effects on rural middle school achievement. The study will focus on high achieving middle schools and determine trends in cultural elements that can be attributed to academic success, with a sub-focus on leadership style. We appreciate your involvement in helping us investigate how to better serve and meet the needs of Northwest Nazarene University students.

You are being asked to participate in this study because you are a healthy volunteer, over the age of 18.

B. PROCEDURES

If you agree to be in the study, the following will occur:

3. You will be asked to sign an Informed Consent Form, volunteering to participate in the study.
4. You will participate in one short electronic survey. This survey will take approximately 10 minutes and is anonymous.

These procedures will be completed at a location decided upon by the building leadership and will take a total time of about 10 minutes.

C. RISKS/DISCOMFORTS

3. You are free to decline to answer any questions you do not wish to answer or to stop participation at any time.
4. Confidentiality: Participation in research may involve a loss of privacy; however, your records will be handled as confidentially as possible. No individual identities will be used in any reports or publications that may result from this study. All data from notes, audio tapes, and disks will be kept in a locked file cabinet in the Department and the key to the cabinet will be kept in a separate location. In compliance with the Federalwide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117).

D. BENEFITS

There will be no direct benefit to you from participating in this study. However, the information you provide may help rural middle school leadership identify cultural elements that are most conducive to academic achievement.

E. PAYMENTS

There are no payments for participating in this study.

F. QUESTIONS

If you have questions or concerns about participation in this study, you should first talk with the investigator. Jodi Elizondo can be contacted via email at jelizondo@ontario.k12.or.us, via telephone at 541-889-5377 (W) / 541-212-9215 (C) or by writing: 1069 NW 2nd Ave., Ontario, OR 97914.

Should you feel distressed due to participation in this, you should contact your own health care provider.

G. CONSENT

You will be given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your decision as to whether or not to participate in this study will have no influence on your present or future status as a student at Northwest Nazarene University.

I give my consent to participate in this study:

Signature of Study Participant

Date

Signature of Person Obtaining Consent

Date

THE NORTHWEST NAZARENE UNIVERSITY HUMAN RESEARCH REVIEW COMMITTEE HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.

Appendix Y

INFORMED CONSENT FORM-Admin Survey

A. PURPOSE AND BACKGROUND

Jodi Elizondo, EdDc, in the Department of Graduate Education at Northwest Nazarene University is conducting a research case study related to the elements of school culture and the potential effects on rural middle school achievement. The study will focus on high achieving middle schools and determine trends in cultural elements that can be attributed to academic success, with a sub-focus on leadership style. We appreciate your involvement in helping us investigate how to better serve and meet the needs of Northwest Nazarene University students.

You are being asked to participate in this study because you are a healthy volunteer, over the age of 18.

B. PROCEDURES

If you agree to be in the study, the following will occur:

5. You will be asked to sign an Informed Consent Form, volunteering to participate in the study.
6. You will participate in one survey. This survey is expected to take approximately 15 minutes.

These procedures will be completed through a survey distributed by the school to your email address.

C. RISKS/DISCOMFORTS

5. You are free to decline to answer any questions you do not wish to answer or to stop participation at any time.
6. Confidentiality: Participation in research may involve a loss of privacy; however, your records will be handled as confidentially as possible. No individual identities will be used in any reports or publications that may result from this study. All data from notes, audio tapes, and disks will be kept in a locked file cabinet in the Department and the key to the cabinet will be kept in a separate location. In compliance with the Federalwide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117).

D. BENEFITS

There will be no direct benefit to you from participating in this study. However, the information you provide may help rural middle school leadership identify cultural elements that are most conducive to academic achievement.

E. PAYMENTS

There are no payments for participating in this study.

F. QUESTIONS

If you have questions or concerns about participation in this study, you should first talk with the investigator. Jodi Elizondo can be contacted via email at jelizondo@ontario.k12.or.us, via telephone at 541-889-5377 (W) / 541-212-9215 (C) or by writing: 1069 NW 2nd Ave., Ontario, OR 97914.

Should you feel distressed due to participation in this, you should contact your own health care provider.

G. CONSENT

You will be given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your decision as to whether or not to participate in this study will have no influence on your present or future status as a student at Northwest Nazarene University.

I give my consent to participate in this study:

Signature of Study Participant

Date

I give my consent for the interview and discussion to be audio taped in this study:

Signature of Study Participant

Date

I give my consent for direct quotes to be used in this study:

Signature of Study Participant

Date

Signature of Person Obtaining Consent

Date

THE NORTHWEST NAZARENE UNIVERSITY HUMAN RESEARCH REVIEW COMMITTEE HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.

Appendix Z

INFORMED CONSENT FORM-Admin Interviews

A. PURPOSE AND BACKGROUND

Jodi Elizondo, EdDc, in the Department of Graduate Education at Northwest Nazarene University is conducting a research case study related to the elements of school culture and the potential effects on rural middle school achievement. The study will focus on high achieving middle schools and determine trends in cultural elements that can be attributed to academic success, with a sub-focus on leadership style. We appreciate your involvement in helping us investigate how to better serve and meet the needs of Northwest Nazarene University students.

You are being asked to participate in this study because you are a healthy volunteer, over the age of 18.

B. PROCEDURES

If you agree to be in the study, the following will occur:

7. You will be asked to sign an Informed Consent Form, volunteering to participate in the study.
8. You will participate in up to three interviews. These interviews will be audio taped and are expected to last approximately 45 minutes each.
9. You will be asked to read a debriefing statement at the conclusion of the interview.
10. You will be asked to reply to an email at the conclusion of the study asking you to confirm the data that was gathered during the research process.

These procedures will be completed at a location mutually decided upon by the participant and principal investigator and will take a total time of about 2 hour and 30 minutes.

C. RISKS/DISCOMFORTS

7. You are free to decline to answer any questions you do not wish to answer or to stop participation at any time.
8. Confidentiality: Participation in research may involve a loss of privacy; however, your records will be handled as confidentially as possible. No individual identities will be used in any reports or publications that may result from this study. All data from notes, audio tapes, and disks will be kept in a locked file cabinet in the Department and the key to the cabinet will be kept in a separate location. In compliance with the Federalwide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117).

D. BENEFITS

There will be no direct benefit to you from participating in this study. However, the information you provide may help rural middle school leadership identify cultural elements that are most conducive to academic achievement.

E. PAYMENTS

There are no payments for participating in this study.

F. QUESTIONS

If you have questions or concerns about participation in this study, you should first talk with the investigator. Jodi Elizondo can be contacted via email at jelizondo@ontario.k12.or.us, via telephone at 541-889-5377 (W) / 541-212-9215 (C) or by writing: 1069 NW 2nd Ave., Ontario, OR 97914.

Should you feel distressed due to participation in this, you should contact your own health care provider.

G. CONSENT

You will be given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your decision as to whether or not to participate in this study will have no influence on your present or future status as a student at Northwest Nazarene University.

I give my consent to participate in this study:

Signature of Study Participant

Date

I give my consent for the interview and discussion to be audio taped in this study:

Signature of Study Participant

Date

I give my consent for direct quotes to be used in this study:

Signature of Study Participant

Date

Signature of Person Obtaining Consent

Date

THE NORTHWEST NAZARENE UNIVERSITY HUMAN RESEARCH REVIEW COMMITTEE HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.