

A CASE STUDY OF A SMALL KANSAS PUBLIC CHARTER SCHOOL TO IDENTIFY
SCHOOL-LEVEL FACTORS PERCEIVED TO HAVE CONTRIBUTED
TO STUDENT SUCCESS

By

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B.S., Kansas State University, 1987
M.S., Kansas State University, 1989
M.S., Kansas State University, 1996

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

Department of Educational Leadership
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2011

Abstract

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Using the case study format, the researcher investigated perceptions regarding school-level factors perceived to have increased student achievement in one charter school in Kansas over a five-year period from 2005-2008. The case study was accomplished through the collection, analysis, and interpretation of data from multiple sources to include researcher observations, key informant interviews, and analysis of archival documents.

After conducting the research, it was determined that while there wasn't a deliberate attempt to use the factors by Robert Marzano (2003), the school-level factors were used by Dartmouth Charter School did impact student achievement as evidenced by stakeholder interview, Kansas Reading Assessments, and archival data sources. A case study confirmed the presence of several aspects of the school-level factors of a guaranteed/viable curriculum, challenging goals and effective feedback, parental and community involvement, a safe and orderly environment, and collegiality and professionalism, which were perceived by stakeholders as contributing to increased student achievement over the five-year period of operation.

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Acknowledgements

I would like to acknowledge those who helped me achieve my goals: Dr. Teresa Miller, Dr. Robert Shoop, Dr. David Thompson, Dr. Fred Bradley, Dr. Mary Devin, Dr. Be Stoney, and Ms. Betsy Edwards.

Dedication

I dedicate this dissertation to those who believed in the goal I set: My mother, Marguerite Young, my husband, John, and our children, Raymond and Scott. I also appreciate the continued encouragement of my friends, Trish Stevens and Betsy Edwards, who kept reminding me why I wanted to make the journey and they have helped bring me to this point.

CHAPTER 1 - Introduction

This research was compiled as a case study of a small Kansas public charter school to identify school-level factors perceived to have contributed to successful student achievement in one Kansas charter school (Marzano, 2003). This chapter provides (1) an overview of the issues; (2) statement of the problem; (3) research questions; (4) significance of the study; (5) methodology; (6) limitations of the study; (7) definition of terms; (8) summary.

Overview of the Issues

Charter schools have been in existence in the United States since the first charter school legislation passed in 1991 (Buckley, 2007). The charter school concept was initiated in the United States by Ray Buddle (1960) of the University of Massachusetts and endorsed by Al Shanker (1988) of the American Federation of Teachers, when Shanker called for the reform of the public schools by establishing "charter schools" or "schools of choice". According to Shanker (1988), the model charter school was to be financially autonomous with no tuition, religious affiliation, or selective student admission. The charter school would operate free from many state laws, district regulations, and be operated like a business (Powell, 2010). Minnesota was the first state to pass a charter school law in 1991, with California being second in 1992. Forty-one states and the District of Columbia had charter school laws as of 2009 (Powell, 2010).

Finn (2000) described a charter school as a public non-sectarian school with no defined admission criteria. Admission to charter schools was typically done by lottery-based admission. Most charter schools had a waiting list. They typically operated on a written charter or contract from a school board or some other organization (Miron, 2002). Some charter schools were

founded by teachers, parents, or other stakeholders who felt restricted by public schools. Universities, non-profit groups, and government groups also established and ran charter schools (Powell, 2010). Some charter school founders had also used a market principle from the private sector of accountability and consumer choice (Finn, 2000). Charter schools have been chartered by universities, private groups, school districts, and teachers, and numbered 504 as of 2009 (CREDO, 2009).

There were few incentives for people who initiated charter schools. However in 2010, President Barack Obama's proposed federal budget for the 2010 school year called for boosting spending for charter schools from the current \$52 million up to \$268 million (Gabriel, 2010). With the aid of legislation such as Race to the Top funding (RTTT), Obama planned to turn around low-achieving public schools in favor of establishing charter schools in their place (Toch, 2009). With increased governmental funding, charter schools had the resources to continue and thrive. This growth assisted with the philanthropic efforts of national foundations such as Walton, Bates, Broad, Fisher, and Dell corporate entities to address further funding (Toch, 2009).

The new Secretary of Education Duncan's RTTT funding (2009) also encouraged the establishment of charter schools as part of an effort to reform the nation's lowest-performing district schools (Toch, 2009). Duncan managed RTTT funds created a resource as a part of the stimulus funding, which encouraged school systems to move beyond the status quo. The funding allowed supporting efforts that created better tests and shoring up data systems that tracked student achievement. The funding included \$650 million for partnerships between schools, and non-profit groups. The money was used to support charter schools, which were publicly financed but independently run. This was an advantage for parents and stakeholders, such as teachers and

policy makers, who wanted to establish more charter schools and increase the charter school prominence over other choice options.

Stakeholders looked through several lenses when they made educational choices, but none was more prominent than the increased need for student achievement advocated by charter school proponents (Center for Educational Reform, 2010). While many parents and other stakeholders looked to charter schools as viable school choice options for increased student achievement (Schneider, 2000), other stakeholders felt the data were mixed in results and were hesitant in their thrust for change. Thus, as of 2009, 39 states had charter schools, with 1,536,099 students (Gabriel, 2010).

Many researchers (Nelson, 2003; Robelen, 2009; Creemers, 1994; Cotton, 1996; Brody, 1994; Marzano, Creemers, and Cotton, 1996; Brody, 1994; and Bloom, 1976) identified a variety of factors contributing favorably to student achievement. Through the process of meta-analysis through 35 years of previous research on factors related to student achievement, Marzano (2003) narrowed the factors into school level, teacher-level, and student-level factors.

The annual Phi Delta Kappa/Gallup Poll (2010) of public attitudes indicated stakeholders in public schools were confused about how well charters were performing. Many Americans did not understand charter schools, though two out of three Americans favored them even though achievement data were largely inconclusive (Maxwell, 2010). When looking at school choice and why stakeholders chose charter schools, the researcher noted the following issues related to charter schools and student achievement: The data for charter schools were mixed; factors impacting student achievement were identified; few case studies existed comparing school-level factors and student achievement in charter schools.

Issue 1: Data for Charter Schools mixed

In the past, student achievement was a concern for all students. In the late 20th century, student achievement was a concern of federal and state legislators, as noted by the establishment of the *Elementary and Secondary Education Act* (ESEA) of 1965. Stakeholder and policy maker concerns regarding student achievement influenced the passage of the 1983 *Nation at Risk* report (Lockwood, 2000).

Student achievement continued to be an issue through the next ESEA authorization of *No Child Left Behind* (NCLB) (USDE, 2004). Beginning in 2001, schools were held accountable for improving student performance and were required to meet Adequate Yearly Progress (AYP) requirements or face interventions for improvement from the governing agency (USDE, 2000). With increased accountability for public schools, charter school founders used student performance to launch themselves as a viable school choice for stakeholders (Schneider, 2000).

Many charter school officials advocated for their schools as they stated the charter schools were innovative enough with curriculum that they boosted student performance (Lockwood, 2004). Additionally, most charter schools also participated in state assessments, which they felt built their credibility.

The Hoxby (2004) study in Table 1.2 shows performance in Arizona, Colorado, California, and District of Columbia showed the mixed results of student achievement.

In Texas, in another study by Finn, the trend continued with student achievement gains being shown in nine charter schools (Finn, 2000). However, in the same study, four other Texas charter schools showed mixed results in their student achievement. In Massachusetts, charter school proponents showed gains at the 4th and 8th grade math levels (Donovan, 1998).

In 1997, The Center for Educational Reform (CER) stated that charter schools had increased student achievement by having the ability to offer innovative, rigorous curricula,

smaller classes, and a smaller student-teacher ratio (Howell and West, 2005). Many charter schools marketed their achievement increases by advocating their ability to use such innovative curricula. Many charter schools also offered a career or work readiness component as a part of the regular curriculum (Buckley, 2007).

Increased achievement was still the most sought-after commodity of charter schools. Generally, parents and students in charter schools as a group believed that student achievement increased (Finn, 2000). Final results were inconclusive (Mayer, 1999).

Another study, Hoxby (2004) involved comparing students in Chicago International Charter School. That study suggested that students who were lotteried-in and enrolled in lower elementary grades had higher achievement than those in upper grades. However, after a school had been established, more improvement in achievement was shown. Hoxby stated that researchers needed to be cautious in making generalizations about overall student achievement. Hoxby also stated that in looking at other studies, such as Sass (2004), Bifulco and Ladd (2004), and Hanushek, et al (2002), students who initially entered charter schools dropped in achievement, but after a charter school had been established for about five years, achievement increased (Hoxby, 2004).

The Center for Research on Education Outcomes (CREDO) at Stanford University (2009) refuted the Hoxby study; this study stated that students in New York City charter school outperformed students in traditional public schools (Maxwell, 2010). Also, a Stanford study, with the cooperation of 15 states and the District of Columbia, used longitudinal data to create a national pooled analysis of the impact of charter schooling on student learning gains, and for each charter school student, creating a virtual twin. Based on students who matched the charter school's demographics, English language proficiency and participation in special education or

subsidized lunch programs, virtual twins were also developed for all students in charter schools. The resulting matched longitudinal comparison was used to test whether students who attended charter schools fared better than if they had attended traditional public schools in their community (Prince, 2003). That study showed mixed results in student achievement.

The CREDO Analysis (2009) found a wide variation of performance between charter and traditional public school students. The study found 17 percent of charter schools provided superior performance change; nearly half of the observed schools found little academic performance increase; and some 37 percent had academic results that were worse than traditional public schools (Center for Research on Education Outcomes, 2009). CREDO also found that charter schools in Arkansas, Colorado, Illinois, California, and Missouri produced higher achievement gains than traditional public schools. Charter schools in Arizona, Florida, Minnesota, New Mexico, Ohio, and Texas had lower gains. California, District of Columbia, Georgia, and North Carolina were the four states that had results similar to the traditional public schools (CREDO, 2009).

In addition, charter students in elementary and middle school grades had significantly higher rates of learning than their peers in traditional public schools, but students in charter high schools and charter multi-level schools had significantly worse results (CREDO, 2009).

Charter schools had different impacts on students based on their family backgrounds. For Blacks and Hispanics, learning gains were significantly worse than that of their traditional school twins (Betts, 2005). English Language Learners realized significantly better learning gains in charter schools. Students in Special Education programs had about the same outcomes. In this analysis, first-year charter school students on average experienced a decline in learning, which may have reflected a combination of mobility of students as they moved in and out of a

geographic region. Second- and third-year students in charter schools had more positive gains (Buckley, 2007).

With these mixed reviews, stakeholders needed more information on charter school performance as evidenced by the CREDO analysis, the findings of Hoxby (2004), and the initial reports of the Center for Educational Reform (2000). Clearly, the data on charter school student achievement were mixed. Some researchers found that charter school student achievement was higher than that of public schools. Some studies have indicated that some charter school students outperformed public school students and some did not. Other studies have indicated that there are no significant differences. Some key factors appeared to be that over time, charter school performance appeared to increase, and student demographics appeared to make a difference in student performance.

Issue 2: Factors Impacting Student Achievement Have Been Identified

In the book, *School House Politics: Lessons from Sputnik Era* (Dow, 1992), public concern over the state of education drove policy makers to a formal study of the state of education in America. With that concern appeared the research and publication of *Nation at Risk* report. Student achievement and effective teaching efforts had fallen and little was done to correct the issue all of which continued to cast a negative picture on education. A later study, the Third International Mathematics and Science Study (TIMSS, 1991), also enlightened the public about the ineffectiveness of education. The outcome of these studies spurred increased desire for more research on how well students achieved.

Previous reports called for a strong research base on how schools could be more effective and produce achievement results (Marzano, 2003). Reeves (2000), Rodgers (2000), Nadler (2000) offered research-based strategies that tangibly addressed student achievement. Reeves

(2007) ascribed to having students show accountability beyond the results of a point-in-time test. Reeves considered the “antecedents of excellence” such as effective teaching, viable curricula, organizational leadership, and parent involvement as components of achievement excellence (Reeves, 2007).

Nadler and Tushman (1994) looked beyond organizational leadership to what and how learning takes place. They looked at interpersonal skills, communication skills, analytical skills, general background knowledge, knowledge of the organizational/professional norms, and the self-confidence and how these may have influenced student achievement (Marzano, 2003).

Marzano (2003) synthesized research from multiple researchers by completing a meta-analysis of issues and developed three prevailing factors that influence student achievement. They were school-level, teacher-level and student –level factors. The following chart portrays the three factors identified in this synthesis that significantly influenced student achievement, with examples for each factor. (See Table 1.1). For this study, the researcher will focus only on school-level factors.

Table 1.1 Factors Affecting Student Achievement

Factor	Example
School-Level	Guaranteed and viable curriculum Challenging goals Parent/community involvement Safe/orderly environment Collegiality/Professionalism
Teacher-Level	Instructional strategies Classroom management Classroom curriculum design
Student-Level	Home atmosphere Learned intelligence Background knowledge Motivation

(Marzano, 2003, p.17)

Issue 3: Limited Case Studies Exist Comparing Factors and Achievements for Charter Schools

The National Center for Educational Statistics (NCES) as quoted in, *A Straightforward Comparison of Charter Schools and Regular Public Schools in the United States* (Hoxby, 2004), American Federation of Teachers (AFT, 2004), and National Association of Elementary School Principals (NAESP, 2002) dealt with the operations of charter schools; however, specific research on academic achievement and learning regarding the above factors affecting student achievement was limited (Carnoy, 2005).

In research by the National Association of Elementary School Principals (2003), charter school students had lower achievement in 4th- and 8th-grade mathematics and reading scores. Some of the researched students were performing at a Basic or Proficient level on state assessments. These scores were lower than the traditional public school samples (Nelson, 2003).

In the Hoxby (2004) study of 99 percent of a select group of charter schools, Hoxby found in comparing reading and mathematics proficiency of charter schools in the United States that charter school students were four percent more proficient in reading and two percent more proficient in math. When the racial mix of students was similar, students were five percent more proficient in reading and three percent more proficient in mathematics. In another study of Hoxby (2004), a study was done in a large system of Chicago charter schools. The study found the charter schools raised reading and mathematics scores by six percent. However, Hoxby and other researchers did not look at all the factors identified by Marzano.

There are limited case studies comparing Marzano school-level factors and student achievement for charter schools. This case study of one charter school would provide more

information regarding perceptions of key stakeholders about reasons for student success using school-level factors and add to the existing research base for policy makers and stakeholders.

Statement of the Problem

Stakeholders (parents, patrons, and students) have historically looked at charter schools for an educational alternative and may believe that charter schools have higher student success rates; however, the data on charter school achievement were mixed. Though the factors related to improved student achievement had been identified by Marzano (2003), little research had been conducted about those school-level factors in charter schools. The purpose of this study was to provide a rich description (Creswell, 1998) using archival data, stakeholder interviews, and Kansas Reading Assessments) to document perceptions of key stakeholders about the school-level factors perceived to have contributed to student success. A case study format was used of one charter school in Kansas. This charter school had demonstrated success with student performance over a five-year period from 2003-2008.

Research Questions

In order to determine the presence of elements of success with students, the following key questions were studied using the Marzano (2003) school-level factors as the framework for this case study.

1. What aspects of guaranteed and viable curriculum were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
2. What aspects of challenging goals and effective feedback were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
3. What aspects of parental and community involvement were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
4. What aspects of safe and orderly environment were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
5. What aspects of collegiality and professionalism were perceived by key stakeholders to have contributed to the academic success of students in this charter school?

Significance of the Study

In a study completed by the American Federation of Teachers (AFT) and the National Center for Education Statistics (NCES) in 1998, achievement scores were not significantly different between public and charter schools. The reviews of charter school performance were mixed and hard to state emphatically. Generally, the research was slightly positive (Miron, 2002). Later, Hoxby (2004) completed a study on charter school performance in several states. The following charter school table (Table 1.2) was created earlier to compare performance and accountability of charter and traditional public school students on state assessments in four states.

Table 1.2 Charter and public school performance and accountability in Hoxby Study

State	Performance	Accountability
Arizona	Charter school performance on state assessment- seven percent better than public School.	Public school performance <i>was less</i> than the charter schools. Charter school were viewed favorably toward achievement.
Colorado	Charter school performance was 11 percent better than public school.	Public school performance <i>was less</i> than charter school. Achievement gains spurred increase in charter schools.
California	Charter School performance was three percent better than public school performance.	Public school performance <i>was less</i> than some charter schools.
District of Columbia	Charter school performance was 11.3 percent better than public school performance.	Public school performance <i>was less</i> than in some charter schools.

(Hoxby, 2004, p. 5)

A further study of charter school performance was important to identify perceptions of charter schools that led to student success in charter schools. This was important, because past studies dealt with isolated incidents of performance and limited snapshots in time, and the results were inconclusive. This case study provided increased insight into school factors (Marzano, 2003) that were perceived to have contributed to student success.

With many stakeholders looking at charter schools, achievement information for charter schools played an important role in educational reform in the United States and in Kansas. Charter schools were permitted to select their focus, environment, and operations with a large diversity across the spectrum. However, research completed by Stanford University in 2009 showed a wide variation in student performance. According to this study, 17 percent of charter schools in the nation provided a superior education, 37 percent provided performance results that

were worse than the traditional public schools they would have attended, and 46 percent had no difference.

In a national study by the National Department of Education and the Mathematical Policy Research (2009), charter schools appeared to positively affect a greater number of disadvantaged students.

Research from this case study provided additional information that could be used by the Department of Education, charter school enthusiasts, researchers, and interested stakeholders on school-level factors perceived to have contributed to student success in a particular charter school. With mixed results in research, a more in-depth look at one school with demonstrated success in student achievement provided more information for further study about school-level factors perceived to have contributed to student success and added to the overall research base.

Methodology

The methodology proposed for this research was a case study of one charter school over time. A case study looks at the uniqueness of personal and situational moments rather than relying on aggregates of human data (Stake, 1995). The case study has been defined as an in-depth study of a problem or phenomena that involved an immersion in the culture of study (Guba, 1981; Stake, 1995; Creswell, 1998).

A case study approach was chosen for the research design and methodology to learn what school-level factors (Marzano, 2003) were perceived to have contributed to student success (Guba, 1981). A case study investigating these factors allowed the researcher to compare student success reports and perceptions of key stakeholders related to the impact of the school-level factors on student achievement.

The researcher looked at multiple sources of data including results on state assessments in reading over a five-year period and as specified in Chapter 3. The school was identified as having success (a majority of students performing at Proficient or above) on the State Reading Assessment (2003-2008) with all subgroups of students (Kansas Department of Education). The researcher also accessed the following data: teacher and leader interviews, and archival documents. The researcher analyzed and interpreted the data, and looked for confirmation of the school-level factors identified by Marzano (2003) and related to the research questions (Guba, 1981; Creswell, 1998).

Table 1.3 Sources of Data

Source	Function
Archival data	Provided historical data on aspects of student achievement such as news articles, policy books, yearbooks, charter renewal application, and learning style manuals, state curriculum and assessment documents to validate interview information.
Key stakeholder Interviews	Interviews with stakeholders (administrators, teachers, community members) provided first-hand account and personal perceptions related to school-level factors and student achievement.
State Reading Assessments (2003-2005)	Provided information related to state performance guidelines and proficiency source for perceived student achievement.

Limitations of the Study

The following are limitations of this study:

1. State assessment scores were limited to existing assessment data from the Kansas Department of Education in the areas of reading for the years 2003-2008 (years the charter school was operational).
2. Charter school staff interviews were limited to voluntary participation and protection of confidentiality as specified by the International Research Board (IRB) requirements (Kansas State University, 2009).

3. Archival data was limited to existing historical documents, related to the charter school existence, provided by district leadership.

4. The school was closed in 2008 and students and staff members were transferred to other public school attendance centers. Some archival data were lost during the transition and not available for use in this study. Stakeholder interviews were not conducted until 2011 and that timing may have impacted stakeholder responses.

Definition of Terms

Adequate Yearly Progress - A process by which a school has met the progress deemed satisfactory to continue in the educational process (Nathan, 1996).

Case Study – This is an in-depth study of a problem or phenomena that involves an immersion in the culture of study (Guba, 1981; Creswell, 1998).

Charter school – Charter schools are public non-sectarian schools with no defined admission criteria. They operate on a written charter or contract from a school board or some other organization (Miron, 2002).

Kansas Public School- A school funded by public tax money and established to provide free education for all students in the public (Educational Reform Newsletter, 2010). In Kansas, these are schools that provide a free public education with free, equitable access for all students (Kansas Department of Education).

Knowledge Is Power Program - KIPP schools seek to actively engage students and parents in the educational process expand the time and effort students devote to their studies, reinforce students' social competencies and positive behaviors. They may dramatically improve their

academic achievement. KIPP's "Five Pillars" distinguish its approach (high expectations, commitment by all stakeholders, more time on learning, and a focus on results (Dillon, 2008).

Lotteried – A way of selection by which students are chosen to attend a specific charter school (Betts, 2005).

No Child Left Behind Act of 2001 (NCLB) - An educational reform initiative, signed by President George W. Bush in 2002, that defines how students are measured for achievement and how schools maintain viability based upon student successes or failures (United State Department of Education, 2006).

Qualitative Study – This is research that is verbally formatted to reveal a problem or phenomena of a particular culture or group. Usually, biographical, phenomenology, and case studies approaches are used (Creswell, 1998).

Race To The TOP (RTTT) - The American Recovery Act of 2009 that provides jobs to save jobs in education. RTTT funding provides funding for a school making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities (National Education Association, 2009).

School funding – The method by which a school receives the money to operate. The school is funded with public money obtained from the number of full- time students that attend the school. The budget is established by the State Department of Education and may be supplemented with additional grant money for initial start-up costs. The individual school district then determines, using state guidelines, what goes in each category for capital outlay (facilities and miscellaneous) and other resources (Carnoy, 2005).

Stakeholders - Those individuals who have a vested or bought interest in an object or idea (Fuller, 2000).

Student achievement – A term used to describe how students perform in an educational setting, i.e., achievement measured primarily by scores on testing instruments. This may or may not measure of transferability of knowledge and skills to the workplace, but they provide indicators of achievement on a common norm-referenced assessment (Murphy, 2002).

Vouchers - A system of funding competitive educational choice where patrons receive a voucher or set amount of money allocated for students to attend public educational institutions. The money that is issued in the form of a voucher that can be used in an alternative attendance center. Depending upon the system, the student may attend a private or public educational institution (Fuller, 2000).

Summary

Using a case study research model, the researcher looked at school-level factors (Marzano, 2003) perceived to have contributed to increased student achievement in one charter school in Kansas, over five years (2003-2008). The researcher looked through several lenses and used historical data for the charter school. The researcher conducted and analyzed key informant interviews, reviewed state assessments, and reviewed archival data to provide a wealth of information regarding the school-level factors of this charter school that were perceived to have contributed to student success for this specific student population.

CHAPTER 2 - Review of the Literature

Introduction

The literature review provides research relevant to a case study of a small Kansas public charter school. This chapter provides information regarding (1) introduction; (2) development of charter schools; (3) charter school role in school choice; (4) policy makers look at school choice; (5) charter school achievement; (6) charter school demographics; (7) stakeholder satisfaction; (8) factors affecting student achievement; (9) charter schools in Kansas; (10) summary.

Development of Charter Schools

Rooted in the alternative school movement of the 1960s, and profiting from school-level control as evidenced in Chicago and the small schools of New York City, the charter school movement in the United States was first brought about by the Minnesota legislature in 1991. By the end of that decade, more than 1,600 charter schools were operational in 34 states and the District of Columbia (Fuller, 2000). As of 2010, the total number of charter schools chartered by universities, private groups, school districts, and teachers were 5,043, with some 1,536,099 students in 39 states (Powell, 2010).

The following chart (Table 2.1) indicates states with charter schools, how those schools were governed and how long and by whom the charter schools were sponsored. Knowing how a charter school is governed and how long the school has been in operation gave insight to the reader regarding the viability of charter schools.

Table 2.1 Charter schools’ Government and Sponsorship in select States and Territories, 2002

State	Governance	Sponsorship
Arizona	Governance by state superintendent and two members of the business Community.	State - Each state must submit a business plan for approval; charter granted for 15 years.
Arkansas	Local entities which seek the approval of existing Board of Education.	State Board of Education - charters granted for three years.
California	Local School Board- applicant must have signatures of ten percent of an entire district or fifty percent of teachers in one school to convert public schools to charter.	State Board of Education- initial charter for four years, but may be renewed for an additional year with a total of five years.
Colorado	Local School Board acts on an applicant within a sixty day period form application.	Number of charters controlled and must serve at-risk populations.
Connecticut	State Board of Education with limitation on no more than twelve charter schools either locally or state owned.	State Board of Education must approve or disapprove the original application within 75 days and cannot be in operation more than five years.
Delaware	Special Interest Groups and State School Board must apply before Oct 30 (public school) and Dec.31 (new school). Charter School Law established in 1995.	School evaluated after three years and if operating unsatisfactorily, the school may be closed. Applicant may appeal through American Arbitration Association.
District of Columbia	D.C. Board of Education evaluates applicants. Charters must be through a person or entity that is non-religious, nonsectarian, and non-home-based.	Superintendent reviews charter schools’ annual report with detailed student performance, grad. rates test scores, level of parental involvement/statement.
Georgia	Local and state board defines a charter an “an academic and vocational performance based contract of other academic and vocational schools.” (p.8)	Charters originally granted for a five- year period. Consideration given to those with detailed financial and operational goals.

Hawaii	Called “Student-Centered Schools” which are governed by the state board (p.8).	Initially set up for four years, and network with traditional public school.
Idaho	Governed by a local school district board.	May not be licensed for more than five years and the state may have no more than twelve per year.
Illinois	Governed by State Board of Education.	Charter schools are licensed for 3-5 years and a maximum of 45 years.
Kansas	Governed by Local Board of Education.	May have up to 24. Approved for 3 years.
Louisiana	Governed by State Board of Ed.	Sponsorship level at four progressive levels.
Massachusetts	Governed by the local Board of Education.	Two types- Charter and Horace Mann. Teacher assignments may toggle between the charter school and the traditional public school. Established for four years, but may be renewed for an additional two with acceptable state define student performance.
Michigan “Public School Academies”	Operate as a governmental agency or corporate body. The authorizing body such as college or State Board of Education may apply for charter.	Charters may be revoked if they fail to meet standards. Schools may hold educational clinics to advertise to students their education options.
Florida	New charter school established from an existing public school.	District School Board oversees the charter 60 days after application. Charters are renewed in three year increments.
Mississippi	Charter schools are public schools.	Charter may be revoked if Performance is down.
Nevada	Board of Trustees applies to the State Department of Education.	Petition for charter school must have three certified teachers.
New Hampshire	Two options are available- Open enrollment public schools and charter schools. Operated by a Board of Education and trustees of the Board.	Initial charter was for four year and was renewed for five years.

New Jersey	May have 135 charters in the state. Public schools may apply for a charter with Fifty-one percent teachers involved in the application.	Charters are for a five year period. Renewal may be up to seven years.
North Carolina	Established with six goals: Improve student learning, increase learning opportunities for at- risk students, encourage, and innovative teaching.	State Board of Education has final decision on how long the charter school is in operation.
Ohio	Referred to as ‘community schools’ and may be sponsored by local entities or a local board.	Charters are established for no less than three years.
Pennsylvania	Application is made to a local board of directors and fifty percent of faculty must show support for the charter school.	Charters are established for no less than three years and no more than five years.
Texas	Charter law allows only twenty churches per year. Application made to the State Board of Education.	No definite time of charter sponsorship.
Virginia	Application to the local school board.	Charter is for three years.
Wisconsin	Charter may be submitted by any person to the local school board. Fifty percent of teachers in the district must state the need for the Charter school if it is public.	Charter is for five years.
Wyoming	Application for the charter must go before the District School Board. All teachers in charter schools must be certified teachers.	Charter applicants must file an initial charter with the District Board of Trustees and 10 percent of teachers in a school district must sign for charter’s approval.

(Murphy, Thomas, Charter Schools, Nova Science Publishers, New York, 2002, p.1-31.)

While charter schools were established for a variety of reasons, governed by different entities and for specific time periods, charter schools were essentially an avenue of choice (Riley,

1998). Table 2.1 above shows how each state expanded their charter schools' experience and implications for each state's charter school establishment.

According to the United States Department of Education (2007), charter schools were required to show achievement and accountability within the first year of operation or risk falling behind in achievement measures for the next five years.

Educational reform initiatives of the 1970s provided the business sector a platform to develop reform that applied excellence, accountability, quality control, and site-based management to the educational environment (David and Peterson, 1984).

Charter School Role in School Choice

More recently, charter schools rose to provide a choice that was funded by public tax dollars (Friedman, 1997). In 2001, the Brookings Institution initiated the National Working Commission on K-12 Educational Choice, chaired by Paul Hill in conjunction with the financial backing of Bill and Melinda Gates Foundation, and the Annie E. Casey Foundation. In 2002, school choice (which included not only charter schools, but also home school, private schools, and parochial schools) expanded in America (Brookings, 2003). School choice emerged as a vehicle by which parents and other stakeholders selected what schools to send their students. Although Betts (2000) stated that parents always had a choice in schools for their students, their choices were limited by financial or geographic constraints. School choice was important to a marketplace economy (Bennett, 2008).

Most charters were formed out of a market economy philosophy -- the consumers wanted to have more say in educational choice by having more choice and more competition for the supply of goods (Betts, 2005). In 1955, Nobel Laureate Milton Friedman, as cited by Betts (2005), argued:

If parents had a choice of only sending students to a public school, competition among educational avenues would be limited (45).

Charter schools are one avenue of choice, a viable choice paid with public tax dollars (23).

However, this business model needed to have a component of accountability with assessment pieces that could measure how students achieved. Therefore, the need for standardization led to the Standardization Movement (Bagwell, 2004).

The Standardization Movement had little effect on learning and comprehension. Stakeholders looked for different avenues for increased student achievement. Stakeholders wanted something more tangible, something where student achievement was measured and something that provided choice for stakeholders.

Policy Makers Look at School Choice

With marketing accolades of increased student achievement, more research into charter schools was explored (Gabriele, 2010). Secretary of the United States Department of Education Arne Duncan (2009) addressed more than 3,300 charter school leaders and advocated for more charter schools after a 2009 released study by Stanford University researchers concluded that students in most of the nation's charter schools had performed with a 46 percent higher gain in reading and math over traditional public schools.

Charters were one of the reform strategies that stood to get a boost under U.S. Secretary of Education Duncan's plans for discretionary federal aid provided through the \$487 billion American Recovery and Reinvestment Act (Toch, 2009). The competition for four billion dollars in grants from the stimulus law Race to the Top (RTTT) funding gave priority to states that were,

in part, friendly to the climates of charter schools. This funding gave an incentive to many states seeking additional money to keep their educational budgets afloat (United States Department of Education, 2009).

School choice along with increased student achievement was an agenda of the Educational Reform Movement, which trumped the charter school achievement to the front of stakeholder interests (Bagwell, 2004). Thus, charter schools were appealing to many stakeholders (Center for Educational Reform, 2009). The mantra of most charter schools was that they increased student achievement over traditional public schools (Center for Educational Reform, 2009).

Charter School Achievement

Generally, parents and students in charter schools believed that student achievement increased (Finn, 2000). In charter school research, student achievement appeared to have increased, but conclusive results were limited (Mayer, 1999).

The American Federation of Teachers in the 1991 *New York Times* reported findings on a study of New York charter schools with reading and math scores on state assessments. The report analyzed test scores for charter schools and traditional public school students in a 4th-grade inner city school. When looking at student achievement, inner city students in this population group showed the most achievement gains, but student achievement differences overall were minimal (Carnoy, 2005). The comparison study was done in charter schools and non-traditional public schools with different cohort groups, with students from the same geographic groups and socio-economic groups. The students represented a snapshot in time, not a true picture of the same group of students' performance, argued a charter school proponent from the Center for Educational Reform (2004). Research by Hoxby and Hill (2004) showed charter school achievement improved in charter schools over time with the same cohort groups when compared to students of the same cohort groups in traditional public schools.

Research from the National Charter School Authorizers (NCSA) in 2004 showed that students in charter schools showed more achievement over time than their public school counterparts (Carnoy, 2002). While researchers Lockwood and Murphy (2002) looked at test scores as a measurement of achievement, others such as Finn and Miron (2000) thought it important to observe other measures, such as classroom grades and teacher referrals (Carnoy, 2005).

The measurement of achievement was limited because research and evaluation literature had not produced a clear and unambiguous statement about achievement in charter schools (Miron, 2002). Thus, charter school research hobbled by the fact that self-selection and the disparate missions of various schools made it difficult to reach any general consensus about student performance (Betts, 2005). While there was some documentation on charter school achievement, there was not enough.

However, even in the case of charter schools, other studies -- Solomon, Goldschmidt (2004); Loveless (2003); Miron/Horn (2002), Henig (2001); Eberts and Hollenbeck (2002); Bifulco and Ladd (2004); Miron and Nelson (2002), Gronberg and Jansen (2001); Witte (2004) - used value-added measures and suggested that, in some cases, charter schools' students outperformed traditional public schools (Doran, 2002). The following chart compiled by Buckley (2007) (Table 2.2) showed a comparison of charter and traditional public schools in select studies from the years 2000-2004. The results in charter and public school performance were mixed. In some instances, charter schools outperformed public schools, in a few instances; they performed equally, and in some public schools performed better than charter schools.

Table 2.2 Charter school and public school achievement score comparisons by state

State	Average scores in public schools as compared to state charter schools	Test score gains evidenced in charter schools as compared to public schools
Alaska	Public schools achievement negative as compared to charter schools.	Charter schools had a 17 percent edge over public schools particularly in early grades.
Arizona	Negative analysis (analysis limited to Reading) in public schools.	Highest growth for those in Charter Schools-particularly early grades.
California	Positive for public schools as opposed to start-up charter schools.	Test score showed gains in elementary. less gains in middle and high schools.
Colorado	Little gain for charter school students.	Little gain, yet charter grow from 51-86 schools Hoxby study showed a gain of 12-13 percent in reading and math.
Connecticut	Students do better in 6 th and 8 th grade Math- little gain in 10 th grade-charter schools had greater gain.	Charters had greater gains in 4th- 6 th grade math.
District of Columbia	Public school students showed greater gains; students scored lower in charter schools.	Significant gains shown in regular public schools.
Florida	No difference in achievement between public and charter schools.	No significant difference in reading, somewhat negative for Math in charter schools.
Hawaii	Public school achievement down over charter schools.	Charter schools showed a gain of 12-13 percent over public schools in Hoxby study.
Illinois	Public school students scored lower than charter schools.	Older charter schools scored better than those formed before 1997.
Massachusetts	Public schools less proficient than charter schools.	Charter schools outperformed public schools.
Michigan	Public school students scored about the same as charter schools.	Negative to slightly positive for 4 th math and negative for 4th grade reading.
New York	Mixed results for both charter and public schools.	Charter schools more proficient in reading.
North Carolina	Public school students scored better and charter schools students scored slightly negative for Reading and Math	Negative test score gains, but as the charter schools aged, achievement scores increased.

Ohio	Not much difference in charter school and public school achievement.	Charter schools showed a gain of 10 percent over public schools in reading.
Pennsylvania	Public school students have a slight edge over charter school students.	Charter school test score gains were slightly higher than regular public schools.
Texas	Public schools have a positive edge over achievement. Negative results for state charter schools; positive for district charter schools.	Negative for state charter schools; positive for district charter schools in math- insignificant in reading. Lower reading scores in charter schools during the first five years of operation.
Wisconsin	Positive in 4 th grade; negative in 8 th grade for public school student achievement.	No gain estimates available.

(Sources: Arizona: Solomon and Goldschmidt, 2004; California: Loveless, 2003; Colorado: Department of Education, 2000-03; Connecticut: Miron and Horn, 2002; District of Columbia: Henig et al, 2001; Michigan: Eberts and Hollenbeck, 2002; North Carolina: Bifulco and Ladd, 2004; Pennsylvania: Miron and Nelson, 2002; Texas: Gronberg and Jansen, 2001; Wisconsin: Witte, et al, 2004.)

Hanushek, Kain, and Rivkin (2002) analyzed groups of students in Texas in which a sample of 6,600 students out of 800,000 attended charter schools from 1996-2001. In these schools, student achievement gains were realized in reading and were lower in the first-year charters than the average public schools. However, when charters *matured* after three years, there were positive statistical differences in reading and math achievement.

Bifulco and Ladd (2004) analyzed data in North Carolina over a period from 1996-2002. From a sample of 496,000 students, of which 8,700 attended charter schools, these researchers found that newer charters had lower test scores, but as the charter schools matured, there were statistically significant gains in student performance after five years (Bierlen, 2005).

In Texas, charter school students were eight percent less likely to be proficient in math. New York and Ohio presented a mixed picture of performance with math students in charter schools, with about nine percent to 10 percent proficient in reading, but when the comparison was done in a nearby public school with the same racial group, the score advantages of the public

school were non-existent. In Alaska, charter school students were 17 percent more likely to be proficient in math scores on local state assessments. Arizona, Massachusetts, and Wisconsin charter school students were about 7 percent to 8 percent more proficient than local public schools. In Colorado and Hawaii, charter school students were 12 percent to 13 percent more likely to be proficient (Hoxby, 2004). Charter school students in Alaska, Massachusetts, Wisconsin, Colorado, and Hawaii were more successful on student assessments than in North Carolina and Texas.

An independent study by Stanford University (2009) of New York charters had shown increased student achievement. Some opponents of charter schools argued that the increase was a result of skimming cream-of-the-crop students (Gabriel, 2010). However, the Hoxby study released in September 2009 concluded that definitely 83 percent of charter schools did not do as well as traditional public schools.

Drawing from data of 15 states and the District of Columbia (New York was not a part of the study); the three-month broader investigation by Stanford University conversely revealed the lack of achievement gains (Gabriel, 2010; Hoxby, 2009). The picture was mixed when it came to achievement gains, yet many parents and students applied for admission to charter schools at an increasing rate (Manna, 2002).

Charter School Demographics

When looking at charter school success, it was important to look at what student populations attended charter schools. Charter schools typically worked with ethnically diverse student enrollments. More disadvantaged and culturally diverse student populations were in charter schools (See Table 2.3 below). However, some proponents of public schools argued that charter school students seemed to be comprised of more advantaged students than public schools. It was thought that charter schools provided superior educational experiences for the students (Carnoy, 2000). Henig and MacDonald (2002) stated, however, there were more disadvantaged students in charter schools, because many charter schools were offered in disadvantaged-student neighborhoods.

When comparing charter schools and public schools, it was necessary to match demographics; student characteristics such as poverty, parent education, and family stability were reflected in test scores. According to Finn (2000), there were more disadvantaged students in charter schools than in public schools. The following Table (Table 2.3) shows the disadvantaged student population in charter schools in select years.

Table 2.3 Disadvantaged students in charter schools and regular schools

Disadvantaged Students	All Public Schools (1994-1995 and 1996-1997)	Charter Schools Federal Sample (1997-1998)
Eligible for federal lunch program	37.6 percent	36.7 percent
Minorities	41.3 percent	48.2 percent
Limited English	10.7 percent	10.1 percent
Special Education	11.2 percent	8.3 percent

(Roy, Joydeep, 2005, Comparing Charter Schools and Regular Public Schools: A reexamination of the Hoxby Study, Washington, D.D. Economic Policy Institute The first two columns supply data in Table 2.4 from RPP International, the State of Charter Schools: third-year Report (Washington, D.C.: U.S. Department of Education, 1999.30-39. Hudson sample data in the third column came from Vanourek, Bruno v. 1 V. Manno, C.Finn. and A. Bierlein, July 1997.)

Demographically, charter schools' minorities represented most of the students as shown by Table 2.3. These students rated themselves doing better in charter schools as compared to their public school counterparts (Finn, 2000). A majority of the students in the school lottery (lotteried in) charters were disadvantaged, and many were minorities. A small percentage of students were special education.

Stakeholder Satisfaction

All students who attended charter schools and primary stakeholders, such as parents, rated their satisfaction with charter schools much higher than their satisfaction with traditional public schools. Caucasian and African-American students, rated their satisfaction at the good or excellent level, and had the highest satisfaction with the charter school. The trend continued through the Hispanic, Native American, and Asian cultures. Asian and Native American students rated their satisfaction with charter schools slightly better than the experience they had in traditional public schools (Finn, 2000). The following chart shows how diverse student populations rated their performance in charter schools (See Table 2.4 below).

Table 2.4 Students rating their performance in Charter Schools with percentages by race and ethnicity

Student populations	School type	Excellent	Good	Average	Poor	Fail
All students	Public	16.0	26.7	23.6	13.3	10.3
	Charter	20.9	27.6	24.8	12.7	1.0
Caucasian	Public	19.0	27.6	24.8	12.6	10
	Charter	23.4	43.2	22.2	4.6	1.4
African American	Public	12.5	22.7	28.0	14.9	10.2
	Charter	20.2	38.4	24.0	5.7	2.5
Hispanic	Public	12.2	25.3	27.1	14.1	12.9
	Charter	18.6	40.7	26.2	7.0	1.8
Native American	Public	14.6	29.5	36.6	10.9	5.3
	Charter	15.4	39.9	35.1	5.3	1.0

(Manna, 2002, 438).

According to Finn, students rated their performance by a self-report. Students in all races evaluated their performance from Average to Excellent in charter schools, when they were compared to students in traditional public schools. Charter schools offered smaller class sizes, more focused curricula, and more involved parents that may influence student performance and rating. Thus, when parents and students made decisions on where they would attend school, both parents and students believed the charter school was better and they performed better, because they had smaller classes and more parental involvement (Betts, 2002).

Several studies, in addition to student achievement, examined other factors which influenced how parents chose their child’s education. In Kleitz’s study (2000), parents ranked educational quality as a primary factor when they chose their child’s school. By looking at the following, all students in Caucasian, African-American, Hispanic, and Native American groups rated their performance as excellent (as stated in Table 2.4). Also, students and parents valued the classroom instruction as a single factor in producing increased student achievement. It is important to look at what actually affected student achievement.

Factors Affecting Student Achievement

After examining 35 years of existing research on factors related to student achievement, Marzano (2003) collapsed the research into three factors-schools, teacher, and student-level factors related to improved student performance. See Table 2.5 below.

Table 2.5 Factors Affecting Student Achievement

Factor	Example
School-Level	Guaranteed and viable curriculum Challenging goals and effective Feedback Parent and Community involvement Safe and Orderly environment Collegiality and Professionalism
Teacher-Level	Instructional Strategies Classroom management Classroom curriculum design
Student-Level	Home atmosphere Learned intelligence and background Motivation

(Marzano, 2003, p. 76)

School-Level Factors

Marzano (2003) identified the following examples of school-level factors as being the most important: a guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, safe and orderly environment, collegiality and professionalism. Marzano (2003) provided descriptors for each of the examples. See Table 2.6 below.

Table 2.6 School-Level Factor Examples as Defined by Marzano

Examples	Descriptor
Guaranteed and Viable Curriculum	1.Opportunity to Learn and Time
Challenging Goals and Effective Feedback	2. Monitoring and Pressure to Achieve
Parental and Community Involvement	3. Parental Involvement
Safe and Orderly Environment	4. School Climate
Collegiality and Professionalism	5. Leadership and Cooperation

(Marzano, 2003, 17.)

Like Marzano, Scheerens (1992) and Sammons (1999) emphasized teaching, content and time. Levine/Lezotte (1990) and Edmonds (1971-1981) focused on acquiring basic skills under the guaranteed and viable curriculum, challenging goals and feedback, these researchers all had similar traits for this example. There were also similarities when these researchers addressed parental involvement, safe environment, and collegiality/professionalism. The following table portrays the views of these researchers. See Table 2.7.

Table 2.7 Comparing School-Level Factors Across Researchers

School-Level Factors	Rank by Importance	Marzano (2000)	Scheerens (1992)	Sammons (1999)	Levine and Lezotte (1990)	Edmonds (1979-1981)
Guaranteed and Viable Curriculum	1	Opportunity to Learn/ Time	Content Coverage/ Time	Concentration on Teaching and Learning	Focus on Central Learning Skills	Emphasis on Basic Skill Acquisition
Challenging Goals/ Feedback	2	Monitoring/ Pressure to Achieve	Monitoring/ Pressure to Achieve	High Expectations/ Monitor	High Expectations/ Appropriate Monitoring	High Expectations/ Monitoring
Parental Involvement	3	Parent Involvement	Parental Involvement	Home-School Partnership	Salient Parental Involvement	N/A
Safe/orderly Environment	4	School Climate	School Climate	Learning Environment/ Positive Reinforcement/ Pupil Rights	Productive Climate and Culture	Safe and Orderly Atmosphere Conducive to Learning
Collegiality/ Professionalism	5	Leadership/ Cooperation	Leadership/ Cooperation	Leadership/ Shared Vision/ learning Organization	Strong Administrative Leadership	Strong Leadership

(Marzano, 2003, p.18.)

Teacher-Level Factors

Marzano (2003) collapsed the research into the following teacher-level factors in the following table (Table 2.8). He defined the teacher factors as including effective instructional strategies, classroom management, and classroom curriculum design.

Table 2.8 Teacher-Level Factors Affecting Student Achievement as defined by Marzano

Factor	Example
Teacher	Instructional Strategies Classroom management Classroom curriculum design

(Marzano, 2003, p.76.)

Marzano (2003) stated that other researchers have identified many variables of teacher-level factors that affect student achievement. Kathleen Cotton (1995) identified more than 150 variables that are components of teacher effectiveness. The lists of variables have been consolidated to some 30 variables and these were organized by Marzano (2003) into seven categories (planning, setting goals, classroom management/organization, instruction, teacher/student interactions, equity, and assessment) (Cotton, 2000). Bert Creemers (1994) used three categories (curriculum, grouping procedures, and teacher behaviors as important in student achievement. Brophy (1996) used four categories (instruction, classroom management, disciplinary interactions, and student socialization) as being important to student achievement (Walberg et al., 1987). See Table 2.9 below.

Table 2.9 Comparing Teacher-Level Factors across Researchers

Marzano (2000)	Brophy (1996)	Creemers (1994)	Cotton (1995)
Instructional strategies	<ul style="list-style-type: none"> • Instruction 	<ul style="list-style-type: none"> • Grouping procedures • Teacher behaviors 	<ul style="list-style-type: none"> • Planning • Setting goals • Instruction
Classroom management	<ul style="list-style-type: none"> • Classroom management • Disciplinary interventions • Student socialization 	<ul style="list-style-type: none"> • Teacher behavior 	<ul style="list-style-type: none"> • Classroom management and organization • Teacher-student interactions • Equity
Classroom curriculum design		<ul style="list-style-type: none"> • Curriculum 	<ul style="list-style-type: none"> • Assessment

(Marzano, 2003, p.76.)

Student-Level Factors

Under the category of student-level factors, Marzano (2003) identified the following as important: Home environment; student’s learned intelligence and background knowledge; and motivation to learn.

In considering the home environment, there was a strong relationship between socio-economic family status and achievement. Motivation, was a student level factor that encompassed a student’s attribution theory (how students perceived their success), self-worth theory (self- acceptance), emotions, and the perceived self of a student’s interest and motivation (Marzano, 2003). See Table 2.10 below.

Table 2.10 Student-Level Factors Affecting Student Achievement

Student- Level Factors	Marzano (2000)
Home environment	Home environment
Learned intelligence or background knowledge	Aptitude Prior knowledge
Motivation	Interest

(Marzano, 2003, p.124)

The characteristics identified by Marzano (2003) were similar to those identified by other researchers (see Table 2.11 below). Bloom (1976) identified two character traits that affected achievement: cognitive, or the innate ability to learn; and affective, or how we interpret and respond to what we have learned. Walberg (1980) identified three character traits: ability or prior achievement; development or maturation; and motivation or self-concept. Fraser, Walberg, Welch and Hattie (1987) identified three character traits: ability, motivation, and home environment.

Table 2.11 Comparing Student-Level Factors Across Researchers

Student- Level Factors	Marzano (2000)	Fraser et al. (1987)	Walberg (1980)	Bloom (1976)
Home environment	Home environment	Home environment		
Learned intelligence / Background knowledge	Aptitude Prior knowledge	Ability	Ability or prior achievement or Development	Cognitive characteristics
Motivation	Interest	Motivation	Motivation or self-concept	Affective characteristics

(Marzano, 2003, p.124.)

Charter Schools in Kansas

According to the Kansas Department of Education (2010), charter schools in Kansas are independent public schools that operate within a school district. They are designed and operated by parents, educators and community leaders, education entrepreneurs and teachers. They are operated free of charge to parents and open to all students. Charter schools are separate and distinct with their own building number, state assessment scores and demographic information. The charter school may be housed in an existing school facility with another school as long as it is operated separately. Kansas had 24 Charter Schools in operation in 2011 (Kansas Department of Education)

Charter schools in Kansas (Table 2.12) were subject to the accreditation requirements of the State Board of Education and must be accredited. Table 2.12 lists Kansas charter schools as of 2010.

In 1994, the Kansas Charter School Law was passed by the state legislature (Kansas Department of Education, 2006). This law allowed for charter schools to be established if they had the following characteristics:

- Populated with disadvantaged, at-risk, and school drop outs
- Concerned with school to careers
- Offered specific grade level education
- Extended school days as necessary if achievement was down
- Focused on space exploration and technology
- Focused on basic education

(p. 5).

In October 1996, Kansas received federal funds to support the planning and development of charter schools. In the first phase, 23 subordinate grants were awarded for initial planning. In the second phase, 13 recipients received approval for implementation. The purpose of the Kansas Charter school program was to increase understanding of charter schools as a catalyst of school improvement (Kansas Department of Education, 1999).

The Kansas Department of Education (1999) also required program goals for new charter schools:

1. Goal 1- Dissemination and sharing of information to Kansas communities about the benefits of the charter school model of educational reform.
2. Goal 2- Provision of financial assistance for design and implementation of programs
3. Goal 3-Evaluation of Kansas' charter schools including effects on students, student achievement, staff, parents, and the community.

The reasons for offering charter school education in Kansas were to provide opportunities to encourage and empower learners, with the potential for higher academic performance of students (Kansas Department of Education, 2005). As of the spring of 2011, Kansas had 24 charter schools, as listed below. Table 2.12 gives the USD Number, name, name of school, years of operation and grade level served.

Table 2.12 Charter Schools in Kansas in 2011 by District, Name and Years of Operation

USD Number	USD Name	School Name	Years in Operation-Grade Level Served
USD 101	Erie	Erie High Charter School	2007-2011/9-12
USD 200	Greeley	Greeley County JR/Sr. High	2004-2011/6-12
USD 210	Hugoton	Hugoton Learning Academy	2009-2011/7-12
USD 214	Ulysses	Ulysses Career Learning Academy	2008-2010/9-12
USD 230	Spring Hill	Insight Schools of Kansas at Hilltop Education Center	2008-2011/9-12
USD 253	Emporia	Turning Point Learning Center	2004-2011/K-8
USD 258	Humboldt	Humboldt Elementary Charter School	2008-2011/K-5
USD 261	Haysville	Learning by Design	2007-2011//9-12
USD 263	Mulvane	Mulvane Academy	2004-2011/9-12
USD287	West Franklin	West Franklin Learning Center High Charter	2001-2011/9-12
USD 312	Haven	Yoder Charter Elementary	1997-2011/1-12
USD 312	Haven Public Schools	Pleasant view Charter Academy-Elem.	2001-2011/1-12
USD312	Haven Public Schools	Pleasant view Charter Academy High school	2001-2011/1-12
USD347	Kinsley-Oberley	Kinsley Jr./Sr. High School	2007-2011/7-12
USD 373	Newton	Walton Elementary	2007-2011/7-12
USD376	Sterling	Sterling Academy	2006-2011/K-6
USD 400	Smoky Valley	Smoky Valley Virtual School	2004-2011/7-12
USD424	Miltonvale	21st Century Learning Center	2003-2011/ K-12
USD 435	Abilene	Dickinson County Virtual School	2008-2011/6-12
USD436	Caney Valley	Caney Valley Charter Academy	2009-2011/ 10-12

USD 444	Little River	Kansas Career and Technical Virtual School	2008-2011/7-12
USD 497	Lawrence Public High School	Lawrence Virtual School	2004-2011/ K-8
USD 501	Topeka Public Schools	Hope Street Charter Academy	2001-2002/9-12
USD 504	Oswego	Service Valley Charter Academy	2008-2009/K-8

(Retrieved from the Kansas Department of Education website: www.ksde.org, on July 1, 2011)

Summary

Student success in charter schools was difficult to determine, because the data were mixed, and there was limited research on the Marzano (2003) factors. Previous research had shown achievement in charter and public schools was not definitive when it came to student achievement. Some charter school students did well, some not so well, and some charter school student's achievement was not differentiated over public schools. Therefore, it was beneficial to increase the research base by looking closely at how one charter performed related to stakeholder perceptions related to school- factors that were identified by Marzano (2003).

CHAPTER 3 - Methodology

Introduction

This research proposal was offered to identify school-level factors perceived to have contributed to student success in one charter school. A case study research format was used to investigate these factors in a Kansas public charter school. This chapter consists of (1) introduction; (2) methodology; (3) purpose of the case study; (4) overview of importance; (5) statement of the problem; (6) research questions; (7) the role of the researcher; (8) overview of the research process; (9) setting; (10) data collection procedure; (11) expert panel; (12) research participant selection; (13) interviews; (14) data analysis; (15) trustworthiness of data; (16) reporting of data; (17) summary.

Methodology

The methodology for this research was a case study of one Kansas charter school from the years of 2003-2008. The case study, an in-depth study of a problem or phenomena that involves an immersion in the culture of study (Cohen, 2007), included looking at multiple data sources, such as student state assessment scores in reading, interviews with key staff members, and archival data. This triangulation of data added trustworthiness to the study, as recommended by Creswell (1998).

The charter school was selected for several reasons--successful results on state assessments in reading over a five-year period. The school was identified as having a majority of students at Proficient or above on the State Reading Assessment (2003-2008) with all sub groups of students (Kansas Department of Education). A case study investigating school level factors as identified by Marzano (2003) allowed the researcher to compare student performance reports,

archival documents, and perceptions of key stakeholders related to school level factors and student success.

Purpose of the Case Study

A case study can be used to catch the complexity of a single case and look for the detail of interaction with constituents. A case may show the study of particularity and complexity of a single case and help understand its activities within important circles (Lancy, 1993). Another purpose of a case study can be to chronicle the details, render information, teach, and test information (Guba, 1981; Creswell, 1998). A case study records, constructs, examines and presents the history, meaning and theory of the case study. The information is then contrasted and weighed to reveal what was evident and what patterns occurred (Guba, 1981). The focus of a case study is to develop an in-depth analysis of a single case or multiple cases. In general, research, history revealed, established, and understood meaning of content, provides a weight and allows judgments of data to develop a workable theory (Stake, 1995).

The data collection for this study included key stakeholder interviews, archival data, and state assessments. Confirmation for the school level factors emerged from descriptions, data analysis, and assertions to form an in-depth study of “the case” (Creswell, 1998). The researcher used multiple sources of data, stakeholder interviews, archival documents, and Kansas Assessments to provide more depth in formation of themes regarding the charter school. Finally, like the research initiatives provided by Nisbet and Watt, the case study research involved data analysis, theory generation, and a written report (Nisbet and Watt, 1984).

The writing of the report considered the purpose and the character of the content delivered, Stake (1995), as cited in Creswell (1998), suggested the following format for the final report:

1. Entry vignette- An opening picture of the study and the environment
2. Introduction to the problem, questions, case study and data collection
3. Description of the case and its context-A description of the charter school, the clientele in the school, the specific population, and issues surrounding the context in which the study was done.
4. Issues are presented, so the reader can understand the case.
 - The researcher brings in both confirming and disconfirming evidence.
5. Assertions- A presentation of what is understood about the case and whether initial naturalistic generalizations, conclusions arrived at through personal experience or offered as vicarious experiences were changed conceptually or challenged.
6. Closing vignette- A closing picture of how the charter school addressed the needs of students and implications for further study (186-187).

Overview of Importance

This case study was designed to investigate perceptions related to school- level factors identified by Marzano (2003) and how they were perceived to have contributed to student achievement success in a Kansas charter school. The data on the study of charter schools were mixed; the factors had been identified, but few peer studies were available that compared student performance and school-level factors in charter schools (Marzano, 2003).

While parents and students looked at the school-choice option of charter schools as being the panacea to help with increased student achievement, public schools were driven by how to meet AYP requirements. These AYP requirements looked at tested students who met the

proficiency guidelines on local state assessments (United States Department of Education, 2007) AYP outcomes drove new established mandates from states to replace failing public schools with publically-funded charter schools. Many stakeholders favored a choice in public education; a choice they perceived would contribute to greater student achievement. While many stakeholders looked at the perceived increased student achievement lauded by charter school proponents, many stakeholders did not look at the results of research studies. The results of achievement claims were mixed (Buckley, 2007; Carnoy, 2005). There have been few studies that have dealt with student achievement in charter schools related to the Marzano factors therefore; this case study looked at student achievement and perceptions related to school- level factors identified by Marzano (2003) and perceived impact on student success.

Statement of the Problem

Stakeholders (parents, patrons, and students) have historically looked at charter schools for an educational alternative and may believe that charter schools have higher student success rates; however, the data on charter school achievement were mixed and there was little research on the Marzano factors as it related to school-level factors to student achievement. The purpose of this study was to provide a rich description (Creswell, 1998) regarding perceptions of key stakeholders about the school level factors perceived to have contributed to student success in the format of a case study of one charter school in Kansas. This charter school had demonstrated success with student performance over a five-year period from 2003-2008.

Marzano (2003) identified a strong group of strategies proven to make schools effective instruments of student achievement (Kansas Department of Education, 1999). By looking at these research based strategies proven successful over time, archival data and other materials such as state assessments, interviews, and comments, the researcher created a rich, thick

description related to school level factors that were perceived to have contributed to student success in one charter school.

Research Questions

In order to determine the elements of success with students, the following key questions were studied using Marzano's (2003) school-level factors as the theoretical framework.

1. What aspects of guaranteed and viable curriculum were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
2. What aspects of challenging goals and effective feedback were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
3. What aspects of parental and community involvement were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
4. What aspects of safe and orderly environment were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
5. What aspects of collegiality and professionalism were perceived by key stakeholders to have contributed to the academic success of students in this charter school?

The Role of the Researcher

The researcher's background was as an educator who operated as a participant observer (Creswell, 1998). She taught and worked in educational support fields for seventeen years. The researcher worked with disadvantaged students in traditional public schools, and brought that perspective to the research environment. The researcher also worked in parochial education, assisted with home school testing, and worked the last twelve years in public education. The researcher had an interest in charter schools and student performance.

The researcher held structured interviews with administration and staff of the former charter school, interviewed parents, gathered and analyzed data from state assessments in reading over a five year period, and reviewed archival data to look for existing themes to answer the research questions.

Overview of the Research Process

After the approval of the research proposal by the dissertation committee and International Review Board (IRB) data collection began. Initial contact with the school district asking permission to visit and research the school began in 2011. In an initial visit to the school, the researcher met the building leader, teachers, support staff, and a few parents.

The researcher selected key stakeholders to serve as an Expert Panel in another charter school to check for clarity and understanding of content with the interview questions. This panel examined the questions for clarity, and for implementation suggestions.

The researcher met with possible participants at DCS regarding the prospective interviews, and then the interviews were scheduled to accommodate participant's schedules. Upon arrival at the interview site, pre-briefing sessions were held to instruct participants of the

process and the anonymity of the outcome. Participants signed the informed consent forms, and provided biographical information. Then, interviews were completed, the information was transcribed, printed, sent to participants for member checks, and then filed by participant codes for further analysis.

Table 3.1 A Timeline of Research

Source	Outcome	Date
Application approval of research through IRB	IRB approval of research.	Spring 2011 (March)
Conducted interviews with Expert Panel in Pilot School.	Piloted interview questions for appropriateness and adjusted question content.	Spring 2011(April)
Contact with former superintendent and administrator to proceed with interviews with DCS.	Approval to conduct interviews, and share information with stakeholders	Spring 2011(April)
Interviews analyzed for identification with Marzano School-Level Factors	Interviews with stakeholders as to perceived effectiveness of School-Level Factors at DCS.	Spring/Summer 2011(May-August)
Content Analysis	Looked at Kansas Assessment, archival data, and stakeholder interviews to check for emerging themes of School-Level Factors as related to perceptions of increased student achievement. The findings were coded, analyzed and existing themes were revealed through the research.	Summer/Fall 2011(August-October)
Prepared Final Narrative	Completed findings	October-November

		2011
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Setting

The setting for this proposed research was a small Kansas school district charter school. The school was selected for this study because of its reputation of working successfully with students who were disadvantaged. The charter school was located in a district with traditional public schools. The school was created to offer innovative, small-community support for local at-risk students. The building was organized in a K-6 grade configuration, with one teacher for each grade level, and one full-time administrator. The Counselor, Media Specialist, School Psychologists were shared with the local public district.

The school was referred to as Dartmouth Charter Elementary School for this study and was located in a rural setting. The school was established and served as an anchor in the community, and serviced primarily disadvantaged students. During the five-year period, a majority of the students earned scores of proficient or above. This school was selected because it was close to traditional public schools with the same geographic mix of students.

The researcher investigated perceptions related to school level factors (Marzano, 2003) that were perceived to have led to student success. The interviews combined with the Kansas Assessment, and archival documents created a thick description of this charter school over time (Creswell, 1998). The school was seen through the eyes of stakeholders with interviews and perspectives related to their strategies and practices.

Data Collection Procedure

The data collection process included using multiple data sources to triangulate such as: district archival data, Kansas Reading Assessment, and stakeholder interviews. The archival documents included learning style manuals, teacher and student handbooks, curriculum guides, school mission statement and accreditation information, etc. related to school-level factors.

2. Archival data-The researcher gathered district policy manuals, student yearbooks, curriculum guides, state curricular guides professional development guides, and training materials, school mission statement, and accreditation documentation (See Appendix J).
3. Student Achievement Data-The researcher gathered state assessment scores for Reading and narratives for years 2003-2008 (See Appendix G).
4. Key stakeholder Interviews– The researcher interviewed members of key stakeholder groups- leaders, teachers, and community members, as recommended by Cohen, 2007 (See Appendix E).

Table 3.2 Data Sources

Source	Function	Time Frame Associated with Document
Archival Documents	Help compile a thick description over time. Historical documents reviewed to confirm stakeholder perceptions (learning manuals, Charter Renewal, and yearbooks).	Years-2003-2008
Kansas Assessments	Validate student performance, and proficiency on state assessments and	Years-2003-2008

	curriculum benchmarks in Reading. Provided evidence of successful student performance for 2003-2008.	
Key Stakeholder Interviews	Identified perceptions of key stakeholders related to school-level factors and student achievement. Seven teachers and four community members.	Year-2011

Expert Panel

In 2011, an Expert Panel in an equal-sized charter school with similar governance structure was chosen to identify pilot research questions for appropriateness and understandability. This charter school was chosen because of the represented population size and proximity to a larger school district. Five core teachers and one administrator responded to the questions. The administrators and teaching staff were similar to the researched charter school. The Expert Panel participants are listed as follows in Table 3.4 below.

The researcher used an interview protocol with an Expert Panel with the school-level factors as a framework for the interview (see Appendix D). The researcher interviewed key stakeholders (teacher, administrators) at a charter school similar to the research school. The interviews took approximately 30-45 minutes and were recorded; follow up interviews, where needed, consisted of review and approval of comments, requests for additional comments.

Table 3.3 Personal Characteristics of the Expert-Panel Participants

Name	Gender	Educational Background	Number of Years Teaching/ Other Experience
EPT1	Female	Bachelor's degree	2 years / STEM teacher
EPT2	Female	Master's degree	2 years public, 3 years charter/ Communications teacher
EPT3	Male	Master's degree	5 years public, 2 years charter/ Mathematics Teacher
EPT4	Male	Bachelor's degree	3 years charter / Music teacher
EPT5	Female	Bachelor's degree	3 years charter/ Communications, Science, Chinese
EA1	Male	Master's degree	30 years public school teaching, 5 years charter

EP stands for Expert Panel, EPT is Expert Panel Teacher, and EPA stands for Expert Panel Administrator

Research Participant Selection

In the study of the research school, a total of ten persons agreed to participate. Table 3.4 below illustrates the name of participant, gender of participant, educational background of participant, and the number years of teaching or other experience. DT stands for Dartmouth Elementary Charter Schoolteacher and DS stands for Dartmouth Elementary Charter School Stakeholder

Table 3.4 Personal Characteristics of the Participants in Research School

Interviewee	Gender	Educational Background	Number of Years Teaching/ Other Experience
DT1	Female	Master's degree	Teaching-23-public, 6 charter
DA/T-2	Female	Master's degree	Teaching-24- public, 6 charter
DT3	Female	Master's degree	Teaching-15-public, 2 charter
DT4	Female	Bachelor's degree	Teaching-17 public, 3 charter
DT5	Female	Bachelor's degree	Teaching-2 public, 5 charter
DS1	Male	Master's degree	Teaching30 plus in public
DT6	Female	Master's degree	Teaching-7 public, 5 charter
DT7	Male	Master's degree	Teaching-20 years, 5 charter
DS1	Female	No degree	Community service, parent, volunteer
DS2	Female	Associate's degree	Public service -15 years private sector-volunteer
DS3	Male	Bachelor's degree	Public-15 years private sector experience, parent- -volunteer
DS4	Female	No degree	Private sector experience- parent volunteer

DT stands for Dartmouth Teacher, DS stands for Dartmouth Stakeholder, DA/T stands for Dartmouth Administrator and Teacher.

Most of the teachers in the research school had more advanced degrees than those in the Expert Panel.

Interviews

Structured interviews were focused on the school-level factors identified by Marzano (2003). The interview protocol was piloted with an Expert Panel in April 2011. The Researcher asked for comments on how to improve the interview, comments were noted and adjustments were made for the interview process.

For the actual DCS interviews, a new RCA tape recorder with microphone and a backup Panasonic recorder was used to record the interviews. An extension cord was used to prevent power failure. Interviews were completed in the classrooms, school conference rooms, and private homes. After each interview, the recordings were transcribed, printed, and cataloged with the audio cassette. The interviews were voluntary. One community member was referred by a teacher, others were located through community member referrals. Those who did volunteer were interviewed.

Face-to-face interviews were done with six teachers, one building –level administrator, and four community members. Each tape recording was transcribed prior to the analysis and coding. Each participant was contacted by email, then a phone call, follow-up email to arrange the interview time and finally the scheduling of the interview. Transcriptions were sent to each interviewee for review. The comments can be reviewed in Appendix E. The following codes represent the Dartmouth Charter School Teacher (DT1 etc.) and the key stakeholders are represented as (DS1 etc.).

Table 3.5 Interviews and Date Completed

Interviewee	Date
DT1	April 14, 2011
DT2	April 16, 2011
DT3	April 17, 2011
DT4	April 20, 2011

DT5	April 27, 2011
DT6	April 27, 2011
DS1	May 12, 2011
DS2	May 25, 2011
DS3	June 3, 2011
DS4	July 6, 2011

Data Analysis

The researcher organized the data by first reading through the text for understanding. Then, the researcher made marginal notes, and formed initial codes to organize the themes of the study. The researcher then described the case and its context. Finally, the researcher classified the data by setting the data into categories, and interpreted the data.

As a part of the final reporting protocol, the researcher looked for confirmation or disconfirmation of the school level factors, and made generalizations from the interpretations. The findings were portrayed through narrative, tables, and interpreted information through a triangulation of archival data, interviews, state assessment scores, an audit trail (field notes), and included member checks of the interview transcripts prior to developing the final product (Creswell, 1998).

The researcher gained feedback from initial notes of interviews, took information back to informants and analyzed data. Credibility was the first consideration when the researcher looked at how the audience perceived the Marzano (2003) school-level factors. The researcher looked for ways to identify the research factors (Guba, 1981). In the final stages, the researcher analyzed the data to build a logical chain of evidence and identified patterns and emerging themes related to school-level factors perceived to have student performance (Creswell, 1998).

The researcher looked over the interview responses and the interview questions. The researcher analyzed the data looking for relationships to the school level factors and related to

the research questions. The data from the observations were organized into major codes and sub codes. After the analysis, the researcher presented the material in an understandable report of themes, developments and matters for future study (Lancy, 1993). The researcher looked for evidence related to school-level factors to validate current themes.

The final action of the case study presented the facts, interpreted the facts, and evaluated the facts by recording, constructing a profile, presenting the findings, examining the facts to register the history, synthesized meanings, clarified an understanding of the charter school, and related the findings in an understandable, meaningful, narrative report as recommended (Guba, 1981; Stake, 1995; Creswell, 1998).

The researcher viewed this charter school through several lenses by using multiple sources that included key informant interviews, state assessments scores in reading, and a review of archival data. All data were analyzed in relationship to the school -level (Marzano, 2003) factors perceived to have contributed to the success of this charter school. The researcher reviewed the interview transcripts, archival data and other artifacts by jotting down notes in observation field note format, completed interviews, and completed transcriptions. The researcher read through the data to get a sense of the overall data (content analysis), and wrote summaries of field notes. The result was a rich description of one Kansas charter school with demonstrated student success in reading over a five-year period of time.

The following table (Table 3.6) shows the keys to the trustworthiness of the data.

Trustworthiness of Data

Table 3.6 Data gathered and Dates

Keys to Trustworthiness	This Study
Prolonged Engagement in the field to collect interviews, and gather archival data and gain	April-October 2011

trust of participants.	
Persistent observation to build trust with stakeholders, and other community members.	April-October 2011
Triangulation of data	April –October 2011 Archival documents and Interviews, and Kansas Assessments
Member checks to check for accuracy of interviews	Completed for each interview May- September 2011

(Stake, 1995; Creswell, 1998)

The researcher had several opportunities to observe participants in the research environment to build trust, and learn from the culture. The interview transcripts were checked for accuracy of reporting by sending email member checks to participants. The member checks in addition to the archival data allowed for the researcher to create build a thick description of the research environment.

Reporting of Data

The final report in Chapter 4 was interspersed with relevant figures, tables, emergent issues, analysis, and conclusions related school-level factors perceived to have contributed to student achievement. The comparative structure was examined through multiple lenses to provide a rich, all-around account of this charter school to provide the audience with information related to perceptions of key stakeholders regarding student achievement and school-level factors.

Summary

Using a case study research model, the researcher looked at school –level factors (Marzano, 2003) perceived to have contributed to increased student achievement in one Midwestern charter school, over five years (2003-2008). The researcher looked through several lenses by using historical data from the charter school, conducted and analyzed key informant interviews, reviewed and analyzed state assessments, and reviewed archival data. This study provided a wealth of information regarding the perceptions of stakeholders about school-level factors (Marzano, 2003) of this charter school.

CHAPTER 4 - Analysis of Data

Introduction

This chapter will include the following: (1) introduction; (2) overview of the data; (3) entry vignette; (4) description of the case and its context; (5) key issues; (6) assertions; (7) closing vignette; (8) summary.

Overview of the Data

The purpose of this study was to complete an in depth case study of one Kansas public charter school. The researcher gathered data from multiple sources such as key stakeholder interviews, archival data, and Kansas assessment data for 2003-2008 to identify perceptions related to the Marzano school-level factors (2003) and their perceived impact on student achievement. The reporting of the findings will be in the following format as suggested by Creswell (1998):

- a. **Introduction-** An overview of the problem, questions, case study and data collection.
- b. **Entry vignette-** An opening picture of the study and the environment
- c. **Description of the case and its context-** A description of the charter school, the clientele in the school, the specific population, and issues surrounding the context in which the study was done.
- d. **Key issues-** An identification of key issues so the reader can understand the case. These issues are probed further to bring forth confirming and disconfirming evidence.
- e. **Assertions-** The researcher presented a summary of what was understood about the case as a result of this research, and resulting conclusions.

f. **Closing vignette-** A closing picture of how the charter school addressed the needs of students and implications for further study.

The school-level factors identified by Marzano (2003) were: 1) a guaranteed and viable curriculum, 2) challenging goals and effective feedback, 3) parental and community involvement, 4) a safe and orderly environment, and 5) collegiality and professionalism. This case study was used to search for answers for the following research questions:

1. What aspects of guaranteed and viable curriculum were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
2. What aspects of challenging goals and effective feedback were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
3. What aspects of parental and community involvement were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
4. What aspects of safe and orderly environment were perceived by key stakeholders to have contributed to the academic success of students in this charter school?
5. What aspects of collegiality and professionalism were perceived by key stakeholders to have contributed to the academic success of students in this charter school?

Entry Vignette

The Dartmouth Elementary Charter School was a charter school that was a part of a larger public school community. The mission, according to the Charter School Renewal

Application, was to assure that every student have maximum academic achievement and personal development through enriching relationships, creative instruction, integrated curriculum that addressed the students’ individual learning styles (Dartmouth Charter Renewal-2006-2011). The charter school began its operation in 2003 and the final year of operation was 2008. Dartmouth’s mission, according to their renewal application, was to continue to serve all children who wanted to learn. Each student’s personal learning style was used to create the best learning environment that functioned in a small learning environment with small group instruction. All students were encouraged to read at their full potential and grade level. Additionally, these same students were encouraged to reach their full potential in mathematics as they performed in an exemplary manner and with self-efficacy. The education was personalized to meet the needs of a diverse community. Many of the students were low socio economic status with one-parent families. Students came from varied environments and needed personal relationships from the educators. Parent education classes were a part of the community support component with a dual purpose in that they provided a public relations vehicle for the school. The school provided an environment that not only worked for students, but built a sense of family for the community stakeholders and faculty (Charter School Renewal Application 2006-2011).

The historical timeline of events is recorded in the following table (Table 4.1)

Table 4.1 Historical Timeline of DCS

Date	Event
June 2001-March 2002	Strategic Planning committees at the district level met to plan for the charter school.
June 2002	Charter Strategy Committee met and staff members attended the Institute of Learning Styles in Oklahoma to learn of different teaching strategies.
August 2002-October 2002	The DCS writing committee met bi- weekly to discuss

	teaching writing interventions. The committee included the lead teacher, counselor, special education director, parents and staff member of the charter school formation committee.
August 2002	Learning Style Institute met with teachers to discuss learning style interventions for low socio-economic groups (SES).
October 2002	Learning Styles Institute met with other stakeholders. Training of Learning Styles for low SES.
August 2002-November 2002	Parent groups met for one year with administrators and teachers to set academic goals.
November 11, 2002	Charter Board presents Charter petition to school district BOE.
November 18, 2002	Town Forum met to discuss charter school and challenges.
August 25, 2003	Charter Board met to discuss amendments for the charter as presented by BOE and approval. School year began.
September 8, 2003- October 2003	Teachers, parents, students revamped individual goals. Learning styles interventions, field trips, Math and Reading Nights were initiated. Family Fun Night began. Charter Board met with administrator for review. Site Council met with community members. PTO organized fund raisers, Community participants participated in daily "Reading Buddies".
December 2003	Holiday- cultural/language sharing with staff
January- March 2004	Interventions in low SES learning styles continued, parents and community involved in field trip, cultural sharing, Reading Night, Math Night. Native American language classes instituted. Parents, administrator, teachers, staff, students met to go over academic goals. Community share time with students with "Reading Buddies". Newsletter informed parents weekly of events to come. Parents took an active part in school-community fund raisers, and get-togethers Staff development continued, parents shared insights on how students were doing with teachers and community members.

April-May 2004	<p>Field trips to ball games, theatre in Kansas City, Science projects shared with community, writing projects shared with community.</p> <p>Charter Board met for first year review. Site Council Met for review. PTO made plans for the summer league games and forth- coming academic year.</p> <p>Testing for charter school began.</p> <p>Reviewed testing results with stakeholders.</p>
2005-2007	<p>The programs continued as in 2003-04, but with increased interventions, and outcomes. Field trips were interrelated with curriculum outcomes.</p> <p>Student academic performance improved and personal/social behavior was minimized with the addition of Character Education lessons (taught by district counselor), Assertive discipline model implemented by staff.</p>
May 2007	BOE discussed budget issues and school closures.
August 2007-October 2007	<p>Interventions continued, transition plans were made for special-need students, other students and parents prepared for transition to school closing. Charter Board, Site Council, PTO met to discuss final business.</p> <p>“Book Buddies” continued. Teachers planned for assessments.</p> <p>Charter Renewable Application drafted for approval by BOE.</p> <p>Community rallied with more Fun Nights, Reading Nights, Math Nights, and Cultural Awareness Activities.</p> <p>Native American language classes were discontinued due to no one teaching them.</p>
December 2007- February 2008	<p>Holiday Program and Charter Board met; Site Council and PTO met with minimal activity.</p> <p>Kansas Testing began.</p> <p>Charter Renewal presented to BOE.</p> <p>Field Trips, interventions continued.</p> <p>Stakeholders prepared for DCS closing at the end of the academic year.</p>
March 2008	Discussion with Charter Board, Site Council and Community on the budget issue. Stakeholders realized the school would close- there was little opposition to this.
April 14, 2008	BOE discussed closure DCS due to budget issues.

June 7, 2008-June 8, 2008	DCS Resolution and subsequent closure finalized.
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(DCS/ District BOE minutes, 2003-2008, Charter Renewal Application, 2006-2011)

Dartmouth Elementary Charter School had a population of just under 79 students for years (2003-2008). Three-fourths of the student population was minority students with disabilities, half of the students were on free and reduced lunches and the genders of students were almost equally split in representation. The students were diverse in their learning styles as compared to the larger district with many low socio economic home environments that allowed for little exposure to field trips or other resources (Charter Renewal Application 2006-2011). The percentages of the total number of students represented as percentages of full time equivalent enrollment. These are displayed by year with the far right column being the total number of students at DCS that particular year. See Table 4.2 below.

Table 4.2 Year and Ethnic Demographics of Dartmouth Charter School in Percentages of Total Number of Students

Year	African	Hispanic	White	Other	Econ. Dis.	Male	Female	Total Student Number
2003-2004	5.6	0.0	55.6	38.9	80.6	41	58	36
2004-2005	3.8	3.8	57.7	34.6	66.7	48	51.3	78
2005-2006	9.6	3.6	60	26.5	67.5	41.7	58.3	36
2006-2007	15	2.5	45	36	72.2	45.6	54.4	79
2007-2008	19.2	4.14	45.2	31	79.5	45	54.8	73
2008-2009	8.5	6.8	57.6	27.1	76.3	52.5	47	59

(Kansas Department of Education, 2011)

Description of the Case and its Context

Eleven stakeholders that included administrators, teachers, parents, and community members volunteered to be interviewed. They were stakeholders who worked directly in the school, were on the Charter Board, Site Council or PTO. They had first-hand experience as to how the charter school was run. The researcher made contact with the interviewees at the charter school being studied. The interviews were done at various times through the Spring and Summer of 2011 and took 30-45 minutes. Interviews were recorded, and checked by interviewees for accuracy. The interviews of the stakeholders were analyzed for recognition and description of school-level factors (See Appendix E), and then these factors were analyzed for perceptions related to student achievement into a factor chart (Table 4. 3 below). Direct quotations were used to give an example for the school-level factors.

For each category of the Marzano (2003) school-level factors and aspects, there will be a theoretical definition of each factor. The aspects listed are those in which there were several comments confirming the code selected. Representative comments for each aspect were selected among the many comments provided by stakeholders.

Factor 1- Guaranteed and Viable Curriculum

- Aspect 1 of Factor 1- Planned and essential content
- Aspect 2 of Factor 1- Purposeful student outcomes
- Aspect 3 of Factor 1- Monitored curriculum with ample opportunity to learn.

Factor 2- Challenging Goals and Effective Feedback

- Aspect 1 of Factor 2-Goals set by state
- Aspect 2 of Factor 2- Be vision driven

- Aspect 3 of Factor 2-Goals set by parents, students, teachers, and administrators
- Aspect 4 of Factor 2-Goals set by the charter Community

Factor 3- Parent and Community Involvement

- Aspect 1 of Factor 3- School provides a communication vehicle
- Aspect 2 of Factor 3- Home and School Partnership
- Aspect 3 of Factor 3- Parents and School Partnership
- Aspect 4 of Factor 3-Learning Organization for all
- Aspect 5 of Factor 3- Community Support

Factor 4- Safe and Orderly Environment

- Aspect 1 of Factor 4- Ground rules with consequences for unacceptable behavior
- Aspect 2 of Factor 4- Structured school environment
- Aspect 3 of Factor 4- Classrooms and halls were monitored for safety
- Aspect 4 of Factor 4- Teachers knew if students coming into the system were problematic

Factor 5- Collegiality and Professionalism

- Aspect 1 of Factor 5- Conduct that fosters collegiality
- Aspect 2 of Factor 5- Teaming and Professionalism

These aspects were confirmed by interviews, assessments and archival data.

Table 4.3 Aspects of School-Level Factors, Theoretical Definitions and Examples

Aspects	Theoretical Definition (Marzano, 2003)	Transcript Example
Factor 1-Guaranteed And Viable Curriculum		
1-Planned essential content	Constituting the property or characteristic of something that makes it certain and living.	<i>There was an overseeing authority to see that what was essential was carried out.(DT1).</i>
2-Purposeful student outcome	Having a definite purpose with an outcome mind	<i>Learning styles and the way students learned was important, the curriculum was integrated and considered the needs of the learner. (DT5). Curriculum was integrated, and considered the needs of the student (DT7).</i>
3-Monitored with ample opportunity to learn	Having the ability to check for correctness and unfairness of execution	<i>We had a good curriculum that considered the needs of the individual learner (DT5). The teachers monitored what they taught and how students learned (DS2).</i>
Aspects	Theoretical Definition (Marzano, 2003)	Transcript Example
Factor 2-Challenging Goals and Effective Feedback		
1-Goals set by State	Something that somebody wants to achieve using state regulations	<i>We had a single mission of teaching what the state told 'the teachers to teach' (DS3). AYP and state standards were addressed (DT5).</i>
2-Goals were vision-driven	A successful attempt at having a goal driven by a common vision,	<i>The school had specific goals and they knew where to go (DT5).</i>
3-Goals set by parents, students, teachers, and administrators	Having a partnership within a community of learners.	<i>The school had a single mission statement with the student in mind (DT4).</i>

4-Goals set by charter community	A Governing Community with a statement of aims, principles, and procedures of the organization	<i>We wrote goals for the charter schools...and reviewed how students did using the state standards (DT2).</i>
Aspects	Theoretical Definition (Marzano, 2003)	Transcript Example
Factor 3-Parent and Community Involvement		
1-School provides a communication vehicle to the community	The art of imparting communication in a group	<i>School newsletter and notes from teacher provide a way of communication. (DT2). We had a lot of communication between the home and school...It was like it was one large family helping each other (DT5).</i>
2-Home and School Partnership	State of being a partner with another.	<i>The community always knew if we cared and they responded accordingly.(DT6).</i>
3-Parents have an active voice in the day to day activities	The ability to produce sounds of a specified quality that is attended to	<i>Parents were actively involved in school activities-even more so if you were on the Charter Board or Site Council (DS2).</i>
4-Learning Organization for all	A learning organization is the term given to a company that facilitates the learning of its members and continuously transforms itself.	<i>There were many opportunities for participation and learning. (DT7). We (students and parents) had Field Trips, Math Night, Reading Night, Reading Buddies, and cultural activities (DS2)</i>
5-Community Support	The act of communicating with community members	<i>We had community show up and help with a lot of things- the Presbyterian Ladies had activities for us. (DS2).</i>

Aspects	Theoretical Definition (Marzano, 2003)	Transcript Example
Factor 4-Safe and orderly Environment		
1-Ground rules with consequences for an acceptable behavior	Setting behavioral consequences for behavior in explicit structure,	<i>A safe environment existed....There was ISS, notes home and we had a strong administrator (DT2).</i>
2-Structured school environment	Established program that teaches self-discipline and self-responsibility	<i>Developed a set of rules and kids always knew where they stood (DT6.189). We had discipline and consequences for negative behavior. (DS1).</i>
3-Classrooms and halls were monitored for safety	Established rules and procedures with supervision by staff	<i>The physical environment was safe and structure and the halls were monitored.”(DT7).</i>
4-Teachers knew if students coming into the system were problematic	Schools should establish a system of early detection of students who have high potential for violence and extreme behaviors	<i>We (teachers) knew if we had a problem student was coming in- the administrator and district kept us informed of problems. (DT7)</i>
Aspects	Theoretical Definition (Marzano, 2003)	Transcript Example
Factor 5-Collegiality and Professionalism		
1-Conduct that foster collegiality	The manner in which staff interact with each other by openly sharing concerns, mistakes, analyzing and problem-solving as they demonstrate respect for each other	<i>We did learning activities with our district and we did our own- this made us open to sharing and correction with each other. (DT4).</i>
2-Teaming and Professionalism	The manner in which staff members in a school interact with each other in shared vision and goals in a learning organization	<i>Teaming was what we did (DT3).</i>

Key Issues

The following table (Table 4.4) shows the five school level factors and the confirmations from the interviews. The aspects are sub categories of the main five school-level factors.

Table 4.4 Marzano Factors and Confirmations

Marzano School-Level Factors	Confirmations
Guaranteed and Viable Curriculum	The eleven interviewees confirmed that a guaranteed and viable curriculum was essential (Aspect 1), that it have purposeful student outcome (Aspect 2), and this content must be monitored to see if students have ample opportunity to learn (Aspect 3)
Challenging Goals and Effective Feedback	Ten of the interviewees confirmed that goals should be set by the state (Aspect 1), be vision driven (Aspect 2), set by parents, students, and administrators (Aspect 3), and be influenced by the charter community (Aspect 4).
Parental and Community Involvement	Eleven stakeholders confirmed the school provided a strong communication vehicle (Aspect 1) by having newsletters, notes home, a web page, and the constant contact which all worked to build highly effective home/school partnerships (Aspect 2). These partnerships allowed the freedom for parents to be involved and have an active

	part in the day to day activities of the school (Aspect 3). Be a learning organization for all (Aspect 4)
Safe and Orderly Environment	Eleven stakeholders interviewees confirmed the school provided strong ground rules with consequences unacceptable behavior (Aspect 1),structured school environment (Aspect 2), classrooms and halls were monitored for safety (Aspect 3), and teachers knew if students coming into the system were problematic (Aspect 4)
Collegiality and Professionalism	Six teachers and one administrator confirmed the collegiality and professionalism (Aspect 1) and teaming (Aspect 2) of the staff. This was the least mentioned conclusive factor concerning other stakeholder awareness.

(Marzano, 2003)

Another of the key issues in this case study were the stakeholder perceptions about student performance in a small Kansas charter school, Dartmouth Charter School. The population of the school was low-socio-economic students with high mobility. There were diverse cultures in the school with the most students being Native American. The charter school was established to meet the uniqueness of each student. It was founded on the idea that each student could achieve their best given the opportunity of time and interventions by the staff and having a strong community support system (Charter School Application for Renewal, 2006-

2011). The support system was an integral part of the system that meshed the community life with that of the school providing a “family atmosphere” to a less stable home environment. Students appeared to do well academically at DCS based on the results of the Kansas Assessments. Many opportunities for community support, teacher support, and personal support were provided. Academically, teachers taught the students with innovative interventions, community intervention, and tutoring sessions. Each student had an individual development plan that accessed their particular learning styles and future goals. Parents had the opportunity to be involved in community events and school field trips that further strengthened the bond between community, home, school, and learning (Charter Renewal Application, 2006-2011).

Assertions

Many issues surrounded an examination of the school-level factors that were perceived to have contributed to the students' academic success. The researcher looked at archival data, Kansas Assessments, and stakeholder interviews to examine perceptions regarding the school-level factors and student achievement.

Marzano Factor #1-Guaranteed and Viable Curriculum

Six of the eleven stakeholders were teachers with experiences that ranged up to 30 years, and most had three to five years of charter-school teaching experience. The teachers, one of whom was the building leader, stated that the curriculum needed to be planned, revolve around the mandates of the Kansas Department of Education, and meet the educational needs of the individual student. Teachers had to know this and know where the students were academically, if students were deficient according to testing results, then planning the curriculum and reinforcing what was actually being taught. According to these stakeholders, the curriculum had to be tried and true to state standards.

The following comments were selected, as representative of the views of the stakeholders in their responses about a guaranteed and viable curriculum.

Aspect 1 of Factor 1- Planned and essential content

The following comments confirmed the curriculum was planned and essential:

We considered the individually of all the kids... We had a lot of Native American Students... had others too, and we looked at the individual students and what worked best for their learning style. We also looked at the QPA requirements. We looked at what the state requirements were,

and discussed this as a staff. We looked at what the district provided and supplemented the requirements from the state with those.

We looked at the standards-particularly where Reading and Math were concerned and worked with those (DT1)

Aspect 2 of Factor 1- Purposeful student outcomes

Stakeholders confirmed the purposeful outcomes when they looked at the viable curriculum of the school. Each student had a purposeful outcome with faculty input as confirmed by:

Each student had a portfolio, we looked over grades. We had a SIT team. We had a K-6 curriculum-not junior high, so we could work more with curriculum. Junior high had different and more outcomes.

The staff worked with SIT team. We used the portfolio with this we had our learning goals. It was 50-50 participation with staff and students. Every teacher in the building worked on these-not just a select few. (DT2).

Aspect 3 of Factor 1- Monitored curriculum with ample opportunity to learn.

The state had certain benchmarks and guidelines that must be met at each level. The Kansas Department of Education has these as an outcome of No Child Left behind (NCLB) legislation. All eleven stakeholders considered this important. The state requirements needed to be the guiding forces when considering goals. The teachers knew the state standards and the content that had to be delivered as stated by:

We had a good curriculum that considered the needs of the individual learner” (DT5). The teachers monitored what they taught and how students learned (DS2)

My student took a little longer to learn, but the teachers did not mind taking the extra time and it was OK. (DS3).

We had after school tutoring sessions, and many times we were here to work with kids in the morning before school began. It was so important that we made the most of the student's learning experience. So many of these kids just did not have much of a home life, and we were there for them. This would be the last school experience for some. (DT6).

We had a good curriculum that considered the needs of the individual learner” stated DT5, 190. The teachers monitored what they taught and how students learned, stated DS 2).

We had a good curriculum that considered the needs of the individual. (DS4.)

We had a single mission of teaching, they went over these goals, and conferenced with us at the time of Parent-Teacher Conferences in the fall and spring... they were very through about it. The school had specific achievement goals for students...the results were communicated by teachers- to the kids and parents (DS3).

We wrote goals for the charter schools...and reviewed how students did using the state standards. “The school had specific goals for students; these goals were shared by teachers to students and parents (DT2).

The curriculum was relevant to the student's life and the teachers knew the requirements and bench marks, and they taught them. The school had effective goals and they (the teachers) delivered them, but the brighter kids needed more of a challenge, stated a PTO member and parent.

The teachers knew what they had to teach, and what would be on the test, but they had a way of combining that with the things the student was interested in –an extra step to make learning more interesting. (DS3).

Marzano Factor #2- Challenging Goals and Effective Feedback

A challenging goal with monitoring and effective feedback is the second factor provided by Marzano (2003). All the seven teachers stated what they were required to teach was set by the state, but all the teachers interviewed also stated they considered the learning style of the individual learner when setting individual learning goals.

Aspect 1 of Factor 2-Goals set by state

The school, teachers, and parents knew the goals were set by the state in the mandated curriculum

We had a single mission of teaching what the state told “the teachers to teach” (DS3).

AYP and state standards were addressed (DT5).

My student took a little longer to learn, but the teachers did not mind taking the extra time and it was OK (DS3).

We had after school tutoring sessions, and many times we were here to work with kids in the morning before school began. It was so important that we made the most of the student’s learning experience. So many of these kids just did not have much of a home life, and we were there for them. This would be the last school experience for some. (DT6/DA1).

We had a good curriculum that considered the needs of the individual learner (DT5).

The teachers monitored what they taught and how students learned, stated DS2.

We had a good curriculum that considered the needs of the individual (DS 4).

Aspect 2 of Factor 2- Be vision driven

The school had a single mission and included parents, according to the Building Administrator. As an example, the charter school had a Family Reading Night a group activity that provided parent involvement with the school. The theme of the night (2004) was winter and arctic stories with families selecting books to read together. The family's baked cookies in concert with what was being studied and decorate the final product. One example of theme was to have a unit on the animals and habitat of Alaskan Native Americans in the community and parents madding cookies shaped like polar bears. The Mothers's Day Out group from the local church baked cookies for consumption and take home for the family (*The Star*, 2005,). The goals for this activity included an integrated social studies and science unit facilitated by the School Media Specialist in collaboration with students and teachers. In 2003, a celebration of each student's heritage was completed with each student (and parent) displayed a summative report about their culture and then communicated to others through a sharing circle with a map of the world in the center of the circle. Parents and community members aided in displaying foods for all in the final display (*Star*, 2003). All of this was under the knowledge and guidance of the Charter Board:

The curriculum was relevant to the student's life and the teachers knew the requirements and bench marks, and they taught them. The school had effective goals and they (the teachers) delivered them, but the brighter kids needed more of a challenge, stated a PTO member and parent.

The state had certain benchmarks and guidelines that must be met at each level. The Kansas Department of Education has these as an outcome of No Child Left behind (NCLB)

legislation. All eleven stakeholders considered this important. The state requirements needed to be the guiding force when considering goals.

The teachers knew what they had to teach, and what would be on the test, but they had a way of combining that with the things the student was interested in –an extra step to make learning more interesting. (DS3).

The curriculum was more relevant to the student’s everyday life that not only considered the state requirements, but also looked at the performance of the student and they worked with them in a positive way. (DS2).

Life skills were taught through the Character Education Program, along with the regular curriculum... students were not only prepared for academics, but socially to (DS3)

In addition to the goals being set by the state, key stakeholders believed the teaching goals should be vision driven and set by parents, teachers, and administrators.

Goals were seemed to having a common purpose and be vision driven. One stakeholder stated the school was so vision driven that “it catered to one culture-the one culture that was dominant, and the rest of the students had to deal with this.”

Stakeholders agreed that teachers set goals and addressed the strengths and weaknesses of the students they served. The vision was reinforced in the Student Improvement Team (SIT) meetings, and in the Individual Education Plan (IEP) of special education students.

Parents had a part in the vision of the school and the parents also felt it was important to have an active voice in the day to day activities of the school community.

Eight of the eleven stakeholders confirmed the importance and existence of goals at DCS.

Aspect 3 of Factor 2-Goals set by parents, students, teachers, and administrators

The collaboration of parents, students, teachers and administrators can be confirmed by the following statement:

The school had a single mission statement with the student in mind (DT4).

Aspect 4 of Factor 2-Goals set by the charter community

The charter community involved itself in assisting teachers as they collaborated in setting goals for the school.

We had a single mission of teaching, they went over these goals, and conferenced with us at the time of Parent-Teacher Conferences in the fall and spring... they were very through about it. The school had specific achievement goals for students...the results were communicated by teachers- to the kids and parents (DS3)

We wrote goals for the charter schools...and reviewed how students did using the state standards. "The school had specific goals for students; these goals were shared by teachers to students and parents (DT2).

Marzano Factor #3-Parent and Community Involvement-

DCS informed the parents and community through a newsletter, web page, and personal notes home.

Aspect 1 of Factor 3-School provides a communication vehicle to the community

Communication, according to Marzano (2003) is essential in the communication flow of the school.

The school had a school newsletter that addressed some aspects of the dominant culture in our school; all of us (teachers) had instruction in the culture and language (DT1). According to

stakeholders “parents were actively involved in school activities- we had newsletters, notes home, personal calls to the home... there was constant communication and ways to be involved in the school (DS3).

The community always knew if we cared and they responded accordingly (DT6).

Aspect 2 of Factor 3 Home and School Partnership

The community and school had ample opportunity to interact with each other. Many of those opportunities were educational for parents, and children. Learning extended beyond the school day.

The community always knew the teachers cared and they responded accordingly. We had field trips, Math Night, Reading Night, Reading Buddies, (DT5, DS3).

We had ‘Book Buddies’ where the parents could come in and read to the kids... the teachers really welcomed us for this (DT2).

Aspect 3 of Factor 3- Parents have an Active Voice in the Day to Day Activities

The teachers offered special activities to have the parents come in with such things as time of sharing with cooking, knitting sessions, other sewing, and crafts. The teachers welcomed contributions from all the parents and the teachers offered parenting classes to whoever wanted to participate.

There were opportunities to not only be involved academically, and with sports activities, but parents took the opportunity to be committed to fund raisers and sharing at the school and community meals.

Parents in the community were involved in school events for fund raising-we did things like have bake sales at the ball games. We had a traditional Thanksgiving dinner each year and many parents came out for that (DT7).

I was always helping with the many Field Trips and outings for the kids... I felt like I was a part of the school and just dropped in anytime (DS1).

The parents were a part of the day to day activities and they participated in learning activities, thus contributing to an atmosphere that makes the school community a learning organization for all participants.

Aspect 4 of Factor 3- Learning Organization for All

In addition, there were many opportunities for parents to not only go to the all the activities above, but they offered their services when they could. One older Native American offered services in teaching the Native American language.

There were many opportunities for participation and learning. (DT7) We (students and parents) had Field Trips, Math Night, Reading Night, Reading Buddies, and cultural activities (DS2).

Aspect 5 of Factor 3-Community Support

Eleven confirmed that parent and community involvement played an important part in the schools day-to-day life.

I demonstrated how to make dreamcatchers and we constructed a totem pole outside the school (DS1).

Everyone felt they were a part of the learning environment but with students. Parents liked having a safe, structured school environment with strong rules (DS1).

Marzano Factor #4- A Safe and Orderly Environment –

The learning environment had to be safe, structured, and orderly, but have the physical presence of a strong leader.

The teachers and Para professionals were in the halls even the cooks were outside the kitchen before they started their days work. Even in passing periods, everyone monitored the halls. It was more than being authoritative; it was just to be a deterrent to possible behavior.

Aspect 1 of Factor 4-Ground Rules With Consequences for Unacceptable Behavior

The school handbook provided consequences for unacceptable behavior. Teachers at DCS expected the consequences to be carried out.

We had discipline and consequences for negative behavior (DS1).

Some of the students had anger-management issues and it was good that everyone was out keeping an eye on everything (DT6/A1).

Aspect 2 of Factor 4- Structured School Environment

The Building Leader stated that there had to be structure in the building. The students knew what was expected of them.

We developed a set of rules and kids always knew where they stood (DT6).

The physical environment was safe and structure and the halls were monitored. (DT7).

Aspect 3 of Factor 4- Classrooms and halls were monitored for safety

Classrooms and halls were monitored for safety. Parents expressed the need for safety for their students.

There were times the building leader may offer a word of correction in a booming voice (DT4).

But for the most part we were there just to keep an eye on things. (DT4)

A safe environment existed....There was ISS, notes home and we had a strong administrator (DT2).

Aspect 4 of Factor 4- Teachers Knew if students Coming into the System were problematic

Not only was the school community a safe and orderly place, but many in the community were an active part of the school community, because the school actively communicated with its publics.

We (teachers) knew if we had a problem student was coming in- the administrator and district kept us informed of problems (DT7).

Good communication is one of the school-level factors that seems to set other schools apart...you feel you are a part of what is going on (DS4).

Seven of the eleven stakeholders confirmed the school had a safe and orderly environment, the fourth school-level factor identified by Marzano (2003).

Marzano Factor #5- Collegiality and Professionalism

The last factor that teachers had more comment on was the collegiality and professionalism of the staff. Parents thought teachers were professional just by doing their jobs, but as a group they would say the school was like a family that cares for everyone and that may be defined as collegiality. Four of the eleven stakeholders stated that the school had the fifth school-level factor of collegiality and professionalism.

Marzano (2003) defined collegiality “as the manner in which teachers interact with one another by openly sharing failures/mistakes, demonstrating respect for each other, constructively analyzing and criticizing practices and procedures” (Marzano,#61).

Professionalism is a sense of efficacy on the part of the teacher on how they can effect change in their school (Marzano, 62). In addition the staff must have pedagogical knowledge and how that affects student achievement. Some of the action steps identified by Marzano were ways

to conduct behavior of professionalism such as how staff resolve conflicts, solve problems, share information, communicate with third parties, and staff behavior during professional activities (such as staff meetings, workshops etc.)

Aspect 1 of Factor 5- Conduct that fosters Collegiality

The concept of collegiality was not new to the teachers of DCS, it was second nature to them.

It was a member of the Charter Board, and the administrators and teachers always shared information on what they were doing with students-students in general (DS3).

The Charter Board went beyond its duty in governing the school, but took an active part in the community events. We looked forward to the nights at school where we networked with other parents and community members. It was a close group. (DS1).

We did learning activities with our district and we did our own” this made us open to sharing and correction with each other. (DT4)

Aspect 2 of Factor 5-Teaming and Professionalism

Teaming was an important concept for teachers, parents and administrators, and was communicated to the staff.

Teaming was what we did (DT3).

We did more than just attended meeting, we adapted what we learned, applied it to learning and the student, then we shared this with parents and sometimes, the Charter Board (DT6/DA1).

The teachers were always willing to share information with us on our students, they never seemed too busy, and I felt they actually cared for our kids (DS1).

Closing Vignette

Parents and community members agreed on the necessity for a planned curriculum for not only learning, but also that the curriculum must be relevant to the student’s life. DTS1 stated,

In the spring of 2008, the local Board of Education decided to close Dartmouth Elementary Charter School, not because of poor performance, but because of budgetary reasons. According to the local newspaper, the closing would be at the end of the 2008 year. Stakeholders were saddened by the community's loss. It was a sad time... the school did so much for our kids-something they do not have now (DS1).

One of the stakeholders thought it may have been time for the school to close.

The school did a lot for kids, but the kids needed more math and reading training...more than they were getting (DS3).

The school closed, staff moved on to other teaching assignments in the district, but there will always *be a fond memory of our time together in this experience according to (DT7).*

From 2003-2008, DCS students had exposure to field trips, cultural expansion, Reading Activities, Family night, family nights that involved not only their particular family unit, but the community at large, they had instructional strategies that worked with their particular learning style, goals were developed for their individual learning styles and interests while keeping state mandates in mind, Many interventions specific to their culture were initiated over the five year period. The Kansas Reading Assessment showed a marked improvement over the five-year period of time when the school was in operation. The school provided a wealth of opportunities for the students, however due to the constraints of budget with additional salaries and transportation costs, the Board and district decided that the school would be closed.

Summary

This chapter revealed what the researcher found after collecting, analyzing, and interpreting findings from multiple sources. The analysis looked for comments that would confirm or disconfirm the existence of the school-level factors as perceived by stakeholders at DCS. Using the Marzano (2003) school-level factors as a frame of reference, the researcher was able to confirm that most of the school level factors were perceived to have contributed to the student academic success at Dartmouth Charter School.

CHAPTER 5 - Findings

Introduction

This research case study was offered to identify school-level factors perceived to have contributed to student success in one charter school. A case study research format was used to investigate these factors in one Kansas public charter school. This chapter consists of (1) introduction; (2) overview of the issues; (3) statement of the problem; (4) review of the methodology; (5) review of the research questions; (6) findings and implications; (7) recommendations for future research; (8) summary.

Overview of the Issues

The purpose of this case study was to examine perceptions related to student achievement of a Kansas charter school using the research of the Marzano (2003) on school-level factors. This is a case study that compiled information for research using archival data, Kansas assessments, and key stakeholder interviews.

Eleven stakeholders that included administrators, teachers, parents, and community members were identified. They were volunteers who worked directly in the school, were on the Charter Board, Site Council or PTO. The interviews were done at various times through the Spring and Summer , the interviews took 30-45 minutes, they were recorded, then transcribed, and member-checked for accuracy. The researcher then did an analysis of the interviews, and archival data, along with the Kansas assessments. Analysis of the interviews related to the

perceptions of the Marzano school-level factors and the presence of these factors and aspects were confirmed.

Statement of the Problem

Stakeholders (parents, patrons, and students) have historically looked at charter schools for educational alternatives and may believe that charter schools have higher student success rates; however, the data on charter school achievement and factors were mixed. Although factors had been identified, little research had been done to relate school-level factors to student achievement as identified by Marzano (2003) in charter schools. The purpose of this study was to provide a rich description (Creswell, 1998) regarding perceptions of key stakeholders about the school level factors perceived to have contributed to student success in the format of a case study of one charter school in Kansas. This charter school has demonstrated success with student performance over a five-year period from 2003-2008.

Review of the Methodology

The methodology for this research was a case study of one Kansas charter school from the years of 2003-2008. The case study, an in-depth study of a problem or phenomena that involved an immersion in the culture of study (Cohen, 2007), included looking at multiple data sources, such as student state assessments scores in reading, interviews with key stakeholders gathering archival data. This triangulation of data lends trustworthiness to the study, as recommended by Creswell (1998).

The charter school was selected for several reasons--successful results on state assessments in reading over a five-year period, and success with students who were from low social-economic families. The school was identified as having students at Proficient or above on the State Reading Assessment (2003-2008) with all sub groups of students (Kansas Department

of Education). A case study investigating school level factors as identified by Marzano (2003) allowed the researcher to compare student performance, and perceptions of key stakeholders

Review of the Research Questions

The following questions were asked of eleven stakeholders. The Dartmouth Teacher is noted as ‘DT’ and if they are an administrator then it is noted as ‘DA’. Other stakeholders were parents and community members and listed as ‘DS’. There were seven teachers and one administrator who served in both capacities and the remaining four were stakeholders.

The following research questions were addressed:

1. What aspects of guaranteed and viable curriculum were perceived by key stakeholders to have contributed to the academic success of students in this charter school?

The eleven interviewees agreed that a guaranteed and viable curriculum was essential (Aspect 1), that it have purposeful student outcome (Aspect2), and this content must be monitored to see if students have ample opportunity to learn (Aspect 3). The curriculum had benchmarks provided by the Kansas Department of Education. DCS provided a curriculum that was designed around those requirements, and those adapted to the student’s learning style (Charter Renewal Application 2006-11).

The students had prescriptive learning to their particular learning styles that were collaborated on with teacher, administrators, students, and parents (Recorder, 2005). Each student would take a learning styles test and individual portfolios were created for each student. The portfolio included tests, examples of their work and other information that will help teachers teach. The teachers worked with students using the specialized training in learning strategies (See Appendix M).

What worked with this curriculum was the use of interventions that used students' strengths to develop a workable curriculum that not only met state standards, but met the individual learning style of the student.

These aspects of having a viable curriculum were the most noted. Seven of the stakeholders who were teachers said the curriculum was viable, and linked to the state standards. Four of the community stakeholders said the curriculum was strong, because they had firsthand witness to this or because they were informed of the tie with the state benchmarks either as a Charter Board member or other capacity.

2. What aspects of challenging goals and effective feedback were perceived by key stakeholders to have contributed to the academic success of students in this charter school?

Teachers worked with at students at different levels when they implemented the learning styles philosophy, and the learning styles philosophy would work with all cultures of student (*Star*, 2005). The teachers used goals set by state (Aspect 1), goals were vision driven (Aspect 2), parents, students, and administrators had a say in goal setting (Aspect 3), goals were set by the charter community (Aspect 4) and particular learning interventions were adapted to the Native American culture. The students came from varied environments and needed personal relationships with educators and went against traditional techniques (Charter Renewal Application, 2006-11).

3. What aspects of parental and community/involvement were perceived by key stakeholders to have contributed to the academic success of students in this charter school?

This seemed to be the strongest of all the factors, at least where the community was concerned. Eleven of the eleven stakeholders stated the school provided a strong communication vehicle (Aspect 1) by having newsletters, notes home, a web page, and the constant contact

which worked to build highly effective home/school partnerships (Aspect 2). These partnerships allowed the freedom for parents to be involved and have an active part in the day to day activities of the school (Aspect 3, 4).

4. What aspects of safe and orderly environment were perceived by key stakeholders to have contributed to the academic success of students in this charter school?

All of the eleven stakeholder interviewees felt like the school provided strong ground rules with consequences unacceptable behavior (Aspect 1). This was accomplished through monitoring of the learning environment and the structured environment (Aspect 2). The teachers and administrators worked at keeping the learning environment safe by constantly monitoring the student population for problems (Aspect 3). Teachers were advised on any problem students (Aspect 4).

5. What aspects of collegiality and professionalism were perceived by key stakeholders to have contributed to the academic success of student in this charter school?

Six teachers and one administrator reported on the collegiality and professionalism of the staff. Professional behavior to professionalism such as how staff resolved conflicts, solve problems, share information, communicate with third parties, and staff behavior during professional activities (Aspect 1, 2) (such as staff meetings, workshops etc.) This factor was weaker based on the lack of communication between parents and teachers about professional growth. The teachers and administrators knew what they were doing when they were involved in collegial activities and they were professional, but did not share evidence of communication about these activities with other stakeholders.

Findings and Implications

The researcher looked through several lenses and used historical data for the charter school. The researcher conducted and analyzed key informant interviews, reviewed state assessments, and reviewed archival data to provide a wealth of information regarding the school-level factors of this charter school that were perceived to have contributed to student success for this specific student population.

In an analysis of the interviews, assessments and archival data, the following Marzano aspects were confirmed for this charter school:

Factor 1-Guaranteed and Viable Curriculum

- Planned, essential content (Aspect 1); purposeful student outcomes (Aspect 2); and monitored with ample opportunity to learn (Aspect 3).
- **Factor 2- Challenging Goals and Effective Feedback**
- Goals set by state (Aspect 1); vision driven (Aspect2); set by parents, teachers, and administrators (Aspect 3); and goals set by the charter community (Aspect 4).

Factor 3- Parent and Community Involvement

- School provided a communication vehicle (Aspect 1); home and school partnerships (Aspect 2); parents have an active voice in the day to day activities (Aspect 3); learning organization for all (Aspect 4); and community support (Aspect 5).

Factor 4- Safe and Orderly Environment

- Ground rules with consequences for unacceptable behavior (Aspect1); structured school environment (Aspect 2); classrooms and halls were monitored for safety (Aspect 3) and teachers knew if students coming into the system were problematic (Aspect 4).

Factor 5- Collegiality and Professionalism

- Provided a learning environment that fosters collegiality and professionalism (Aspect 1); teaming and professionalism (Aspect 2).

Based on these interviews, the Marzano (2003) five school-level factors were recognized by these stakeholders as being present in this charter school. Stakeholders did express knowledge of the state guidelines and benchmarks, and performance guidelines. The stakeholder perceptions showed the importance of the KSDE curriculum, parent involvement. The school was successful in increasing student achievement, building community contact, fostering their own collegiality/professionalism, and providing a caring, student-centered environment for all students.

The school-level factors that were the most often mentioned were the guaranteed and viable curriculum with eleven stakeholder agreeing this was important, because it was state mandated.

Challenging goals with effective feedback were also mentioned. Parent and community involvement were mentioned more often. Eleven stakeholders confirmed this as a strong factor, because it involved getting the entire community involved in the affairs of the school, which had been an issue in the community. Challenging goals were important, because the goals drove the school and the students. Goals provided a road map to navigate to different goals.

The fourth factor was rated as important, because most stakeholders said without having a safe and orderly environment, learning could not take place.

The last factor of collegiality and professionalism was not mentioned as important by community stakeholders, possibly because they had no information on it. Schools should make this one of the top priorities when informing school stakeholders.

As far as other findings, the charter school teachers worked hard to meet the individual learning styles and needs of their students. Considering the population size of the school, this had benefits for students. This small community of caring educators helped to build and strengthen existing relationships within the community. Students and parents were actively involved with each other. Sharing of individual resources allowed a bonding with community and school that could be more challenging in a larger school community (Petersen, 1999).

In 1996, a report from the National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching recommended smaller schools and smaller classes as essential for student improvement. Research showed that smaller learning environments create:

- Academic benefits: Test scores of students in small schools are consistently higher than those in larger schools (McComb 2000; Jacobson, 2001).
- Administrators of small schools are also better able to reform their curricula and teaching strategies (McComb, 2000).
- Teachers in smaller schools tend to be more aware of student performance, student accountability is increased (McComb ,2000).
- Social benefits: The greater sense of belonging those students feel in small schools fosters more caring through interpersonal relationships (Capps, 1999).
- Small-school settings have been shown to enhance students' self- perceptions, both socially and academically (McPartland, as cited in Anderson, 2002).

- Small schools also foster a more aware and involved faculty, which promotes positive student attitudes (McPartland, as cited in Anderson, 2002).

The comments of the stakeholders were highly congruent, perhaps due to many believing in the school and feeling like they were more of the school community.

The passion for teaching and learning was evidenced by the stakeholders. They described the mission to work with the student population and wanted the experience to be meaningful for all.

Recommendations for Future Research

While this study considered Marzano's school-level factors, the researcher recommends future case studies of charter school that can explore all the Marzano (2003) factors to compare with this study. In addition to the school-level factors, a consideration of teacher-level factors of the classroom curriculum and instructional strategies and how student-level factors impact the learning environment.

One area of future research might include a study of gender. Do females or males perform differently on reading assessments in charter schools? Perhaps a study of achievement with students of the same sex might be another research area. Since this charter school demonstrated success with one ethnic group, perhaps research with a charter school and a different cultural group and student performance might provide additional information regarding the Marzano (2003) factors and student success.

Summary

Using a case study research model, the researcher looked at school-level factors as identified by (Marzano, 2003) perceived to have contributed to increased student achievement in one charter school in Kansas, over five years (2003-2008). The researcher looked through several lenses by analyzing key informant interviews, reviewing state assessments, and reviewing archival data to provide a wealth of information regarding the school-level factors of this charter school that were perceived to have contributed to student success for this specific student population.

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INVESTIGATOR ASSURANCE FOR RESEARCH INVOLVING HUMAN SUBJECTS
(Print this page separately because it requires a signature by the PI.)

P.I. Name: Carlene Kaiser, student (Teresa Miller, EDLEA, Major Professor)

Title of Project: A case study of school level factors perceived to have contributed to successful student achievement in one midwestern charter school from 2003-2008.

XIV. **ASSURANCES:** As the Principal Investigator on this protocol, I provide assurances for the following:

- A. **Research Involving Human Subjects:** This project will be performed in the manner described in this proposal, and in accordance with the Federalwide Assurance FWA00000865 approved for Kansas State University available at <http://ohrp.osophs.dhhs.gov/polasur.htm#FWA>, applicable laws, regulations, and guidelines. Any proposed deviation or modification from the procedures detailed herein must be submitted to the IRB, and be approved by the Committee for Research Involving Human Subjects (IRB) prior to implementation.
- B. **Training:** I assure that all personnel working with human subjects described in this protocol are technically competent for the role described for them, and have completed the required IRB training modules found on the URCO website at: <http://www.k-state.edu/research/comply/irb/training/index.htm>. I understand that no proposals will receive final IRB approval until the URCO has documentation of completion of training by all appropriate personnel.
- C. **Extramural Funding:** If funded by an extramural source, I assure that this application accurately reflects all procedures involving human subjects as described in the grant/contract proposal to the funding agency. I also assure that I will notify the IRB/URCO, the KSU PreAward Services, and the funding/contract entity if there are modifications or changes made to the protocol after the initial submission to the funding agency.
- D. **Study Duration:** I understand that it is the responsibility of the Committee for Research Involving Human Subjects (IRB) to perform continuing reviews of human subjects research as necessary. I also understand that as continuing reviews are conducted, it is my responsibility to provide timely and accurate review or update information when requested, to include notification of the IRB/URCO when my study is changed or completed.
- E. **Conflict of Interest:** I assure that I have accurately described (in this application) any potential Conflict of Interest that my collaborators, the University, or I may have in association with this proposed research activity.
- F. **Adverse Event Reporting:** I assure that I will promptly report to the IRB / URCO any unanticipated problems involving risks to subjects or others that involve the protocol as approved. Unanticipated or Adverse Event Form is located on the URCO website at: <http://www.k-state.edu/research/comply/irb/forms/index.htm>. In the case of a serious event, the Unanticipated or Adverse Events Form may follow a phone call or email contact with the URCO.
- G. **Accuracy:** I assure that the information herein provided to the Committee for Human Subjects Research is to the best of my knowledge complete and accurate.

Carlene Kaiser
(Principal Investigator Signature)

12-16-10
(date)

Appendix A - IRB Forms

FOR OFFICE USE ONLY: IRB Protocol # _____	
Application Received: _____	
Routed: _____	Training Complete: _____

Committee for Research Involving Human Subjects (IRB)

Application for Approval Form

Last revised on April 2010

ADMINISTRATIVE INFORMATION:

- **Title of Project:** (if applicable, use the exact title listed in the grant/contract application)

A case study of school factors perceived to have contributed to successful student achievement in one midwestern charter school from 2003-2008.

- **Type of Application:**
 New/Renewal **Revision (to a pending new application)**
 Modification (to an existing # _____ approved application)

- **Principal Investigator:** (must be a KSU faculty member)

Name:	Teresa Miller	Degree/	Associate
		Title:	Professor
Department:	EDLEA	Campus	785 532 5609
Campus	1100 Mid Campus Drive	s Phone:	
Address:	BH 303	Fax #:	785 532 7304
E-mail	tmiller@ksu.edu		

- **Contact**
Name/Email/Phone for Questions/Problems with Form:

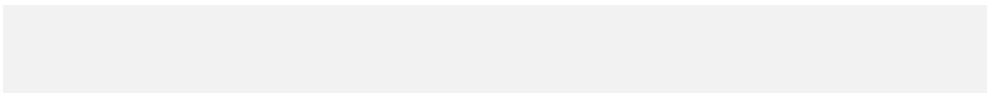
Carlene Kaiser (ckaiser@wamego.net or Teresa Miller (tmiller@ksu.edu) 785 532 5609

- **Does this project involve any collaborators not part of the faculty/staff at KSU?** (projects with non-KSU collaborators may require additional coordination and approvals):

- No
- Yes

- **Project Classification** (Is this project part of one of the following?):

- Thesis
- Dissertation
- Faculty Research

Other: 

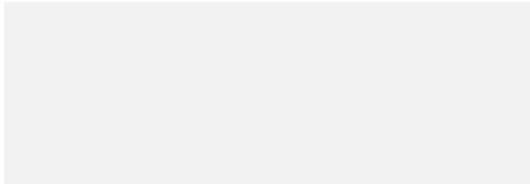
Note: Class Projects should use the short form application for class projects.

- **Please attach a copy of the Consent Form:**

- Copy attached
- Consent form not used

- **Funding Source:** Internal External (identify source and attach a copy of the sponsor's grant application or contract as submitted to the funding agency)

- Copy attached Not applicable



- **Based upon criteria found in 45 CFR 46 – and the overview of projects that may qualify for exemption explained at <http://www.hhs.gov/ohrp/humansubjects/guidance/decisioncharts.htm#e2>, I believe that my project using human subjects should be determined by the IRB to be exempt from IRB review:**

- No

(If yes, please complete application **including** Section XII. C. 'Exempt Projects';

- Yes remember that only the IRB has the authority to determine that a project is exempt from IRB review)

If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or comply@ksu.edu

Human Subjects Research Protocol Application Form

The KSU IRB is required by law to ensure that all research involving human subjects is adequately reviewed for specific information and is approved prior to inception of any proposed activity. Consequently, it is important that you answer all questions accurately. If you need help or have questions about how to complete this application, please call the Research Compliance Office at 532-3224, or e-mail us at comply@ksu.edu.

Please provide the requested information in the shaded text boxes. The shaded text boxes are designed to accommodate responses within the body of the application. As you type your answers, the text boxes will expand as needed. After completion, print the form and send the original and one photocopy to the Institutional Review Board, Room 203, Fairchild Hall.

Principal Investigator:	Carlene Kaiser
Project Title:	A case study of school factors perceived to have contributed to successful student achievement in one midwestern charter school from 2003-2008
Date:	Fall 2010

MODIFICATION

Is this a modification of an approved protocol? Yes No If yes, please comply with the following:

If you are requesting a modification or a change to an IRB approved protocol, please provide a concise description of all of the changes that you are proposing in the following block. Additionally, please highlight or bold the proposed changes in the body of the protocol where appropriate, so that it is clearly discernable to the IRB reviewers what

and where the proposed changes are. This will greatly help the committee and facilitate the review.

NON-TECHNICAL SYNOPSIS (brief narrative description of proposal easily understood by nonscientists):

The purpose of this research proposal is to identify perceptions related to school factors identified by Marzano (2003) that contributed positively to student achievement in one charter school. The researcher noted the following issues related to charter schools and student achievement: The data on student achievement are mixed; there is limited research on student achievement using the school level factors identified by Marzano (2003); there have been limited case studies comparing factors and achievements for charter schools.

Using the case study format, the researcher will identify stakeholders' perceptions regarding school factors perceived to have increased student achievement in one charter school in Kansas over a five-year period from 2005-2008. The case study will be accomplished through the collection, analysis, and interpretation of data from multiple sources to include researcher observations, key informant interviews, and analysis of archival documents.

I. **BACKGROUND** (concise narrative review of the literature and basis for the study):

Overview of the Issues

Charter schools have been in existence in the United States since the first charter school legislation passed in 1991. The charter school concept was initiated in the United States by Ray Buddle (1960) of the University of Massachusetts and endorsed by Al Shanker (1988) of the American Federation of Teachers, when Shanker called for the reform of the public schools by establishing "charter schools" or "schools of choice". According to Shanker, the model charter school was to be financially autonomous with no tuition, religious affiliation, or selective student admission. The charter school would operate free from many state laws, district regulations, and be operated like a business (Powell, 2010). Minnesota was the first state to pass a charter school law in 1991, with California being second in 1992. Forty-one states and the District of Columbia have charter school laws as of 2009 (Powell, 2010).

A charter school is a public non-sectarian school with no defined admission criteria (Finn, 2000). Admission to charter schools is typically done by lottery-based admission. Most charter schools have a waiting list. They typically operate on a written charter or contract from a school board or some other organization (Miron, 2002). Some charter schools are founded by teachers, parents, or other stakeholders who may feel restricted by public schools. Universities, non-profit groups, and government groups may establish and run charter schools (Powell, 2010). Some charter school founders have also used a market principle from the private sector of accountability and consumer choice (Finn, 2000). Charter schools have been chartered by universities, private groups, school districts, and teachers, and are now numbered at 5,043.

Currently, there are new incentives for initiating charter schools. President Barack Obama's proposed federal budget for the 2010 school year called for boosting spending for charter schools from the current \$52 million up to \$268 million (Gabriel, 2010). With the aid of legislation such as Race to the Top funding (RTTT), Obama plans to turn around low-achieving public schools in favor of establishing charter schools (Toch, 2009). With this increased governmental funding, charter schools will have the resources to continue and thrive. This growth will also be assisted with the philanthropic efforts of national foundations such as Walton, Bates, Broad, Fisher, and Dell corporate entities (Toch, 2009).

The new Secretary of Education's RTTT funding (2009) also encourages the establishment of charter schools as part of an effort to reform the nation's lowest-performing district schools (Toch, 2009). Duncan manages RTTT funds created as a part of the stimulus funding, which encourages school systems that move beyond the status quo. The funding will go toward supporting efforts to create better tests and shoring up data systems to track student achievement. The funding includes \$650 million for partnerships between schools, or between schools and non-profit groups. The money could be used to support charter schools, which are publicly financed but independently run. This is an advantage for parents and stakeholders, such as teachers and policy makers, who want to establish more charter schools and increase the charter school prominence over other choice options.

Stakeholders are looking through several lenses when they make an educational

choice, but none is more prominent than the increased student achievement advocated by charter school proponents (Center for Educational Reform, 2010). While many parents and other stakeholders are looking at charter schools as viable school choice options for increased student achievement (Schneider, 2000); other stakeholders may realize that the data is mixed. As of 2009, 39 states have charter schools, with 1,536,099 students (Gabriel, 2010).

Many researchers (Nelson, 2003; Robelen, 2009; Creemers, 1994; Cotton, 1996; Brody, 1994; Marzano, Creemers, and Cotton, 1996; Brody, 1994; and Bloom, 1976) identified a variety of factors contributing favorably to student achievement. Through the process of meta-analysis through 35 years of previous research on factors related to student achievement, Marzano (2003) narrowed the factors into school level, teacher-level, and student-level factors. Perceptions regarding school-level factors will be the focus in this study.

The annual Phi Delta Kappa/Gallop Poll (2010) of public attitudes stated the public schools indicated stakeholders in public schools were confused about how well charters were performing. Other Americans still do not understand charter schools, though two out of three Americans favor them even though achievement data is largely inconclusive (Maxwell, 2010). When looking at school choice and why stakeholders chose charter schools, the researcher noted the following issues related to charter schools and student achievement: The data for charter schools are mixed; factors impacting student achievement have been identified; and the limited case studies exist comparing

factors and achievement for charter schools.

- II. PROJECT/STUDY DESCRIPTION** (please provide a concise narrative description of the proposed activity in terms that will allow the IRB or other interested parties to clearly understand what it is that you propose to do that involves human subjects. This description must be in enough detail so that IRB members can make an informed decision about proposal).

The methodology proposed for this research is a case study of one charter school. The case study is an in-depth study of a problem or phenomena that involves an immersion in the culture of study (Guba, 1981; Creswell, 1998).

A case study approach was chosen for the research design and methodology to learn what school factors (Marzano, 2003) were perceived to have contributed to student success as demonstrated by proficient reading performance on state assessments (Guba, 1981). A case study identifying perceptions will allow the researcher to compile a thick description related to perceptions of key stakeholders related to the impact of the school factors on student achievement.

The researcher will look at the chosen charter school and the results on state assessments in reading over a five-year period. The researcher will collect the following data: Key stakeholders (teachers, administrators, classified staff members, students, parents) interviews related their perceptions about school factors impacting student achievement, results of Kansas state assessments, and archival documents. The researcher will then analyze and interpret the data, looking for repeated patterns and overarching themes related to the research questions (Guba, 1981; Creswell, 1998).

- III. OBJECTIVE** (briefly state the objective of the research – what you hope to learn from the study):

The purpose of this study is to provide a rich description (Creswell, 1998) of key stakeholder perceptions in the format of a case study of one charter school in Kansas that has demonstrated success with student performance over a five-year period from 2003-2008.

- IV. DESIGN AND PROCEDURES** (succinctly outline formal plan for study):

Location of study: A small Kansas elementary charter school identified by success with all student groups in reading (state assessments) and surrounded by traditional public schools in the same district.

Variables to be studied:	School Level Factors identified by Marzano (2003); stakeholder interviews; archival data provided by the district
Data collection methods: (surveys, instruments, etc – PLEASE ATTACH)	Interview protocol reviewed by expert panel and then used for charter school stakeholders.
List any factors that might lead to a subject dropping out or withdrawing from a study. These might include, but are not limited to emotional or physical stress, pain, inconvenience, etc.:	All interviews are voluntary; participants may withdraw at any time. Identities will be protected in any reporting.
List all biological samples taken: (if any)	NA
Debriefing procedures for participants:	Member checks and peer reviews will be completed following interviews. Participants may request final reports, if desired.

V. RESEARCH SUBJECTS:

Source:	Past (2003-2008) stakeholders (teachers, administrators, classified staff, students, and/or parents) of selected charter school.
Number:	15-20
Characteristics: (list any unique qualifiers desirable for research subject participation)	Expert panel members from selected charter schools; teachers, administrators, classified staff, students, and/or parents from selected charter school during the time of its operation.
Recruitment procedures: (Explain how do you plan to recruit your subjects? Attach any fliers, posters, etc. used in recruitment. If you plan to use any inducements, ie. cash, gifts, prizes, etc., please list them here.)	Contact will be made with the selected charter school districts to describe how the expert panel and case study will be done to gain permission and describe each aspect of the data collection, analysis, and interpretation for the process. Researcher will follow all guidelines of the district for this research process. Participation in the interview process will be strictly voluntary. Archival

documents will be limited to those provided by the district leadership. State assessments will be provided by KSDE.

VI. RISK – PROTECTION – BENEFITS: The answers for the three questions below are central to human subjects research. You must demonstrate a reasonable balance between anticipated risks to research participants, protection strategies, and anticipated benefits to participants or others.

Risks for Subjects: (Identify any reasonably foreseeable physical, psychological, or social risks for participants. State that there are “no known risks” if appropriate.)

No known risks

Minimizing Risk: (Describe specific measures used to minimize or protect subjects from anticipated risks.)

Voluntary participation only; participants may withdraw at any time in the process.

Benefits: (Describe any reasonably expected benefits for research participants, a class of participants, or to society as a whole.)

Participants will be contributing to the overall body of research about charter schools and school level factors related to student achievement.

In your opinion, does the research involve **more than minimal risk** to subjects? (“Minimal risk” means that “the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”)

Yes No

VII. CONFIDENTIALITY: Confidentiality is the formal treatment of information that an individual has disclosed to you in a relationship of trust and with the expectation that it will not be divulged to others without permission in ways that are inconsistent with the understanding of the original disclosure. Consequently, it is your responsibility to protect information that you gather from human research subjects in a way that is consistent with your agreement with the volunteer and with their expectations. If possible, it is best if research subjects’ identity and linkage to information or data remains unknown. Explain how you are going to protect confidentiality of research subjects and/or data or records. Include plans for maintaining records after completion.

VIII. INFORMED CONSENT: Informed consent is a critical component of human subjects research – it is your responsibility to make sure that any potential subject knows exactly what the project that you are planning is about, and what his/her potential role is. (There may be projects where some forms of “deception” of the subject is necessary for the execution of the study, but it must be carefully justified to and approved by the IRB). A schematic for determining when a waiver or alteration of informed consent may be considered by the IRB is found at

<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/45cfr46.htm#46.116>

Even if your proposed activity does qualify for a waiver of informed consent, you must still provide potential participants with basic information that informs them of their rights as subjects, i.e. explanation that the project is research and the purpose of the research, length of study, study procedures, debriefing issues to include anticipated benefits, study and administrative contact information, confidentiality strategy, and the fact that participation is entirely voluntary and can be terminated at any time without penalty, etc. Even if your potential subjects are completely anonymous, you are obliged to provide them (and the IRB) with basic information about your project. See informed consent example on the URCO website. It is a federal requirement to maintain informed consent forms for 3 years after the study completion.

Yes No

Answer the following questions about the informed consent procedures.

Are you using a written informed consent form? If “yes,” include a copy with this application. If “no” see b.

In accordance with guidance in 45 CFR 46, I am requesting a waiver or alteration of informed consent elements (See Section VII above). If “yes,” provide a basis and/or justification for your request.

Are you using the online Consent Form Template provided by the URCO? If “no,” does your Informed Consent document has all the minimum required elements of informed consent found in the Consent Form Template? (Please explain)

Are your research subjects anonymous? If they are anonymous, you will not have access to any information that will allow you to determine the identity of the research subjects in your study, or to link research data to a specific individual in any way. Anonymity is a powerful protection for potential research subjects. (An anonymous subject is one whose identity is unknown even to the researcher, or the data or information collected cannot be linked in any way to a specific person).

Are subjects debriefed about the purposes, consequences, and benefits of the research? Debriefing refers to a mechanism for informing the research subjects of the

results or conclusions, after the data is collected and analyzed, and the study is over. (If “no” explain why.) Attach copy of debriefing statement to be utilized.

***It is a requirement that you maintain all signed copies of informed consent documents for at least 3 years following the completion of your study. These documents must be available for examination and review by federal compliance officials.**

IX. PROJECT INFORMATION: (If you answer yes to any of the questions below, you should explain them in one of the paragraphs above)

Yes	No	Does the project involve any of the following?
.	.	Deception of subjects
.	.	Shock or other forms of punishment
.	.	Sexually explicit materials or questions about sexual orientation, sexual experience or sexual abuse
.	.	Handling of money or other valuable commodities
.	.	Extraction or use of blood, other bodily fluids, or tissues
.	.	Questions about any kind of illegal or illicit activity
.	.	Purposeful creation of anxiety
.	.	Any procedure that might be viewed as invasion of privacy
.	.	Physical exercise or stress
.	.	Administration of substances (food, drugs, etc.) to subjects
.	.	Any procedure that might place subjects at risk
.	.	Any form of potential abuse; i.e., psychological, physical, sexual

Is there potential for the data from this project to be published in a journal, presented at a conference, etc? If published, anonymity of participants would be protected.

Use of surveys or questionnaires for data collection

IF YES, PLEASE ATTACH!!

- X. **SUBJECT INFORMATION:** (If you answer yes to any of the questions below, you should explain them in one of the paragraphs above)

Yes No

Does the research involve subjects from any of the following categories?

Under 18 years of age (these subjects require parental or guardian consent)

Over 65 years of age

Physically or mentally disabled

Economically or educationally disadvantaged

Unable to provide their own legal informed consent

Pregnant females as target population

Victims

Subjects in institutions (e.g., prisons, nursing homes, halfway houses)

Are research subjects in this activity students recruited from university classes or volunteer pools? If so, do you have a reasonable alternative(s) to participation as a research subject in your project, i.e., another activity such as writing or reading that would serve to protect students from unfair pressure or coercion to participate in this project? If you answered this question "Yes," explain any alternatives options for class credit for potential human subject volunteers in your study. (It is also important to remember that: Students must be free to choose **not** to participate in research that they have signed up for **at any time** without penalty. Communication of their decision can be conveyed in any manner, to include **simply not showing up** for the research.)

Are research subjects **audio** taped? If yes, how do you plan to protect the

recorded information and mitigate any additional risks?

Participation is voluntary and participants can withdraw at any time. Interviews will be recorded and fully transcribed, but actual identities will NOT be used at any level of the reporting process to protect identities.

Are research subjects' images being recorded (video taped, photographed)? If yes, how do you plan to protect the recorded information and mitigate any additional risks?

XI. **CONFLICT OF INTEREST:** Concerns have been growing that financial interests in research may threaten the safety and rights of human research subjects. Financial interests are not in them selves prohibited and may well be appropriate and legitimate. Not all financial interests cause Conflict of Interest (COI) or harm to human subjects. However, to the extent that financial interests may affect the welfare of human subjects in research, IRB's, institutions, and investigators must consider what actions regarding financial interests may be necessary to protect human subjects. Please answer the following questions:

Yes	No	
<input type="checkbox"/>		Do you or the institution have any proprietary interest in a potential product of this research, including patents, trademarks, copyrights, or licensing agreements?
<input type="checkbox"/>		Do you have an equity interest in the research sponsor (publicly held or a non-publicly held company)?
<input type="checkbox"/>		Do you receive significant payments of other sorts, eg., grants, equipment, retainers for consultation and/or honoraria from the sponsor of this research?
<input type="checkbox"/>		Do you receive payment per participant or incentive payments?
<input type="checkbox"/>		If you answered yes on any of the above questions, please provide adequate explanatory information so the IRB can assess any potential COI indicated above. NA

XII. PROJECT COLLABORATORS:

A. **KSU Collaborators – list anyone affiliated with KSU who is collecting or analyzing data:** (list all

collaborators on the project, including co-principal investigators, undergraduate and graduate students)

Name:	Department:	Campus Phone:	Campus Email:
Carlene Kaiser, student	EDLEA	785 532 5609	
Teresa Miller, MP	EDLEA	785 532 5609	tmiller@ksu. edu

B. Non-KSU Collaborators: (List all collaborators on your human subjects research project not affiliated with KSU in the spaces below. KSU has negotiated an Assurance with the Office for Human Research Protections (OHRP), the federal office responsible for oversight of research involving human subjects. When research involving human subjects includes collaborators who are not employees or agents of KSU the activities of those unaffiliated individuals may be covered under the KSU Assurance only in accordance with a formal, written agreement of commitment to relevant human subject protection policies and IRB oversight. The Unaffiliated Investigators Agreement can be found and downloaded at <http://www.k-state.edu/research/comply/irb/forms/Unaffiliated%20Investigator%20Agreement.doc>)

C.

The URCO must have a copy of the Unaffiliated Investigator Agreement on file for each non-KSU collaborator who is not covered by their own IRB and assurance with OHRP. Consequently, it is critical that you identify non-KSU collaborators, and initiate any coordination and/or approval process early, to minimize delays caused by administrative requirements.)

Name:	Organization:	Phone:	Institutional Email:

Does your non-KSU collaborator’s organization have an Assurance with OHRP? (for Federalwide Assurance and Multiple Project Assurance (MPA) listings of other institutions, please reference the OHRP website under Assurance Information at: <http://ohrp.cit.nih.gov/search>).

o

es If yes, Collaborator’s FWA or MPA #

Is your non-KSU collaborator's IRB reviewing this proposal?

o

If yes, IRB
es approval #

--

C. Exempt Projects: 45 CFR 46 identifies six categories of research involving human subjects that may be exempt from IRB review. The categories for exemption are listed here:

<http://www.hhs.gov/ohrp/humansubjects/guidance/decisioncharts.htm#c2>. If you believe that your project qualifies for exemption, please indicate which exemption category applies (1-6). Please remember that only the IRB can make the final determination whether a project is exempt from IRB review, or not.

Exemption
Category:

2

--

XIII. CLINICAL TRIAL Yes No

(If so, please give product.)

Export Controls Training:

-The Provost has mandated that all KSU faculty/staff with a full-time appointment participate in the Export Control Program.

-If you are not in our database as having completed the Export Control training, this proposal will not be approved until your participation is verified.

-To complete the Export Control training, follow the instructions below:

Click on:

<http://www.k-state.edu/research/comply/ecp/index.htm>

- 1. After signing into K-State Online, you will be taken to the Export Control Homepage**
- 2. Read the directions and click on the video link to begin the program**
- 3. Make sure you enter your name / email when prompted so that participation is verified**

If you click on the link and are not taken to K-State Online, this means that you have already completed the Export Control training and have been removed from the roster. If this is the case, no further action is required.

-Can't recall if you have completed this training? Contact the URCO at 785-532-3224 or comply@ksu.edu and we will be happy to look it up for you.

Post Approval Monitoring: The URCO has a Post-Approval Monitoring (PAM) program to help assure that activities are performed in accordance with provisions or procedures approved by the IRB. Accordingly, the URCO staff will arrange a PAM visit as appropriate; to assess compliance with approved activities.

<p>If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or comply@ksu.edu</p>

INVESTIGATOR ASSURANCE FOR RESEARCH INVOLVING HUMAN SUBJECTS

(Print this page separately because it requires a signature by the PI.)

P.I. Name: Carlene Kaiser, student (Teresa Miller, EDLEA, Major Professor)

Title of Project: A case study of school level factors perceived to have contributed to successful student achievement in one midwestern charter school from 2003-2008.

XIV. ASSURANCES: As the Principal Investigator on this protocol, I provide assurances for the following:

- A. Research Involving Human Subjects: This project will be performed in the manner described in this proposal, and in accordance with the Federalwide Assurance FWA00000865 approved for Kansas State University available at <http://ohrp.osophs.dhhs.gov/polasur.htm#FWA>, applicable laws, regulations, and guidelines. Any proposed deviation or modification from the procedures detailed herein must be submitted to the IRB, and be approved by the Committee for Research Involving Human Subjects (IRB) prior to implementation.**

- B. Training: I assure that all personnel working with human subjects described in this protocol are technically competent for the role described for them, and have completed the required IRB training modules found on the URCO website at: <http://www.k-state.edu/research/comply/irb/training/index.htm>. I understand that no proposals will receive final IRB approval until the URCO has documentation of completion of training by all appropriate personnel.**

- C. Extramural Funding: If funded by an extramural source, I assure that this application accurately reflects all procedures involving human subjects as described in the grant/contract proposal to the funding agency. I also assure that I will notify the IRB/URCO, the KSU PreAward Services, and the funding/contract entity if there are modifications or changes made to the protocol after the initial submission to the funding agency.**

- D. Study Duration: I understand that it is the responsibility of the Committee for Research Involving Human Subjects (IRB) to perform continuing reviews of human subjects research as necessary. I also understand that as continuing reviews are conducted, it is my responsibility to provide timely and accurate review or update information when requested, to include notification of the IRB/URCO when my study is changed or completed.**

- E. Conflict of Interest: I assure that I have accurately described (in this application) any potential Conflict of Interest that my collaborators, the University, or I may have in association with this proposed research activity.**

- F. **Adverse Event Reporting:** I assure that I will promptly report to the IRB / URCO any **unanticipated** problems involving risks to subjects or others that involve the protocol as approved. Unanticipated or Adverse Event Form is located on the URCO website at: <http://www.k-state.edu/research/comply/irb/forms/index.htm>. In the case of a serious event, the Unanticipated or Adverse Events Form may follow a phone call or email contact with the URCO.
- G. **Accuracy:** I assure that the information herein provided to the Committee for Human Subjects Research is to the best of my knowledge complete and accurate.

(Principal Investigator Signature)

(date)

Appendix B - Permission Request Letters

August 4, 2010

Re: Copyright Permission from Chester Finn, Bruno Manno, and Gregg Vanourek

To Whom It May Concern,

I am writing this letter to ask your permission to use information for tables in *Renewing Public Education: Charter Schools in Action*, as a part of my doctoral research. I would like to use the information to build a table to support my proposal for research.

Sincerely,

Carlene Kaiser

Princeton Press
Permission Coordinator
41 Williams Street
Princeton, New Jersey 85040

Oct. 10, 2010

Re: Copyright Permission from Chester Finn, Bruno Manno, and Gregg Vanourek

To Whom It May Concern,

I am writing this letter to ask your permission to use information for tables in, *Renewing Public Education: Charter Schools in Action*, as a part of my doctoral research. I would like to use the information to build a table to support my proposal for research.

Sincerely,

Carlene Kaiser

Nov. 11, 2010

Re: Copyright Permission from Caroline Hoxby

To Whom It May Concern,

I am writing this letter to ask your permission to use information for tables in, *A Straight Forward comparison of Charter Schools and Regular Public Schools in the United States (2004)*, as a part of my doctoral proposal. I would like to use the information to build a table to support my proposal for research.

Sincerely,

Carlene Kaiser

Oct. 5, 2010

Permission to Sage Publications for using material from Robert E. Stake (1995)

Re: Copyright Permission To Sage Publications

To Whom It May Concern,

I am writing this letter to ask your permission to use information in, *The Art of Case Study Research Education*: I would like to cite certain parts of The Art of the Case Study, by Robert Stake for my dissertation. In particular, I would like to cite his definitions of what a case study is and how it differs from quantitative research. Additionally, may I paraphrase some of the author's ideas as I research my case study?

Sincerely,

Carlene Kaiser
Graduate Student
KANSAS STATE UNIVERSITY

**Appendix C - Case Study Interview and Background Information
(Expert Panel)**

Date _____ **Grade** _____

I am a doctoral candidate in Educational Leadership at Kansas State University. I have worked as an educator for the last twenty-two years with an interest in charter schools and factors related to student performance. Thank you for taking a few moments to complete the following interview questions for my original research about your perceptions related to charter schools and the impact of the school-level factors identified by Robert Marzano (2003) on successful student achievement. If you consent, your interview will be recorded and transcribed, and then compiled as group responses to protect your identity.

Date _____ **Grade** _____

RE: Expert Panel Evaluation

Thank you for agreeing to participate in the main field test of questions in *A CASE STUDY OF A SMALL KANSAS PUBLIC CHARTER SCHOOL TO IDENTIFY SCHOOL-LEVEL FACTORS PERCEIVED TO HAVE CONTRIBUTED TO STUDENT SUCCESS*. A case study of a small charter school in the Midwest.

This case study is being developed as a part of a dissertation for a doctorate degree in educational leadership at Kansas State University, Manhattan, Kansas.

The purpose of this dissertation project is to research, record, and analyze transcriptions, archival data, and other data from key stakeholders such as teachers, parents, students and administrators who were involved in increasing student achievement in a particular charter school. The research methodology used in the dissertation is a case study where data and interviews are recorded to provide a clear picture of the process of student achievement in one charter school. The process of the interview will be field tested, and revised on the basis of information received from the field test. Your evaluation will provide information to me for revising the field interview questions.

I will provide you the questions; have you rated the questions for realistic responses and understandability.

Enclosed are the an informed consent permission form, and the Main Field Test Questions, and Main Field Test Questions Evaluation form. Please return the permission form, Field Test form, and Field Test Evaluation form to the address listed below.

Please return the forms by February 15, 2011. . A self-addressed stamped envelope has been enclosed for your convenience.

Should you have any questions or concerns regarding the process or need further information, please contact my major professor, Dr. Teresa Miller, or me. Our contact information is listed below.

Thank you for your assistance in this endeavor.
 Carlene Kaiser, Graduate Student
 3310 Pin Oak Circle,
 St. George, Kansas 66535
 785..494.2154
 ckaiser@wamego.net

Teresa Northern Miller, Ed.D.
 Associate Professor
 KSU/College of Education
 Department of Educational Leadership
 1100 Mid-Campus Drive
 Bluemont Hall 303
 Manhattan, KS 66506
 785.532.5609
 tmiller@ksu.edu

Marzano (2003) analyzed thirty–five years of research and collapsed the characteristics related to school success into three main factors that affect student achievement, as listed on Table 1.1 below:

Factor	Example
School	Guaranteed and viable curriculum Challenging goals and effective Feedback Parent and Community involvement Safe and Orderly environment Collegiality and Professionalism
Teacher	Instructional Strategies Classroom management Classroom curriculum design
Student	Home atmosphere Learned intelligence and background Motivation

(Marzano, 2003, p.76)

For the purpose of this study, we will focus on only school-level factors only.

Expert Panel Biographical Questions

BACKGROUND INFORMATION (Expert Panel)

Name _____

Position (Circle one): Administrator Teacher

Name of Charter School _____

Years of Teaching or Administrative Experience:

Charter ___ **Public** ___ **Parochial** ___ **parochial)** ___

Gender (Circle one): M F

Home Address _____

Email _____

Education (Circle one): BS MS Ed.D. Ph.D.

**Appendix D - Background Information
(Dartmouth Charter Stakeholders)**

Date _____ **Grade** _____

I am a doctoral candidate in Educational Leadership at Kansas State University. I have worked as an educator for the last twenty-two years with an interest in charter schools and factors related to student performance. Thank you for taking a few moments to complete the following interview questions for my original research about your perceptions related to charter schools and the impact of the school-level factors identified by Robert Marzano (2003) on successful student achievement. If you consent, your interview will be recorded and transcribed, and then compiled as group responses to protect your identity.

Date _____ **Grade** _____

RE: Dartmouth Charter School Stakeholders

Thank you for agreeing to participate in the stakeholder questions in *A CASE STUDY OF A SMALL KANSAS PUBLIC CHARTER SCHOOL TO IDENTIFY SCHOOL-LEVEL FACTORS PERCEIVED TO HAVE CONTRIBUTED TO STUDENT SUCCESS*. A case study of a small charter school in the Midwest. This case study is being developed as a part of a dissertation for a doctorate degree in educational leadership at Kansas State University, Manhattan, Kansas.

The purpose of this dissertation project is to research, record, and analyze transcriptions, archival data, and other data from key stakeholders such as teachers, parents, students and administrators who were involved in increasing student achievement in a particular charter school. The research methodology used in the dissertation is a case study where data and interviews are recorded to provide a clear picture of the process of student achievement in one charter school. I will be conducting this interview during a specific time, after this, I will transcribe the interview, and send you a copy by email for a member check.

Should you have any questions or concerns regarding the process or need further information, please contact my major professor, Dr. Teresa Miller, or me. Our contact information is listed below.

Thank you for your assistance in this endeavor.

Carlene Kaiser, Graduate Student

3310 Pin Oak Circle,

St. George, Kansas 66535

785.494.2154

ckaiser@wamego.net

Teresa Northern Miller, Ed.D.

Associate Professor
 KSU/College of Education
 Department of Educational Leadership
 1100 Mid-Campus Drive
 Bluemont Hall 303
 Manhattan, KS 66506
 785.532.5609
 tmiller@ksu.edu

Marzano (2003) analyzed thirty–five years of research and collapsed the characteristics related to school success into three main factors that affect student achievement, as listed on Table 1.1 below:

Factor	Example
School	Guaranteed and viable curriculum Challenging goals and effective Feedback Parent and Community involvement Safe and Orderly environment Collegiality and Professionalism
Teacher	Instructional Strategies Classroom management Classroom curriculum design
Student	Home atmosphere Learned intelligence and background Motivation

(Marzano, 2003, p.76)

For this study, I will focus on the school-level factors only.

BACKGROUND INFORMATION (Stakeholder)

Name _____

Position (Circle one): Administrator Teacher

Name of Charter School _____

Years of Teaching or Administrative Experience:

Charter____ **Public**____ **Parochial** _____

Gender (Circle one): M F

Home Address_____

Email_____

Education (Circle one): BS MS Ed.D. Ph.D.

Appendix E - Stakeholder interview Questions
School-Level Factors

Marzano defined five school-level factors:

1. School have a guaranteed and viable curriculum
2. Challenging goals and effective feedback
3. Parent and Community feedback
4. Safe and orderly environment
5. Collegiality and professionalism.

The following chart reflects the descriptors for each of the school-level factors:

School-Level Factor Examples and Descriptors

Examples	Descriptor
Guaranteed and viable curriculum	1.Opportunity to Learn and Time
Challenging Goals and Effective Feedback	2. Monitoring and Pressure to achieve
Parental and Community Involvement	3. Parental Involvement
Safe and Orderly Environment	4. School Climate
Collegiality and Professionalism	5. Leadership and Cooperation

(Marzano, 2003, p.17)

Interview Questions for School-Level Factors

Guaranteed and Viable Curriculum

- *In what ways was the curriculum content considered essential for all students to learn?*
- *In what ways was curriculum content considered supplemental and how was the difference communicated?*
- *How was essential content identified?*
- *How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?*

- *How was the essential content organized and sequenced, so students had ample time to learn it?*
- *How did school system ensure that teachers addressed essential content?*
- *How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?*

Challenging Goals and Effective Feedback

- *Describe how specific achievement goals were set for the school as a whole?*
- *Describe how specific achievement goals were set for individual students?*
- *How was an assessment system provided for timely feedback on specific knowledge and skills for students?*
- *How was performance on school wide and individual student goals used to plan for future actions by teachers and students?*

Parent and Community Involvement

- *What resources were in place to communicate to parents and community?*
- *What resources were in place for parent and community to communicate to the school?*
- *What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?*
- *What resources were in place for parents and community to be involved in the governance of the school?*

Safe and Orderly Environment

- *How were the physical environment and school routines structured to avoid chaos and promote good behavior?*
- *How were clear rules and procedures pertaining to school-wide behavior established?*
- *How were appropriate consequences for violations of school wide rules and procedures established and implemented?*

- *How was a program that teaches and reinforces student self-discipline and responsibility implemented?*
- *How was a system for early detection of students who were prone to violence and extreme behavior implemented?*

Collegiality and Professionalism

- *How were norms for conduct that foster collegiality and professionalism among professional staff established?*
- *How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?*
- *How did teacher staff development activities address specific content area issues?*
- *How was training and support provided to parents to enhance communication with families?*
- *How were students involved in school wide programs that directly increased the number and quality of life experiences they had?*
- *How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?*
- *How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?*

Final Interview Question

- *Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.*
- *What other factors do you believe positively impacted student achievement?*

(DT1) Dartmouth Charter Teacher 1

This teacher is a regular education teacher.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

'We considered the individually of all the kids... We had a lot of Native American Students... had others too, and we looked at the individual students and what worked best for their learning style. We also looked at the QPA requirements.'

In what ways was curriculum content considered supplemental and how was the difference communicated?

As teachers we looked at what the state requirements were, and discussed this as a staff. We looked at what the district provided and supplemented the requirements from the state with those.

How was essential content identified?

State standards

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

We looked at the standards-particularly where Reading and Math were concerned and worked with those. Also. Looked at what other areas might be needed.

How was the essential content organized and sequenced, so students had ample time to learn it?

We looked at what needed to be taught in the curriculum and supplemented with that. We used Para educators, then we came together as a staff to do more planning if we felt we needed more time, then we planned for it.

How did school system ensure that teachers addressed essential content?

We addressed the state standards, and then looked at how students did on state assessment and how we could improve. Most of the teachers attended the Native American Institute in Oklahoma... I believe it was affiliated with the University of Oklahoma, and adapted some of the interventions they learned there.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

We looked at where our students learned the best and did Reading and Math since, we were concentrating on these. were done in the mornings, Physical Education and other extracurricular activities were done in the afternoons.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

We met at least once a month as a whole faculty and the administrator facilitated the goals.

Describe how specific achievement goals were set for individual students?

We used the Student Improvement Team and Special Education staff to support the decisions of the staff. The faculty met as a team and considered each student and if they were having a problem. Each student had their own folder.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

We gave the state assessment once a year and looked at classroom grades throughout the year.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

We looked at Reading and Math scores, looked at individual students' grades and then made adjustments in their educational goals.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community?

We had a school newsletter that addressed some aspects of the Native American, we tried to reach out into the community with Native American dancer presentations at school and we had a person teaching staff and all other who were interested the Potawatomie language.

What resources were in place for parent and community to communicate to the school?

We email and use phone calls.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

Community members could volunteer and we had ‘Book Buddies’ every Friday. Local community could volunteer for this and other duties. We did Native American specialties such as making fry bread, weaving.

What resources were in place for parents and community to be involved in the governance of the schools

We had a Site Council

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

We made sure the halls were monitored with adult supervision in the hall ways. We used Paras for this.

How were clear rules and procedures pertaining to school-wide behavior established?

We reinforced positive behavior with reward and consequences We used red, green and yellow behavior cues to monitor behavior.

How were appropriate consequences for violations of school wide rules and procedures established and implemented?

Time outs and consequence cards.

Student training, parent training, reinforcement for positive behavior. We use the color-coded cards for positive behavior and we used time-out consequences.

We used ISS and keyed in on behaviors to Native American Students (but we used with all students). Behavior that comes to mind is to always make eye contact, consider the learning style and environment of the student, and time on task. Native American students learn best when using natural sunlight, culturally based activities, and more time on task.

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

All the things I said above with a lot of reinforcement. Our counselor worked on character education issues. We did a lot of group sessions

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

Usually, it was district initiated and in the school records.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

We had monthly district and site meetings. We had in service which dealt with Native American learning styles. Teachers in upper grades went for training at the Native American Institute in Oklahoma.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

Yes, and we were given material by the district office.

How did teacher staff development activities address specific content area issues?

Yes, we worked as a team on whatever we thought might benefit students.

How was training and support provided to parents to enhance communication with families?

We had a family night once month. We talked about community issues and had lessons on nutrition for the community.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

The district was great in allowing us to have charter school field trips and our PTO provided for family support. We had soup suppers and Indian Taco Feeds where students helped.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

We used the Saxon Phonics and district implemented material.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

Yes, I can't think of exactly how or what we used.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

They all are important, but the collaborative day once a month helped.

What do you think of the overall process and would you have any revision suggestions?

(DT 2) Dartmouth Charter Teacher 2

Teacher 2 is a regular education teacher with over three years' experience in charter schools.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

We used state requirements in Reading and Math and the established to curriculum. First of all, we have to be in guidelines in state-social studies and all those. The charter was how we delivered the curriculum.

In what ways was curriculum content considered supplemental and how was the difference communicated?

We tried to do more life learning-projects-some of these students needed to learn this-has after school program-with computers-had the material earlier than the rest of the district, because we were a charter school. We did field trips-places they would never go. We did AR reading trips, we went to KC we went to the Cosmopheres, zoo in Salina, went bowling, swimming, we went to Abilene. Gage Park, KU, K-State, Frito-Lay, Just out- we went and did fall parties on the farm. Population they could not afford costumes. Just made it easier. There was no place for students to parade around like here. Just provided many opportunities for students they would not have.

How was essential content identified?

We followed KSDE requirements and what the Board said.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

Each teacher did their own thing. We had extra time in Reading- an hour and half. We did ability level. Seperate time blocked off. Teachers pretty experienced. Did whole language integration in the reading. We went to

conferences in 2008, especially then. Just getting used to standards. We always met standard-never on improvement.

We had more standard excellence in math.

How was the essential content organized and sequenced, so students had ample time to learn it?

Our time was what the district had. We set blocks of time for reading. We did project based learning. We did theme work and could cover more subjects. We did have a scope and sequence so we did not have reputation. We had after school program for four days a week. We kept them until assignments were complete. We used some of the Indian money to pay for student transportation home.

We got a big chunk o the money that Jane Davis wrote. She wrote the Native American Grant.

We insured content coverage, we looked at exist outcomes and students did. We did a lot of cross-curriculum stuff, so we had to address those benchmarks.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

This is hard at any school, we had to schedule our PE and music around what the high school did. We concentrated on English language. Students initially did better on math, and communication was limited at home, so we concentrated on the language instruction and this paid off.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

Describe how specific achievement goals were set for individual students?

Yes, the staff worked as a team-after school and summer. When we wrote the goals for the charter those goals pretty much became our goals.

Reading was our big goal, and character education, because we had some pretty big problems with anger. Total collaboration with how we were going to do it. When I wrote the charter, well... there was a team of parents and teachers and I who wrote the charter, we wrote the goals in. Each year we sort of asked ourselves how we could improve our goals. Some teachers could teach different things each year. Some years, classes were smaller, sometimes they were larger. We did go to district staff development and then had our own staff development. Our main thing, we had 80 percent low SES, so we were a title I school. We used those funds.

Each student had a portfolio, we looked over grades. We had a SIT team. We had a K-6 curriculum-not junior high, so we could work more with curriculum. Junior high had different and more outcomes.

The staff worked with SIT team. We used the portfolio with this we had our learning goals. It was 50-50 participation with staff and students. Every teacher in the building worked on these-not just a select few.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

We looked at how students did and other issues with cause and effect. We looked at AYP. We had SIT meetings 2 times a month. We looked at lowest standards and those were our goal that year- this was part of our planning over the summer.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

We met AYP each year, but one year we were at safe harbor, but we brought it up the next year.

3. Parent and Community Involvement

What resources were in place to communicate to parent and community?

Each month we had a newsletter that went out and we also had a Native American Advisory group that help write the Native American Grant. We had a Charter Board-like Site council, but we did not call a Site Council. We had an active PTO for fund raisers. We were open. We had a community board we put information on.

Communicate to parents and community?

What resources were in place for parent and community to communicate to the school?

We had Book Buddies once a week and volunteer parents. Presbyterian ladies provided educational baskets for kids. Charter Board provided for input.

Charter Board. Native American Parent Group and PTO.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

Charter Board, Parent Group, and PTO.

What resources were in place for parents and community to be involved in the governance of the schools

Charter Board

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

We did the best we could. Teachers ran a tight ship. Counselor taught Character Ed classes. Classes were very structured with school –wide discipline plans with colors posted throughout. We had a Behavior Plan that parents signed off on-so they had an understanding of what was expected and the consequences. We put video cameras in the hallways. I was in the hallways and teachers walked with students. The cameras worked for instances where he said she said. Some of our students are pretty hot headed- easily angered, but would cool off by the time they got to the end of the hall.

We made sure the halls were monitored with adult supervision in the hall ways. We used Paras for this. Video cameras, and staff in the halls

How were clear rules and procedures pertaining to school-wide behavior established?

School-wide policy that was fairly cut and dry. We had the SRO officer.

We had school-wide policy of behavior, behavior contracts and access to the School Resource Officer.

How were appropriate consequences for violations of school wide rules and procedures established and implemented?

We had time out, OSS and ISS- this was on a student by student basis. Some kids liked to go home, so we kept them at school and gave them task around the school. We had the SRO officer also.

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

We had Character Ed Counseling and when students did something that was inappropriate, they lost privileges.If students were out of control, I would call the SRO.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

Counseling using Character Ed. If a student could not contain them, they would lose privileges. Teachers taught good character. We had community members come in to talk to students.

We had former records and many problems were written in records. Sometimes they just had to have a cooling off spot-usually in my office.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

We spent a lot of time together-we ate together every day as a staff. First year of the charter, we went to conferences as a group-sometimes different teachers-not the same group. Went to conventions Indianapolis, Cleveland, Las Vegas, and Oklahoma together. We spent time together outside of school.

We truly liked each other and we were in the trenches together.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

We went to national differentiated learning style conventions. We went to learning style conventions together. Everybody had a say in what was going on.

(DT 3) Dartmouth Charter Teacher 3

Teacher 3 was a part time counselor who instructed on Monday afternoons and Tuesday mornings. The rest of her assignments were at three other schools.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

I worked part-time counselor. The curriculum was life skills training for grades 3, 4, 5, 5. We talked about setting goals, anger, social interactions how to get along with peers. K-2 we talked about other issues. We also had Character Education.

In what ways was curriculum content considered supplemental and how was the difference communicated?

I taught life skills and Character Education, it was supplemental, but apart of what the teachers were teaching. They integrated into the curriculum. I had one word each month.

How was essential content identified?

I made sure the indicators were addressed on the state assessments.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

This was done by the Principal. I did not have any input. The Board already had the Character First Curriculum...that came from the Principal...I don't know where she got that.

How was the essential content organized and sequenced, so students had ample time to learn it? It was a separate curriculum. I had some input into how I would deliver the curriculum. I don't think I can I address that.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

The Principal checked by asking about outcomes of what I taught. She would come in and check on what I was doing. The curriculum was planned. I came in on Monday afternoons. I was actually a part of the teachers plan time. The Librarian was the other part of the teachers plan time.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

This was done with a team meeting with Principal. Teachers worked with Principal to work on goals. I did not have much to do with it.

Describe how specific achievement goals were set for individual students?

The staff had a lot of input on each student. There were SIT meeting where this was discussed.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

We used the MAP testing, and CETE tests to check student achievement. The district does not use MAP testing anymore. We did not use the MAP testing to look at achievement. We just have the state assessments and grades.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

I think AYP affects us. I am not sure of how teachers used this to plan for instruction.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community?

The school had a web site, and some email. Many parents did not have computers at that time. Parents wrote notes or just came in. Many were active in the PTO organization. All these helped parents get involved.

What resources were in place for parent and community to communicate to the school?

Parents came to the school. Some helped with Book Buddies

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

PTO, Book Buddies and some came over just to help teachers.

- ***What resources were in place for parents and community to be involved in the governance of the schools***

Site Council and PTO were very important.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

Younger ones had set rules, at least in the room I was in. If you don't follow the rules there were consequences. It was a very structured school.

We made sure the halls were monitored with adult supervision in the hall ways. We used Paras for this.

There were high expectations. There were teachers in the halls and the principal monitored the halls.

How were clear rules and procedures pertaining to school-wide behavior established?

These were set by the Board and the Principal carried them out.

How were appropriate consequences for violations of school wide rules and procedures established and implemented?

There were guidelines and the teachers and Principal saw that the guidelines were reinforced.

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

There were consequences. There was a color system that students were told they were performing red, green or yellow behavior. I used this in the Character Ed. Curriculum and in the Life Skills curriculum. There were Behavior Contracts for some students. Some students were referred to a Behavior Management Doctor. This was used for the students who had difficult anger management issues. To help them make good decisions and cope with issues.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

We had student records and there were Behavior Contracts for those students with severe issues with anger. I would sit in on some of those meetings. Maybe give some input. I had other schools I worked in, so I wasn't around a lot of the time when they had the meetings. Again, some students were taken to special psychiatrist

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

The teachers worked well as a team and went to conferences together. I did not go, because I was working in another school.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

This was done by the Superintendent, Board and the Principal shared those policies with the staff. There was a charter school organization made up of parents and some teachers. Some teachers were on the negotiating committee, some worked on calendar, and other things.

How did teacher staff development activities address specific content area issues?

I would give teachers a list of vocabulary words I was working on and they would take a book and emphasize some of the works I had been working on-like character and honesty.

How was training and support provided to parents to enhance communication with families?

I don't know that.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

The after school program was very successful. They had many programs that exposed the kids to the arts, sports-things they did not have access to. They had summer school and a lot of field trips. Resource speakers were brought in... like a native Potawatomie language speaker, they did weaving projects...kids had a lot of exposure to things they would not normally have.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

I had vocabulary terms those teachers integrated into their curriculum. They had the “Book Buddies”, and they had extra time for reading throughout the week.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

I don’t know. I am sure they did have vocabulary terms in their subject matter. There were vocabulary terms using the words “responsibility, respect, citizenship, patience, and responsibility-that is what I remember; I gave teachers a sheet where I had ideas on it-they could use this to expose kids to things they were unfamiliar with.

(DT4) Dartmouth Charter Teacher 4

The DT4 was a first year special education teacher.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

Well, we had the Read 180 Program for struggling readers. We tested kids on the diagnostic...those on the lower reading level we chose to go through the program. We looked at the state standards and students were low in reading and we did things in math. We looked at the state standards. We also used resources from CETE and Kan-Ed. To supplement our curriculum- we had a large population of Native American students, minorities and low socio-economic.

In what ways was curriculum content considered supplemental and how was the difference communicated?

We had a small setting. We overlapped and integrated the curriculum- and we mixed grades like low performing students in grade 5 were put with r 4th graders. This was a small setting. The scheduling was a key to making this work.

How was essential content identified?

We had school decided on Read 180-had six buildings at that time-two schools found this successful. We decided on the Shurle English- a curriculum that follows a lot like the Saxon Math. You might do several skills. You review last skills and build upon this.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

In the Read 180 program, the recommended time, it was 90 minutes. We had Reading Buddies. We tried to focus on Reading and Math as having the most time in the day.

How was the essential content organized and sequenced, so students had ample time to learn it?

I think in the math area one teacher taught the entire math. Testing and you know, making goals for them. In Reading 180, you had goals to reach. The content was addressed by we were always reported the progress we met. Each program had a progress report.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

As a team, reading was not to be compromised with any other meetings. Like speech, OT, and the Counselor. We still had some interruptions, but as a team, we decided what interrupts we would tolerate.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

We created a mission statement as a team of teachers. Then we had things listed on how we would meet those. We collaborated a lot. We ate lunch together and we had SIT

meeting once a month and special Ed meetings. We worked on issues that may be a problem.

Describe how specific achievement goals were set for individual students?

I think individual goal were set by kids-AR Reader-kids set with guidance. My 180 kids could also listen to books.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

Well, the AR Reading had their program and assessment. Any type of informal assessments each teacher would give, and then we would use the CETE test. We read novels.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

There was a lot of pressure on teachers to meet standards. Our grades were small.

Yes, we used these to do planning for students. Kids who did not perform well could bring your scores down. We had a difficult population to work with. We had to change things. We had to bend rules and some expectations for behavior, home work, and home support wise. We had an after school program for two days week. Kids did not do homework..

3. Parent and Community Involvement

What resources were in place to communicate to parents and community?

Many of our families were one parent families, and many did not have a computer at home. We did use email for those that had computers, but mainly we sent letters home or made phone calls home. Pam knew the family groups. As a charter school there were a lot of money resources.

What resources were in place for parent and community to communicate to the school?

Parents communicated by letter, notes, phone and some email. Sometimes, they participated in things we had going on. Sometimes, we used a Planner to be sent home-granted they did not always come back.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

Volunteering, Site Council, PTO. We did have a lot of community involvement when we had activities. We had Native American Charter, and “Book Buddies”. Friday’s we had “Book Buddies”. On Kansas Day, we did a lot with Native American Crafts and cooking, we had Heritage Day to talk about different cultures. We had several tribes of Native Americans- Potawatomie and Cherokee. I remember once talking about my English heritage. I shared the English heritage-not all Native Americans were full blooded.

What resources were in place for parents and community to be involved in the governance of the schools

Site Council-once a month, PTO.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

The environment was structured- had school rules with positive reinforcement. The big thing with Native American culture is they need to feel safe in their environment. Another key for me was developing that one-on –one relationship- I had to become more transparent than I like to be. It is like giving your personal life to kids and allows them to have access to you-be on their level-trust you.

We made sure the halls were monitored with adult supervision in the hall ways.

We used Paras for this.

How were clear rules and procedures pertaining to school-wide behavior established?

Clear rules with warning, time with principal, call home.

How were appropriate consequences for violations of school wide rules and procedures established and implemented?

These were clear and set up.,

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

With special ed., we had a couple students with speaking out. We tally marked them if they spoke out of turn. We had a difficult student, who received tokens for good behavior.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

Several were students who just shut down and would not talk-they would totally shut down. Time-real cool down time-where they could get down. There were issues with stealing, and bullying. We had cameras; talks on bullying were done with SRO.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

We did a lot of collaboration that was key. We ate lunch together, we were like a family. We shared the experiences with the same students. It was like a family. This fostered a relationship with staff.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

We had the opportunity to voice our options, but generally administration had the say in how the school was governed.

How did teacher staff development activities address specific content area issues?

We had staff development with the district and then we had our own. We went as a staff to a lot of conferences. We did the Read 180, Shurley English staff development, staff development. The

overall standards. on behavior issues/ anger issues, and we went to the Native American Institute in Oklahoma for staff development.

How was training and support provided to parents to enhance communication with families?

We had programs for them such – Positive Parenting-always have a choice- you can do this now or later- I did this with more difficult students. For example, I would tell students they could do their homework now or later-It was their choice. Behavior choices and consequences-how to enact them. We had Reading Fun Night and a Nutrition lesson on night.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

The field trips provided for them to have opportunities that they would never have had.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

Reading 180. We did do vocabulary in other content areas in science and social studies. We did character Ed and dealt with testing vocabulary.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

We just did in most of the subjects.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

They all overlap if you don't have teachers and students, then you won't have a successful school. You have to start with school factor. On the other hand, if you have the best teachers and students and don't have an effective school, then that isn't good either.

(DT5) Dartmouth Charter Teacher 5

The following teacher is for T-5, who a 3rd grade teacher and Reading Specialist. She was a Kindergarten and 1st grade teacher at the charter school.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

There were so many different learning styles-so many ethnicities'- so many ways to differentiate learning. The district was big on learning styles- we went to so many conferences-one year went to Oklahoma.

In what ways was curriculum content considered supplemental and how was the difference communicated?

It was different for me teaching first grade- the phonics and the math, science and others, we dispersed this with other content- we did more integration. We worked as a team and differentiated learning.

How was essential content identified?

The standards and the Board told us what to teach.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

This was a teacher decision-we were small enough we could do this.

How was the essential content organized and sequenced, so students had ample time to learn it?

We had a scope and sequence. Pretty much what Board and state standards. It was small enough-not like now where I have 31 students. The Principal oversaw the learning process-she was also a teacher.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

Teachers controlled what interruptions we allowed in to our room and the Principal backed us up. It was small enough to meet. What I taught would be different from upper grades. I did a lot of work with phonics where others would not do this.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

We collaborated with the Building Leader and set AR goals and rewards and State Assessment goals and rewards. For older grades we set state assessment goals, which were for the older kids-didn't apply to me, but we all collaborated together.

Describe how specific achievement goals were set for individual students?

We had a SIT team and all of set individual student goals. We all had an input. Everybody was on the SIT team. We were allowed a lot of input in those things.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

For me, I go back to phonics that I gave every week. Each week, as we started out they were learning letters, and as they were learning letters, they were learning sounds and I would repeat a letter from the previous week. I was getting an idea of what we worked on.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

The hardest thing about AYP for our school it was hard. If you have five kids and some did not perform well then that would skew your scores. We worked hard with tutoring and After School to give kids the extra help they needed. Just gave them that extra boost.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community?

We had a newsletter with a monthly calendar. We sent notes home, but there is always a problem when you send notes home –you don't know if they make it home. I would do a monthly calendar; I sent home my own newsletter.

What resources were in place for parent and community to communicate to the school?

For the ones that had Internet, there was email, but when you work with lower SES students, many of them do not have Internet at home. We sent letters and had Parent-Teacher Conferences.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

Charter board, SIT, PTO. "Book Buddies"

What resources were in place for parents and community to be involved in the governance of the schools

Charter Board

Site Council

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

We had teachers in the halls and in the lunch room we had a system that used a stop light. Red-stop the behavior, Yellow-caution, and Green- carry on.

We made sure the halls were monitored with adult supervision in the hall ways. We used Paras for this.

We had Character Education and a word of the month. We had classroom rules.

How were clear rules and procedures pertaining to school-wide behavior established?

The environment was very structured and we had a handbook.

How were appropriate consequences for violations of school wide rules and procedures established and implemented? These came from the Principal and we used a handbook. We had rules posted and the rules were carried out by the kids and enforced by staff and the Building Leader(Principal)

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

Kids knew what the rules were and they knew there were consequences if they did not obey the rules. Sometimes there were kids that just pushed the rules. The Character Ed. Curriculum helped a lot, but it took more reinforcement on this. Kids were not used to it-not much support at home-single parents.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

We collaborated with our Building Leader on kids that may be a problem and we collaborated on how to work with them there were Behavior Contracts for those kids who did not follow the rules. There were meetings with the Building Leader and sometimes the parent(s) was called in. I would say the Building Leader worked with us to minimize many issues.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

We were a team-we ate lunch together- we were like a family. We did things like work on theme of the month, and design our curriculum and other things around the theme of the month.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

We made our rules and ran through them with administration. If we wanted to change anything, we addressed that with administration. Sometimes they listened...sometimes not.

How did teacher staff development activities address specific content area issues?

We worked as a team during our Building in Service Days.

We adapted things like learning about learning styles, cultures, anger-management, and AYP discussion in staff development activities at the building. Then we had staff development with the district. We used our Building In-Service Days to do the local needs things.

How was training and support provided to parents to enhance communication with families?

We had a Reading Activities Night once a year, I believe. Only 5-8 families would be represented.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

We had Field Trips to different places-lots of field trips-places where they would not go.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

We had Character Ed, sometimes; we had a word they would not understand, such as “trustworthiness”. They did not understand. We could talk about different situations, but I gave them words like being having trust. Ask those prompt such as” how can you trust someone”? The Buddies-the junior high kids would buddy up with my kids and read on Friday.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

I don't know much about this.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

All these are important and overlap. These are huge. The school provides the atmosphere and can portray a certain attitude, but it really comes down to the people in the building that makes it what it is. They make the curriculum come alive. The school alone would not make things happen. Need them all.

(DT6/A1) Dartmouth Charter Teacher 6/ Dartmouth Charter Administrator

This DT6 is a retired educator and former administrator in the charter school, teaching grades 7 and 8.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

I am more of a stakeholder now. We had benchmarks

In what ways was curriculum content considered supplemental and how was the difference communicated?

As far as the curriculum content, that was standards driven, the other we developed on the needs of the kids. We went by the standards. I taught what I thought was essential.

How was essential content identified?

We have state and district adopted standards. We spent a lot of time making sure our standards were aligned with the state. I taught what I had taught for years.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

Well, we all collaborated-four main teachers and special Ed teacher. We worked out a schedule. The teacher was autonomous. The teachers looked at what they had to teach and adjusted the time accordingly-we only had about 180 students at the time.

How was the essential content organized and sequenced, so students had ample time to learn it?

It was up to the teachers. We had a scope and sequence. I guess the students had enough time to learn-they did Ok on tests. We had a large population of Native Americans and some of them were the sharpest kids I had ever seen-some not as sharp.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

We all met together at the beginning of the year and we just dealt with it- in the early years, we had fewer services for students, so there was less to work around as far as schedules go.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

We met as a group. We set goals as teachers we look at our assessment data. We looked at our building improvement plan and set goals for the building as a whole.

Describe how specific achievement goals were set for individual students?

We set goals as teachers. About one fifth of students were Native American, we also Black students- we planned for them all in the same way.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

When I first started teaching, we did not do much of that, but we did look at the student's grades and we could tell if they were getting the material or not. Now there is more assessment data that drives that.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

I did not do much with that

3. Parent and Community Involvement

What resources were in place to communicate to parents and community?

The parents sent the kids to be taught. I found the Native Americans students could be great students and they were great to work with.

What resources were in place for parent and community to communicate to the school?

We sent notes home. The parents had cell phones, but if it was early in the month, you could reach the family; otherwise they would be out of minutes.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

We did not do much when I was a teacher there, but as time progressed there were more things.

What resources were in place for parents and community to be involved in the governance of the schools

Site council and the Charter Board.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

The physical environment was clean and orderly. We had to have a lot of structure. Always, keeping the same schedule. We had the Golden Rule of doing unto others as we would like them to do unto us.

How were clear rules and procedures pertaining to school-wide behavior established?

We had a Handbook and at the beginning of the year, we had an assembly to tell them about the rules.

How were appropriate consequences for violations of school wide rules and procedures established and implemented?

We had a Behavior Plan and everything was spelled out in the Handbook.,

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

Students just did it.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

We just knew from records and we were informed about this.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

We had a collaborative team; we had good communication and respected each other.

I don't know, we just ... worked well together. We were like a team, a family, we worked well together.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

We had a district-wide handbook with collaborative effort. Teachers had input.

How did teacher staff development activities address specific content area issues?

We had district level meetings

How was training and support provided to parents to enhance communication with families?

The district did this.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

Students were involved in field trips and activities which I think increased the quality of the life they had. We took them to ball games, field trips, things like that.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development? I don't know much about that.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

We taught in the context of the lesson-I taught the vocabulary imbedded in the lesson.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

The student is important. If you don't have the instructional strategies that work for them and the classroom management to go along with it- it is a lost game.

(DT7) Dartmouth Charter Teacher 7
Interview Questions for School-Level Factors

This teacher was a 6,7,8 grade math teacher.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

We tried to match the curriculum to standards-used the curriculum to drive the standards. We had things that were hidden curriculum for our students. We tied essential curriculum. We took them to water experiments, Ball Games, Science City. They had many trips, those kids did not have much experience outside of town, and we felt we had to provide them with this and the character Ed. The required curriculum we did in the classroom. Some of the kids had not been any further away from home than Topeka.

In what ways was curriculum content considered supplemental and how was the difference communicated?

As far as the curriculum content, that was standards driven, the other we developed on the needs of the kids. A lot of times, we let the kids choose. One year our Building Leader taught a unit on Oceanography, they wanted that. "Was that essential? Probably not, but we felt it was necessary.

How was essential content identified?

We have state and district adopted standards. We spent a lot of time making sure our standards were aligned with the state.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

Well, we all collaborated-four main teachers and special Ed teacher. We worked out a schedule. I taught the math and Pam taught science and we just moved kids around. When I was working on 6th grade math skills, then, grades 7 and 8 would go to science or social studies with another teacher.

How was the essential content organized and sequenced, so students had ample time to learn it?

Well, first of all, as essential content, we as district math. We looked at the standards, developed a scope and sequence and teamed like that. At the charter school, we worked collaboratively- we

were a small group and we could do that. Each of us did a lot of study on how we were going to teach this. This was a disadvantage of small schools. I was the only math teacher. Our building leader kept an eye on things, she was a strong leader and she was also in the classroom. She had a pulse on it. You had to know what worked for your students.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

We all met together at the beginning of the year and we were respectful of each other's time. We were pretty flexible about it. We had good communication if something was coming up, and we could schedule around it.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

We met as a group we look at our assessment data on early release days. We looked at strengths and weaknesses for students as a whole and set goals. We looked at our building improvement plan and set goals for the building as a whole.

Describe how specific achievement goals were set for individual students?

Specific achievement goals for each student?. What I did for my students, our students did Map testing and share areas of strengths and weaknesses. We did the smart goals for achievement-students did their own goals and shared that at Parent Teacher Conferences.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

We used the Map testing and Kansas Assessment goals. We looked at the Individual Indicator Results. After each assessment, I created a formative assessment for the indicator that students were weak in. This helped a lot.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

We had like any school extremes-very high to very little, we could meet the individual needs of each student. I had 21 kids in my class. Yes, we used this to plan for future actions.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community?

The Building Leader put a newsletter-this was school-wide. The Building Leader did a great job of promoting the school.. She promoted our school-anything we were doing. She would write an article and sent it to the newspaper It was good for the communality

What resources were in place for parent and community to communicate to the school?

We sent notes home. The parents had cell phones, but if it was early in the month, you could reach the family; otherwise they would be out of minutes.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

We had “Book Buddies” where the community members would come in on Friday to read to the kids. My 6, 7,8th grade students would participate in this. We had a teacher that taught a Moms Day Out on Friday mornings. One teacher would do things with the moms such as cooking, knitting, sewing, crafts and other things. On Friday, she taught those moms. We had Veterans Day Program and my middle school students, took great pride in performing for that. They did poetry and other readings, and any time we had a play, they did the work for that. The students loved doing the work and took great pride in what they did.

The PTO did things like make crafts or bake goods for fund raisers-especially at ball games. During Kansas Day, members of the community shared something they could do-such as making fry bread, weaving, quilting and one lady came in and taught the Native Americane language. We had a traditional Thanksgiving each year and the kids invited their parents.

We had a Parent Night several times a year- a math and reading night.

We used activities such as Ever yDay Math Series and Chicago Math. It is very non-traditional. It is built on spiral technique-not mastery learning.. The math games are built into the curriculum.

The 2nd graders did a play and everyone would come see that. It was inviting.

The parents have to know you before they share information. Once they know you then you are a friend forever.

What resources were in place for parents and community to be involved in the governance of the schools

Site council and the Charter Board.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

The physical environment was clean and orderly. We had to have a lot of structure. Always, keeping the same schedule.

We made sure the halls were monitored with adult supervision in the hall ways. We used Pares for this.

How were clear rules and procedures pertaining to school-wide behavior established?

We had a Handbook and at the beginning of the year, we had an assembly to tell them about the rules.

How were appropriate consequences for violations of school wide rules and procedures established and implemented?

We had a Behavior Plan and everything was spelled out in the Handbook.,

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

We had the Character Ed curriculum that has been very beneficial.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

- *We just knew from records and we were informed about this.*

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

We had a collaborative team; we had good communication and respected each other.

I don't know, we just ... worked well together.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

We had a district-wide handbook with collaborative effort. Teachers had input.

How did teacher staff development activities address specific content area issues?

We had district meetings.

How was training and support provided to parents to enhance communication with families?

One of the lead teachers did this.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

Students were involved, we did Field Trips, and we had the After School Homework Help. We did an after school program with archery, bike riding, cooking, arts, crafts, and in the spring we pulled weeds and planted flowers. Those kids too pride in their work

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

We had "Book Buddies", and I had a reading class. To promote reading, we encouraged reading.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

We taught in the context of the lesson-I taught the vocabulary imbedded in the lesson.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

The student is important. If you don't have the motivation and the background and the emotional emphasis is really important. If a student is worried about where the next meal is coming from, that affects how they perform in the classroom. It is important to have good school and good teachers, and I guess I would say they overlap. For me, the student is the most important consideration. Even a great teacher needs to be in tune with the needs of the student, if you don't have that, then no of the other matters.

(DS1) Dartmouth Charter Stakeholder 1

This DT6 was a retired educator and former administrator in the charter school, teaching grades 7 and 8.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?

We had benchmarks

In what ways was curriculum content considered supplemental and how was the difference communicated?

As far as the curriculum content, that was standards driven, the other we developed on the needs of the kids. We went by the standards. I taught what I thought was essential.

How was essential content identified?

We have state and district adopted standards. We spent a lot of time making sure our standards were aligned with the state. I taught what I had taught for years.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers?

Well, we all collaborated-four main teachers and special Ed teacher. We worked out a schedule. The teacher was autonomous. The teachers looked at what they had to teach and adjusted the time accordingly-we only had about 180 students at the time.

How was the essential content organized and sequenced, so students had ample time to learn it?

It was up to the teachers. We had a scope and sequence. I guess the students had enough time to learn-they did Ok on tests. We had a large population of Native Americans and some of them were the sharpest kids I had ever seen-some not as sharp.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

We all met together at the beginning of the year and we just dealt with it- in the early years, we had fewer services for students, so there was less to work around as far as schedules go.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole.

We met as a group. We set goals as teachers we look at our assessment data. We looked at our building improvement plan and set goals for the building as a whole.

Describe how specific achievement goals were set for individual students?

We set goals as teachers. About one fifth of students were Native American, we also Black students- we planned for them all in the same way.

How was an assessment system provided for timely feedback on specific knowledge and skills for students?

When I first started teaching, we did not do much of that, but we did look at the student's grades and we could tell if they were getting the material or not. Now there is more assessment data that drives that.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

I did not do much with that.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community?

The parents sent the kids to be taught. I found the Native Americans students could be great students and they were great to work with. We showed them(Native Americans) that we

What resources were in place for parent and community to communicate to the school?

We sent notes home. The parents had cell phones, but if it was early in the month, you could reach the family; otherwise they would be out of minutes.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

We did not do much when I was a teacher there, but as time progressed there were more things.

What resources were in place for parents and community to be involved in the governance of the schools

Site council and the Charter Board.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

The physical environment was clean and orderly. We had to have a lot of structure. Always, keeping the same schedule. We had the Golden Rule of doing unto others as we would like them to do unto us.

How were clear rules and procedures pertaining to school-wide behavior established?

We had a Handbook and at the beginning of the year, we had an assembly to tell them about the rules.

How were appropriate consequences for violations of school wide rules and procedures established and implemented?

We had a Behavior Plan and everything was spelled out in the Handbook.,

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

Students just did it.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

We just knew from records and we were informed about this.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

We had a collaborative team; we had good communication and respected each other.

I don't know, we just ... worked well together. We were like a team, a family, we worked well together.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

We had a district-wide handbook with collaborative effort. Teachers had input.

How did teacher staff development activities address specific content area issues?

We had district level meetings

How was training and support provided to parents to enhance communication with families?

The district did this.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

Students were involved in field trips and activities which I think increased the quality of the life they had. We took them to ball games, field trips, things like that.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

I don't know much about that.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

We taught in the context of the lesson-I taught the vocabulary imbedded in the lesson.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

The student is important. If you don't have the instructional strategies that work for them and the classroom management to go along with it- it is a lost game.

(DS2) Dartmouth Charter Stakeholder 2

This stakeholder was a parent of student who went through the charter school system.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn?(How did you know what was being taught, how did the building leader help you understand this process?).

I knew it first-hand. I Was on the Site Council. The school was good at corresponding as to what teachers were Each Friday, we got information on this.

I went to the charter school myself, and I was for the students to move to junior high at the end of 6th grade rather than wait till the end of 8th grade which had been done previously.

How was essential content identified? Were you advised on how what was being taught and how it could be identified as to what the teachers needed to teach?

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers? How did you know if teachers were teaching what was considered essential? The teachers took care of this.

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How was the essential content organized and sequenced, so students had ample time to learn it? Did you know anything about how the content was organized and sequenced- Do you believe teachers had a specific content that was organized and taught with a specified sequence?

The building leader informed of how the content was organized, and what would be taught..

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How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

The building leader took care of that.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole. Do you think the school had specific achievement goals?

Each year, we filled out a form that would let us know about our child and things we wanted them to work on. They were very much concerns and what needed to be worked on.

Describe how specific achievement goals were set for individual students?

The teachers with the building level administrator set the achievement goals.

How was an assessment system provided for timely feedback on specific knowledge and skills for students? Were the results of testing communicated to you as a parent, charter board member etc. and do you believe the results were used to address where students needed to be academically?

Yes, we looked over the assessments and each year the parents would look at the assessment results.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

Assessment results were used to guide the future of instruction?

They used the assessments to guide setting the goals.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community? (How did the school let you know what was going on?)

There were letters sent home. We had web page and we had email. There were a lot of resources.

What resources were in place for parent and community to communicate to the school?

We had people come in place for parent and community to communicate with school.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

We had Reading Buddies, Math Night, Reading Night; we had many Field Trips for students. The door was always open. There never was a time when you could not talk to the administrators.

What resources were in place for parents and community to be involved in the governance of the schools

We had Charter Board and we had a Site Council.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

How were clear rules and procedures pertaining to school-wide behavior established?

They had rules and consequences posted and the building leader was stern and had a booming voice. There may have had issues, but they were taken care of.

How were appropriate consequences for violations of school wide rules and procedures established and implemented? Were these posted rules?

Yes.

How was a program that teaches and reinforces student self-discipline and responsibility implemented

We had a Dare Officer and they worked through this with kids?

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

Teachers just knew about behavior problems-it was like word of mouth we are such a small Community that it works well.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

I don't know much about this.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established

How did teacher staff development activities address specific content area issues?

How was training and support provided to parents to enhance communication with families? I (No comment given).

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

Students went on Field Trips and had all sorts of experiences.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

Stakeholder chose not to respond.

(DS3) Dartmouth Charter Stakeholder 3

This stakeholder was a parent of several students who attended the charter school.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn? How did you know what was being taught, how did the building leader help you understand this process.

I was on the Charter Board and we went over the curriculum with the building leader and she kept us informed. We had the Charter Board Meetings to go over the curriculum, - we met once every 3 months. It mirrored what the public school system is doing. My children were in the system. There was more help available for students.

How was essential content identified? Were you advised on how what was being taught and how it could be identified as to what the teachers needed to teach?

The building level person kept us informed as to what was being taught.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers? How did you know if teachers were teaching what was considered essential?

The teachers and the building leader took care of the scheduling, but they kept us well informed of the process.

How was the essential content organized and sequenced, so students had ample time to learn it? Did you know anything about how the content was organized and sequenced- Do you believe teachers had a specific content that was organized and taught with a specified sequence?

The building leader informed of how the content was organized, and what would be taught. As I said, my kids had enough time to learn.

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

The building leader took care of that.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole. Do you think the school had specific achievement goals?

The building leader played a big role in setting the goals. We looked at the assessment goals. We as the Board looked at the goals set. That is one of the reasons we received so many awards.

That my concern with the public school board, why would you shut something down that is working well. I understand the budget issues

Describe how specific achievement goals were set for individual students?

The teachers with the building level administrator set the achievement goals.

How was an assessment system provided for timely feedback on specific knowledge and skills for students? Were the results of testing communicated to you as a parent, charter board member etc and do you believe the results were used to address where students needed to be academically?

Yes, we looked over the assessments and each year the parents would look at the assessment results.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

Assessment results were used to guide the future of instruction?

They used the assessments to guide setting the goals.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community? How did the school let you know what was going on?

There were letters sent home. We had web page and we had email. There were a lot of resources.

What resources were in place for parent and community to communicate to the school?

Many of the paras are from the district. Many of the community members volunteered.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

We had Reading Buddies, Math Night, Reading Night; we had many Field Trips for students. The door was always open. There never was a time when you could not talk to the administrators.

What resources were in place for parents and community to be involved in the governance of the schools

We had Charter Board and we had a Site Council. Indirectly, they had input-like something we were considering taking to the Board. We presented this to them and indirectly they had a say.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

They had several programs in place especially for bullying, assertive discipline. There were actual classes for the students to go through.

How were clear rules and procedures pertaining to school-wide behavior established?

The building leader did this. We had a progressive punishment system. The first time there were consequences and these built up as the offense grew.

How were appropriate consequences for violations of school wide rules and procedures established and implemented? Were these posted rules?

Yes, but not aware of them.

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

Yes, but not too sure.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

Teachers just knew about behavior problems-it was in the records.

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

I don't know much about this.

How was governance structures that allowed for teacher involvement in school-wide decisions and policies established?

Yes, the teacher's options' were considered.

How did teacher staff development activities address specific content area issues?

How was training and support provided to parents to enhance communication with families? I don't know much about this.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

Students went on Field Trips and had all sorts of experiences.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

Interviewee did not have much to contribute on the above questions.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

It all works together; it takes a community to work with kids.

(DS4) Dartmouth Charter Stakeholder 4

This stakeholder was a parent of student who went through the charter school system. The individual was involved in Site Council, was PTO President, and on the Charter Board.

1. Guaranteed and Viable Curriculum

In what ways was the curriculum content considered essential for all students to learn? How did you know what was being taught, how did the building leader help you understand this process.

For the most part, I think they (the school) were essential, but they were grading on the slide and not everything the student needed to know was not taught. How was essential content identified? Were you advised on how what was being taught and how it could be identified as to what the teachers needed to teach?

Because our school was Native American, we concentrated on things for them.

How were decisions made regarding the allotment of instructional time for essential curriculum content by teachers? How did you know if teachers were teaching what was considered essential?

The teachers and the building leader took care of the scheduling. We had to stick to schedule of the buses.

How was the essential content organized and sequenced, so students had ample time to learn it? Did you know anything about how the content was organized and sequenced- Do you believe teachers had a specific content that was organized and taught with a specified sequence?

The teachers took care of this. They had books and stuff to start... I can't remember too much on this, it has been long time..

How was instructional time available to teachers protected from interruptions and scheduling of non-instructional activities?

That was run through the office. The district had the say in this.

2. Challenging Goals and Effective Feedback

Describe how specific achievement goals were set for the school as a whole. Do you think the school had specific achievement goals?

The teachers were a committee on this. Kids were evaluated on their learning styles. Describe how specific achievement goals were set for individual students?

The teachers did this.

How was an assessment system provided for timely feedback on specific knowledge and skills for students? Were the results of testing communicated to you as a parent, charter board member etc and do you believe the results were used to address where students needed to be academically?

Yes, that was done. They let us know what the results were.

How was performance on school wide and individual student goals used to plan for future actions by teachers and students?

Assessment results were used to guide the future of instruction?

The teachers and Principal did that.

3. Parent and Community Involvement

What resources were in place to communicate to parents and community? How did the school let you know what was going on?

We had a newsletter.

What resources were in place for parent and community to communicate to the school?

I would go and help with "Book Buddies", or help do things around the school.

What opportunities were provided for parents and community to be involved in the day-to-day operations of the school?

We had the Site Council, and the Charter Board which was formed teachers, staff, community members, and PTO people.

What resources were in place for parents and community to be involved in the governance of the schools

We had Site Council and Charter Board.

4. Safe and Orderly Environment

How were the physical environment and school routines structured to avoid chaos and promote good behavior?

They had rules and consequences posted. The rules started out fair, but changed later on. The consequences were relaxed. Rules were bent.

How were clear rules and procedures pertaining to school-wide behavior established?

With the teachers and building leader.

The rules were posted, but my son was bullied and beat-up-he had to go to the emergency room. Things like this should never have happened-they were supposed to be in a safe environment.

How were appropriate consequences for violations of school wide rules and procedures established and implemented? Were these posted rules?

Yes.

How was a program that teaches and reinforces student self-discipline and responsibility implemented?

I don't think this worked.

How was a system for early detection of students who were prone to violence and extreme behavior implemented?

Teachers just knew about behavior problems for the most part

5. Collegiality and Professionalism

How were norms for conduct that foster collegiality and professionalism among professional staff established?

I think they were like a family at first.

How were governance structures that allowed for teacher involvement in school-wide decisions and policies established?

This stakeholder did not respond to this.

How did teacher staff development activities address specific content area issues?

How was training and support provided to parents to enhance communication with families?

This stakeholder did not respond to this.

How were students involved in school wide programs that directly increased the number and quality of life experiences they had?

They had a lot of things that kids would not normally get to do. With the charter school there were so many things you could do. Field Trips, curriculum and things along that line.

How were students, involved in a school wide program of school-wide reading, emphasizing vocabulary development?

This stakeholder did not know about this.

How were students involved in a school-wide program of direct instruction in vocabulary terms and phrases that were important to specific subject matter content?

Comments were limited.

Final Interview Questions

Marzano also identified Teacher and Student Level Factors (see Table 1.1). After reviewing those factors from that table, do you believe that any of those factors also impacted student performance? If so, explain which ones and in what ways.

What other factors do you believe positively impacted student achievement?

They are all important, but I think the student's home atmosphere and motivation along with the teacher's instructional strategies are important- it is all in the teacher, if you do not have a good teacher, then the rest doesn't matter as much.

Appendix F - Stakeholder Comments

1.1 Guaranteed and Viable Curriculum

What aspects of guaranteed and viable curriculum existed within these charter school organizations that were perceived to have worked successfully with this student population?

DT refers to Dartmouth Teacher 1, 2, 3 etc.

<i>Stakeholder</i>	<i>Comments</i>
DT1	Individuality considered when looking at student achievement. Benchmarks and state requirements looked at and adhered to. Definite line between what was required and what should be taught. Student achievement and ample time to learn was factored in. There was an overseeing authority that looked to see that content was carried out.
DT2	Certain requirements in Reading and Math were followed (Kansas Standards). The curriculum considered the needs of the student around what was required and supplemental.
DT3	Life Skills and Character education were taught. Individual goal planning using assessments and student abilities.
DT4	The guaranteed curriculum consisted of tried and true-programs such as Reading 180. The curriculum is benchmarked with state standards. We used Shurle English-also tested.
DT5	Learning styles and the way students learned. We had a good curriculum with a scope and sequence that was not only was integrated, but considered the learner.
DT6	We had a good curriculum, and toward the end of my retirement we

	did more communication or teaming with the curriculum.
DT7	Curriculum and state mandated benchmarks match. Curriculum was established so all students could learn. All teachers collaborated together using assessment data and consider individual student learning styles. We (teachers) did a lot of teaming. Communication was good.
Stakeholder1	. The curriculum was more relevant to the student's everyday life and there were certain benchmarks and curriculum guidelines from the state. It all worked well together.
Stakeholder 2	We were told that teachers were teaching to what was required by the State Board of Education, and each child had his strengths and weaknesses considered. For the most part, I believe this was done.
Stakeholder 3	The school had effective goals, but I felt the students should move on the local middle school after grade 6- they missed something – like the challenge of math and reading.
Stakeholder 4	The school did the essential things, and I was told they followed the State Board, but I felt like they graded on the slide.

2.2 - Challenging Goals and Effective Feedback

What aspects of challenging goals and effective feedback were perceived to have contributed to the academic success of students (increased achievement on state assessments)?

<i>Stakeholder</i>	<i>Comments</i>
DT1	Challenging goals were met with individual goals set by the classroom teacher and team. An assessment system provided for timely feedback. School Improvement Team addressed the needs of individual students not on an IEP. IEP issues were addressed by the special needs team. Goals and results from the assessments provided for the students future planning.
DT2	We wrote goals for the charter school which considered the needs of the student and the needs of school. We reviewed how students did using state standards. Followed student progress using team efforts of SIT and IEP meetings. Looked at AYP standards and student progress.
DT3	Assessments pieces used for goal setting.
DT4	. A single mission statement, with goals being set with the student in mind. SIT Teams and Special Ed. Teams worked for the betterment of students.
DT5	We had collaborated goal-setting with other teachers and the parents were a part of the Team. Also, had SIT Teams.

DT6	I retired before most of the charter school concept was established, but we did have an established, organized curriculum. We set goals for students, but it was less formal than when the school went to charter school.
DT7	Effective goals were set with specific achievement goals with teachers looking at the individual student's particular strengths and weaknesses. We used assessment pieces to plan for future actions.
/Stakeholder1	Teachers set goals and used the students' strengths and weaknesses to guide their decision making.
Stakeholder 2	The school addressed the needs of the students and provided challenging goals-I was aware of this from my own children. The children brought notes home and I was informed of this in conferences.
Stakeholder3	The school had specific achievement goals for students and they went over these at conferences. The results were communicated well by all teachers- the student had some opportunity for input.
Stakeholder 4	I believe they (the teachers and administrators) slanted the curriculum toward the Native Americans, but they did set goals for the students and kept all the parents informed.

3.3 - Parent and Community Involvement

What aspects of parental and community/involvement were perceived to have contributed to the academic success of students of this charter school?

Stakeholder**Comments**

DT1	School newsletter and notes home provided and venue of communication. School Reading Buddies was used. A Site Council and Charter Board were used and community was involved through this.
DT2	.School newsletter, Charter Board, Site Council were used for communication.
DT3	a school web site and newsletter aided in school/community relations.
DT4	The community was involved in the school-letters home, contact with parent groups, newsletter, email etc.
DT5	We had a lot of communication between the home and school. I sort of did my thing with Kindergarten and I had students and parents helping all the time- it was like it was one large family helping each other.
DT6	The community always knew if we cared and they responded accordingly. There were the notes home and later newsletters.
DT7	The building leader put together a newsletter to keep the parents informed. There were many opportunities for parents to help out. Book Buddies, PTO fund raising activities, Parent activities, community activities, and involvement in the Native American community. When the charter school concept came around there were more opportunities for community and school involvement
Stakeholder2	Parents were actively involved in school Council or the Charter Board- I was on Charter Board. We had Field Trips, Math Night and Reading Night, Reading Buddies- all sort of things for parents to be involved in. We all especially liked the family-fun nights where we had dinner for everyone.
Stakeholder3	. I was on the Charter Board, and we were advised of the curriculum and what was being taught. I did visit the school on several occasions. Everything was well organized and student seemed to have enough time to learn things- just judging also, on

	my children in the school. One of my children was gifted and the others were not- none of the others complained they did not have the extra time and help needed for them to get the material.
Stakeholder 4	The school provided a newsletter and parents were informed of what went on.

4.4- Safe and Orderly Environment

What aspects of safe and orderly environment were perceived to have contributed to the academic success of students of this charter school?

<i>Stakeholder</i>	<i>Comments</i>
DT1	There were resources available to communicate to parents and community. The community also had a way to communicate. While Internet availability was minimal, the administrator and staff communicated to stakeholders and parents via notes and phone calls. Community members volunteered by serving on the Charter Board, Site Council and school volunteer activities such as Book Buddies, informational, PTO, Parent meetings.

<i>Stakeholder</i>	<i>Comments</i>
DT2	safe and orderly environment were perceived to have contributed to the academic success of students of this charter school? with ISS opportunities.
DT3	Definite set of rules and discipline
DT4	structured school environment with consequences. Developing a one on one relationship with student and family aided the school in consequences validation.
DT6	We had rules and the kids always knew where they stood. My first years were that way, but there was more corporal punishment.
DT7	Physical environment was safe and structure. Halls were monitored and rules were carried out using assertive discipline techniques.
Stakeholder1	we had discipline and consequences for negative behavior.

Stakeholder 2	We had rules and consequences and procedures for everything. We had a strong Building Leader and a system that was on top of behavior issues- consequences were in place.
Stakeholder3	We had several programs that dealt with discipline and assertive discipline- I think those worked well.
Stakeholder 4	The rules started out fair, but were inconsistent after the initial opening of the school. The staff bent the rules for Native Americans.

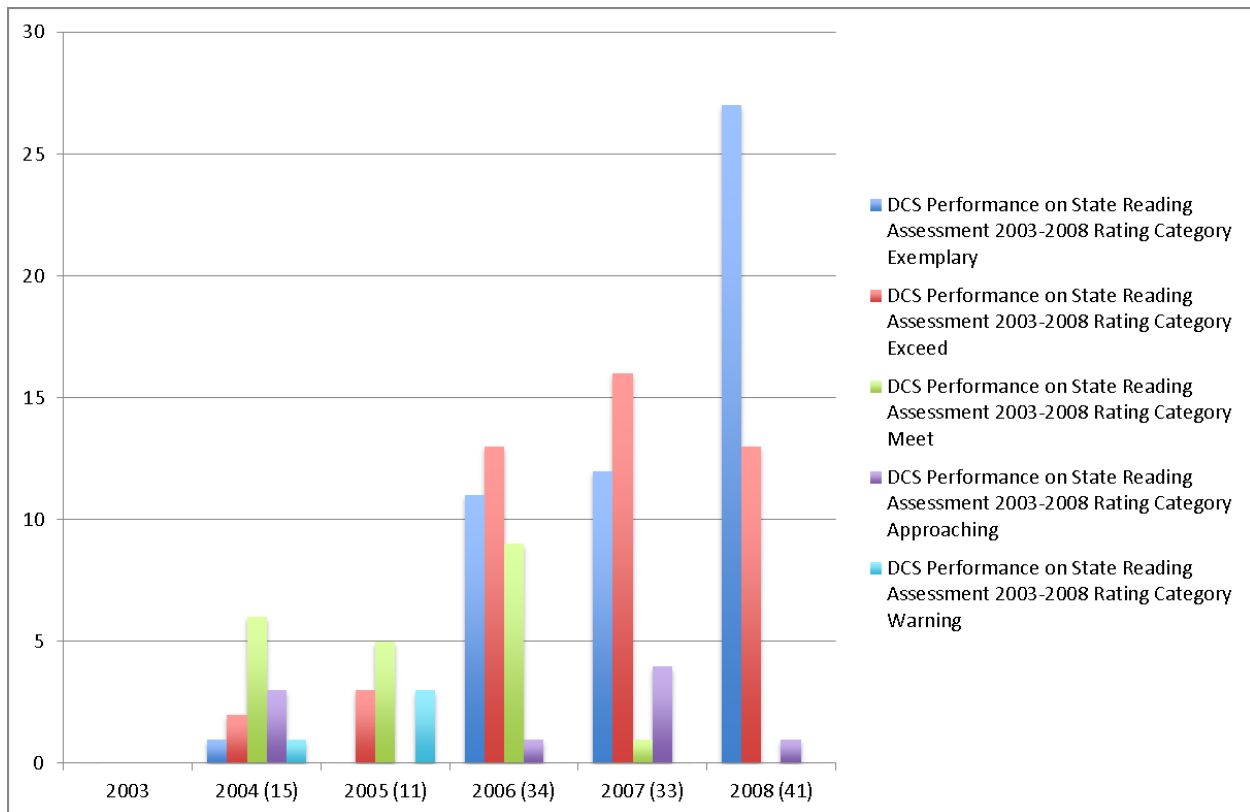
5.5 Collegiality and Professionalism

What aspects of collegiality and professionalism were perceived to have contributed to the academic success of student at this charter school?

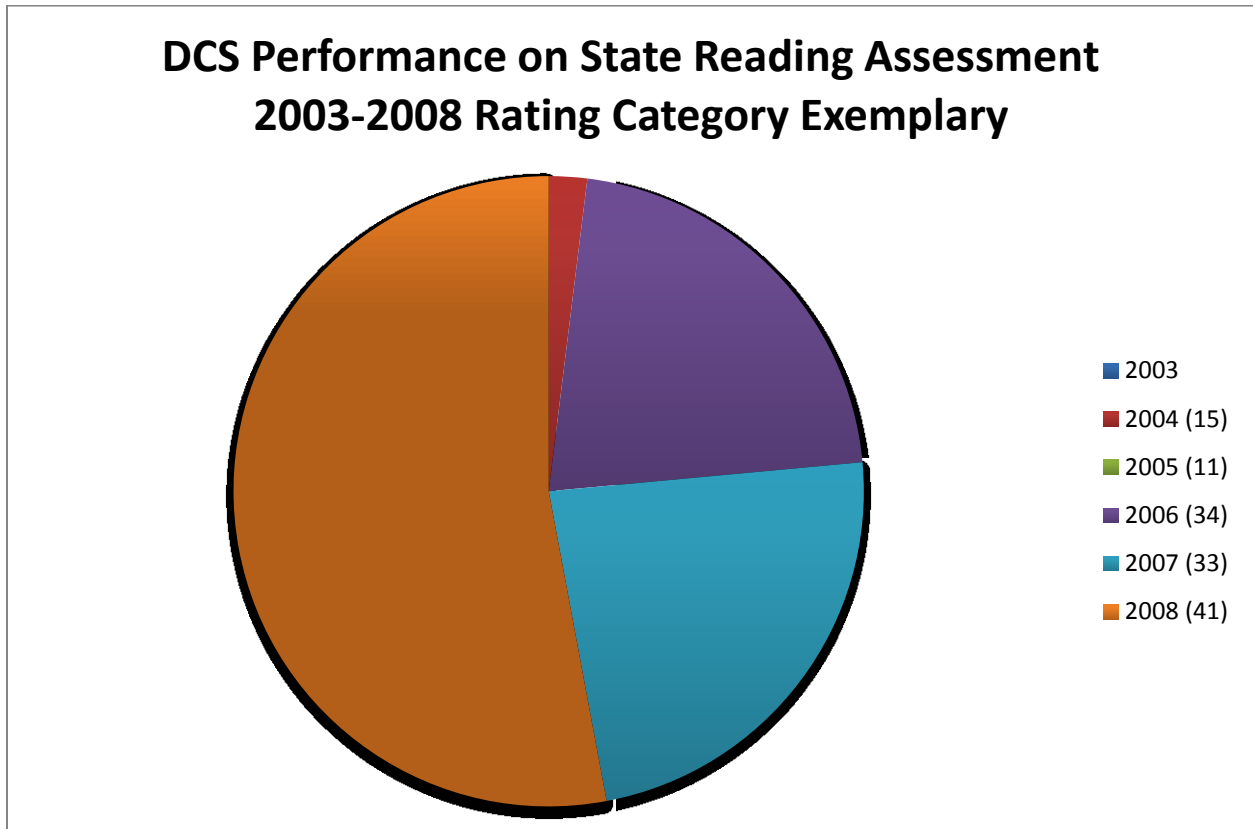
<i>Stakeholder</i>	<i>Comments</i>
DT1	Norms of conduct that foster collegiality and professionalism were fostered with monthly district and on site meetings with ample opportunities for staff development. Specific content and vocabulary were addressed specifically around the areas of reading, which appeared to be a lower area of performance than math on state assessments.
.DT2	we did learning strategies to specific to our district and we adapted them to consider the individual learning styles of our population of student. We did specific learning instruction for Reading and took students on Field Trips, all of which built our commoradery.
DT3	Teaming and staff development contributed to collegiality and professionalism.
DT4	Teaming and collaboration aided in professionalism. We did staff development around a staff that was like a family unit.
DT5	.We were a team and we worked as a Team all the time. The building Leader guided and supervised us.

DT6	In earlier years, our classrooms were more autonomous and each teacher did their own thing, but as we progressed and became a charter school, there were more activities for staff development. We were always like a family, however.
DT7	Collaborative teaming afforded us the opportunity to build effective professional collegiality.
Stakeholder1	Teaming and looking out for the student's common good was the important consideration.
Stakeholder 2	I know they did a lot of staff development- other than that, I am not aware of what kind.
Stakeholder3	I don't know much other than there were staff development activities and the teachers had some input on what went on in the school
Stakeholder 4	They did a lot of staff development at first-mostly centered on the Native Americans. The kids did do things they would not normally get to do and I guess that was good.

Appendix G - Assessment Data for Dartmouth Charter School (2003-2008)



**Appendix H - Assessment Data By Exemplary Level
for Dartmouth Charter School (2006-2008)**



Appendix I - Dartmouth Charter School Mission Statement

Mission Statement:

The Mission of Dartmouth Charter School, a dynamic community school, is to assure every Student maximum academic achievement and personal development through enriching Relationships, creative instruction, integrated curriculum addressing individual learning Styles, by a staff dedicated to progressive education in a secure, diverse learning Environment.

Dartmouth Charter School is to serve all children that want to learn in an environment That all people are equal. We use a person's learning styles to create the best learning Environment for that student. We use small group instruction. Creative instruction is used So students are actively doing and not just listening to lecture by the teacher. The school Uses the personnel we have to best meet the needs of our students. We use all modes of Instruction to present our material to our students.

The following objective will be met:

- All students will read at or above grade level and to the fullest potential.
- All students will master mathematical skills at or above grade level and to their fullest Potential.
- All students will behave in an exemplary manner.
- All students will achieve self-efficacy.

The following tactic will be used:

- We will personalize education to meet the needs of the diverse population in our community school.
- We will guarantee safe education environments.
- We will utilize community resources to achieve school objectives.

Our students come from varied environments and need the personal relationships that our educators will be able to provide by deviating from the traditional techniques. The after school programs and tutoring will increase test scores and achievement of all the the students. Through our parent's classes, we will increase the parents' awareness of Reading and the importance of learning. This will then turn help the students get the support they need from home.

Appendix J - Reading Standards from KSDE (2011)

Please be aware that pages 1 – 19 of the **Kansas Curricular Standards for Reading Education** document are part of the **Kansas Extended Reading Standards** which can be found in its revised form at <http://www.kansped.org/ksde/assmts/ksalt/ksalt.html>

Appendix K -

Appendix L -

