UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

GOVERNING VALUES AND PRACTICES FOR SCHOOL SUCCESS AND DECREASED

JUVENILE JUSTICE INVOLVEMENT: A COMPARATIVE CASE STUDY.

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

MASTER OF ARTS IN ADMINISTRATIVE LEADERSHIP

By

STEVEN L. BUCK
Norman, OK
2018

GOVERNING VALUES AND PRACTICES FOR SCHOOL SUCCESS AND DECREASED
JUVENILE JUSTICE INVOLVEMENT: A COMPARATIVE CASE STUDY.

A THESIS APPROVED FOR THE
COLLEGE OF PROFESSIONAL AND CONTINUING STUDIES

BY:

Dr. Ryan Bisel, Chair

Dr. Roksana Alavi

Dr. John Duncan

Table of Contents

Abstract

This comparative case study of two elementary schools employs Flexible Leadership Theory (FLT) and cultural leadership theories in order to explore how leadership approaches influence student academic success and the prevention of juvenile justice involvement. The researcher used a comparative case study framework in order to contrast two demographically-similar elementary schools, which varied greatly in terms of students' juvenile justice involvement. The researcher interviewed a minimum of six stakeholders per school and used an interview guide to facilitate participant responses. Results of the study indicate that FLT and cultural leadership are present in the two schools studied. Most notably, FLT and culture development regarding the importance of attendance, individual student relationships, and individual response to at-risk behaviors differentiate the two comparison schools. Results also suggest leadership and cultural practices that prevent juvenile justice involvement when other considerations are present.

Introduction

 Improving community safety is a priority for many citizens, both locally and nationally. Recent polling indicates that over 40% of Americans have significant concerns, or worry, about crimes and violence (Ramirez, 2013). People of all ages break the law and, even though the age of admission into the criminal justice system is increasing, a significant number of crimes are committed by juveniles, including crimes of violence (Luallen & Kling, 2014). One way to reduce the number of crimes committed by juveniles is to explore the role played by primary schools in fostering healthy transitions into adolescence and adulthood for students. Concerns about crime and their association with schools are not solely about personal safety and property protection, they can be economic as well. For example, people are willing to pay more for residential property in areas where crime is minimal (Thaler, 1978). Yet, the problem becomes that as juvenile arrests cluster in geographic areas associated with particular schools, illegal behavior can be contagious in terms of normalizing other criminal acts, thereby creating a problematic feedback loop (Ferguson, 2011). Such complex dynamics merit the investigation of equally nuanced crime-reduction strategies.

 As young people progress in age, the elementary school is—for the vast majority of young persons in America—a common experience. Unfortunately, some students will come into contact with law enforcement as they age due to violent crime and acts of juvenile delinquency. For those juveniles who commit crimes, their transgressions typically begin in the teenage years, well after completing elementary school. Thus, primary learning environments provide an important academic foundation for students so that they can master critical skills necessary to succeed in secondary education and avoid criminal behavior. Beyond academic responsibilities reside other contributions made by primary education, including important training and

identification with social norms, positive behaviors, and values development. Elementary principals and other staff leaders play a key role in reducing juvenile crime through leadership style and culture development orientation (Clark, 1957). Admittedly, however, juvenile delinquency is a multifaceted problem and requires multifaceted interventions. Importantly, elementary school leadership efforts are one of several contributors to juvenile crime reduction, including socio-economic challenges such as poverty, lack of personal responsibility, and fragmented families, among others (Garza & Dempster, 2011).

The purpose of this study is to compare and contrast the governing values and practices that are identifiable in two elementary schools in central Oklahoma. The researcher selected the two schools based upon demographic similarities yet significant differences in key performance measures, such as attendance. Additionally, arrest data were reviewed in school selection. The governing values and practices explored in this study potentially prevent young persons from experiencing future involvement with the juvenile justice system. Furthermore, the study explores leadership traits attributable to the principal and other personnel engaged in the facilitation of education. Importantly, the two schools under investigation are similar on multiple demographic categories but are governed through two separate, independent school districts.

Researchers produced volumes of peer-reviewed literature on important attributes for academic and social success for young people receiving education at the elementary school level (e.g., Loyd, Forsyth, & Hoover, 1980; Madden, Slavin, Karweit, Dolan, & Wasik, 1993; Split, Hughes, Wu, & Kwok, 2011). School districts attempt to standardize district wide approaches through organizational governance and vetting of desired curriculums. Implementation of the preferred curriculums are the responsibility of local principals. Beyond instruction, principals are

expected to facilitate community connection and aid students in social development and to serve

as sentries in identification of emerging challenges, both educational and societal.

Theory Preview

For principals serving elementary schools with high levels of leadership inconsistency, teacher turnover, lagging academic performance, poverty, crime, economic blight and family dysfunction, both instructionally-focused leadership and transformational leadership are necessary (Hallinger & Ko, 2015). Balancing these two leadership objectives requires flexibility and adaptability from the school leader. A Flexible Leadership Theory (FLT) model is an approach that would potentially benefit principals in pursuit of instructional and transformational objectives. The model, developed initially for corporate concerns, is applicable to public sector organizations and emphasizes the flexibility and adaptability necessary for success in today's rapidly changing environment (Yukl, 2008).

Principals pursue student academic and social success by employing strategic governing values and practices to achieve preferred outcomes. Governing values are the specific attributes and indicators that are prioritized by an organization and its leadership, which guide decision making in a wide range of circumstances. Governing values frame the desired cultural environment sought by leaders and demand a cultural leadership orientation. Practices, on the other hand, are characterized as programmatic structure to guide staff and students to preferred outcomes. Leaders can pick specific practices to support pursuit of desired governing values. This study specifically explores governing values and practices in elementary schools that could reduce juvenile justice involvement. To facilitate this review, the study identifies a broad range of participant identified characteristics, and then contrasts those identified items against school benchmarks such as suspension data and juvenile arrests.

Literature Review

Flexible Leadership Theory

Flexible leadership theory (FLT) aggregates leadership governing values from several different spheres that have been articulated in distinct academic literature and provides a synthesis of leadership and managerial theory. FLT measures effectiveness through three specific performance domains: efficiency and process reliability, human capital, and adaptation to the external environment (Yukl, 2008). The most effective organizations score highly across all three domains (Mahsud, Yukl & Prussia, 2011). The measurement of these three domains allows for the valuation of a leader's effectiveness, an output that has remained largely unaddressed in leadership theories (Tognazzo, Guaita & Gerli, 2017). Researchers have studied FLT primarily in the context of for-profit business firms but FLT theory can be extended to non-profit and public-sector organizations (Yukl, 2008). The present student contributes to FLT observation that many of the theory's main tenets could also apply to the leadership of educational organizations.

Efficiency and process reliability represents the ability of an organization to minimize the human and component resources necessary to complete superordinate task effectively (Yukl, 2008). This focus on minimizing waste is important in the business environment to maximize organizational profit margins (Ebben & Johnson, 2005). In the area of human capital, efficiencies include costs such as employee compensation, benefits and training. Other costs that might factor into the efficiency and process reliability domain include the raw products, infrastructure, marketing, and distribution outlays (Mahsud, Yukl & Prussia, 2011). Efficiency is one area where the core element of FLT requires amendment to be applicable. In public sector

organizations, profit considerations are replaced by a valuation of the social and economic benefits provided to society (Yukl, 2008).

Human capital is characterized by the skills and motivations of organizational employees to do the work of the organization confidently and effectively (Hitt & Ireland, 2002). Organizations that value employees and are able to recruit and retain high performers have consistently demonstrated a competitive advantage. Human capital is more likely to contribute to this competitive advantage than tangible assets (Mahsud, Yukl & Prussia, 2011). Leaders versed in FLT have the opportunity to influence employee optimism, loyalty, collaboration, and team orientation (Yukl, 2008). In educational settings, a principal's primary human capital assets are the teachers and school support personnel employed to influence academic and social growth for the students enrolled in the respective school.

As external factors present new opportunities, organizations must adapt to new challenges and market conditions. Frequently, necessary adaptations can be comprehensive and not simple operational adjustments. Adaptation is most important when the external environment is dynamic and characterized with political pressures, rapidly changing technologies, increased competition and shortages of essential resources (Yukl, 2008). A leader can adversely limit an organizations ability to adapt due to sole reliance on strategies that have worked successfully in the past or by refusing to learn from advancements gained by competing organizations. However, leaders must seek balance though as careless adaptation for the sake of seeking change can lead to significant lapses in organizational performance and damaged human relations by creating cynicism in the ranks (Finklestein, 2004). If a leader is considered a dominant leader by style and not agile in adaptation, organizational performance is unlikely to improve (Tang &

Crossan, 2017). For educational leaders, market pressures presented by online schools and increased technology aided learning represent examples of market dynamics.

Multiple leadership theories and leader behaviors exist across the three domains of measurement consistent with FLT (Yukl, 2008). FLT suggests that three types of leadership orientations are deemed most organizationally effective: task, change and relationship. Successful leaders versed in FLT most frequently display people management skills as opposed to actions management competencies (Tognazzo, Guaita & Gerli, 2017). Education is a people management business with educational gain being the output as opposed to widgets. School leadership must interact with multiple stakeholders every day including other administrators, students, staff, parents, district leadership, transportation officers, law enforcement and others. Each relationship is a people-exchange.

The research question proposed for this study related to application of FLT identified the leadership theories of distributed leadership, ambidexterity, and strategic management and leadership as easily identified approaches. Additionally, transformational leadership and instructional leadership are other human management and motivation approaches that are demonstrated by elementary education leaders. In preparing this study, the researcher proposes these theories in relation to underserved and at-risk populations are critical due to the challenges of serving disenfranchised students such as poor academic performance, lack of recognition and support, and lower than desired parental and community involvement.

Successful leaders applying FLT are adept at practicing distributed leadership theory (Yukl, 2008). Distributed leadership recognizes that organizational success is often determined by multiple leaders that have overlapping but different responsibilities (Gronn, 2002). Distributed leadership theory might also be known as "dispersed leadership" (Bolden, 2011). An

important element of distributed leadership is determination of when leadership is to be shared and the process one goes through to develop and organize the shared role (Pearce, 2004). In most American public schools, the leadership structure is hierarchically defined and standard across thousands of school districts. Leadership levels might include school boards, district administrators, school site principals, classroom teachers and school support staff (Rutherford, 2006). Successful deployment of distributed learning models in an educational environment influences peer-led professional learning, curriculum development and wider organizational change (Davison, et al., 2013). In elementary school, many people work with a child including the teacher(s), counselors, coaches and site leadership; as a team they must collaboratively take responsibility for the development of a young person academically and socially.

The practice of leadership ambidexterity requires skill in both exploration and exploitation (Baskarada, Watson, & Cromarty, 2016). Leaders versed in FLT theory have the ability to understand and maintain complex human relationships while also emphasizing a results-focused orientation (Yukl, 2008). Ambidextrous behaviors lead directly to adaptation, efficiency and enhanced organizational performance (Mahsud, Yukl & Prussia, 2011). Contextually ambidextrous leaders are characterized by stretch, discipline, support and trust. Their perspective offers the needed discernment to manage the tensions, balances and equilibrium that are inherent in complex organizational structures (Gibson & Birkinshaw, 2004). Zimmerman, Raisch, and Cardinal (2017) note that increased effectiveness occurs when front-line leaders adapt and align initiatives within organizational contexts. In a school setting, front-line leaders effectively provide autonomous leadership for their respective classroom. The success of those individual classrooms in aligning to overriding objectives for the entire school are the metric by which district administrators frequently evaluate principals' job performance.

Transformational leadership governing values apply to FLT through the change orientation frequently ascribed to effective FLT practitioners (Yukl, 2008). Researchers have studied transformational leadership with great frequency since the 1980s's and have been found transformation leadership styles to be effective in a majority of studies evaluated (Yukl, 2012). Charisma is the most visible characteristic assigned to a transformational leader (Cannella & Monroe, 1997). According to Niessen, Mader, Stride, and Jimmieson (2017), "Transformational leadership is multi-faceted and comprises four sub-dimensions, namely idealized influence (attributed and behavior), inspirational motivation, intellectual stimulation, and individualized consideration" (p. 43). Transformational leaders are frequently considered to be successful coaches, mentors or teachers to the employees who they supervise (Jambawo, 2018). In the educational setting, transformational leadership is best received when teachers are thriving and not mired in a state of emotional exhaustion (Nielsen, Mader, Stride, & Jimmieson, 2017).

Strategic management and leadership theory are an FLT element identifiable in FLT (Yukl, 2008). Strategic management and leadership is a theory based upon decision-making processes and heavily influenced by a superior's values, cognition, and personality (Canella & Monroe, 1997). A key element of strategic management and leadership governing values is an understanding of the values of an organizations employees to bottom line performance (Mahsud, Yukl & Prussia, 2011). This valuing of employee worth to organizational success contributes to formal organizational structure and alignment of management systems (Yukl, 2008).

Instructional leadership is uniquely applied to the educational environment and represents the role that school site principals play in student learning and how broader environments influence the principal's establishment of a learning culture (Rigby, 2013). Human capital is a core measurement emphasis within an effective organization (Yukl, 2008). In a school setting,

principals must interact with multiple constituency groups but are primarily accountable for the development of two unique stakeholder groups: the faculty of the school and the students receiving an education.

Principals who demonstrate competency in instructional leadership exhibit competencies in prevailing practice, application of innovations from the private sector and an orientation towards social justice inequities experienced by marginalized groups (Rigby, 2013). The knowledge of prevailing practices is deemed critical, with a grounding in clinical teaching competencies a must for effective instructional leadership (Dinham, 2013). Shaked and Schechter (2016) found that a systems approach to instructional leadership contributed to enhancements of school curriculums, development of professional learning communities and improved interpretation of performance data. The systems approach assures that the most current proven practices are employed, increasing efficiency and likelihood of a favorable outcome. An orientation towards use of critical pedagogical instruction will have positive influence on supporting student learning and engagement for populations that are chronically underserved or disenfranchised (Gordon & Symcox, 2012).

Organizational Culture and Leadership

A strong organizational culture and a leader's role in establishing culture is a critical element of FLT (Yukl, 2008). Schein (2010) defines culture as a "pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaption and internal integration" (p. 17). Simply stated, culture is to the organization what character is to the individual. Within a corporation, there are three primary levels of corporate culture: artifacts, espoused beliefs and values, and basic assumptions (Schein, 2010).

Organizational culture consists of five core characteristics: it is linked to the members that create it; it is dynamic and not static; it has tension between competing values and assumptions; it is emotionally charged; and it exists in both the foreground and background of organizational life (Keyton, 2011). As culture has been defined by five core characteristics, it is also noteworthy to understand what organizational culture is "not". Keyton (2011) proposes the following areas a person might mistakenly identify as a characteristic of culture. Organizational culture is not:

"any one single value, belief, or assumption; not what someone says it is; not just the habits and practices of an organization; not the social structure of the organization; not the organization's trademark symbol or phrase; and is not an professional culture." (pp. 69-70)

Members who participate in an organization directly contribute to the culture. Their interactions within the culture help to build and sustain it (Keyton, 2011). Individual members of an organization develop a sense of understanding of how they might cope with any uncertainties they might face (Trice & Beyer, 1991). In schools, imagine how veteran teachers help newly recruited faculty members understand school priorities and expectations for helping at-risk students find stability. The sustenance of culture includes teaching new and future employees through stories and myths how to embrace the organizational culture and learn how work is done (Kramer, 2010; Taylor & Van Every, 2000). Organizational leaders play a role in the establishment of culture. However, cultural development is influenced by other factors including gender, professional groups, subcultures, and coalitions and countercultures (Morgan, 1998).

Trice and Beyer (1993) demonstrated that organizational cultures are not necessarily solidified but can be dynamic or changing. Organizational membership, individual preferences,

and turnover can all move the cultural needle (Keyton, 2011). An example of fluid cultural development is the tensions existing within an organization where workers desire predictability over boom-bust business cycles after periods of market volatility (Stephan & Pathak, 2016). Employees may also belong to multiple sub-groups including task-oriented, social, and generational sub-groups among others (Keyton, 2011). Even when overall cultural alignment is present and collaboration is high, contradictory elements are present in individual scope of work and responsibility creating role conflicts that emerge into unique sub-cultures (Morgan, 1998).

An organization is not defined by a single cultural value or identity though there might be a limited range of values and identities that are most prominent (i.e., integration). Competing cultural subsets will emerge as people's interactions within the organization create new applications of culture or new forms of culture will emerge as new situations and challenges surface (Keyton, 2011). The modern business environment is changing quickly with technology enhancements, greater emphasis on organizational returns, political charge and emphasis on learning. The complexity of these competing priorities bring multiple sub-cultures to the forefront and make overall cultural management more pressing (Schein, 1996).

Emotions are prevalent across all levels of work, including the cultures guiding organization's performance (Ashforth & Humphrey, 1995). Emotions can surface when job performance is questioned by superiors or others (Keyton, 2011). An organizational crisis -- either in leadership uncertainty, company performance, or other tenuous market conditions-- can elicit an emotional response from members and influence cultural health (Beyer & Browning, 1999). A carefully maintained culture helps employees understand how they should manage and express emotions with the workspace (Alvesson, 2002).

Members of an organization interpret current circumstances and exchanges based upon an understanding of how their organizational culture has characteristically responded to similar circumstances in the past. This reconciliation between the two is characterized as being is foreground/background evaluation. Simply speaking, what is said and done today is heavily influenced by what was said and done in the past (Keyton, 2011).

As leaders have a core role in establishing culture, they are also capable of influencing organizational culture change (Martin, 2002). Envisioning change and communicating the desired path is considered effective organizational leadership (Yukl, 2012). There are two types of cultural leaders; the maintenance leader and the innovation leader (Harrison & Beyer, 1991). Leaders influence cultural development and change through a process known as routinization. Elements of routinization include the introduction of administrative structures such as management councils proven to be effective, creating written and oral tradition and strategic use of rites and symbols (Beyer & Browning, 1999).

As leaders contemplate ambitious cultural change, they can view change from one of three approaches: as a large-scale technocratic lift, as an organic social movement, or as a reframing of everyday life. Different levels of organizational leaders play central roles in each of the three versions. The highest ranking leaders routinely serve as change agents in the large scale effort. In the organic social movement, change is influenced by multiple leaders at varying levels of organizational responsibility. Reframing culture is a broadly shared activity with senior leaders, mid-level leaders and smaller groups of collaborators working together to reshape the culture of an organization (Alvesson, 2002). These same players may be categorized as *operators*, *engineers*, and *executives*. Operators are the front line staff and managers who made and deliver products. Engineers are the personnel responsible for building and maintaining the

tools necessary for the operators to do work. The executives are the senior leaders responsible for overall organizational performance and productivity. Each plays a critical role in overall culture development, maintenance and communication (Schein, 1996). In schools, a principal serves as the executive, district administration the engineer, and the teaching faculty the operators.

Martin (2002) holds three perspectives on cultural change including integration, differentiation and fragmentation. Each perspective can be analyzed for its influence on the organizational, sub-cultural and individual levels. The value of Martin's cultural model is that it explores the contested and partial nature of cultural influence (i.e., differentiation and fragmentation) while also directing our attention to the significant amount of value, consensus, and therefore behavioral influence possible from organizational culture. Integration brings consensus across the organization, promotes sub-cultures that mirror the whole, and solidifies individuals as members of the organization. The perspective of differentiation lacks consensus across the organization; promotes inconsistent sub-cultures with varying organizational consequences; and stimulates multiple sub-cultural identities among individuals. A fragmented perspective sees no consensus across the organization: gives way to sub-cultures operating without boundaries and uncertainty; and inspires no unity at the individual level. Importantly, any one of the three perspectives do not apply exclusively to a single cultural assessment. All three are relevant at any given time and any stakeholder of the culture can navigate from perspective to perspective in short order. For school leaders, skill is required to address these states of culture with strategies consistent with the FLT components discussed previously.

Research Context

The researcher's professional role affords the opportunity to review reports regarding juvenile crime trends across the state of Oklahoma. While reviewing these trends, the researcher noticed an interesting pattern: One of the two schools investigated in this study was noteworthy in terms of its comparatively low number of juvenile arrests, especially given its geographical location within a low socio-economic status (SES) neighborhood. The researcher was aware of the primary elementary school serving this geographic area including direct interaction with the now retired school principal and had knowledge of the school's success. Thus, the school represents a non-normative and honorable case study in that the school's students deviate from the demographical norm in positive ways (i.e., low juvenile arrests). Studies of positive deviance have been useful elsewhere for exploring and transferring those healthy interpersonal and organizational practices that can be imitated (Bisel, Kramer, & Banas, 2017; Spreitzer & Sonenshein, 2003; Spreitzer & Sonenshein, 2004; Tracy & Huffman, 2017). Knowledge of the positively-deviant school—with its strong leadership and lower-than-expected juvenile arrests— prompted the researcher to ask:

RQ1: What governing values and practices do primary education principals and key stakeholders believe will help at-risk students navigate school and protect against juvenile justice involvement successfully?

Method

Participants

Participants were thirteen adults with direct knowledge of the governing values and practices employed in the two elementary schools selected for this comparative case study. Potential candidates for the interview pool included school district administrators, active principals, counselors, or classroom teachers, former school personnel and current parents of children enrolled in the comparison elementary schools. To preserve confidentiality for the schools and interviewees, the schools are identified as School East and School West. School East is the positively deviant case and School West the "normative" case study.

The researcher conducted six interviews with participants affiliated with elementary School West and seven interviews with participants affiliated with School East. School West participants included a district administrator, the current principal, two current teachers, the school counselor and a school parent. School East participants included a district administrator, the current principal, two current teachers, the school counselor, a school parent and a former principal. The researcher attempted to locate a former principal for School West to request an interview but was not successful.

Design and Procedures

Before initiating interview protocols, the researcher sought and received approval for the research design from the University of Oklahoma's Institutional Review Board (IRB). Participants were identified through publicly-available resources, including school district directories and through the researcher's professional networks. After identifying a potential participant, the researcher emailed the candidate with a brief synopsis of the research question

and an invitation to participate in the interview process. Once a participant agreed to be interviewed, the researcher arranged a time and place of the participant's convenience to conduct the interview. Prior to beginning the interview, the interviewee was asked to sign an informed consent. Interviews followed a 13-question guide (see Appendix A). Questions elicited responses from participants that provided insight on the governing values and practices that are attributable to the respective school as perceived by the participant. On average, interviews lasted approximately 25 minutes. All interviews were recorded and transcribed by a professional transcriber bound by a transcriber confidentiality agreement. The interviews produced 95 single-spaced pages of transcription for analysis.

Analytic Strategy

In order to answer the research question, a thematic analysis was conducted in four stages. The analytic process was similar to a constant comparative analysis advocated by Glaser and Straus (1967). First, all transcripts were read and reread. Second, the researcher created a T-chart analysis model to identify the governing values and practices that emerged from each respective school participants interviewed. A separate T-chart was constructed for each school with two headers: governing value and practices. The researcher would review a transcript and assign discernible themes to either the governing values column or the practices column. Items that were repeated from multiple respondents were coded as a repeat item. The researcher used this inductive process for each transcript. As a third step, the researcher recreated each T-chart in order to consolidate the individual themes into aligned clusters for ease of comparison and discussion. At the conclusion of this process, themes were organized into sub groups for each school's governing values and practices.

For the fourth step, the researcher created a third and fourth T-chart for comparison purposes. On the first comparison chart the researcher identified governing values and practices common to both schools. The researcher recorded governing values and practices which were not consistent between the two schools on the second comparison chart. This four-step T-chart analysis provided a logical approach to organizing key themes captured from interviews and quantitatively measuring frequency of core messages.

Findings

In order to evaluate whether the simultaneous practice of FLT with emphasis on cultural leadership influenced elementary school achievement in promoting school success and prevention of future juvenile justice involvement, a comparative case study was selected. The researcher interviewed thirteen different individuals: six from one study school (School West) and seven from the second (School East). Importantly, the geographic area served by School East was known for comparatively low levels of juvenile arrests; the geographic area surrounding School West was more normative relative to juvenile arrest patterns. Based upon responses to the standardized interview, the researcher constructed a T-chart for each school emphasizing recurrent governing values and practices evident in four common domains of governing values and practices. The frequency with which specific examples from each domain surfaced across the interview pool are noted.

School West

Governing values and practices evident in School West interviews are presented below:

Governing Value	Practice
Be consistent about messaging • Attendance (6) • Nightly reading (3) • Growth mindset (1) • Graduation (1)	Connect outside the classroom • Tutoring (6) • Extended hours of operation (4) • Dedicated reading time (3) • Extracurricular activities (2) • Alternative school for kids (2) • Summer school (1) • Earlier career tech access (1)
Be relational with students • Culture of kindness (3) • Practice discernment in addressing behavior issues (3) • Teacher viewed as role model (2) • Teamwork (2) • Positive staff attitudes (1)	Partner with other stakeholders • Mentoring (6) • Referring parents/family to services (6) • Community center access (4) • Parenting classes (3) • Specialized teacher training (1) • Officers in schools (1)
Be relational with others • Connection with parents (6) • Community engagement (2)	Encourage desired behaviors • Behavior curriculum (5) • Behavior positive rewards (3) • Intervention teams/plans (1) • Recognize outstanding attendance (1)
Be a barrier-buster • Address transportation challenges (1)	Invest in student well-being • Home visits (4) • Clothing closet (4) • Breakfast/lunches (3) • Food backpacks (2) • Physical fitness (1) • Asking parents/families questions designed to protect child safety (1)

Discussion of School West governing values

In considering the governing value of *consistency in messaging*, interviewees were quite

consistent in identifying the two primary methods of supporting the governing value. All six

interviewed stakeholders in School West articulated attendance as being a key priority. In responding to a question about quantitative measurements that predict future success, a parent served by School West voiced that "GPA and behavior can all be worked on but attendance — none of it matters if they're not here." One the same question, School West teacher 1 offered, "I think attendance is huge. If they are here, they will get it (academic progress)." The priority of this governing value was perhaps summarized best by the current principal of School West who offered this response:

> "Attendance is a high priority. And, in fact, at this school, it is the one thing that, every school day, we talk about on announcements. Because, if you're not here, you're not getting instruction. If you're not getting instruction, you're not getting support. If you're not getting support, you're not really caring about your education. And if you're not caring about your education, then what are you really caring about?"

The second supportive action to this governing value was an emphasis on consistent reading. Three of the six stakeholders articulated daily reading as a messaged governing value. The current parent of a School West student noted the unique value of reading to the students in this low income district. Suggesting that a majority of students did not have opportunity for vacations or other escapes, they concluded that "books are a literal escape . . . and some of the stories they get to read about different foreign spaces, it gives them something to aspire to."

The governing value of *being relational with students* received less congruity in answers from respondents. Half of those interviewed stated that creating a culture of kindness was a key objective and an equal number discussed the importance of being flexible with discipline. The School West parent described the flexibility in discipline as necessary considering, "If you (a student) slept a couple of hours, you wouldn't be the happiest person in the world. So, we try to

let those things slide a little bit and work with them." Another added that the staff must look beyond the behavior to understand what is occurring in a young person's life, illustrating the declaration by describing a particular young man who was being disruptive. Because of relationship building, the current School West principal described that the young man's single mother "has a new boyfriend and she didn't come home till after midnight last night" giving the staff better insight into his behavior.

Efforts to build a culture of kindness are reported to be an important emphasis. School West teacher 1 offered the daily mantra of "see something nice, say something nice, do something nice." The school, according to School West's current counselor, has introduced a program focused on teaching students "how to get along together and also how to communicate with each other and how to problem solve through conflicts."

Intent to *be relational with other school stakeholders* had broad agreement across interview participants as all six respondents specifically addressed this governing value. According to a current School West parent, parental engagement would enhance the educational product by allowing parents to "better understand where their children are coming from when they come home and tell them the stories of what happened at school." The counselor at School West spoke to the importance of being available to parents for "support, as well as just knowledge of what the students are expected to do on a day to day basis." The relationships can also lead to improved discipline school wide as the current School West principal noted that parents can be a partner in helping "talk the child down."

The governing value of *busting barriers* received the least descriptive language in the interviews with only one respondent identifying an applicable governing value. The one – transportation – though received firm support from a School West parent noting that "If they

have transportation issues, we have been known to bring them. Go and get them, bring them to school or go to their home."

Discussion of School West practices

Interviewees were able to provide multiple examples of school practices that influenced young people at-risk of juvenile justice involvement. As a practice, *connecting students outside the classroom* was broadly addressed by respondents. All six stakeholders interviewed from School West identified tutoring as being an important application of the practice. A parent of a student at the school described an after-school program funded by a church, noting "there are a few kids that go there for tutoring. We also have in-school tutoring too." The tutoring effort was also emphasized by the counselor for School West, acknowledging the practice directly in support of the value of reading. She summed up their tutoring commitment by stating that "we've got after-school tutoring and that's beneficial. We do that in reading and math."

Another area of connection beyond class time was the extended hours of operation at the school. The School West principal noted the importance of early openings as a benefit to the family. "We make sure that we open our doors early in the morning to make sure that we receive our kids that are sometimes dropped off early because the parent might go to work early," she clarified.

Interview participants provided multiple examples of *partnerships with other stakeholders* in response to interview questions. Two specific activities in support of this practice received unanimous mention: mentoring and referring parents/families to services. In recounting a time she had aided an at-risk student, the School West counselor shared that ''over time, we were able to reach out and get them some additional resources outside of the school, to link them

with some outside counseling." Another example was offered by teacher 2 at School West, describing that for one child "we worked with getting him tested for special education and getting him placed in speech as quickly as possible."

Mentoring appears to be strategically used at School West, with the principal noting that a tiered approach includes an "adult buddy" for high risk kids. School West teacher 1 spoke of volunteers coming into the school and "mentoring (students) to bridge that gap."

In pursuit of desired behaviors from students, five of six respondents pointed to a curriculum based approach at School West. A district-wide administrator for School West's governing structure noted that the first two weeks of the academic year are spent doing a specific behavioral curriculum "setting that foundation for a successful year." School West teacher 2 noted the curriculum provides a "whole bunch of different techniques for them to use, to help solve problems." School West counselor noted that the effort has "been a real success, teaching them how to get along in a public setting, teaching them how to identify when they have frustrations or different feelings, and being able to communicate those."

School West stakeholders interviewed for this study were also able to point to many tactics used in support of student well-being. Four of 6 interviewees pointed to both home visits and the hosting of a clothing closet as being core strategies. School West teacher 2 spoke to financial support from a local merchant that donated "$1000 worth of clothes and that we have a shoes and clothing closet that we also use." School West teacher 2 continued to describe that the kindergarten team "goes and does home visits in two evenings and also on a Saturday just to build relationships with those parents and those kids."

School East

Governing values and practices evident in School East are presented below:

Governing value	Practice
Be consistent about messaging • Attendance (7) • Reading (3)	Connect outside the classroom • Extracurricular activities (7) • Extended hours of operation (5) • Hands-on learning (4) • Tutoring (3) • Community service (2) • Summer groups (1) • Core emphasis to advance to middle school (1)
Be relational with students • Relational with kids (7) • Flexible discipline (7) • Empathy (3) • Consistency (3) • Welcoming environment (3) • Reach each child (3) • Social development (1)	Partner with other stakeholders • Mentoring (7) • Parenting classes (4) • Feed parents as part of program (3) • Interview for teachers who will "go extra mile" (2) • Parent volunteerism (1)
Be relational with others • Connection with parents (7) • Community engagement (2)	Encourage desired behaviors • Behavior positive rewards (2) • Intervention teams/plans (1)
Be a barrier-buster • Teaching diversity (1)	Invest in student well-being • Clothing closet (2) • Provide transportation (1) • Home visits (1) • Breakfast/lunches (1)

Discussion of School East governing values

For School East, attendance was a unanimous topic identified as a emanating from a

governing value to be *consistent about messaging*. The current principal of School East

emphasized that "you definitely want to make sure they've got to be here to deal with their

need." School East teacher 2 tied attendance to test scores noting that "if you're not coming then

your GPA is going to show that." The School East counselor echoed the sentiment by noting

that "if they're not here, there's nothing they (teachers) can do to help them." As important as attendance is, School East teacher 1 noted that they didn't "think that kids were always the ones that are accountable for that (attendance)."

The second governing value identified, *being relational with kids*, again enjoyed high levels of alignment from interview participants. Specific emphasis on developing relationships with kids and practicing flexible discipline was unanimously supported by the seven School East stakeholders interviewed. As an example of the commitment to relationships, the former principal of School East noted that "if you sign up to work at our school, you'd go the extra mile for our kids." For a district administrator affiliated with School East, she noted that she "always wanted kids to have at least one adult at school they felt connected to, just one positive relationship."

Discipline flexibility was a theme offered throughout the seven interviews. Teacher 2 of School East noted that flexibility did have one limiting factor though. He offered that the school "decided our kids are not going home. We are going to deal with it here if there's trouble. We do not suspend at all, unless, obviously it's a no brainer, if it's a weapons incident, that's it." Teacher 1 of School East characterized the flexibility in terms of giving students chances, explaining that "it's hard, but some of my kids need nine, ten chances a day. Some of them, we always have a fresh start in the morning. No matter what the day before looked like."

Continuing the relationship theme, the governing value of *being relational with others* was consistently noted in interviews with School East stakeholders. Parental connections were noted by all seven stakeholders interviewed. One participant, a current parent of a student at School East, noted that her children's previous school included a confined receptionist sitting behind a teller like-window. At School East, she felt like "here, you know, is comfortable

26

friends. I feel a little more wanted." The former principal of the School East noted that they adopted an approach that would not "require parents to come but that the parents wanted to come." Even when recounting missed opportunities, the value of family relationship was underscored by the current School East principal noting that "we had done a better job embracing the entire family."

As was the case with School East, only one specific response was received in the *barrier-busting* governing value. The former principal of School East, responding to a final question offering for the stakeholder to address any topic not covered yet in the interview, emphasized that "it is absolutely imperative that we do more training and teaching around the issue of diversity."

Discussion of School East practices

For School East, as was the case for School West, interviewed stakeholders were able to pinpoint multiple strategies in support of the four highlighted practices. For School East, 100% of those interviewed highlighted extracurricular activities as a meaningful way to *connect outside the classroom.* For the former principal of School East, they summarized that "we just did it with our kids because we saw that it would benefit our kids to be exposed to the same things that other kids would be exposed to in a more private, or, if you would, higher socio-economic setting." The extracurricular activities were spearheaded by school staff, according to School East current principal adding that, "We do a lot. First of all, all my teachers really pour into the students. They're taking them places. We have lots of sports activities."

Two other areas received great consistency in responses from stakeholders. Five of the seven respondents pinpointed extended hours of operation as an important strategy for providing

engagement beyond the classroom. A current School East parent noted that "this evening there was book club so like I'm staying for that."

Another strong indicator of engagement beyond class time was the emphasis on hands-on learning, receiving mentions from four of seven respondents. The current principal of School East discussed interest in robotics and field trips. She continued that "we have a STEM lab but I'd love to have that grow. I want to produce thinkers."

Interview respondents offered several strategies in support of *partnering with stakeholders*. Mentoring with the most frequently mentioned strategy with all seven School East stakeholders interviewed contributing specific examples of how the school valued mentoring. For School East teacher 2, "mentoring is huge" but added that more males needed to play a role to maximize the influence of mentoring. A parent of a current School East student expressed appreciation for the amount of mentoring currently offered by School East but felt like even more would add value. She suggested that more people could come in "and meet them (students) on their level, like fun stuff that they do like basketball or something."

Support of parenting classes is another strategy used in pursuit of partnership. Four of the seven interviewed discussed the value of these classes to the School East culture. The programs are broad based, according to School East teacher 2. He explained, "Once a week we're going to have parenting classes up here. We're going to have classes that we gear to financial success. We're going to have classes that are geared towards appropriate disciplining in the home. We're going to have classes that are going to be run by an actual licensed therapist." For the former principal of School East, he viewed these parenting groups as an opportunity to "love on parents."

School East stakeholders addressed the efforts to *encourage better behaviors* but did not offer many direct examples. Providing positive awards for good behavior was most frequently mentioned. The former principal of School East alluded to paying adults for the jobs they perform and suggested that for students "if they could offer students something that they could associate school with besides just the academic piece, it would benefit us well." According to the current principal of School East, the strategy of encouraging good behaviors is deliberately planned including assessments given weekly to determine "if our students are on the right level and need support or if they're below grade level and need some support."

Investment in student well-being was a theme that surfaced during interviews but, as was the case on encouragement of positive behaviors, few specific examples were offered. Recounting a student whose parent was in critical condition at the hospital, School East teacher 1 shared a story of taking the child home to the teacher's family and their spouse's response was "tell me how many pizzas we need." The current principal of School East shared anecdotally about feeding young people and taking a road trip. When they neared the state line, one of the girls commented, "It's my first time out of town."

Comparison and discussion

Results from the two schools were further aggregated into a chart that highlighted high-frequency similarities between governing values and practices embraced by the respective schools and a chart that identified a high-frequency items that were articulated by respondents at one school but not at the same frequency at the other school. Those findings are identified below.

High Impression Similarities

(responses offered by greater than 50% of interviewees

from School East and School West)

Governing value	Practice
Be consistent about messaging • Attendance (6) & (7)	Connect outside the classroom • Extended hours of operation (5) & (4)
Be relational with students • NA	Partner with other stakeholders • Mentoring (6) & (7)
Be relational with others • Connection with parents (6) & (7)	Encourage desired behaviors • NA
Be a barrier-buster • NA	Invest in student well-being • NA

In the governing values category, two specific attributes received 100% identification by interviewees from both schools. Stakeholders clearly identified attendance as a regularly messaged item. All subjects also discussed the value of parental connections as an attribute of the importance of being relational with parents.

In terms of practices, two specific approaches met the 50% threshold on commonality. All stakeholders addressed the value of mentoring as a practice that would influence the lives of young people at risk of juvenile justice by facilitating connections outside the classroom. Opening schools for extended hours received broad support as a strategy to connect outside the classroom with a majority of those interviewed expressing value in this approach.

High Impression Differences

(offered by over 50% of only one of the two schools; school indicated)

Governing value	Practice
Be consistent about messaging • NA	Connect outside the classroom • Extracurricular activities (7) School **East** • Hands-on learning (4) School **East**
Be relational with students • Relational with kids (7) School **East** • Flexible discipline (7) School **East**	Partner with other stakeholders • Parenting classes (4) School **East** • Community center access (4) School **West**
Be relational with others • NA	Encourage desired behaviors • Behavior curriculum (5) School **West**
Be a barrier-buster • NA	Invest in student well-being • Clothing closet (4) School **West** • Home visits (4) School **West**

In terms of differing weight of priority, two specific attributes were present in more than 50% of respondents from School East but were not present at majority status for School West participants. In terms of being relational with students, 100% of School East stakeholders implicitly described building relationships with student as a critical step. Additionally, 100% of stakeholders specifically discussed the need for flexibility with discipline as being an important element of pursuing healthy relationships with elementary students.

The depth of differentiation of high frequency responses was most profound in the comparison in the area of practices. All School East stakeholders expressed support for involvement in extracurricular activities as an area of connection beyond the classroom. Additionally, 4 of the 7 interviewed discussed hands-on learning as a key practice. In terms of partnering with stakeholders, both schools' respondents mentioned parenting classes with high frequency; however, only School East's respondents met the threshold of greater than 50%.

School West's interviewees were also consistent in discussing specific strategies among the core practices. In the practice area of working with other stakeholders, access to a community center for students was articulated by 4 of 6 respondents. Five of 6 interviewed for School West shared information on how the school pursued positive behaviors from students by following a specific behavioral curriculum. In the practice of student well-being, home visits (4 of 6) and hosting a clothing closet received high-frequency mentions.

Taken together, the T-chart analysis revealed there is congruence in the schools in a majority of areas measured. The biggest point of differentiation between the schools were in governing values. In that measurement, School East participants were readily able to think of and reproduce governing values of specific relationship development with each kid and individualized response to behavior challenges. Both are related to culture development and can be affected by leadership turnover and other organizational stressors such as attendance rates. Interviewees from both schools articulated multiple specific practices in place to serve at-risk children suggesting successful integration of practices likely to be successful for at-risk youth.

Discussion

The objective of this study was to understand the governing values and practices employed at the elementary school level of education that may contribute to a reduction in the number of young people entering the juvenile justice system. The comparative case analysis inquired how successful utilization of Flexible Leadership Theory (FLT) and emphasis on cultural leadership by school leadership contributes to desired reductions in juvenile justice system penetration for students.

The findings contribute to this field of research by providing ample evidence that in the two elementary schools included in this study, examples of both FLT and cultural leadership are readily apparent. Interviews from both schools demonstrate the presence of transformational leadership, instructional leadership, ambidexterity, strategic management and leadership, and distributed leadership theories. Cultural leadership development and intentional communication of desired culture is also a common thread between the two schools. At School East, the agreement of stakeholders across multiple areas of governing value and practice is discernible. For School West, cross-interview agreement is less frequent. Turnover of school leadership is one potential contributor to this outcome. Culture development takes time and dedicated effort and can change (Trice & Beyer, 1993). Absent consistent leadership and culture messaging, alternative cultures will emerge (Keyton, 2011). Ebb and flow of leadership stability creates tensions and uncertainty (Stephan & Pathak, 2016). For teachers, maximum effectiveness occurs when they are not emotionally exhausted (Nielson, Mader, Stride, & Jimmieson, 2017). These elements validate the important relationship between leadership stability and aptitude in multiple leadership theories.

One school metric that is a good predictor of risk of juvenile justice involvement is school attendance (Hallinger & Ko, 2015). All stakeholders interviewed in from both schools articulated attendance as a key priority. Engaging elementary students in their school work carries great benefit in reducing misbehaviors inside and outside of school. Student engagement increases likelihood of attendance (Hirschfield & Gasper, 2011). According to the 2017 School Profiles, as prepared by the Oklahoma State Department of Education's Office of Educational Quality and Accountability, the two schools studied scored very differently on attendance related measures.

School West and School East comparison: Reported attendance data

Average number of days absent per student	On average, students at School East attended 6 more days of school per year than students at School West.
Student suspension rate	School West's suspension rate is over 200% higher than School East's

Attendance, or absenteeism, can be affected by multiple factors—most of which are outside the ordinary control of children. School children could be experiencing significant illness or injury; parents could contribute to absences by failing to prioritize attendance, or schools may choose to expel or suspend children (e.g., Howson, 2011; Morrisey, Hutchison, & Winsler, 2014; Spencer, 2009). Yet, the difference in the attendance profile for these two schools is striking. In the interview with the former principal of School East, the administrator discussed a student suspended for assaulting a teacher. The response when the principal returned was to tell the staff, "No, we are not going to leave him out that long." The principal's commitment to assuring kids were actively engaged in the classroom demonstrated cultural leadership in establishing in student attendance as an expectation of the school.

Though attendance scored highly for both schools as a consistently messaged priority, elements of the governing value of being relational with students was broadly supported only in School East. There was complete alignment among the seven interviewed subjects that placed specific value on being relational with the kids and practicing flexible discipline. The emphasis on discipline flexibility is most noteworthy in that it represents a well-established cultural environment that individual responses are warranted depending upon the needs of specific children.

It is noted that the coding used in this study can be subjective. In the coding of responses relative to the element of being relational with kids the risk of the subjectivity is most pronounced. In School East interviews, the theme of developing deep relationship with the children was consistently and clearly articulated. In School West interviews, the theme was not as clearly articulated although there were other examples that could have been proxy for the statement; however, those statements were not extrapolated as being proxy for intensive relational emphasis. The researcher can conclude from interviews, though, that the child being central to School East is an emphasized point of messaging for leadership style and culture development.

The practices explored in this study appear to be frequent and readily identifiable by staff. Though unanimous identification of single elements is not frequent, interviewees demonstrated consistent awareness in the tools and unique engagements necessary to help kids learn and engage.

Practical Implications

This research reinforces the value of consistent leadership within an organization. The practices necessary to help young people succeed and avoid interaction with juvenile justice system are plentiful. There appears to be no "magic" approach in practice; any number of approaches can add value in facilitating success. Additionally, the governing value of messaging attendance as a priority for school children is widely acknowledged.

However, when comparing two schools of very similar demographic characteristics, the key point of differentiation is the understanding of (a) the necessity of flexibility of addressing discipline issues and (b) specific adherence to a relationship-development approach. School administrators should place value in candidate selection for school site leadership using these elements as key considerations. Furthermore, administrators should apply this comparative case study to understand the value of making the right hire initially and to allow time for positive, pro-relational cultural orientations to take hold within a specific school.

Limitations and Future Directions

This study explored two demographically-similar elementary schools located in central Oklahoma. The researcher did not account for the tenure of the principal of the two schools in selecting study sites. School East has enjoyed consistent site leadership only employing two school principals in the last eighteen years. School West on the other hand, is being served by a first year principal recruited into the district to address challenges at School West. The principal is the third to serve the school in the last five years. The governing values and practices comparison is not a fair evaluation of the new principal's cultural leadership due to lack of time for culture cultivation.

Additionally, the juvenile justice arrest profile used to identify the schools is an indicative but not a conclusive measure. The researcher used juvenile arrest frequency in the elementary school's service area zip codes as part of the demographic profile. Most juvenile arrests occur well after a student has graduated elementary school and, in both schools, students are known to be quite mobile in terms of residence. Teacher 2 from School West noted that, "The mobility rate here is high, and that definitely plays into kids within their academics and in their extra-curricular [activities], and if they later end up getting arrested." This is important as a juvenile arrested in one school's service zip code might have moved into that zip code after progressing past elementary school. Additional study is possible in this area but the quality would be dependent upon the ability for governmental agencies to align data collection and assignment of trustworthy individual, de-identified records. Further exploration would have value for multiple governmental, educational and community services systems in helping identify the needed and proven practices to connect academic success and delinquency prevention.

Conclusion

Elementary schools are complex organizations. Principals of elementary schools have responsibility for academic and student development. Successful school leaders must be adept at practicing multiple leadership styles and able to articulate and cultivate a desired cultural environment. As part of the school's culture, there are governing values that can positively affect a young person's risk of entering in the juvenile justice system. For the two schools identified for this study, an emphasis on attendance was a strong common message that has proven value in diminishing juvenile justice involvement. However, an emphasis on attendance alone is not sufficient as other key elements of the school's culture are necessary to translate into successful juvenile justice prevention. Continuity in reinforcing those core cultural governing values along with talented flexible leadership are imperative to achieve success.

References

Alvesson, M. (2002). *Understanding organizational culture.* London; Thousand Oaks: SAGE.

Ashforth, B., & Humphrey, R. (1995). Emotion in the workplace: A Reappraisal. *Human Relations, 48*(2), 97-125.

Baškarada, S., Watson, J., & Cromarty, J. (2016). Leadership and organizational ambidexterity. *Journal of Management Development, 35*(6), 778-788.

Beyer, J. & Browning, L. (1999). Transforming an industry in crisis: Charisma, routinization, and supportive cultural leadership. *The Leadership Quarterly, 10*(3), 483-520.

Bisel, R., Kramer, M., & Banas, J. (2017). Scaling up to institutional entrepreneurship: A life history of an elite training gymnastics organization. *Human Relations, 70*(4), 410-435.

Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. *International Journal of Management Reviews, 13(3),* 251-269.

Cannella, A. A., & Monroe, M. J. (1997). Contrasting perspectives on strategic leaders: toward a more realistic view of top managers. *Journal of Management, 23(3),* 213–237. https://doi.org/10.1177/014920639702300302

Clark, R. (1957). A high-school principal looks at juvenile delinquency. *The Clearing House, 32*(2), 89-92.

Davison, A., Brown, P., Pharo, E., Warr, K., Mcgregor, H., Terkes, S., . . . Abuodha, P. (2013). Distributed leadership. *International Journal of Sustainability in Higher Education, 15(1),* 98-110.

Dinham, S. (2013). Connecting clinical teaching practice with instructional leadership. *Australian Journal of Education, 57(3),* 225-236

Ebben, J., & Johnson, A. (2005). Efficiency, flexibility, or both? Evidence linking strategy to performance in small firms. *Strategic Management Journal, 26*(13), 1249-1259.

Ferguson, A. (2011). Crime Mapping and the Fourth Amendment: Redrawing "High-Crime Areas". *Hastings Law Journal, 63*, 179-1645.

Finkelstein, S. (2004). Why smart executives fail. *Executive Excellence, 21*(9), 9.

Garza, N., & Dempster, Lloyd V. (2011). *Risk factors that lead to juvenile delinquency,* ProQuest Dissertations and Theses.

Gibson, C. B., & Birkinshaw, J. (2004). The antecedents, consequences, and mediating role of organizational ambidexterity. *Academy of Management Journal*, *47*(2), 209–226. https://doi-org.ezproxy.lib.ou.edu/10.2307/20159573

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New Brunswick, NJ: Aldine Transaction.

Gordon, J., & Symcox, Linda. (2012). *Critical pedagogy as an instructional leadership initiative in a small urban high school setting,* ProQuest Dissertations and Theses.

Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly, 13*(4), 423-451.

Hallinger, P., & Ko, J. (2015). Education accountability and principal leadership effects in Hong Kong primary schools. *Nordic Journal of Studies in Educational Policy, 2015*(3), 19-29.

Hirschfield, P., & Gasper, J. (2011). The relationship between school engagement and delinquency in late childhood and early adolescence. *Journal of Youth and Adolescence, 40*(1), 3-22.

Hitt, M., & Ireland, R. (2002). The essence of strategic leadership: Managing human and social capital. *Journal of Leadership & Organizational Studies, 9*(1), 3-14.

Howson, John. (2011). Deprivation remains key in poor pupil attendance. *Times Educational Supplement,* (4939), 16-17.

Jambawo, S. (2018). Transformational leadership and ethical leadership: Their significance in the mental healthcare system. *British Journal of Nursing (Mark Allen Publishing), 27*(17), 998-1001.

Keyton, J. (2011). *Communication & organizational culture: A key to understanding work experiences*. (2nd ed.) Thousand Oaks, CA. SAGE.

Kramer, M. W. (2010). *Organizational socialization: Joining and leaving organizations*. Malden, MA: Polity.

Loyd, B., Forsyth, R., & Hoover, H. (1980). Relationship of elementary and secondary school achievement test scores to later academic success. *Educational and Psychological Measurement, 40*(4), 1117-1124.

Luallen, J., & Kling, R. (2014). A method for analyzing changing prison populations: explaining the growth of the elderly in prison. *Evaluation Review*, *38*(6), 459–486. https://doi.org/10.1177/0193841X14541657

Madden, N., Slavin, R., Karweit, N., Dolan, L., & Wasik, B. (1993). Success for all: Longitudinal effects of a restructuring program for inner-city elementary schools. *American Educational Research Journal, 30*(1), 123-148.

Mahsud, R., Yukl, G., & Prussia, G. (2011). Human capital, efficiency, and innovative adaptation as strategic determinants of firm performance. *Journal of Leadership & Organizational Studies, 18*(2), 229-246.

Martin, J. (2002). *Organizational culture: Mapping the terrain.* Thousand Oaks, CA: SAGE.

Morgan, G. (1998). *Images of organization.* Oakland, CA. Berrett-Koehler.

Morrissey, T., Hutchison, L., Winsler, A., & Eccles, Jacquelynne. (2014). Family income, school attendance, and academic achievement in elementary school. *Developmental Psychology, 50*(3), 741-753.

Niessen, Mäder, Stride, & Jimmieson. (2017). Thriving when exhausted: The role of perceived transformational leadership. *Journal of Vocational Behavior, 103*, 41-51.

Oklahoma State Department of Education, Office of Educational Quality and Accountability (2017). 2017 school profiles. Retrieved from: https://www.edprofiles.info/report-card

Pearce, C. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive, 18*, 47–57.

Ramirez, M. (2013). Americans' changing views on crime and punishment. *Public Opinion Quarterly, 77*(4), 1006-1031.

Rigby, J. (2013). Three logics of instructional leadership. *Educational Administration Quarterly, 50(4),* 610-644.

Rutherford, C. (2006). Teacher leadership and organizational structure: The implications of restructured leadership in an Edison school. *Journal of Educational Change, 7(1-2),* 59-76.

Schein, E. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA. Jossey-Bass.

Schein, E. (1996). Culture: The missing concept in organization studies. *Administrative Science Quarterly, 41*(2), 229-240.

Shaked, H., & Schechter, C. (2016). Holistic school leadership: Systems thinking as an instructional leadership enabler. *NASSP Bulletin, 100(4),* 177-202.

Spilt, J., Hughes, J., Wu, J., & Kwok, O. (2012). Dynamics of teacher–student relationships: Stability and change across elementary school and the influence on children's academic success. *Child Development, 83*(4), 1180-1195.

Spreitzer, G. M., & Sonenshein, S. (2003). Positive deviance and extraordinary organizing. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 207-224). San Francisco: CA: Berrett-Koehler.

Spreitzer, G. M., & Sonenshein, S. (2004). Toward the construct definition of positive deviance. *American Behavioral Scientist*, *47*(6), 828-847. doi: 10.1177/0002764203260212

Stephan, U. & Pathak, S. (2016). Beyond cultural values? Cultural leadership ideals and entrepreneurship. *Journal of Business Venturing, 31*(5), 505-523.

Tang, J. & Crossan, M. (2016). Are dominant ceos the saviors of troubled firms? *Long Range Planning, 50*(6), 782-793.

Taylor, J., & Van Every, E. J. (2000). *The emergent organization : Communication as its site and surface.*. Mahwah, N.J.: Erlbaum.

Thaler, R. (1978). A note on the value of crime control: Evidence from the property market. *Journal of Urban Economics, 5*(1), 137-145.

Tognazzo, A., Gubitta, P., & Gerli, F. (2017). Fostering performance through leaders' behavioral competencies. *International Journal of Organizational Analysis, 25*(2), 295-311.

Tracy, S. J., & Huffman, T. P. (2017). Compassion in the face of terror: a case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting. *Communication Monographs*, *84*(1), 30-53.

Trice, H., & Beyer, J. (1991). Cultural leadership in organizations. *Organization Science, 2*(2), 149-169.

Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspectives, 26*(4), 66-85.

Yukl, G. (2008). How leaders influence organizational effectiveness. *The Leadership Quarterly, 19*(6), 708-722.

Zimmermann, A., Raisch, S., & Cardinal, L. (2018). Managing persistent tensions on the frontline: a configurational perspective on ambidexterity. *Journal of Management Studies, 55(5)*, 739-769.

Appendix A: Interview Guide

1. What is your role, title, and responsibilities as it relates to _____ elementary?
2. Based upon your experience, can you share some characteristics present in kids that are considered at-risk?
3. In an average school day, what kinds of activities would be going on in the school to specifically benefit at-risk kids? In an average week? In an average month?
4. Outside of the standard school day, what other activities associated with this campus might benefit at-risk kids?
5. Beyond planned activities, in your opinion, what are the attributes of a school environment that promotes success in at-risk children?
6. Can you describe time when you specifically helped an at-risk child. Tell the story.
7. Tell me about a time when you saw an at-risk child arrested, if applicable. When reflecting on that child's experience, what else could the school have done to helped?
8. From a quantitative standpoint, in your opinion, what measures suggest long term success for a kid that we would consider at risk and why do you believe that is a relevant measurement? (attendance, GPA)
9. Consider at-risk kids that you have previously or currently worked with. Tell me about some characteristics of their home life? Can you describe how your school might have engaged both student and family?
10. The average age of a kid entering the juvenile justice system in Oklahoma is just over 15, meaning kids are arrested after leaving the primary education environment. Tell me your thoughts on the bridge between grade school and secondary education.
11. In an ideal world, what menu of activities would you employ to help at-risk kids?
12. What else would you like to share about engaging at-risk youth to keep them from future arrest?