

Title: Organizational Change: A Case Study of a High School's Changed Educational Practice in Response to the No Child Left Behind Act of 2001

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No Child Left Behind has impacted every public school across the country. Schools must address the mandates set forth within the Act to ensure they are meeting adequate yearly progress and ensure that all students will attain proficiency by the year 2014. This case study examines whether NCLB has influenced organizational change as it relates to instructional practices in one suburban high school in Western Pennsylvania.

A qualitative method was chosen as it best fit the needs of the study, which is to document organizational change in terms of changed teaching methods to improve student achievement on the PSSA in one western Pennsylvania high school. A descriptive case study provides a more in-depth look and will be conducted in a vertical manner; comparing PSSA scores before and after implementation of improved instructional strategies. Interviews, archival PSSA data, and documents will be analyzed. Hall and Hord's Stages of Concern will be used for the theoretical framework for this study. The case study will focus on new implementation of learning skills through instructional practice in core academic secondary classrooms, roadblocks and supports in the transformation, and the effectiveness of the initiative.

The results of this study suggested that teachers' instructional practices were changed in order to meet the requirements set forth in NCLB. The manner in which a

change initiative is approached and sustained impacts the sustainability of the proposed transformation. This study proposes that by utilizing reading strategies across all content areas at the secondary level and providing students with a strong foundation in reading, student achievement will thus increase in this area.