ABSTRACT

Perceptions, Management Practices, Instructional Programs and Resources
Frequently used by Urban School Principals to Meet the
Requirements of School Accountability

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The purpose of this study was to investigate and identify principals' perceptions
of management practices, instructional programs, and resources most important to
meeting the requirements of public school accountability. The research focused primarily
on secondary principals of Title I schools in the Greater Houston area of the state of
Texas. This research was deliberate in providing descriptive information concerning
principals' perceptions on how to successfully meet the requirements of school
accountability. Sixty-seven secondary principals in Title I schools in the Greater
Houston area served as subjects.

The study involved both quantitative and qualitative research methods including a
combination of interviews and a survey to collect data from principals regarding their
perceptions. The study was exploratory in nature with the intent to add to the body of
knowledge concerning instructional strategies, management practices, and resources
principals utilized and needed to be successful in meeting the high demands of public
school accountability.

The study revealed principals' use of pull-out programs and before/after school tutorials were effective ways of improving the achievement of students who needed additional instructional support and assistance. In addition to the tutorials, principals' active monitoring and visibility were effective strategies used to manage the instructional programs and ensure continuous student improvement. The study also revealed that principals value and support the practices of hiring, maintaining, and developing highly qualified teachers to ensure continuous student improvement. Results were discussed in terms of their implications for educational practice and future research. It is the hope that the information about principals' perceptions of instructional programs and management practices, gathered from this study, will benefit educators working with students in Title I schools and that these findings will be added to the growing literature of effective strategies to improve our public schools.
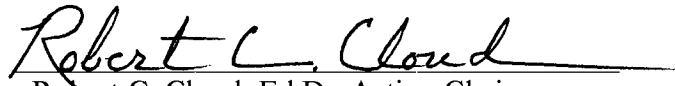
Perceptions, Management Practices, Instructional Programs and Resources
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by

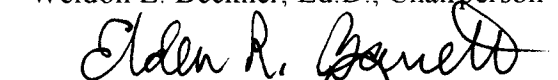Walter G. Jackson, B.M., M.Ed.

A Dissertation

Approved by the Department of Educational Administration
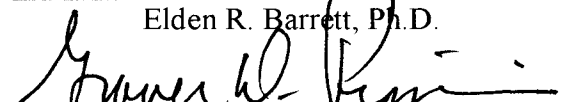
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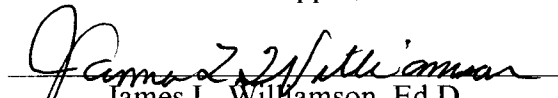
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Submitted to the Graduate Faculty of
Baylor University in Partial Fulfillment of the
Requirements for the Degree
of
Doctor of Education

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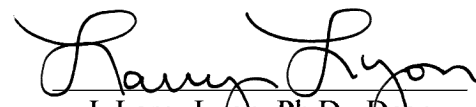
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LIST OF ABBREVIATIONS

Abbreviation/Symbol   Definition

AEIS   Academic Excellence Indicator System

AYP   Adequate Yearly Progress

f   Frequency

M   Mean

NCLB   No Child Left Behind

P   Percentage

SD   Standard Deviation

TAKS   Texas Assessment of Academic Skills

TEA   Texas Education Agency

ACKNOWLEDGMENTS

DEDICATION

To

My wife

My children

My church family

My school

My cohort

My professors

CHAPTER ONE

Introduction

School leadership today is a multifaceted position requiring the principal to satisfy the demands of law makers, parents, community leaders, teachers, students, the board of education, and the school superintendent. Changes in the principal's job have been drastic since the emergence of the standards-based education reform of the 1980s. Never before has the role of the principal been so arduous and complex. Today's school leaders are expected to serve in many capacities including: 1) the manager of a complex organization, 2) a visionary instructional leader, and 3) promoter of social and community programs in order to meet the needs of the diverse learning organization (Institute for Educational Leadership, 2000).

According to Eaker and Dufour (1998),

Changing any organization is difficult, but changing something as complex as the American system of education is an absolutely daunting task. Fifty states operate over 15,000 relatively autonomous school districts through more than 80,000 school board members who employ over 200,000 district administrators, 120,000 principals, and 2.5 million teachers for the 84,000 schools that serve over 43 million students. But the scope of the effort is not the only obstacle to be overcome. Our educational system is fundamentally conservative. As Fullan (1993) writes, "The way that teachers are trained, the way the hierarchy operates, and the way that education is treated by political decision makers results in a system that is more likely to retain that status quo than to change." (p. 13)

Principals face increased pressure to become instructional leaders while, at the same time they are challenged to continuously improve the overall student achievement on their campus by implementing and managing standards-based instructional programs that meet the demands of state and federal accountability standards. The current realities

and expectations of the school principal now include even greater demands. As is true of any organization, strong leadership is key to the success and effectiveness of the public school. Therefore, it is important that the school principal be well prepared and highly trained to meet the challenges of the position.

Schools of the 21st century require a new kind of principal, one who fulfills a variety of roles: *Instructional leader*—the principal is focused on strengthening teaching and learning, professional development, data-driven decision making and accountability. *Community leader*—the principal is imbued with a big picture awareness of the school's role in society; shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building resources; and *Visionary leader*—the principal has a demonstrated commitment to the conviction that all children can learn at high levels and is able to inspire others inside and outside the school building with this vision (Institute for Educational Leadership, 2000).

A study of the multi-dimensional challenges principals are faced with could be beneficial in assisting educational leaders as they face these challenges. Perhaps the study will yield a plethora of ideas, strategies, and resources to help principals make better decisions as they are faced with challenges in the age of high stakes testing, accountability, and meeting the requirements of the No Child Left Behind Act.

Statement of the Problem

The principalship has evolved into a job where complex decision-making, and the challenges of instructional leadership, high stakes testing, and accountability rule the day. In addition to the above-mentioned challenges, principals are expected to serve as visionary leaders, while juggling the "political pins" that include parents, teachers,

community leaders, and the central office. In *The Moral Imperative of School*

Leadership, Michael Fullan (2003) explains

> The 1990's was a dismal decade for the principalship. Expectations for schools piled up, policies became more prescriptive but lacked coherence, implementation strategies were neglected, leadership training and development were missing, and few noticed the looming exodus of principals through normal and early retirements. Above all, the principalship was becoming unattractive, even to, or one could say especially to, those who wanted to make a difference. (p. xiii)

> Furthermore,

> the National Assessment of Educational Progress (NAEP) has found that average reading scores for 17-year-olds have not improved since the 1970's. In 1998, 60 percent of 12th graders were reading below proficiency. Perhaps even more distressing is that this trend of low performers by our schools reaches back more than two decades, during which time the taxpayers have spent $125 billion on elementary and secondary education. (U.S. Department. of Education, 2000, p. 1)

In addition to the political, emotional and professional limitations of the principalship, the

No Child Left Behind Act of 2001 has added to the list more performance-based

requirements that schools are expected to meet. Therefore, students will be tested

annually using standardized tests in Reading, Writing, and Mathematics to determine

expected growth. In *America's Failing Schools* by James Popham (2004), he writes

> Overwhelmingly passed by both houses of the U.S. Congress in late 2001, a significant federal education statute was signed into law by President George W. Bush in January 2002. The substantial bipartisan congressional support that this legislation enjoyed was surely due to the strong advocacy of test-based educational accountability previously registered by both Republican and Democratic candidates in their presidential campaigns. Both Al Gore and George Bush had often voiced their belief that the nation's public schools needed some sort of rigorous accountability system that relied on an expanded use of educational tests. Although there were certainly differences between the positions of the two presidential candidates, the cornerstone of both approaches to improving our schools was a marked increase in the use of achievement tests for students. (p. 14)

Popham (2004) goes on to state how strongly each candidate believed in school accountability,

> The underlying idea expressed by both Bush and Gore was that our public schools should be required to provide hard evidence, primarily in the form of students' test scores, demonstrating whether those schools were doing a good job. The two candidates concurred that schools whose students' test scores were low should be placed on some sort of improvement track. (p. 14)

The problem addressed in this study concerned challenges principals face as they work to meet rigorous accountability requirements. These include the state mandated TAKS (Texas Assessment of Knowledge and Skills) test and the Federal AYP (Adequate Yearly Progress) requirements of the No Child Left Behind Act.

Purpose of the Study

The purpose of this study was to investigate and identify principal perceptions of management practices, instructional programs, and resources most important to meeting the requirements of school accountability. The research focused primarily on principals of Title I schools in the Greater Houston area of the state of Texas.

Objectives of the Study

To achieve the purpose of this study the following objectives were pursued:

1. To determine what principals are doing to ensure continual academic growth for all students.

2. To determine what principals are doing to close the achievement gap between minority students and others.

3. To determine what assistance principals perceive is needed from the district level to meet the challenges of public school accountability.

4. To determine what assistance principals perceive is needed from the Regional Education Service Centers to meet the challenges of public school accountability.

Participants

The population of this study consisted of secondary building principals of Title I schools in the Greater Houston area of Texas. The roster of program participants was obtained through the Region Four Educational Service Center.

Research Design

Survey methods are among the oldest techniques for conducting research (Dane, 1990). Survey research is a general description given to a variety of research methods that share a common goal, which is to produce statistics that are quantitative or numerical descriptions of some aspects of the study's population. According to Ravid (1994), the use of survey research will involve the researcher obtaining information directly from groups or individuals.

The design of the study was a descriptive survey approach to investigate and identify principal perceptions of management practices, instructional programs, and resources most important to meeting school accountability requirements. The use of survey methodology involved a web-based survey. Data were collected with this survey in an efficient and systematic manner. Follow-up interviews served to further explore and validate the responses to the survey. The interviews were organized, summarized, and reported by the researcher. Data obtained from the survey were quantified and expressed in numerical values to facilitate data interpretation. The survey's focus was primarily to collect factual information.

Analysis of Data

The results of the study are reported using numerical and graphic techniques. Data collected were analyzed for the total response group. Descriptive statistics were used including frequency, percentages, means, and standard deviations. The statistical procedures included standard deviations. Tables and charts were created to present and explain data in relation to each of the research objectives.

Significance of the Study

The complex role and demanding expectations of the principalship are intense and stressful. The average tenure of a new principal in Texas is approximately 3.5 years. Recent reports suggest in the very near future there will be principal shortages. This expected shortage of principals in public schools can prove to be detrimental to the American public school system and its purpose of educating the nation's youth. As principals are faced with the challenges of improving the achievement of all students in schools it is important to know which instructional and managerial strategies are yielding successful outcomes. Additionally, it is equally important to know what support systems principals perceive are needed to meet these challenges.

According to Eaker and DuFour (1998),

most educators have not been trained in initiating, implementing, and sustaining change. They have moved too quickly, or they have lost momentum by not moving quickly enough. They have thought too big—or too small. They have neglected the process of creating a "critical mass" of support or have failed to proceed because of the mistaken notion that they needed unanimous support before launching an initiative. They have regarded conflict as a problem to avoid rather than an inevitable and valuable byproduct of substantive change. They have failed to anchor the change within the culture of the school. They have considered a change initiative as a task to complete rather than an ongoing process. In short, school practitioners have not learned how the complexities of the change process transform organizations. (p. 15)

Authors Fenwick and Pierce (2002) state,

Societal changes have stimulated new pressures on schools and those who lead them. Technology, demographic shifts, redefinitions of "family," testing and accountability, decentralization and site-based management, violence, changes in the economy, new court mandates related to desegregation, various legislative initiatives such as school vouchers, and the press to privatize have created a web of conflicting demands and expectations for school principals. These changes have resulted in "a turning of the role principal 90 degrees from everywhere." (p. 150)

The authors further state,

Contemporary models of school reform acknowledge the principal as the passport to school success. The modern principal is no longer the "principal" teacher, but rather the manager of an increasingly complex organization. Principals today are expected to create a team relationship among staff members, acquire and allocate resources, promote teacher development, improve students' performance on standardized tests, and build effective community linkages. (Fenwick & Pierce, 2002, p. 150)

Delimitations and Limitations

The study was limited by research design in that it was restricted to the 91 secondary school principals surveyed and the 67 principals who responded. Findings of this study may not be generalizable to principals of elementary or non-Title I schools, other than that of the group studied. The conclusions from this study may be limited in part by two factors: participation in the survey was optional, and the 91 principals given the survey were not randomly selected. The goal of this descriptive study was to provide information gathered from a review of professional literature and the responses of principals surveyed in the Greater Houston area of Texas. The findings of this study may not be generalized to any group other than the principals participating in the greater Houston area of Texas. This study was also subject to the limitations recognized in collecting data by electronic mailed questionnaires.

Assumptions

The findings of this study were subject to the following assumptions:

1. The researcher was impartial in the analysis of the survey data.

2. The person completing the on-line survey was the individual addressed in the survey.

3. The participants responded objectively and honestly.

4. The interpretation of data collected reflected the responses of the principals surveyed in the study.

Definition of Terms

The following are operational definitions of the key terms used in this study.

Principal – the Principal is the leader of the school in all aspects. The principal oversees the day-to-day operations of the school and is primarily responsible for the success or failure of the school's academic programs.

High-Stakes Accountability – the use of standardized tests administered annually to measure student achievement. At most high schools in Texas students who do not score as "proficient" on the state Exit Level TAKS test are not permitted to graduate. Additionally, students not scoring as proficient on the Third Grade TAKS Reading test are not promoted. Educators, too, are held accountable for student achievement. There are consequences for schools and educators (school leaders) whose schools fail to meet state and federal annual growth in student achievement.

Achievement Gap – Term used to denote the achievement margin between minority students compared to students of Anglo ethnicity.

Texas Assessment of Academic Skills (TAAS) – TAAS is the former state mandated high-stakes test used to measure annual student achievement.

Texas Assessment of Academic Skills (TAKS) – TAKS is the state mandated high-stakes test used to measure annual student achievement. Public schools that have 90% of "all students" passing the TAKS are rated as an Exemplary School.

Texas Education Agency (TEA) – State Education Agency in charge of regulating policy and monitoring the annual performance of public schools in Texas.

No Child Left Behind (NCLB) – Federal legislation that requires states to (a) ensure that highly qualified teachers are in every classroom, (b) use research-based practices as the foundation of instruction, (c) develop tests to assess students so that data-driven decisions become an integral part of the educational system, and (d) hold schools accountable for the performance of all students.

Adequate Yearly Progress (AYP) – The NCLB requires that each state use the annual statewide assessments to measure the academic progress of its students toward meeting the academic standards. The goal of the AYP instrument is to ensure that 100% of campus students reach proficiency on the academic standards within 12 years.

Highly Qualified Teacher – Teachers who meet the requirements of NCLB by the following criteria: hold a minimum of a bachelor's degree from a college or university; have full state teacher certification or licensure for the area in which they teach; and able to demonstrate subject matter competency in the core academic subjects they teach.

Title I Schools – Title I Schools are geared to improving the academic achievement of the disadvantaged.

Lassiez Faire Management Style – The laissez-faire leadership style is also known as the "hands-off˙ style. It is one in which the manager provides little or no direction and gives employees as much freedom as possible. All authority or power is given to the employees and they must determine goals, make decisions, and resolve problems on their own.

Autocratic Management Style – It is one in which the principal retains as much power and decision-making authority as possible. The principal does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations.

Shared Decision Management Style – The principal keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the principal to be a coach who has the final say, but gathers information from staff members before making a decision.

Management by Walking Around – The "highly visible" principal who is constantly on the move and involved in every aspect of the instructional and managerial decision making process.

Benchmark Assessments – Tests given every three, six, or nine weeks to measure a student's academic progress.

Organization of Dissertation

This study of urban school principals' perceptions of management practices, instructional programs and resources most important to meeting the requirements of public school accountability is presented in the following five-chapter format:

Chapter 1 is supported by a substantial amount of related literature in the area of accountability, high-stakes testing, and information regarding NCLB requirements. This chapter identified the problem, stated the objectives, significance, limitations, and delimitations of the study. Chapter 1 also defined key terms used in the study.

Chapter 2 is a review of the related literature focusing on the history of the American standards movement, accountability, high-stakes testing, and the No Child Left Behind Act of 2001. The extensive literature review revealed that this subject is a matter of great importance in the educational profession today.

Chapter 3 outlines the research methods and includes the format used by the researcher in conducting the survey of secondary school principals in the Greater Houston area of Texas. This chapter describes the research design, research questions, participants, the instrumentation, data collection procedures, and data analysis procedures used in this study.

Chapter 4 presents the findings of this study. This chapter is organized into two sections describing the findings of the study and descriptive results based on survey responses.

Chapter 5 provides conclusions and a discussion of the study, including a review of methodology, summary of findings, interpretation of findings, and recommendations.

CHAPTER TWO

Review of Research and the Related Literature

Introduction

The first section of this chapter reviews the literature as it relates to standardized

testing, school accountability, and the challenges they create for campus principals. The

role of the campus principal has evolved into a highly complex job that requires the

leader to wear many hats. Fullan (2003), states "in complex societies, producing and

sustaining a vital public school system is a tall order" (p. 5). The author goes on to assert

that sustaining this vital school system cannot be done without a "dedicated, highly-

competent teaching force" (p. 5). The key to getting teachers working together toward a

common goal is a leader guiding and supporting the process. Pivotal in this equation is

the principal's role. There is no greater moral imperative than revamping the principal's

role as part and parcel of changing the context within which teachers and students learn.

Marzano (2003) states,

> The effects of A *Nation at Risk* persisted through the 1990s. Indeed, some
> authors (Bennet, 1992; Finn, 1991) cite the report as one of the primary sources of
> evidence for public education's decline. Although *A Nation at Risk* was sufficient
> to cast a negative shadow on education throughout the 1990's, a newer study, the
> Third International Mathematics and Science Study (TIMSS), was interpreted as
> evidence of the ineffectiveness of U.S. education. (p. 3)

As principals face the challenges of accountability they must be acquainted with

the educational standards movement. Jennings (1998), asserts "standard-based reform

means that agreement will be achieved first on what students are to know and to be able

to do—the standards" (p. 6). Jennings believes that students should progress through

school and on to graduation based on the mastery of these standards.

The diverse complexities of society add to the pressures of accountability.

Costigan and Crocco (2004) state,

> Since the 1980's, globalization, neoconservative ideologies advocating free market solutions to public problems, anti-unionism, and the rise of religious fundamentalism, among other factors, have all contributed to the increased politicization of the U.S. educational system. Schools in this country, and especially textbooks used in schools, often seem a pawn in the broad-based culture wars dividing many "liberals" from "conservatives." At least as measured by its willingness to support increases in school budgets, public support for public schools seems to have eroded. At the same time, teachers and schools are being held responsible for addressing a host of intractable social problems. Many parents and politicians across the nation see education as an institution aimed at remedying something missing, lacking, or just plain wrong—not only in students' lives but in society as a whole. Besides teaching children literacy, numeracy, science and social studies, schools must address poverty, nutrition, interpersonal conflict, teen pregnancy, alcohol and drug abuse, and general alienation from the social values of the United States. (p. 27)

The author further stated that schools faced increased responsibilities as well as

accountability with decreased public funds and support.

Accountability

The diverse role of the principalship has evolved into one where the principal is

expected to create an instructional environment that promotes learning at the highest

levels; continual student achievement is paramount. Today, student achievement is

measured annually, and schools must meet the rigorous requirements of state and federal

high stakes testing; the principal is primarily held responsible for this daunting task.

Popham (2004) states,

> A high-stakes educational test is one that has serious consequences—either for the students who take the test or for those who prepared students for the test. For example, if a student's score on a basic skills test can lead to the student's failing to be promoted to the next grade that would clearly be a high-stakes test. And if a student is denied a diploma because of a low score on a graduation exam, then that too is surely a high-stakes test—for the student and for that student's family. (p. 64)

Accountability in America's public schools has prompted school leaders to seek

new approaches to reform schools. "In urban areas, widespread experimentation with

downsizing schools and creating new, smaller schools emerged as a prominent feature of

school reform," cites Costigan and Crocco (2004, p. 18). Additionally, the authors

mention the implementation of reform strategies like teacher collaboration, literacy

efforts, site-based management, and greater parental involvement have all taken their

place in urban schools as reforms with a large impact on teacher work. According to

Costigan and Crocco (2004), "Probably no reform has had a broader and deeper effect on

urban and suburban schools alike than high-stakes testing" (p. 18). The authors further

explain, "high-stakes testing refers to the comprehensive examinations in school subjects

that have the potential of determining whether students pass a grade or receive a high

school diploma" (p. 18). As school leaders are faced with the expectation of improving

America's schools discussions began on what should be taught [the curriculum], how it

should be taught [pedagogy—instruction], and how to measure what was taught

[assessment]. According to Jennings (1998), "the process of instituting standards and

making them high enough so that students learn much more is already underway" (p. 42).

Jennings goes on to state,

> during the 1980's, a movement began with the stated purpose of helping teachers
> know what they are to teach and helping students know what they are expected to
> learn. Learning and accountability are starting to be linked so that all the rules
> will be known ahead of time and students will be able to work toward achievable
> objectives and know much more. (p. 42)

Popham (2004) contends that there are three aspects to instructionally supportive

accountability tests: 1) the test is designed to measure a small number of truly significant

standards, 2) the test describes in reasonably clear language just what the test is assessing,

and 3) the test provides standard-by-standard reports regarding students' mastery of these criteria.

Accountability as it relates to the No Child Left Behind Act of 2001 is multifaceted and rooted in "standards-based education." According to the US Department of Education NCLB Publication (2002),

> Under the act's accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run. (p. 1)

According to Doran (2003),

> accountability, a dominant theme of this federal legislation, requires all states to develop accountability plans that measure the effectiveness of each public school, primarily through student achievement test score data. The accountability plans must also include other indicators of achievement, but performance is measured by test scores. (p. 13)

Doran (2003) goes on to state

> The cornerstone of these accountability provisions is adequate yearly progress, a term that is familiar to those working in Title I eligible schools. Under the new federal law, all schools within a state, not just those receiving federal financial assistance, demonstrate adequate yearly progress when the percentage of students scoring at or above proficient on achievement tests increases by a certain amount each year. The legislation specifies a methodology for setting targets for all students. For those schools that receive federal assistance, which most U.S. schools do, failure to meet these targets will trigger a series of sanctions that could lead to school reconstitution. (p. 14)

Reeves (2004) explains,

> In holistic accountability, leaders embrace the opportunity to be accountable. They identify various aspects of their approach to their work, such as specific behaviors in their coaching of colleagues, the way that they use their discretionary time, and the manner in which they implement their values. These behaviors can be observed in a measurable fashion and then reported with the same consistency and rigor as is the case with student test scores or teaching behaviors. (p. 1)

Reeves (2004) lists several leadership behaviors for principals to consider as part of the holistic accountability system.

1. Percentage of faculty meeting discussion and action items related to student achievement.
2. Percentage of professional development activities directly related to classroom practice that is, in turn, related to student achievement.
3. Percentage of parents who agree or strongly agree with the statement, "I feel welcome to visit my child's classroom at anytime."
4. Frequency of recognition of teacher best practices.
5. Percentage of A-level tasks on daily-prioritized task list directly related to improved student achievement.
6. Percentage of faculty members with student achievement practices in assessment, curriculum, and instruction at the "distinguished" level according to a collaboratively scored rubric of professional practices.
7. Percentage of certified staff members' available time devoted to student contact.
8. Percentage of students with identified academic deficiencies that are rescheduled for additional assistance within 30 days of the identified need.
9. Percentage of leader-initiated parent contacts related to academic achievement. (p. 21)

Johnson, Treisman, and Fuller (2000) conducted a study of the Texas Accountability System to determine its effectiveness and identify factors that led to improved teaching and learning. The authors assert that the "state accountability system 'is neither a cure-all nor a curse' but rather a tool that can be applied by local school leadership to improve student performance" (p. 1). Johnson, Treisman, and Fuller further state,

> In Texas, we have tracked substantial increases in the percentage of students from all population groups who pass the statewide assessment, known as the Texas Assessment of Academic Skills or TAAS. Some of the most impressive gains have occurred in districts serving large numbers of students who are African American or Hispanic or who qualify for the federal school lunch program. Texas students also have mane significant progress on the National Assessment of Educational Progress, the only exam allowing state-by-state comparisons. (p. 1)

Johnson, Treisman, and Fuller (2000) list key factors that contribute to improvements in academic achievement of all students.

1. Alignment with state standards - An accountability system is more likely to promote improvements in teaching and learning when there is a high degree of alignment between the assessment system and state content standards. Content standards should communicate state expectations for what students should know and be able to do.
2. Results that inform instruction - The most useful accountability systems provide teachers and administrators with performance data that allows them to identify the specific strengths and weaknesses of schools, classrooms and individual students. Performance data should provide useful information to teachers and administrators about the level of student mastery of the concepts and skills assessed. The data should allow teachers and administrators to gauge the academic growth of students.
3. Disaggregated Results - Rating systems that encourage improvements for all populations - Accountability systems are more likely to result in improved achievement for all students. Systems are less likely to encourage such improvement when ratings are based on overall student performance without considering the performance of students from different populations.
4. Clear and Balanced - Rating systems that are understandable- Rating systems have the most power when teachers and principals can come together and say, "This is where we are based on our rating. This is where we need to be in order to get the rating we want. And this is what it will take for us to get there." Without such clarity, rating systems might create more anxiety than productive action.
5. Balance between school accountability and student accountability - To achieve a balance between school and student accountability, the state must ensure that every student has a reasonable opportunity to learn the knowledge and skills that are included on a high-stakes assessment. This requires states to invest heavily in the infrastructure of the education system before adopting a student accountability system. Such investments may include strategies such as equitable funding systems, resources to provide small class size in early grades, development of effective teacher preparation and professional development programs and creation of agencies that support schools and districts n teaching the content standards. Such investments are critical to creating an accountability system that is considered fair to students by educators, the public and the legal system.
6. Systems that are stable with gradual improvements - District administrators have been able to lead their communities toward academic goals that are clear, measurable and reasonably constant. (pp. 2-5)

Reeves (2000) provides examples from multiple school systems to illustrate the

common characteristics of 90/90/90 schools (over 90% poverty, over 90% minorities, and

yet over 90% achieving at high proficiency levels).

- A strong focus on academic achievement

- Clear curriculum choices

- Frequent assessment of student progress and multiple opportunities for

    improvement

- An emphasis on nonfiction writing

- Collaborative scoring of student work, with explicit guidelines.

Reeves further stresses that teacher quality and effective leadership, not demographics,

are the most dominant factors in determining student success. He identifies nine teaching

and leadership characteristics that distinguished schools with the greatest academic gains.

- Schools devoted time for teacher collaboration that focuses on student work and proficiency.
- Teachers provided significantly more frequent feedback than a typical report card.
- Schools made dramatic changes in their schedules.
- Teachers engaged in action research and mid-course corrections.
- Principals made decisive moves in teacher assignments, such as reassigning teachers to different grades within the same school.
- Schools included and intensive focus on student data from multiple sources, and teachers compared students to themselves rather than to other student groups.
- Schools consistently used common assessments and quickly received feedback to help improve performance.
- Schools employed the resources of every adult in the system and provided appropriate professional development, especially around student achievement and disciplinary issues.
- Schools stressed a cross-disciplinary curriculum integrating subjects currently downplayed. (p. 187)

Adequate Yearly Progress

Authors Wenning, Herdman, Smith, McMahon, and Washington (2002) explain

the requirements of AYP as it relates to school accountability.

While all students must participate in state testing programs, not all students' scores will count equally in the alignment of incentives for improving school performance.

Adequate Yearly Progress can be defined as:

- Each state, using data from the 2001-2002 school year must establish a baseline for measuring the percentage of students meeting or exceeding the state's proficiency level of academic achievement. The state must use the higher of either the proficiency level of the state's lowest-achieving group of the proficiency level of the students at the 20th percentile in the state.
- States must develop a 12-year plan for all students, within each of the "disaggregated" sub-groups, to attain proficiency.
- States must develop annual measurable objectives that are consistent across schools and student subgroups and show proficiency increases in equal increments over 12 years, with the first increase required to occur in not more than two years, and the remaining increases to occur within each subsequent three-year period.
- States may establish a uniform procedure for averaging data over multiple years and across grades in a school. (p. 3)

Authors Wenning, Herdman, Smith, McMahon, and Washington (2002) further explain the process in which schools are to inform the public (parents) of their AYP status.

Beginning in the 2002-2003 school year, states must provide parents and the public with annual report cards, which include information on student achievement disaggregated by subgroups, as described above. Taken together, the AYP and reporting provisions provide a new level of transparency about school performance, enabling parents and educators to make accountability more than a slogan. Yet a closer look reveals two potentially significant concerns. First, grade-level-specific performance does not need to be monitored; thus, schools can provide school wide averages across grades rather than reports for all student subgroups in each grade. Yet without such reporting, schools can focus their energies on grades with higher achieving students while ignoring grades with lower achieving students and still increase their school average. (p. 1)

The challenges principals face in raising student achievement relative to AYP is complex. NCLB requires the schools to report their AYP status to parents and maintain a

system that ensures all students are progressing academically. Authors Wenning,

Herdman, Smith, McMahon, and Washington (2002) further state:

> A second and perhaps more serious concern is NCLB's use of the school wide average of student proficiency as the yard stick of progress. Although results will be disaggregated by student groups, reliance on this measure may discourage use of "value-added" analytical methods, which measure the impact of a school on the progress of individual students over time. States have latitude in this area and there is reason for hope that such analytical methods will be used. Nevertheless, because of the new federal definition of AYP encourages the analysis of average proficiency levels across student groups, the progress of individual students could be lost. A problem for state and national policymakers, this weakness in NCLB may undermine its utility most seriously at the school and district level. When there is no annual measurement of individual student performance over time, educators lack important data needed to evaluate their own work to understand the "value added" by their efforts. Comparisons of school wide averages can be misleading and uninformative when the composition of classes changes from one year to the next. (p. 2)

Authors Wenning, Herdman, Smith, McMahon, and Washington (2002) state

concerns on the challenges that AYP present as schools struggle to meet these rigorous

requirements.

> Without a focus on student progress over time, superintendents and state boards of education will be measuring the percentage of students at the proficient level and calculating the change from year to year, but the numbers will refer to the apples who were in the building last year versus the oranges there now. (p. 3)

Leadership

McEwan (2003) asserts,

> in spite of the undeniable importance of the principalship to many scholars (Sergiovanni, 1992, 1996, 2000, 2001), school leadership occasionally disappears completely from the radar screen of educational reform. In the 1960's and 1970's, for example, the innovations du jour were teaching strategies and organizational improvement. Thankfully, the research undertaken about what makes schools effective brought the educational community to its senses with the message that principals really do matter (Manasse, 1982, p. vii). But then along came class size reduction, mandated standards, teacher leaders, democratic schools, and more curricular innovations—each one touted as the answer to improving student learning. (p. xxi)

As school accountability increases, principal accountability increases, which has created a renewed commitment to the importance of effective leadership in the public schools. McEwan (2003) further states

> recently, however, the principalship has zoomed back into view again. Policymakers have discovered that teachers, tests, and textbooks can't produce results without highly effective principals to facilitate, model, and lead. A variety of panel's initiatives all focused on a redefinition of the principal's role—have called for a new kind of principal leadership in the building of caring, learning, and leading communities. (p. xxi)

As high-stakes testing increasingly becomes the primary measuring tool for public schools, the principal job pool continues to decrease, and school districts across the nation are being forced to take a serious look at the challenges and factors that may cause principals to consider other professional opportunities. If something is going to be done to help reduce the stress, and prepare principals to face the challenges they are faced with, districts must be provided with valid data that speak to the problem. Fullan (2003) explains the barriers to school leadership from his previous book *What's Worth Fighting for in the Principalship*?, published in 1997 and reports on a study that was conducted in the Toronto, Canada School District by the Avalon Group in 2001. Survey responses were as follows:

- Organization changes are effectively communicated:
  24% agreed or strongly agreed; 57% disagreed.
- I am kept aware of significant developments in Board strategies:
  42% agreed; 37% disagreed.
- I believe that adequate training/support are available to help me improve my job related knowledge and skill:
  45% agreed; 36 disagreed.
- I have time available to access training opportunities:
  13% agreed; 81% disagreed.
- I feel the quality of my work suffers because of constantly changing priorities:
  63% agreed; 20% disagreed.

- I am able to recruit the teaching staff I require to meet the school's curriculum needs:
  33% agreed; 58% disagreed.
- The performance expected of me is realistic and attainable:
  30% agreed; 55% disagreed.
- I have a clear understanding of my role and responsibilities:
  68% agreed; 21% disagreed.
- The District has a clear understanding of my role and responsibilities:
  27% agreed; 57% disagreed.
- I am paid fairly for what I do:
  10% agreed; 84% disagreed.
- I believe the work I do is valued by the district:
  33% agreed; 48% disagreed.
- Time for coaching/mentoring staff
  90% indicated not enough time.
- Planning teacher in-service
  76% indicated not enough time.
- Delivering teacher in-service:
  79% indicated not enough time.
- Implementing curriculum:
  77% indicated not enough time.
- Completing paperwork:
  47% indicated too much paperwork.
- Level of stress in providing educational leadership:
  72% indicated it had recently increased; 12% reported a decrease.
  (p. 16-17)

While principals face the challenges of accountability, high-stakes testing and the

rigorous requirements of NCLB, they also face the challenge of being the curriculum

leader. Glatthorn (2000), states "Principals can best discharge their leadership role if

they develop a deep and broad knowledge base with respect to curriculum" (p. 3).

As the national standards movement continues to grow, there is a continuing

consensus on the desirability of state standards (Glatthorn, 2000).

> A survey by Pechman and Laguarda (1993) indicated that 45 states had developed or were developing curriculum frameworks. And those frameworks seemed to be moving from very general guidelines to more prescriptive mandates and are typically accompanied by state-developed tests. Smith and colleagues (1994) report that preliminary results from California suggest that "ambitious content standards reinforced by assessment and other policies have the potential to improve schooling." (p. 4)

Glatthorn (2000) further explains the problems with state standardized curriculum. Teachers and school leaders are continually faced with the imposing standards from lawmakers and state agencies that teachers feel are "far removed from local schools and free of the burden of accountability" (p. 5). Additionally, "in a time of limited resources and the accompanying downsizing of state staff, most state departments of education do not have the resources to assist local districts in implementing state standards" (p. 5).

Marzano (2003) lists several school level factors that lead to high performing schools. The school-level factor having the most impact on student achievement is a "guaranteed and viable curriculum" which is primarily a combination of "opportunity to learn" and time (p. 22). "Both factors have strong correlations with academic achievement, yet they are so interdependent that they constitute one factor" (p. 22).

According to DuFour (2002), "schools need leadership from principals who focus on advancing student and staff learning." DuFour goes on to state that for more than 30 years, principals have been described as the instructional leader of the school. The National Association of Secondary School Principals defines its mission, in part, as "strengthening the role of the principal as instructional leader" (p. 12).

DuFour (2002) gives an account of a principal who knew what the primary purpose of his job was, but went about doing it in a traditional way of school leadership. Only when the principal realized he had "good intentions" but was going about getting positive outcomes in the "wrong" manner did his philosophy change, thus, becoming the "learning leader" (p. 12).

> Eventually after years as a principal, I realized that even though my efforts had been well intentioned—and even though I had devoted countless hours each school year to those efforts—I had been focusing on the wrong questions. I had

focused on the questions, what are the teachers doing? and how can I help them to teach it more effectively? Instead, my efforts should have been driven by the questions, to what extent are the students learning the intended outcomes of each course? And what steps can I take to give both students and teachers the additional time and support they need to improve learning? (p. 13)

In addition to being the instructional leader and primarily responsible for student achievement on the campus, the principal is faced with the challenge of closing the achievement gap of minority students. Authors Gunn and Singh (2004) ask a poignant question: "Why do African Americans and Hispanics score lower on tests than their white counterparts?" (p. 23). As the authors' research attempts to answer this question they identify several *socioeconomic factors* that impact a child's test performance.

- Poverty and Economic Status
- Single-Parent Household
- Neighborhoods
- Unsafe Environment
- Child Neglect and Abuse
- Teenage Mothers
- Foster Homes and Separation from Biological Parents
- Drugs and Alcohol
- Absent Father
- Complacency and the Welfare System
- Poor Nutrition
- Mediocre Pre- and Postnatal Care
- Poor Family Support
- Lack of Positive Role Models
- Poor School Systems and Overworked Teachers
- Disillusionment
- Lack of Confidence
- Living in the Past
- Depression
- Exposure to Violence
- Poor Drive and Motivation among Teachers
- Child's Poor Diet
- Poor Verbal Communication Skills
- Test Anxiety
- Lack of Comprehension
- Negative Expectations. (pp. 23-37)

Leadership Styles

As principals face the demanding challenges of school accountability, many are required to take an introspective look at their individual leadership styles. As is true of any organization, the organization's effectiveness or lack thereof depends primarily upon the vision and skill of the leader. In the book *Leadership Styles* (Lewis, 1993), the author states*:*

> As a nation, our future depends on the quality of our leadership. Of course, true leaders display a mastery of the content. They are people of substance. In addition, the best, most effective, leaders also have their own unique styles. How we go about doing things communicates a powerful message to staff and community. It also sends signals to people who want styles to communicate with us. The world is filled with people who could be described as "analytical," "humanistic/encouraging," "driver-expressive," or "judgmental." One style is not necessarily better than another. In fact, many organizations take pride in having a balance of people representing many styles of leadership. (p. 7)

The author further states that "a leadership style, or the 'way a leader leads,' is a contemporary invention, growing out of psychology theories of the 1900's" (Lewis, 1993, p. 8). Lewis states,

> leaders appear to be a sum of many skills. They must be efficient, diplomatic, articulate, and facilitative. Styles, on the other hand, are the painting created by the brush strokes of skills. Leaders may be dominating and authoritarian or inclusive and democratic. Leadership styles often are described in terms of behaviors. They seem closed to the skin, in a way more a part of one's inherent makeup than a skill, which might be sought after and acquired. (p. 8)

According to Thomas (1997) leadership is traced back nearly a half century and challenges are described that encouraged research in this area.

> Over the past 50 years, theoretical and methodical problems have plagued the study of leadership. The majority of the studies on leaders were done in industrial and military settings. Scholars have spent considerable time an energy trying to identify the characteristics of effective leaders. One indication of this work is Stogdill's Handbook of leadership compiled by Bass (1981). The early principal studies borrowed heavily from the leadership studies in industrial and organizational psychology. The principal has undergone a gradual transition from that of principal-teacher to general administrative agent of the school (Stonge,

1990, p. 1). Goodlad (1978) surmised that prior to 1950; principal's work was characterized by an orientation toward instructional management (pp. 322-331). However, the more recent studies of principals have emphasized the special context and mission of schools which give policymakers and others more time on programs which have been designed to improve leadership skills (Bolman & Deal, 1990). (Thomas, 1997, p. 1)

The author (Thomas, 1997) further states due to extensive research, the

principalship has been recognized as a critical element in school improvement and reform

(Fullan, 1991; Saskin, 1988). Fullan (1991) states that school reform legislation echoes

the new view of leadership that was being addressed by corporate America and believes

that this reform and restructuring movement calls for more accountability which utilizes

participating decision-making and collaboration techniques.

The author (Thomas, 1997) further explains,

recent research by Leithwood and Jantzi (1990); and Leithwood, Jantz, Silins, and Dart (1992) indicates that school leadership is *mediated in its effects* on school and student outcomes by in-school processes such as school goals, school culture, and teachers. Direct impact of leadership on school and student outcomes was found to be insignificant, whereas the mediated effects were quite significant. (p. 1)

Thomas (1997) asserts

the transformational and transactional leadership model (Bass, 1985; Bass and Avolio, 1988, 1990) offers a range of leader behaviors that have been shown to promote change and desired outcomes outside of educational settings (Bass, 1985; Waldman, Bassand Einstein, 1987; Yammarino and Bass, 1990). The proponent of this model, Bass, has advocated transformational leadership for successful organizational change and improved performance. (p. 5).

According to Thomas (1997) the transformational leader is one who motivates

followers to perform above expectations. Three factors determine the behavioral

components of transformational leadership and define it (Bass, 1985, Waldman,

Waldman, & Einstein, 1987):

1) Charisma/inspiration- This is the degree to which the leader creates enthusiasm in followers, sees what is really important, and transmits a sense of mission to the organization.
2) Intellectual Stimulation- This is the degree to which the leader provides intellectual and problem-oriented guidance. The leader arouses followers to think in new ways (Bass, Waldman, Avolio, & Bebb, 1987).
3) Individual consideration- This is the degree to which the leader is concerned with the individual needs of followers. (p. 5)

Thomas (1997) further goes on to explain that the transactional leader is one who motivates followers to perform at their levels of expectation and to achieve satisfaction of basic needs. Two factors determine the behavioral components of transactional leadership and define it (Bass, 1985; Waldman et al., 1987):

1) Contingent reward- This is the degree to which the leader makes clear what the follower must accomplish in order to be rewarded.
2) Management-by-expectation- This is the degree to which the leader provides negative feedback for failure to meet agreed-upon standards. (p. 6)

Thomas (1997) further states Bass's model of transformational and transactional leadership has a number of implications for the current reform movement in education. According to the model, principals exhibiting transformational leadership behaviors will be more effective in bringing about desired outcomes, such as faculty development, improved teaching and learning, collaborative decision making, and responsive and innovative environments, than those exhibiting predominantly transactional leadership behaviors.

In addition to the history of leadership and its many styles Thomas (1997) explores the theories with respect to the behaviors associated with it. The author states,

to some degree, all research on leadership styles prior to Burn's (1978) introduction of the concepts of transformational versus transactional leadership could be conceived of as being about democratic, autocratic, or laissez faire leadership. Each of these styles is described by either the amount of overall activity of the leaders or the extent to which the leaders are leaning toward being completely work oriented or completely people oriented. (pp. 6-7)

According to Thomas (1997) the results of previous studies showed democratic leadership to be superior to autocratic and laissez-faire leadership. Although autocratic leadership produces the greatest quantity of product, the product tends to be of such poor quality as to be nearly useless. "Laissez-Faire leadership produces both poor quality and quantity (Lippitt and White, 1938)" (p. 7).

In Thomas' (1997) explanation of leadership levels he asserts,

> Each of the levels represents increasingly complex and effective principalship behaviors. For example, principals functioning at level-one- the Administrator believe that it is the teacher's job to teach and the principal's job to run the school. Principals functioning at level two-the Humanitarian, believe that the basis of a sound education is a good interpersonal climate. Principals functioning at level-three- the Program Manager, believe that their job is to provide the best possible programs for students. Principals functioning at level four- the Systemic Problem Solver, are committed to doing whatever is necessary by way of invention and delivery in order to give students the best possible chance to learn. (p. 7)

According to Sergiovanni (1991), transformative leadership takes the form of leadership by building. "Here the focus is on arousing human potential, satisfying higher order needs, and raising expectations of both the leader and the follower in a manner that motivates both to higher levels of commitment and performance" (p. 126).

Bass states

> principals exhibiting transformational leadership behaviors will be more effective in bringing about desired outcomes, such as faculty development, improved teaching and learning, collaborative decision-making, and responsive and innovative environments, that those exhibiting predominantly transactional leadership. Schools with predominantly transformational leadership are expected to be purposeful and collaborative, with a greater number of staff and faculty operating in an empowered and leader-like manner, than those with predominantly transactional leadership. (Bass, Waldman, Avolio, & Bebb, 1987, p. 14)

Effective schools require the cooperation and collaboration of all stakeholders; however, the principal's role is key to this collaborative process. Thomas (1997) states

the principal is but one of many people in school who exert an influence upon the school's learning climate. This dimension focuses on the ways in which the principal can influence the attitudes and beliefs of others in the school with respect to student achievement. The author further states the dimension is comprised of several functions: establishment of high expectations for students, establishment of academic standards and incentives for learning, protection of instructional improvement and professional development (Hallinger, Murphy, Weil, Mesa and Metman, 1983, p. 83-91). (p. 18)

The principal has control over several policy areas that have an impact upon the staff's expectations: "student grouping, remediation, grading, reporting student progress, and classroom instructional practices" (p. 88).

A review of the literature supports the notion that principal leadership styles and its effectiveness are related to meeting the challenges of school accountability and improving student performance. The literature also pointed to specific leadership styles that yield increased outcomes related to effective schools and increased student performance.

No Child Left Behind Act 2001

As public school accountability demands increase, principals are expected to become knowledgeable about state and federal requirements regarding school accountability. Meier and Wood (2004) asserts,

NCLB reflects most citizens' justified impatience with the efforts of some states and school districts in addressing the needs of "disadvantaged" children, but the remedies it imposes are ultimately driven by a single kind of instrument, the standard test. The educational need is defined as a narrowing of the (test score) gap between rich and poor students. While worthy standardized tests do provide teachers with much good data, they hardly provide either enough information or the balance of information necessary to assess accurately either a student's mastery or a district's or school's effort. NCLB narrows, and thus profoundly distorts, the problem. (p. xxi)

Authors Yell and Drasgow (2005), explain

No Child Left Behind is a comprehensive and complex law that increased federal education funding to unprecedented levels. The law also represents the most significant expansion of the federal government in education history. No Child Left Behind increases federal mandates and requirements for states, school districts, and public schools. (p. 1)

The authors further explain,

The law represents a logical step in a series of education laws passed by the federal government that were intended to improve the academic achievement of the nation's students. Since the mid-1960's, the federal government has provided very large amounts of money to states to assist them in improving educational programming for public school students. Beginning with A Nation at Risk (1983) officials in the federal government began to question the results that federal funding was having on the state's educational systems. (p. 7)

Hammond (Meier, Kohn, Hammond, Sizer, & Wood, 2004) explains,

Many civil rights advocates initially hailed the Bush administration's major education bill, optimistically entitled No Child Left Behind, as a step forward in the long battle to improve education for those children traditionally left behind in American Schools—in particular, students of color and students living in poverty, new English learners, and students with disabilities. The broad goal of NCLB is to raise the achievement levels of all students, especially underperforming groups, and to close the achievement gap that parallels race and class distinctions. According to the legislation, too many are attending failing or unsafe schools; too many receive poor teaching and are performing well below potential; and too many are leaving school altogether. The bill intends to change this by focusing schools' attention on improving test scores for all groups of students, providing parents with more educational choices, and ensuring better-qualified teachers. (p. 3)

As principals face the challenges of the new law they are responsible for carrying

out the tenets of the law and making all stakeholders aware of the law's implications.

Yell and Drasgow (2005) state:

Because principals are ultimately accountable for everything that occurs in their schools, they must be aware of their responsibilities, as well as their teachers' responsibilities, under NCLB. This includes ensuring that parents of the school's students receive notices when required under NCLB (e.g., school choice, supplemental service providers), that all teachers and paraprofessionals meet the NCLB's requirements for highly qualified teachers and paraprofessionals, and the

required numbers of students in the various subgroups are tested on the statewide assessments. (p. 1)

Sadowski (Howard, Langer, Levenson, Popham, & Sadowski, 2003) explains the seriousness of the NCLB legislation.

No Child Left Behind dramatically raises the ante on testing for educators, schools, and districts at a time when many states have already implemented tests that have serious consequences for students. In more than half the states around the country, students now cannot graduate from high school without having passed a state-level assessment. Promotion from grade to grade also depends on passing a standardized test in numerous states and municipalities. All of this adds up to a climate in which educational tests are now "high-stakes" for a larger number of stakeholders than ever before. (p. 2)

Yell and Drasgow (2005) further state that the primary goals of the No Child Left Behind Act are as follows:

- All students will achieve high academic standards, by attaining proficiency or better, in reading and mathematics by the 2013-2014 school year.

- Highly qualified teachers will teach all students by the 2005-06 school year.

- All students will be educated in schools and classrooms that are safe, drug free, and conducive to learning.

- All limited English proficient students will become proficient in English.

- All students will graduate from high school.

The authors, Yell and Drasgow (2005) further state

these goals will pose great challenges for schools, school districts, and states. NCLB requires states to test students to ensure that these goals will be met, and it holds schools, school districts, and states accountable for making demonstrable improvements toward meeting these goals. (p. 9)

DuFour (2002) list seven strategies for "basing school improvement upon people improvement" (p. 20).

The key to school improvement is people improvement. Attention to professional development must be the cornerstone of any initiative to enhance the effectiveness of schools. The following strategies are recommended to ensure proper attention to this critical aspect of school improvement.

1. Review the efforts and resources devoted to the professional development of staff in the past year. List the efforts made to develop the human resources in your school.
2. Develop a list of ideas for enhancing the efforts of your school to develop its human resources.
3. Meet in small groups to assess the barriers to change in your school. Attempt to reach consensus as to the degree those barriers are present in your school.
4. Discuss an innovation that was attempted in your school without success. Identify the factors that led to its demise and speculate as to what might have been done to ensure its success.
5. Create a consumer-validation group to identify and implement a classroom innovation.
6. Develop a proposal to use peer coaching frequently in your school.
7. Ask teachers to rank your school on a scale from one (low) to five (high) in each of the six areas of organizational climate related to teacher commitment. Establish teacher task forces to address areas rated as low. (p. 20)

Stressing the importance of the principal's role as instructional leader, the authors further assert

The primary role of the principal for student assessment is to ensure that teachers are knowledgeable about their assessment responsibilities and that they carry them out in an appropriate manner. Principals should monitor student achievement and work with teachers who are having difficulties. Additionally, they should arrange appropriate professional development activities. (p. 20)

As principals are faced with the challenge of increasing test scores of students, they are equally challenged to implement programmatic changes to the instructional program to ensure that the academic improvement of students is sustained. Kennedy (2003) asserts "the Effective Schools movement of the early 1980's, spearheaded by Ron Edmonds at Harvard University, was widely embraced as a means for transforming poor-performing inner-city schools into effective learning environments" (p. 1). Kennedy goes on to state that of the many programs designed to improve schools, some have led to positive changes in student learning. The author further claims that the 1980s and 1990s

were filled largely with school reform programs adopted on the basis of philosophical

persuasions or intuitive appeal. The new decade brought on a new pattern of thought.

Educators and policy makers began to ask for "sound empirical" evidence of student

achievement and school reform. Kennedy (2003) further asserts, "In addition to support

from empirical research, there is growing evidence of a consensus on the basic

characteristics of an effective school improvement or change program" (p. 1). Principals

facing the challenges of school reform, high-stakes testing, and accountability must be

cautious in their attempts to improve schools, instructional programs, and student

achievement. Researchers of school improvement models suggest that a design be used

to foster systemic change.

Kennedy (2003), states,

The NAS (New American Schools) initiative is based on the premise that high quality schools possess a design. Such a design may be explicitly and carefully articulated, or it may exist as a set of well-developed understandings among teachers, students, and parents that have evolved through time but have never been explicitly committed to paper. A design articulates the school's vision, mission, and goals; guides the instructional program of the school; shapes the selection and socialization of staff; and establishes common expectations for performance, behavior, and accountability among students, teachers, and parents. It provides criteria for the recurring self-evaluation and adjustment that are essential to continuing improvement in any organization's performance. It makes clear the student behaviors the school expects when it accepts a student and the nature of the work environment a teacher must accept if he or she takes a job in the school. (p. 27)

Kennedy lists a summary of implications for test preparation in the Table 1 and a

standardized test preparation for schools model in Figure 2.

As principals seek new ways to improve learning and instruction in America's

schools they will need to adopt and implement improvement models that are research-

based and have proven successes. Another strategy in improving America's schools is

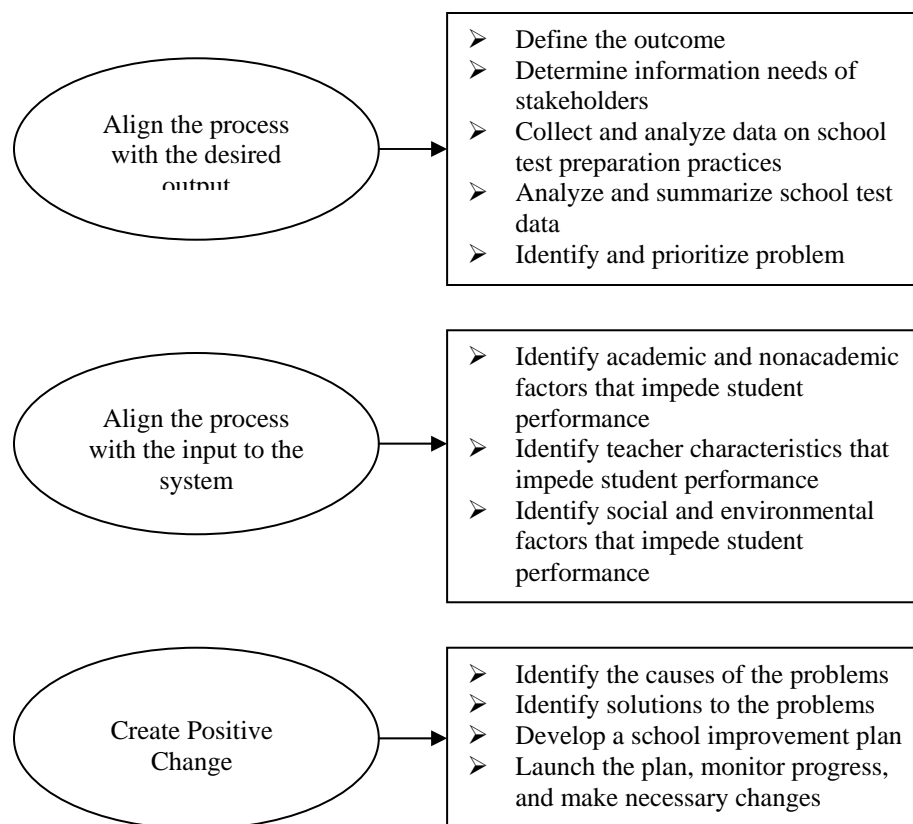the concept of the Professional Learning Community.

According to Eaker and DuFour (1998),

"If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. We prefer characterizing learning organizations as 'professional learning communities' for several vital reasons. While the term 'organization' suggests a partnership enhanced by efficiency, expediency, and mutual interests, "community" places greater emphasis on relationships, shared ideals, and a strong culture—all factors that are critical to school improvement. The challenge for educators is to create a community of commitment—a professional learning community. (p. 15)

Table 1

Summary of Implications for Test Preparation

Research-based Principles of School Improvement	Implications for a School Test Preparation for a Program
Change must be systemic.	Test preparation should be a whole-school process. It should be coordinated across grades and teachers, and span the school year.
Change must be guided by a vision with measurable goals and benchmarks.	Specific and measurable goals must be set for implementation of the model as well as for evaluating the extent to which the program achieved targets.
Change must involve all key stakeholders.	Administrators, teachers, parents, and students must be involved in the entire program, from conceptualization to evaluation.
Change must be planned and incremental.	The process of implementing a test preparation program must not be the usual one-shot workshop, but a planned and incremental process over time.
Change must address the needs and responsibilities of all key stakeholders.	Test preparation must address roles and expectations of students, teachers, administrators, and parents, ensuring that each group can play its role.
Change should involve a planning, implementation, and evaluation cycle.	Test preparation should involve a continuous cycle of planning, implementation, and review of evaluation.

Align the process with the desired output	➢ Define the outcome ➢ Determine information needs of stakeholders ➢ Collect and analyze data on school test preparation practices ➢ Analyze and summarize school test data ➢ Identify and prioritize problem
Align the process with the input to the system	➢ Identify academic and nonacademic factors that impede student performance ➢ Identify teacher characteristics that impede student performance ➢ Identify social and environmental factors that impede student performance
Create Positive Change	➢ Identify the causes of the problems ➢ Identify solutions to the problems ➢ Develop a school improvement plan ➢ Launch the plan, monitor progress, and make necessary changes

Figure 1. Standardized Test Preparation for Schools: A Model

Eaker and DuFour (1998) further states

educators seeking to create more effective schools must transform them into professional learning communities. Additionally, past efforts to improve schools have not had the anticipated results for a number of reasons: the complexity of the task, misplaced focus and ineffective strategies, lack of clarity on the intended results, failure to persist, and lack of understanding of the change process. But educators should not succumb to despair. There is growing evidence that the best hope for significant school improvement is transforming schools into professional learning communities. (p. 17)

While principals work to lead schools to develop the concepts of the professional learning communities, DuFour (2002) proposes that schools adopt a "system of interventions to promote learning" (p. 15).

A focus on learning affects not only the way that teachers work together but also the way that they relate to and work with each student. Because a desire to ensure student learning drove the team planning process, Stevenson teachers and teams

focused on the percentage of students achieving mastery rather than on the average score of the group. This attention to individual student mastery enabled us to identify specific students who were having difficulty acquiring the intended knowledge and skills. The staff then worked together to build an intervention system that provided struggling students with more time and support during the school day. (p. 15)

Summary

This chapter reviewed the literature related to high stakes testing, accountability, the rigorous requirements of the No Child Left Behind Act, and the leadership that is needed to improve education in public schools. It also examined the principal's position from a historical point of view and the various challenges high-stakes testing and accountability present to the public school principal. The literature presents a historical view of the educational standards reform movement of the early 1980s. This movement was based on a student's mastery of specific educational standards, irrespective of his race or socioeconomic status. The term "high-stakes" was coined in the early 1990s when the failure of standardized tests became tied to grade promotion and high school graduation. The 1990s brought on an era where students were expected to satisfactorily meet certain educational requirements in order to be promoted or graduate from high school.

Accountability became a term frequently used in public schools as state education agencies and the federal government (U.S. Department of Education, 2002) began threatening to withdraw federal funding from failing schools. The loss of millions of federal dollars would mean closure for many public schools. In 2001 The No Child Left Behind Act became the federal legislation that unequivocally mandated public schools to educate all students at high levels, and that all students make adequate yearly progress (AYP).

CHAPTER THREE

Methodology

Introduction

This chapter of the study provides a description and explanation of the design and method of the study. The chapter is composed of the following sections:

1. Type of research

2. Purpose and research questions

3. Context and access

4. Subjects

5. Instruments and materials

6. Summary

Type of Research

This study was a quantitative study. However; it involved some qualitative (principal follow-up interviews) research methods. This study incorporated descriptive statistical techniques. This study was exploratory in nature with the intent to add to the body of knowledge concerning principal perceptions, specifically about management practices, instructional strategies, and resources most important to meeting the requirements of public school accountability.

Purpose and Research Questions

Principals today are faced with increased pressure to become instructional leaders while at the same time being challenged to continuously improve the overall student

achievement on their campus. Generally, implementing and managing standards-based instructional programs that meet the demands of state and federal accountability standards achieves this. As is true of any organization, strong leadership is key to the success and effectiveness of the public school. Therefore, it is important that the school principal is well prepared and highly trained to meet the challenges of the position.

The problem addressed in this study concerned urban school principals meeting the accountability requirements of the state mandated TAKS (Texas Assessment of Knowledge and Skills) test and the rigorous requirements of the No Child Left Behind Act. The specific purpose of the study was to investigate and identify urban school principal perceptions of management practices, instructional programs, and resources most important to meeting the requirements of public school accountability. The research focused primarily on principals of Title I Schools in the Greater Houston area of the state of Texas.

The specific research questions investigated in the study were:

1. What are secondary principals doing relative to management to ensure continual academic growth for all students?

2. What are secondary principals doing relative to instructional programs and practice to close the achievement gap between minority students and other students?

3. What assistance do principals perceive is needed from the district level to meet the challenges of public school accountability?

4. What assistance do principals perceive is needed from the Regional Education Service Centers to meet the challenges of public school accountability?

Context and Access

Permission was obtained from the research and human subjects committee of Baylor University (Appendix A). The school principals were electronically notified of their right to consent to the study, and the researcher had to follow all guidelines of the Human Subjects Committee regarding confidentiality of principal survey responses and data collected. Once written permission was granted from the university, principals were contacted via electronic mail and informed of the study. Principals surveyed were asked to provide an e mail address if they were willing to participate in a follow up interview. A convenient time was arranged for all principals in their offices after giving consent (Appendix B). Principals interviewed were provided a copy of the entire proposal of this study; the interviews did not interfere with district-wide instructional/testing programs and involved no expense to the district.

Principals participating in the study were offered the opportunity to complete the survey via e-mail. Each principal participating in the follow-up interview had to approve his or her participation and the use of school premises to complete the study, required active signed consent of all participants, and the research had to follow all guidelines of the Human Subjects Committee regarding confidentiality of principal and school data.

Subjects

The principal is defined as the chief executive officer of a local public school who is expected to lead in the planning, development, implementation and evaluation of educational goals, and objectives and policies on the campus. In addition to the above mentioned, the principal is solely responsible for the academic achievement of all students on the campus.

Sixty-seven secondary public school principals of Title I Schools in the greater Houston area of the state of Texas participated in this study via electronic e-mail. The Title I Schools roster of program participants was obtained through the Region IV Educational Service Center of Education, including the school names and district. The electronic mail addresses of each principal were obtained by contacting the local school district. Campus principals were then sent an electronic form of the participant consent form.

The majority of the schools identified as Title I schools selected for this study were located in urban school districts within the Houston city limits. Interestingly, there were eight (11%) Title I schools located in suburban school districts that participated in the study.

Instruments and Materials

Survey methods are among the oldest techniques for conducting research (Dane, 1990). Survey research is a general description given to variety of research methods that share a common goal, which is to produce statistics that are quantitative or numerical descriptions of some aspects of the study's population. The use of survey research will involve the researcher obtaining information directly from groups or individuals (Ravid, 1994).

In designing the questions for the survey instrument, the researcher reviewed several instruments that were applicable to this study (AASA, 2001; Burnham, 1989; DeValcourt, 1991; Lea, 1989; Peters, 1986). The researcher developed questions to address the research objectives. The survey instrument was then validated and revised by

submitting it to a jury of five experts and then conducting a pilot study including five

selected principals outside the Greater Houston area of Texas.

A web-based survey instrument (Appendix C) was used to collect data for this

research study. In the age of high-speed technology, web-based surveys have proven to

be a more efficient manner in which researchers obtain data. Yet, there are both

advantages and disadvantages to utilizing web-based surveys. One of the advantages of

the web-based survey is the low operating cost, saving time, and reducing errors from

coding (Dominelli, 2003; Umbach, 2004). "Another key advantage of a web-based

survey is the researcher's ability to survey a large number of participants, which is

helpful when studying a group in a population that is underrepresented" (Umbach, 2004,

p. 25).

Principal Follow-up Interview Procedures

The researcher negotiated access to the principals by securing permission from

the participant. Participants were asked to notify the researcher by agreeing on the web-

based survey to participate in the follow-up interviews. Five in-depth interviews were

conducted in the participants' district to avoid conflicts in their professional schedules.

The interviews were conducted in a location that was convenient, as well as,

psychologically therapeutic, physically comfortable, unimposing, and conducive to

boundless deliberation of the interviewee's perspective. Two principals' schedules did

not allow for face to face interviews, therefore, the researcher contacted the principals by

telephone and conducted the interviews.

The researcher utilized a narrative inquiry research method to conduct the follow-

up interviews. Each participating principal was asked the same questions using the

follow-up interview questions (Appendix D). The researcher transcribed the interviews

of the seven participant's responses to key questions concerning their instructional

methods used to improve student achievement, their use of tutorials, hiring practices,

management practices, and their perceptions on resources needed from local and state

agencies to assist them to meet the challenges of school accountability.

The development of the interview questions was driven by the research questions.

The research questions were: 1) What are secondary principals doing relative to

management to ensure academic growth for all students?, 2) What are secondary

principals doing relative to instructional programs and practice to close the achievement

gap between minority students and other students?, 3) What assistance do principals

perceive is needed from the district level to meet the challenges of public school

accountability?, and 3) What assistance do principals perceive is needed from the

Regional Education Service Centers to meet the challenges of public school

accountability? The interview questions were developed as a collaborative effort with the

researcher and the chair. Interview questions are available for review in (Appendix D).

Summary

The use of surveys and interviews was employed with principals in this study to

answer the research questions. This study was intended to describe, investigate, and

identify principals' perceptions of management practices, instructional programs, and

resources most important to meeting the requirements of public school accountability.

This study did not seek to control any variables through the survey, but simply explored

the management and instructional practices of secondary school principals and their

perceptions. In the best interest of gaining first-hand information and getting to know as

much as possible about principal practices and perceptions, structured interviews

(Appendix D) were conducted with seven principals who agreed to a follow-up interview.

The principal follow-up interview consisted of additional questions derived from the

survey, however, principals were asked to elaborate on the subjects they chose to provide

more detailed information. The objective of the interviews was to learn as much as

possible about principals' management, instructional practices and perceptions. At the

conclusion of the principal interviews, a content analysis of the transcripts was conducted

for major themes in principal management practices, instructional practices and

perceptions on high stakes testing.

CHAPTER FOUR

Results

Introduction

As stated in Chapter 1, this study examined principal perceptions of management

practices, instructional programs and resources most important to meeting the

requirements of public school accountability. The chapter is organized in terms of the

four research questions posed in chapter 3. Guiding the organization of the findings was

the assessment matrix (Appendix E). An analysis of the web-based survey and interview

responses is presented in a statistical and narrative format addressing each of the four

questions. Visual representations of survey responses displayed in Tables 2 thorough 7

support narrative interpretations of the data. A narrative analyzing follow-up interview

responses focuses on each of the three themes (management, instruction, and perception)

that emerged from the web-based survey findings and follow-up interviews.

This research focused solely on principals of Title I schools in the Greater

Houston area of the state of Texas. The study addressed the following goals: a) to

identify management practices principals are implementing to facilitate and ensure

continuous academic achievement for all students; b) to identify instructional strategies

that promote academic achievement; and c) to identify factors, resources, and strategies

that lead to the success of these schools.

Principal Survey Results

Verification of the information needed for the web-based survey was obtained in

two forms. The researcher contacted the school district administrative offices and

schools for principal contact information, and utilized the Education Service Center

Region IV public schools directory. The researcher was successful in obtaining the

names and e-mail addresses of the participants for this study. Ninety-one schools were

identified as Title I Schools in the Greater Houston area. These 91 schools were located

in 16 area school districts. Principals of Title I Schools in the Greater Houston area were

then invited to participate in the study through an introductory notification via the

researcher's Baylor e-mail account. Several follow-up contacts were made both by mail

and telephone to increase the rate of respondents. A total of 67 (74%) survey responses

was completed via the web-based survey. Of the 67 survey participants, six notified the

researcher they were unable to access the web-based survey. In response to these

requests for the survey the researcher re-submitted the web-based survey to the

participants and the surveys were completed.

The first two questions in the web-based survey provided information in the

development of the profile of the schools. The first question was what level descriptor

best fits your school: a) Middle/Junior High, b) High School, and c) Alternative School.

Results from question one are summarized in Table 2.

The principal survey findings showed that there was almost an equal number of

Middle/Junior High schools (36.2%) and high schools (32.9%) represented in this study.

While there were 4 (6%) Alternative schools represented, survey respondents were not

asked to specify if the school contained elementary students.

The second question was, What was your school's Texas Education Agency

Accountability Rating for 2005?: a) Exemplary, b) Recognized, c) Academically

Acceptable, and d) Low Performing. As stated in earlier chapters, Exemplary is the

rating for schools that have met the highest of state and federal accountability standards.

Table 2

Title I School Levels

School Profiles	Total Number	% of Respondents
Middle/Junior High	33	49
High School	30	45
Alternative School	4	6

Recognized is the second tier in the state's accountability rating showing that the school

is significantly above average and has met state and federal accountability standards.

Academically Acceptable is the rating given to schools that meet state and federal

standards and are deemed academically average. Low Performing is the rating given to

schools that fail to meet state and federal standards. Results from question 2 as

summarized in Table 3 show that the largest number of schools represented in the study

were rated Academically Acceptable - 59 (88%). Three (4%) of the schools were rated

Exemplary, and 4 (6%) were rated Low Performing.

Table 3

2005 TEA Accountability Ratings

Ratings	Total	% of Respondents
Exemplary	3	4
Recognized	1	2
Academically Acceptable	59	88
Low Performing	4	6

Schools considered Title I by the U.S. Department of Education and the Texas Education Agency often find it more difficult to reach the Exemplary rating due to having a larger number of students who are "at-risk" and face other societal and academic challenges. While Title I Schools are not totally foreign to suburban districts, most are often found in large urban school districts, and their student populations are composed primarily of minority students. This information is supported by research and published in professional educator journals. The researcher determined that it was not necessary to disaggregate data between suburban and urban schools as it was not information pertinent to this study.

Principal survey items 4 through 11 surveyed respondents on the instructional programs and practices principals used to improve student achievement. Results are summarized in Table 4. Several interesting findings concerning principal instructional practices emerged from these data. When asked about the use of after school and pull-out tutorials, a majority (52.2%) of principals rated "very often" for pull-out and after school tutorials (64.1%) as widely used instructional strategies used to improve student achievement. More than half of the principals surveyed responded "often" to the same questions and there was a significant decrease in responses under the heading "sometimes and seldom." Interestingly, individualized instruction (25.3%) was not rated as a commonly used instructional strategy in the "very often" category. The survey reported that principals worked harder to maintain highly qualified teachers (83.5%) than in the practice of hiring highly qualified teachers (34.3%).

Results derived from the principal survey items 4 through 11 are summarized in Table 4. These data report that principals frequently utilized benchmark assessments (82.0% stated "very often"), and the use of assessment data (64.1%) to make decisions

that impact their campus instructional programs and the impact of increased student

achievement. Principals responding "often" to both survey items (14.9%) and (28.3%)

were decreased more than half. Surprisingly, two respondents (2.9%) responded

"seldom" to the question of utilizing benchmark assessments to increase student

achievement, and 7.4% responded that they use data to plan instruction. On the question

of principals' use of data to increase student achievement in sub-group populations,

(59.7%) answered "very often" while there were no responses for "seldom" in this

category.

Table 4

Principal Survey Results – Questions 4-11

Instructional	Mean	Standard Deviation	Very Often		Often		Sometimes		Seldom	
	M	SD	f	%	f	%	f	%	f	%
4. After School Tutorials	0.37	0.52	43	64.1	23	34.3	1	1.4	0	0.0
5. Pull-out Tutorials	0.75	0.89	35	52.2	16	23.8	14	20.8	2	2.9
6. Individualized Instruction	1.36	1.00	17	25.3	17	25.3	25	37.3	8	11.9
7. Hiring Highly Qualified Teachers	1.06	0.92	23	34.3	20	29.8	21	31.3	3	4.4
8. Maintaining Qualified Teachers	0.18	0.42	56	83.5	10	14.9	1	1.4	0	0.0
9. Benchmark Assessment	0.21	0.48	55	82.0	10	14.9	2	2.9	0	0.0
10. Use of Data to Plan Instruction	0.43	0.63	43	64.1	19	28.3	5	7.4	0	0.0
11. Use of Data for Sub-groups	0.46	0.61	40	59.7	23	34.3	4	5.9	0	0.0

These data represent the responses of principals and their use of instructional methods to improve the academic achievement of students in their schools. Eight questions were posed to principals on the survey. The varied responses of the principals are reflected in Table 4. A vast majority of principal responses on the use of instructional methods to improve academic achievement of students rated items "very often" and "often."

Principal survey items 12 through 20 surveyed respondents on the management practices and perceptions of the challenges they perceive are obstacles to educating students effectively. Results of these survey items are summarized in Table 5.

Question 12 in the survey asked principals if Laissez Faire management style was most effective when managing instructional programs to improve student achievement. A majority (59.7%) of principals "strongly agree" that Laissez Faire was the management style most effective in improving student achievement and 23 (34.3%) "moderately agree" while only four (5.9%) "moderately disagree"; there were no responses for "strongly disagree."

Question 13 in the survey asked principals if Autocratic management was effective in improving student achievement. Interestingly, only one (1.4%) of survey respondents answered "strongly agree," only six (8.9%) answered "moderately agree," while 16 (23.8%) answered "moderately disagree," and 44 survey responses (65.6%) answered "strongly disagree" to the use of Autocratic management to improve student achievement.

Question 14 in the survey asked principals if Shared Decision management was effective in improving student achievement. Only two respondents (2.9%) answered "strongly agree" and 21 (31.3%) "moderately agree" while 17 (25.3%) principals

responded "moderately disagree" and the majority, 27 (40.2%) "strongly disagree" with

this management style for improving student performance. Interestingly, results derived

from survey responses summarized in Table 5 indicate that 48 out of 67 responses

(71.6%) concluded that principals "strongly agree" with the management By Walking

Around approach to improving student achievement. Another 15 (22.3%) principals

responded "moderately agree" with this approach, while four (5.9%) principals

"moderately disagree" with this approach. There were no responses in the "strongly

disagree" category.

Results derived from survey responses summarized in Table 5 show that

principals perceive that student drop-out rates are a major challenge. Responses to

question 16 indicated that 37 (55.2%) of principals "strongly agree" that student drop-out

is a major challenge, while 27 (40.2%) "moderately agree." Only three principals (4.4%)

surveyed responded "moderately disagree" and there were no responses under the

"strongly disagree" category.

Survey questions 16 through 19 asked principals to respond to questions on the

major challenges they face in meeting state and federal accountability standards. Results

derived from survey responses summarized in Table 5 show that principals did not

believe getting all students to pass the state standardized tests was a major challenge.

Principal responses were almost equally divided when responding to: "a major challenge

in my school is all students meeting state standards on standardized tests." Several

principals responded (25.3%) "strongly agree" and 18 (26.8%) "moderately agree" while

another 14 (20.8%) "moderately disagree" and 18 (26.8%) "strongly disagree" that

passing TAKS is a major challenge for principals. Principals overwhelmingly (83.5%)

"strongly agree" when asked the question "meeting the challenges of state accountability

Table 5

Principal Survey Results – Questions 12-19

Management/ Perceptions	Mean	Standard Deviation	Strongly Agree		Moderately Agree		Moderately Disagree		Strongly Disagree	
	M	SD	f	%	f	%	f	%	f	%
12. Lassiez Faire	0.46	0.61	40	59.7	23	34.3	4	5.9	0	0.0
13. Autocratic	2.54	0.72	1	1.4	6	8.9	16	23.8	44	65.6
14. Shared Management	2.03	0.92	2	2.9	21	31.3	17	25.3	27	40.2
15. Management By Walking Around	0.34	0.59	48	71.6	15	22.3	4	5.9	0	0.0
16. Decrease Drop-out	0.49	0.59	37	55.2	27	40.2	3	4.4	0	0.0
17. Pass TAKS	1.49	1.15	17	25.3	18	26.8	14	20.8	18	26.8
18. State/Federal Accountability	0.19	0.50	56	83.5	10	14.9	0	0.0	1	1.4
19. Federal/State Accountability	1.16	0.96	17	25.3	31	46.2	10	14.9	9	13.4

is more difficult than meeting the requirements of federal accountability. Another 10 (14.9%) responded "moderately agree" that state accountability standards were more difficult to meet while one (1.4) answered "strongly disagree." Principals responded to question 19 somewhat differently; 17 respondents (25.3) "strongly agree" and another 31 (46.2%) "moderately agree" while 10 (14.9%) "moderately disagree," only one (1.4%) "strongly disagree" that federal accountability standards are more difficult to meet than state accountability standards.

Results derived from survey responses summarized in Table 6 show that Region Education Service Centers provide necessary resources, staff development, current state

testing information and support to campuses to meet the challenges of state and federal accountability. Twenty-one principals responded "very often" (31.3%) and 26 principals responded "often" (38.8%) relative to receiving support while 14 (20.8%) responded that they only received moderate support and assistance from the region education service centers. Question 22 of the principal survey asks whether principals perceive that they receive assistance from the district level, and similar responses were reported. Principal responses were almost identical to the previous question, in that 16 (23.8%) responded "very often" and 22 (32.8%) answered "often" while 20 (29.8%) responded "sometimes" and another 9 (13.4%) stated that they "seldom if ever" received assistance from the district level.

Table 6

Principal Survey Results – Questions 20-22

Resources Challenges	Mean	Standard Deviation	Very Often		Often		Sometimes		Seldom If Ever	
	M	SD	f	%	f	%	f	%	f	%
20. State/ Federal Accountability	1.30	0.89	14	20.8	24	35.8	24	35.8	5	74
21. ESC Support	1.07	0.94	21	31.3	26	38.8	14	20.8	6	8.9
22. LISD Support	1.33	0.99	16	23.8	22	32.8	20	29.8	9	13.4

On the subject of knowledge level and experience, principals did not think that specific knowledge on NCLB or extensive knowledge of standardized curriculum and assessments was a contributing factor that leads to the success of their campuses. Principal responses were almost identical for both questions. Survey responses were 12 (17.9%) respondents answered "strongly agree" on principals' knowledge of NCLB,

while principal knowledge of standardized curriculum was 16 (23.8%) principals responding "strongly agree." Interestingly, principal responses were similar in the "strongly disagree" category of both questions (Table 7).

On the subject of Adequate Yearly Progress (AYP) being a major challenge to principal survey respondents reported that 47.7% of principals "strongly agree" that meeting AYP annually is a major challenge on their campus. Interestingly, 32 principals (47.7%) "moderately agree" to the same question while two (2.9%) reported "moderately disagree" and only one (1.4%) responded "strongly disagree."

Table 7

Principal Survey Results – Questions 23-26

Resources Challenges	Mean	Standard Deviation	Strongly Agree		Moderately Agree		Moderately Disagree		Strongly Disagree	
	M	SD	f	%	f	%	f	%	f	%
23. Knowledge NCLB	1.36	0.90	12	17.9	26	38.8	22	32.8	7	10.4
24. Knowledge C&A	1.15	0.93	16	23.8	33	49.2	10	14.9	8	11.9
25. AYP	0.58	0.63	32	47.7	32	47.7	2	2.9	1	1.4
26. TAKS	1.10	1.09	26	38.8	13	19.4	14	20.8	10	14.9

As indicated in Table 6, principals perceived that more staff development and assistance is needed from the Region Education Service Centers and district offices to help them promote and sustain academic achievement for all students on their campuses. On the contrary, principals do not perceive the need to have extensive knowledge in the area of NCLB requirements or standardized curricula and assessments to be effective in promoting student achievement on these Title I campuses (Table 7). Further, a vast

majority of principals surveyed reported that meeting AYP and making certain that all

students are successful on TAKS was a major challenge. However, there were a

significantly larger number of principals (47.7%) who selected "moderately agree" on

AYP as a challenge than that of principals (19.4%) who chose "moderately agree" on all

students being successful on TAKS as a major challenge (Table 7).

Results derived from survey responses summarized in Table 8 show that

principals indicated closing the achievement gap between minority students and others as

a major challenge in Title I Schools. The principal survey reports that 30 (44.7%)

Table 8

Principal Survey Results – Questions 27-30

Resources Challenges	Mean	Standard Deviation	Strongly Agree		Moderately Agree		Moderately Disagree		Strongly Disagree	
	M	SD	f	%	f	%	f	%	f	%
27. Closing Achievement Gap	0.85	0.96	30	44.7	23	34.3	8	11.9	6	8.9
28. Parental Support	0.76	0.82	30	44.7	25	37.3	10	14.9	2	2.9
29. Student Below Grade-level	0.46	0.64	40	59.7	24	35.8	2	2.9	1	1.4
30. Student Work	0.64	0.71	32	47.7	28	41.7	6	8.9	1	1.4

principals "strongly agree" that closing the achievement gap between students was a

challenge while another 23 (34.3%) "moderately agree" that this is a challenge. Only

eight (11.9%) principals "moderately disagree" while six (8.9%) "strongly disagree" that

closing the achievement gap is a major challenge. On the subject of parental support 30

(44.7%) principals surveyed "strongly agree" that a lack of support from parents and

community was a major challenge. Another 25 (37.3%) principals responded

"moderately agree" while only 10 (14.9%) answered "moderately disagree" that parental support was a major challenge and only two (2.9%) responded "strongly disagree."

Principals were asked to respond on their perception of students performing below grade level. Forty principals (59.7%) responded "strongly agree" to students performing below grade level was a major challenge in increasing student achievement among all students. Another 24 principals answered "moderately agree" that this was a challenge, while only two (2.9%) responded "moderately disagree" to students performing below grade level was a challenge and only one (1.4%) answered "strongly disagree" that this was an academic challenge. On the subject of student apathy and refusal to complete homework assignments, 32 (47.7%) principals answered "strongly agree," another 28 (41.7%) responded "moderately agree" while six (8.9%) indicated "moderately disagree" that student apathy was a challenge, and only one responded (1.4%) "strongly disagree" that student apathy was a challenge.

Principal Interview Results

Research Question 1

What are secondary principals doing relative to management to ensure continual academic growth for all students?

The principal interviews provided information significant to this question. The assessment matrix (Appendix E) was used to guide the organization and reporting of those data. Responses to each of the four research questions as they relate to the follow-up interviews are presented in a narrative format. Results derived from over 20 pages of principal interview transcripts were coded and are summarized. The principals had varied responses related to management practices to ensure continual academic growth

for all students. The principals also had varied perceptions of their role in how to sustain

academic growth for all students. Further, two principals felt that their management

practices had little or nothing to do with students' academic growth. In terms of creating

an environment free from distractions five principals felt that they had an effective

management system in place to protect the instructional environment which in turn meant

more time for first line instruction. One principal stated:

> My job is to protect the academic environment . . . it doesn't matter how much we
> talk about school improvement, if you don't establish an environment that says
> "instructional time is un-interrupted time," you'll never have your students
> achieving at the levels that they should be achieving. We are a Title I school,
> which means we have lots of factors that are hindering our students from being
> successful, so, that means I must be the instructional police, making sure every
> student gets the proper amount of time with the teacher in the classroom.

On the topic of principals' use of data interpretation to make instructional

decisions, all seven principals interviewed stated that the use of data derived from

campus-based tests and quizzes was a major paradigm shift from the former way of

promoting student achievement. In the quotation above the seven principals stated that

they were seeking additional staff development in the area of data analysis to assist them

in improving academic performance of their students. These included: Management by

Walking Around, "Highly Visible" Principal, Autocratic Principal, the Shared Decision

Principal, and the Laissez Faire Principal.

The principals interviewed had many examples of management practices they

perceived helped them to ensure student academic growth on their campuses. Three of

them stated that due to the increased awareness of accountability they observed an

increase in the level of commitment from instructional staff on the campuses.

Research Question 2

  What are secondary principals doing relative to instructional programs and

practice to close the achievement gap between minority students and other students?

  Secondary principals interviewed again had varied responses to the research

question, since each campus represented a diverse group of students whose needs were

not always similar in nature. Principals noted that school funding played an important

role in the depth and quality of instructional programs that could be implemented and

maintained on each campus. Some campuses had an abundance of staffing and

instructional resources, and others stated they had the "bare essentials." The interviews

revealed that principals believed that there are still campuses that do not receive adequate

funding and resources to meet the needs of every student. One principal stated:

> Well, to be quite frank, many of our students come to us at the secondary level
> and can't read or write on-level. So, I'm forced to offer more remedial classes
> than regular on-level or Advanced Placement classes. You can't expect a student
> to graduate from high school in four years when he/she comes to you without
> knowing how to read and write. The future looks pretty bleak for our children
> who have been neglected somewhere in their academic career, and it's
> unfortunate. We just do the absolute best we can do, you know?

During the principal interviews the most common response to the question "What

instructional practices do you feel are contributing to the success of the students on your

campus?" was "first line instruction." One principal noted: It doesn't matter how many

programs you implement on the campus, if you don't have the classroom teacher that is

dedicated to improving student achievement your students will not achieve at the

appropriate levels. Another principal expressed:

> In my seventeen years experience as a principal I've found that the key to getting
> youngsters to achieve at their maximum potential is first convincing them that
> they can be successful. The next thing you've got to do is have a staff that is
> capable of teaching effectively. Everyone that has gone to college is not a
> teacher. Really good teachers establish good relationships with their students, and

their students out-perform all others because someone has convinced them that they can be successful.

On the subject of closing the achievement gap of minority students and others, six out of the seven principals interviewed believed their challenge to be more of closing the achievement gap between minority student sub-groups, the largest two groups being African-Americans and Hispanics.

Speaking on closing the achievement gap one principal stated:

A major challenge for our campus is keeping our three subgroups   (economically disadvantaged, African-American and Hispanics) motivated to achieve at higher levels. It seems like when my Hispanic sub-group increases in student achievement, the African-American subgroup declines a bit, when my economically disadvantaged sub-group increases in achievement, the Hispanic sub-group declines a bit. I feel like I have become a professional juggler, trying to keep all three pins in the air at one time.

Research Question 3

What assistance do principals perceive is needed from the district level to meet the challenges of public school accountability?

Principals had much to say about what they perceive is needed from the central administration. Principals stated resources such as staff allocations "more teachers" which lead to "smaller classes" were needed from the central administration in order to carry out the job that is placed before them. One principal expressed:

We need more teachers to help reduce class size. Our students need one on one instruction. Also, the new teachers that we get need to receive quality staff development in how to work with "at-risk" students who are not already on-level and are in danger of falling even further behind.

The principal group also in almost synchronized fashion mentioned the implementation of open discussions (vertical alignment) between middle school and high school teachers. Principals stated they needed opportunities for teachers on the secondary level to get

together to discuss issues that affect both the middle and high schools. Secondary

principals agreed that there needed to be a rigorous curriculum at the secondary level.

However, four of the principals interviewed stated that there needs to also be a

curriculum that simply teaches the basics (Reading, Writing, and Math) to the large

number of students who are not entering middle and high school with the academic

background needed to be successful in the regular class. One principal stated:

> There needs to be an on-line curriculum for both middle and high school students
> in order to accelerate their knowledge and skill level in the basic reading, writing
> and math skills. Many times, it takes our teachers an entire year trying to catch a
> student up to his/her peers. I find that these are the students who are continuously
> missing the mark on our state standardized tests; we need to do something about
> that and we have the people and money to do it.

Research Question 4

> *What assistance do principals perceive is needed from the Regional Education*

Service Centers to meet the challenges of public school accountability?

Principals stated that resources such as increased staff development opportunities

should be offered from the region service centers and at the district level. Three of the

principals expressed an interest in the service center offering staff development in the

area of data interpretation for low-performing campuses. One principal expressed:

> We still have lots of teachers on our campuses that graduated from college many
> years ago. We need staff development in teaching teachers how to effectively
> utilize data to make instructional decisions that will impact student learning. I'm
> not as concerned about the teachers recently graduated from college because
> they've been taught well under this high stakes system, I need these types of staff
> development for my experienced teachers who are master-teachers, but now the
> stakes have been increased. Students are now expected to achieve at much higher
> levels, and it's going to take more than just the average teacher to teach them at
> this level.

Another principal stated:

> Our teachers need to develop skills in how to reach students who do not have their mind on learning. Staff development is needed in the area of differentiated instructional strategies for the seriously remedial students who need the most help.

Principals interviewed noted that most of the high school principals had previously been middle school principals. Five out of the seven principals stated their challenges were generally the same, just larger problems being that most of the high schools were larger than the middle schools the principals once supervised. Interestingly, all seven principals interviewed expressed basically the same concerns and challenges. Principals stated standardized testing, student drop-out rate, and maintaining an instructional program that ensured all students meet state and federal expectations on the standardized tests and AYP (adequate yearly progress) were the major concerns of the principals. One principal noted:

> It seems like we are in a catch 22, if my students do well on TAKS but fall short in a particular sub-group we are out of compliance with NCLB requirements. If my attendance drops below a certain percentage, I'm deemed low-performing from the state agency. If the majority of my seniors don't graduate I'm looked at as a failing school. We are just going to do the best we can do.

A middle school principal expressed:

> Students at the middle school level seem to have a higher level of apathy since there is not much we can do to motivate them to excel academically. At least in the high schools the students are mature and they know if they don't have a total of 24 credits in four years, it's all over for them. One of my biggest challenges is getting students motivated to turn in homework, attend tutorials, make an attempt to get the extra credit in class, it's tough.

Never before has the role of the principal been so arduous and complex. Today's school leaders are expected to serve in many capacities including: 1) the manager of a complex organization, 2) a visionary instructional leader, and promoter of social and

community programs in order to meet the needs of the diverse learning organization (Institute for Educational Leadership, 2000).

However daunting the task of the principalship, these secondary principals were quite comfortable and fulfilled in their roles. At the conclusion of the interviews respondents were given the opportunity to speak freely; common statements were "this is a tough job, but I wouldn't change what I do for anything in the world" and "I believe I have a God-given duty to make certain that the students at this school get the necessary academic skills to be successful in life." Principals did not comment on what they would do if they could change the description of their jobs, but more on what needs to be done to help them do a better job. An important statement several principals made was "this is not the job or profession to be in if you're not willing to adjust or change your methods often."

Summary

In this chapter, findings from the four research questions that guided the study were presented. Principal survey and follow-up interviews were reasonably consistent. Tables 4 through 8 displayed visual representations of the survey responses supported by narrative interpretations. Evidenced by frequencies and percentages, several themes emerged from the survey responses. The themes were: (a) management by walking around was widely used as a management tool to increase student achievement on these campuses, (b) pull-out and after school tutorials were commonly used to increase student achievement, and (c) principals perceive that additional support such as staff development and additional staffing was needed from district and regional offices to increase and sustain academic growth. Overall, the same themes emerged from the

follow-up interview responses. Follow-up interview responses were presented supported by narrative analysis. The final chapter will include the summary, conclusions, and recommendations.

CHAPTER FIVE

Discussions and Conclusions

Introduction

As an aid to the reader, this final chapter of the dissertation restates the research problem and reviews the major methods used in this study. The major sections of this chapter summarize the results in terms of their implications for educational practice and future research.

Statement of the Problem

As stated in chapter 1, the principalship has evolved into a job where complex decision-making, and the challenges of instructional leadership, high stakes testing, and accountability rule the day. In addition to the above-mentioned challenges, principals are expected to serve as visionary leaders, while juggling the "political pins" that include parents, teachers, community leaders, and the central office.

Therefore, the purpose of this study was to investigate and identify principal perceptions of management practices, instructional programs and resources most important to meeting the requirements of school accountability.

The research focused on principals of Title I schools in the Greater Houston area of the state of Texas. The following objectives were directed to achievement of the stated purpose:

1. To determine what principals are doing to ensure continual academic growth for all students.

2. To determine what principals are doing to close the achievement gap between minority students and others.

3. To determine what assistance principals perceive is needed from the district level to meet the challenges of public school accountability.

4. To determine what assistance principals perceive is needed from the Regional Education Service Centers to meet the challenges of public school accountability.

Review of the Methodology

As explained in Chapter 3, the study reported here is a quantitative study; however, some qualitative research methods were also used. It incorporated descriptive statistical techniques and was exploratory in nature with the intent to add to the body of knowledge concerning principal perceptions on management practices, instructional practices, and resources used and needed to improve and sustain student achievement. Ninety-one secondary principals of Title I Schools in the Greater Houston area were surveyed, and 67 principals (74%) completed the web-based survey. All web-based survey responses were transmitted and securely stored in the Baylor University Perception web server. The researcher's Perception web server account login allowed secure access to the web-based survey data. All collected data from the web-based survey were exported to a spreadsheet format and categorized by each of the four research questions. The data were analyzed with regard to frequencies, percentages, means, and standard deviations. There were two stages of data collection from participants. The first stage involved the administration of a web-based survey. The second stage involved interviewing the seven principals who agreed to participate in a follow-up interview. The use of interviews and surveys were employed in order to

collect data and derive answers to the research questions. This combination of quantitative research methods used in the principal survey and the qualitative research methods used in the principal interviews is defensible as a legitimate design of methodology. The researcher is confident that an accurate, rich, and objective approach was utilized in this study. Having more than one type of data collection instrument minimized the influence of bias and increased the validity and integrity of the data. Overall, this study was intended to describe, clearly and systematically, principals' perceptions of management practices, instructional programs, and resources most important to meeting the requirements of school accountability.

In this study the researcher's role was that of collector, evaluator, and interpreter of data collected from selected participants who were also professional colleagues. The researcher's professional experience as a public school building level principal emphasized this role. Fourteen years experience working directly with students, teachers, and administrators in public schools enhanced the researcher's awareness of the levels of fear and frustration that result from lack of parental support, resources and funding, lack of student commitment and standards, and rigorous accountability standards. Additionally, six years working as a campus-level principal made the researcher aware of the regulations and challenges principals currently face.

Summary of the Results

In general, principals' perceptions and management practices used to improve student achievement on Title I campuses were in agreement. Principals provided interesting and valuable information in their interviews that gave a broad and more thorough picture of their approach to improving student achievement. However,

principals' perceptions on resources from the district office and Region Educational Service Centers varied. Principal perceptions on the challenges they faced on campuses also varied. From interview data, principals spoke openly on the challenges they face, while many of these challenges were represented in the principal survey, some were not. Survey data revealed that principals tended to hold the same practices as important and effective even though their responses were not positively interrelated.

Principals agreed that both after-school and pull-out tutorials were an effective instructional method used to increase student achievement. Along with these methods, principals also agreed that individualized first-line instruction was a proven method used to increase and sustain student achievement. However, principals did not agree that hiring "highly qualified" teachers was an effective method in improving and increasing student achievement. While principals were almost equally divided on their perception of hiring "qualified teachers," they all agreed that maintaining, nurturing, and developing highly qualified teachers was more important to the effectiveness of their instructional programs while raising student achievement.

Principals tended to agree that Benchmark Assessments were widely used to determine student academic strengths and weaknesses. Furthermore, the majority of principals surveyed stated that they strategically utilized data to plan for instruction and this data was also used to improve the performance of the sub-group populations.

Principals perceived that Management by Walking Around was the most effective management style in terms of improving the academic performance of students while Laissez Faire management style was the second most commonly used form of

management. Interestingly, shared decision and autocratic management styles were highly unfavorable (see Table 5).

The follow-up interviews yielded countless challenges to meeting the requirements of school accountability; one being the student drop-out rate. Principals perceived this to be a major challenge since the school drop-out rate is tied to the campus AEIS (Academic Excellence Indicator System) report and TEA Accountability Rating (see Table 3). Further, principals agreed ensuring that all students meet accountability standards on the TAKS tests was a major challenge. Most importantly, principals perceived meeting AYP was a major challenge, even greater than students passing TAKS tests (see Table 7).

Principal responses were almost identical regarding the need for the district office and Regional Service Center to provide resources, staff development, current information, funding, and support to campuses. While there are many other ways of receiving support from these agencies, the survey was limited on these questions. Principals did not mention in the follow-up interviews that these support systems were taking place to a greater extent than indicated from the survey (see Table 6).

Principals were asked whether or not an in-depth knowledge of NCLB and standardized tests had a positive impact on student achievement. Although the survey responses were varied, the majority of principals agreed that the principal having an in-depth knowledge had a positive impact on student achievement (see Table 7). Principals who participated in the follow-up interviews did not indicate their level of knowledge of these laws and programs, yet each principal interviewed articulated good understanding of NCLB and state standardized assessments. The follow-up interviews indicated that

principals, in general, were knowledgeable on the importance of state standardized assessments (TAKS), and their implications on school accountability ratings. Principals understood the negative implications of receiving a Low Performing rating from TEA or their campus' failure to meet the accountability standards of NCLB's AYP. Follow-up interviews also concluded that principals perceived major challenges in closing the achievement gap among minority students and other students. However, principals agreed that tutorials were an effective instructional strategy used to improve student achievement. Likewise, a majority of principals surveyed perceived that a majority of students on their campuses were below grade-level making it even more difficult to meet the rigorous challenges of state and federal accountability standards. Moreover, the survey results concluded that principals see a lack of parental support, along with student apathy and refusal to complete homework assignments as a major challenge to meeting the academic needs of students on their campuses.

Discussion of the Results

Principals of Title I Schools that participated in this study used several methods to improve student achievement on their campuses. Regarding instructional strategies, the most commonly used and thought to be most effective was the use of the pull-out tutorial and after school programs for students. Principals interviewed perceived that a direct correlation to the effectiveness of the pull-out and after school tutorial was the fact that teachers had an opportunity to build a relationship with the students.

Regarding the hiring of "highly qualified" teachers to improve academic achievement in schools, principals did not perceive it to be as important to hire these teachers as it was important to nurture and develop these teachers while on their

campuses. While it is general knowledge in the profession that the teacher and first-line

instruction is the single most important factor in increasing student achievement, it is

interesting to note that principals did not find it necessary to hire "highly qualified"

teachers, however, they were more interested in keeping them.

Principals surveyed placed significant emphasis on the use of benchmark

assessments to determine students' academic strengths and weaknesses, as well as the use

of data retrieved from these benchmark assessments to strategically plan instructional and

assessment programs on campus. Data from these assessments were used to increase

student achievement and strengthen the overall campus instructional program. Principals

also used data from state and local assessments to prepare students for state standardized

TAKS tests.

The management style most commonly used by principals in the Title I Schools

surveyed was the "Management by Walking Around." Principals who were effective

perceived that a highly visible principal models the appropriate behaviors that are

expected on the campus. The principal as the instructional leader on the campus

emphasizes instruction; therefore the principal manages by walking around and

"inspects" what he "expects" on the campus.

There were several challenges that were derived from the study. Principals

perceived campus drop-out rate, and all students meeting all standards on the TAKS test

as a major challenge. Students meeting AYP was also a major challenge principals noted

in the survey responses. Each of these reported challenges had its own set of criteria that

each campus must meet. Each school's drop-out rate is reported to TEA and is held

against a school when the drop-out rate is high, or is looked upon favorably when the

drop-out rate is low. Each school's drop-out rate is part of the campus AEIS report which is also a major factor in determining the TEA Accountability Rating. A high drop-out rate and low graduation rate will almost always lead to a campus being rated Low Performing. Another major challenge for principals is meeting AYP, a federal mandate, therefore campuses and districts must meet this rigorous requirement or risk losing federal funding.

Although principals are faced with the challenges of meeting local, state, and federal accountability standards, it is evident that the principals surveyed and interviewed have a strong commitment to education and to ensuring that students are improving academically. There are many strategies that have come forth regarding instructional strategies, management practices, and perceptions on resources that are needed to do an even more effective job. However well intentioned these strategies may or may not be, principals will need the support of all stakeholders to ensure that all students receive a good education, and meet the standards of public school accountability.

Interpretation of the Findings

Based on this study, the conclusions are as follows:

1. Principals' use of after school tutorials was considered to be an effective instructional tool used to improve student achievement.

2. Principals' use of pull-out tutorials was considered to be an effective instructional tool used to improve student achievement.

3. Principals should value the importance of hiring highly qualified teachers.

4. Principals valued the retention of highly qualified teachers.

5. Principals valued the professional development of highly qualified teachers.

6. The use of benchmark data was important in establishing, implementing, and improving student achievement.

7. Management by walking around was considered an effective practice used by principals to improve student achievement.

8. Major challenges principals face include decreasing student drop-out rate, and ensuring that all students meet TAKS and AYP standards.

9. Principals needed additional assistance (staffing and funding) from local and state agencies.

10. A major challenge principals faced was students below grade-level.

11. Major challenges principals faced was a lack of parental support and prevalence of student apathy.

Relationship of the Current Study to Previous Research

This study was designed to gather information on principals management styles, instructional practices and resources most needed to meet the rigorous requirements of public school accountability. The focus and contribution was that of principals' practices related to increasing student achievement and improving public schools. Studies involving principal leadership styles and how they affect student performance are great in number, however, the researcher felt compelled to conduct a study of secondary school principals in the Greater Houston Area of the State of Texas to determine if there were indeed some common characteristics of these principals.

School leadership today is a multifaceted position requiring that the principal satisfy the demands of lawmakers, parents, community leaders, teachers, students, the board of education, and the school superintendent. Changes in the principal's job have

been drastic since the emergence of the standards-based education reform of the 1980s. Never before has the role of the principal been so arduous and complex. Today's school leaders are expected to serve in many capacities including: 1) the manager of a complex organization, 2) a visionary instructional leader, and 3) promoter of social and community programs in order to meet the needs of the diverse learning organization (Institute for Educational Leadership, 2000).

Principals face increased pressure to become instructional leaders to continuously improve the overall student achievement on their campus by implementing and managing standards-based instructional programs that meet the demands of state and federal accountability standards. The current realities and demands of the school principal now include even greater demands. As is true of any organization, strong leadership is key to the success and effectiveness of the public school. Therefore, it is important that the school principal be well prepared and highly trained to meet the challenges of the position.

Schools of the 21st century require a new kind of principal, one who fulfills a variety of roles: *Instructional leader*—the principal is focused on strengthening teaching and learning, professional development, data-driven decision making and accountability. *Community leader*—the principal is imbued with a big picture awareness of the school's role in society; shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building resources; and *Visionary leader*—the principal has a demonstrated commitment to the conviction that all children can learn at high levels and is able to inspire others inside and outside the school building with this vision (Institute for Educational Leadership, 2000).

As principals face the demanding challenges of school accountability, many are required to take an introspective look at their individual leadership styles. As is true of any organization, the organization's effectiveness or lack thereof depends primarily upon the vision and skill of the leader. In the book *Leadership Styles* (Lewis, 1993), the author states*:*

> As a nation, our future depends on the quality of our leadership. Of course, true leaders display a mastery of the content. They are people of substance. In addition, the best, most effective, leaders also have their own unique styles. How we go about doing things communicates a powerful message to staff and community. It also sends signals to people who want styles to communicate with us. The world is filled with people who could be described as "analytical," "humanistic/encouraging," "driver-expressive," or "judgmental." One style is not necessarily better than another. In fact, many organizations take pride in having a balance of people representing many styles of leadership. (p. 7)

Suggestions for Future Research

The data collected in this study could be analyzed in many other ways. Future studies could employ a larger group of subjects, perhaps more varied across elementary groups. It would be interesting to find out more specifically about what elementary principal responses would be to the same survey and interview questions or even perhaps a different survey. This could be done by asking more questions in the follow-up interview. It would also be interesting to compare findings with other principal groups in other demographic areas of the state and country. The interesting conclusion of a majority of principals noting that Lassiez Faire management style was commonly used as an effective management tool to improve student achievement needs to be further explored. Further studies could employ a more diverse group of subjects and there could be a comparison between Title I schools and schools that are not Title I. It would be interesting to find out more specifically about what kinds of comparisons principal

management styles reflect with respect to the research conducted on the 90/90/90 schools research (Reeves, 2000).

This study provided considerable evidence and understanding of the strategies and practices principals use to improve student achievement as it related to school accountability. This may be divided into those aspects related to the preparation of principals and those related to future research. Those related to preparation and principals include the following: Further studies should examine principal management styles and models of instructional supervision as it relates to high stakes accountability. Educational systems are complex and require a deep understanding of how schools are managed. Furthermore, it is equally important to understand what is needed by principals to manage these complex systems effectively. Additional studies should investigate the resources (funding, staff development, staffing, and facilities) principals need to manage successful schools and assist students to reach their maximum potential. The evidence seems to support a major challenge for secondary principals is decreasing the student drop-out rate and ensuring that all students meet TAKS and AYP standards. Further studies are needed to determine specifically what strategies principals are employing to decrease student drop-out rate. Additional research can be done to see how the lack of parental support and student apathy are correlated to student drop-out rate.

It would be interesting to find out whether pull-out tutorials and individualized instructional methods significantly impact students who are several grade-levels below when they begin receiving the individualized instruction. Further studies could be done to explore the impact of pull-out tutorials on average students compared to below average students.

Finally, it would be a positive area to research what strategies and practices secondary principals, teachers, and support staff use to influence and empower students and parents to take advantage of the exemplary educational programs and opportunities offered to students in the Texas Public School system.

Implications for Educator Practice

January 8, 2002, marked an historical day for professional educators, and all American children who receive a public education. On this day, President George W. Bush signed the controversial No Child Left Behind Act (NCLB) into law. Since that time the American educational system has undergone tremendous change. This sweeping federal legislation pledged to assist school leaders in closing the achievement gap between minority students and others, and promised the American citizenry to improve the overall educational system by holding schools and their leaders accountable for student learning. The "public opinion" jury is still out on whether or not schools are truly receiving adequate federal funding to make certain that this law and its educational policies are being properly implemented. Most agree, NCLB legislation has, to some degree, improved schools; however, educators and policy makers have issues with the rigorous provisions that the law mandates. Schools that are consistently deemed as failing schools are threatened with the possibility of losing their federal funding; this could be disastrous for public school districts that greatly depend upon these federal dollars to maintain the operation of schools.

Fullan, (2003) states in the time of crises true leadership is vital. School leadership in the time calamity demands that the principal be prepared to effectively envision, lead, and manage the accountability crises that is currently at hand. Leadership

can be defined in many ways; it is according to who you ask. We now live in an age where our leaders are constantly challenged to be competent, effective, visionary, and ethical in their day to day operations. As school administrators it is important that we continue to improve these ethical and leadership standards and be in the forefront of the movement to make certain that our professional practices serve as a paradigm for other institutions hierarchical in nature. Research tells us that effective leaders are leaders who are caring and collaborative, they empower others to lead, they are learning-leaders, and they lead by example using the highest of ethical and moral standards.

It is important that university principal preparation programs understand the changes and implications that quality leadership has on the public school system, the communities in which we live, our local and state governments, and ultimately its impact on the nation. University principal preparation programs should be challenged to create and implement graduate programs that incorporate professional practice while training prospective educators who aspire to the principalship. These university principal preparation programs should include opportunities for graduate students to "shadow" effective principals to get an in-depth knowledge of what the day in the life of a principal looks like. Additionally, by shadowing these effective principals, graduate students/"aspiring principals" will have an opportunity to begin reflecting on their own personal leadership style.

It is paramount that principals of the 21st century have a well-defined leadership style that will promote and establish a culture of high expectations and learning for all students. Effective principals have a clear sense of mission, they establish programs that meet the needs of all learners, and all stakeholders feel a sense of ownership within the

professional learning community. Effective principals are knowledgeable of current researched-based instructional and leadership practices. They know how to develop struggling teachers; they know how to help struggling learners; and they know how to incorporate real-life experiences into the classroom to engage all learners. University principal preparation programs should be willing to incorporate these strategies and practices into their programs as they fulfill the high demands of training principals for the public school principalship.

The changing societal demands on our school system continue to increase. Some of these issues include: single parent homes, poverty, under-prepared students, and teenage pregnancy. These challenges continue to overwhelm the public school system. These demands on accountability have prompted school leaders to take a second look at how we manage our schools, connect with the community, and teach our students.

Given the findings of this study, effective principal practices lead to successful schools and more importantly, lead to increased student achievement. The use of first-line instruction, pull-out, and after school tutorials are instructional tools used to improve student achievement in Title I schools. "Highly visible" and knowledgeable principals lead these successful schools. These principals are involved in every aspect of the instructional, management, and collaborative process that it takes to make these schools successful.

In conclusion, educators, university principal preparation programs, and public policy makers should continue to explore and investigate the effective instructional and managerial practices of principals in struggling schools to close the achievement gap between minority students and others; and also between rich students and poor students.

As public school accountability increases, school leaders will face increased pressure to improve the learning of all students at higher levels. If America is going to remain the world's last remaining superpower, our educational system, its leaders, public policy makers, and the public will need to work collaboratively to improve the learning and productivity of the students in our public educational system.

APPENDICES

APPENDIX A

IRB Approval

-----Original Message-----
From: irbhelp@baylor.edu [mailto:irbhelp@baylor.edu]
Sent: Tuesday, November 22, 2005 9:38 AM
To: walter.jackson@aliefisd.net
Subject: Notice of IRB Review: Proposal #200506053 (Automated Email)

IRB Project #: 200506053
Title of Proposal: A Study of Urban School Principal Perceptions of
Management Practices, Instructional Programs and Resources Most Important to
Meeting the Requirements of the No Child Left Behind Act
Principal Investigator:

Notice is hereby given that the Baylor IRB has reviewed your proposal. The
action taken was:

Exempt from review (Code of Federal Regulations, Title 45, Part 46, Subpart
A, Section 46.101b)

Thank you for your cooperation. Please feel free to contact Dr. Matthew
Stanford, Chair of the Baylor IRB, or his assistant, Mrs. Nancy Ulman, at
254-710-2811 for more information or if you have any questions.

Dr. Matthew Stanford, Chair, Baylor IRB

This is a computer generated email from the IRB Online. If you feel that you
have received this email by error, please contact irbhelp@baylor.edu.

APPENDIX B

Consent Form

Dear Colleague,

Due to your position as a Texas Secondary School principal, you are being invited to participate in a survey designed to gather information regarding the challenges principals face in public schools. The purpose of this research project is to determine what is being done to meet the rigorous challenges of high-stakes testing, accountability and the requirements of the No Child Left Behind Act of 2001.

It is important to note that there are no known physical risks to completing this survey. You may elect, either now or at anytime to withdraw your participation. You should understand that your participation is completely voluntary. You may choose not to participate in this survey.

You will be able to complete the questionnaire in about 10 minutes.

Your privacy and research records will be kept confidential to the extent of the law. There will be no identifying information on the data collected. All records will be identified by an assigned code designed to assist with data retrieval. All data will be locked in computer files. Access to the data will be limited to me and my faculty advisory committee.

The use of electronic mail as a method of data collection generates important questions about data security and confidentiality of participant information. Please be advised that electronic mail is subject to interception, legally by your employer or illegally by another party. Within the scope of this research, this factor is not under the control of the researcher. However, please note that the information requested is not of a sensitive nature.

If you have any questions about this research study, contact me. An alternative contact is Dr. Weldon Beckner, the project Chairman and professor at Baylor University at the Department of Educational Administration, Baylor University, Waco, Texas 76798 (254-710-61120.

If you have any questions about your rights as a person who is participating in a research study, contact Baylor University Committee for Protection for Human Subjects in Research. The Chairman is Dr. Matthew S. Stanford, IRB Department of Psychology and Neuroscience, One Bear Place # 97334, Waco Texas 76798 (254-710-2236).

Your consent will be signified by your submission of a completed on-line survey. In fact your submission will demonstrate that you have read and understood this consent form and were aware of your rights as a subject, as well as your agreement to participate in this experiment.

Please print a copy of this consent form for your records. Again, I thank you in advance for your participation in this exciting educational research effort to assist secondary school principals.
Sincerely,

Walter G. Jackson
Baylor Graduate Student

APPENDIX C

Principal Survey

1. What level descriptor best fits your school?
   a) Middle/Junior High
   b) High School
   c) Alternative School

2. What was your school's Texas Education Agency rating for 2005?
   a) Exemplary
   b) Recognized
   c) Academically Acceptable
   d) Low Performing

3. What geographic descriptor fits your school best?
   a) Urban
   b) Suburban
   c) Rural

4. After school tutorials are used in my school to improve student achievement.
   a) Very often
   b) Often
   c) Sometimes
   d) Seldom if ever

5. Pull-Out tutorials are used in my school to improve student achievement.
   a) Very often
   b) Often
   c) Sometimes
   d) Seldom if ever

6. Individualized instruction is a method used in my school to improve student achievement.
   a) Very often
   b) Often
   c) Sometimes
   d) Seldom if ever

7. Hiring "highly qualified" teachers is a method used in my school to improve student achievement.
   a) Very often
   b) Often
   c) Sometimes
   d) Seldom if ever

8. Maintaining "highly qualified" teachers is a method used in my school to sustain student achievement.
   a) Very often
   b) Often
   c) Sometimes
   d) Seldom if ever

9.   Benchmark Assessments are used in my school to determine student academic strengths and weaknesses.
a) Very often
b) Often
c) Sometimes
d) Seldom if ever

10.   Data retrieved from benchmark assessments are used in my school to strategically plan instruction and assessment.
a) Very often
b) Often
c) Sometimes
d) Seldom if ever

11.   Data retrieved from state and local assessments are used to improve the performance of students in each of the sub-group areas.
a) Very often
b) Often
c) Sometimes
d) Seldom if ever

12.   Lassiez Faire management style is most effective when managing instructional programs and improving student achievement.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

13.   Autocratic management style is most effective when managing instructional programs and improving student achievement.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

14.   Shared Decision making management style is most effective when managing instructional programs and improving student achievement.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

15.   Managing by Walking Around is most effective when managing instructional programs and improving student achievement.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

16.   A major challenge in my school is decreasing my campus dropout rate.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

17.   A major challenge in my school is all students meeting state standards on standardized tests.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

18.   Meeting the challenges of state accountability is more difficult than meeting the challenges of federal accountability.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

19.   Meeting the challenges of federal accountability is more difficult than meeting the challenges of state accountability.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

20.   The district office provides the necessary resources (staff development, current information, funding, and support) to meet the challenges of state and federal accountability.
a) Very often
b) Often
c) Sometimes
d) Seldom if ever

21.   The Region Educational Service Center provides the necessary resources (staff   development, current information, funding, and support) to meet the challenges of state and federal accountability.
a) Very often
b) Often
c) Sometimes
d) Seldom if ever

22.   Assistance is provided by district and Region Educational Service Centers regularly to meet the challenges of state and federal accountability.
a) Very often
b) Often
c) Sometimes
d) Seldom if ever

23.   Principals who have extensive knowledge of NCLB achieve greater successes than novice principals.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

24.   Principals who have extensive knowledge of state standardized curriculum and assessments achieve greater successes than novice principals.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

25.   A major challenge for my campus is meeting AYP (Adequate Yearly Progress).
a) Strongly agree
b) Moderately agree
c) Moderately disagree
e) Strongly disagree

26.   A major challenge for my campus is ensuring that all students pass the TAKS (Texas Assessment of Knowledge and Skills) test.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

27.   A major challenge for my campus is closing the achievement gap between minority and white students.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

28.   A major challenge for my campus is a lack of support from parents and community members.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

29.   A major challenge for my campus is students who are performing below grade level.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

30.   A major challenge for my campus is student apathy and refusal to complete class work.
a) Strongly agree
b) Moderately agree
c) Moderately disagree
d) Strongly disagree

APPENDIX D

Principal Follow-up Interview Questions

1. Describe the instructional methods used to improve student achievement on your campus.

2. Describe your use of school tutorials to improve student achievement on your campus.

3. Describe your hiring practices. Do you seek to hire recent college graduates or do you seek to hire teachers with several years experience?

4. In large urban and suburban districts teacher retention is sometimes difficult to maintain. What strategies do you employ to maintain highly qualified teachers on your campus?

5. How often do you use data to make instructional, and management decisions on your campus?

6. What is your management style? In your opinion, do you feel that the management style you utilize is the best approach for improving and sustaining academic achievement for all students?

7. What instructional practices do you feel are contributing to the success of the students on your campus?

8. What management practices do you perceive are contributing to the success of your campus?

9. What are the two major concerns you have as you work to meet the state and federal accountability standards?

10. What resources do you perceive you need from local and state agencies to assist you in ensuring that all students on your campus meet accountability standards?

Interview Code Matrix

Interviewee	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q8	Q10
Principal 1										
Principal 2										
Principal 3										
Principal 4										
Principal 5										
Principal 6										
Principal 7										

Codes were derived from principal interview responses

a=autocratic
mba= manage by walking around
lf=lassies fair
sdm=shared decision making
po=pull out tutorials
as/bs=after school before school
nt=new teacher; exp=experienced teacher; c=combination of both
ts=teacher stipend; ip=incentive pay; m=morale
f=frequently; n/o=not often
str=student/teacher relationship
hqt=highly qualified teacher
kvp=knowledgeable/visible principal
ayp=adequately yearly progress; t=testing; hsdo=high student drop-out rate
s/c=smaller class sizes
olc=on-line remedial curriculum
p/s=parental support

APPENDIX E

Assessment Matrix

RESEARCH GOALS	QUESTIONAIRE ITEM
Management What management practices are implemented to facilitate continuous growth for all students?	**Survey:** Specific questions related to principal management styles: 7, 8, 12, 13, 14, 15,
Instruction What instructional programs are used to help students reach mastery on the state mandated standardized tests?	**Survey**: Specific questions related to instructional strategies used to improve student performance: 4, 5, 6, 9, 10, 11, 20, 21, 22, 23, 24, 25
Resources What resources lead to the success of these schools?	**Survey:** Specific questions related strategies that may lead to success: 20, 21, 22, 23, 24, 25

Appendix F

Survey Scores

Question 1		Question 2	
01 What level descriptor best fits your school?		02 What was your school's Texas Education Agency rating for 2005?	
Answer	**Score**	**Answer**	**Score**
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
Alternative School	2	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Alternative School	2	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Alternative School	2	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2

Question 1-Cont.		Question 2-Cont.	
01 What level descriptor best fits your school?		02 What was your school's Texas Education Agency rating for 2005?	
Answer	**Score**	**Answer**	**Score**
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Low Performing	3
High School	1	Academically Acceptable	2
Middle/Junior High	0	Low Performing	3
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Exemplary	0
Middle/Junior High	0		0
Alternative School	2	Academically Acceptable	2
Middle/Junior High	0	Low Performing	3
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2
High School	1	Recognized	1
High School	1	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Exemplary	0
Middle/Junior High	0	Low Performing	3
Middle/Junior High	0	Academically Acceptable	2
High School	1	Recognized	1
Middle/Junior High	0	Academically Acceptable	2
High School	1	Academically Acceptable	2
Middle/Junior High	0	Academically Acceptable	2

Question 3		Question 4	
03 What geographic descriptor fits your school best?		04 After school tutorials are used in my school to improve student achievement.	
Answer	**Score**	**Answer**	**Score**
Urban	0	Very often	0
Urban	0	Very often	0
Urban	0	Very often	0
Suburban	1	Very often	0
Urban	0	Sometimes	2
Urban	0	Sometimes	2
Urban	0	Often	1
Urban	0	Very often	0
Urban	0	Very often	0
Urban	0	Seldom if ever	3
Suburban	1	Sometimes	2
Suburban	1	Often	1
Urban	0	Sometimes	2
Urban	0	Very often	0
Urban	0	Sometimes	2
Urban	0	Very often	0
Urban	0	Often	1
Urban	0	Sometimes	2
Urban	0	Very often	0
Suburban	1	Very often	0
Urban	0	Often	1
Suburban	1	Often	1
Urban	0	Sometimes	2
Urban	0	Very often	0
Suburban	1	Very often	0
Urban	0	Often	1
Urban	0	Very often	0
Urban	0	Very often	0
Urban	0	Very often	0
Urban	0	Very often	0
Urban	0	Seldom if ever	3
Suburban	1	Sometimes	2
Suburban	1	Sometimes	2
Urban	0	Very often	0
Urban	0	Sometimes	2
Suburban	1	Often	1
Urban	0	Often	1
Urban	0	Sometimes	2
Suburban	1	Sometimes	2
Urban	0	Very often	0
Suburban	1	Very often	0
Urban	0	Often	1
Suburban	1	Sometimes	2

Question 3-Cont.		Question 4-Cont.	
03 What geographic descriptor fits your school best?		04 After school tutorials are used in my school to improve student achievement.	
Answer	**Score**	**Answer**	**Score**
Rural	2	Very often	0
Suburban	1	Very often	0
Urban	0	Very often	0
Suburban	1	Very often	0
Urban	0	Often	1
Urban	0	Very often	0
Urban	0	Very often	0
Urban	0	Very often	0
Suburban	1	Very often	0
Urban	0	Very often	0
Urban	0	Often	1
Urban	0	Often	1
Suburban	1	Very often	0
Suburban	1	Often	1
Urban	0	Very often	0
Suburban	1	Often	1
Urban	0	Very often	0
Suburban	1	Very often	0
Suburban	1	Very often	0
Suburban	1	Often	1
Suburban	1	Very often	0
Suburban	1	Often	1
Urban	0	Very often	0
Urban	0	Sometimes	2
Suburban	1	Sometimes	2
Suburban	1	Very often	0
Urban	0	Very often	0
Urban	0	Very often	0
Urban	0	Often	1

Question 5		Question 6	
05 Pull-Out tutorials are used in my school to improve student achievement.		06 Individualized instruction is a method used in my school to improve student achievement	
Answer	**Score**	**Answer**	**Score**
Sometimes	2	Very Often	0
Very often	0	Very Often	0
Sometimes	2	Often	1
Very often	0	Very Often	0
Often	1	Very Often	0
Very often	0	Very Often	0
Often	1	Sometimes	2
Sometimes	2	Sometimes	2
Sometimes	2	Often	1
Sometimes	2	Very Often	0
Very often	0	Often	1
Sometimes	2	Often	1
Sometimes	2	Sometimes	2
Very often	0	Very Often	0
Sometimes	2	Sometimes	2
Very often	0	Very Often	0
Sometimes	2	Sometimes	2
Sometimes	2	Sometimes	2
Sometimes	2	Often	1
Often	1	Sometimes	2
Sometimes	2	Sometimes	2
Sometimes	2	Often	1
Sometimes	2	Sometimes	2
Very often	0	Very Often	0
Seldom if ever	3	Often	1
Sometimes	2	Sometimes	2
Sometimes	2	Seldom if ever	3
Often	1	Very Often	0
Very often	0	Often	1
Very often	0	Very Often	0
Very often	0	Very Often	0
Sometimes	2	Sometimes	2
Sometimes	2	Sometimes	2
Often	1	Often	1
Seldom if ever	3	Sometimes	2
Often	1	Very Often	0
Sometimes	2	Seldom if ever	3
Seldom if ever	3	Seldom if ever	3
Often	1	Often	1
Often	1	Often	1
Often	1	Often	1
Often	1	Very Often	0
Seldom if ever	3	Sometimes	2
Sometimes	2	Very Often	0

Question 5-Cont.		Question 6-Cont.	
05 Pull-Out tutorials are used in my school to improve student achievement.		06 Individualized instruction is a method used in my school to improve student achievement	
Answer	**Score**	**Answer**	**Score**
Sometimes	2	Often	1
Often	1	Often	1
Often	1	Very Often	0
Sometimes	2	Sometimes	2
Very often	0	Very Often	0
Sometimes	2	Very Often	0
Very often	0	Often	1
Often	1	Often	1
Very often	0	Very Often	0
Often	1	Sometimes	2
Seldom if ever	3	Sometimes	2
Seldom if ever	3	Very Often	0
Often	1	Often	1
Very often	0	Very Often	0
Seldom if ever	3	Sometimes	2
Very often	0	Very Often	0
Sometimes	2	Sometimes	2
Sometimes	2	Often	1
Often	1	Often	1
Often	1	Very Often	0
Very often	0	Often	1
Very often	0	Sometimes	2
Seldom if ever	3	Sometimes	2
Seldom if ever	3	Sometimes	2
Often	1	Often	1
Very often	0	Sometimes	2
Very often	0	Often	1
Often	1	Very Often	0

Question 7		Question 8	
07 Hiring qualified teachers		08 Maintaining qualified teachers	
Answer	**Score**	**Answer**	**Score**
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Often	1	Sometimes	2
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Sometimes	2	Sometimes	2
Very often	0	Very often	0
Very often	0	Very often	0

Question 7-Cont.		Question 8-Cont.	
07 Hiring qualified teachers		08 Maintaining qualified teachers	
Answer	**Score**	**Answer**	**Score**
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Often	1
Often	1	Often	1
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Often	1	Often	1
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Very often	0
Often	1	Sometimes	2

Question 9		Question 10	
9 Benchmark Assessments are used in my school to determine student academic strengths and weaknesses.		10 Data retrieved from benchmark assessments are used in my school to strategically plan instruction and assessment.	
Answer	**Score**	**Answer**	**Score**
Often	1	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Often	1
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Often	1
Sometimes	2	Sometimes	2
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Sometimes	2	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Very often	0
Often	1	Often	1
Often	1	Often	1
Often	1	Sometimes	2
Often	1	Often	1
Sometimes	2	Sometimes	2
Often	1	Very often	0
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Sometimes	2	Sometimes	2

Question 9-Cont.		Question 10-Cont.	
9 Benchmark Assessments are used in my school to determine student academic strengths and weaknesses.		10 Data retrieved from benchmark assessments are used in my school to strategically plan instruction and assessment.	
Answer	Score	Answer	Score
Often	1	Often	1
Very often	0	Very often	0
Often	1	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Very often	0	Often	1
Often	1	Very often	0
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Often	1	Often	1
Sometimes	2	Often	1
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Often	1	Often	1
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Often	1
Very often	0	Very often	0
Often	1	Very often	0

Question 11		Question 12	
11 Data retrieved from state and local assessments are used to improve the performance of students in each of the sub-group areas.		12 Lassies Fair management style is most effective when managing instructional programs and improving student achievement.	
Answer	Score	Answer	Score
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Moderately disagree	2
Very often	0	Strongly disagree	3
Often	1	Strongly disagree	3
Very often	0	Strongly disagree	3
Often	1	Strongly disagree	3
Very often	0	Moderately disagree	2
Very often	0	Strongly disagree	3
Often	1	Strongly disagree	3
Very often	0	Moderately agree	1
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Often	1	Moderately disagree	2
Often	1	Moderately disagree	2
Often	1	Moderately disagree	2
Very often	0	Strongly disagree	3
Often	1	Strongly disagree	3
Often	1	Moderately disagree	2
Very often	0	Strongly disagree	3
Sometimes	2	Strongly disagree	3
Very often	0	Moderately agree	1
Often	1	Moderately disagree	2
Often	1	Strongly disagree	3
Often	1	Strongly disagree	3
Very often	0	Strongly disagree	3
Often	1	Moderately disagree	2
Very often	0	Strongly disagree	3
Often	1	Strongly disagree	3
Often	1	Moderately disagree	2
Sometimes	2	Strongly disagree	3
Often	1	Strongly disagree	3
Often	1	Strongly disagree	3
Often	1	Strongly disagree	3
Very often	0	Moderately disagree	2
Sometimes	2	Strongly disagree	3
Often	1		0
Very often	0	Strongly disagree	3
Very often	0	Moderately agree	1
Very often	0	Strongly disagree	3
Sometimes	2	Strongly disagree	3

Question 11-Cont.		Question 12-Cont.	
11 Data retrieved from state and local assessments are used to improve the performance of students in each of the sub-group areas.		12 Lassies Fair management style is most effective when managing instructional programs and improving student achievement.	
Answer	**Score**	**Answer**	**Score**
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Often	1	Strongly disagree	3
Very often	0	Strongly disagree	3
	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Moderately disagree	2
Very often	0	Moderately disagree	2
Often	1	Moderately disagree	2
Very often	0	Strongly disagree	3
Often	1	Moderately disagree	2
Very often	0	Strongly disagree	3
	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Very often	0	Moderately disagree	2
Very often	0	Moderately agree	1
Often	1	Moderately agree	1
Very often	0	Moderately agree	1
Very often	0	Strongly disagree	3
Very often	0	Strongly disagree	3
Often	1	Moderately disagree	2
Very often	0	Moderately disagree	2
Very often	0	Strongly disagree	3
Often	1	Strongly disagree	3
Very often	0	Moderately agree	1
Often	1	Moderately agree	1

Question 13		Question 14	
13 Autocratic management style is most effective when managing instructional programs and improving student achievement.		14 Shared Decision making management style is most effective when managing instructional programs and improving student achievement.	
Answer	**Score**	**Answer**	**Score**
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Moderately disagree	2
Moderately disagree	2	Moderately disagree	2
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Moderately disagree	2
Moderately agree	1	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0

Question 13-Cont.		Question 14-Cont.	
13 Autocratic management style is most effective when managing instructional programs and improving student achievement.		14 Shared Decision making management style is most effective when managing instructional programs and improving student achievement.	
Answer	**Score**	**Answer**	**Score**
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Strongly agree	0
	0	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately agree	1

Question 15		Question 16	
15 Managing by Walking Around is most effective when managing instructional programs and improving student achievement.		16 A major challenge in my school is decreasing my campus dropout rate.	
Answer	Score	Answer	Score
Moderately agree	1	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Moderately disagree	2	Strongly disagree	3
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly disagree	3
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Strongly disagree	3
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly disagree	3
Moderately agree	1	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly disagree	3
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly disagree	3
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly disagree	3
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately disagree	2
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0

Question 15-Cont.		Question 16-Cont.	
15 Managing by Walking Around is most effective when managing instructional programs and improving student achievement.		16 A major challenge in my school is decreasing my campus dropout rate.	
Answer	**Score**	**Answer**	**Score**
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly agree	0	Moderately disagree	2
	0	Moderately disagree	2
Moderately agree	1	Strongly disagree	3
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Strongly disagree	3
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Strongly disagree	3
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Moderately disagree	2	Strongly disagree	3
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Strongly agree	0
	0		0

Question 17		Question 18	
17 A major challenge in my school is all students meeting state standards on standardized tests.		18 Meeting the challenges of state accountability is more difficult than meeting the challenges of federal accountability.	
Answer	**Score**	**Answer**	**Score**
Strongly agree	0		0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly disagree	3
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
	0		0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately disagree	2
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly disagree	3
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately disagree	2
Moderately agree	1	Strongly agree	0
	0	Strongly disagree	3

Question 17-Cont.		Question 18-Cont.	
17 A major challenge in my school is all students meeting state standards on standardized tests.		18 Meeting the challenges of state accountability is more difficult than meeting the challenges of federal accountability.	
Answer	Score	Answer	Score
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Strongly disagree	3	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Moderately agree	1		0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly disagree	3
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately agree	1
	0		0

Question 19		Question 20	
19 Meeting the challenges of federal accountability is more difficult than meeting the challenges of state accountability.		20 The district office provides the necessary resources (staff development, current information, funding, and support) to meet the challenges of state and federal accountability.	
Answer	**Score**	**Answer**	**Score**
	0	Often	1
Moderately disagree	2	Often	1
Moderately agree	1	Very often	0
Strongly disagree	3	Very often	0
Strongly agree	0	Often	1
Strongly disagree	3	Sometimes	2
Strongly agree	0	Often	1
Moderately agree	1	Often	1
Strongly agree	0	Sometimes	2
Moderately disagree	2	Sometimes	2
Strongly disagree	3	Very often	0
Moderately agree	1	Often	1
Moderately disagree	2	Very often	0
Moderately disagree	2	Very often	0
Moderately disagree	2	Very often	0
Moderately agree	1	Often	1
Moderately agree	1	Seldom if ever	3
Moderately agree	1	Sometimes	2
Strongly agree	0	Very often	0
Moderately agree	1	Often	1
Strongly agree	0	Often	1
Moderately disagree	2	Very often	0
Moderately agree	1	Sometimes	2
Moderately disagree	2	Often	1
Moderately agree	1	Often	1
	0		0
Moderately disagree	2	Often	1
Moderately disagree	2	Very often	0
Moderately disagree	2	Often	1
Moderately agree	1	Very often	0
Moderately agree	1	Seldom if ever	3
Moderately agree	1	Sometimes	2
Moderately disagree	2	Often	1
Strongly agree	0	Very often	0
Moderately disagree	2	Sometimes	2
Moderately agree	1	Often	1
Moderately agree	1	Often	1
Moderately agree	1	Seldom if ever	3
Strongly agree	0	Often	1
Moderately disagree	2	Very often	0
Moderately disagree	2	Often	1
Moderately agree	1	Seldom if ever	3

Question 19-Cont.		Question 20-Cont.	
19 Meeting the challenges of federal accountability is more difficult than meeting the challenges of state accountability.		20 The district office provides the necessary resources (staff development, current information, funding, and support) to meet the challenges of state and federal accountability.	
Answer	**Score**	**Answer**	**Score**
Moderately disagree	2	Sometimes	2
Strongly agree	0	Very often	0
Moderately disagree	2	Often	1
Strongly disagree	3	Sometimes	2
Moderately disagree	2	Very often	0
Moderately disagree	2	Seldom if ever	3
Moderately agree	1	Sometimes	2
Moderately agree	1	Seldom if ever	3
	0	Sometimes	2
Moderately agree	1	Sometimes	2
Moderately agree	1	Often	1
Moderately disagree	2	Often	1
Moderately disagree	2	Often	1
Moderately agree	1	Sometimes	2
Moderately agree	1	Often	1
Moderately agree	1	Very often	0
Strongly agree	0	Often	1
Moderately disagree	2	Very often	0
Moderately agree	1	Often	1
Moderately disagree	2	Very often	0
	0		0
Strongly disagree	3	Often	1
Moderately disagree	2	Very often	0
Moderately disagree	2	Very often	0
	0	Sometimes	2
Moderately agree	1	Sometimes	2
Moderately agree	1	Often	1
Moderately disagree	2	Very often	0
Moderately agree	1	Very often	0
	0		0

Question 21		Question 22	
21 The Region Educational Service Center provides the necessary resources (staff development, current information, funding, and support) to meet the challenges of state and federal accountability.		22 Assistance is provided by district and Region Educational Service Centers regularly to meet the challenges of state and federal accountability.	
Answer	Score	Answer	Score
Very often	0	Very often	0
Seldom if ever	3	Seldom if ever	3
Very often	0	Often	1
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Often	1
Sometimes	2	Often	1
Often	1	Often	1
Sometimes	2	Sometimes	2
Sometimes	2	Sometimes	2
Very often	0	Very often	0
Often	1	Often	1
Very often	0	Very often	0
Often	1	Very often	0
Very often	0	Very often	0
Sometimes	2	Often	1
Sometimes	2	Sometimes	2
Sometimes	2	Sometimes	2
Very often	0	Very often	0
Sometimes	2	Often	1
Seldom if ever	3	Seldom if ever	3
Often	1	Often	1
Sometimes	2	Sometimes	2
Sometimes	2	Sometimes	2
Often	1	Often	1
	0		0
Sometimes	2	Sometimes	2
Often	1	Often	1
Sometimes	2	Often	1
Sometimes	2	Sometimes	2
Seldom if ever	3	Sometimes	2
Sometimes	2	Sometimes	2
Sometimes	2	Sometimes	2
Very often	0	Often	1
Often	1	Sometimes	2
Often	1	Often	1
Often	1	Sometimes	2
Seldom if ever	3	Seldom if ever	3
Often	1	Often	1
Often	1	Often	1
Often	1	Often	1
Sometimes	2	Sometimes	2

Question 21-Cont.		Question 22-Cont.	
21 The Region Educational Service Center provides the necessary resources (staff development, current information, funding, and support) to meet the challenges of state and federal accountability.		22 Assistance is provided by district and Region Educational Service Centers regularly to meet the challenges of state and federal accountability.	
Answer	**Score**	**Answer**	**Score**
Seldom if ever	3	Sometimes	2
Very often	0	Often	1
Very often	0	Often	1
Sometimes	2	Sometimes	2
Sometimes	2	Seldom if ever	3
Sometimes	2	Sometimes	2
Often	1	Sometimes	2
Seldom if ever	3	Seldom if ever	3
Often	1	Sometimes	2
Sometimes	2	Sometimes	2
Sometimes	2	Sometimes	2
Often	1	Often	1
Often	1	Often	1
Seldom if ever	3	Seldom if ever	3
Often	1	Often	1
Often	1	Often	1
Often	1	Often	1
Often	1	Often	1
Seldom if ever	3	Seldom if ever	3
Very often	0	Very often	0
	0		0
Often	1	Often	1
Very often	0	Very often	0
Very often	0	Very often	0
Seldom if ever	3	Sometimes	2
Seldom if ever	3	Sometimes	2
Often	1	Often	1
Sometimes	2	Sometimes	2
Very often	0	Often	1
	0		0

Question 23		Question 24	
23 Principals who have extensive knowledge of NCLB achieve greater successes than novice principals.		24 Principals who have extensive knowledge of state standardized curriculum and assessments achieve greater successes than novice principals.	
Answer	**Score**	**Answer**	**Score**
Moderately disagree	2		0
Strongly disagree	3	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly disagree	3	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Moderately disagree	2
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Moderately agree	1
	0		0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Moderately disagree	2	Moderately agree	1
Strongly disagree	3	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly disagree	3	Strongly disagree	3

Question 23-Cont.		Question 24-Cont.	
23 Principals who have extensive knowledge of NCLB achieve greater successes than novice principals.		24 Principals who have extensive knowledge of state standardized curriculum and assessments achieve greater successes than novice principals.	
Answer	**Score**	**Answer**	**Score**
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly disagree	3	Moderately disagree	2
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately disagree	2	Moderately agree	1
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Moderately agree	1
	0		0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately agree	1
	0	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
	0		0

Question 25		Question 26	
25 A major challenge for my campus is not meeting AYP (Adequate Yearly Progress).		26 A major challenge for my campus is ensuring that all students pass the TAKS (Texas Assessment of Knowledge and Skills) test.	
Answer	**Score**	**Answer**	**Score**
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Moderately disagree	2
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
	0		0
Moderately disagree	2	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0

Question 25-Cont.		Question 26-Cont.	
25 A major challenge for my campus is not meeting AYP (Adequate Yearly Progress).		26 A major challenge for my campus is ensuring that all students pass the TAKS (Texas Assessment of Knowledge and Skills) test.	
Answer	**Score**	**Answer**	**Score**
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly disagree	3	Strongly disagree	3
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly disagree	3	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Strongly agree	0
	0		0
Moderately disagree	2	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Moderately disagree	2
Moderately agree	1	Strongly agree	0
	0		0

Question 27		Question 28	
27 A major challenge for my campus is closing the achievement gap between minority and white students.		28 A major challenge for my campus is a lack of support from parents and community members.	
Answer	**Score**	**Answer**	**Score**
Strongly disagree	3	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly disagree	3	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Moderately disagree	2	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately agree	1
	0		0
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Moderately disagree	2	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately disagree	2

Question 27-Cont.		Question 28-Cont.	
27 A major challenge for my campus is closing the achievement gap between minority and white students.		28 A major challenge for my campus is a lack of support from parents and community members.	
Answer	**Score**	**Answer**	**Score**
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Moderately agree	1
Moderately disagree	2	Strongly disagree	3
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately disagree	2	Moderately agree	1
Moderately disagree	2	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately agree	1
	0		0
Moderately agree	1	Strongly agree	0
Strongly disagree	3	Strongly agree	0
Strongly agree	0	Strongly disagree	3
Moderately disagree	2	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Strongly disagree	3	Moderately disagree	2
Strongly agree	0	Strongly agree	0
	0		0

Question 29		Question 30	
29 A major challenge for my campus is students who are performing below grade level.		30 A major challenge for my campus is student apathy and refusal to complete class work.	
Answer	**Score**	**Answer**	**Score**
Moderately agree	1	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
	0		0
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately disagree	2
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Moderately disagree	2	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately disagree	2
Strongly agree	0	Moderately agree	1

Question 29		Question 30	
29 A major challenge for my campus is students who are performing below grade level.		30 A major challenge for my campus is student apathy and refusal to complete class work.	
Answer	Score	Answer	Score
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Moderately agree	1	Moderately agree	1
Strongly agree	0	Moderately agree	1
Moderately agree	1	Moderately disagree	2
Moderately agree	1	Moderately agree	1
Moderately agree	1	Strongly agree	0
Moderately agree	1	Moderately agree	1
	0		0
Strongly agree	0	Strongly agree	0
Strongly agree	0	Strongly agree	0
Strongly disagree	3	Strongly disagree	3
Moderately agree	1	Moderately agree	1
Strongly agree	0	Strongly agree	0
Moderately disagree	2	Moderately disagree	2
Moderately disagree	2	Strongly agree	0
Strongly agree	0	Moderately agree	1
	0		0

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