

PRINCIPAL PERCEPTIONS OF SCHOOL CAPACITY TO MEET REQUIREMENTS
OF NO CHILD LEFT BEHIND

A Record of Study

by

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ABSTRACT

The purpose of this study was to determine if significant differences existed in principals' perceptions of their school's capacity to meet Adequate Yearly Progress (AYP) requirements between principals whose schools failed to meet AYP requirements for one year compared to principals whose schools failed to meet AYP requirements for two to four consecutive years. Additionally, responses of the principals were analyzed based on the level of school, the location of the school, and if the school was or was not a Title I campus.

A total of 2,040 schools met the criteria of the study and a finite population sampling method was utilized where the entire population of eligible principals was invited to participate in the study. A quantitative online survey was distributed to principals of eligible schools. A total of 183 principals responded, for a participation rate of nearly 10%.

The study utilized two statistical methods for analyzing discrete data. Independent-t tests were conducted to determine if there were statistically significant differences in principals' perceptions of their school's capacity between principals of schools that failed to meet AYP requirements for one year, and those that failed to meet AYP requirements for two to four consecutive years. It was found that there were not statistically significant differences in principals' perceptions of their school's capacity.

The second method of analyzing data was to conduct two-way ANOVAs to test for statistically significant differences in perceptions of principals based on level of

school, type of school, and Title I status. It was found that there were not any statistically significant differences in principals' perceptions of their school's capacity.

The absence of statistically significant differences in principals' perceptions of their school's capacity to meet AYP requirements regardless of the number of years the school missed the requirements, location of the school, type of school, or Title I status of the school could reasonably lead to the conclusion that capacity domains of schools fail to predict success of schools. This however, would contradict most literature that has previously been written about school capacity. Other more reasonable conclusions, as well as future research are presented in this study.

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CHAPTER I

INTRODUCTION

Overview

The No Child Left Behind Act of 2001 (NCLB) established never-before-seen accountability standards for school districts and individual schools. According to the law, students must be given a yearly assessment in grades 3-8 and in high school in both reading and mathematics and districts and individual schools must meet “adequate yearly progress”. Adequate Yearly Progress (AYP), “measures the progress of public elementary schools, secondary schools, and local education agencies and the State based primarily on the academic assessments” (PL 107-110, 20 USC 6311). In addition, results at each grade level must be disaggregated to show subpopulation outcomes for identified students. These populations include:

- (I) The achievement of all public elementary school and secondary school students.
 - (II) The achievement of
 - (aa) economically disadvantaged students;
 - (bb) students from major racial and ethnic groups;
 - (cc) students with disabilities; and
 - (dd) students with limited English proficiency.
- (PL 107-110, 20 USC 6311).

Schools must meet established AYP standards each year for all students and subpopulations or face sanctions. Schools and districts are left to determine ways to best ensure that all students pass the state assessments. Schools’ capacity to improve is essential.

The purpose of NCLB “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments.” (PL 107-110, 20 U.S.C. 6301) Proponents of NCLB applaud that special attention is given to groups of students who traditionally have not done well in school (Schoen & Fusarelli, 2008; Guilfoyle, 2006; Porter, Linn & Trimble, 2005). NCLB brings an opportunity for equality for all students because all racial and ethnic subgroups are counted. The law forces school officials to address problems in schools that may have been neglected so school leaders can no longer ignore traditionally underperforming student groups. In addition, schools must examine the alignment of their curriculum and instruction with state standards (Azzam, Perkins-Gough, & Thiers, 2006; Borkowski, & Sneed, 2006; Hoff, 2009). This alignment is essential due to the fact that states’ assessments are based on state standards.

In order to ensure that all schools meet AYP requirements, NCLB has a tiered system of consequences for schools that fail to meet AYP. “A local education agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State’s plan” (PL 107-110, 20 USC 6316). In situations where schools have failed to meet AYP requirements for two consecutive years, “the local education agency shall, not later than the first day of school following such identification, provide all students enrolled in the school with the option to transfer to another public school

served by the local education agency” (PL 107-110, 20 USC 6316). Schools that fail to meet AYP requirements for three consecutive years:

- (A) shall continue to provide all students enrolled in the school with the option to transfer to another public school served by the local education agency in accordance with subparagraphs (E) and (F);
- (B) shall make supplemental education services available consistent with subsection (e)(1); and
- (C) shall continue to provide technical assistance.
(PL 107-110, 20 USC 6316).

In the event that schools fail to meet AYP requirements for four consecutive years, the Local Education Agency shall,

- “(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local education agency, in accordance with the paragraph (1)(E) and (F);
- (ii) continue to provide technical assistance consistent with paragraph (4) while instituting any corrective action under clause (iv);
- (iii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and
- (iv) identify the school for corrective action and take at least one of the following corrective actions:

- (I) Replace the school staff who are relevant to the failure to make adequate yearly progress.
- (II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequately yearly progress.
- (III) Significantly decrease management authority at the school level.
- (IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).
- (V) Extend the school year or school day for the school.
- (VI) Restructure the internal organizational structure of the school.”

(PL 107-110, 20 USC 6316).

Throughout the years, individual schools in Texas have had differing levels of success once they fail to meet AYP. Table 1 shows that during the 2007 school year, 664 individual schools failed to meet AYP requirements. However, 219 of those schools were able to meet the AYP requirements the following year.

Table 1. Number of Schools Not Meeting AYP Requirements 2007 or 2007-08

Failing Schools 2007 Only	Failing Schools 2007 & 2008	Difference
664	445	-219

Table 2 illustrates that in 2008, 1,109 individual schools failed to meet AYP requirements. However, 580 of those schools were able to meet AYP requirements the next year.

Table 2. Number of Schools Not Meeting AYP Requirements 2008 or 2008-09

Failing Schools 2008 Only	Failing Schools 2008 & 2009	Difference
1109	529	-580

Somewhat unexpectedly, a substantial decrease in the number of schools not meeting AYP requirements occurred. Table 3 shows that only 353 schools failed to meet AYP requirements in 2009. There were 100 schools in Texas that failed for two consecutive years in 2008 and 2009 and 63 schools that failed for three consecutive years in 2007, 2008 and 2009.

Table 3. Number of Schools Not Meeting AYP Requirements 2009, 2008-09 or 2007-09

Failing Schools 2009 Only	Failing Schools 2008 & 2009	Failing Schools 2007, 2008 & 2009
353	100	63

While on the surface it appears that there was a significant improvement in performance during the 2009 school year, Texas implemented the Texas Projection Measure (TPM). TPM primarily:

is a multi-level regression-based projection model. The measure projects student performance separately in reading/English language arts and mathematics in the next high-stakes grade (defined by the Texas legislation as grades 5, 8, and 11) using students' current year scale scores in both reading/English language arts and mathematics and average campus scale scores in the projection subject. (Texas Education Agency, 2009).

The 100 schools that failed to meet AYP standards for the two consecutive years of 2008 and 2009 were subject to the first level of NCLB consequences which requires districts to give parents the option to transfer their children to other higher performing schools in the district. This consequence had little impact on districts, as nationwide, 2-3% of students eligible to transfer to a higher performing school actually transferred (Jennings & Rentner, 2006; Kim & Sunderman, 2004). However, schools that failed to meet AYP for the third consecutive year were required to use a portion of their Title I federal funds to provide supplemental educational services. This requirement directly impacted the budgets of schools. The 63 schools that failed to meet AYP requirements for the consecutive years of 2007, 2008 and 2009 were required to use Title I federal funds to provide supplemental educational services.

In 2011, Texas discontinued the use of TPM. As a result, a dramatic increase in the number of schools identified as not meeting AYP requirements occurred. Table 4 shows that 1,835 schools failed to meet AYP requirements for the 2011 school year. In addition, 140 schools failed to meet AYP requirements for the consecutive years of 2010-2011, twelve schools failed to meet AYP requirements for the three consecutive years of 2009-2011, and 53 schools failed to meet AYP requirements for the four consecutive years of 2008-2011.

Table 4. Number of Schools Not Meeting AYP Requirements 2011, 2010-11, 2009-11 or 2008-11

Failing Schools 2011 Only	Failing Schools 2010 & 2011	Failing Schools 2009, 2010 & 2011	Failing Schools 2008, 2009, 2010 & 2011
1835	140	12	53

Problem Statement

Schools face increasing pressure to ensure that all students pass state assessments in order to meet AYP requirements. Schools that do not meet these standards face sanctions, as well as being perceived by the public as being a failing school. Sanctions on the schools can have financial consequences as well as ramifications for the staff. In addition, an erosion of public confidence can lessen the support the community will offer schools that struggle with AYP standards. At a time that expectations are being raised and school budgets are being reduced, it is important for schools to determine

methods to improve student performance. The capacity dimensions of schools need to be examined to narrow the focus for campuses as they explore ways to improve.

Purpose of the Study

The primary purpose of this study was to determine if significant differences existed in principals' perceptions of their school's capacity to meet AYP requirements between principals whose schools failed to meet AYP requirements for one year compared to principals whose schools failed to meet AYP requirements for two to four consecutive years. In addition, the responses of the principals were analyzed: a) to determine differences in perceptions between principals of schools in large population settings compared to small population settings as well as the interaction of these factors when the number of years schools missed AYP is factored in, b) to determine differences in perceptions between principals of elementary schools compared to secondary schools as well as the interaction of these factors when the number of years schools missed AYP is factored in, and c) to determine differences in perceptions between principals of schools identified as Title I campuses compared to non-Title I campuses as well as the interaction of these factors with the number of years schools missed AYP is factored in.

Significance of the Study

As the standards for meeting AYP increase each year, more and more schools will be subject to consequences. In fact, it is estimated that when the full requirement of 100% of students passing the state assessment occurs in 2014, more than 96% of schools will fail to meet AYP requirements (Wiley, Mathis & Garcia, 2005). However, as is seen in the Texas schools, some schools are able to make enough gains in a year to meet AYP

requirements despite the fact that the standards have been raised each year. This study examined schools that failed to meet AYP requirements in 2011 or for 2-4 consecutive years during 2008, 2009, 2010 and 2011 in order to determine if the principals of these schools perceive their schools as having the capacity to meet the requirements of AYP. Responses were compared between schools that only failed to meet AYP requirements in 2011 as opposed to schools that failed to meet AYP requirements for two to four consecutive years.

There is a large body of literature that discusses NCLB and the impact this legislation has on schools (Finnegan & Gross, 2007; Linn, 2005; Porter, Linn, & Trimble, 2005; Smith, 2005; Mathis, 2006). In addition, there is literature available that examines the impact pieces of school capacity have on school improvement (Newmann, Smith, Allensworth, & Byrk, 2001; Lee & Reeves, 2012; Hallinger & Heck, 2010; Leithwood, Steinbach, & Jantzi, 2002). However, there appears to be a void in peer-reviewed research that examines the perceptions of principals and their school's capacity to meet the demands of NCLB. This study will contribute to the literature by investigating how principals perceive their school's capacity to meet AYP requirements. Furthermore, this study will contribute to the literature by comparing principals' perceptions when their schools face increasing sanctions imposed for not meeting AYP requirements for multiple years.

Methodology

This study attempts to describe how principals perceive their schools' capacity to meet the challenge of AYP requirements. A quantitative method of examining

principals' responses was utilized. A survey instrument was used to collect responses to answer the research questions.

Research Questions

Q1: Is there a difference in principals' perceptions about the principal's leadership to meet AYP requirements between schools that failed to meet NCLB AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive their leadership to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 1.1: Does the level of school, elementary or secondary, influence the principals' perceptions about the principal's leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive their leadership to meet AYP requirements compared to principals of secondary schools.

Question 1.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about the principal's leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in small population settings perceive their leadership to meet AYP requirements compared to principals of schools in large population settings.

Question 1.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about the principal's leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive their leadership to meet AYP requirements compared to principals of non-Title I schools.

Q2: Is there a difference in principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive their teachers' knowledge, skills and dispositions to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 2.1: Does the level of school, elementary or secondary, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of secondary schools.

Question 2.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of schools in small population settings.

Question 2.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of non-Title I schools

Q3: Is there a difference in principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive staff members' sense of professional community to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 3.1: Does the level of school, elementary or secondary, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive staff members' sense of professional community to meet AYP requirements compared to principals of secondary schools.

Question 3.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive staff members' sense of professional community to meet AYP requirements compared to principals of schools in small population settings.

Question 3.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive staff members' sense of professional community to meet AYP requirements compared to principals of non-Title I schools.

Q4: Is there a difference in principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive program coherence to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 4.1: Does the level of school, elementary or secondary, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive program coherence to meet AYP requirements compared to principals of secondary schools.

Question 4.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive program coherence to meet AYP requirements compared to principals of schools in small population settings.

Question 4.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive program coherence to meet AYP requirements compared to principals of non-Title I schools.

Q5: Is there a difference in principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive technical resources that are available to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 5.1: Does the level of school, elementary or secondary, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive technical resources that are available to meet AYP requirements compared to principals of secondary schools.

Question 5.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive program coherence to meet AYP requirements compared to principals of schools in small population settings.

Question 5.3: Does the Title I status of the school, Title I or Non-Title I, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive program coherence to meet AYP requirements compared to principals of non-Title I schools.

Limitations

This study is limited to schools that failed to meet AYP requirements for the 2011 school year and schools that failed to meet AYP requirements for 2-4 consecutive years of 2008, 2009, 2010 and 2011. This study is also limited to elementary and secondary public schools in the State of Texas. Another limitation of the study is to only include responses from building principals.

The sampling method for this study was the finite population sampling method in which all members of the population that met the study criteria were surveyed. This study is limited to the eligible members who responded to the survey.

Delimitations

This study is delimited in several ways. First, the decision to restrict the sample to Texas public schools will limit the ability to generalize the results to other states. Secondly, the decision to exclude charter schools and private schools was made due to possible differences in characteristics, resources and accountability requirements. Therefore, they will not be represented in the sample population.

Assumptions

Assumed in this study is that building principals will answer the survey questions in an honest and accurate manner. It is further assumed that the responses of the participating principals will closely represent the responses of non-participating principals.

Definitions

Adequate Yearly Progress (AYP) – portion of No Child Left Behind Act that required states to establish annual passing rate goals for schools and districts in order to ensure 100% of students meet expectations on state developed assessments by 2014.

Capacity – the ability of a school to help all students meet challenging standards.

Dimensions of a school's capacity include leadership, technical resources, program coherence, teachers' knowledge and skills, and professional community (Newmann, King, & Youngs, 2000; O'Day, Goertz, & Floden, 1995).

No Child Left Behind (NCLB) – federal legislation enacted in 2001 that requires states to ultimately ensure that all students pass state developed assessments. Student results must be reported by race, economic status, Special Education and Limited English Proficiency.

Program Coherence – a set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment and learning climate that are pursued over a sustained period (Newmann, Smith, Allensworth, and Byrk, 2001).

Public schools – any K-12 school funded using public funds and controlled by a Local Education Agency.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study was to determine if significant differences existed in principals' perceptions of their school's capacity to meet AYP requirements between principals whose schools failed to meet AYP requirements for one year compared to principals whose schools failed to meet AYP requirements for two to four consecutive years. Additionally, responses of the principals were analyzed based on the level of school, the location of the school, and if the school was or was not a Title I campus.

In framing the study, it was important to review prior school improvement policies that focus on accountability. Over the years, many states have implemented policies intended to improve performance and to hold schools accountable for their results. The next step was to examine how the implementation of NCLB with its requirements and potential sanctions has impacted schools and districts. While NCLB policy contains requirements that are similar to previous policies implemented at the state levels, NCLB holds schools at a higher level of expected accountability and more severe sanctions than ever seen before. Finally, it was essential to examine school capacity and to investigate how the capacity of individual schools impacts their level of success at implementing policies. With high levels of required achievement as well as stiff consequences for failing to meet accountability standards, the capacity of schools plays an important role in the success of the schools.

Pre-NCLB Accountability Policies

Accountability policies over the years have made attempts at improving education. Prior to the implementation of NCLB, several states implemented accountability policies that included similar requirements and consequences as those included in NCLB. In a study conducted by Firestone et al. (1998), they examine the effects of accountability policies in Maine and Maryland. Maine began its accountability system in 1984-1985 with a multiple-choice test that gradually developed into a completely open response format. The testing stakes in Maine included publishing individual school's scores in the newspaper. This was contrasted by the more significant testing stakes in Maryland which included publishing test scores in newspapers, but also allowed for schools to be on probation or even reconstituted if test scores were consistently declining. Schools in Maryland were held accountable for student performance on two state tests; a multiple-choice exam administered to seventh graders and an open-response exam given to 8th grade students. Both tests were developed in 1991, and while most students were able to pass the multiple-choice test in 7th grade, students struggled to be successful on the open-ended questions on the 8th grade exam. While the research mentions that Maryland did implement some professional development for teachers, it failed to mention if there were other attempts to increase the capacity of teachers to improve instruction. It appears that the policy alone in both states was intended to improve instructional practice. It was found that Maryland teachers in particular were more focused on preparing students for the tests. The researchers concluded that this was caused more by the higher stakes that were involved in

Maryland. There was a lack of evidence of much change in teachers' instructional practice in either state.

In a different study conducted by Heinrich Mintrop, (2003), the policies of Maryland and Kentucky schools were examined. Both states implemented accountability policies that required student assessments as well as rewards and sanctions for schools. Kentucky had a formula for determining when schools were on probation and for when the schools showed enough growth to exit probation status. In Maryland, the criteria for schools to be placed on probation was at the discretion of the state's education department which "tended to select rock bottom performers for probation, applied final sanctions very sparingly, and set criteria (performance at state average) very high" (p.4). The study examined eleven low-performing schools in the two states that were on their state's probation status. They found that teachers in both states felt discouraged and that the accountability system was not fair to their schools. In the schools that were on probation, there was a general lack of higher-order thinking and problem solving in the schools; rather there was more instruction designed to prepare students to take the test. In both states, the methods of increasing capacity were primarily left to local school districts. This left most of the schools in this study unprepared to improve.

The Chicago Public Schools implemented an accountability system that was studied by Wong et al. (1999). The policy required students to meet satisfactory levels of achievement on a standardized test. Schools with low or declining student performance were subject to sanctions that included probation and reconstitution. The study involved four Chicago high schools that varied in their level of sanctions. The district was more

direct with how teachers instructed students in the schools that were dealing with probation or reconstitution. However, the instructional methods and materials that were prescribed by the district focused primarily on test preparation such as test-taking strategies and formatting instructional materials to match the test. The school district did provide resources for building capacity for schools to improve. Each school in the study was assigned an external partner who was responsible for professional development, curriculum development and supervising teachers. While the administrators felt that the external partners were effective, the teachers who were supposed to benefit from the assistance indicated that the external partners were unhelpful. This was due in part to the fact that teachers indicated that their objectives were to raise test scores while the objectives of the external partners were to facilitate whole school improvement.

NCLB Implementation

The high-stakes accountability efforts of individual states gave way to the No Child Left Behind accountability program in 2002. For the first time, the federal government directed states to implement state assessment programs as well as accountability standards that ultimately required all students to pass state-developed assessments.

Designing and implementing policy in education is a challenging task. Cohen, Moffitt, & Goldin (2007) note:

The policy makers who define problems and devise remedies are rarely the ultimate problem solvers. They depend on the very people and organizations that have or are the problem to solve it. At the same time, those that have or are the

problem depend on policy makers or others for some of the resources – ideas, incentives, money and more – that may enable a solution (p. 522).

This co-dependence influences the degree of success at achieving the goals for which the policy is designed. The success of policy implementation often depends on the feasibility to overcome constraints, consensus on goals, and commitment by implementers (Mazzoni, 1991; Darling-Hammond, 1992). States faced these policy development and implementation challenges throughout the school improvement movement. The No Child Left Behind Act represented an expanded role of the federal government in educational policy.

While very little of NCLB policy was new or distinctive compared to previous education reform policies, the expectation that 100% of students would pass state assessments as well as the requirement to report results of subpopulations of students was unique (Smith, 2005). Proponents of NCLB applaud the focus on traditionally marginalized subgroups, the high expectations, and school accountability for student performance (Porter, Linn, & Trimble, 2005; Azzam, Perkins-Gough, & Thiers, 2006; Schoen & Fusarelli, 2008). Historically, students of color and students from low-socioeconomic backgrounds have been ignored when states analyzed student performance. NCLB requires states to report the results of these students separately, shining a spotlight on their results.

Critics of NCLB criticize the inability to compare results across states, the unproven sanctions imposed on schools, the misalignment between NCLB requirements and state accountability policies, the lack of additional funding, and the narrowing of the

curriculum in reading and math (Jimerson, 2005; Linn, 2005; Owens & Sunderman, 2006; Borkowski & Sneed, 2006). Schools face a daunting challenge in meeting the demands of NCLB, especially the requirements of AYP. While some states may have had policies that contained pieces of the NCLB requirements, such as state assessments, passing standards, and reporting passing rates of subpopulations, NCLB added the requirement that 100% of students must pass state assessments by 2014 or face sanctions. This includes subpopulations that include groups that traditionally perform at lower levels on state assessments, such as students of color, special education students, students from low socio-economic families, and students with limited English proficiency. As a result, those groups must make greater improvements each year (Mathis, 2006). Consequently, schools must examine how they educate students in order to maximize their performance.

School Capacity for Success

In Texas, and in other states, schools have explored ways to improve student performance through policies imposed by the individual states. However, the pressure to improve increased dramatically with the implementation of NCLB. These demands have focused attention on instructional capacity of schools. Individual districts and schools have required schools to examine how capable they are to meet the new requirements.

Successfully meeting AYP requirements as well as improving the educational system relates to the capacities that school districts and individual schools have to make changes. Cohen, Raudenbush and Loenberg Ball (2003) divide school capacity into separate, but interrelated categories of instruction and resources. Instructional capacity

consists of knowledge use, instructional coordination and mobilizing incentives. Teachers' understanding of their content, the ability of teachers to utilize appropriate instructional strategies, as well as the way students and teachers interact in classroom settings are all part of knowledge use. Coordinating instruction is the teachers' abilities to make appropriate connections of students' learning over time. An example of coordinating instruction is to build students' understanding of a concept from concrete form to abstract form (p. 126). Finally, instructional capacity depends on determining incentives for both teachers and students that can motivate both groups to exert effort. While instructional capital is important, resource capital is necessary to allow quality instruction. Resource capital can be divided into conventional, personal and environmental capital. Conventional resources include factors such as materials, facilities, and class size. Personal resources consist of teachers' skills and knowledge, and environmental resources include instructional guidance, professional leadership and academic norms (p. 127). Each of these resource capital factors impact student learning and educational success.

Similarly, Malen and Rice (2004) divide school capacity into two interrelated domains. The first domain is resource capital that includes fiscal, human, social, cultural capital and informational resources. The second domain is the productivity dimension which consists of the ability to maximize the amount of productivity with resources that are available. Malen and Rice (p. 237) in Figure 1 illustrate the way school capacity is influenced through resources as well as productivity.

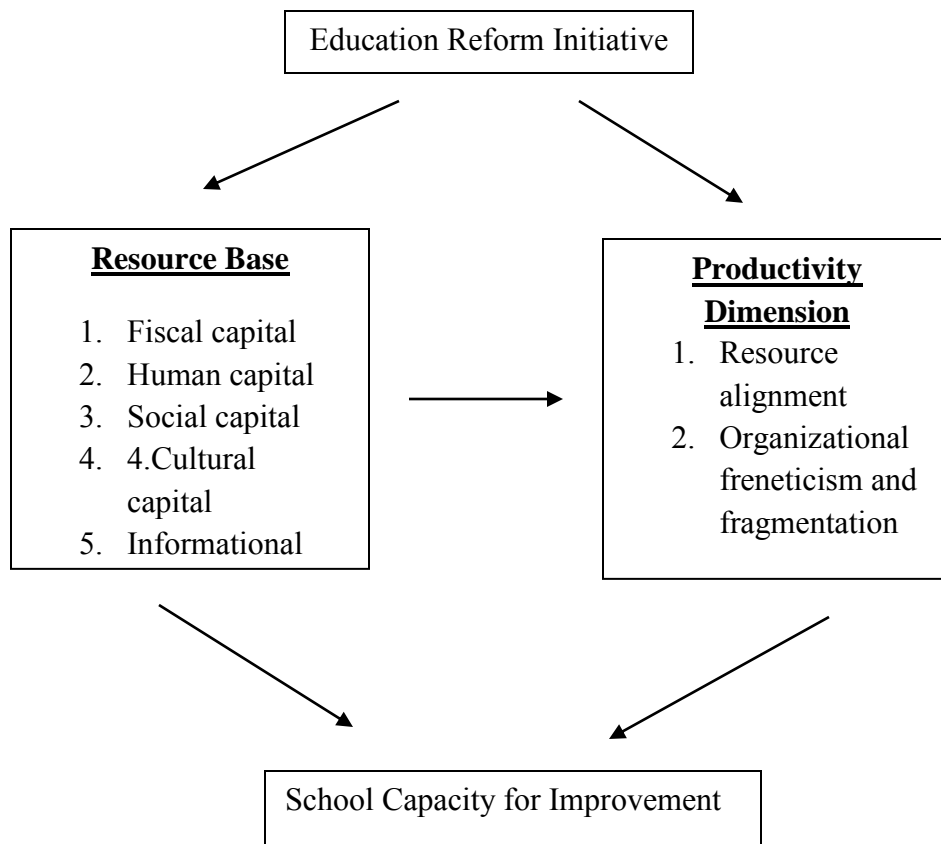


Figure 1. Framework for Assessing the Impact of Education Reforms on School Capacity for Improvement

Note. From “A Framework for Assessing the Impact of Education Reforms on School Capacity: Insights from Studies of High-Stakes Accountability Initiatives,” by B. Malen and J. King Rice, 2004, *Education Policy*, 18(5), p. 637. Copyright 2004 by SAGE Publications. Reprinted with permission.

Spillane and Thompson (1997) also support the idea of local capacity as being made up of human capital, social capital, and financial resources. They contend that human capital is made up of “the commitment, dispositions, and knowledge of local reformers” (p.191) and that the success of school improvement relies on human capital to make changes. With social capital, the relationships between teachers in the school

affect the capacity to achieve goals. Without relationships that inspire and motivate each group in a school, increased capacity is not likely. The allocation of financial resources, “specifically as these are allocated to staffing, time, and materials” (p196), impacts the capacity of schools. Schools need adequate financial resources in order to provide adequate levels of staffing, give appropriate time to staff members to improve instruction, and to obtain sufficient materials for staff members to be successful.

Another way to view capacity is to understand the factors that influence capacity which ultimately determines student achievement. As seen in Figure 2, Newmann, King & Youngs (2000) illustrate how policies and programs affect school capacity, which in turn influences instructional quality, and finally determines student achievement.

State education agencies also play a role in increasing school capacity. In fact, “It (NCLB) also assumes that states have the capacity to provide the support and technical assistance necessary to help low-performing schools and districts bring all students to the proficient level on state tests.” (Sunderman & Orfield, 2007, p.137). States have the ability to provide financial resources, academic standards, professional development standards, and curriculum guidelines. However, states have had to use their scarce

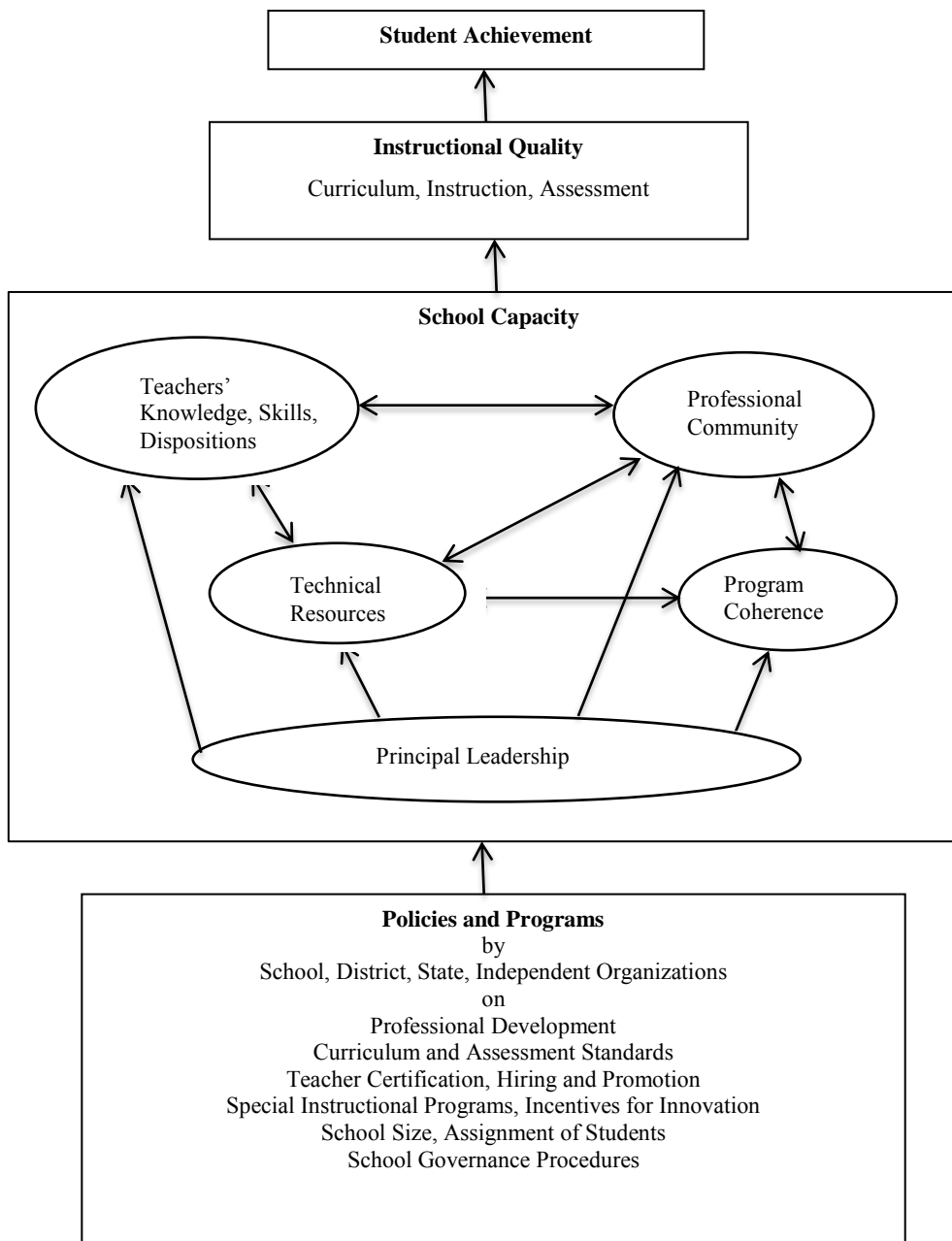


Figure 2. Factors Influencing School Capacity and Student Achievement
Note. From “Professional Development That Addresses School Capacity: Lessons from Urban Elementary Schools,” by F. M. Newmann, M. B. King, and P. Youngs, 2000, *American Journal of Education*, 108, p. 262. Copyright 2000 by University of Chicago Press. Reprinted with permission.

resources to maintain compliance with accountability and reporting requirements with NCLB and have not been able to support increasing schools' capacity levels (Sunderman & Orfield 2006). Without an increase in states' ability to allocate appropriate resources, their role in increasing schools' capacity to improve will be severely limited.

Capacity Dimensions

Principal Leadership

The leadership role of the principal has long been accepted by most observers as being influential on the success of a school. Principals often are viewed as being the gatekeepers for educational policies and their implementation in school settings. In a review of 43 previous research studies on the role of the principal, Hallinger and Heck (1996) determined that the studies supported the idea that principal leadership impacts student learning. They found that the studies produced frequent positive findings involving principal leadership. Leadership can be found in all levels of a school, including teachers, students, parents and community. Leadership, good or bad, that a principal brings to a school is critical to a school's capacity to provide quality education to students (Newmann, King, & Youngs, 2000). The leadership of the principal is vital to provide direction and to exercise influence (Leithwood & Louis, 2012).

The principal provides direction by establishing and communicating a clear vision for the school. The vision should guide all aspects of the school, from its mission and goals, to instruction, to the day-to-day operations. The principal exercises influence by working with all stakeholders to improve the school. By working collaboratively, a principal can establish relationships that can be valuable to increasing the capacity of the

school. Principals who function with an instructional leadership style are more effective at impacting student outcomes. When principals move from supervisors to collaborative team members with teachers, instruction in the school improves (Copeland, 2003; Robinson, Lloyd, & Rowe, 2008; DuFour & Marzano, 2009). Marks and Printy (2003) term this shared instructional leadership between principals and teachers as integrated leadership. They found that students in schools where the staffs exhibited high levels of integrated leadership performed at higher levels.

Technical Resources

Technical resources in schools can be described as such things as quality technology, adequate facilities, systematic programs, and sufficient equipment and materials (Newmann, King & Youngs, 2000). Programs that are designed to promote parental involvement can provide additional resources for school improvement. Parental involvement can take many forms including volunteering, visiting the child's classroom, helping the child with homework, taking leadership roles in the school, and sharing expertise with the school (LaRocque, Kleiman & Darling, 2011). Another resource that is gaining larger acceptance is the instructional coach. The instructional coach model provides a resource for teachers to access that can directly influence the quality of classroom instruction. School leaders who wish to design the professional development and instructional leadership within the school are many times exploring the option of adding instructional coaches (Wren & Vallejo, 2009).

Teachers' Knowledge, Skills, Dispositions

The knowledge, skills and disposition of the classroom teacher is widely understood to influence student learning. When students receive instruction from highly motivated, knowledgeable and skilled teachers, they learn at higher levels. Teacher attributes that are related to student achievement include some teaching experience, content and pedagogy preparation, strong academic preparation, and verbal and cognitive ability (Goodwin, 2008). To be effective, teachers need to have a strong understanding of the content they are teaching as well as the processes associated with the content. Teachers should be able to answer the questions about the content that they ask of their students (Ball, Thames & Phelps, 2008). Teachers' dispositions to be successful in the classroom include being open-minded, be self-aware, and reflective. Teachers who are open-minded are receptive to new information while self-reflective teachers think about their teaching and search for ways to improve (Blecker & Boakes, 2010). Teacher knowledge, skills and disposition can also be described as a teacher's capacity. Teacher capacity also can be expanded to include traits such as tolerance, decisiveness, the balance between patience and impatience, as well as competence (Grant & Agosto, 2008).

Program Coherence

Program coherence occurs when schools strategically plan and coordinate programs within the school. Schools that want to improve often look at adding new programs and training, but they fail to support and maintain the initiatives. As a result, the school abandons the programs in favor of new possibilities (Newmann, Smith,

Allensworth, & Byrk, 2001). Schools that adopt several different and disconnected programs are less likely to be successful (Diamond & Spillane, 2004). In a study conducted by Youngs & King (2002), it was found that schools that implemented sustained coherence within school improvement programs showed growth and increased understanding and acceptance with staff members. The principals of these schools were also more successful at increasing school capacity when they recognized the relationships between the programs and the need to provide professional development for staff members implementing the programs. Schools show improvement when the staff is provided with a uniform curriculum and teachers implement the curriculum consistently. It is also valuable for leaders to provide teachers with training and support for developing and analyzing student assessment. Those schools that provide curriculum and assessment coherence are able to provide the consistency and support for improvement (Snipes & Casserly, 2004; Firestone & Riehl, 2005).

Professional Community

An important facet of schools that influence the success of the schools and students is the professional climate. The way the staff interacts and collaborates with each other can have an impact on the effectiveness of instruction. Much attention has been given to the value of teacher collaboration. DuFour & Eaker (1998) describe professional learning communities as consisting of staff members who share common mission, vision, and values. The staff has a sense of collective inquiry in identifying methods to improve instruction. Professional growth within the school relies on staff members having the ability to have serious discussions about their teaching (Spillane &

Louis, 2002). The staff structure is based on collaborative teams that rely on each other for growth. Schools that have strong professional climates have clarity of purpose. The members of the staff all understand the main purpose of the school is to provide quality learning for students (DuFour, DuFour, Eaker & Karhanek, 2004). While teaching is generally an individual activity, creating collaborative cultures within schools can help to build upon the knowledge of all of the teachers in a collective way. The collective capacity of the staff increases when staff work together to produce quality instruction in order to achieve high levels of student learning (DuFour, Eaker & DuFour, 2005). More recent research into teacher collaboration has focused on social networks within schools. Both formal and informal teacher networks within schools influence the extent to which teachers have information, resources and knowledge (Knight, 2007; Moolenaar, 2012). In a study conducted by Pil & Leana (2009), it was found that the strength of teacher relationships were significant predictors for student achievement. When teams of teachers can build vertical collaborative structures, the knowledge and resources of the teachers can influence the learning of students for many years (Jacobson, 2010).

Summary

As seen in the literature, the desire for schools to improve the quality of instruction provided to school children has been building for years. A push to hold schools accountable for their students' progress as determined through accountability policies was established by states as well as local education agencies. With the implementation of NCLB, much attention has been placed on assuring that all students will be successful. To achieve this, most schools must change the way they approach

instruction. However, the lack of schools' capacity to change impacts their success. Hess (1999) describes the impact of a lack of school capacity in that:

Changing schools must attend to the capacity of their staffs to implement improvement efforts. It does little good to tell teachers that their students can achieve at much higher levels of math and that they are free to change the way they teach math to achieve those higher levels if the teachers neither have a good grasp of math themselves nor do they have a conception of how they might change their way of teaching. (p. 505).

While common beliefs are held that schools should become more efficient with the resources they have, there is evidence that supports the idea that increasing capacity in schools with higher populations of minority students may reduce the achievement gap (Harris & Herrington 2006). Schools so far have not built their capacity for improvement with professional development, but have rather continued to rely on their existing strengths and weaknesses (Elmore & Fuhrman 2001). Schools will be destined to obtain the same results unless they can increase their capacity to change.

Instructional capacity of schools has become increasingly important for schools as they struggle to meet the NCLB policy requirements. While there is a large amount of literature that addresses school capacity, this study focused on the school capacity domains identified by Newmann, King, & Youngs (2000). The five identified capacity domains included Principal Leadership, Technical Resources, Program Coherence, Professional Community, and Teachers Knowledge, Skills and Dispositions. While other researchers have developed other domains with different names, the domains used in this study contained much of the same descriptions of school capacity. Although there is literature examining school capacity, there appears to be a lack of research

examining how principals perceive their schools' capacity to meet the requirements of NCLB.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine if significant differences existed in principals' perceptions of their school's capacity to meet AYP requirements between principals whose schools failed to meet AYP requirements for one year compared to principals whose schools failed to meet AYP requirements for two to four consecutive years. Additionally, responses of the principals were analyzed based on the level of school, the location of the school, and if the school was or was not a Title I campus.

In Chapter 2, the literature was reviewed that demonstrated that much discussion has occurred pertaining to NCLB and the impact the legislation has on schools. In addition, the literature showed that a significant amount of research has been conducted on structures and methods used to build school instructional capacity. However, the literature does not address principals' perceptions on the structures and methods in their schools that can increase their schools' capacity. This study used inferential and descriptive statistical analysis of the data to primarily determine differences in perceptions between principals whose schools failed to meet AYP requirements for one year compared to principals whose schools failed to meet AYP requirements for two to four consecutive years. In addition, descriptive and inferential statistics were used: a) to determine differences in perceptions between principals of schools in large population settings compared to small population settings as well as the interaction of these factors

when the number of years schools missed AYP is factored in, b) to determine differences in perceptions between principals of elementary schools compared to secondary schools as well as the interaction of these factors when the number of years schools missed AYP is factored in, and c) to determine differences in perceptions between principals of schools identified as Title I campuses compared to non-Title I campuses as well as the interaction of these factors with the number of years schools missed AYP is factored in.

Research Questions

This inquiry answered the following research questions.

Q1: Is there a difference in principals' perceptions about the principal's leadership to meet AYP requirements between schools that failed to meet NCLB AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive their leadership to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 1.1: Does the level of school, elementary or secondary, influence the principals' perceptions about the principal's leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive their leadership to meet AYP requirements compared to principals of secondary schools.

Question 1.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about the principal's leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in small population settings perceive their leadership to meet AYP requirements compared to principals of schools in large population settings.

Question 1.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about the principal's leadership to meet AYP

requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive their leadership to meet AYP requirements compared to principals of non-Title I schools.

Q2: Is there a difference in principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive their teachers' knowledge, skills and dispositions to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 2.1: Does the level of school, elementary or secondary, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of secondary schools.

Question 2.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of schools in small population settings.

Question 2.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of non-Title I schools

Q3: Is there a difference in principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive staff members' sense of professional community to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 3.1: Does the level of school, elementary or secondary, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive staff members' sense of professional community to meet AYP requirements compared to principals of secondary schools.

Question 3.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive staff members' sense of professional community to meet AYP requirements compared to principals of schools in small population settings.

Question 3.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive staff members' sense of professional community to meet AYP requirements compared to principals of non-Title I schools.

Q4: Is there a difference in principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive program coherence to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 4.1: Does the level of school, elementary or secondary, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive program coherence to meet AYP requirements compared to principals of secondary schools.

Question 4.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive program coherence to meet AYP requirements compared to principals of schools in small population settings.

Question 4.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive program coherence to meet AYP requirements compared to principals of non-Title I schools.

Q5: Is there a difference in principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive technical resources that are available to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

Question 5.1: Does the level of school, elementary or secondary, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive technical resources that are available to meet AYP requirements compared to principals of secondary schools.

Question 5.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive program coherence to meet AYP

requirements compared to principals of schools in small population settings.

Question 5.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive program coherence to meet AYP requirements compared to principals of non-Title I schools.

Design

The research design for this study was a quantitative survey method. The subjects of the study were campus principals from public schools in Texas. All principals of schools that met the research criteria were emailed a link that provided access to the online survey. The data was analyzed using quantitative procedures including descriptive statistics, independent-t tests and two-way ANOVAs using SPSS.

Sampling Method

The sampling method chosen for this study was the finite population sampling method (Valliant, Dorfman, & Royall, 2000). This method was chosen primarily because of the need to maximize the number of eligible participants to enable sufficient data for the subcategories. Another reason this method was chosen is because the total population of 2,040 eligible participants was a reasonably manageable number of participants to survey electronically. The study met the steps for finite population sampling as identified by Valliant, Dorfman & Royall (p1). The five identified steps for conducting finite population sampling are:

1. Define the scope and objectives of the study, including
 - a. Population to be studied;
 - b. General information to collect.
2. Choose tools and techniques for making observations.
3. Choose a sample.
4. Gather data on the sample.
5. Analyzed the data and make inferences.

While randomization may be desirable in some studies, the absence of randomization does not prevent inferential conclusions from being made from the data (p. 21).

Participants

The subjects of the study who were invited to participate were principals serving in public schools in Texas. The participants were selected based on the fact that they were leaders of schools that met the research criteria of failing to meet AYP requirements for one to four consecutive years. The principals of each campus were identified through a variety of methods. The most common method was through the campus or school district web page. Another way to identify the principal was through public records requests through the school district. The final way was to contact the individual campus by telephone.

There were 2,040 identified schools that met the established criteria for participation. A decision was made to invite principals from the entire population of the identified group to participate in the study by completing an online survey. Out of the surveyed population, 183 principals responded to the survey for a return rate of nearly 10%. The percentages of respondents from each category were similar to the percentages in the whole population. Table 5 shows the number and percentages of respondents and of the entire population. The participants were classified as either

principals representing schools that missed AYP for one year or principals of schools that missed AYP for 2-4 consecutive years. The participants were also divided by the type of school they represented, which was either an elementary school or a secondary level school. In addition, Table 5 shows the numbers and percentages of respondents and of the total population of based on the population size of the community their school was located within. Finally, included in Table 5 are the numbers and percentages representing principals of Title I designated campuses or non-Title I campuses.

Table 5. Frequency and Percentage of Participants and Total Population

		Respondent Frequency	Respondent Percent	Population Frequency	Population Percent
Years Missed	One Year	171	93.4	1835	90.0
	2-4 Years	12	6.6	205	10.0
	Total	183	100.0	2040	100.0
School Type	Elementary	75	41.0	871	42.7
	Secondary	108	59.0	1169	57.3
	Total	183	100.0	2040	100.0
Region/Size Classification	Small Population	84	45.9	844	41.4
	Large Population	99	54.1	1196	58.6
	Total	183	100.00	2040	100.0
Title I Campus Status	Yes	158	86.3	1666	81.7
	No	25	13.7	347	18.3
	Total	183	100.0	2040	100.0

The self-reported demographic information showed that 53.5% of the respondents were female while 46.5% were male. The average age of the principals was

over 47 years of age with the youngest reporting 28 years old and the oldest reporting 63 years old. Most, nearly 63%, of the principals described themselves as White. Table 6 shows the complete breakdown of racial and ethnic descriptions of the participants. Thirty-one percent of the principals reported that they were comfortable conversing in a language other than English, with most, 92%, reporting that Spanish was the other language they comfortably spoke.

Table 6. Respondent Race/Ethnicity Percentages

Race/Ethnicity	Reported Percent
White	62.7
Latino/Hispanic	20.6
Black/African American	11.1
American Indian/Alaska	4.0
Asian	1.6

The average number of years that the respondents had held the position of principal was almost seven years with the least amount of experience being half a year and the highest number of years of experience being 34 years. The average length of time the principals had been in the position of principal at their current school was slightly over four years with the least amount of time in the current principal position being half a year and the longest tenure being 22 years.

Research Instrument

The quantitative survey, “Improving Achievement for Low-Income Students: What Makes a Difference” (EdSource, 2005) was chosen as the survey instrument in this study. This instrument was previously administered in the study “Similar Students, Different Results: Why Do Some Schools Do Better”, conducted in California (Williams, T., Kirst, M., Haertel, E., et al., 2005). The original study was intended to examine why schools with similar student demographics achieved different results on the California state assessment Academic Performance Index (API). The researchers observed that an identified set of 257 elementary schools with similar student demographics had assessment scores that differed by nearly 250 API points. This led them to hypothesize that what schools do with their resources can make a difference in student achievement.

The researchers developed a survey to measure school qualities and practices that prior research had identified as being factors for school success. Through the analysis of the survey results, the researchers identified specific practices and resources that, when at high levels, enabled schools to perform at higher levels. These domains included prioritizing student achievement, implementing a coherent standards-based curriculum, using assessment data, and ensuring availability of instructional resources. The researchers also noted the importance of principal leadership and district leadership and support. The reason the survey was chosen for the current research was because the survey had been designed to measure school capacity domains.

While the California study may not have used the same terminology for the identified instructional capacity factors, the descriptions of their domains matched the criteria for school capacity domains. Specifically, the researchers identified the domains of: “implementing a coherent, standards-based instructional program; involving and supporting parents; using assessment data to improve student achievement and instruction; encouraging teacher collaboration and professional development; ensuring instructional resources; enforcing high expectations for student behavior; and prioritizing student achievement” (p. 2).

The survey was designed and developed by the researchers in the California study and had been determined to be reliable and a valid instrument. The reliability of the instrument was established through an in-depth analysis of the sub-domains in order to determine internal consistency (Williams, T., Kirst, M., Haertel, E., et al., 2005). “Intra-class correlations within school and corresponding reliabilities were calculated for each item.” (Appendix B, p. 1). Survey items were dropped from consideration if their reliabilities fell below a threshold of .25. The remaining questions were used to create scales for school qualities that were organized into domains. The sub-domains were analyzed to determine if the items were positively correlated with achievement. The method for determining this was to first, “calculate the zero-order and partial correlations of each item on the primary outcome of interest” (Appendix B, p. 1) and then determining the internal consistency by, “evaluating Cronbach’s alpha and checking the dimensionality of each set using factor analytic techniques” (Appendix B, p. 1). For this study, the instrument was modified, with permission, to change California-specific

language in some questions to Texas-based language. In all other circumstances, the instrument remained the same.

The distributed instrument (Appendix A) was made up of six sections: school context, principal leadership, the role of the district, assessment and data, professional development, and about you. Questions were identified from each section and were regrouped into new categories that helped answer the research questions. The questions were placed in four capacity domains as identified by Newmann, King & Youngs (2000): Principal Leadership, Technical Resources, Teachers' Knowledge, Skills and Disposition, and Program Coherence. Three questions from the survey were identified for each domain. The specific questions for each domain can be found in Appendix B.

Data Collection Procedures

The data were collected using a survey that was distributed using Qualtrics Survey Software and responses to the surveys were collected and stored on the Qualtrics website. The survey was input in the software, and the functions of the software allowed for questions to be automatically skipped if certain answers were selected. The email addresses for the principals of the schools that met the study criteria were obtained primarily from campus and district web pages. In districts with a large number of eligible campuses, a public records request was submitted requesting email addresses for the principals of the identified campuses in their district. For email addresses that were unable to be obtained through the other two methods, individual campuses were contacted on the telephone and the email address of the principal was requested. Once

all of the email addresses for the principals of the identified campuses were obtained, the email addresses were input in the Qualtrics Software.

Prior to sending the survey to the eligible participants, a small focus group of colleagues was identified and they were invited to take the survey and provide feedback on the format and the software functions. The participants of the focus group included principals from elementary and secondary schools. The primary purpose of the focus group was to test the Qualtrics Software to determine if the software distributed the survey and collected responses correctly. Participants were also asked to provide feedback concerning the content and length of time required to complete the survey. The focus group participants reported that the survey took 30-40 minutes to complete. Based on the feedback received from the focus participants, adjustments were made to the survey and how it was distributed.

When the survey was ready to be distributed, an email was sent using the Qualtrics software and was delivered to eligible participants inviting them to participate in the study (Appendix C). A total of 2,040 emails were sent to eligible subjects and the Qualtrics Survey Software reported zero failed emails. The participants were briefly informed of the purpose of the study as well as the ending date of the survey collection. The email contained a link to the online survey that participants could choose to click to begin the survey. All participants who clicked the link were then provided with their informed consent information as well as being informed that they could stop the survey at any time. The eligible subjects who had not finished or started the survey were sent

reminder emails at the end of the first and second weeks as well as the day prior to the survey closing.

The participants' responses were collected and stored by the Qualtrics Survey Software on the Qualtrics web page. When the data collection period ended, a total of 183 principals had participated in the survey. The survey data were exported and converted into an Excel document in order to be able to be used with SPSS software.

Data Analysis

The variables in this study were nominal in nature, therefore discrete data analysis techniques were used to determine if any of the data contained statistically significant results. The dependent and independent variables and their measurement are shown in Table 7 and Table 8.

Table 7. Dependent Variables

Variable Name (Capacity Domain)	Level of Measurement
Make expectations clear to teachers for meeting academic achievement goals (Principal Leadership)	Nominal: 1: High Priority 2: Moderate Priority 3: Low Priority 4: Not a Priority
Act as a knowledgeable source concerning standards and curriculum (Principal Leadership)	Nominal: 1: High Priority 2: Moderate Priority 3: Low Priority 4: Not a Priority
Set high standards for student learning (Principal Leadership)	Nominal: 1: High Priority 2: Moderate Priority 3: Low Priority 4: Not a Priority
Teachers take responsibility for student achievement (Teachers' Knowledge)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Teachers are committed to improving student achievement (Teachers' Knowledge)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Teachers communicate to students that education is important (Teachers' Knowledge)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Teachers provide support to struggling teachers (Professional Community)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Teachers are involved in making important decisions at this school (Professional Community)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Our school has identified essential/key standards (Professional Community)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree

Table 7. continued

Variable Name (Capacity Domain)	Level of Measurement
Our school has a clear vision that is focused on student learning outcomes (Program Coherence)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Our school has well defined plans for instructional improvement (Program Coherence)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Our school assesses the effectiveness of our plans for instructional improvement (Program Coherence)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Facilities upkeep/conditions (Technical Resources)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Provides up-to-date instructional materials (Technical Resources)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree
Provides enough instructional materials for all students (Technical Resources)	Nominal: 1: Strongly Agree 2: Agree 3: Disagree 4: Strongly Disagree

Table 8. Independent Variables

Variable Name	Level of Measurement
Years Missed AYP	Nominal: Binary Variable 1: One Year 2: 2-4 Consecutive Years
Surrounding Community Size	Nominal: Binary Variable 1: Large Population 2: Small Population
School Type	Nominal: Binary Variable 1: Elementary 2: Secondary
Title I Designation	Nominal: Binary Variable 1: Yes 2: No

This study used two statistical methods for analyzing discrete data. The first method, the independent-t test, is based on a sampling containing two experimental conditions and different participants. Because the group of participants contained unequal numbers of participants, a pooled variance was used, which then weighted the variance in each sample (Field, 2009). The data was analyzed by conducting independent-t tests ($p < .05$) to determine if there were significant differences in principals' perceptions of capacity in principals of schools that missed AYP requirements for one year compared to principals of schools that missed AYP requirements for 2-4 years. This analysis was conducted for each of the five capacity domains.

The second statistical method used in this study was the two-way ANOVA. Field (2009) explains that in an ANOVA, the purpose is to compare three or more means

with the assumption that the means are equal. Two-way ANOVAs were conducted to determine differences in principals' perceptions based on the factors location of schools, type of schools and the Title I status of the campuses. The two-way ANOVAs also were used to measure the interaction of the factors when the number of years the campuses missed AYP requirements was included in the analysis.

CHAPTER IV

DATA ANALYSIS

Introduction

The purpose of this study was to determine if significant differences existed in principals' perceptions of their school's capacity to meet AYP requirements between principals whose schools failed to meet AYP requirements for one year compared to principals whose schools failed to meet AYP requirements for two to four consecutive years. Additionally, responses of the principals were analyzed based on the level of school, the location of the school, and if the school was or was not a Title I campus.

The data was collected using Qualtrics Survey Software and the resulting responses were analyzed using SPSS statistical software, version 20. Descriptive statistics were conducted first on the responses for each question, and then one-way ANOVAs were conducted on each question to test for significant differences in responses between principals of schools that missed AYP requirements for one year and schools that missed AYP requirements for 2-4 years. Next, two-way ANOVAs were performed to test for significant differences in responses by principals in elementary or secondary schools, large population or small population settings, and Title I or non-Title I campuses as well as interaction of those factors with the number of years the school failed to meet AYP requirements.

Survey Respondents

One hundred eighty-three principals from across the state of Texas responded to the online survey, resulting in a return rate of approximately 10%. The self-reported demographic information showed that 53.5% of the respondents were female while 46.5% were male. The average age of the principals was over 47 years of age with the ages ranging from 28 years to 63 years old. Most, nearly 63%, of the principals described themselves as White. Table 9 shows the complete breakdown of racial and ethnic descriptions of the participants.

Table 9. Respondent Race and Ethnicity

Race/Ethnicity	Reported Percent
White	62.7
Latino/Hispanic	20.6
Black/African American	11.1
American Indian/Alaska Native	4.0
Asian	1.6

Thirty-one percent of the principals reported that they were comfortable conversing in a language other than English, with most, 92%, reporting that Spanish was the other language they comfortably spoke. The average number of years that the respondents had held the position of principal was almost seven years with the range of experience as a principal being one-half year to 34 years. The average length of time the

principals had been in the position of principal at their current school was slightly over four years with the range for the time in their current position of principal being one-half year to 22 years.

Analysis of Research Questions

The research questions in this study were designed to quantify principals' perceptions of their school's capacity to meet AYP requirements. The research questions were intended to compare the responses of principals of schools that missed AYP requirements for one year and those that failed to meet AYP requirements 2-4 years. The research questions also were designed to examine if there were differences in schools when other factors such as the size of the population where a school was located, whether a school was elementary or secondary, or if a school was designated as a Title I campus or non-Title I school.

Research Questions

Q1: Is there a difference in principals' perceptions about the principal's leadership to meet AYP requirements between schools that failed to meet NCLB AYP requirements one year and those that failed to meet AYP requirements for 2-4 years? (N=183)

H₀: There will not be a significant difference in how principals perceive their leadership to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

In order to determine if there was a significant difference in principals' perceptions about principal leadership, three questions from the survey were used that measured principal leadership (PL).

PL1: Given your daily demands, what priority do you place on each of the following responsibilities?-Make expectations clear to teachers for meeting academic achievement goals (n=160)

PL2: Given your daily demands, what priority do you place on each of the following responsibilities?-Act as a knowledgeable source concerning standards and curriculum (n=160)

PL3: Given your daily demands, what priority do you place on each of the following responsibilities?-Set high standards for student learning (n=160)

The response choices given for each of the questions were a Likert Scale of 1-High Priority, 2-Moderate Priority, 3-Low Priority, 4-Not a Priority.

An independent-t test was conducted in order to determine if there was a significant difference in principal perceptions about principal leadership between schools that failed to meet AYP requirements for one year compared to principals of schools that failed to meet AYP requirements for 2-4 years. Table 10 shows the descriptive statistics including mean responses for the three Principal Leadership questions from the principals based on the number of years the school missed AYP.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances for all three Principal Leadership questions (PL1 (p=.544); PL2 (p=.748); PL3 (p=.686)). There was not a statistically significant difference between groups as determined by independent-t tests for any of the questions. Welch's robust test of equality of means also did not show a statistically significant difference between groups. The null was not rejected.

Table 10. Principals’ Perceptions of Principal Leadership Results Based on Years Missed AYP

PL1-Given your daily demands, what priority do you place on each of the following responsibilities?-Make expectations clear to teachers for meeting academic achievement goals						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
One Year	149	1.12	.327	.027	1.07	1.17
More Than One Year	11	1.09	.302	.091	.89	1.29
Total	160	1.12	.325	.026	1.07	1.17
PL2- Given your daily demands, what priority do you place on each of the following responsibilities?-Act as a knowledgeable source concerning standards and curriculum						
One Year	149	1.42	.560	.046	1.33	1.51
More Than One Year	11	1.55	.522	.157	1.19	1.90
Total	160	1.43	.557	.044	1.34	1.52
PL3- Given your daily demands, what priority do you place on each of the following responsibilities?-Set high standards for student learning						
One Year	149	1.07	.262	.021	1.03	1.12
More Than One Year	11	1.09	.302	.091	.89	1.29
Total	160	1.08	.264	.021	1.03	1.12

Question 1.1: Does the level of school, elementary or secondary, influence the principals’ perceptions about the principal’s leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive their leadership to meet AYP requirements compared to principals of secondary schools.

In order to answer this question, the same three principal leadership (PL) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of elementary schools compared to principals of secondary schools and secondly, to

determine if there was significant interaction between how many years a school failed to meet AYP requirements and the level of school. Table 11 shows the mean responses for the three Principal Leadership questions from the principals based on the level of school and the number of years the school missed AYP as well as the number of respondents in each category.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three Principal Leadership questions (PL1 ($p=.138$); PL2 ($p=.062$); PL3 ($p=.396$)). In the three questions, there was not a significant interaction between the effects of elementary and secondary level on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP in elementary or secondary. The null was not rejected.

Table 11. Principals' Perceptions of Principal Leadership Based on Years Missed AYP and School Type

PL1-Given your daily demands, what priority do you place on each of the following responsibilities?-Make expectations clear to teachers for meeting academic achievement goals				
Years Missed	School Type	Mean	Std. Deviation	N
One Year	Elementary	1.15	.364	65
	Secondary	1.10	.295	84
	Total	1.12	.327	149
More Than One Year	Elementary	1.00	.	1
	Secondary	1.10	.316	10
	Total	1.09	.302	11
Total	Elementary	1.15	.361	66
	Secondary	1.10	.296	94
	Total	1.12	.325	160
PL2- Given your daily demands, what priority do you place on each of the following responsibilities?-Act as a knowledgeable source concerning standards and curriculum				
One Year	Elementary	1.37	.547	65
	Secondary	1.46	.569	84
	Total	1.42	.560	149
More Than One Year	Elementary	1.00	.	1
	Secondary	1.60	.516	10
	Total	1.55	.522	11
Total	Elementary	1.36	.545	66
	Secondary	1.48	.563	94
	Total	1.43	.557	160
PL3- Given your daily demands, what priority do you place on each of the following responsibilities?-Set high standards for student learning				
One Year	Elementary	1.09	.292	65
	Secondary	1.06	.238	84
	Total	1.07	.262	149
More Than One Year	Elementary	1.00	.	1
	Secondary	1.10	.316	10
	Total	1.09	.302	11
Total	Elementary	1.09	.290	66
	Secondary	1.06	.246	94
	Total	1.07	.264	160

Question 1.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about the principal's leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in small population settings perceive their leadership to meet AYP requirements compared to principals of schools in large population settings.

The same three principal leadership (PL) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of schools in locations with large population compared to principals of school in locations with small population and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the location of school. Table 12 shows the descriptive statistics for the three Principal Leadership questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for two of the three Principal Leadership questions (PL1 (p=.000); PL2 (p=.408); PL3 (p=.061)). In the three questions, there was not a significant interaction between the effects of large population and small population on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP in locations with small populations or locations with large populations. The null was not rejected.

Table 12. Principals' Perceptions of Principal Leadership Based on Years Missed AYP and Region/Size Classification

PL1-Given your daily demands, what priority do you place on each of the following responsibilities?-Make expectations clear to teachers for meeting academic achievement goals				
Years Missed	Region/Size Classification	Mean	Std. Deviation	N
One Year	Small Population	1.17	.375	72
	Large Population	1.08	.270	77
	Total	1.12	.327	149
More Than One Year	Small Population	1.25	.500	4
	Large Population	1.00	.000	7
	Total	1.09	.302	11
Total	Small Population	1.17	.379	76
	Large Population	1.07	.259	84
	Total	1.12	.325	160
PL2- Given your daily demands, what priority do you place on each of the following responsibilities?-Act as a knowledgeable source concerning standards and curriculum				
One Year	Small Population	1.49	.581	72
	Large Population	1.36	.536	77
	Total	1.42	.560	149
More Than One Year	Small Population	1.50	.577	4
	Large Population	1.57	.535	7
	Total	1.55	.522	11
Total	Small Population	1.49	.577	76
	Large Population	1.38	.536	84
	Total	1.43	.557	160
PL3- Given your daily demands, what priority do you place on each of the following responsibilities?-Set high standards for student learning				
One Year	Small Population	1.07	.256	72
	Large Population	1.08	.270	77
	Total	1.07	.262	149
More Than One Year	Small Population	1.25	.500	4
	Large Population	1.00	.000	7
	Total	1.09	.302	11
Total	Small Population	1.08	.271	76
	Large Population	1.07	.259	84
	Total	1.07	.264	160

Question 1.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about the principal's leadership to meet AYP requirements in schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive their leadership to meet AYP requirements compared to principals of non-Title I schools.

The same three principal leadership (PL) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of Title I schools compared to principals of non-Title I schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the Title I status. Table 13 shows the descriptive statistics for the three Principal Leadership questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Principal Leadership questions (PL1 (p=.641); PL2 (p=.993); PL3 (p=.085)). In the three questions, there was not a significant interaction between the effects of Title I schools and non-Title I schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were Title I schools or non-Title I schools. The null was not rejected.

Table 13. Principals' Perceptions of Principal Leadership Based on Years Missed AYP and Title I Campus

PL1-Given your daily demands, what priority do you place on each of the following responsibilities?-Make expectations clear to teachers for meeting academic achievement goals				
Years Missed	Title I Campus	Mean	Std. Deviation	N
One Year	Yes	1.12	.324	127
	No	1.14	.351	22
	Total	1.12	.327	149
More Than One Year	Yes	1.11	.333	9
	No	1.00	.000	2
	Total	1.09	.302	11
Total	Yes	1.12	.323	136
	No	1.13	.338	24
	Total	1.12	.325	160
PL2- Given your daily demands, what priority do you place on each of the following responsibilities?-Act as a knowledgeable source concerning standards and curriculum				
One Year	Yes	1.36	.530	127
	No	1.77	.612	22
	Total	1.42	.560	149
More Than One Year	Yes	1.56	.527	9
	No	1.50	.707	2
	Total	1.55	.522	11
Total	Yes	1.38	.530	136
	No	1.75	.608	24
	Total	1.43	.557	160
PL3- Given your daily demands, what priority do you place on each of the following responsibilities?-Set high standards for student learning				
One Year	Yes	1.06	.244	127
	No	1.14	.351	22
	Total	1.07	.262	149
More Than One Year	Yes	1.11	.333	9
	No	1.00	.000	2
	Total	1.09	.302	11
Total	Yes	1.07	.250	136
	No	1.13	.338	24
	Total	1.07	.264	160

Q2: Is there a difference in principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive their teachers' knowledge, skills and dispositions to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

In order to determine if there was a significant difference in principals' perceptions about teachers' knowledge, skills and disposition, three questions from the survey were used that measured teachers' knowledge (TK).

TK1: How much do you agree or disagree with each of the following statements?-Teachers take responsibility for student achievement (n=168)

TK2: How much do you agree or disagree with each of the following statements?-Teachers are committed to improving student achievement (n=168)

TK3: How much do you agree or disagree with each of the following statements?-Teachers communicate to students that education is important (n=168)

The response choices given for each of the questions were a Likert Scale of 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly Disagree.

An independent-t test was conducted in order to determine if there was a significant difference in principal perceptions about teachers' knowledge, skills and disposition between schools that failed to meet AYP requirements for one year compared to principals of schools that failed to meet AYP requirements for 2-4 years. Table 14 shows the descriptive statistics including mean responses for the three Teacher Knowledge, Skills and Dispositions questions from the principals based on the number of years the school missed AYP.

Table 14. Principals' Perceptions of Teachers' Knowledge, Skills and Dispositions Based on Years Missed AYP

TK1- How much do you agree or disagree with each of the following statements? - Teachers take responsibility for student achievement						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
One Year	157	1.83	.659	.053	1.73	1.94
More Than One Year	11	1.91	.701	.211	1.44	2.38
Total	168	1.84	.660	.051	1.74	1.94
TK2- How much do you agree or disagree with each of the following statements? - Teachers are committed to improving student achievement						
One Year	157	1.71	.569	.045	1.62	1.80
More Than One Year	11	1.82	.603	.182	1.41	2.22
Total	168	1.71	.570	.044	1.63	1.80
TK3- How much do you agree or disagree with each of the following statements? - Teachers communicate to students that education is important						
One Year	157	1.64	.601	.048	1.54	1.73
More Than One Year	11	1.82	.751	.226	1.31	2.32
Total	168	1.65	.611	.047	1.56	1.74

There was homogeneity of variance between groups as measured by Levene's test of equality of variances for all three Teacher Knowledge, Skills and Dispositions questions (TK1 ($p=.901$); TK2 ($p=.668$); TK3 ($p=.497$)). There was not a statistically significant difference between groups as determined by independent-t tests for any of the questions. Welch's robust test of equality of means also did not show a statistically significant difference between groups. The null was not rejected.

Question 2.1: Does the level of school, elementary or secondary, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of secondary schools.

In order to answer this question, the same three teachers' knowledge, skills and dispositions (TK) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of elementary schools compared to principals of secondary schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the level of school. Table 15 shows the mean responses for the Teachers' Knowledge, Skills and Dispositions questions from the principals based on the level of school and the number of years the school missed AYP as well as the number of respondents in each category.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Teachers' Knowledge, Skills and Dispositions questions (TK1 (p=.066); TK2 (p=.075); TK3 (p=.320)). In the three questions, there was not a significant interaction between the effects of elementary schools and secondary schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were elementary schools or secondary schools. The null was not rejected.

Table 15. Principals' Perceptions of Teachers' Knowledge, Skills and Dispositions Based on Years Missed AYP and School Type

TK1- How much do you agree or disagree with each of the following statements? - Teachers take responsibility for student achievement				
Years Missed	School Type	Mean	Std. Deviation	N
One Year	Elementary	1.75	.715	69
	Secondary	1.90	.607	88
	Total	1.83	.659	157
More Than One Year	Elementary	1.00	.	1
	Secondary	2.00	.667	10
	Total	1.91	.701	11
Total	Elementary	1.74	.716	70
	Secondary	1.91	.611	98
	Total	1.84	.660	168
TK2- How much do you agree or disagree with each of the following statements? - Teachers are committed to improving student achievement				
One Year	Elementary	1.65	.590	69
	Secondary	1.75	.552	88
	Total	1.71	.569	157
More Than One Year	Elementary	1.00	.	1
	Secondary	1.90	.568	10
	Total	1.82	.603	11
Total	Elementary	1.64	.591	70
	Secondary	1.77	.552	98
	Total	1.71	.570	168
TK3- How much do you agree or disagree with each of the following statements? - Teachers communicate to students that education is important				
One Year	Elementary	1.64	.593	69
	Secondary	1.64	.610	88
	Total	1.64	.601	157
More Than One Year	Elementary	1.00	.	1
	Secondary	1.90	.738	10
	Total	1.82	.751	11
Total	Elementary	1.63	.594	70
	Secondary	1.66	.625	98
	Total	1.65	.611	168

Question 2.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of schools in small population settings.

The same three teachers' knowledge, skills and dispositions (TK) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of schools in locations with large population compared to principals of school in locations with small population and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the location of school. Table 16 shows the descriptive statistics for the three Teachers' Knowledge, Skills and Dispositions questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for one of the three Teachers' Knowledge, Skills and Dispositions questions (TK1 (p=.029); TK2 (p=.003); TK3 (p=.069)). In the three questions, there was not a significant interaction between the effects of large population and small population on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP in locations with small populations or locations with large populations. The null was not rejected.

Table 16. Principals' Perceptions of Teachers' Knowledge, Skills and Dispositions Based on Years Missed AYP and Region/Size Classification

TK1- How much do you agree or disagree with each of the following statements?- Teachers take responsibility for student achievement				
Years Missed	Region/Size Classification	Mean	Std. Deviation	N
One Year	Small Population	1.82	.709	74
	Large Population	1.84	.614	83
	Total	1.83	.659	157
More Than One Year	Small Population	2.00	.000	4
	Large Population	1.86	.900	7
	Total	1.91	.701	11
Total	Small Population	1.83	.692	78
	Large Population	1.84	.634	90
	Total	1.84	.660	168
TK2- How much do you agree or disagree with each of the following statements?- Teachers are committed to improving student achievement				
One Year	Small Population	1.69	.618	74
	Large Population	1.72	.525	83
	Total	1.71	.569	157
More Than One Year	Small Population	2.00	.000	4
	Large Population	1.71	.756	7
	Total	1.82	.603	11
Total	Small Population	1.71	.605	78
	Large Population	1.72	.541	90
	Total	1.71	.570	168
TK3- How much do you agree or disagree with each of the following statements?- Teachers communicate to students that education is important				
One Year	Small Population	1.58	.641	74
	Large Population	1.69	.562	83
	Total	1.64	.601	157
More Than One Year	Small Population	1.75	.500	4
	Large Population	1.86	.900	7
	Total	1.82	.751	11
Total	Small Population	1.59	.633	78
	Large Population	1.70	.589	90
	Total	1.65	.611	168

Question 2.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive teachers' knowledge, skills and dispositions to meet AYP requirements compared to principals of non-Title I schools.

The same three teachers' knowledge, skills and dispositions (TK) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of Title I schools compared to principals of non-Title I schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the Title I status. Table 17 shows the descriptive statistics for the three Teachers' Knowledge, Skills and Dispositions questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Teachers' Knowledge, Skills and Dispositions questions (TK1 (p=.240); TK2 (p=.147); TK3 (p=.925)). In the three questions, there was not a significant interaction between the effects of Title I schools and non-Title I schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were Title I schools or non-Title I schools. The null was not rejected.

Table 17. Principals' Perceptions of Teachers' Knowledge, Skills and Dispositions Based on Years Missed AYP and Title I Campus

TK1- How much do you agree or disagree with each of the following statements? - Teachers take responsibility for student achievement				
Years Missed	Title I Campus	Mean	Std. Deviation	N
One Year	Yes	1.79	.616	135
	No	2.14	.834	22
	Total	1.83	.659	157
More Than One Year	Yes	1.89	.782	9
	No	2.00	.000	2
	Total	1.91	.701	11
Total	Yes	1.79	.624	144
	No	2.13	.797	24
	Total	1.84	.660	168
TK2- How much do you agree or disagree with each of the following statements? - Teachers are committed to improving student achievement				
One Year	Yes	1.68	.542	135
	No	1.86	.710	22
	Total	1.71	.569	157
More Than One Year	Yes	1.78	.667	9
	No	2.00	.000	2
	Total	1.82	.603	11
Total	Yes	1.69	.548	144
	No	1.87	.680	24
	Total	1.71	.570	168
TK3- How much do you agree or disagree with each of the following statements? - Teachers communicate to students that education is important				
One Year	Yes	1.61	.574	135
	No	1.82	.733	22
	Total	1.64	.601	157
More Than One Year	Yes	1.89	.782	9
	No	1.50	.707	2
	Total	1.82	.751	11
Total	Yes	1.63	.590	144
	No	1.79	.721	24
	Total	1.65	.611	168

Q3: Is there a difference in principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive staff members' sense of professional community to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

In order to determine if there was a significant difference in principals' perceptions about staff members' sense of professional community, three questions from the survey were used that measured professional community (PC).

PC1: How much do you agree or disagree with each of the following statements?-Teachers provide support to struggling teachers (n=168)

PC2: How much do you agree or disagree with each of the following statements?-Teachers are involved in making important decisions at this school (n=168)

PC3: How much do you agree or disagree with each of the following statements?-Our school has identified essential/key standards (n=170)

The response choices given for each of the questions were a Likert Scale of 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly Disagree.

An independent-t test was conducted in order to determine if there was a significant difference in principal perceptions about professional community between schools that failed to meet AYP requirements for one year compared to principals of schools that failed to meet AYP requirements for 2-4 years. Table 18 shows the descriptive statistics including mean responses for the three Professional Community questions from the principals based on the number of years the school missed AYP.

Table 18. Principals' Perceptions of Professional Community Based on Years Missed AYP

PC1- How much do you agree or disagree with each of the following statements? - Teachers provide support to struggling teachers						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
One Year	157	1.95	.677	.054	1.84	2.06
More Than One Year	11	2.18	.405	.122	1.91	2.45
Total	168	1.96	.665	.051	1.86	2.07
PC2- How much do you agree or disagree with each of the following statements? - Teachers are involved in making important decisions at this school						
One Year	157	1.64	.579	.046	1.55	1.73
More Than One Year	11	1.73	.647	.195	1.29	2.16
Total	168	1.64	.582	.045	1.55	1.73
PC3- How much do you agree or disagree with each of the following statements? - Our school has identified essential/key standards						
One Year	159	1.51	.572	.045	1.42	1.60
More Than One Year	11	1.64	.505	.152	1.30	1.98
Total	170	1.52	.568	.044	1.43	1.60

There was homogeneity of variance between groups as measured by Levene's test of equality of variances for all three Professional Community questions (PC1 ($p=.287$); PC2 ($p=.984$); PC3 ($p=.197$)). There was not a statistically significant difference between groups as determined by independent-t tests for any of the questions. Welch's robust test of equality of means also did not show a statistically significant difference between groups. The null was not rejected.

Question 3.1: Does the level of school, elementary or secondary, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive staff members' sense of professional community to meet AYP requirements compared to principals of secondary schools.

In order to answer this question, the same three professional community (PC) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of elementary schools compared to principals of secondary schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the level of school. Table 19 shows the mean responses for the three Professional Community question from the principals based on the level of school and the numbers of years the school missed AYP as well as the number of respondents in each category.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for two of the three Professional Community questions (PC1 (p=.577); PC2 (p=.176); PC3 (p=.013)). In the three questions, there was not a significant interaction between the effects of elementary schools and secondary schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were elementary schools or secondary schools. The null was not rejected.

Table 19. Principals' Perceptions of Professional Community Based on Years Missed AYP and School Type

PC1- How much do you agree or disagree with each of the following statements? - Teachers provide support to struggling teachers				
Years Missed	School Type	Mean	Std. Deviation	N
One Year	Elementary	1.99	.717	69
	Secondary	1.92	.647	88
	Total	1.95	.677	157
More Than One Year	Elementary	2.00	.	1
	Secondary	2.20	.422	10
	Total	2.18	.405	11
Total	Elementary	1.99	.712	70
	Secondary	1.95	.632	98
	Total	1.96	.665	168
PC2- How much do you agree or disagree with each of the following statements? - Teachers are involved in making important decisions at this school				
One Year	Elementary	1.59	.551	69
	Secondary	1.67	.601	88
	Total	1.64	.579	157
More Than One Year	Elementary	1.00	.	1
	Secondary	1.80	.632	10
	Total	1.73	.647	11
Total	Elementary	1.59	.551	70
	Secondary	1.68	.602	98
	Total	1.64	.582	168
PC3- How much do you agree or disagree with each of the following statements? -Our school has identified essential/key standards				
One Year	Elementary	1.55	.582	69
	Secondary	1.48	.565	90
	Total	1.51	.572	159
More Than One Year	Elementary	1.00	.	1
	Secondary	1.70	.483	10
	Total	1.64	.505	11
Total	Elementary	1.54	.582	70
	Secondary	1.50	.560	100
	Total	1.52	.568	170

Question 3.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive staff members' sense of professional community to meet AYP requirements compared to principals of schools in small population settings.

The same three professional community (PC) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of schools in locations with large population compared to principals of school in locations with small population and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the location of school. Table 20 shows the descriptive statistics for question the three Professional Community questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Professional Community questions (PC1 (p=.296); PC2 (p=.572); PC3 (p=.351)). In the three questions, there was not a significant interaction between the effects of large population and small population on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP in locations with small populations or locations with large populations. The null was not rejected.

Table 20. Principals' Perceptions of Professional Community Based on Years Missed AYP and Region/Size Classification

PC1- How much do you agree or disagree with each of the following statements?- Teachers provide support to struggling teachers				
Years Missed	Region/Size Classification	Mean	Std. Deviation	N
One Year	Small Population	1.96	.671	74
	Large Population	1.94	.687	83
	Total	1.95	.677	157
More Than One Year	Small Population	2.00	.000	4
	Large Population	2.29	.488	7
	Total	2.18	.405	11
Total	Small Population	1.96	.654	78
	Large Population	1.97	.678	90
	Total	1.96	.665	168
PC2- How much do you agree or disagree with each of the following statements?- Teachers are involved in making important decisions at this school				
One Year	Small Population	1.62	.613	74
	Large Population	1.65	.551	83
	Total	1.64	.579	157
More Than One Year	Small Population	1.50	.577	4
	Large Population	1.86	.690	7
	Total	1.73	.647	11
Total	Small Population	1.62	.608	78
	Large Population	1.67	.561	90
	Total	1.64	.582	168
PC3- How much do you agree or disagree with each of the following statements?-Our school has identified essential/key standards				
One Year	Small Population	1.61	.593	74
	Large Population	1.42	.543	85
	Total	1.51	.572	159
More Than One Year	Small Population	1.50	.577	4
	Large Population	1.71	.488	7
	Total	1.64	.505	11
Total	Small Population	1.60	.589	78
	Large Population	1.45	.542	92
	Total	1.52	.568	170

Question 3.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive staff members' sense of professional community to meet AYP requirements compared to principals of non-Title I schools.

The same three professional community (PC) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of Title I schools compared to principals of non-Title I schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the Title I status. Table 21 shows the descriptive statistics for the three Professional Community questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Professional Community questions (PC1 (p=.258); PC2 (p=.156); PC3 (p=.533)). In the three questions, there was not a significant interaction between the effects of Title I schools and non-Title I schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were Title I schools or non-Title I schools. The null was not rejected.

Table 21. Principals' Perceptions of Professional Community Based on Years Missed AYP and Title I Campus

PC1- How much do you agree or disagree with each of the following statements?- Teachers provide support to struggling teachers				
Years Missed	Title I Campus	Mean	Std. Deviation	N
One Year	Yes	1.93	.654	135
	No	2.09	.811	22
	Total	1.95	.677	157
More Than One Year	Yes	2.22	.441	9
	No	2.00	.000	2
	Total	2.18	.405	11
Total	Yes	1.94	.645	144
	No	2.08	.776	24
	Total	1.96	.665	168
PC2- How much do you agree or disagree with each of the following statements?- Teachers are involved in making important decisions at this school				
One Year	Yes	1.64	.555	135
	No	1.64	.727	22
	Total	1.64	.579	157
More Than One Year	Yes	1.78	.667	9
	No	1.50	.707	2
	Total	1.73	.647	11
Total	Yes	1.65	.561	144
	No	1.62	.711	24
	Total	1.64	.582	168
PC3- How much do you agree or disagree with each of the following statements?-Our school has identified essential/key standards				
One Year	Yes	1.51	.571	136
	No	1.52	.593	23
	Total	1.51	.572	159
More Than One Year	Yes	1.67	.500	9
	No	1.50	.707	2
	Total	1.64	.505	11
Total	Yes	1.52	.566	145
	No	1.52	.586	25
	Total	1.52	.568	170

Q4: Is there a difference in principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive program coherence to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

In order to determine if there was a significant difference in principals' perceptions about program coherence, three questions from the survey were used that measured program coherence (PR).

PR1: How much do you agree or disagree with each of the following statements?-Our school has a clear vision that is focused on student learning outcomes (n=170)

PR2: How much do you agree or disagree with each of the following statements?-Our school has well defined plans for instructional improvement (n=170)

PR3: How much do you agree or disagree with each of the following statements?-Our school assesses the effectiveness of our plans for instructional improvement (n=170)

The response choices given for each of the questions were a Likert Scale of 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly Disagree.

An independent-t was conducted in order to determine if there was a significant difference in principal perceptions about program coherence between schools that failed to meet AYP requirements for one year compared to principals of schools that failed to meet AYP requirements for 2-4 years. Table 22 shows the descriptive statistics including mean responses for the three Program Coherence questions from the principals based on the number of years the school missed AYP.

Table 22. Principals' Perceptions of Program Coherence Based on Years Missed AYP

PR1- How much do you agree or disagree with each of the following statements?-Our school has a clear vision that is focused on student learning outcomes						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
One Year	159	1.45	.559	.044	1.37	1.54
More Than One Year	11	1.45	.522	.157	1.10	1.81
Total	170	1.45	.555	.043	1.37	1.54
PR2- How much do you agree or disagree with each of the following statements?-Our school has well defined plans for instructional improvement						
One Year	159	1.63	.601	.048	1.53	1.72
More Than One Year	11	1.64	.674	.203	1.18	2.09
Total	170	1.63	.604	.046	1.54	1.72
PR3- How much do you agree or disagree with each of the following statements?-Our school assesses the effectiveness of our plans for instructional improvement						
One Year	159	1.65	.586	.046	1.56	1.74
More Than One Year	11	1.55	.522	.157	1.19	1.90
Total	170	1.64	.581	.045	1.55	1.73

There was homogeneity of variance between groups as measured by Levene's test of equality of variances for all three Program Coherence questions (PR1 ($p=.626$); PR2 ($p=.677$); PR3 ($p=.653$)). There was not a statistically significant difference between groups as determined by independent-t tests for any of the questions. Welch's robust test of equality of means also did not show a statistically significant difference between groups. The null was not rejected.

Question 4.1: Does the level of school, elementary or secondary, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive program coherence to meet AYP requirements compared to principals of secondary schools.

In order to answer this question, the same three program coherence (PR) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of elementary schools compared to principals of secondary schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the level of school. Table 23 shows the mean responses for the three Program Coherence questions from the principals based on the level of school and the number of years the school missed AYP as well as the number of respondents in each category.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for two of the three Program Coherence questions (PR1 (p=.046); PR2 (p=.164); PR3 (p=.192)). In the three questions, there was not a significant interaction between the effects of elementary schools and secondary schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were elementary schools or secondary schools. The null was not rejected.

Table 23. Principals' Perceptions of Program Coherence Based on Years Missed AYP and School Type

PR1- How much do you agree or disagree with each of the following statements?-Our school has a clear vision that is focused on student learning outcomes				
Years Missed	School Type	Mean	Std. Deviation	N
One Year	Elementary	1.46	.558	69
	Secondary	1.44	.563	90
	Total	1.45	.559	159
More Than One Year	Elementary	2.00	.	1
	Secondary	1.40	.516	10
	Total	1.45	.522	11
Total	Elementary	1.47	.557	70
	Secondary	1.44	.556	100
	Total	1.45	.555	170
PR2- How much do you agree or disagree with each of the following statements?-Our school has well defined plans for instructional improvement				
One Year	Elementary	1.65	.614	69
	Secondary	1.61	.594	90
	Total	1.63	.601	159
More Than One Year	Elementary	2.00	.	1
	Secondary	1.60	.699	10
	Total	1.64	.674	11
Total	Elementary	1.66	.611	70
	Secondary	1.61	.601	100
	Total	1.63	.604	170
PR3- How much do you agree or disagree with each of the following statements?-Our school assesses the effectiveness of our plans for instructional improvement				
One Year	Elementary	1.70	.602	69
	Secondary	1.61	.575	90
	Total	1.65	.586	159
More Than One Year	Elementary	2.00	.	1
	Secondary	1.50	.527	10
	Total	1.55	.522	11
Total	Elementary	1.70	.598	70
	Secondary	1.60	.569	100
	Total	1.64	.581	170

Question 4.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive program coherence to meet AYP requirements compared to principals of schools in small population settings.

The same three program coherence (PR) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of schools in locations with large population compared to principals of school in locations with small population and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the location of school. Table 24 shows the descriptive statistics for all three Program Coherence questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Program Coherence questions (PR1 (p=.548); PR2 (p=.816); PR3 (p=.963)). In the three questions, there was not a significant interaction between the effects of large population and small population on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the number of years schools failed to meet AYP in locations with small populations or locations with large populations. The null was not rejected.

Table 24. Principals' Perceptions of Program Coherence Based on Years Missed AYP and Region/Size Classification

PR1- How much do you agree or disagree with each of the following statements?-Our school has a clear vision that is focused on student learning outcomes				
Years Missed	Region/Size Classification	Mean	Std. Deviation	N
One Year	Small Population	1.51	.579	74
	Large Population	1.40	.539	85
	Total	1.45	.559	159
More Than One Year	Small Population	1.50	.577	4
	Large Population	1.43	.535	7
	Total	1.45	.522	11
Total	Small Population	1.51	.575	78
	Large Population	1.40	.536	92
	Total	1.45	.555	170
PR2- How much do you agree or disagree with each of the following statements?-Our school has well defined plans for instructional improvement				
One Year	Small Population	1.74	.642	74
	Large Population	1.53	.547	85
	Total	1.63	.601	159
More Than One Year	Small Population	1.50	.577	4
	Large Population	1.71	.756	7
	Total	1.64	.674	11
Total	Small Population	1.73	.638	78
	Large Population	1.54	.563	92
	Total	1.63	.604	170
PR3- How much do you agree or disagree with each of the following statements?-Our school assesses the effectiveness of our plans for instructional improvement				
One Year	Small Population	1.69	.595	74
	Large Population	1.61	.579	85
	Total	1.65	.586	159
More Than One Year	Small Population	1.50	.577	4
	Large Population	1.57	.535	7
	Total	1.55	.522	11
Total	Small Population	1.68	.592	78
	Large Population	1.61	.573	92
	Total	1.64	.581	170

Question 4.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive program coherence to meet AYP requirements compared to principals of non-Title I schools. The null was not rejected.

The same three program coherence (PR) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of Title I schools compared to principals of non-Title I schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the Title I status. Table 25 shows the descriptive statistics for the three Program Coherence questions. The mean averages of responses as well as the number of respondents from each category are included.

There was not homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for any of the Program Coherence questions (PR1 (p=.002); PR2 (p=.018); PR3 (p=.020)). In the three questions, there was not a significant interaction between the effects of Title I schools and non-Title I schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were Title I schools or non-Title I schools. The null was not rejected.

Table 25. Principals' Perception of Program Coherence Based on Years Missed AYP and Title I Campus

PR1- How much do you agree or disagree with each of the following statements?-Our school has a clear vision that is focused on student learning outcomes				
Years Missed	Title I Campus	Mean	Std. Deviation	N
One Year	Yes	1.43	.554	136
	No	1.57	.590	23
	Total	1.45	.559	159
More Than One Year	Yes	1.56	.527	9
	No	1.00	.000	2
	Total	1.45	.522	11
Total	Yes	1.44	.551	145
	No	1.52	.586	25
	Total	1.45	.555	170
PR2- How much do you agree or disagree with each of the following statements?-Our school has well defined plans for instructional improvement				
One Year	Yes	1.62	.609	136
	No	1.70	.559	23
	Total	1.63	.601	159
More Than One Year	Yes	1.78	.667	9
	No	1.00	.000	2
	Total	1.64	.674	11
Total	Yes	1.63	.612	145
	No	1.64	.569	25
	Total	1.63	.604	170
PR3- How much do you agree or disagree with each of the following statements?-Our school assesses the effectiveness of our plans for instructional improvement				
One Year	Yes	1.65	.589	136
	No	1.61	.583	23
	Total	1.65	.586	159
More Than One Year	Yes	1.67	.500	9
	No	1.00	.000	2
	Total	1.55	.522	11
Total	Yes	1.66	.582	145
	No	1.56	.583	25
	Total	1.64	.581	170

Q5: Is there a difference in principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals perceive technical resources that are available to meet AYP requirements in schools that missed for one year compared to those that missed 2-4 years.

In order to determine if there was a significant difference in principals' perceptions about available technical resources, three questions from the survey were used that measured technical resources (TR).

*TR1: I understand my district's expectations in regard to the following:-
Facilities upkeep/conditions (n=145)*

TR2: How much do you agree or disagree with the following statements concerning your school district?-Provides up-to-date instructional materials (n=143)

TR3: How much do you agree or disagree with the following statements concerning your school district?-Provides enough instructional materials for all students (n=143)

The response choices given for each of the questions were a Likert Scale of 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly Disagree.

An independent-t test was conducted in order to determine if there was a significant difference in principal perceptions about technical resources between schools that failed to meet AYP requirements for one year compared to principals of schools that failed to meet AYP requirements for 2-4 years. Table 26 shows the descriptive statistics including mean responses for the three Technical Resources questions from the principals based on the number of years the school missed AYP.

Table 26. Principals' Perceptions of Technical Resources Based on Years Missed AYP

TR1- I understand my district's expectations in regard to the following:-Facilities upkeep/conditions						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
One Year	135	1.57	.697	.060	1.45	1.69
More Than One Year	10	1.70	.675	.213	1.22	2.18
Total	145	1.58	.694	.058	1.47	1.69
TR2- How much do you agree or disagree with the following statements concerning your school district?-Provides up-to-date instructional materials						
One Year	133	1.82	.726	.063	1.69	1.94
More Than One Year	10	1.70	.675	.213	1.22	2.18
Total	143	1.81	.721	.060	1.69	1.93
TR3- How much do you agree or disagree with the following statements concerning your school district?-Provides enough instructional materials for all students						
One Year	133	1.84	.777	.067	1.71	1.98
More Than One Year	10	1.80	.632	.200	1.35	2.25
Total	143	1.84	.766	.064	1.71	1.97

There was homogeneity of variance between groups as measured by Levene's test of equality of variances for all three Technical Resources questions (TR1 ($p=.660$); TR2 ($p=.962$); TR3 ($p=.475$)). There was not a statistically significant difference between groups as determined by independent-t tests for any of the questions. Welch's robust test of equality of means also did not show a statistically significant difference between groups. The null was not rejected.

Question 5.1: Does the level of school, elementary or secondary, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of elementary schools perceive technical resources that are available to meet AYP requirements compared to principals of secondary schools.

In order to answer this question, the same three technical resources (TR) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of elementary schools compared to principals of secondary schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the level of school. Table 27 shows the mean responses for the three Technical Resources questions from the principals based on the level of school and the number of years the school missed AYP as well as the number of respondents in each category.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Technical Resources questions (TR1 (p=.228); TR2 (p=.594); TR3 (p=.476)). In the three questions, there was not a significant interaction between the effects of elementary schools and secondary schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the number of years schools failed to meet AYP that were elementary schools or secondary schools. The null was not rejected.

Table 27. Principals’ Perceptions of Technical Resources Based on Years Missed AYP and School Type

TR1- I understand my district’s expectations in regard to the following:-Facilities upkeep/conditions				
Years Missed	School Type	Mean	Std. Deviation	N
One Year	Elementary	1.62	.734	61
	Secondary	1.53	.667	74
	Total	1.57	.697	135
More Than One Year	Elementary	1.00	.	1
	Secondary	1.78	.667	9
	Total	1.70	.675	10
Total	Elementary	1.61	.732	62
	Secondary	1.55	.667	83
	Total	1.58	.694	145
TR2- How much do you agree or disagree with the following statements concerning your school district?-Provides up-to-date instructional materials				
One Year	Elementary	1.93	.814	61
	Secondary	1.72	.633	72
	Total	1.82	.726	133
More Than One Year	Elementary	1.00	.	1
	Secondary	1.78	.667	9
	Total	1.70	.675	10
Total	Elementary	1.92	.816	62
	Secondary	1.73	.633	81
	Total	1.81	.721	143
TR3- How much do you agree or disagree with the following statements concerning your school district?-Provides enough instructional materials for all students				
One Year	Elementary	1.98	.866	61
	Secondary	1.72	.676	72
	Total	1.84	.777	133
More Than One Year	Elementary	1.00	.	1
	Secondary	1.89	.601	9
	Total	1.80	.632	10
Total	Elementary	1.97	.868	62
	Secondary	1.74	.667	81
	Total	1.84	.766	143

Question 5.2: Does the location of school, Large Population or Small Population setting, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of schools in large population settings perceive program coherence to meet AYP requirements compared to principals of schools in small population settings.

The same three technical resources (TR) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of schools in locations with large population compared to principals of school in locations with small population and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the location of school. Table 28 shows the descriptive statistics for the three Technical Resources questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Technical Resources questions (TR1 (p=.298); TR2 (p=.938); TR3 (p=.885)). In the three questions, there was not a significant interaction between the effects of large population and small population on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the number of years schools failed to meet AYP in locations with small populations or locations with large populations. The null was not rejected.

Table 28. Principals' Perceptions of Technical Resources Based on Years Missed AYP and Region/Size Classification

TR1- I understand my district's expectations in regard to the following:-Facilities upkeep/conditions				
Years Missed	Region/Size Classification	Mean	Std. Deviation	N
One Year	Small Population	1.63	.775	67
	Large Population	1.51	.611	68
	Total	1.57	.697	135
More Than One Year	Small Population	2.00	.816	4
	Large Population	1.50	.548	6
	Total	1.70	.675	10
Total	Small Population	1.65	.776	71
	Large Population	1.51	.602	74
	Total	1.58	.694	145
TR2- How much do you agree or disagree with the following statements concerning your school district?-Provides up-to-date instructional materials				
One Year	Small Population	1.84	.730	67
	Large Population	1.80	.728	66
	Total	1.82	.726	133
More Than One Year	Small Population	2.00	.816	4
	Large Population	1.50	.548	6
	Total	1.70	.675	10
Total	Small Population	1.85	.730	71
	Large Population	1.78	.716	72
	Total	1.81	.721	143
TR3- How much do you agree or disagree with the following statements concerning your school district?-Provides enough instructional materials for all students				
One Year	Small Population	1.79	.789	67
	Large Population	1.89	.767	66
	Total	1.84	.777	133
More Than One Year	Small Population	2.00	.816	4
	Large Population	1.67	.516	6
	Total	1.80	.632	10
Total	Small Population	1.80	.786	71
	Large Population	1.87	.749	72
	Total	1.84	.766	143

Question 5.3: Does the Title I status of the school, Title I or non-Title I, influence the principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

H₀: There will not be a significant difference in how principals of Title I schools perceive program coherence to meet AYP requirements compared to principals of non-Title I schools.

The same three technical resources (TR) questions were used. A two-way ANOVA was conducted in order to determine, first, if there was a significant difference in principal perceptions between principals of Title I schools compared to principals of non-Title I schools and secondly, to determine if there was significant interaction between how many years a school failed to meet AYP requirements and the Title I status. Table 29 shows the descriptive statistics for the three Technical Resources questions. The mean averages of responses as well as the number of respondents from each category are included.

There was homogeneity of variance between groups as measured by Levene's test of equality of variances in the responses for all three of the Technical Resources questions (TR1 (p=.828); TR2 (p=.995); TR3 (p=.523)). In the three questions, there was not a significant interaction between the effects of Title I schools and non-Title I schools on the number of years that AYP was missed. Simple main effects analysis showed that there were no significant differences between the numbers of years schools failed to meet AYP that were Title I schools or non-Title I schools. The null was not rejected.

Table 29. Principals’ Perceptions of Technical Resources Based on Years Missed AYP and Title I Campus

TR1- I understand my district’s expectations in regard to the following:-Facilities upkeep/conditions				
Years Missed	Title I Campus	Mean	Std. Deviation	N
One Year	Yes	1.58	.671	118
	No	1.47	.874	17
	Total	1.57	.697	135
More Than One Year	Yes	1.75	.707	8
	No	1.50	.707	2
	Total	1.70	.675	10
Total	Yes	1.60	.671	126
	No	1.47	.841	19
	Total	1.58	.694	145
TR2- How much do you agree or disagree with the following statements concerning your school district?-Provides up-to-date instructional materials				
One Year	Yes	1.85	.740	115
	No	1.61	.608	18
	Total	1.82	.726	133
More Than One Year	Yes	1.75	.707	8
	No	1.50	.707	2
	Total	1.70	.675	10
Total	Yes	1.85	.736	123
	No	1.60	.598	20
	Total	1.81	.721	143
TR3- How much do you agree or disagree with the following statements concerning your school district?-Provides enough instructional materials for all students				
One Year	Yes	1.86	.736	115
	No	1.72	1.018	18
	Total	1.84	.777	133
More Than One Year	Yes	1.88	.641	8
	No	1.50	.707	2
	Total	1.80	.632	10
Total	Yes	1.86	.728	123
	No	1.70	.979	20
	Total	1.84	.766	143

Summary

The statistical analysis of the data showed that there were not statistically significant differences in principals' perceptions pertaining to school capacity for their own schools. There were three questions for each capacity domain that were used from the survey that measured the principals' perceptions of school capacity. The responses of principals were initially examined for each capacity domain for differences by comparing principals of schools that missed AYP for one year with principals of schools that missed AYP for two to four years. There were not any statistically significant differences in the data for any of the capacity domains or even any of the individual questions. The responses of the principals were further divided into groups based on school type, region/size classification, and Title I status. The responses of the principals to the three questions for each capacity domain were again analyzed for differences. There were not any statistical differences in the data for any of the capacity domains.

While there were not any statistically significant differences in the perceptions of principals concerning the instructional capacity of their schools, an observation of the data does appear to show an important inclination in the perceptions of the principals. While not statistically significant, it is valuable to note that the means of the principals' responses to questions about the capacity of their school were substantially lower, indicating that the principals perceived their campuses as having high levels of capacity.

The responses of principals indicated that the capacity domain with the highest level was principal leadership. The principals rated their perception of the capacity on a Likert Scale of 1-High Priority, 2-Moderate Priority, 3-Low Priority, 4-Not a Priority.

The mean of the responses for the three principal leadership domain questions ranged from 1.09 to 1.55, indicating that principals perceive that their school's principal leadership capacity is high. The results of the principal responses did not substantially change when analyzed by school type, region classification, or Title I status.

The other four capacity domains were measured using a Likert Scale of 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly Disagree. Most of the means of the principal perceptions for the program coherence domain were in the 1.4 to 1.6 range, indicating that principals perceived their schools as having high capacity in those domains. The means of the principal perceptions for the professional community, technical resource, and program coherence domains were primarily in the 1.6 to 1.9 range. These results still indicate that principals perceive the capacity of their schools to be at high levels in those domains. The only capacity domain where the means of principal perceptions were greater than 2.0 was the professional community domain. In one question from the professional community domain, *Teachers provide support to struggling teachers*, the means of responses of the principals ranged from 1.95 to 2.18. When the responses were divided by school type, region size and Title I status, the responses ranged from 1.92 to 2.29.

CHAPTER V
DISCUSSION, IMPLICATIONS AND CONCLUSIONS

Introduction

The purpose of this study was to determine if significant differences existed in principals' perceptions of their school's capacity to meet AYP requirements between principals whose schools failed to meet AYP requirements for one year compared to principals whose schools failed to meet AYP requirements for two to four consecutive years. Additionally, responses of the principals were analyzed based on the level of school, the location of the school, and if the school was or was not a Title I campus.

Descriptive and inferential statistics were used to analyze the data that had been collected through an online survey. The intention of this study is to fill a void in the literature related to capacity of schools to meet the Adequate Yearly Progress requirements of the No Child Left Behind Act of 2001. Another intention is to guide future school improvement policy.

This chapter will do the following: (1) summarize the findings related to principals' perceptions of their school capacity, (2) draw conclusions from the results, (3) and to offer suggestions for future research.

Summary of Results

An inquiry was conducted to examine the perceptions of principals related to their schools' capacity to meet AYP requirements. School capacity, as defined in Chapter I, consists of five domains: (1) Principal Leadership, (2) Teachers' Knowledge,

Skills and Dispositions, (3) Professional Community, (4) Program Coherence, and (5) Technical Resources. Principals' perceptions of these capacity domains were examined through the following five research questions:

Q1: Is there a difference in principals' perceptions about the principal's leadership to meet AYP requirements between schools that failed to meet NCLB AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

Q2: Is there a difference in principals' perceptions of teachers' knowledge, skills and dispositions between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

Q3: Is there a difference in principals' perceptions about the staff members' sense of professional community between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

Q4: Is there a difference in principals' perceptions about program coherence between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

Q5: Is there a difference in principals' perceptions about technical resources that are available between schools that failed to meet AYP requirements one year and those that failed to meet AYP requirements for 2-4 years?

The primary questions, along with the sub-questions that were identified in previous chapters, were designed to examine the capacity domains identified in Chapter II in the review of literature. Three questions were identified in the survey for each of the capacity domains. The statistical analysis began for each of the three questions within each domain with an independent-t test in order to determine differences in principal perceptions in principals of schools that missed AYP requirements for one year compared to principals of schools that missed AYP requirements for two to four years. The analysis then progressed to two-way ANOVAs for each of the three questions

within each domain designed to examine the interaction of the level of schools, elementary or secondary, the location of schools, large population setting or small population setting, and Title I status, Title I school or non-Title I school.

The statistical analysis of the data showed that there were not statistically significant differences in principals' perceptions pertaining to school capacity for their own schools. There were three questions for each capacity domain that were used from the survey that measured the principals' perceptions of school capacity. The responses of principals were initially examined for each capacity domain for differences by comparing principals of schools that missed AYP for one year with principals of schools that missed AYP for two to four years. There were not any statistically significant differences in the data for any of the capacity domains or even any of the individual questions. The responses of the principals were further divided into groups based on school type, region/size classification, and Title I status. The responses of the principals to the three questions for each capacity domain were again analyzed for differences. There were not any statistical differences in the data for any of the capacity domains.

While there were not any statistically significant differences in the perceptions of principals concerning the instructional capacity of their schools, an observation of the data does appear to show an important inclination in the perceptions of the principals. While not statistically significant, it is valuable to note that the means of the principals' responses to questions about the capacity of their school were substantially lower, indicating that the principals perceived their campuses as having high levels of capacity.

The responses of principals indicated that the capacity domain with the highest level was principal leadership. The principals rated their perception of the capacity on a Likert Scale of 1-High Priority, 2-Moderate Priority, 3-Low Priority, 4-Not a Priority. The mean of the responses for the three principal leadership domain questions ranged from 1.09 to 1.55, indicating that principals perceive that their school's principal leadership capacity is high. The results of the principal responses did not substantially change when analyzed by school type, region classification, or Title I status.

The other four capacity domains were measured using a Likert Scale of 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly Disagree. Most of the means of the principal perceptions for the program coherence domain were in the 1.4 to 1.6 range, indicating that principals perceived their schools as having high capacity in those domains. The means of the principal perceptions for the professional community, technical resource, and program coherence domains were primarily in the 1.6 to 1.9 range. These results still indicate that principals perceive the capacity of their schools to be at high levels in those domains. The only capacity domain where the means of principal perceptions were greater than 2.0 was the professional community domain. In one question from the professional community domain, *Teachers provide support to struggling teachers*, the means of responses of the principals ranged from 1.95 to 2.18. When the responses were divided by school type, region size and Title I status, the responses ranged from 1.92 to 2.29.

Conclusions

While the data from the study shows that there were not significant differences in the perceptions of principals in any of the research questions, the research has implications for both the researcher and the practitioner.

The results of this study appeared to support theories of school capacity. In all of the Research Questions, principals indicated that they perceived their campuses as having high levels of capacity, as defined in Chapter II. The principals' responses showed that they perceived the schools as having strong principal leadership, teacher knowledge and skills, professional community, program coherence, and technical resources. In each domain, the means of the principals' responses indicated they perceived the capacity domain as being at a high level. As has been shown in the literature, effective schools are ones that have high capacity as measured in these domains.

The hypothesized results were that there would be significant differences in principals' perceptions of their school's capacity based on the effectiveness of the schools as measured by AYP. However, in this study it was found that there is not a statistically significant difference in principals' perceptions about their school's capacity between schools that only missed AYP requirements for one year compared to schools that missed AYP for multiple years. Furthermore, there was not a statistically significant difference in principals' perceptions when the factors of school type, region/size location, or Title I status was considered. However, it may be substantially meaningful

that principals all perceived their campuses as having high levels of capacity, regardless of how many years the school missed AYP or the other factors.

A possible explanation for the high level of capacity perceived by the principals can be found in the theory of Institutionalism. Meyer and Rowan (1977) theorize that institutions, such as public education, produce formalized structures in order to establish legitimacy. The institutions maintain their legitimacy by creating institutionalized myths that rationalize structures as being essential to the institution. Through these institutionalized myths and structures, public education continues to maintain its legitimacy. School capacity, and the domains that comprise capacity, may be perceived as being so critical in education that they have become institutionalized myths. The principals, in an attempt to maintain legitimacy, may have responded to the capacity questions in a way that reported what they believed they should have perceived as their school's capacity, rather than what they truly perceive as the level of capacity at their school. This is not to say that the principals were knowingly and intentionally inflating the levels of capacity. Instead, with school capacity potentially being an institutional myth, principals may have wanted their schools to be viewed as having high levels of capacity, so they responded to the survey questions in a way that indicated high instructional capacity.

Implications of Study

Suggestions for Future Research

This study appears to reinforce capacity theory and the presence of the capacity domains of principal leadership, program coherence, technical resources, professional community, and teacher knowledge, skills and disposition. However, the absence of differences in principal perceptions of capacity domains between campuses that missed AYP for one year and schools that missed two to four years possibly suggests that capacity of schools does not predict school effectiveness or success. Future research, both quantitative and qualitative in design, can be conducted to determine if capacity of schools makes a difference in effectiveness of the school.

Suggestions for Quantitative Studies

The primary suggestion for future quantitative studies would be to examine the perceptions of school capacity of teachers. The focus of this study was the perception of the principal of the schools. Teachers, as major implementers of the capacity dimensions, may have a very different perception of the capacity of their schools. A significant difference in teachers' perceptions of school capacity might exist and be able to be identified between teachers at schools that fail to meet AYP requirements multiple years and those that only fail one year or less.

Another suggestion for future quantitative studies would be to replicate the study and include campuses that that successfully met the requirements of AYP. The data produced by the study would allow researchers to examine if there are significant

differences in perceptions of capacity between schools that met AYP requirements and those that missed AYP requirements. This information could be used to either confirm or contradict the conclusions of this study that there are not significant differences in principal perceptions of capacity.

A third suggestion for future quantitative studies would be to examine different capacity domains and their perceived effects in schools. This study relied primarily on the capacity dimensions as defined and described by Newmann, King & Youngs (2000). As was discussed in Chapter II, there is other criteria researchers use for describing school capacity. Future research could potentially use the Malen and Rice (2004) domains of Resource Base and Productivity Dimension or the Cohen, Raudenbush and Loewenberg Ball (2003) categories of instruction and resources. Research using other school capacity frameworks would allow researchers to explore other factors in school capacity that were not measured or explored in this study.

Suggestions for Qualitative Studies

The key suggestion for future qualitative studies would be to conduct qualitative observations and interviews of school personnel with the purpose of evaluating the beliefs and actions of the staff in relation to school capacity. Participants should still be from schools that missed AYP multiple years and those that either missed one year or not at all. This would allow for a comparison of the results between schools that have successfully met AYP requirements and those that have failed to meet AYP requirements multiple years.

Limitations of Study

There are limitations to this study that will limit the ability of the results to be generalized. A decision was made in the design stage of the study to use the finite population sampling method and to include the entire population of 2,040 schools in the study. The purpose behind this was to have adequate numbers of potential participants in the groups when they were divided by the number of years they missed AYP and another criteria such as whether they were Title I or non-Title I. The participation was 183 schools, despite multiple requests for involvement. The resulting group of participants became more of a purposive convenience sample. Ideally, more principals from eligible schools would have chosen to participate in the study. Due to the low participation rate, caution should be exercised when generalizing the results in Chapter IV, especially when concluding the absence of statistical significance.

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APPENDIX A: DISTRIBUTED SURVEY

SECTION I: School Context

1. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Our school has a clear vision that is focused on student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Our school has well defined plans for instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Our school assesses the effectiveness of our plans for instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. At our school, there is an enforced attendance policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At our school, there is an enforced dress code for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At our school, there are enforced rules for student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. At our school, there is a zero tolerance policy toward bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. At our school, students respect cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Classroom instruction is guided by state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Our school has identified essential/key standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Our school uses a standards-based report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meeting our AYP subgroup (e.g., racial/ethnic, ELL) targets is a priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers take responsibility for student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers are committed to improving student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers communicate to students that education is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers provide support to struggling teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers are involved in making important decisions at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers discuss assumptions about race and student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How frequently do the following parent activities occur at your school?

	Once or More a Week	Once or Twice a Month	A Few Times a Year	Once a Year	Never
a. Parent-teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Special subject area events (e.g., science fair, art show)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents provide instructional support in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Workshops or courses for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents involved in governance issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parents involved in budget decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Does your school have any of the following to facilitate parent participation?

	Yes	No
a. Staff assigned to maintain parental involvement	<input type="checkbox"/>	<input type="checkbox"/>
b. A log of parent participation maintained by parents or staff	<input type="checkbox"/>	<input type="checkbox"/>
c. A reliable system of communication with parents (e.g., newsletter, phone tree)	<input type="checkbox"/>	<input type="checkbox"/>
d. Services to support parent participation (e.g., child care on site, transportation)	<input type="checkbox"/>	<input type="checkbox"/>
e. Open houses	<input type="checkbox"/>	<input type="checkbox"/>
f. A parent drop-in center or lounge	<input type="checkbox"/>	<input type="checkbox"/>
g. A translator for parents at school meetings	<input type="checkbox"/>	<input type="checkbox"/>
h. A translator for parents at parent-teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>
i. Group meetings with parents to explain academic expectations	<input type="checkbox"/>	<input type="checkbox"/>
j. Support groups targeted for parents by racial, ethnic, or linguistic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>

7. For each of the following services, please indicate if it is available for every student who wants the service, for some students who want the service, or if the service is not provided.

	For Every Student	For Some Students	Service Not Provided
a. A pre-school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A half-day kindergarten program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A full-day kindergarten program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. An after-school academic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A summer school/intersession academic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A breakfast program for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A food/clothing assistance program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Does your school have access to any of the following resources?

	Dedicated to our school	Shared Through District	Not Available
a. Curriculum specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School coach (e.g., school-wide reform)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Principal coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Psychological counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parent school liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. English Language Learner (ELL) specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Special Education specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Equity/Diversity Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Truancy officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. ESL classes for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Parenting skills classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Conflict resolution program or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Health services for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. In the last four years, has your school done any of the following to improve student achievement?

	Yes	No	Don't Know
a. Transferred teachers to different grades or subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Implemented a school plan that addressed performance on TAKS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Implemented a school plan that addressed gaps in student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased time for test preparation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Increased the length of the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Increased the length of the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Increased the amount of professional development offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased the amount of teacher collaboration time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Implemented a new program for English Language Learners (ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Used incentives for students related to performance on TAKS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Provided release time for teachers to prepare for TAKS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Worked with a whole-school reform provider (e.g., America's Choice, Different Ways of Knowing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Implemented an alternative school instructional model (e.g., project-based learning, parent-participation school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION II: Principal Leadership

10. How frequently do you do each of the following?

	Once or More a Week	Once or Twice a Month	A Few Times a Year	Once a Year	Never
a. Participate in a grade-level meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Formally evaluate teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Conduct walkthroughs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teach a demonstration/model class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Given your daily demands, what priority do you place on each of the following responsibilities?

	High Priority	Moderate Priority	Low Priority	Not a Priority
a. Communicate a clear vision for our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make expectations clear to teachers for meeting academic achievement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Act as a knowledgeable source concerning standards and curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Set high standards for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provide support for classroom discipline and order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Ensure that teachers have time for planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Praise and recognize teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Encourage teachers to take a leadership role in our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provide teachers with adequate classroom materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Ensure that teachers receive adequate professional development to improve instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Secure additional resources from outside sources (e.g., state/federal grants, grants from private sources and/or foundations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Secure additional resources from our district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Build strong relationships with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent do the following influence your school-wide instructional priorities?

	A Great Extent	A Moderate Extent	A Minor Extent	Not at All
a. Results from the TAKS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Results from the TELPAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Benchmark assessments conducted by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum program test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student grades and report cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Your own classroom observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Requirements that come from private grant funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Requirements that come from other categorical funding programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Research on best instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Practices found to be successful in high performing schools <i>in my district</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Practices found to be successful in high performing schools <i>outside my district</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I have adequate time to conduct teacher evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I use teacher evaluations to address professional performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am able to give curricular issues the attention they deserve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I ensure that teachers use adopted curriculum packages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I make it difficult for ineffective teachers to stay in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Are you able to hire teachers of your own choosing?

Yes

No → If No, Go to Question 16 on the next page.

15. How have the following factors affected your ability to hire teachers of your own choice?

(N/A=Not Applicable)

	Helped	No Effect	Hindered	N/A
a. District office policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prescreening of candidates by district office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Level of salary and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Overall quality of the applicant pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Level of student achievement at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The number of ELL students at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The neighborhood in which your school is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The quality of school facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. What proportion of your current teaching staff has the following characteristics?

	All of Staff	Most of Staff	About Half of Staff	Some of Staff	None of Staff
a. Training in our curriculum program(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The ability to speak the home language of ELL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The ability to use data from student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Familiarity with Texas state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Familiarity with the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Being excited about teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Fitting well into your school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A demonstrated ability to raise student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Strong content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The ability to map curriculum standards to instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Struggling in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Likely to leave teaching in the next year or two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Support colleague's learning and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. In the last 4 years, as principal of this school, how many teachers have you: (If you have been the principal of this school fewer than 4 years, please answer about the time you have been principal of this school. If none, enter "00".)

a. Wanted to remove?..... Teacher(s)

b. Attempted to remove?..... Teacher(s)

c. Successfully removed?..... Teacher(s)

18. How have the following factors affected your ability to remove unsatisfactory teachers from your school? (N/A=Not Applicable)

	Helped	No Effect	Hindered	N/A
a. District office policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prescreening of candidates by district office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Level of salary and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Overall quality of the applicant pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Level of student achievement at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Has your school received additional funding other than state/district funds in the last 4 years?

Yes

No → If No, Go to Question 21 on the next page.

20. How effective was additional funding in helping your school improve student achievement? (N/A=Not Applicable)

	Very Effective	Somewhat Effective	Not Effective	N/A
a. Private foundation grant(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Corporate grant(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In-kind donations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Donations from parents/community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Donations from school/district foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION III: The Role of the District

21. I understand my district's expectations in regard to the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Implementation of our Language Arts curriculum program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementation of our Math curriculum program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student homework policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher evaluation process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parental involvement/support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Facilities upkeep/conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My performance as a school leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student achievement on state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Meeting our AYP subgroup target(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. How would you characterize the support your district provides to your school in the following areas?

	Excellent	Good	Fair	Poor
a. Professional development for teachers focusing on curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Professional development for teachers focusing on multicultural/diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development for teachers focusing on classroom management/student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional development focusing on English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development for you as a principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assistance communicating with parents regarding academic expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Facilities management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Site-level planning related to improving achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Resources for supplementary instruction for struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. How much do you agree or disagree with the following statements concerning your school district?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a. Actively recruits capable teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Has an effective process for hiring teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Gives permanent status only to competent teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supports me as a principal in my evaluation of teacher performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Works hard to improve the skills of ineffective teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. When appropriate, attempts to counsel ineffective teachers to leave the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Has a teacher placement process that takes student needs into consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Supports employee interest in additional education and certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provides up-to-date instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Provides enough instructional materials for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Has a rigorous principal selection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Provides ILT training to all principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Provides ongoing professional development to all principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Provides opportunities for principals to collaborate together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. How much do you agree or disagree with the following statements about your school district?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a. Has a curriculum aligned with state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Has a coherent grade-by-grade curriculum it uses for all schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provides teacher professional development aligned with the district curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Has a clear expectation for student performance aligned with the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Evaluates me as a principal based on the extent to which instruction in my school aligns with the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluates me as a principal based on student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Has district staff highly skilled at curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Has district staff highly skilled at financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Has district staff highly skilled at the analysis of performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Expects that all schools in the district improve student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Has a superintendent and board that work together effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Maintains constructive relationships with employee organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION IV: Assessment and Data

25. In what form do you receive **TAKS** data? *(Please check all that apply.)*

a. Individually for all students	<input type="checkbox"/>
b. A summary of all students across grade levels	<input type="checkbox"/>
c. Disaggregated by specific skill/academic content	<input type="checkbox"/>
d. Disaggregated by student subgroup	<input type="checkbox"/>
e. I do not receive data for my students	<input type="checkbox"/>

a. How do you use **TAKS** assessment data? *(Please check all that apply.)*

a. To evaluate the progress of students	<input type="checkbox"/>
b. To inform and communicate with parents	<input type="checkbox"/>
c. To identify struggling students	<input type="checkbox"/>
d. To develop strategies to move students from below basic and basic into proficiency	<input type="checkbox"/>
e. To compare grades within the school	<input type="checkbox"/>
f. To examine school-wide instructional issues	<input type="checkbox"/>
g. To identify teachers who need instructional improvement	<input type="checkbox"/>
h. None of the above	<input type="checkbox"/>

b. Please indicate how your district uses TAKS assessment data. (Please check all that apply.)

a. To set school-wide goals for student achievement	<input type="checkbox"/>
b. To evaluate your curriculum programs	<input type="checkbox"/>
c. To evaluate teachers' practices	<input type="checkbox"/>
d. To compare grades and classrooms in your school	<input type="checkbox"/>
e. To compare subgroups of students in your school	<input type="checkbox"/>
f. To compare your school to similar schools	<input type="checkbox"/>
g. To examine trends in your school's performance	<input type="checkbox"/>
h. None of the above	<input type="checkbox"/>

26. In what form do you receive TELPAS data? (Please check all that apply.)

a. Individually for all students	<input type="checkbox"/>
b. A summary of all students across grade levels	<input type="checkbox"/>
c. Disaggregated by specific skill/academic content	<input type="checkbox"/>
d. Disaggregated by student subgroup	<input type="checkbox"/>
e. I do not receive data for my students	<input type="checkbox"/>

a. How do you use TELPAS assessment data? (Please check all that apply.)

a. To evaluate the progress of students	<input type="checkbox"/>
b. To inform and communicate with parents	<input type="checkbox"/>
c. To identify struggling students	<input type="checkbox"/>
d. To develop strategies to move students from below basic and basic into proficiency	<input type="checkbox"/>
e. To compare grades within the school	<input type="checkbox"/>
f. To examine school-wide instructional issues	<input type="checkbox"/>
g. To identify teachers who need instructional improvement	<input type="checkbox"/>
h. None of the above	<input type="checkbox"/>

b. Please indicate how your district uses TELPAS assessment data.
(Please check all that apply.)

a. To set school-wide goals for student achievement	<input type="checkbox"/>
b. To evaluate your curriculum programs	<input type="checkbox"/>
c. To evaluate teachers' practices	<input type="checkbox"/>
d. To compare grades and classrooms in your school	<input type="checkbox"/>
e. To compare subgroups of students in your school	<input type="checkbox"/>
f. To compare your school to similar schools	<input type="checkbox"/>
g. To examine trends in your school's performance	<input type="checkbox"/>
h. None of the above	<input type="checkbox"/>

27. For which of the following curriculum programs, if any, does your school administer curriculum program assessments? (Please check all that apply.)

- Language Arts.....
- Mathematics.....
- None of the above.....

—————> If None of the above,
Go to Question 29 on the next page.

a. Which, if any, of these curriculum program assessments are required by the district?

- Language Arts.....
- Mathematics.....
- None of the above.....

b. In what form do you receive data from curriculum program assessments? (Please check all that apply.)

a. Individually for all students	<input type="checkbox"/>
b. A summary of all students across grade levels	<input type="checkbox"/>
c. Disaggregated by specific skill/academic content	<input type="checkbox"/>
d. Disaggregated by student subgroup	<input type="checkbox"/>
e. I do not receive data for my students	<input type="checkbox"/>

c. How do you use curriculum program assessment data? (Please check all that apply.)

a. To evaluate the progress of students	<input type="checkbox"/>
b. To inform and communicate with parents	<input type="checkbox"/>
c. To identify struggling students	<input type="checkbox"/>
d. To compare grades within the school	<input type="checkbox"/>
e. To examine school-wide instructional issues	<input type="checkbox"/>
f. To identify teachers who need instructional improvement	<input type="checkbox"/>
g. None of the above	<input type="checkbox"/>

28. Please indicate how your district uses your school's curriculum program assessment data. (Please check all that apply.)

a. To set school-wide goals for student achievement	<input type="checkbox"/>
b. To evaluate your curriculum programs	<input type="checkbox"/>
c. To evaluate your teachers' practices	<input type="checkbox"/>
d. To compare grades and classrooms in your school	<input type="checkbox"/>
e. To compare subgroups of students in your school	<input type="checkbox"/>
f. To compare your school to similar schools	<input type="checkbox"/>
g. To examine trends in your school's performance	<input type="checkbox"/>
h. None of the above	<input type="checkbox"/>

29. Does your school administer assessments in Language Arts or Mathematics that were developed by the district?

- Yes, for Language Arts only.....
- Yes, for Mathematics only.....
- Yes, for both Language Arts and Mathematics.....
- No..... → If No, Go to Question 30 on page 19.

a. Are these assessments required by the district?

- Yes, for Language Arts only.....
- Yes, for Mathematics only.....
- Yes, for both Language Arts and Mathematics.....
- No.....

- b. In what form do you receive data from these district developed assessments?
(Please check all that apply.)

a. Individually for all students	<input type="checkbox"/>
b. A summary of all students across grade levels	<input type="checkbox"/>
c. Disaggregated by specific skill/academic content	<input type="checkbox"/>
d. Disaggregated by student subgroup	<input type="checkbox"/>
e. I do not receive data for my students	<input type="checkbox"/>

- c. How do you use data from these district developed assessments? *(Please check all that apply.)*

a. To evaluate the progress of students	<input type="checkbox"/>
b. To inform and communicate with parents	<input type="checkbox"/>
c. To identify struggling students	<input type="checkbox"/>
d. To compare grades within the school	<input type="checkbox"/>
e. To examine school-wide instructional issues	<input type="checkbox"/>
f. To identify teachers who need instructional improvement	<input type="checkbox"/>
g. None of the above	<input type="checkbox"/>

d. Please indicate how your district uses these district developed assessment data about your school. *(Please check all that apply.)*

a. To set school-wide goals for student achievement	<input type="checkbox"/>
b. To evaluate your curriculum programs	<input type="checkbox"/>
c. To evaluate your teachers' practices	<input type="checkbox"/>
d. To compare grades and classrooms in your school	<input type="checkbox"/>
e. To compare subgroups of students in your school	<input type="checkbox"/>
f. To compare your school to similar schools	<input type="checkbox"/>
g. To examine trends in your school's performance	<input type="checkbox"/>
h. None of the above	<input type="checkbox"/>

30. Does your school administer other commercial assessments in Language Arts or Mathematics?

Yes, for Language Arts only.....

Yes, for Mathematics only.....

Yes, for both Language Arts and Mathematics.....

No..... → If No, Go to
Question 31 on page 21.

a. Are these other commercial assessments required by the district?

Yes, for Language Arts only.....

Yes, for Mathematics only.....

Yes, for both Language Arts and Mathematics.....

No.....

- b. In what form do you receive data from these other commercial assessments?**
(Please check all that apply.)

a. Individually for all students	<input type="checkbox"/>
b. A summary of all students across grade levels	<input type="checkbox"/>
c. Disaggregated by specific skill/academic content	<input type="checkbox"/>
d. Disaggregated by student subgroup	<input type="checkbox"/>
e. I do not receive data for my students	<input type="checkbox"/>

- c. How do you use these other commercial assessment data?**
(Please check all that apply.)

a. To evaluate the progress of students	<input type="checkbox"/>
b. To inform and communicate with parents	<input type="checkbox"/>
c. To identify struggling students	<input type="checkbox"/>
d. To compare grades within the school	<input type="checkbox"/>
e. To examine school-wide instructional issues	<input type="checkbox"/>
f. To identify teachers who need instructional improvement	<input type="checkbox"/>
g. None of the above	<input type="checkbox"/>

d. Please indicate how your district uses these other commercial assessment data. (Please check all that apply.)

a. To set school-wide goals for student achievement	<input type="checkbox"/>
b. To evaluate your curriculum programs	<input type="checkbox"/>
c. To evaluate your teachers' practices	<input type="checkbox"/>
d. To compare grades and classrooms in your school	<input type="checkbox"/>
e. To compare subgroups of students in your school	<input type="checkbox"/>
f. To compare your school to similar schools	<input type="checkbox"/>
g. To examine trends in your school's performance	<input type="checkbox"/>
h. None of the above	<input type="checkbox"/>

31. How frequently do you review assessment data (of any type)?

	Weekly	Every 3-4 Weeks	Every 6-8 Weeks	A Few Times a Year	Once a Year	Never
a. I review assessment data independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I review assessment data with teachers <i>in their grade levels</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I review assessment data with teachers <i>across grade levels</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I review assessment data with individual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. How often do you do each of the following?

	Weekly	Every 3-4 Weeks	Every 6-8 Weeks	A Few Times a Year	Once a Year	Never
a. Meet with individual teachers to review assessment data for individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use assessment data to set goals for individual student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use assessment data to develop strategies to help selected students reach goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use assessment data to follow up on progress of selected students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use assessment data to determine professional development teachers need to improve in a particular area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. How much do you agree or disagree with each of the following statements about student subgroups?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers use data to analyze student achievement by subgroup (e.g., racial/ethnic, ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers set measurable goals for student achievement by subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers receive professional development that focuses on using assessment data by subgroup to improve student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Our school sets measurable goals for student achievement by subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Our school dedicates time at staff meetings to discuss student achievement by subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION V: Professional Development

- 34. How much have the following types of professional development sessions influenced your practices? (N/A=Never Attended)**

	A Great Amount	A Moderate Amount	A Small Amount	None	N/A
a. University course(s) related to your role as principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Visits to other schools designed to improve your work as a principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Individual or collaborative research on a topic of interest to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Mentoring and/or peer observation and coaching of principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Participating in a principal network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Workshops or conferences related to your role as principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Completing ILT principal training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. District training/institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Over the last 12 months, my professional development has:				
a. Been sustained and coherently focused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Been closely connected to my school's instructional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Included enough time to discuss how to apply new ideas/practices in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helped me better understand the needs of my teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Helped me identify strategies to better meet the needs of struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provided opportunities to work with principals in other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. From the list below, please select your top three priorities for your own additional professional development.

	<input type="checkbox"/>
a. Developing a school plan or shared vision	<input type="checkbox"/>
b. Promoting shared decision-making	<input type="checkbox"/>
c. Involving and providing support to parents	<input type="checkbox"/>
d. Fundraising/grant writing	<input type="checkbox"/>
e. Implementing a specific instructional program	<input type="checkbox"/>
f. Evaluating teachers' instruction	<input type="checkbox"/>
g. Implementing a standards-based curriculum	<input type="checkbox"/>
h. Addressing multicultural/diversity issues	<input type="checkbox"/>
i. Using assessment data	<input type="checkbox"/>
j. Training and instructional strategies for ELL students	<input type="checkbox"/>
k. Changes in state/federal accountability requirements	<input type="checkbox"/>
l. Financial management	<input type="checkbox"/>

SECTION VI: About You

The final set of questions will help us better describe who participated in the study. This information will be kept strictly confidential!

37. Including this school year, how many years have you been: (if none, enter "00".)

- a. A Principal.....
- b. A Principal at this school.....
- c. A Principal in this district.....
- d. An Elementary Assistant Principal.....
- e. A Middle/High School Principal.....
- f. A Middle/High School Assistant Principal.....
- g. A District Administrator.....
- h. A Full-time Teacher.....
- g. A Substitute Teacher.....

38. What grades have you taught? (Please check all that apply.)

- N/A K 1 2 3 4 5 6 7 or higher

39. What is the highest level of formal education you have completed?

Bachelor's degree.....

Master's degree.....

Doctoral degree.....

40. Which of the following teaching credentials do you have? (Please check all that apply.)

a. Regular or standard certificate for Texas	<input type="checkbox"/>
b. Regular or standard certificate for another state	<input type="checkbox"/>
c. National Board Certification	<input type="checkbox"/>
d. Emergency Permit	<input type="checkbox"/>
e. Administrative	<input type="checkbox"/>
f. Other (please specify)	<input type="checkbox"/>

41. What is your gender?

Female.....

Male.....

42. What is your age?

		Years
--	--	-------

43. Are you comfortable conversing in a language other than English?

Yes.....

No..... → If No, Go to Question 45 on the next page.

44. In what other languages are you comfortable conversing? *(Please check all that apply.)*

	<input type="checkbox"/>
a. Spanish	<input type="checkbox"/>
b. Vietnamese	<input type="checkbox"/>
c. Hmong	<input type="checkbox"/>
d. Cantonese	<input type="checkbox"/>
e. Filipino (Pilipino or Tag)	<input type="checkbox"/>
f. Other <i>(please specify)</i>	<input type="checkbox"/>

45. To which of the following groups do you belong? *(Please check all that apply.)*

	<input type="checkbox"/>
a. American Indian or Alaska Native	<input type="checkbox"/>
b. Asian	<input type="checkbox"/>
c. Black or African American	<input type="checkbox"/>
d. Filipino	<input type="checkbox"/>
e. Latino/Hispanic	<input type="checkbox"/>
f. Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
g. White	<input type="checkbox"/>
h. Other <i>(please specify)</i>	<input type="checkbox"/>

46. In your opinion, what are the three most effective things your school has done to improve student achievement?

APPENDIX B: SURVEY QUESTIONS USED FOR ANALYSIS

Principal Leadership (PL) Questions

PL1. Given your daily demands, what priority do you place on each of the following responsibilities?

	High Priority	Moderate Priority	Low Priority	Not a Priority
Make expectations clear to teachers for meeting academic achievement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PL2. Given your daily demands, what priority do you place on each of the following responsibilities?

	High Priority	Moderate Priority	Low Priority	Not a Priority
Act as a knowledgeable source concerning standards and curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PL3. Given your daily demands, what priority do you place on each of the following responsibilities?

	High Priority	Moderate Priority	Low Priority	Not a Priority
Set high standards for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers' Knowledge, Skills and Dispositions (TK) Questions

TK1. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers take responsibility for student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TK2. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers are committed to improving student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TK3. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers communicate to students that education is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Community (PC) Questions

PC1. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers provide support to struggling teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PC2. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers are involved in making important decisions at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PC3. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our school has identified essential/key standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Coherence (PR) Questions

PR1. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our school has a clear vision that is focused on student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PR2. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our school has well defined plans for instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PR3. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our school assesses the effectiveness of our plans for instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technical Resources (TR) Questions

TR1. I understand my district's expectations in regard to the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Facilities upkeep/conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TR2. How much do you agree or disagree with the following statements concerning your school district?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Provides up-to-date instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TR3. How much do you agree or disagree with the following statements concerning your school district?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Provides enough instructional materials for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C: INITIAL INVITATION TO PARTICIPATE IN STUDY

Dear Principal,

You are being invited to take part in a research study being conducted by Texas A&M University as part of my requirements for completing my Doctor of Education degree. The purpose of the survey is to examine your perceptions about your capacity to meet AYP requirements.

Your participation in this survey is completely voluntary and will be appreciated. If you wish to participate, please click (auto-generated link). The survey will be available to complete until (three-weeks from the start date).

Thank you,
Richard Hull