

**THE RELATIONSHIP BETWEEN THE LEADERSHIP
RESPONSIBILITIES OF TITLE I SCHOOL PRINCIPALS AND STUDENT
ACHIEVEMENT**

A Dissertation

by

GEORGE H. SHELDON

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements of the degree of

DOCTOR OF PHILOSOPHY

December 2009

Major Subject: Educational Administration

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ABSTRACT

The Relationship between the Leadership Responsibilities of Title I School
Principals and Student Achievement.

(December 2009)

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The purpose of this study was to investigate the relationship between leadership responsibilities of Title I principals and student achievement. This study involved the analysis of the results of a 92 item survey sent to successful Title I principals. The 92 items were grouped into 21 leadership responsibilities, first and second order change.

The first research question was an examination of the relationship between the 21 leadership responsibilities of Title I principals and student achievement. The overall indication is that a substantial relationship exists between the 21 Leadership responsibilities and combination reading and math averages. Fourteen leadership responsibilities were positively correlated to the overall achievement ranging from Input with $r_s = .169$ to Focus with $r_s = .018$. This indicates principals of successful Title I schools are proactive with their leadership which increases student overall achievement.

The second research question was an examination of the most influential 21 leadership responsibilities of Title I schools student achievement in math and reading. The indication of influence of the 21 Leadership responsibilities and math was that a strong correlation does not exist. There are seven positively correlated leadership responsibilities ranging from $r_s = .103$ to $r_s = .014$ indicating student achievement is more affected by the educational conduct within the classroom compared to leadership of the principal (outside the classroom).

There was a strong relationship between the leadership responsibilities and reading, with all 21 Leadership responsibilities being positively correlated. This indicates student achievement is dependent on the leadership of the principal to create a school or campus wide effort.

The third research question was an examination of the relationship between the 21 leadership responsibilities and student achievement based on school size and demographics. The overall indication is that a relationship exists between student achievement and size of the school ($r_s = .187$), math and population ($r_s = .234$) and a particularly small correlation between reading and population ($r_s = .045$). This finding suggests that the size of the school does matter with regard to overall (math and reading combined) and math student achievement of Title I schools.

DEDICATION

This study is dedicated primarily to my best friend, my wife Dianne, and secondarily to my eight children Robert, Thomas, Luke, Jacob, Joshua, Elizabeth, Matthew and Joseph.

During the time it has taken to complete this degree, you have given me your support and love, without which I could not have finished this study or my course work. You enabled me to pursue this degree, my dream, while you had to sacrifice our time together. Thank you for your love, support and encouragement during this often difficult time.

This study is also dedicated to the “generic kid”, which is the real reason for all the effort.

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The countless hours of study, writing, rewriting papers and travel consume your time. There are of course numerous associations and contacts who have from time to time encouraged me to continue. As with all endeavors, I have many who deserve acknowledgement for their love, support and encouragement. I need to mention a few by name, knowing my feeble attempt to impart the depth of gratitude they deserve will be lacking. Seeking an advanced degree is an extremely selfish undertaking. Even though I might fail to mention your support in this document, the gratitude I feel is genuine. Thank you for all your thoughts and prayers.

I am blessed to have an extensive network of friends and family who have supported, encouraged and assisted me in my studies for the past years. I would like to acknowledge the following individuals.

To my wife, Dianne, I thank you for always being there for me. You are my safe harbor. You have allowed me to pursue a degree that for most people with as many children as we have is difficult if not impossible. Thank you for all your love and support. You knew I could do this before I knew I could.

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CHAPTER I

INTRODUCTION

Educational activities create a dynamic environment. Today's Educational leaders are faced with an extremely complex environment with new challenges every day as a result of requirements placed upon them by Federal, State and local regulation. According to Leithwood and Riehl (2003), educational leaders are responding to topics that range from immigration status and income disparities to learning capabilities of the students. In addition, leaders must manage technologies for teaching and communicating, coordinating with entities outside the educational environment as well as other managerial concerns and challenges which can overwhelm present and future educational leaders. Even with all these demands the most intense concerns of the nation's educational professionals are the responsibilities associated with the high stakes testing programs.

Currently an achievement gap exists between the differing ethnic and socioeconomic subgroups on the Texas Academic Excellence Indicator System Report (AEIS). The scores on the AEIS reported by the Texas Education Agency (TEA) are evidence of this gap in achievement levels. The passage of the Federal No Child Left Behind (NCLB) mandate has required school districts to demonstrate a reduction in the achievement gap of their populations. Within this law is a requirement of Adequate Yearly Progress (AYP) which documents whether all students are learning.

The style of this dissertation follows that of *Research in Middle Level Education*.

Educational leaders are a major factor in determining how successful schools can be. According to the research of Hallinger and Heck (1998), school principals exercise a measurable, though indirect, effect on school effectiveness and student achievement. Research shows the success or failure of school initiatives is directly linked to the leadership of the principal (Cotton, 2003; Robbins and Avey, 2004; Schlechty, 2005; Wagner et al., 2005, as cited in Erickson 2007). Educational leaders must have the necessary leadership abilities to ensure that all students at every level of the educational system have the required skills to succeed in a dynamic global environment.

Statement of the Problem

Our educational system is the cornerstone of our society and must meet the needs of all learners. A major concern is that our students are becoming more and more culturally diverse and the support system must adapt.

The goal of the educational community is for all ethnic groups to have positive results on both the Texas Assessment of Knowledge and Skills (TAKS) and the National Assessment of Educational Progress (NAEP) instruments. In calendar year 2007, for example, when compared to White students, 17% more African American students failed to achieve minimum standards on the TAKS. In addition, the NAEP reflected a 29% difference between African Americans and Whites being below basic, with Latinos closely following the African Americans

in failure. The charts in Appendix I reveal the differences in scores on the TAKS and the NAEP.

On the NAEP there have been insignificant changes in the achievement gap over the last two testing cycles 2005 and 2007. The average mathematics scale score for 4th grade has shown a drop of 3 points between White and Black students dropping to 23 points difference. The White-Hispanic difference has dropped 2 points for the same subject, grade and timeframe to a 17 point difference (U.S. Department of Education, 2009).

Average reading scale scores for 4th grade has shown no movement between White-Black students in a comparison of the 2005 and 2007 testing cycles remaining at 26 points. The White-Hispanic difference on average reading scale scores for 4th graders has shown a drop of 2 point between the 2005 and 2005 testing cycles to a 21 point difference (U.S. Department of Education, 2009).

Average mathematics scale score for 8th grade on the NAEP has shown a drop of 3 points to 29 point difference in the 2005 and 2007 testing cycles for the White-Black difference. The White-Hispanic difference for average mathematics scale score for 2005 to 2007 had a 1 point drop to a 23 point difference (U.S. Department of Education, 2009).

The average reading scale score for 8th grade has shown an increase of 2 points in the White-Black difference and White-Hispanic difference to a 26 point

difference when comparing the 2005 testing cycle to the 2007 cycle has increased by 2 points to a 24 point difference.

According to Lee, the gap between White and minority students has raised concerns since the 1960's (Lee 2002). The gap between racial groups is similar between the gap that separates poor students groups and affluent groups, suggesting the achievement gap problem is a problem of poverty, not a problem of ethnic makeup (Rothman, 2002).

The gap in achievement is present in all disciplines, spans all the grades in a school system and widen in the higher grades. Research has consistently shown that low socio-economic status (SES) is a major indicator for child well being and is linked to low academic performance (Beauvais and Jensen, 2003). According to Evans, lower income households are less stable, have a greater exposure to violence and have limited extended or extra family support networks. Additionally, these families lack cognitive stimulation normally gained by reading or being read to and lack vocabulary development ordinarily gained through complex communications (Evans 2004). Youth from such households are disproportionately children of color, with 40% being African American and Hispanic and the remaining 20% being White (U. S. Department of Education, 2000). These children are more likely to attend schools that have fewer resources and less qualified teachers (Clements and McIntyre, 2004). Additionally, these children are taught using methods which do not enhance engagement or learning, and academic expectations are lower (Evans, 2004). The drop-out rate is

considerable higher, six times as high, as the rate compared to the upper 20% income level (U.S. Department of Education, 2004).

There are many causes for the achievement gap including: poor instruction, poverty, lack of access to supplemental educational programs, poor quality schools, lack of updated technology, cultural and language differences, higher mobility and poor parental involvement (Olszewski-Kubilius, 2006). According to Wenglinsky, researchers have identified factors which contribute to the achievement gap which include situations children are exposed to before schooling, demographics causing a social dynamic gap and school policies (Wenglinsky, 2004)

According to Haycock, many adults claim that many of these causes are outside of the control of the school system and place most of the blame upon the SES families and their children, the children claim that the cause is due to lack of subject matter knowledge of the teachers as well as the lower expectations for children of color. Both the adults and the children tend to place blame on counselors who consistently place the students into low-level courses. We take the children who need the most and give them the least (Haycock 2001). According to Carnervale (1999), the achievement gap has lifetime consequences by limiting these persons in every aspect of their lives including employment, job earnings and furthering their education.

Essential Leadership

“Leadership is an essential ingredient for ensuring that all children in America get the education they need to succeed” (Wallace Foundation 2007, p.2). Leadership in all businesses is more difficult today due to our global world becoming more complex (Erickson 2007). The education of our children is not exempted from this complexity. Schools are complex and dynamic organizations by nature and require principals with different styles of leadership (Gaziel 2003). There are new challenges every day as a result of requirements placed upon them by Federal, state and local regulation. Leithwood and Riehl (2003) found that educational leaders are responding to wide range of topics including immigration status and income disparities to learning capabilities of the students in their schools.

The principal must be proactive in the closing of the achievement gap in their schools. Demographics, the size of the school and other factors will have an effect on the principal’s ability to influence student achievement. Not all principals will have the same effect on their school population. According to Bossert, Dwyer, Rowan and Lee, “a careful examination of quantitative studies of effective schools... suggests that certain principal behaviors have different effects in different organizational settings” Bossert, Dwyer, Rowan and Lee (1982, p.38). Hallinger, Bickman and Davis (1996) found that principals contribute to a school’s effectiveness, even if that contribution is indirect in nature.

There are several aspects of the principalship which will influence positive outcome on student achievement. Erickson (2007) believes principals should be instructional leaders and good managers due to the complexity of our educational systems and our global world. According to Cotton, “Schools with desirable levels of student achievement are consistently shown by researchers to have strong administrative leadership” (Cotton, 2000, p.8).

Purpose

The purpose of this study is to investigate the relationship between leadership responsibilities of Title I school principals and student achievement.

Research Questions

1. What are the relationships between the 21 identified leadership responsibilities and practices of Title I school principals and student achievement?
2. Which of the 21 identified leadership responsibilities and practices of principals are perhaps the most influential on student achievement in Title 1 schools in reading and math?
3. What are the relationships among the 21 identified leadership responsibilities of Title 1 school principals and student achievement based on school size and demographics

Operational Definitions

Principals “the instructional leader of the school” where students are taught (Texas Educational Code, 2009, Sec. 11.202(a)).

Title I a portion of the Elementary and Secondary Education Act which is often referred to as No Child Left Behind (NCLB, 2001).

Leadership responsibilities the categories of behaviors related to principal leadership identified by Marzano and McNulty and Waters, J.T. (2005).

Achievement Gap the gap in the among differing groups of students on the same assessment instrument (Rothman, 2002).

Socioeconomic Status a measure of the poverty of a student based on the utilization of identified programs such as food stamps or free or reduced lunch status (U. S. Department of Education, 2000).

Successful Title I Campuses was identified according to TEA's web site using the document titled, Celebrating the Success of Title I, Campuses 2007-2008. (See Exhibit 1, Chapter III Methodology). . The criterion includes having the following characteristics: Student demographics include a minimum of 40% low income for 2007-2008, met AYP for 2006-2007, Spring 2007 Exemplary or Spring 2006 Exemplary or Recognized and Spring 2005 Exemplary or Recognized.

Successful Principals are Principals of successful Title I Campuses as identified according to TEA's web site using the document titled, Celebrating the Success of Title I, Campuses 2007-2008

Student achievement is the measurement of student's academic performance on state mandated assessments-Texas Assessment of Knowledge and Skills (TAKS) for this study.

Reading is the reading scores for the school on the TAKS test.

Math is the math scores for the school on the TAKS test.

Combination is the mean of the reading and math scores.

First Order Change "incremental change which fine tunes a system through a series of small steps that do not depart radically from the past" (Marzano and McNulty and Waters, J.T. 2005, p.66).

Second Order Change "deep change which alters the system in fundamental ways, offering a dramatic shift in direction and requiring new ways of thinking and acting" (Marzano and McNulty and Waters, J.T. 2005, p.66).

Balanced Leadership Framework developed by McRel which groups the 21 responsibilities into an organizing structure: Leadership, Focus, Magnitude of Change, and Purposeful Community (Waters and Cameron, 2007).

Assumptions

1. The instrument used accurately measured the respondent's responses
2. The individual responding to the survey was the person to whom the survey was addressed.
3. The researcher was impartial in the collection and analysis of the data.

Limitations

This study measures the leadership responsibilities of principals from successful Title I schools without regard to the grade levels of the school, demographic makeup of the participants or the demographics of the students attending the targeted schools.

1. There are a limited number of participant schools (48 total).
2. The study is limited to successful Title I principals in Texas Elementary Schools and 2 Middle Schools.

Procedures

The following steps were taken to collect the research data. The first was to identify Title I schools which are successful. To be selected for the study, a

school must have been listed on the TEA report titled, *Celebrating the Success of Title I, Campuses 2007-2008*.

The principals were provided a survey. The survey consists of 92 items which rate the 21 identified responsibilities and other items designed to determine the extent to which the school is involved in first and second order change. The survey uses a four-point response format for each item (Marzano, R.J., and McNulty B. A., Waters, J.T., 2005 p. 162-164).

Lastly, a statistical analysis of the survey responses was conducted. Descriptive statistical analysis was examined including means, frequencies, central tendencies and standard deviations. A Spearman Correlation Coefficient was conducted to determine the relationship between the differing variables.

Significance of the Study

The main significance of this study is to gain insight into the critical elements of elementary school principal's leadership as related to student achievement. Closing the achievement gap of students must be the goal of all educators. According to Leithwood et al., (2004), besides teaching, leadership has the greatest impact on student achievement. Leadership is an essential ingredient to ensure that all students get the education they need to succeed (Wallace Foundation, 2007).

Another significance to the study is to provide schools with a means to help in the selection process of future leaders. "No single style of management seems appropriate for all school" (Bossert, Dwyer, Rowan, and Lee, 1982, p.38).

According to Christopher Cerf, New York City's Deputy Schools Chancellor, "Reversing the impact of a substandard principal can take years... Too often, however, school districts don't invest the requisite level of care, resources and hard work into the critical mission of recruiting and identifying school leaders..." (The Wallace Foundation, 2008 p.3).

Organization of the Dissertation

This Dissertation is organized into five chapters and prefaced by a brief abstract of the study. The first chapter includes an introduction, a statement of the problem, purpose of the study, research questions, operational definitions, assumptions, limitations and significance of the research. Chapter two is a review of the current literature. This review which includes McRel findings in detail, outlined issues associated with school leadership, relevant to Title I and the achievement gap between differing groups of students. Chapter three provides the procedures and methodology of the study, instrumentation and data collection and analysis procedures. The fourth chapter presented the analysis of the data as it relates to the research questions. The final chapter includes the researcher's summary, findings, conclusions and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Principals appear to be a major influence on student achievement. The difference in scores between student groups is a growing concern for all educators. To combat the student achievement gap, education leaders must take a proactive approach. This study explores the literature related to the educational environment of Title I Schools plus the latest research related to principal leadership in the following order: The importance of *Brown v. Board of Education* in investigating the achievement gap, achievement gap, Title I, leadership and principal leadership.

The Achievement Gap

While many efforts have been attempted to close the achievement gap, *Brown v. Board of Education* (1954) was the first major step to address the gap in achievement inequalities in education. The Brown case required public schools to educate ethnically diverse groups in the same school domain and terminated the unjust disparity in educational quality in favor of the privileged. The case made access to quality education a right guaranteed by the Fourteenth Amendment of the United States Constitution. “It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.” (*Brown v. Board of Education*, 1954)

Despite the reforms brought by this decision, a gap continues to exist between the achievement levels of ethnically diverse groups within our educational system as evidenced by scores reported on state administered skills tests. According to Olszewski-Kubilius (2006), the achievement gap between minority children and nonminority children is the most significant problem facing the United States.

The achievement gap is a major concern facing public education today (Holloway, 2004). This gap exists in spite of good intentions and efforts of educators (Daly and Chrispeels 2008). Closing the achievement gap is a major thrust of educational reform. To this end, the educational community has undertaken a massive school improvement effort. Federal legislation has mandated that the achievement gap be addressed with serious consequences for noncompliance (Robelen, 2002).

An achievement gap exists in all indicators including grades, standardized test and college attendance and completion (The Educational Trust 2009). The differences are evident as early as kindergarten in regards to letter recognition between Whites and African-Americans and between Whites and Hispanic children (West, Denton and Reaney, 2000) This gap is also evident at all levels and within differing academic disciplines as data for the State of Texas (The Education Trust, Fall 2006) indicates. The achievement gap between these groups of children has existed since at least the 1960's with a narrowing in the 1980's.

Since that time, the rate of narrowing of the achievement gap has slowed (Lee, 2002).

Chart 1 and 2 in the Appendix II show the differences in scores on the NAEP by 4th grade students in reading and 8th grade students in mathematics. The 4th grade reading scores illustrates the difference between 1998 and 2007 with the 8th between 2000 and 2007. The NAEP is administered every two years in reading and math with 2007 being the last year the NAEP was given. The earlier date is the first year the test was given in that subject.

In the late 1980s, the gap narrowed and began to stabilize as a result of White's achievement levels being flat and African-American's levels making significant gains. According to Haycock (2001), between 1970 and 1988 the achievement gap was cut in half for the Black-White sector. In 1988 this narrowing came to a halt.

The goal of the educational community is for all ethnic groups to have positive results on both the Texas Assessment of Knowledge and Skills (TAKS) and the National Assessment of Educational Progress (NAEP) instruments. In calendar year 2007, when compared to White students, there was a 17% negative differential for African-American students achieving minimum standards on the TAKS. As noted on Chart 4 in Appendix II, twice as many Whites as compared to Hispanics or African-American students scored Commended Performance on the TAKS. The NAEP reflected a 29% negative differential between African-

Americans and Whites at the Basic level, with Hispanics faring slightly better than the African-Americans.

As Chart 5 in Appendix II illustrates the achievement gap in reading has closed when examining “snapshots” as the table shows. A careful evaluation of this data shows that the gap is inconsistent, with fluctuations in the African-American and Hispanic scores. The White scores are fairly stable with little movement noted. The African-American and Hispanic scores made a significant dip in the 1990’s and an apparent closing of the gap in 2003 resulting from a dip in the White scores. According to the Chart 5, the gap is consistent after a 15 year period for 1992 to 2007 without a significant closure between the different groups.

SAT score gaps, for both Black-White and Hispanic-White, have shown a similar trend with a narrowing of the gaps in the late 1980’s and greater Black-White narrowing. Since the early 1990’s the gaps appear to have stabilized. There appears to be a narrowing of the gap, however this narrowing is caused more by a flattening of White achievement as opposed to a significant improvement in achievement by Hispanics and African-Americans, a trend which at present has reversed itself (Lee 2002).

Chart 6 in Appendix II displays the mathematics scores of grade 8 on the TAKS and NAEP. The passing rate is higher on the NAEP than the TAKS with 35% being proficient and above on the NAEP. Students taking the NAEP passed the test on a 7% higher rate when compared to TAKS.

Chart 7 in Appendix II demonstrates Whites significantly outperforming African Americans and Hispanics. On the NAEP, Whites passed at a 53% compared to a 16% rate for African-Americans and 23% for Hispanics. On the TAKS Whites passed with a 83% rate with 26% achieving Commended. African-Americans passed with a 58% rate with only 7% scoring Commended. Hispanics passed the TAKS with a 64% rate with 11% scoring Commended. Chart 8 in Appendix II shows there has been no significant improvement in the achievement gap in grade 8 mathematics for the past 17 years.

To demonstrate the impact or depth of the achievement gap in Texas, the Table A-3 in Appendix II, shows the percentage of the total population for each ethnic group in the 2007-2008 school year. As one can clearly see, there are more Hispanic students than White students, therefore the performance gaps previously reviewed is of even greater significance.

According to Bainbridge and Lasley (2002), it is not known why an achievement gap exists but ethnicity itself is certainly not a determining factor. Prior learning influences future achievement for all students, regardless of ethnicity. Research has consistently shown that low socio-economic status (SES) is listed among other indicators for child well being and linked to low academic performance (Beauvais and Jensen, 2003). Parent's education level and the economic level of the family are more meaningful predictors of school achievement than ethnicity (Bainbridge and Lasley, 2002). It is far more likely a result of an interaction of social, familial and economic factors (Bainbridge and

Lasley, 2002). According to the AEIS, 55.3% or 2,572,093 students were classified Economically Disadvantaged during the 2007-2008 school year. (AEIS, 2009)

Lower income households are less stable, have a greater exposure to violence and contain limited extended or extra family support networks. Additionally, such families lack the cognitive stimulation normally gained through reading or being read to and lack vocabulary development ordinarily gained through complex communications (Evans, 2004).

The present 4th grade reading scores as measured on the NAEP of high and low income students are presented in Appendix II. The State of Texas 4th grade students scored approximately in the center of both graphs. Please note the lowest scores on the high income graph are still higher when compared to the high scores presented on the low income graph.

Youth from these households are disproportionately “children of color”, with 40% being African-American and 40% being Hispanic and the remaining 20% being White (U. S. Department of Education, 2000). These children are more likely to attend schools that have fewer resources and less qualified teachers (Clements and McIntyre, 2004).

The achievement gap is a major concern facing public education today (Holloway, 2004). This gap exists in spite of good intentions and efforts of educators (Daly and Chrispeels 2008). Closing the achievement gap is a major thrust of educational reform. To this end, the educational community has

undertaken a massive school improvement effort. Federal legislation has mandated that the achievement gap be addressed with serious consequences for noncompliance (Robelen, 2002). Chart 11 in Appendix II illustrates the amount of the gap in achievement between differing ethnic groups.

Closing the gap is no small feat given the long history of the racial achievement gap (Wenglinsky 2004). Rogers, Wang and Gomez-Bellenge (2004) concluded it will take a systemic effort and not a “one shot workshop” to change the achievement gap. A complex response is called for because the gap existing along racial and economic lines are complex. What is clear is that the achievement gap must be closed and it will take more than a quick fix to compensate for the difference which currently exists (Bainbridge and Lasley, 2002).

A study by Cuban and Usdan (2003) noticed that reform efforts in six major cities had little or no effect on closing the achievement gap. Cuban and Usdan put forth the argument that closing the achievement gap will require a new and different type of leadership.

There are many causes for the achievement gap including: poor instruction, poverty, lack of access to supplemental educational programs, poor quality schools, lack of updated technology, cultural and language differences, higher mobility and poor parental involvement (Olszewski-Kubilius, 2006). While many adults claim that most of these causes are outside the control of the school system and place most blame upon the SES families and their children, the children claim

that the cause is a lack of subject matter knowledge of the teachers as well as lower expectations for children of color. Both the adults and the children tend to place blame on counselors who consistently place the students into low-level courses. Additionally, these children are taught using methods that do not enhance engagement or learning, and academic expectations are lower (Evans, 2004). Reduced expectations have also been shown to be the greatest negative effect on students from low-SES backgrounds (Hallinger and Murphy, 1989).

We take the children who need the most and give them the least (Haycock 2001). According to Carnervale (1999), the achievement gap has lifetime consequences by limiting these persons in every aspect of their lives including employment, job earnings and furthering their education.

The achievement gap is a symptom of a larger problem facing education today. Haycock (2001) puts forth the argument that to increase the levels of achievement of minority and low-income children the educational effort should be focusing on higher standards, challenging curriculum and providing good teachers. These three ways to close the gap put forth by Haycock (2001) can only be acted upon or implemented by the leadership or leaders of a district or school. The main avenue to closing the achievement gap is through leadership exercised by educational professionals at all levels.

Title I

To combat the achievement gap, the Federal Government enacted a funding program contained in Title I of the Elementary and Secondary Education

Act (ESEA). A cornerstone of President Johnson's "War of Poverty" the purpose of this act was to:

provide financial assistance to....local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means....which contribute particularly to meeting the special educational needs of educationally deprived children. (Elementary and Secondary Education Act of 1965, 79 Stat 27, 27)

Title I was implemented to serve as a major educational component to closing the achievement gap between poor children and their advantaged peers in order to end the cycle of poverty (Borman, 2000). Title I was the first education law at the Federal level which required or mandated effectiveness evaluations every year (Timpane, 1976). The early results of Title I proved disappointing. Many districts and schools used their Title I funds as part of their general aid, spending these financial resources on everything but disadvantaged children.

McLaughlin (1977) cited three reasons for such noncompliance or districts not spending Federal Funds for their intended purpose. First, the original program was ambiguous and open to interpretation regarding the proper implementation and proper expenditures of Title I funds. Secondly in 1965 the educational knowledge base for effective compensatory educational programs was limited. Administrators and teachers were lacking the expertise required to establish and maintain programs to improve the education for the disadvantaged. Thirdly, the Federal dollars were given to localities as an incentive to improve the education for the disadvantaged children. However, the law failed to establish a viable or workable intergovernmental compliance system.

During the 1970's, the Congress and the U.S. Office of Education (USOE) established a more prescriptive form of regulations related to the selection for services and the specific type, content and evaluation of these programs (Herrington and Orland, 1992). The Office of Education took steps to recover funds which had been misallocated to states and warned states and localities concerning any future misappropriations of Federal funds. This allowed states and districts to create bureaucracies using Federal dollars. Periodic site visits were setup to ensure compliance along with audits by the U. S. Office of Education and the Department of Health, Education and Welfare. In marked contrast with the first decade, the latter half of the 1970's and into the 1980's were periods when legislative intents and desired effects were more consistently achieved (Borman, 2000).

The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 and the Improving America's School Act of 1994 focused on improving the delivery of services in Title I schools. These two pieces of legislation gave schools much greater latitude to design and implement programs while including new provisions holding schools accountable for the improvement of student outcomes. These laws also designated a program improvement process for schools exhibiting poor or declining academic performance. Major features were the frequent and regular coordination of Title I programs with regular classrooms and schools with high concentration of students in poverty to be eligible to use Title I funds for school-wide projects.

The Elementary and Secondary Education Act Reauthorization of 2001 has put the spotlight on the issue of racial achievement gap (Wenglinsky, 2004). A bipartisan effort lead by President George Bush lead to the US Congress' passage of the landmark reauthorization of the Elementary and Secondary Education Act (ESEA) called The No Child Left Behind Act of 2001 (NCLB). NCLB included a framework to improve the performance of America's schools and ensured no child would be trapped or left behind in a falling school by increasing the choices for parents of students attending a Title I school. The Local Education Agency (LEA) must give students of schools in need of improvement the choice of attending schools not in need of corrective action.

Does Title I close the achievement gap or differences between the program's participants and those who are more advantaged (Borman, 2000)? As shown on AEIS charts from previous years the answer is undeniable no. Title I in the past 42 years has provided an enormous amount of money but the gap has either increased or stayed the same while rarely decreasing. Title I has not closed the gap.

Another method of closing the achievement gap is through the implementation of effective leadership at the district, campus and classroom level. Wenglinsky (2004) found that schools do have the power to close the achievement gap through the school leadership emphasizing certain forms of instruction such as a concentration on higher level thinking academic activities.

According to Haycock (2001) a series of instructional practices, when used in concert, could substantially reduce the achievement gap. Principals should have at their disposal a corps of teachers that can not only raise achievement for all students but can provide special attention to minority students. Evidence suggests that economically disadvantaged primary students learn more in smaller schools (250-300 pupils) and smaller classrooms (15-20 students) when the teacher engaged the students “in active forms of instruction focused on rich, meaningful, curricular content using heterogeneous student-grouping strategies” Leithwood et al., (2004). With enough attention, any gaps within a given school can be completely eliminated (Wenglinsky 2004).

Haycock (2001) puts forth the argument that to increase the levels of achievement of minority and low-income children (close the gap) the educational effort should be focusing on higher standards, challenging curriculum and providing good teachers. These three ways to close the gap put forth by Haycock (2001) can only be acted upon or implemented by the leadership or leaders of a district or school. The main avenue to closing the achievement gap is through leadership exercised by educational professionals at all levels.

Leadership

What is leadership? Stogdill (1974) noted that there were “as many definitions of leadership as there were persons who have attempted to define the concept.”(p.7). “Leadership is a highly complex concept” Leithwood et al. (2004 p.20) According to Rost, “leadership is an influence relationship among leaders

and followers who intend real changes that reflect their mutual purposes” (Rost 1991 p.102). Burns (1978) defines leadership “as leaders inducing followers to act for certain goals that represent the values and the motivation—the wants and the needs, the aspirations and expectations—of both leaders and followers” (p.19). Jago and Vroom (2007) defined leadership as “a process of motivating others to work together collaboratively to accomplish great things” (p.23). Leadership is a human based endeavor with a situational component embedded within it Leithwood et al., (2004). Virtually all definitions of leadership put forth the idea that leadership involves the influencing of others (Jago and Vroom, 2007). Two functions form the foundation of most definitions of leadership: “providing direction” and “exercising influence” (Leithwood 2004).

Organizing the research review on leadership requires a review of past theories and theorist (Marzano, R.J., and McNulty B. A., Waters, J.T., 2005). Early studies of leadership were centered on the Great Man theory. The Great Man theory was the study of people who did great things such as Lincoln, Churchill, and Eisenhower. In this theory, leaders were to pattern their leadership after historical leaders in the belief that, by emulating the great leaders they could become good or great leaders.

Leadership theories began to attempt to explain the complex activity of leading others. Two terms coupled together in discussions about leadership in education or business was transformational leadership and transactional leadership (Hoyle 2007, Marzano, R.J., and McNulty B. A., Waters, J.T., 2005).

Transactional Leaders motivate others by using a method of transaction or exchanging a reward for a service done by another. Such leaders determined the needs and wants of their subordinates, and strive to provide these rewards to their subordinates. The rewards could address the worker's needs or wants as monetary, material, or psychological (Hoy and Miskel 2008).

Standards for Leadership

Bass and Avolio (1994) describe three types of transactional leadership: Exception-passive; Exception-active; and Constructive-transactional or Contingent reward (Hoy and Miskel, 2008).

Management through the Exception-passive type entails the leaders establishing standards, however, unless a major problem or crisis occurs, such leaders do not involve themselves directly in the activity. These leaders are maintainers of the *status quo* (Marzano, R.J., and McNulty B. A., Waters, J.T., 2005).

Management through the Exception-active type is the converse of the Passive exception type. The exception-active leaders set standards for their subordinates yet remain aware of the activities of the organization to ensure that established standards are being met. They proactively monitor, assess performance and take corrective actions as problems arise (Hoy and Miskel, 2008). One negative aspect of the exception-active type is that many such leaders are so aggressive at maintaining standards that they do not have much energy

remaining for risk taking or for initiative (Marzano, R.J., and McNulty B. A., Waters, J.T., 2005).

Managers habitually using constructive-transactional leadership characteristically are go-getters. They create goals, determine outcomes, and provide constructive feedback to subordinates and reward and/or praise good performance. The distinguishing feature of constructive-transactional leadership is that subordinates are invited into the management process more so than the other two types (Marzano, R.J., and McNulty B. A., Waters, J.T., 2005).

Transformational leadership theory is widely employed and is supported by many research studies (Hoy and Miskel, 2008, Bolman and Deal, 2008). Leaders transform followers into leaders using the four factors of Transformational leadership, known as the four “I”s.

The four I’s are influence, intellectual stimulation, inspirational motivation and idealized influence. Idealized influence builds trust and respect between the subordinate and the leader. This assists subordinates in accepting changes in the way individuals or organizations do work. Leaders display a passion on important issues exhibited by the leaders’ high ethical and moral standards. These leaders consider the needs of others before their own and use their power to motivate persons or groups toward the successful completion of their objectives. Some scholars split this into two sub-groups, attributed idealized influence and idealized influence behavior (Hoy and Miskel, 2008).

Intellectual stimulation is evidenced by leaders wanting creative teams to seek alternative solutions with subordinates being encouraged to question traditions and beliefs. These leaders challenge their subordinates to be creative, to seek new procedures and to eliminate the “old ways of doing things” for ways which are new and more efficient. This creates a dynamic atmosphere in which everything is subject to examinations and change. Subordinates in these organizations will in turn stimulate the leaders to reconsider and examine their own assumptions or thoughts (Hoy and Miskel, 2008 and Hoyle, 2002).

Inspirational motivation is associated with higher expectations with regard to the solutions to the problems of the organization (Hoy and Miskel, 2008). This is an important aspect to vision development and setting organizational goals and procedures. Leaders energize subordinates by projecting a positive, promising and optimistic future through the setting of ambitious, yet attainable goals, communication of the vision and practical goals. Team spirit, goal attainment and shared vision are characteristic of inspirational motivation (Hoyle, 2002).

Individualized consideration entails leaders being aware of individuals’ needs for achievement and growth. These leaders develop subordinates through individualized consideration of the needs of each employee and building upon their strengths. Leaders create opportunities for these subordinates in a supportive mentoring way.

Transformational leadership is the favored type (Hoy and Miskel, 2008) owing to it being assumed that better results can be obtained in activities which

are considered to be beyond the organization's expectations. According to Hoyle (2007), Houston and Sokolow (2006) many scholars consider spirituality as the capstone of transformational leadership. Spiritual leadership is the encouraging of others to obtain the highest vision of human endeavor, i.e. leaders thinking of others before themselves.

A fascinating theory of leadership is the theory of Servant Leadership. As reported by Marzano, R.J., and McNulty B. A., Waters, J.T. (2005) this theory is not a comprehensive theory of leadership, but is a key ingredient for many other leadership theorists' thinking. The theory is a product of the work of Robert Greenleaf (1970, 1977) who believed that the desire for helping others was key to effective leadership. This theory is a contrast to transactional leadership where the main component was overseeing people in the organization. Traditional models have the leaders at the top of a hierarchical organization and interaction is with a select few, high-level persons in the organization. The leader applying servant leadership is not, however, positioned at the top, but in the middle, or center, of an organization. This implies or ensures that the leader is in contact with every aspect of the organization.

The central dynamic of servant leadership is the nurturing of others in the organization. With this caring dynamic, servant leaders must be fence menders, healing wounds from conflict which occur in any organization (Hoyle, 2002). They must be very mindful of the resources of the organization, which include both material and human. These leaders have to develop people from within the

organization or grow their own new leaders. Lastly, these leaders must effectively listen to those around them (Marzano, R.J., and McNulty B. A., Waters, J.T. 2005).

According to Leithwood et al., (2004), evidence suggests that leaders behave differently depending on the circumstances and people with which they are involved. An area of leadership which has received considerable attention is the notion of Situational Leadership, which is credited to the work of Paul Hersey, Kenneth Blanchard and Dewey Johnson (2001). The situational leadership method holds that managers must use different leadership styles depending on the situation. The method allows the leader to analyze the needs of the existing situation, and then use the most appropriate leadership style. Depending on subordinates' competences in their task areas and commitment to their tasks, the manager's leadership style should vary from one person to another. The leader may even lead the same person one way some times, and another way at other times. Four leadership styles match the high and low willingness and ability of others to perform a given task. These styles are: Telling, Selling, Participating and Delegating, (Blanchard, Hersey and Johnson, 2001).

The telling style has a high task and a low relationship focus. The leader defines the roles and tasks of the subordinates, and supervises them closely. The leader makes and announces the decisions therefore communication is largely one-way, "top-down". This style is most appropriate for subordinates who lack

competence but are enthusiastic and committed; who need direction and supervision to get them started.

The selling style, too, has a high task focus. However, as compared to the telling style, it has a high relationship focus. Here the leader still defines roles and tasks, but seeks ideas and suggestions from the subordinates. Decisions remain the leader's prerogative, but communication is much more two-way. This style is appropriate for subordinates who have some competence but lack commitment; who need direction and supervision because they are still relatively inexperienced. They also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment.

The participating style has a low task and a high relationship focus. Applying this style, the leader passes day-to-day decisions, such as task allocation and processes, to the subordinates. The leader facilitates and takes part in decisions, but control is with the subordinates. Application of this style is most appropriate for subordinates who have competence, but lack confidence or motivation; who do not need much direction because of their skills, but need support to bolster their confidence and motivation.

The delegating style has a low task focus as well as a low relationship focus. Applying this style, the leader is still involved in decisions and problem-solving, but control is with the subordinates. The subordinates decide when and how the leader will be involved. This style is appropriate for application with

subordinates who have both competence and commitment and who are able and willing to work on a project by themselves with little supervision or support.

Educational Leadership

“Leadership is an essential ingredient for ensuring that all children in America get the education they need to succeed” (Wallace Foundation, 2007 p.2). Leadership in all businesses is more difficult today due to our global world becoming more complex (Erickson 2007). Leadership will have the largest effect where it is needed the most Leithwood et al., (2004).

The education of our children is not exempted from this complexity. Schools are complex and dynamic organizations by nature and require Principals with different leadership styles (Gaziel 2003). Each day brings new challenges resulting from requirements placed upon the schools by Federal, state and local regulation. Leithwood and Riehl (2003) found that educational leaders are responding to a wide range of topics including immigration status, income disparities to learning aptitudes of the students in their schools. School administrators cannot carry out their leadership role by themselves. Highly successful leaders cultivate the leadership of others in their organizations, Leithwood et al., (2004).

Educational leaders are a major determining factor to the success of their schools. When both the direct and indirect effects are considered, leadership accounts for in the order of a quarter of the total effect on student learning Leithwood et al., (2004). The educational policy community and researchers

believe that Principal leadership is critical to the success of educational programs (Hallinger, Bickman and Davis, 1996). According to the research of Hallinger and Heck (1998), school principals exercise a measurable, though indirect, effect on school effectiveness and student achievement. According to Hallinger and Heck (1996), policy makers refocused the principal's effect in terms of the impact administrative leadership has on student learning, as measured by student's achievements on standardized tests.

According to Leithwood et al., (2004) leadership as a factor which affects student learning, is second only to instruction in the classroom. Research has demonstrated that the success or failure of school initiatives is directly linked to the principal's leadership (Cotton, 2003; Robbins and Avey, 2004; Schlechty, 2005; Wagner et al., 2005, as cited in Erickson 2007). Educational leaders must have the necessary leadership abilities to ensure that all students, at every level of the educational system, have the required skills to succeed in a dynamic global environment. Leithwood et al., (2004) concluded that successful educational leaders develop effective organizations that support the performance of administrators and teachers as well as the students.

According to Hallinger and Heck (1996), female principals exercise more active leadership in the areas of curriculum and instruction than do their male counterparts. This may be due in part to female principals spending more time in the classroom and female principals are better able to communicate with a predominantly female teaching force (Hoyle, 1969). The personal values of

female principals are more aligned on student learning as their primary goal (Hallinger and Heck, 1996).

There are practices that are the basics of successful leadership, including setting directions, developing people and redesigning the organization Leithwood et al., (2004). Setting direction include identifying and articulating the organization's vision, fostering the acceptance of goals by the group and creating and maintaining high performance expectations. Developing people in an organization involves a relationship between the leadership and the organizational environment. According to Leithwood, "Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers, as well as students" Leithwood (2004, p.9). Leadership has been studied and discussed since antiquity. Leadership is vital to the functioning of an effective school (Hoy and Miskel, 2008).

To make major formal and informal changes and for a positive transformation to occur, both leaders and subordinates must be well motivated to accomplish the required tasks. Successful leaders develop and rely on contributions from many team members within their organizations (Leithwood et al 2004).

One theory explaining the leadership within large schools or other complex organizations is the theory of distributed leadership. According to Leithwood, "All district leaders need to be proficient in large-scale strategic-planning

processes” Leithwood et al. (2004 p.12) Schools and school districts are very complex organizations and have always practiced a division of labor within the scope of leadership. Successful leaders must develop key teachers to be leaders within their organizations Leithwood et al., (2004). Schools differ in the degree to which they provide students with access to knowledge (Hallinger and Murphy, 1989). Distributed leadership involves the interaction of multiple leaders at multiple levels in an organization (Hoy and Miskel, 2008).

Leadership studies in schools have confirmed that Superintendents and Principals are unable, by themselves, to succeed in the managing an effective complex entity (Hoy and Miskel, 2008). Some leadership functions, such as motivating others, should be done at every level of the organization Leithwood et al., (2004).

Recently, leadership scholars have become intrigued with the notion of a division of labor for leadership within a large complex organization and building frameworks and applying them to this theory. Leadership is considered a team effort with the focus away from one “key” leader. This theory challenges the “one person in charge” to make things happen assumption. The organization must rely on multiple sources of leadership at differing levels of the organization to accomplish complex and large operations to ensure the organization will function effectively in a dynamic multi-faceted environment. Principals and Superintendents cannot accomplish the task of leading the school by themselves Leithwood et al., (2004).

Successful and effective principals create the environment for successful school of students by “providing coherence to their schools’ instructional programs, conceptualizing instructional goals, setting high academic standards, staying informed of policies and teachers’ problems, making frequent classroom visits, creating incentives for learning, and maintaining student discipline” (Bossert 1982, p.35). Dwyer (1996) found that successful principals exercise more higher-order thinking in their leadership roles when compared to their typical counterparts.

The principal must be proactive in closing the achievement gap in their schools. The principal’s role in school effectiveness must locate principal leadership within the organizational and environmental contexts Bossert, Dwlyer, Rowan and Lee (1982); Erlandson (1997); Crow et al., (1996). According to Hallinger and Heck (1996) the nature of Principals’ instructional leadership differed systematically in relation to the demographics of the school. Principals in higher SES schools exercised more active instructional leadership. This supports the notion that principals adapt their instructional leadership to the community context in which they lead. School characteristics including community type, school size, student socioeconomic status and school level have been identified as factors that influence how principals approach their jobs (Hallinger and Murphy, 1986, Hoyle 1991)

Demographics, the size of the school and other factors will have an effect on the principal’s ability to influence student achievement. Not all principals will

have the same effect on their school population, “quantitative studies of effective school suggests that certain principal behaviors have different effects in different organizational settings” Bossert, Dwyer, Rowan and Lee (1982, p.38). Hallinger, Bickman and Davis (1996) found that Principals contribute to a school’s effectiveness, even if that contribution is indirect in nature. Hallinger and Heck (1996) found that Principals play an important role in school effectiveness.

Hallinger and Heck (1996) and Leithwood et al., (2004), concluded that the combined direct and indirect effects of school leadership on student outcomes are small but educationally significant. Leadership explains only three to five percent of the variation in student learning, it is about one quarter of the total variation explained by all school level variables after controlling for student intake factors. Quantitative school effectiveness studies indicate that classroom factors explain only a slightly larger proportion of the variation in student achievement which is about one third Hallinger and Heck (1996). Leithwood et al., (2004) found that large scale quantitative studies systematically underestimated leadership effects in schools where it would have the greatest value.

There are several aspects of the principalship which will influence positive outcome on student achievement. Erickson (2007) believes that, given the complexity of our educational systems and our global world, principals ought to be instructional leaders as well as good managers. “Schools with desirable levels of student achievement are consistently shown by researchers to have strong administrative leadership” (Cotton, 2000, p.8). Researchers have concluded that

the number of years of prior teaching experience is positively correlated with instructional leadership activity (Eberts and Stone, 1988).

The administrator is an agent who influences the learning of students (Bridges, 1970). Principals are extremely important in their roles of instructional leadership by shaping teachers' attitudes in regard to a student's ability to be academically successful (Oakes, 1989) and Skrla (2001). Such administrators can influence student achievement by raising teachers' expectations for student learning (Hallinger and Heck 1996).

Bossert (1982) suggested that the principal influences student learning by shaping the school's instructional climate and instructional organization. This occurs through the actions of the principal and the development of school policies and organizational norms (Dwyer, 1996), Wilmore (2002). Scholars assert that the values, beliefs and experiences of principals are significant in the understanding of how Principals exercise educational leadership (Barth, 1986). Literature consistently point to the importance of the principal's role as a leader (Hallinger 1996), Leithwood et al., (2004), Wilmore, (2002).

According to Hallinger and Heck (1996) folk history has implied that school principals have an effect on schools. Studies are beginning to prove this folk tale is more reality than myth. The concern of the research is the nature and amount of impact leadership has on school performance. Policymakers are beginning to view the principal as a key educational input, which can be easily accessed. During the period of 1975-1990, policies for principal evaluations have

increased from 9 states to 40. A corresponding increase in in-service funding for principals occurred over this same period. In addition, a considerable effort has been undertaken to study the relationship between the leadership of the principal and students outcomes.

The review of the research in the Hallinger and Heck's study examines the conceptual features of studies conducted from 1980-1995 on the role Principal leadership has on student outcomes. The authors assert that no universal paradigm or theory exists for this review of organizational behavior. They comment numerous times on how complex this issue is on an extra-organizational and inter-organizational level.

This review was delineated with the year 1980 due to similar reviews reported in the summer 1982 issue of Educational Administration Quarterly. These two reviews examined research on principal leadership performed mainly in the last decade. The concerns with these reviews centered on the research designs and questions and that the studies were not intended to test the effects of principals on school outcomes. Lastly, the research designs and statistical methods were not up to the task of identifying and determining relationships between leader effective and student outcomes. However, these studies did lay the ground work for a fresh look as researchers began to reconceptualize the role of the principal's leadership effectiveness and more systematic empirical investigations.

Hallinger and Heck (1996) identified 40 studies that explored principal leadership qualities and school effectiveness using ERIC and CJIE. The criteria for the articles selection were those studies dealing with effects of principal's leadership, explicit measure of school performance as a dependent variable and studies which were not done in the US but in other countries. Six of the studies were dissertations, eight were peer reviewed articles, two were book chapters, and twenty-three were from blind refereed journals and one a synthesis of studies. Two of the selected papers were not obtainable by the authors and were not included in this study. Some of the studies simply sought to establish a link between the principal's leadership and a dependent variable. Some of the researchers attempted to link empirical efforts to theoretical issues concerning the relationships between school environments, leadership and in-school processes. The research design of nearly all of the studies involved a cross-sectional, correlational design with the investigators using surveys or interviews for data collection. All the studies were non-experimental in nature.

Hallinger and Heck (1996) categorized the 40 studies into four groups or models; the direct effects model, the mediated effects model, the antecedent effects model and the Reciprocal Effects model.

The first model, the direct effects model, proposed that the leader's effectiveness occurs with the absence of an intervening variable. This type of study has been criticized for making assumptions about leadership which are

indefensible. These studies do little to advance the understanding of school processes.

The second model, the mediated effects model, assumes that the impact on school outcomes results from manipulation and/or interaction within the organization of the school. The principals achieve results through other people. These studies are considered to contribute more than the previous model.

The third model is the antecedent effects model, here the principal's actions are considered to be either a dependent or independent variable. These studies are influenced by variables within the school and exercise influence on the learning outcome through teachers and the school organization.

The fourth model is the reciprocal effects model. This model is noted by the interactive activity between the principal and features of the school. When viewed as a unitary independent force, this model has an increase in being particularly important.

Hallinger and Heck (1996) go into a considerable detail, describing the shortcomings and benefits of the four models. They concluded that the mediated effects with antecedent variables and reciprocal effects studies hold the most promise for future studies.

The conclusion of the studies review revealed that there is a positive relationship between the role of the principal and school effectiveness. The principal makes a difference in student learning. School goals are a common variable which appears in all the positive studies included in this review.

Hallinger and Heck expressed the hope that one day research will generate a prescription on leadership effects which can do justice to the complex nature of the role of a principal. According to Leithwood, “There is still much to be learned about how leaders can successfully meet the educational needs of diverse student populations” Leithwood (2004 p.11).

With the new focus being placed back on the position of principal, there has been a renewed focus on traits of leaders. According to Zaccaro (2007), combinations of traits and attribute brought together in a meaningful way are very likely to predict leadership when compared to a single trait. Selected personal characteristics of administrators may influence how principals enact their roles (Boyan, 1998).

According to Leithwood et al (2004), the analysis by Water, Marzano and McNulty is a line of research which justifies a strong belief in the contributions of successful leadership to student learning. Large scale quantitative studies appear to policymakers to be reliable evidence about leadership; these studies underestimate leadership effects in schools where it is likely to be of greatest value Leithwood et al., (2004). Research is needed on how leaders create conditions for their schools that will promote student learning (Hallinger and Heck, 1996).

Marzano and McNulty and Waters, J.T. (2005) conducted a meta-analysis of studies which dealt with leadership “styles”. A search of three standard databases for the years 1978 to 2001 was conducted: Educational Research

Information Clearinghouse (ERIC), Psych Lit; and Dissertation Abstracts. The authors retrieved over 5,000 titles, of which 300 contained descriptions, but only 69 studies met the criteria to be included in the meta-analysis. These studies involved 2,802 schools, 39 studies involving 1,319 elementary schools, 6 studies involving 322 middle schools, 10 studies involving 371 high schools, 8 studies K-8 involving 290 schools and 6 studies involving 499 K-12 schools. Two types of studies were used; convenience samples which included all the schools in a district and purposeful samples that singled out schools as “high performing” within a district or state. The typical study used a questionnaire, asking teachers their perceptions of the principal’s leadership behaviors. Teacher’s input was thought to be the most valid due to their close working relationship with the principals.

Each study was analyzed using a correlation between leadership and student achievement. Overall correlations were obtained which represented a relationship between student achievement and general leadership behavior with the average correlation being .25. This means if one were to take 94,000 school principals in the United States, the schools with principals falling in the top half would have a 25% higher passing rate than the lower half.

The message with this correlation is that the leadership behavior of the principal can have a major effect on the achievement of the students who attend their schools. The computed average correlation is an estimation of the relationship between the leadership behavior and student achievement levels in

schools. These schools were located in the United States or were considered to be in cultures similar to the United States, scores on leadership behavior were computed using sets of correlations that appear to measure the same constructs. Scores of leadership behavior and student achievement were corrected for their lack of reliability Marzano and McNulty and Waters, J.T. (2005).

The average correlation of .25 is based on principal leadership expressed in general terms. The 69 studies were closely examined to identify specific behaviors that are related to principal leadership. There are 21 categories of behaviors which are called responsibilities. Figure 1 identifies the 21 responsibilities and their correlation (r) with student academic achievement Marzano and McNulty and Waters, J.T. (2005).

Two other variables included in the studies' findings are whether leaders identify and focus on those things which had the greatest positive effect on student achievement and the order of change and whether the leader was able to adjust his/her, leadership methods to match the prescribed needed change. Figure 1 below display the 21 responsibilities and their average correlation with student achievement.

Responsibility	Extent the Principal	Average	95% CI	No. of Studies	No. of Schools
1. Affirmation	Recognizes and celebrates accomplishment and acknowledges failures	.19	.08 to .29	6	332
2. Change Agent	Is willing to challenge and actively challenges the status quo	.25	.16 to .34	6	466
3. Contingent Rewards	Recognizes and rewards individual accomplishments	.24	.15 to .32	9	465
4. Communication	Establishes strong lines of communication with and among teachers and students.	.23	.12 to .33	11	299
5. Culture	Fosters shared beliefs and a sense of community and cooperation	.25	.18 to .31	15	819
6. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27	.18 to .35	12	437

Figure 1. The 21 Responsibilities and Their Average Correlations (r) with Student Academic Achievement. (42-43)

Responsibility	Extent the Principal	Average	95% CI	No. of Studies	No. of Schools
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.28	.16 to .39	6	277
8. Focus	Establishes clear goals and keeps those goals in the forefront of the schools' attention	.24	.19 to .29	44	1,619
9. Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22	.14 to .30	7	513
10. Input	Involves teachers in the design and implementation of important decisions and policies	.25	.18 to .32	16	669

Figure 1. Continued.

Responsibility	Extent the Principal	Average	95% CI	No. of Studies	No. of Schools
11. Intellectual Stimulation	Ensures faculty are aware of the most current theories and practices and makes discussion of these a regular aspect of the school's culture	.24	.13 to .34	4	302
13. Knowledge of Curriculum, Instruction, and Assessment	Is knowledgeable about current curriculum instruction and assessment practices	.25	.15 to .34	10	368
14. Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27	.22 to .32	31	1,129
15. Optimizer	Inspires and leads new and challenging innovations	.20	.13 to .27	17	724
16. Order	Establishes a set of standard operating procedures and routines	.25	.16 to .33	17	456

Figure 1. Continued.

Responsibility	Extent the Principal	Average	95% CI	No. of Studies	No. of Schools
17. Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27	.18 to .35	14	478
18. Relationship	Demonstrates an awareness of the personal aspects of teachers and staff	.18	.09 to .26	11	505
19. Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25	.17 to .32	17	571
20. Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33	.11 to .51	5	91
21 Visibility	Has quality contact and interactions with teachers and students	.20	.11 to .28	13	477

Figure 1 Continued. Marzano and McNulty and Waters, J.T. (2005 p.42-43)

The 21 Responsibilities of the School Leader (Marzano and McNulty and Waters, J.T. 2005, p.41-61)

1. Affirmation: The degree a “leader recognizes and celebrates school successes and acknowledges their failures” (p.41). This is a balanced and honest accounting of the school’s endeavors. Specific behaviors and characteristics associated with affirmation responsibility is systematically recognizing and celebrating the accomplishments of the students, the teachers and the school as a whole.
2. Change Agent: The leader’s challenging of the *status quo* and always searching for improvement. Change Agent leaders not only encourage change but protect those willing to take risks. Specific behaviors that are associated with this behavior include challenging the *status quo*, willing to lead change, systematically considering new and better ways of doing all aspects of their organization, and operating at the edge of the school’s competence (p.44-45).
3. Contingent Rewards: The school leaders recognize and reward accomplishments of individual staff members. This is one of the identified behavior features associated with transactional leadership. Singling out teacher for individual accomplishments would seem to appear to a common occurrence but it is rarely found in K-12 schools. Most organizations, including schools, have to set up a system for recognizing staff members. Everyone needs a little pat on the back so leaders must be

very proactive in the recognition of the varying abilities and skills of team members. Behaviors associated with this leadership responsibility include using hard work and results and performance, opposed to seniority, as the basis for rewards and recognition (p.45-46).

4. **Communication:** The extent to which school leaders establish and maintain lines of communication with teachers, students and the community. This leadership responsibility holds the other responsibilities of leadership together. The specific characteristics associated with this leadership responsibility include developing effective means for all staff members to be able to communicate with each other, the leader being easily accessible to staff members and maintaining open and effective lines of communication with all staff members (p.46-47).
5. **Culture:** School culture can be either positive or negative in regards to how it contributes to the overall effectiveness of the school. Principals build a positive culture which influences teachers directly and students and their academic achievement indirectly. The responsibility of culture is defined as “the extent which the leader fosters shared beliefs and a sense of community and cooperation among staff” (p. 48). In contributing to the culture, leaders promote cohesion, well-being, understanding of purpose and a shared vision among the staff (p.47-48).
6. **Discipline:** The important task of reducing or eliminating undue distractions from the teachers. Principals must serve as buffers and filters

to protect teachers from outside interference which is anything that takes away from the main purpose of the education of children; therefore it is a part of instructional leadership. The specific behaviors associated with this responsibility include protecting instructional time from interruptions and/or internal and external distractions (p.48-49).

7. Flexibility: The extent leaders are able and/or willing to adapt leadership behavior to meet the needs of the existing situation and to be comfortable with dissent among staff. Specific behaviors include, but are not limited to, adapting leadership style, being able to be directive or non-directive, encouraging the expression of diverse and contrary opinions, and being comfortable in making major changes in how things are normally done (p.49-50).
8. Focus: The school leaders setting clear goals and keeping those goals in the forefront of the school's attention. The specified leadership behaviors associated with focus include establishing goals for the general functioning of the school, resolving issues involving curriculum, instruction, assessment, and expectations for learners and maintaining attention on established goals (p.50-51) .
9. Ideals/Beliefs: These should be communicated to the staff. Principals need to operate from strong ideals and beliefs about schooling. The leadership behaviors characteristic of this leadership responsibility is having well and easily defined beliefs about school, teaching and learning; being able to

articulate and share these beliefs with others and acting in a way that is consistent with the professed beliefs (p.51).

10. Input: Associated with transformational leadership, Total Quality Management and Instructional Leadership. Input refers to the Principal seeking information or involving staff members in important decisions or policy changes. Effective leaders seek out input from their staffs in all aspects of the school function. Behaviors related to this leadership responsibility include using leadership teams for decision making, and providing opportunities for staff input in all important decisions and the development of school policy (p.51-52).
11. Intellectual Stimulation: The leader ensuring the staff is aware of the most contemporary research regarding theories and practices of effective schools. Engaging the staff in discussions of these theories and practices should be an important aspect of the school's climate and culture. This needs to be a meaningful dialogue so both parties will benefit from the discussion. Many researchers link this responsibility to a change process for organization by making staff aware of new ideas. Behaviors connected to this responsibility included Principal or leaders keeping informed about current research and theory concerning effective schooling, exposing the staff to cutting edge research or theories and creating formats plus fostering systematic discussion on these cutting edge theories and research with regards to effective schooling (p.52-53).

12. Involvement in Curriculum, Instruction, and Assessment: Concerns the direct involvement of the Principal in the design, implementation, instruction, and curriculum assessment at the classroom level. This is considered a critical component in instructional leadership and knowledge of the subject matter and pedagogy equal to that of teachers is another critical component. Superintendents and Principals should visit classrooms on a regular basis with the goal of learning about good teaching and to provide better instructional feedback to staff members. Behavior associated with this responsibility includes being directly involved in helping teachers design activities, analyze assessment data and address any instructional issues (p.53-54).
13. Knowledge of Curriculum, Instruction and Assessment: The obtainment of best practices knowledge. Education leaders must have an extensive knowledge of effective instructional practices, curricular practices, assessment practices and classroom practices (p.54-55).
14. Monitoring/Evaluating: Creating a system of feedback with the leader monitoring the effectiveness of the school functions as it might concern student achievement. Constant feedback must accompany constant evaluation. Behaviors connected to this responsibility include the constant monitoring of all school function as they relate the student achievement and being always aware of the impact school practices or functions have on student achievement (p.55-56).

15. Optimizer: The Principal being optimistic which, in turn, will set the emotional tone of the school. This is the extent the leader will or can inspire others and is the driving force behind the implantation of any challenging innovation. The last behavior associated with this responsibility is the leaders are the example of a positive attitude about the ability of the staff members to accomplish difficult, changeling or complex task (p.56-57).
16. Order: The set of standard operating procedures or structure for the running of the school. It is the opposite of chaos, and all effective schools need order. The behavior related to this responsibility is the establishing routines that allow the school to run smoothly which staff can easily understand and providing and reinforcing clear structures, rules and procedures for staff and students (p.57-58).
17. Outreach: The Principal being an advocate and spokesperson for the school. Principals must be able and willing to communicate to parties inside and outside the school. Some of the behaviors associated with this responsibility are ensuring the schools comply with all district and state mandates, being an advocate for the school with parents, central office and the community (p. 58).
18. Relationships: The school leader demonstrates an awareness of the personal lives of staff members. Leaders must establish and maintain an emotional bond with their staff members. The behavior related to this

leadership responsibility is being informed about significant personal issues and needs, acknowledgment of significant events in the lives of staff members and maintaining personal relationships with staff members (p.58-59).

19. Resources: The leader providing materials and professional development opportunities necessary for the successful execution of their duties to staff members. The behaviors connected to this responsibility are making sure staff their necessary materials and equipment and the staff development which will enhance their teaching, cleaning, nursing or other duties (p.59-60).
20. Situational Awareness: The leader's awareness of the details and undercurrents concerning the functioning of the school and the leader's use of this information when addressing problems. The behaviors related to this responsibility include accurately predicting what could go wrong from day to day, being aware of informal groups and issues in the school that have not surfaced yet but could cause discord (p.60-61).
21. Visibility: The extent the school leader has contact and interacts with teachers, students, parents and the community. Effective Principals are in classrooms every day. This communicates to the staff that the Principal is interested and engaged in daily operations and activities of the school and it provides Principals with an opportunity to interact with teachers and students. The behaviors associated with this leadership responsibility is

making systematic and daily classroom visit, having frequent contact with students and being highly visible to students, staff members and parents (p.61).

Figure 2 displays the 21 responsibilities and associated practices.

Responsibilities (extent to the principal...)	Associated practices
Culture: factors shared beliefs and a sense of community and cooperation	Promotes cooperation among staff Promotes a sense of well-being Promotes cohesion among staff Develops an understanding of purpose Develops a shared vision of what the school could be like
Order: establishing a set of standard operating procedures and routines	Provides and enforces clear structure, rules, and procedures for students Provides and enforces clear structures, rules, and procedures for staff Establishing routines regarding the running of the school that staff understand and follow
Discipline: protects teachers from issues and influences that would detract from their teaching time or focus	Protects instructional time from interruptions Protects/shelters teachers from distractions

Figure 2. Principal Leadership Responsibilities and Practices.

Responsibilities (extent to the principal...)	Associated practices
Resources: provides teachers with materials and professional development necessary for the successful execution of their job	<p>Ensures teachers have necessary materials and equipment</p> <p>Ensures teachers have necessary staff development opportunities that directly enhance their teaching.</p>
Involvement in curriculum, instruction, and assessment: is directly involved in the design and implementation of curriculum, instruction, and assessment practices	<p>Is involved in helping teachers design curricular activities</p> <p>Is involved with teachers to address instructional issues in their classrooms</p> <p>Is involved with teachers to address assessment</p>
Focus: establishing clear goals and keeps those goals in the fore front of the school's attention	<p>Establishes high, concrete goals and expectations that all students meet them</p> <p>Establishes concrete goals for all curriculum, instruction, and assessment</p> <p>Establishes concrete goals for the general functioning of the school</p> <p>Continually keeps attention on established goals</p>

Figure 2. Continued.

Responsibilities (extent to the principal...)	Associated practices
Knowledge of curriculum, instruction, and assessment: is knowledgeable about current curriculum, instruction and assessment practices.	<p>Is knowledgeable about instructional practices</p> <p>Is knowledgeable about assessment practices</p> <p>Provides conceptual guidance for teachers regarding effective classroom practice</p>
Visibility: has quality contact and interactions with teachers and students	<p>Makes systematic frequent visits to classrooms</p> <p>Maintains high visibility around the school</p> <p>Has frequent contact with students</p>
Contingent rewards: recognizes and rewards individual accomplishments	<p>Recognized individuals who excels</p> <p>Uses performance versus seniority as the primary criterion for reward and advancement</p> <p>Uses hard work and results as the basis for reward and recognition</p>

Figure 2. Continued.

Responsibilities (extent to the principal...)	Associated practices
Communication: establishes strong lines of communication with teachers and among students	Is easily accessible to teachers Develops effective means for teachers to communicate with one another Maintains open and effective lines of communication with staff
Outreach: is an advocate and spokesperson for the school to all stakeholders	Assures the school is in compliance with district and state mandates Advocates on behalf of the school in the community Advocates for the school with parents Ensures the central office is aware of the school's accomplishments
Input: involves teachers in the design and implementation of important decisions and policies	Provides opportunity for input on all important decisions Provides opportunities for staff to be involved in developing school policies

Figure 2. Continued.

Responsibilities (extent to the principal...)	Associated practices
Affirmation: recognizes and celebrates school accomplishments and acknowledges failures	<p>Systematically and fairly recognizes and celebrates accomplishments of teachers</p> <p>Systematically and fairly recognizes and celebrates accomplishments of students</p> <p>Systematically acknowledges failures and celebrates accomplishments of the school</p>
Relationship: demonstrates an awareness of the personal aspects of teachers and staff	<p>Remains aware of personal needs of teachers</p> <p>Maintains personal relationships with teachers</p> <p>Is informed about significant personal issues within the lives of staff members</p> <p>Acknowledges significant events in the lives of staff members</p>

Figure 2. Continued.

Responsibilities (extent to the principal...)	Associated practices
Change agent: is willing to and actively challenges the status quo	<p>Consciously challenges the status quo</p> <p>Is comfortable with leading change initiatives with uncertain outcomes</p> <p>Systematically considers new and better ways of doing things</p>
Optimize: inspires and leads new and challenging innovations	<p>Inspires teachers to accomplish things that might seem beyond their grasp</p> <p>Portrays a positive attitude about the ability of the staff to accomplish substantial things</p> <p>Is a driving force behind major initiatives</p>
Ideals/beliefs: communicates and operates from strong ideals and beliefs about schooling	<p>Holds strong professional beliefs about schools, teaching, and learning</p> <p>Shares beliefs about schools, teaching, and learning with staff</p> <p>Demonstrates behaviors that are consistent with beliefs</p>

Figure 2. Continued.

Responsibilities (extent to the principal...)	Associated practices
Monitors/evaluates: monitors the effectiveness of school practices and their impact on student learning	Monitors and evaluates the effectiveness of curriculum, instruction, and assessment
Flexibility: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	<p>Is comfortable with major changes in how things are done</p> <p>Encourages people to express opinions contrary to those with authority</p> <p>Adapts leadership style to needs of specific situations</p> <p>Can be directive or non-directive as the situation warrants.</p>

Figure 2. Continued.

Responsibilities (extent to the principal...)	Associated practices
Situational awareness: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	<p>Is aware of informal groups and relationships among staff of the school</p> <p>Is aware of issues in the school that have not surfaced but could create discord</p> <p>Can predict what could go wrong from day to day</p>
Intellectual stimulation: ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	<p>Keeps informed about current research and theory regarding effective schooling</p> <p>Continually exposes the staff to cutting edge ideas about how to be effective</p> <p>Systematically engages staff in discussions about current research and theory</p> <p>Continually involves the staff in reading articles and books about effective practices</p>

Figure 2 Continued. Waters and Cameron, (2007, p.4-9)

The researchers who conducted the meta-analysis study which identified the 21 leadership responsibilities conducted a factor analysis. The researchers did not find sufficient inter-correlations to warrant eliminating any of the 21 responsibilities. The researchers did uncover an empirical relationship between

the responsibilities and change. There is positive correlation between the 21 responsibilities and first order change .

McRel has developed a “Balanced Leadership Framework” which groups the 21 responsibilities into an organizing structure: Leadership, Focus, Magnitude of Change, and Purposeful Community.

Purposeful community is the collective efficacy and capability to utilize available resources to accomplish outcomes that have meaning to all community members through a mutual agreed on processes. Focus of leadership is the focus of the principal’s improvement initiatives and the magnitude of the changes related to these improvement initiatives. Magnitude of change is the understanding of the nature of change, the change process and the leadership of change (Waters and Cameron, 2007).

Leadership is the foundation of the Balanced Leadership Framework defined above. It is the belief of McRel, “that leaders are continually engaged in focusing the work of the school, leading change with varying orders or magnitude, and developing purposeful community both within the school and in the community at large” Waters and Cameron, (2007, p.16). Effective principals focus the work of the school, lead change, and develop purposeful communities. “Skillfully emphasizing the 21 leadership responsibilities is how they do it” Waters and Cameron, (2007, p.16). Effective principals must accomplish numerous responsibilities simultaneously. A chart of the primary placement of the leadership responsibilities in the framework is located in Appendix III.

Balanced leadership is based in the concept that principals are asked to accomplish many and varied responsibilities in running a school. Not all of these tasks are essential for the improvement of student achievement. It is hoped that through research, principals are able to balance their limited resources in fulfilling important and essential responsibilities.

Balancing when and how to maintain the *status quo* with when and how to challenge it is often the difference between effective and ineffective leadership. Highly successful principals strike an appropriate balance between answering questions with asking them, between stepping up and taking charge with stepping back and letting others lead, between pushing people and systems with supporting them, and between speaking and listening (Waters and Cameron, 2007, p.19).

Principals must lead the changes in their schools. According to Waters and Cameron, (2007), “they must understand which leadership responsibilities to emphasize and how to emphasize them when working with stakeholders” (Waters and Cameron, 2007, p.29). This change will only be successful if principals strengthen theirs and the school’s staff in the “knowledge and use of research on school and classroom practices with the largest effect sizes or predictable influence on student achievement” (Waters and Cameron, 2007, p22).

The review of related literature begins with the implications surrounding the *Brown v. Board of Education* case. Background information is provided concerning a short history of Title I up to the current law No Child Left Behind. A broad overview of leadership in general is given which proceeds into a discussion of principal leadership. Principal leadership is shown in the leadership as having a positive impact on student achievement. The review of literature

closes with an overview of the study by Marzano, McNulty and Waters (2005) which the present study is based upon and the balance framework by Waters and Cameron (2007).

CHAPTER III

METHODOLOGY

The purpose of this study is to determine the relationship between leadership responsibilities of Title I school principals and student achievement.

The research was conducted to answer the following research questions:

1. What are the relationships between the 21 identified leadership responsibilities and practices of Title I school principals and student achievement?
2. Which of the 21 identified leadership responsibilities and practices of principals are perhaps the most influential on student achievement in Title 1 schools in reading and math?
3. What are the relationships among the 21 identified leadership responsibilities of Title 1 school principals and student achievement based on school size and demographics?

Population

The population for this study consisted of principals from Title I schools in the State of Texas that were identified on the Texas Education Agency's web as successful. The list titled "Title I, Part A, Recognized Campuses by Region 2007-2008" consisted of a list of schools reported by Educational Service Center Regions. The Recognized Campuses by Region report contained 171 schools, split into two sections: Title I, Part A Distinguished-Performance and Title I, Part A

Distinguished-Progress schools. There are 134 schools listed in the Distinguished Performance portion and 37 schools listed on the Distinguished Progress portion. According to TEA's web site, the criterion established for inclusion in the list is shown below in Table 1.

Table 1. Celebrating the Success of Title I, Campuses 2007-2008.

134 Distinguished Performance Schools

- Title I, Part A Campus 2005-2006, 2006-2007; and 2007-2008
- 40% or more low-income in 2007-2008;
- Met Adequate Yearly Progress (AYP) in 2006 and 2007;
- Spring 2007 Exemplary
- Spring 2006 Exemplary or Recognized; and
- Spring 2005 Exemplary or Recognized.

37 Distinguished Progress Schools

- Title I, Part A Campus 2005-2006, 2006-2007; and 2007-2008
- 40% or more low-income in 2007-2008;
- Met AYP in 2006 and 2007;
- Spring 2007 Exemplary;
- Spring 2006 Exemplary or Recognized; and
- Spring 2005 Academically Unacceptable or Academically Acceptable'.
(TEA, 2009)

The survey for this study was sent to 92 of the 171 schools. Table 2 below demonstrates the data on the responding schools. The population of the study consisted of 48 principals including 40 completed and 8 incomplete surveys. These campuses represent an educational effect on 17,608 Title I students. The grades included were from EE-8. All of the schools were elementary level with

the exception of 2 middle schools listed in bold type on Table 2. Also listed in italics are three schools; two of which are academies and one charter school. The schools listed in Table 2 were exclusively from the Distinguished Performance portion of Exhibit 5, shown previously.

Table 2. Data on Schools Who Answered Questionnaire.

ESC	School	Pop	Grades	Reading	Math	% AA	% Hisp	% Whit
1	Lincoln Elementary	606	EE-5	92	95	0.5	97.4	1.5
	Sam Houston El	705	EE-5	91	94	0.1	99.1	0.3
2	George West El	48	4,5,6	95	95	2.4	56	40.3
	George West Pri	326	PK-3	99	99	0.9	55.4	42.8
3	Point Comfort El	86	Pk-5	97	91	1.2	33.7	65.1
	Van Vleck	285	EE-3	99	94	16.8	19.6	62.8
	O'Connor El Magnet	602	PK-5	96	94	12.9	74.1	12.6
4	Stephens El	991	K-4	99	97	9	86.6	3
	<i>Raymond Academy</i>	<i>956</i>	<i>K-4</i>	<i>97</i>	<i>99</i>	<i>10.6</i>	<i>78.2</i>	<i>7.5</i>
	Southside El	411	1,2,3,4	96	98	5.4	49.9	43.8
	Angleton Middle	922	5,6	97	99	15.1	39.4	44
	Lavace Steward El	552	EE-5	96	97	1.3	51.2	44.7
	Tice El	648	EE-5	99	99	33.7	63	2.3
	Taylor Ray El	706	EE-5	98	99	6.1	79.3	14
	Travis El	733	EE-5	87	91	16.3	59.5	22.8
	Bowie El	658	EE-5	97	97	6.3	85.3	8.1
5	French El	429	EE-5	93	90	96.3	1.2	2.3
	WoodcrestEl	260	K-3	99	92	2.7	11.9	83.5
6	Krause El	687	PK-4	97	95	20.4	30.3	48.4
	Reynolds El	505	Pk-5	96	98	7.2	12.7	79.3
	Montgomery El	577	Pk-3	96	93	11.7	9.6	77

Table 2. Continued

ESC	School	Pop	Grades	Reading	Math	% AA	% Hisp	% Whit
7	Harleton El	318	Pk-5	99	97	4.1	3.1	90.9
	Harmony El	299	Pk-3	97	84	1	15.2	83.4
	Wooden El	368	Pk-5	91	91	6.9	36.2	56.9
8	Dekalb El	290	EE-4	91	92	27.7	8	61.9
	Malta El	118	EE-8	95	91	0	2.6	94.8
9	Knox City El	156	EE-4	93	93	7.1	36.1	56.8
10	Layne El	255	K-5	95	94	6.7	9.8	79.2
	Bowie El	462	1,2,3	98	94	10.4	56.8	32.3
	Whitewright El	349	Pk-5	99	99	6.6	8	84.8
	Lucy Mae McDonald	304	1,2,3	96	92	7.9	53.9	37.8
	Bland El	214	EE-4	95	95	3	22.4	74.1
11	Shady Oaks El	460	Pk-6	96	96	3.3	48.5	45.4
	Liberty El	513	EE-4	96	97	5.1	36.8	55.7
16	Gruver El	146	Pk-4	96	99	0	52.1	45
	West Texas El	288	EE-5	99	94	1.4	14.6	80.6
18	Iraan Jr High	80	6,7,8	99	97	3.4	46.6	48.9
19	<i>Howard Burnbam</i>	257	<i>K-3</i>	97	99	4.7	73.5	14.4
	Tornillo El	468	Pk-3	95	91	0	100	0
20	<i>Baskin Academy</i>	570	<i>EE-6</i>	94	92	5.5	86.4	6.9
		17608				381.7	1804	1755.9
	Mean of Population	440			MEAN	9.543	45.1	43.8975

Procedures

The school information listed on TED included email addresses for the principal or a school contact email address. A majority of the incidents found the school contact email to be the principal's email. If the principal's address was not provided; the principal/school was excluded from the study. There were 66 schools from which adequate contact information was not obtained. The principal's email addresses obtained were loaded into a database on SurveyMonkey under the researchers account. The survey letter with an embedded email address was emailed to the principals. When messages were received relating that the email was "undeliverable"; the principal was excluded from the study. This emailing of the survey involved 105 addresses of which 13 were undeliverable, leaving 92 "good addresses".

A survey letter was sent to each of the remaining web addresses asking the principals to respond to a 92 questionnaire items. The survey was sent out a total of 5 times beginning in December 2008 with the last being sent April 2009. The timing of the survey was important due to the many factors including the responsibilities associated with the office of principal, the state assessment system and the length of the instrument.

The initial distribution of the survey had a web link embedded into, whereupon the recipient would click on the link and take the survey. This method was abandoned in favor of an email link the receiver clicked on and sent an email response to the sender. This facilitated the researcher in obtaining information

concerning school demographics and data on student performance. The student achievement data was paramount due the nature of the research questions. A total of 40 were received using the later technique with an email link, and 8 responses were obtained utilizing the embedded web link technique for a total of 48 responses.

Response Rate

Due to validity issues associated with the instrument, the entire 92 were included in the survey questionnaire. This created a questionnaire of significant length, generating a concern for the response rate.

The overall rate of return for the survey was 48 responses out of 92. This established a rate of return of 52.17%. With a per question response rate ranging from a high of 48 to a low of 40 on the 92 items, this equates to a range of 52.17% to a 43.47% response rate. This provides an average rate of response being 47.61%.

Instrumentation

One survey instrument was utilized for this study (See Appendix VI). According to Marzano, McNulty and Waters (2005), the survey instrument was a 92 item questionnaire for building principals. The survey consists of 92 items which rate the 21 identified responsibilities and additional items designed to determine the extent the school is involved in first and second order change. The survey uses a four-point response format for each item (Marzano, R.J., and

McNulty B. A., Waters, J.T., 2005 p. 162-164). Table 3 below reveals the responses for the questionnaire items.

Table 3. 4-point Response System

- 1-This characterizes me and my school to a great extent
 - 2- This characterizes me and my school to a limited extent
 - 3-This somewhat characterizes me or my school
 - 4-This does not characterizes me or my school
- Marzano, R.J., and McNulty B. A., Waters, J.T., (2005 p.161)

The four responses reflect the extent a principal applies to each of the leadership responsibilities. A response of “characterizes me and my school to a great extent” indicates the principal uses a large amount of leadership. The “characterizes me and my school to a limited extent” response indicates the principal applies leadership to a limited amount. The response of “somewhat characterizes me or my school” indicates the principal uses their leadership abilities only somewhat or very limited. A principal’s lack of utilizing their leadership talents in an area is indicated by the response of “not characterizes me or my school.”

The validity of the instrument was previously established by the Meta-Analysis study conducted by McRel. With this establishment of validity for the questionnaire, the entire 92 items were incorporated in this study. Verbal and

written permission to use the 92 item questionnaire was obtained from Dr. Timothy Waters (2005), CEO of McRel).

Data Analysis

Results of the study have been reported utilizing numeric tabular formats. The data collected from the questionnaire was downloaded onto an Excel spreadsheet from surveymonkey. This data was loaded into SPSS 16.0 for Windows Student Version. To analysis the 21 responsibilities, the response data from the 92 questions was organized under each of the 21 responsibilities headings and first-order or second-order change factor. Table 4 exhibits the location of the questions from the survey located in Appendix VI with respect to the responsibilities and change order.

Table 4. Location of Questions Items in Relationship to the 21 Responsibilities.

First Order Change	Item	Visibility	Item	Flexibility	Item
	28		10		21
	30		33		43
	88		55		66
Second Order Change	Item	Contingent Rewards	Item		47
	1		11	Situational Awareness	
	62		34		22
	46		90		44
	69		74		91
	52	Outreach	Item		82
	29		13		85
Culture	Item		36	Intellectual Stimulation	Item
	26		58		23
	2		75		45
	48	Input	Item		68
	56		14		83
	67		37	Communication	Item
Order	92		59		12
	Item	Affirmation	Item		35
	4		15		57
	27		38	Ideals/beliefs	Item
	49		60		19
Discipline	Item	Relationships	Item		64
	5		16		79
	3		39		87
	70		61	Monitoring/Evaluating	Item
	71		76		20
Resources	Item	Change Agent	Item		42
	6		17		65
	89		40		80
	51		24	Knowledge of CIA	Item
Involvement in CIA	Item		77		9
	7	Optimizer	Item		32
	25		18		54
	50		41		73
Focus	Item		63		
	8		78		
	31				
	53				
	72				
	84				
	86				

A table showing the breakdown of the 21 responsibilities according to the balanced framework model established by Waters and Cameron (2007) is located in Appendix III. The item responses from the 21 responsibilities listed in Table 4 were placed in three categories titled purposeful, focusframework and magnitude. Each of these differing categories was loaded into SPSS for analysis.

Several statistical procedures were conducted on the data to answer the research questions. A general set of descriptive statistics procedures was conducted utilizing the differing variables. These descriptive statistics procedures included central tendencies the mean, standard error of mean, median, mode, standard deviation, variance, skew, standard error of skew, Kurtosis, standard error of Kurtosis, range, minimum and maximums, and Spearman's Correlation Coefficient.

Research Questions

1. What are the relationships between the 21 identified leadership responsibilities of Title I school principals and student achievement?

General descriptive statistics were obtained on the data set to determine a relationship between the responsibilities and student achievement exist. A Spearman product-moment correlation coefficient was conducted to determine the extent of the relationship.

2. Which of the 21 identified leadership responsibilities and practices of principals are perhaps the most influential on student achievement in Title 1 schools in reading and math?

The statistics described above were conducted on the variable data sets of reading and math. What are the relationships among the 21 identified leadership responsibilities of Title 1 school principals and student achievement based on school size and demographics?

Using the statistical procedure described above, the researcher conducted analysis on the demographic areas of the school size data and ethnic breakdown. This analysis used the data from those individual school scores which met the previous criteria. A Spearman correlation was conducted to determine the relationship between school size (population) and combination, math, reading and the ethnic groups.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this study is to investigate the relationship between Leadership responsibilities of Title I school principals and student achievement. Principals from 92 successful schools were surveyed using a questionnaire validated in a study conducted by McRel. The 48 responses to this questionnaire were the data used in the quantitative analysis.

The analysis of this study is presented including descriptive and inferential statistics. Version 16 of SPSS Student Version for Windows was utilized to analyze the quantitative data. A presentation of the general descriptive statistical data from the differing data variables was provided. Following the presentation of the general descriptive statistics, analyses were presented to respond to the research questions listed below:

Research Questions

1. What are the relationships between the 21 identified leadership responsibilities of Title I school principals and student achievement?
2. Which of the 21 identified leadership responsibilities and practices of principals are perhaps the most influential on student achievement in Title 1 schools in reading and math?

3. What are the relationships among the 21 identified leadership responsibilities of Title I school principals and student achievement based on school size and demographics

Procedures and Presentation

The data was loaded into the SPSS program included these variables: 1st order change, 2nd order change, 21 responsibilities, Purposeful, Focusframework, Magnitude, AA, Hispanic, White and Population. As indicated in the Limitations section, to correct for missing data the data mean of the complete responses was inserted for eight missing data on AA, Hispanic, White and Population variables. The mean replacement was not expected to affect the distribution of the data, but might lower the standard error of the mean. For clarification please see Appendix IV.

Table 5 displays the data obtained from the Kolmogorov-Smirnov (K-S) test. According to Field, if the K-S is significant, then the scores are significantly different from a normal distribution (Field, 2009). The central tendency table and the K-S test confirm a data set that is significantly positively skewed. This lack of central distribution is a major concern in performing statistical analysis; the majority of the statistical tests require a central tendency to garner accurate results. A Spearman's Correlation statistical analysis was conducted.

Table 5. One-Sample Kolmogorov-Smirnov Test (sig. = less than .05)

Responsibility	Kolmogorov-Smirnov	Significance Level
First Order	1.448	.03 *
Second Order	1.208	.108
Culture	2.867	.000 *
Order	2.220	.000 *
Discipline	1.936	.001 *
Resources	2.629	.000 *
Involvement in CI	1.822	.003 *
Focus	2.540	.000 *
Knowledge of CI	1.705	.006 *
Visibility	3.090	.000 *
Rewards	2.528	.000 *
Outreach	2.846	.000 *
Input	1.602	.012 *
Affirmation	2.735	.000 *
Relationships	2.070	.000 *
Change Agent	1.184	.121
Optimizer	2.322	.000 *
Ideals and Beliefs	2.759	.000 *
Monitoring	2.232	.000 *
Flexibility	2.329	.000 *
Awareness	1.732	.005 *
Stimulation	1.086	.189
Communication	2.816	.000 *
Purposeful	1.885	.002 *
Focus Framework	1.881	.002 *
Magnitude	1.4797	.023 *
Combination	.828	.499

Table 5. Continued.

Responsibility	Kolmogorov-Smirnov	Significance Level
Reading	1.491	.026 *
Math	1.010	.259
AA	1.189	.118
Hispanic	.722	.675
White	1.090	.186
Population	.860	.450

*Denotes value is Significant at the 0.05 Level

Below are the four responses to the survey. An extreme positive response is a “1” and on the other extreme is a negative response a “4”. The Spearman chart on Table 6 displays an inverse of the output, meaning a negative is a positive and a positive is a negative.

- 1-This characterizes me and my school to a great extent
- 2- This characterizes me and my school to a limited extent
- 3-This somewhat characterizes me or my school
- 4-This does not characterizes me or my school

Presentation of Data Findings

Question #1

What are the relationships between the 21 identified leadership responsibilities of Title I school principals and student achievement?

To determine the relationship between Title I school principals and student achievement a Spearman correlation between the responsibilities and combination was conducted. Combination is the mean of reading scores and math scores. Displayed in the tables below are a short description of each variable (leadership responsibility) and the Spearman's correlation of each of the leadership responsibilities. The leadership responsibilities are presented in rank order, greatest correlation first. For supportive tables See Appendix IV which displays the Spearman's output tables. Positive scores were found between combination and fourteen of the leadership responsibilities. This may indicate principals of successful Title I schools are proactive with their leadership which increases student overall achievement.

Table 6. Spearman Output for Combination Listed in Rank Order

Leadership Responsibility	The extent to which the Principal...	Spearman's Correlation
Input	Involves teachers in the design and implementation of important decisions and policies	.169
Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.163
Change Agent	Is willing to challenge and actively challenges the status quo	.160
Involvement in Curriculum, Instruction and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices.	.152
Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.152
Visibility	Has quality contact and interactions with teachers and students	.136
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.131
Knowledge of Curriculum, Instruction and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices.	.129
Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.058
Relationship	Demonstrates an awareness of the personal aspects of teachers and staff	.048
Outreach	Is an advocate and spokesperson for the school to all stakeholders	.040
Order	Establishes a set of standard operating procedures and routines	.031

Table 6. Continued.

Leadership Responsibility	The extent to which the Principal...	Spearman's Correlation
Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.026
Focus	Establishments clear goals and keeps those goals in the forefront of the school's attention	.018
Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	-.001
Contingent Rewards	Recognizes and rewards individual accomplishments	-.009
Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	-.010
Optimizer	Inspires and leads new and challenging innovations	-.021
Culture	Fosters shared beliefs and a sense of community and cooperation	-.028
Communication	Establishes strong lines of communication with and among teachers and students	-.051
Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	-.052

Question #2

Which of the 21 identified leadership responsibilities and practices of principals are perhaps the most influential on student achievement in Title 1 schools in reading and math?

To determine which of the Leadership responsibilities emerged as the most influential on student's math and reading achievement a Spearman correlation

between the 21 leadership responsibilities and math and reading was conducted. Displayed in the table below is short description of each leadership responsibility and the Spearman's correlation on each of the 21 Leadership responsibilities. The leadership responsibilities are presented in rank order. Findings indicate an insignificant correlation between math and the 21 leadership responsibilities, with only seven leadership responsibilities being positively correlated. Reading had a strong correlation with all of the leadership responsibilities being positively correlated. Table 7 is a display showing the correlations for Math and Table 8 display the correlations for reading.

Table 7. Spearman Output for Math

Leadership Responsibility	The extent to which the Principal	Spearman's Correlation
Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.103
Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.103
Change Agent	Is willing to challenge and actively challenges the status quo	.086
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.059
Input	Involves teachers in the design and implementation of important decisions and policies	.059

Table 7. Continued.

Leadership Responsibility	The extent to which the Principal	Spearman's Correlation
Involvement in Curriculum, Instruction and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices.	.020
Knowledge of Curriculum, Instruction and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices.	.014
Visibility	Has quality contact and interactions with teachers and students	-.034
Relationship	Demonstrates an awareness of the personal aspects of teachers and staff	-.039
Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	-.07
Outreach	Is an advocate and spokesperson for the school to all stakeholders	-.071
Focus	Establishments clear goals and keeps those goals in the forefront of the school's attention	-.093
Order	Establishes a set of standard operating procedures and routines	-.096
Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	-.101
Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	-.114
Optimizer	Inspires and leads new and challenging innovations	-.116
Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	-.126

Table 7. Continued.

Leadership Responsibility	The extent to which the Principal	Spearman's Correlation
Contingent Rewards	Recognizes and rewards individual accomplishments	-.130
Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	-.134
Culture	Fosters shared beliefs and a sense of community and cooperation	-.139
Communication	Establishes strong lines of communication with and among teachers and students	-.155

Table 8 displays the correlations for the Reading portion of the study.

Table 8. Spearman Output for Reading

Leadership Responsibility	The extent to which the Principal...	Spearman's Correlation
Visibility	Has quality contact and interactions with teachers and students	.296 *
Involvement in Curriculum, Instruction and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices.	.282
Input	Involves teachers in the design and implementation of important decisions and policies	.225
Knowledge of Curriculum, Instruction and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices.	.223
Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.220
Change Agent	Is willing to challenge and actively challenges the status quo	.217

Table 8. Continued.

Leadership Responsibility	The extent to which the Principal...	Spearman's Correlation
Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.200
Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.199
Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.188
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.179
Outreach	Is an advocate and spokesperson for the school to all stakeholders	.174
Order	Establishes a set of standard operating procedures and routines	.174
Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.154
Relationship	Demonstrates an awareness of the personal aspects of teachers and staff	.148
Focus	Establishments clear goals and keeps those goals in the forefront of the school's attention	.144
Contingent Rewards	Recognizes and rewards individual accomplishments	.133
Culture	Fosters shared beliefs and a sense of community and cooperation	.123
Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.101

Table 8. Continued.

Leadership Responsibility	The extent to which the Principal...	Spearman's Correlation
Optimizer	Inspires and leads new and challenging innovations	.099
Communication	Establishes strong lines of communication with and among teachers and students	.097
Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.066

*Denotes Correlation is significant at the 0.05 level (Two Tailed)

Question #3

What are the relationships among the 21 identified leadership responsibilities of Title 1 school principals and student achievement based on school size and demographics?

Table 9 below displays the correlation data obtained from this study concerning school size and how it relates to student achievement. The findings reveal a positive relationship between population and combination ($r_s = .187$), math ($r_s = .234$) and reading ($r_s = .045$). This may or may not suggest the population of the school does not matter for schools for success in reading. The population of the school is shown as a major factor in the area of math achievement for Title I schools.

Table 9. Spearman Output for Population

Population	Combination	Math	Reading	AA	Hispanic	White
Correlation	.187	.234	.045	-.302	.510	-.568
Significance	.202	.109	.760	.037 *	.000 *	.000 *

*Denotes Correlation is significant at the 0.05 level (Two Tailed)

Table 10 below displays the correlations between combination and the ethnic groups of African Americans ($r_s = .012$), Hispanic ($r_s = .154$) and White ($r_s = -.029$). This suggests Hispanic in Title I successful schools are significantly outperforming the other ethnic groups when math and reading scores are combined.

Table 10. Spearman Output for Combination

Responsibility	AA	Hispanic	White
Correlation	.012	.154	-.029
Significance	.935	.297	.847

Table 11 below exhibits the correlations between math and the ethnic groups of African Americans ($r_s = -.037$), Hispanic ($r_s = .253$) and White ($r_s = -.157$). These findings are not conclusive with math.

Table 11. Spearman Output for Math

Responsibility	AA	Hispanic	White
Correlation	-.037	.253	-.157
Significance	.805	.082	.287

Table 12 displays the correlations between reading the ethnic groups of African Americans ($r_s = -.052$), Hispanic ($r_s = -.007$) and White ($r_s = .147$). These findings suggest reading is more language dependent compared to math. Reading in this study, was shown to be more universal with more school and community involvement needed for success. The findings are inconclusive.

Table 12. Spearman Output for Reading

Responsibility	AA	Hispanic	White
Correlation	-.052	-.007	.147
Significance	.727	.961	.319

Balanced Leadership Framework

Table 13 below exhibit the results of the study concerning the balanced leadership framework. The findings are inconclusive in determining if all the leadership framework components are important or a balance approach is needed for student achievement in successful Title I schools.

Table 13. Spearman Output for Balanced Leadership Framework and Combination

Responsibility	Purposeful Framework	Focus	Magnitude
Correlation	.145	.165	.153
Significance	.326	.263	.299

Table 14 below shows the positive correlation of the balanced leadership framework and the subject area of math. The math correlation is significantly lower than the correlations of reading by up to 17 points or combination by up to 10 points. These findings indicate the principal's leadership may possibly had a smaller impact on student achievement in math.

Table 14. Spearman Output for Balanced Leadership Framework and Math

Responsibility	Purposeful	Framework	Focus	Magnitude
Correlation	.071	.064	.084	
Significance	.632	.665	.569	

Table 15 below displays the data for the Balanced Leadership Framework and the academic area of reading. The focus framework and reading have the highest correlation with a $r_s = .24$ positive correlation. These results do not reveal a positive impact of the principal's leadership in the area of reading for the Title I school student achievement. Reading is a campus wide endeavor, requiring leadership of the principal to have the campus conduct a uniformed effort to achieve success.

Table 15. Spearman Output for Balanced Leadership Framework and Reading

Responsibility	Purposeful	Framework	Focus	Magnitude
Correlation	.217	.240	.212	
Significance	.138	.100	.148	

Table 16 below shows a significant positive correlation between population and the three areas of the balanced framework. These findings display the positive correlation of each of three areas of the balanced framework and population with each area being statistically significant. Also these findings suggest a balance approach of the principal's leadership is needed to increase student achievement and that the size of the school maybe an important factor concerning student achievement, with the maximum effect reached at a population of 440 (mean of the study group) in this study.

Table 16. Spearman Output for Balanced Leadership Framework and Population

Population	Purposeful Framework	Focus	Magnitude
Correlation	.294	.306	.322
-.Significance	.042 *	.034 *	.026 *

*Denotes Correlation is significant at the 0.05 level (Two Tailed)

Table 17 below displays the correlations for first order and second order change and the areas of reading, math and combination. Math correlation differed approximately 10 to 13 points compared to reading, indicating math is considerably more static than reading with regards to change. There is no

indication that a correlation between first order and second order and combination, math and reading exists.

Table 17. Spearman Output for First Order and Second Order change

	First Order	Second Order
Combination	.045 Sig. .760	.071 Sig. .634
Reading	.147 Sig. .320	.141 Sig. .338
Math	-.012 Sig. .936	.019 Sig. .900

Summary of Findings

This study involved the analysis of the results of a 92 item survey returned from 48 successful Title I principals. The 92 items were grouped into 21 leadership responsibilities, first and second order change. The analysis consisted of a Spearman Correlation Coefficient to determine the relationship between the 21 Leadership responsibilities and Student achievement. There are three research questions to answer.

The first research question was an examination of the relationship between the 21 leadership responsibilities of Title I principals and student achievement. The overall indication is that a substantial relationship existed between the 21

leadership responsibilities and combination (reading and math average). The overall findings a positive relation (not significant) indicated perhaps may or may not be proactive with their leadership which increases student overall achievement.

The second research question was an examination of the most influential 21 leadership responsibilities of Title I schools student achievement in math and reading. The indication of influence of the 21 leadership responsibilities and math was that a strong correlation does not exist. There are seven positively correlated Leadership responsibilities ranging from $r_s = .103$ to $r_s = .014$ suggest student achievement may be more affected by the educational conduct within the classroom compared to leadership of the principal (outside the classroom).

There is a significantly strong statistical correlation between the leadership responsibilities and reading. All 21 leadership responsibilities are positively correlated with reading that may strongly suggest student achievement is dependent on the leadership of the principal to create a school or campus wide effort.

The third research question was an examination of the relationship between the 21 leadership responsibilities of Title I principals and student achievement based on school size and demographics. The findings indicated a significant correlation between student achievement and population, a greater correlation between math and population and particularly small correlation between reading and population. This finding indicated that the size of the school does matter with

regards to combination and math student achievement of Title I schools. The size of the school had little effect on student achievement in the area of reading. This supported the findings of research question 2 indicating reading was a campus wide endeavor.

The research of related literature uncovered the balanced leadership framework which grouped the 21 Leadership responsibilities of Title I principals into three categories. Overall indications are a positive correlation exists between the purposeful community variable and combination ($r_s = .145$), reading ($r_s = .217$) and math ($r_s = .071$). The greatest positive correlation was with reading and the least correlation concerning math. These findings indicate community involvement is more important to reading compared to math, supporting previous conclusions of math achievement being classroom focused.

There is an indication of a strong correlation among the focus of leadership variable and combination ($r_s = .165$), reading ($r_s = .24$) and math ($r_s = .064$). The correlation between focus of leadership and reading was significantly correlated while the correlation with math was considerably less strong and not statistically significant. These findings support the leadership of the principal being important in getting the campus and school community involved in the reading program. Math student achievement was shown again to be more dependent on classroom activities.

The positive correlation with magnitude of change variable and reading ($r_s = .212$) was particularly correlated while math ($r_s = .084$) was not strongly

correlated. The positive correlation between magnitude of change and combination was $r_s = .153$. These findings indicate reading is more dynamic or complex when compare to the stability of math. The overall indication is that no strong correlation exists between first and second order change and student achievement.

The correlation between First and Second Order change and Reading was $r_s = .147$ and $r_s = .141$ respectfully. The correlation with combination was lower positive correlation at $r_s = .045$ and $r_s = .071$ respectfully. The correlation with math showed little or no positive correlation at $r_s = -.012$ and $r_s = .019$ correlations respectfully. These findings support conclusions concerning magnitude of change which showed reading being more complex and dynamic in nature compared to math.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study is to investigate the relationship between the leadership responsibilities of Title I school principals and student achievement. Principals from 48 successful schools were surveyed using a questionnaire validated in a study conducted by Marzano and McNulty and Waters, J.T. (2005). The 48 responses to this questionnaire are the data used in the quantitative analysis.

A review of the current literature was conducted to acquire a comprehensive review of the achievement gap, Title I, leadership and principal leadership including the leadership responsibilities of school principals. This review focused on the leadership surrounding the office of principal in public schools and how the leadership from this position could close the achievement gap in our school system.

Three questions were presented to investigate the relationship between school principal leadership practices and the closing of the student achievement gap.

1. What are the relationships between the 21 identified leadership responsibilities of Title I school principals and student achievement?

2. Which of the 21 identified leadership responsibilities of principals are perhaps the most influential on student achievement in Title 1 schools in reading and math?
3. What are the relationships among the 21 identified leadership responsibilities of Title 1 school principals and student achievement based on school size and demographics?

Summary of Findings, Conclusions, and Recommendations

A review of the literature to establish a theoretical framework and an analysis of the collected data by this researcher are the basis for the review of findings and conclusions for the research questions presented.

Research Question #1

What are the relationships between the 21 identified leadership responsibilities of Title I school principals and student achievement?

The findings of this research showed a positive correlation with 14 of the leadership responsibilities and the different leadership styles of principals. Fourteen (14) leadership responsibilities were positively correlated to the overall student achievement. Since Title I schools serve students in need, this finding agrees with research conducted by Leithwood et al, indicating that leadership will have the largest effect where it is needed the most (2004). The first eight leadership responsibilities (1-8) have a positive correlation above $r_s = .12$. The highest correlated leadership responsibility was Input indicating that the principal

involves teachers in the design and implementation of important decisions and policies. The positive correlation was $r_s = .169$. The second highest correlated leadership responsibility, Situational Awareness at $r_s = .163$ positive correlation indicated that the principal was aware of details and used this information to address current and potential problems. The sixth ranked responsibility, Visibility $r_s = .136$ was the quality contact and interaction the principal has with teachers and students.

Hallinger, Bickman and Davis (1996) found that principals contributed to a school's effectiveness, even if that contribution was indirect in nature. According to Cotton, "Schools with desirable levels of student achievement are consistently shown by researchers to have strong administrative leadership" (Cotton, 2000, p.8). Leithwood et al., (2004) found that large scale quantitative studies systematically underestimated leadership effects in schools where it would have the greatest value.

Four of the top eight responsibilities concerned the principal's relationship with curriculum and instruction. The third ranked responsibility was Change Agent $r_s = .16$, the principal challenging the status quo. With the diverse nature of schooling, the principal must seek solution to new problems concerning C and I and other issues. The fourth ranked leadership responsibility was Involvement in Curriculum and Instruction and Assessment $r_s = .152$ and the eighth ranked was Knowledge of Curriculum and Instruction and Assessment $r_s = .129$. These two leadership responsibilities demonstrated the depth of involvement of the

successful principal in the technical core of schooling. Involvement in C and I was direct involvement in the design and implementation of C and I, Knowledge of C and I concerned the principal's knowledge of current C and I practices. The seventh ranked leadership responsibility, Discipline $r_s = .131$ addressed the principal as a protector of teachers from issues and influences detracting teachers away from the technical core of schooling; teaching students. Detractors included student management issues, scheduled student events, assessment issues and other influences having the potential of preventing the students and teacher time on task.

The last of the top eight Leadership responsibilities was Intellectual Stimulation $r_s = .152$ or the principal ensuring that the faculty and staff was aware of current theories and methods and create an environment for discussion of these issues as a regular aspect of the school's culture. This responsibility was ranked fifth, reaffirming schools as learning communities, teachers as life-long learners and book studies for the benefit of staff.

The next six leadership responsibilities were correlated positively ranging from $r_s = .058$ to a $r_s = .018$. These leadership responsibilities include Resources, Relationship, Outreach, Order, Affirmation, and Focus. As the responsibilities were reviewed beginning with Resources ($r_s = .058$) and moving to Focus ($r_s = .018$), there is movement away from the technical core (teaching). The data illustrated principals being extremely alert to the technical core of school.

While the remaining seven leadership responsibilities demonstrate a continuing movement of the principal's alertness away from teaching; this is not to imply that they are not important to the success of schools or their principals. The overall impression from the data from this portion of the study suggests that these leaders could possibly be more focused on other items leading to overall student achievement.

These findings are supported by Hallinger and Heck (1996) who found that principals play an important role in school effectiveness. Leadership is vital to the functioning of an effective school (Hoy and Miskel, 2008). "Leadership is an essential ingredient for ensuring that all children in America get the education they need to succeed" (p.2 Wallace Foundation 2007).

Educational leaders are a major determining factor to the success of their schools. When both the direct and indirect effects are considered, leadership accounts for in the order of a quarter of the total effect on student learning Leithwood et al., (2004). According to the research of Hallinger and Heck (1998), school principals exercise a measurable, though indirect, effect on school effectiveness and student achievement. According to Leithwood et al., (2004) leadership as a factor which affects student learning, is second only to instruction in the classroom. Quantitative school effectiveness studies indicated that classroom factors explain only a slightly larger proportion of the variation in student achievement which is about one third (Hallinger and Heck 1996). If principals target "instructional practices that disproportionately benefit minority

students, they (principals) can help remedy the achievement gap” (Wenglinsky, 2004, p.4)

Research Question #2

Which of the 21 identified leadership responsibilities of principals are perhaps the most influential on student achievement in Title 1 schools in reading and math?

This research project revealed that all of the 21 leadership responsibilities were positively correlated to successful student achievement in reading. Reading being a key component of future academic endeavors, the finding of positive correlations illustrates the extent successful Title I principals were involved in reading.

The highest correlated leadership responsibility with reading was visibility. Visibility is the principal having “quality contact and interactions with teachers and students” Marzano and McNulty and Waters, (2005, p.43). This leadership responsibility was positively correlated with reading at $r_s = .296$ which was statistically significant.

The leadership responsibility of Input was the principal involving teachers in the design and implementation of curriculum, instruction, and assessment practices Marzano and McNulty and Waters, (2005, p.42). This leadership responsibility had a $r_s = .225$ correlation demonstrating that the principal’s quality interactions with teachers centered on the design and implementation of the curriculum, instruction and assessment of reading practices. Such curriculum,

instruction and assessment practices need to be the most current theories and practices available. The ongoing discussion of these current reading practices was displayed in the leadership responsibility of Intellectual Stimulation, positively correlated at $r_s = .20$, the seventh ranked leadership responsibility.

The second and fifth highest correlation were Involvement in Curriculum, Instruction and Assessment ($r_s = .282$ correlation) and Knowledge of Curriculum, Instruction and Assessment ($r_s = .22$ correlation) respectfully. This strongly illustrated that successful Title I principals are extremely engaged with the reading curriculum and instruction. This involvement and knowledge of the current issues concerning reading curriculum and instruction entails the successful Title I principal is willing to challenge the *status quo* or to seek out new methods to increase student achievement Marzano and McNulty and Waters, (2005, p.43). This was demonstrated in the leadership responsibility of change agent with a $r_s = .217$ positive correlation and ranked sixth.

Marzano, McNulty and Waters (2005) stated that successful principal was aware of the details and undercurrents in the operation of the school and used this information to address current and potential problems concerning the student achievement in reading. Findings in this study supported the statement that the leadership responsibility Situational Awareness having a $r_s = .22$ positive correlation and ranked fifth.

The eighth ranked leadership responsibility was Affirmation with a $r_s = .199$ positive correlation. Affirmation was the principal recognizing and

celebrating the accomplishments of students and staff in reading (Marzano and McNulty and Waters, 2005). This was illustrated as giving rewards in literacy programs and that presented as extremely important to the school's reading program. The inverse of the leadership responsibility of Affirmation is acknowledging failures and mistakes, shown by analysis of reading scores from informal and formal sources (Marzano and McNulty and Waters 2005).

The remaining thirteen Leadership responsibilities were positively correlated ranging from $r_s = .188$ (Resources) to $r_s = .066$ (Flexibility). These leadership responsibilities were important to successful reading programs on Title I Schools. Resources $r_s = .188$ is the principal providing teachers with needed supplies and the professional development necessary for teachers to successfully perform their jobs (Marzano and McNulty and Waters 2005). Discipline $r_s = .179$ is the principal protecting teachers from detractors, enabling the instructional staff to remained centered on quality teaching (Marzano and McNulty and Waters 2005). Outreach $r_s = .174$ is the administration being a spokesmen for the school and its programs supporting earlier findings of reading being a campus wide endeavor (Marzano and McNulty and Waters 2005).

Order $r_s = .174$ is the principal establishing routines on the campus and encouraging teachers to establish an instructional routine in their classrooms (Marzano and McNulty and Waters 2005). Ideals and Beliefs $r_s = .154$ is the principal communicating strong beliefs about schooling to the school community (Marzano and McNulty and Waters 2005). Principals must be aware of the

personal aspects of their staff, demonstrated with a $r_s = .148$ with the Relationship responsibility (Marzano and McNulty and Waters 2005).

School leaders must establish clear organizational goals and keeps these goals in the school's attention (Marzano and McNulty and Waters 2005). Leaders must maintain the school's Focus $r_s = .144$ throughout the year. Contingent Rewards $r_s = .131$ is the principal recognizing and rewarding the individual accomplishments of their staff (Marzano and McNulty and Waters 2005). Culture $r_s = .123$ is related to the last several leadership responsibilities as principals foster shared beliefs and a sense of community and cooperation (Marzano and McNulty and Waters 2005). The last four leadership responsibilities are Monitoring/Evaluating $r_s = .101$, Optimizer $r_s = .099$, Communication $r_s = .097$ and Flexibility $r_s = .066$.

There were seven Leadership responsibilities positively correlated to student achievement in math. They reflected a positive correlation ranging from $r_s = .103$ to $r_s = .014$. Situational Awareness, the Principal being aware of the details in running the school and uses this information to address current and potential problems (Marzano and McNulty and Waters 2005), was positively correlated at $r_s = .103$. Math being a technical subject, principals need to be aware of teacher's strengths and student's weaknesses, matching these teacher's strengths and student's weaknesses up accordingly. Math teachers should be alerted to the most current methods and have a continuing dialog concerning these current practices as evidenced by a $r_s = .103$ positive correlation with

Intellectual Stimulation. Discussion of current practices entail the principal being willing to challenge the *status quo* (Marzano and McNulty and Waters 2005) as demonstrated by a $r_s = .086$ positive correlation with the Leadership Responsibility of the Change Agent.

To ensure student success in math, Title I principals need to protect teachers from issues and influences detracting from teaching time or focus. This is suggested by a $r_s = .059$ positive correlation with the leadership responsibility of Discipline (Marzano and McNulty and Waters 2005). Principals need to seek the teacher's involvement in the design and implementation of major decisions and policies concerning math instruction (Marzano and McNulty and Waters 2005). A $r_s = .059$ positive correlation of Input illustrated the teacher's involvement. The Involvement and Knowledge of Curriculum, Instruction an Assessment of math is critical for successful principals of Title I schools established by a $r_s = .02$ correlation with Involvement of Curriculum, Instruction an Assessment and a $r_s = .014$ correlation with Knowledge of Curriculum, Instruction an Assessment.

The remaining 14 leadership responsibilities were negatively correlated with math ranging from $r_s = -.034$ to a $r_s = -.155$. Visibility was negatively correlated with math $r_s = -.034$. This leadership responsibility is the principal having quality contact and interactions with teachers and students (Marzano and McNulty and Waters 2005). Relationships was negatively correlated with math $r_s = -.039$. This entails the principal being aware of personal aspects of teachers.

Resources was negatively correlated with math $r_s = -.07$, is the principal providing teachers with materials and staff development (Marzano and McNulty and Waters 2005). These negative correlations support the notion of teachers have a greater impact compared to principal's impact on student achievement in math.

Outreach was negatively correlated with math $r_s = -.071$ is the principal being a spokesman for the school to all stakeholders (Marzano and McNulty and Waters 2005). Focus was negatively correlated with math $r_s = -.093$ is establishing of clear goals and keeping the school's attention on these goals (Marzano and McNulty and Waters 2005). Order was negatively correlated with math $r_s = -.096$ is related to focus with the establishment of a set of standard routines (Marzano and McNulty and Waters 2005).

Monitoring was negatively correlated with math $r_s = -.101$ is the leader evaluating the effectiveness of school practices and the impact these practices have on student learning (Marzano and McNulty and Waters 2005).

Affirmation was negatively correlated with math $r_s = -.114$ is the principal celebrating accomplishments and acknowledging any failures (Marzano and McNulty and Waters 2005). This is related to Optimizer, which was negatively correlated with math $r_s = -.116$. Optimizer is the leading and inspiring new and challenging innovations (Marzano and McNulty and Waters 2005).

Principals communicates and operates with and from strong ideals and beliefs concerning schooling is Ideals/Beliefs was negatively correlated with math $r_s = -.126$ (Marzano and McNulty and Waters 2005). Flexibility was negatively

correlated with math $r_s = -.134$ is the adapting of leadership behavior to meet the needs of the current situation. Leaders must also be comfortable or flexible with dissent (Marzano and McNulty and Waters 2005).

Rewards was negatively correlated with math $r_s = -.136$ is the principal rewarding individual accomplishments (Marzano and McNulty and Waters 2005). This is related to the leadership responsibility of Culture which was negatively correlated with math $r_s = -.139$. Culture is the shared belief and sense of cooperation on the campus (Marzano and McNulty and Waters 2005).

Communication was the greatest negatively correlated leadership responsibility with math $r_s = -.155$. Communication is the principal establishing strong lines of communication with and among teachers and students (Marzano and McNulty and Waters 2005). This negative correlation supports the previous findings that math teachers have greater influence on the student achievement in math as compared to the leadership of the principal.

These results suggest that the teacher might influence the math student achievement more than principal's leadership responsibility practices. This did not imply these remaining leadership responsibilities are not important to Title I schools, but it did imply the first seven were more important than the remaining fourteen. This was in contrast to the research conducted by Marzano and McNulty and Waters, (2005), which illustrated a positive correlation for all the leadership responsibilities.

Research Question #3

What were the relationships among the 21 identified leadership responsibilities of Title I school principals and student achievement based on school size and demographics?

There is a strong positive correlation between the school population and student achievement that is correlated at $r_s = .187$ for combination, $r_s = .234$ for math and $r_s = .045$ in reading. An $r_s = .187$ positive correlation exists between population and the overall student achievement. The population for this study was of elementary schools with a mean of 445 students. The data indicated that schools approaching the mean of 445 students were $r_s = .187$ more likely to be successful than other schools.

These findings were similar to a study conducted by Hallinger and Heck (1996) who found the nature of principals' instructional leadership differed systematically in relation to the demographics of the school. The findings of this study were also similar to an earlier study conducted by Hallinger and Murphy that found school characteristics including community type, school size, student socioeconomic status and school level have been identified as factors that influence how principals approach their jobs (Hallinger and Murphy, 1986). There was a $r_s = .234$ positive correlation with student achievement in math and population. This positive correlation indicated that larger schools might be better adapted to providing the necessary instruction to low socio economic groups than smaller or much larger schools (mean 455 students). Bossert (1982); Erlandson

(1997) suggested that the principal influences student learning by shaping the school's instructional climate and instructional organization. Smaller schools were unable to provide situations of team teaching or provide a good math teacher in each grade. Smaller school might be unable to provide tutoring during school hours or before school because of staff duty requirements.

There was a $r_s = .045$ positive correlation between population and reading student achievement. This lower correlation could be caused by the majority of the schools in the study being elementary schools, negating the factor of size. There is a significant positive correlation between population and the three areas of the balanced framework. The three areas had a $r_s = .322$ positive correlation between population and magnitude of change, a $r_s = .306$ positive correlation between population and focus of leadership and a $r_s = .294$ positive correlation between purposeful community and population. The three areas of positive correlation were statistically significant at the 0.05 level for two tailed. These correlations being closely grouped showed the balance of the balanced framework, "highly successful principals strike an appropriate balance" (Waters and Cameron, 2007, p.19).

The data indicated successful Title I schools do not have a significant difference between first and second order changes, illustrated by combination having a $r_s = .045$ for first order and $r_s = .071$ for second order. Reading had the highest correlation, but the difference between first $r_s = .147$ and second order change $r_s = .141$ is .006. Math had a negative correlation for first order r_s

= -.012 and a mere $r_s = .019$ correlation in second order. This is surprising when compared to the positive correlations reported in this area in the study conducted by Marzano, R.J., and McNulty B. A., Waters, J.T. (2005).

Principals of schools must accomplish a massive array of tasks to make their schools, students and staff successful. This study demonstrated the positive correlation between 21 leadership responsibilities and higher student achievement in reading, math and a combination of the both reading and math. A positive relation in one area illustrated that a particular leadership responsibility is a factor in the makeup of a successful principal of a Title I school. There were numerous factors affecting student achievement, a listing of these factors would be long, continuous and dynamic. These relationships did not imply this was the only method to be a successful Title I principal.

Conclusions

This study is based on a meta-analysis which identified 21 leadership responsibilities that define or characterize the role or job of an effective school leader or principal (Marzano and McNulty and Waters 2005). The average r of the meta-analysis is “.25 between principal’s leadership behavior and student achievement” ((Marzano and McNulty and Waters 2005, p.32) which is much higher than the results present in this study.

There could be several reasons affecting the differing results of this study and the meta-analysis. The two studies are similar in that both studies use the same instrument but the results do differ considerably. The meta-analysis used a

much larger sampling compared to the small sample used in this study. The sample for this study was Title I successful principals compared to any principal and this study was centered in the elementary grades compared to all grades in the meta-analysis.

According to Marzano and McNulty and Waters, when a researcher is restricted to one study, it is not uncommon for the research to conclude the observed correlation is not significant. It is easy for a researcher to reach this conclusion of “not significant” when in fact the correlation may in fact be significant “it is not uncommon for a researcher to inaccurately conclude that there is no real relationship between two variables when, in fact, there is” (p.131). This is due to statistical significance of the correlation is based on the size of the correlation and on the sample size. The smaller the true correlation is the larger the size of the sample for a conclusion of statistical significance (Marzano and McNulty and Waters 2005). As stated in the limitations section of the present study, the sample size for this present study is small. This condition could or might explain the correlations suggesting a relationship might exist even though the results were not statistically significant.

This type of false conclusion (referred to as a Type II error) is all too common in the research on school leadership, primarily because the correlations between principal leadership behavior and student achievement are relatively low and many studies examining the relationship between principal behavior and student achievement employ small samples. (Marzano and McNulty and Waters, 2005, p.131).

According to Marzano and McNulty and Waters another factor which could cause the difference in the studies, is the meta-analysis used a method which excluded conceptual and statistical outliers. A conceptual outlier was defined as “a data point or a set of data that the researcher identified as an outlier for one reason or another” (p.151). This caused the exclusion of several low correlations from the meta-analysis. Having left these outliers in the study would have caused the average correlation to be lower than the .25 reported in the meta-analysis (Marzano and McNulty and Waters 2005).

A third factor associated with the disparity in findings is the meta-analysis corrected for attenuation in both the measures of student achievement and principal leadership. This correction of correlations was due to unreliability of the independent variable (leadership behavior) and the dependent variable (student achievement). Attenuation is shrinkage in a correlation coefficient because of a lack of precision of the instrument used in the study or corrected due to a lack of reliability (Marzano and McNulty and Waters 2005).

According to Marzano and McNulty and Waters, the leading of a school requires a complex array of leadership skills. The meta-analysis identified 21 responsibilities that characterize the job of an effective school leader. One person could not possibly be required or be able to perform all 21 responsibilities effectively. School leadership should be the responsibility of a “leadership team” (p.99). All of the 21 responsibilities could be properly attended to with this

leadership team compared to a single principal attempting to implementing all of the leadership responsibilities (Marzano and McNulty and Waters 2005).

Marzano and McNulty and Waters conclude that leadership teams are a natural outgrowth of the purposeful community. Purposeful community is defined as “one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes” (p.99). There are 9 leadership responsibilities associated with purposeful community. They are optimizer, affirmation, ideals/beliefs, visibility, situational awareness, relationships communication, culture and input (Marzano and McNulty and Waters 2005).

The results of this present study show a low positive correlations for purposeful community and combination $r_s=.145$, purposeful community and math $r_s=.071$ and purposeful community and reading $r_s=.217$. These three positive correlations were not statistically significant.

Purposeful community and population had a statically significant positive correlation $r_s=.294$. These results indicate a community approach in a school’s reading program on a successful Title I campus. The results agree with the suggested proposal that math is more of teacher influenced endeavor while reading is a community or campus influenced.

The results do indicate the size of the school does affect this concept of a purposeful community. This is important to student achievement because (Marzano and McNulty and Waters 2005) define collective efficacy as the shared

belief that teachers make a difference or a the staff's shared belief they can and will dramatically enhance the success of a school or student achievement.

The meta-analysis is an important piece of research which has helped put a name to the different elements of school leadership research. The differing results between the meta-analysis and the present study spotlight the complexity of school leadership research. The research presented on these pages reaffirms the fact that studying school leadership as it relates to student achievement should not only continue but accelerate.

Implications for Future Study

The literature review for this study coupled with the findings of this research project was used to prepare the following implications for further study. According to Leithwood, "there is still much to be learned about how leaders can successfully meet the educational needs of diverse student populations" Leithwood et al., (2004) p.11.

1. Using the results of this study, this researcher recommends a similar study be conducted with school principals not associated with a Title I campus. Conduct the studies on a variety of schools and compare the results to this present study.
2. Conduct a similar study involving secondary schools and successful Title I principals.

3. Conduct a study to identify leadership responsibilities a superintendent can use which will enhance student achievement at the district level.
4. Conduct a study to determine if the correlation between length of time as a teacher and successful principals truly exist? Do female principals communicate better with teaching staffs compared to their male peers? Are the personal values of female principals more aligned to student learning as a primary goal?
5. Conduct a study to determine the demographics characteristics of successful principals (ethnic breakdown, age and gender)? What was their path to principal?

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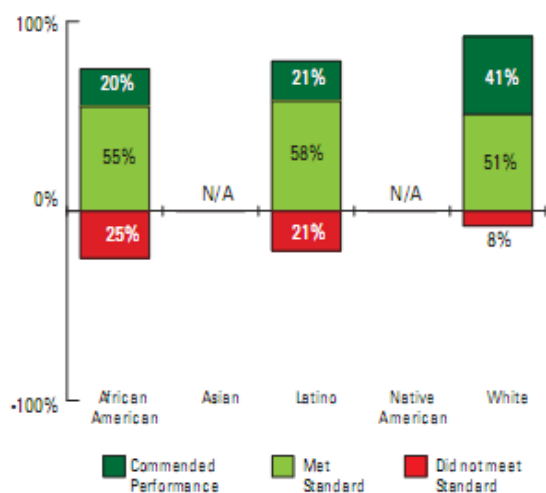
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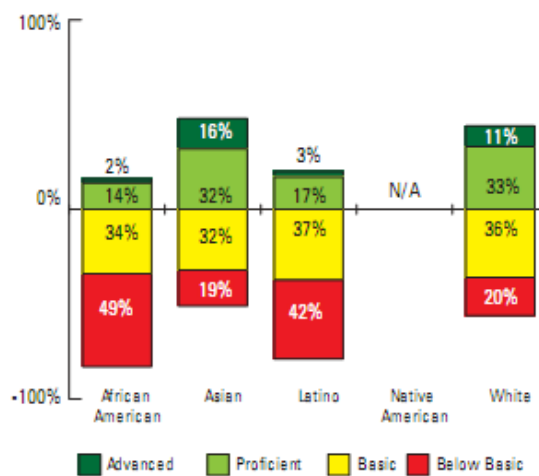
APPENDIX I

A-1. Grade 4 Reading, 2007 Texas Assessment of Knowledge and Skills and NAEP-Texas.

2007 Texas Assessment of Knowledge and Skills (English language)
Grade 4 Reading



2007 NAEP—Texas
Grade 4 Reading

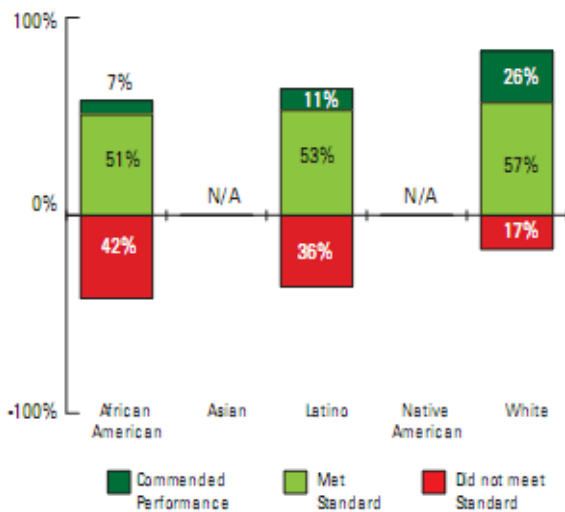


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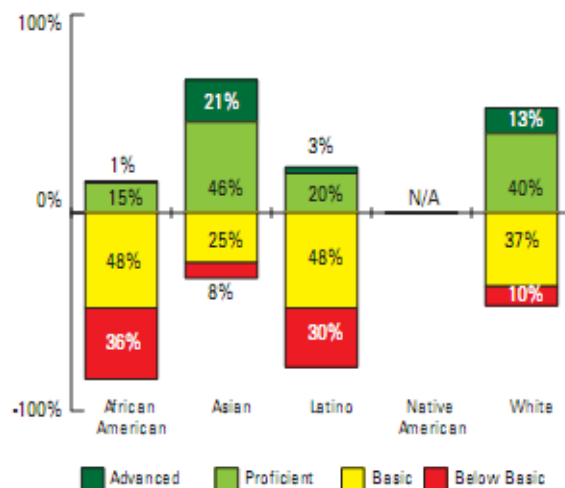
A-2. Grade 8 Math, 2007 Texas Assessment of Knowledge and Skills and NAEP-

Texas

2007 Texas Assessment of Knowledge and Skills
Grade 8 Mathematics



2007 NAEP—Texas
Grade 8 Mathematics



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APPENDIX II

A-3. Is NAEP Performance Improving? Grade 4 Reading.

Is NAEP performance improving?

Grade 4 Reading

	NAEP Scale Score		Change from 1998-2007	
	1998	2007	State Change	Biggest Gainers
African American	191	207	16	24 (DE)
Asian	N/A	236	N/A	30 (MA)
Latino	200	212	12	42 (DE)
Native American	N/A	N/A	N/A	17 (NM)
White	230	232	2	15 (DE, FL)
All	214	220	6	18 (DE, DC, FL)

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A-4. Is NAEP Performance Improving? Grade 8 Mathematics.

Is NAEP performance improving?

Grade 8 Mathematics

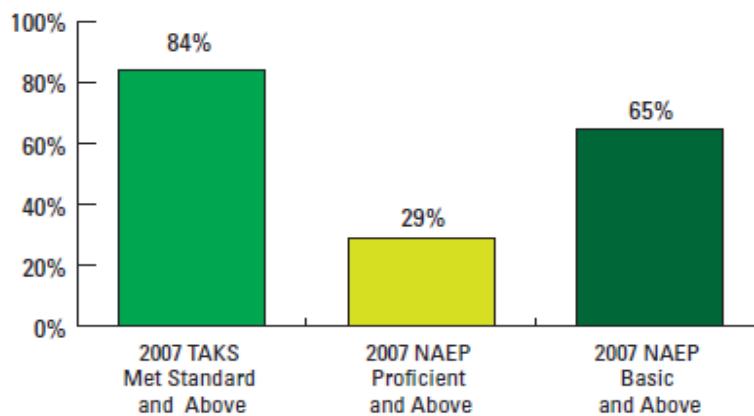
	NAEP Scale Score		Change from 2000-2007	
	2000	2007	State Change	Biggest Gainers
African American	250	271	21	27 (AR)
Asian	292	309	17	23 (MA)
Latino	262	277	15	24 (MA)
Native American	N/A	N/A	N/A	21 (ND)
White	286	300	14	21 (MA)
All	273	286	13	19 (MA)

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A-5. Are Students Proficient in Reading? Overall Grade 4 TAKS and NAEP.

Are students proficient in reading?

Grade 4 Overall Reading/English Language Arts Performance
Texas Assessment of Knowledge and Skills (English language) and NAEP



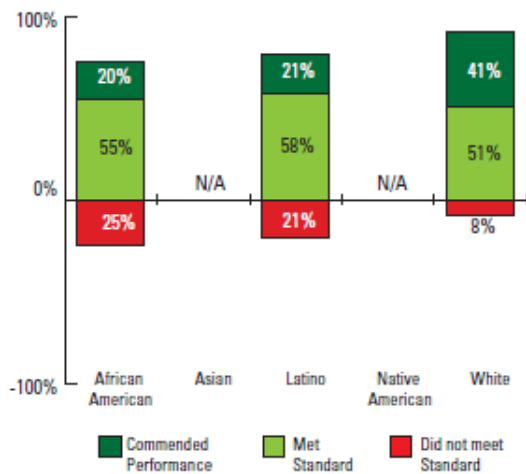
* Texas offers the TAKS both in English and in Spanish. English-language results are reported here.

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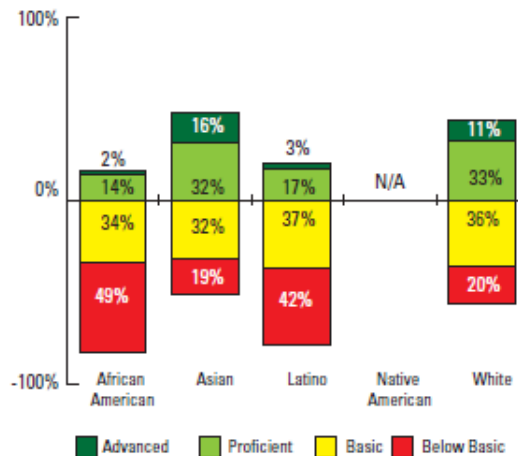
A-6. Grade 4 Reading, 2007 Texas Assessment of Knowledge and Skills and NAEP.

Do results vary by group?

2007 Texas Assessment of Knowledge and Skills (English language)
Grade 4 Reading



2007 NAEP—Texas
Grade 4 Reading



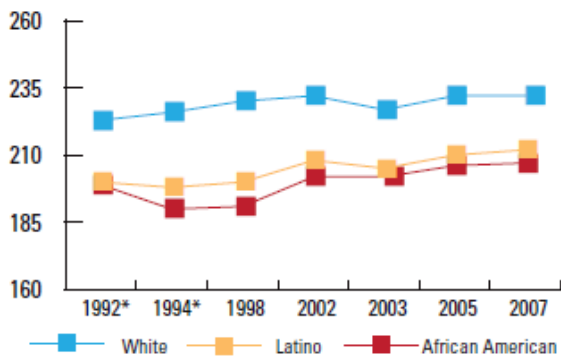
* Texas offers the TAKS both in English and in Spanish. English-language results are reported here.

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A-7. Is Texas Closing the Gap? NAEP Reading Grade 4.

Is Texas closing the gap?

NAEP Grade 4 Reading



	Score Gap		
	1998	2003	2007
African American-White Gap	39	25	25
Latino-White Gap	30	22	20

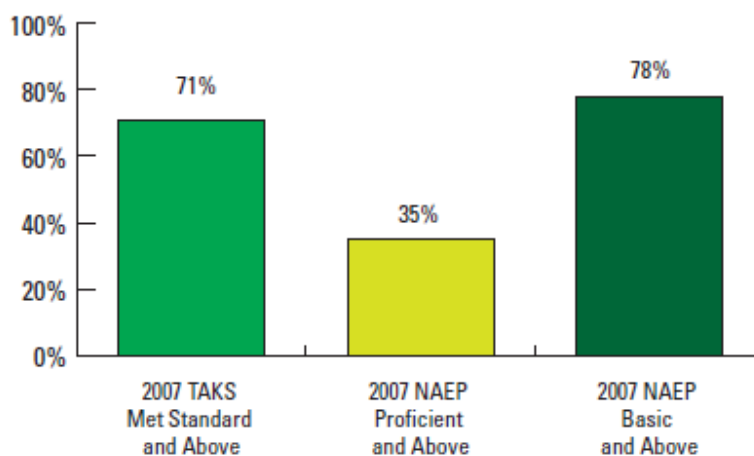
* NAEP did not permit accommodations for students with disabilities and English-Language Learners for these years.

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A-8. Are Students Proficient in Mathematics? Grade 8 Overall Mathematics Performance.

Are students proficient in mathematics?

Grade 8 Overall Mathematics Performance Texas Assessment of Knowledge and Skills and NAEP

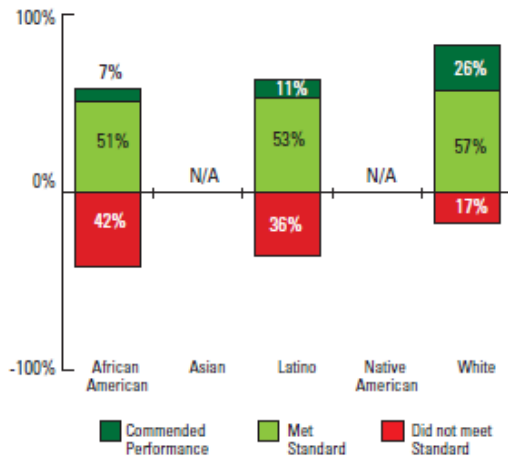


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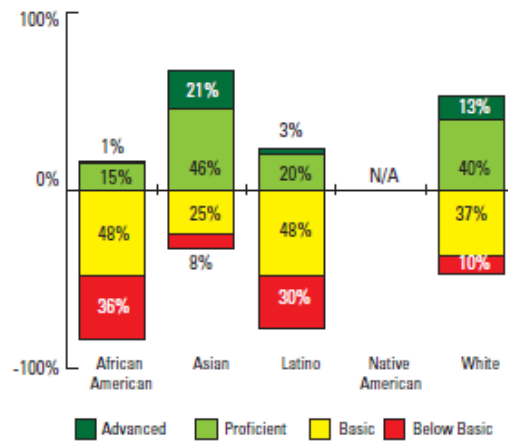
A-9. Comparison of the TAKS and NAEP Math Scores 2007.

Do results vary by group?

2007 Texas Assessment of Knowledge and Skills
Grade 8 Mathematics



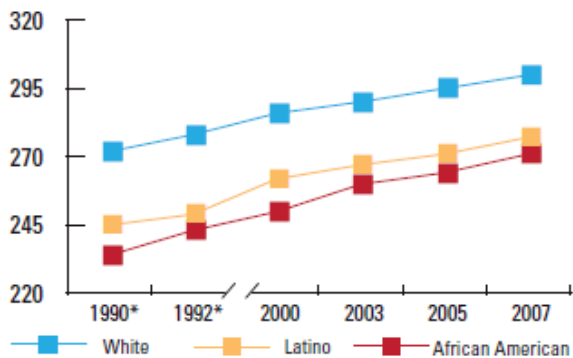
2007 NAEP—Texas
Grade 8 Mathematics



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A-10. Is Texas Closing the Gap? NAEP Grade 8 Mathematics.

Is Texas closing the gap?
NAEP Grade 8 Mathematics



	Score Gap		
	2000	2003	2007
African American-White Gap	36	30	29
Latino-White Gap	24	23	23

* NAEP did not permit accommodations for students with disabilities and English-Language Learners for these years.

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A-11. Public K-12 Enrollment 2007-2008 for Texas Children by Ethnic Group.
Percentage.

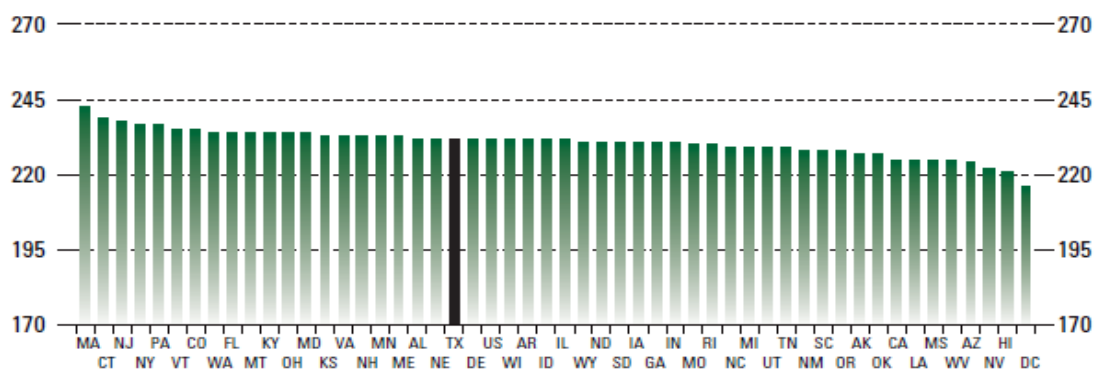
White	African-American	Asian	Hispanic	Native American
34.8%	14.4%	3.4%	47.2%	0.3%

Academic Excellence Indicator System (AEIS) state report (2009)

A-12. Reading Performance of Higher Income Students, Grade 4, 2007 NAEP.

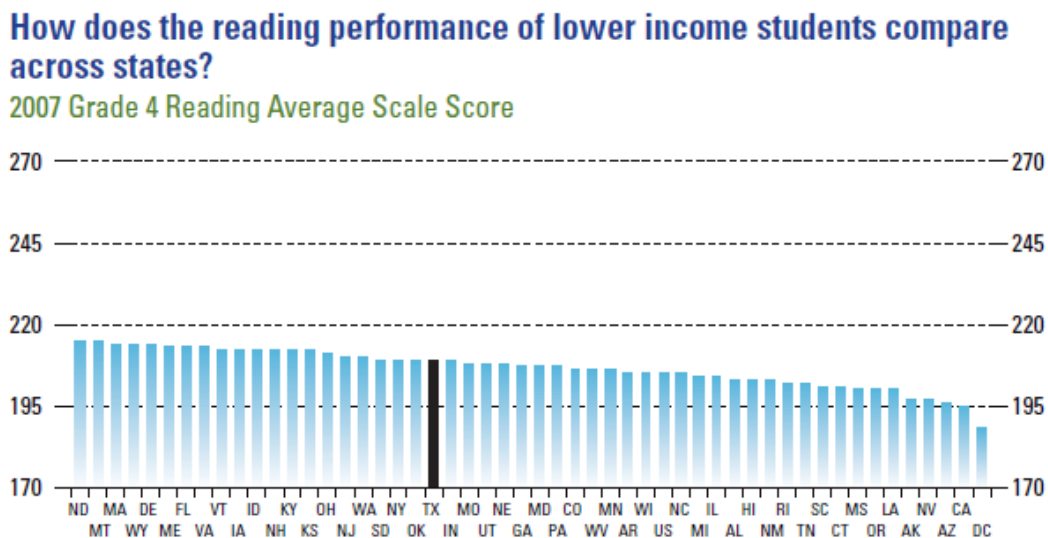
How does the reading performance of higher income students compare across states?

2007 Grade 4 Reading Average Scale Score



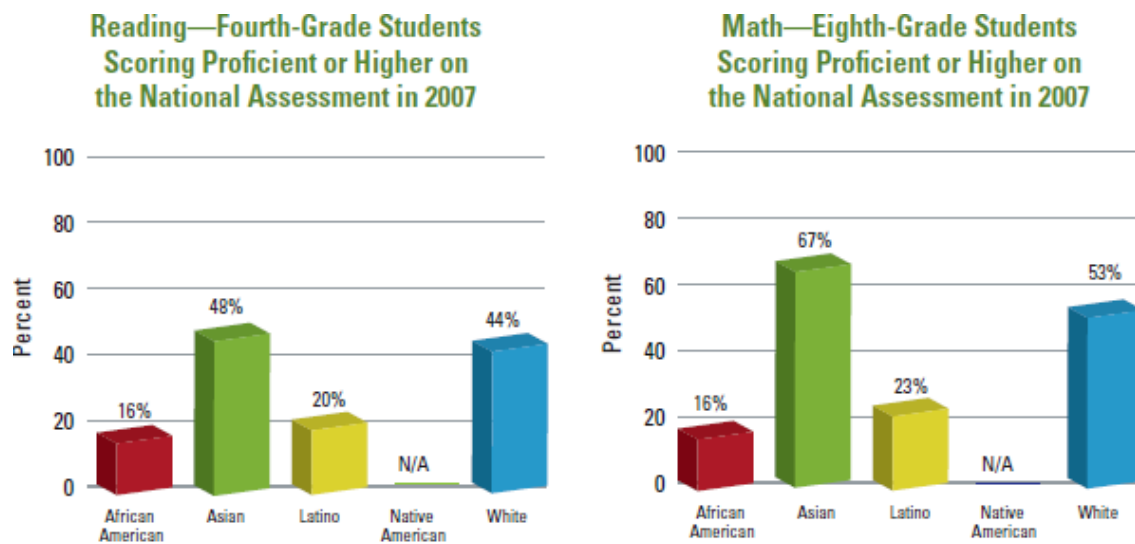
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A-13. Reading Performance of Lower Income Students, Grade 4, 2007, NAEP.



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A-14. 4th Grade Reading and 8th Grade Math Scores, 2007 NAEP.



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APPENDIX III

A-15. Primary Placement of Leadership Responsibilities in Framework.

Purposeful Community	Focus of leadership	Magnitude of change
Affirmation	Contingent rewards	Change agent
Communication	Discipline	Flexibility
Culture	Involvement in C and I, and assessment	Knowledge of C and I, and assessment
Ideals/beliefs	Focus	Ideals/beliefs
Input	Order	Intellectual stimulation
Relationships	Outreach	Monitor/evaluate
Situational awareness	Resources	Optimize
Visibility		

*All 21 responsibilities are divided equally, but Ideals/Beliefs are listed twice.

(Waters and Cameron 2007, p.17)

APPENDIX IV

A-16. Central Tendency Data

		First order	Second order	Culture	Order	Discipline	Resources
N	Valid	48	48	48	48	48	48
	Missing	0	0	0	0	0	0
	Mean	1.6879	2.5410	1.2434	1.4088	1.5249	1.2366
	Std. Error of Mean	.05534	.06959	.02947	.05439	.06098	.04446
	Median	2.0000	2.0000	1.0000	1.0000	1.0000	1.0000
	Mode	1.00	2.00	1.00	1.00	1.00	1.00
	Std. Deviation	.72795	1.13927	.51379	.63657	.82036	.50888
	Variance	.530	1.298	.264	.405	.673	.259
	Skew	.558	.051	2.038	1.304	1.385	2.096
	Std. Error of Skew	.185	.149	.140	.207	.181	.212
	Kurtosis	-.935	-1.420	3.321	.548	.847	3.633
	Std. Error of Kurtosis	.367	.297	.279	.411	.359	.420

A-16. Continued.

		Monitoring	Flexibility	Awareness	Stimulation	Communication
N	Valid	48	48	48	48	48
	Missing	0	0	0	0	0
	Mean	1.2215	1.2854	1.4120	1.6970	1.1817
	Std. Error of Mean	.04996	.06029	.05948	.09117	.04081
	Median	1.0000	1.0000	1.4000	1.5000	1.0000
	Std. Deviation	.34615	.41768	.41209	.63161	.28274
	Variance	.120	.174	.170	.399	.080
	Skew	1.652	1.275	1.121	.538	1.070
	Std. Error of Skew	.343	.343	.343	.343	.343
	Kurtosis	1.843	.373	.469	-.935	-.744
	Std. Error of Kurtosis	.674	.674	.674	.674	.674

A-16. Continued.

		AA	Hispanic	White	Population
N	Valid	48	48	48	48
	Missing	0	0	0	0
	Mean	7.2236	45.1000	44.8120	445.1458
	Std. Error of Mean	.59382	3.95123	3.83924	30.92645
	Median	7.5500	45.1000	43.8975	445.0000
	Std. Deviation	4.11409	27.37492	26.59904	214.26470
	Variance	16.926	749.386	707.509	45909.361
	Skew	.128	.242	-.052	.600
	Std. Error of Skew	.343	.343	.343	.343
	Kurtosis	-.291	-.642	-.767	.311
	Std. Error of Kurtosis	.674	.674	.674	.674

A-17. Spearman's Outputs for Combination

Responsibility	First Order	Second Order	Culture	Order	Discipline	Resources	Involvement CI	Focus
Correlation	.045	.071	-.028	.031	.131	.058	.152	.018
Significance	.760	.634	.851	.837	.373	.697	.303	.902

Responsibility	Rewards	Outreach	Input	Affirmation	Relationships	Change	Optimizer
Correlation	-.009	.040	.169	.026	.048	.160	-.021
Significance	.950	.786	.251	.860	.748	.278	.887

Responsibility	Awareness	Stimulation	Communication	IC egnepw Knowledge	Visibility	Ideals Beliefs	Monitoring	Flexibility
Correlation	.163	.152	-.051	.129	.136	-.001	-.010	-.052
Significance	.270	.303	.729	.382	.356	.992	.994	.724

A-18. Spearman's Outputs for Math

Responsibility	First Order	Second Order	Culture	Order	Discipline	Resources	Involvement CI	Focus
Correlation	-.012	.019	-.139	-.096	.059	-.07	.020	-.093
Significance	.938	.900	.346	.518	.693	.637	.890	.528

Responsibility	Rewards	Outreach	Input	Affirmation	Relationships	Change	Optimizer	Ideals
Correlation	-.130	-.071	.059	-.114	-.039	.086	-.116	-.126
Significance	.378	.631	.691	.439	.792	.563	.433	.393

Responsibility	Awareness	Stimulation	Communicatio	Knowledge CI	Visibility	Monitoring	Flexibility
Correlation	.103	.103	-.155	.014	-.034	-.101	-.134
Significance	.486	.487	.293	.927	.818	.493	.362

A-19. Spearman's Outputs for Reading

Responsibility	First Order	Second Order	Culture	Order	Discipline	Resources	Involvement CI	Focus
Correlation	.147	.141	.123	.174	.179	.188	.282	.144
Significance	.320	.338	.406	.237	.222	.200	.053	.329

Responsibility	Rewards	Outreach	Input	Affirmation	Relationships	Change	Optimizer	Ideals
Correlation	.133	.174	.225	.199	.148	.217	.099	.154
Significance	.366	.237	.124	.174	.314	.139	.505	.297

Responsibility	Awareness	Stimulation	Communication	Knowledge CI	Visibility	Monitoring	Flexibility
Correlation	.220	.200	.097	.223	.296	.101	.066
Significance	.133	.174	.512	.128	*	.494	.658

*Denotes the Correlation is Significant at the 0.05 level (two tailed)

APPENDIX V



Calvert Independent School District

P. O. Box 7 Calvert, Texas 77837 979.364.2824 fax: 979.364.2468

K. L. Groholski
District Superintendent

Lynn Ponder
Assistant Principal

George H. Sheldon
District Principal

Josh Hymer
Director of Technology

Mr. George H. Sheldon
Principal
Calvert ISD
Calvert, Texas 77837

Dear Principal,

My name is George Sheldon and I am conducting research for the completion of my Dissertation with Texas A and M University. I am studying the principal's leadership impact on closing the achievement gap in Title I schools. As the leader of a successful Title I campus, you have been chosen to participate in this vital study.

As a principal of a PreK-12 district, I am acutely aware of the amount of time involved in doing your job. I am ever hopeful that you will take the time to complete this survey. This email has a web address embedded in it. This address will enable you to take the survey online with your responses. The survey is 92 items and will take approximately 20 minutes to complete.

I would like to thank you in advance for assisting me in the completion of this study. Your support is crucial to the completion of this research endeavor.

Respectfully,
George H. Sheldon
Principal

979-814-0426

APPENDIX VI

1	Principal Leadership		
	The changes I am trying to make in my school will represent a significant challenge to the status quo when they are implemented.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	27.1%	13
	This characterizes me or my school to a limited extent.	37.5%	18
	This somewhat characterizes me or my school.	22.9%	11
	This does not characterize me or my school.	12.5%	6
	<i>answered question</i>		48
	<i>skipped question</i>		0
	2	Principal Leadership	
Teachers in my school regularly share ideas.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		83.3%	40
This characterizes me or my school to a limited extent.		12.5%	6
This somewhat characterizes me or my school.		4.2%	2
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		48	
<i>skipped question</i>		0	
3		Principal Leadership	
	In my school, the instructional time of teachers is well protected.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	91.7%	44
	This characterizes me or my school to a limited extent.	4.2%	2
	This somewhat characterizes me or my school.	4.2%	2
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		48
	<i>skipped question</i>		0

4

Principal Leadership		
There are well-established procedures in my school regarding how to bring up problems and concerns.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	54.2%	26
This characterizes me or my school to a limited extent.	29.2%	14
This somewhat characterizes me or my school.	14.6%	7
This does not characterize me or my school.	2.1%	1
<i>answered question</i>		48
<i>skipped question</i>		0

5

Principal Leadership		
I have been successful in protecting teachers from undue distractions and interruptions to their teaching.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	68.8%	33
This characterizes me or my school to a limited extent.	22.9%	11
This somewhat characterizes me or my school.	8.3%	4
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		48
<i>skipped question</i>		0

6

Principal Leadership		
In my school, I have been successful at ensuring that teachers have the necessary resources and professional opportunities to maintain a high standard of teaching.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	85.4%	41
This characterizes me or my school to a limited extent.	8.3%	4
This somewhat characterizes me or my school.	6.3%	3
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		48
<i>skipped question</i>		0

7	Principal Leadership		
	I am directly involved in helping teachers design curricular activities for their classes.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	47.9%	23
	This characterizes me or my school to a limited extent.	25.0%	12
	This somewhat characterizes me or my school.	25.0%	12
	This does not characterize me or my school.	2.1%	1
		<i>answered question</i>	48
		<i>skipped question</i>	0
8	Principal Leadership		
	Concrete goals for achievement have been established for each student in my school.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	62.5%	30
	This characterizes me or my school to a limited extent.	33.3%	16
	This somewhat characterizes me or my school.	4.2%	2
	This does not characterize me or my school.	0.0%	0
		<i>answered question</i>	48
		<i>skipped question</i>	0
9	Principal Leadership		
	I am knowledgeable about effective instructional practices.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	79.2%	38
	This characterizes me or my school to a limited extent.	20.8%	10
	This somewhat characterizes me or my school.	0.0%	0
	This does not characterize me or my school.	0.0%	0
		<i>answered question</i>	48
		<i>skipped question</i>	0

10

Principal Leadership		
I make systematic and frequent visits to classrooms.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	80.4%	37
This characterizes me or my school to a limited extent.	10.9%	5
This somewhat characterizes me or my school.	8.7%	4
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

11

Principal Leadership		
Individuals who excel in my school are recognized and rewarded.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	66.0%	31
This characterizes me or my school to a limited extent.	25.5%	12
This somewhat characterizes me or my school.	8.5%	4
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		47
<i>skipped question</i>		1

12

Principal Leadership		
Teachers in my school have ready and easy access to me.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	93.5%	43
This characterizes me or my school to a limited extent.	2.2%	1
This somewhat characterizes me or my school.	4.3%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

13

Principal Leadership		
I make sure that my school complies with all district and state mandates.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	87.0%	40
This characterizes me or my school to a limited extent.	8.7%	4
This somewhat characterizes me or my school.	4.3%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

14

Principal Leadership		
In my school, teachers have direct input into all important decisions.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	68.1%	32
This characterizes me or my school to a limited extent.	31.9%	15
This somewhat characterizes me or my school.	0.0%	0
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		47
<i>skipped question</i>		1

15

Principal Leadership		
The accomplishments of individual teachers in my school are recognized and celebrated.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	66.0%	31
This characterizes me or my school to a limited extent.	25.5%	12
This somewhat characterizes me or my school.	8.5%	4
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		47
<i>skipped question</i>		1

16	Principal Leadership		
	I am aware of the personal needs of the teachers in my school.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	74.5%	35
	This characterizes me or my school to a limited extent.	25.5%	12
	This somewhat characterizes me or my school.	0.0%	0
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		47
	<i>skipped question</i>		1
	17	Principal Leadership	
I consciously try to challenge the status quo to get people thinking.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		43.5%	20
This characterizes me or my school to a limited extent.		47.8%	22
This somewhat characterizes me or my school.		8.7%	4
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		46	
<i>skipped question</i>		2	
18		Principal Leadership	
	I try to inspire my teachers to accomplish things that might seem beyond their grasp.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	69.6%	32
	This characterizes me or my school to a limited extent.	26.1%	12
	This somewhat characterizes me or my school.	4.3%	2
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		46
	<i>skipped question</i>		2

19

Principal Leadership		
The teachers in my school are aware of my beliefs regarding schools, teaching, and learning.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	91.3%	42
This characterizes me or my school to a limited extent.	6.5%	3
This somewhat characterizes me or my school.	2.2%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

20

Principal Leadership		
I continually monitor the effectiveness of our curriculum.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	78.3%	36
This characterizes me or my school to a limited extent.	17.4%	8
This somewhat characterizes me or my school.	4.3%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

21

Principal Leadership		
I am comfortable making major changes in how things are done.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	69.6%	32
This characterizes me or my school to a limited extent.	26.1%	12
This somewhat characterizes me or my school.	4.3%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

22	Principal Leadership		
	I am aware of the informal groups and relationships among the teachers in my school.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	73.9%	34
	This characterizes me or my school to a limited extent.	23.9%	11
	This somewhat characterizes me or my school.	2.2%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		46
	<i>skipped question</i>		2
	23	Principal Leadership	
I stay informed about the current research and theory regarding effective schooling.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		66.7%	30
This characterizes me or my school to a limited extent.		22.2%	10
This somewhat characterizes me or my school.		11.1%	5
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		45	
<i>skipped question</i>		3	
24		Principal Leadership	
	In my school, we systematically consider new and better ways of doing things.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	66.7%	30
	This characterizes me or my school to a limited extent.	31.1%	14
	This somewhat characterizes me or my school.	2.2%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		45
	<i>skipped question</i>		3

25

Principal Leadership		
I am directly involved in helping teachers address instructional issues in their classrooms.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	72.7%	32
This characterizes me or my school to a limited extent.	18.2%	8
This somewhat characterizes me or my school.	9.1%	4
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		44
<i>skipped question</i>		4

26

Principal Leadership		
I have successfully developed a sense of cooperation in my school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	73.9%	34
This characterizes me or my school to a limited extent.	19.6%	9
This somewhat characterizes me or my school.	6.5%	3
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

27

Principal Leadership		
I have successfully created a strong sense of order among teachers about the efficient running of the school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	69.6%	32
This characterizes me or my school to a limited extent.	23.9%	11
This somewhat characterizes me or my school.	6.5%	3
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		46
<i>skipped question</i>		2

28	Principal Leadership		
	One of the biggest priorities in my school is to keep the staff's energy level up and maintain the progress we have already made.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	64.4%	29
	This characterizes me or my school to a limited extent.	33.3%	15
	This somewhat characterizes me or my school.	2.2%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		45
	<i>skipped question</i>		3
	29	Principal Leadership	
The changes we are trying to make in our school require the people making the changes to learn new concepts and skills.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		46.7%	21
This characterizes me or my school to a limited extent.		40.0%	18
This somewhat characterizes me or my school.		11.1%	5
This does not characterize me or my school.		2.2%	1
<i>answered question</i>		45	
<i>skipped question</i>		3	
30		Principal Leadership	
	We have made good progress, but we need another andquot;shot in the armandquot; to keep us moving forward on our improvement efforts.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	31.1%	14
	This characterizes me or my school to a limited extent.	42.2%	19
	This somewhat characterizes me or my school.	13.3%	6
	This does not characterize me or my school.	13.3%	6
	<i>answered question</i>		45
	<i>skipped question</i>		3

31

Principal Leadership		
In my school, we have designed concrete goals for our curriculum.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	73.3%	33
This characterizes me or my school to a limited extent.	24.4%	11
This somewhat characterizes me or my school.	2.2%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		45
<i>skipped question</i>		3

32

Principal Leadership		
I am very knowledgeable about classroom curricular issues.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	65.9%	29
This characterizes me or my school to a limited extent.	31.8%	14
This somewhat characterizes me or my school.	2.3%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		44
<i>skipped question</i>		4

33

Principal Leadership		
I have frequent contact with the students in my school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	97.8%	44
This characterizes me or my school to a limited extent.	2.2%	1
This somewhat characterizes me or my school.	0.0%	0
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		45
<i>skipped question</i>		3

34	Principal Leadership		
	In my school, seniority is not the primary method of reward and advancement.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	81.8%	36
	This characterizes me or my school to a limited extent.	6.8%	3
	This somewhat characterizes me or my school.	4.5%	2
	This does not characterize me or my school.	6.8%	3
	<i>answered question</i>		44
	<i>skipped question</i>		4
	35	Principal Leadership	
Effective ways for teachers to communicate with one another have been established in my school.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		71.1%	32
This characterizes me or my school to a limited extent.		22.2%	10
This somewhat characterizes me or my school.		6.7%	3
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		45	
<i>skipped question</i>		3	
36		Principal Leadership	
	Effective ways for teachers to communicate with one another have been established in my school.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	71.1%	32
	This characterizes me or my school to a limited extent.	22.2%	10
	This somewhat characterizes me or my school.	6.7%	3
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		45
	<i>skipped question</i>		3

37	Principal Leadership		
	Teachers are directly involved in establishing policy in my school.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	46.5%	20
	This characterizes me or my school to a limited extent.	41.9%	18
	This somewhat characterizes me or my school.	11.6%	5
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		43
	<i>skipped question</i>		5
	38	Principal Leadership	
The accomplishments of the students and the school in general are recognized and celebrated.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		86.0%	37
This characterizes me or my school to a limited extent.		14.0%	6
This somewhat characterizes me or my school.		0.0%	0
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		43	
<i>skipped question</i>		5	
39		Principal Leadership	
	I have a personal relationship with the teachers in my school.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	67.4%	29
	This characterizes me or my school to a limited extent.	25.6%	11
	This somewhat characterizes me or my school.	7.0%	3
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		43
	<i>skipped question</i>		5

40

Principal Leadership		
I am comfortable initiating change without being sure where it might lead us.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	32.6%	14
This characterizes me or my school to a limited extent.	39.5%	17
This somewhat characterizes me or my school.	11.6%	5
This does not characterize me or my school.	16.3%	7
<i>answered question</i>		43
<i>skipped question</i>		5

41

Principal Leadership		
I always portray a positive attitude about our ability to accomplish substantive things.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	93.0%	40
This characterizes me or my school to a limited extent.	7.0%	3
This somewhat characterizes me or my school.	0.0%	0
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

42

Principal Leadership		
I continually monitor the effectiveness of the instructional practices used in our school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	86.0%	37
This characterizes me or my school to a limited extent.	11.6%	5
This somewhat characterizes me or my school.	2.3%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

43

Principal Leadership		
I encourage people to express opinions that are contrary to my own.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	76.7%	33
This characterizes me or my school to a limited extent.	20.9%	9
This somewhat characterizes me or my school.	2.3%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

44

Principal Leadership		
I am aware of the issues in my school that have not formally come to the surface but might cause discord.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	48.8%	21
This characterizes me or my school to a limited extent.	39.5%	17
This somewhat characterizes me or my school.	11.6%	5
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

45

Principal Leadership		
I continually expose teachers in my school to cutting-edge ideas about how to be effective.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	58.1%	25
This characterizes me or my school to a limited extent.	25.6%	11
This somewhat characterizes me or my school.	14.0%	6
This does not characterize me or my school.	2.3%	1
<i>answered question</i>		43
<i>skipped question</i>		5

46

Principal Leadership		
There are deeply ingrained practices in my school that must be ended or changed if we are to make any significant progress.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	16.3%	7
This characterizes me or my school to a limited extent.	32.6%	14
This somewhat characterizes me or my school.	14.0%	6
This does not characterize me or my school.	37.2%	16
<i>answered question</i>		43
<i>skipped question</i>		5

47

Principal Leadership		
I can be highly directive or non directive as the situation warrants.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	79.1%	34
This characterizes me or my school to a limited extent.	16.3%	7
This somewhat characterizes me or my school.	4.7%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

48

Principal Leadership		
There is a strong team spirit in my school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	76.2%	32
This characterizes me or my school to a limited extent.	19.0%	8
This somewhat characterizes me or my school.	2.4%	1
This does not characterize me or my school.	2.4%	1
<i>answered question</i>		42
<i>skipped question</i>		6

49

Principal Leadership		
There are well established routines regarding the running of the school that staff understand and follow.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	79.1%	34
This characterizes me or my school to a limited extent.	18.6%	8
This somewhat characterizes me or my school.	2.3%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

50

Principal Leadership		
I am directly involved in helping teachers address assessment issues in their classrooms.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	83.7%	36
This characterizes me or my school to a limited extent.	14.0%	6
This somewhat characterizes me or my school.	2.3%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

51

Principal Leadership		
Teachers in my school are regularly involved in professional development activities that directly enhance their teaching.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	81.0%	34
This characterizes me or my school to a limited extent.	14.3%	6
This somewhat characterizes me or my school.	4.8%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		42
<i>skipped question</i>		6

52	Principal Leadership		
	The changes I am trying to make in my school will challenge the existing norms.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	39.5%	17
	This characterizes me or my school to a limited extent.	30.2%	13
	This somewhat characterizes me or my school.	16.3%	7
	This does not characterize me or my school.	14.0%	6
	<i>answered question</i>		43
	<i>skipped question</i>		5
	53	Principal Leadership	
We have specific goals for specific instructional practices in my school.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		79.1%	34
This characterizes me or my school to a limited extent.		20.9%	9
This somewhat characterizes me or my school.		0.0%	0
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		43	
<i>skipped question</i>		5	
54		Principal Leadership	
	I am very knowledgeable about effective classroom assessment practices.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	76.7%	33
	This characterizes me or my school to a limited extent.	20.9%	9
	This somewhat characterizes me or my school.	2.3%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		43
	<i>skipped question</i>		5

55

Principal Leadership		
I am highly visible to the teachers and students in my school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	97.6%	41
This characterizes me or my school to a limited extent.	2.4%	1
This somewhat characterizes me or my school.	0.0%	0
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		42
<i>skipped question</i>		6

56

Principal Leadership		
In my school we have a common language that is used by administrators and teachers.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	72.1%	31
This characterizes me or my school to a limited extent.	16.3%	7
This somewhat characterizes me or my school.	9.3%	4
This does not characterize me or my school.	2.3%	1
<i>answered question</i>		43
<i>skipped question</i>		5

57

Principal Leadership		
Lines of communication are strong between teachers and myself.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	86.0%	37
This characterizes me or my school to a limited extent.	9.3%	4
This somewhat characterizes me or my school.	4.7%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

58	Principal Leadership		
	I am a strong advocate for my school to the parents of our students.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	88.4%	38
	This characterizes me or my school to a limited extent.	9.3%	4
	This somewhat characterizes me or my school.	2.3%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		43
	<i>skipped question</i>		5
	59	Principal Leadership	
In my school, decisions are made using a team approach.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		71.4%	30
This characterizes me or my school to a limited extent.		26.2%	11
This somewhat characterizes me or my school.		2.4%	1
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		42	
<i>skipped question</i>		6	
60		Principal Leadership	
	In my school, we systematically acknowledge our failures and celebrate our accomplishments.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	78.6%	33
	This characterizes me or my school to a limited extent.	19.0%	8
	This somewhat characterizes me or my school.	2.4%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		42
	<i>skipped question</i>		6

61

Principal Leadership		
I stay informed about significant personal issues in the lives of the teachers.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	59.5%	25
This characterizes me or my school to a limited extent.	35.7%	15
This somewhat characterizes me or my school.	4.8%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		42
<i>skipped question</i>		6

62

Principal Leadership		
Unless we make significant changes in my school, student achievement is not going to improve much.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	9.3%	4
This characterizes me or my school to a limited extent.	14.0%	6
This somewhat characterizes me or my school.	18.6%	8
This does not characterize me or my school.	58.1%	25
<i>answered question</i>		43
<i>skipped question</i>		5

63

Principal Leadership		
I try to be the driving force behind major initiatives.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	65.1%	28
This characterizes me or my school to a limited extent.	20.9%	9
This somewhat characterizes me or my school.	11.6%	5
This does not characterize me or my school.	2.3%	1
<i>answered question</i>		43
<i>skipped question</i>		5

64	Principal Leadership		
	I have well-defined beliefs about schools, teaching, and learning.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	93.0%	40
	This characterizes me or my school to a limited extent.	7.0%	3
	This somewhat characterizes me or my school.	0.0%	0
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		43
	<i>skipped question</i>		5
	65	Principal Leadership	
I continually monitor the effectiveness of the assessment practices used in my school.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		86.0%	37
This characterizes me or my school to a limited extent.		11.6%	5
This somewhat characterizes me or my school.		2.3%	1
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		43	
<i>skipped question</i>		5	
66		Principal Leadership	
	I adapt my leadership style to the specific needs of a given situation.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	65.1%	28
	This characterizes me or my school to a limited extent.	32.6%	14
	This somewhat characterizes me or my school.	2.3%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		43
	<i>skipped question</i>		5

67

Principal Leadership		
In my school, we have a shared understanding of our purpose.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	93.0%	40
This characterizes me or my school to a limited extent.	4.7%	2
This somewhat characterizes me or my school.	2.3%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

68

Principal Leadership		
In my school, we systematically have discussions about current research and theory.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	37.2%	16
This characterizes me or my school to a limited extent.	39.5%	17
This somewhat characterizes me or my school.	16.3%	7
This does not characterize me or my school.	7.0%	3
<i>answered question</i>		43
<i>skipped question</i>		5

69

Principal Leadership		
The most important changes we need to make in my school are the ones the staff most strongly resists.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	4.7%	2
This characterizes me or my school to a limited extent.	16.3%	7
This somewhat characterizes me or my school.	18.6%	8
This does not characterize me or my school.	60.5%	26
<i>answered question</i>		43
<i>skipped question</i>		5

70

Principal Leadership		
In my school, teachers are not brought into issues external to the school that would detract from their emphasis on teaching.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	34.9%	15
This characterizes me or my school to a limited extent.	32.6%	14
This somewhat characterizes me or my school.	20.9%	9
This does not characterize me or my school.	11.6%	5
<i>answered question</i>		43
<i>skipped question</i>		5

71

Principal Leadership		
In my school, controversies or disagreements involving only one or a few staff members do not escalate into school-wide issues.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	66.7%	28
This characterizes me or my school to a limited extent.	16.7%	7
This somewhat characterizes me or my school.	11.9%	5
This does not characterize me or my school.	4.8%	2
<i>answered question</i>		42
<i>skipped question</i>		6

72

Principal Leadership		
We have established specific goals for the assessment practices in my school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	83.7%	36
This characterizes me or my school to a limited extent.	14.0%	6
This somewhat characterizes me or my school.	2.3%	1
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		43
<i>skipped question</i>		5

73

Principal Leadership		
I proved conceptual guidance for the teachers in my school regarding effective classroom practice.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	51.2%	21
This characterizes me or my school to a limited extent.	39.0%	16
This somewhat characterizes me or my school.	4.9%	2
This does not characterize me or my school.	4.9%	2
<i>answered question</i>		41
<i>skipped question</i>		7

74

Principal Leadership		
In my school, advancement and reward are not automatically given for simply andquot;putting in your timeandquot;.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	73.8%	31
This characterizes me or my school to a limited extent.	19.0%	8
This somewhat characterizes me or my school.	7.1%	3
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		42
<i>skipped question</i>		6

75

Principal Leadership		
I make sure that the central office is aware of the accomplishments of my school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	81.0%	34
This characterizes me or my school to a limited extent.	9.5%	4
This somewhat characterizes me or my school.	7.1%	3
This does not characterize me or my school.	2.4%	1
<i>answered question</i>		42
<i>skipped question</i>		6

76

Principal Leadership		
I make sure that significant events in the lives of the teachers in my school are acknowledged.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	69.0%	29
This characterizes me or my school to a limited extent.	21.4%	9
This somewhat characterizes me or my school.	9.5%	4
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		42
<i>skipped question</i>		6

77

Principal Leadership		
In my school, we consistently ask ourselves, andquot;Are we operating at the edge versus the center of our competence?andquot;		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	33.3%	14
This characterizes me or my school to a limited extent.	35.7%	15
This somewhat characterizes me or my school.	19.0%	8
This does not characterize me or my school.	11.9%	5
<i>answered question</i>		42
<i>skipped question</i>		6

78

Principal Leadership		
I believe that we can accomplish just about anything if we are willing to work hard enough and if we believe in ourselves.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	92.9%	39
This characterizes me or my school to a limited extent.	7.1%	3
This somewhat characterizes me or my school.	0.0%	0
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		42
<i>skipped question</i>		6

79	Principal Leadership		
	I have explicitly communicated my strong beliefs and ideals to teachers.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	76.2%	32
	This characterizes me or my school to a limited extent.	23.8%	10
	This somewhat characterizes me or my school.	0.0%	0
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		42
<i>skipped question</i>		6	
80	Principal Leadership		
	At any given time, I can accurately determine how effective our school is in terms of enhancing student learning.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	70.0%	28
	This characterizes me or my school to a limited extent.	27.5%	11
	This somewhat characterizes me or my school.	2.5%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		40
<i>skipped question</i>		8	
81	Principal Leadership		
	In my school, we are currently experiencing a period during which things are going fairly well.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	76.2%	32
	This characterizes me or my school to a limited extent.	16.7%	7
	This somewhat characterizes me or my school.	4.8%	2
	This does not characterize me or my school.	2.4%	1
	<i>answered question</i>		42
<i>skipped question</i>		6	

82	Principal Leadership		
	I can accurately predict things that may go wrong in my school on a day-to-day basis.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	31.0%	13
	This characterizes me or my school to a limited extent.	50.0%	21
	This somewhat characterizes me or my school.	16.7%	7
	This does not characterize me or my school.	2.4%	1
	<i>answered question</i>		42
	<i>skipped question</i>		6
	83	Principal Leadership	
In my school, we systematically read articles and books about effective practices.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		34.1%	14
This characterizes me or my school to a limited extent.		41.5%	17
This somewhat characterizes me or my school.		12.2%	5
This does not characterize me or my school.		12.2%	5
<i>answered question</i>		41	
<i>skipped question</i>		7	
84		Principal Leadership	
	Our school wide goals are understood by all teachers.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	80.5%	33
	This characterizes me or my school to a limited extent.	14.6%	6
	This somewhat characterizes me or my school.	4.9%	2
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		41
	<i>skipped question</i>		7

85	Principal Leadership		
	I am aware of what is running smoothly and what is not running smoothly in my school.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	87.8%	36
	This characterizes me or my school to a limited extent.	12.2%	5
	This somewhat characterizes me or my school.	0.0%	0
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		41
	<i>skipped question</i>		7
	86	Principal Leadership	
Our school wide goals are a prominent part of our day-to-day lives.			
Answer Options		Response Frequency	Response Count
This characterizes me or my school to a great extent.		78.0%	32
This characterizes me or my school to a limited extent.		17.1%	7
This somewhat characterizes me or my school.		4.9%	2
This does not characterize me or my school.		0.0%	0
<i>answered question</i>		41	
<i>skipped question</i>		7	
87		Principal Leadership	
	My behavior is consistent with my ideals and beliefs regarding schools, teachers, and learning.		
	Answer Options	Response Frequency	Response Count
	This characterizes me or my school to a great extent.	90.0%	36
	This characterizes me or my school to a limited extent.	7.5%	3
	This somewhat characterizes me or my school.	2.5%	1
	This does not characterize me or my school.	0.0%	0
	<i>answered question</i>		40
	<i>skipped question</i>		8

88

Principal Leadership		
In my school, it would be useful to have a period of time during which we do not undertake any new, big initiatives.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	17.1%	7
This characterizes me or my school to a limited extent.	46.3%	19
This somewhat characterizes me or my school.	26.8%	11
This does not characterize me or my school.	9.8%	4
<i>answered question</i>		41
<i>skipped question</i>		7

89

Principal Leadership		
In my school, the materials and resources teachers request are procured and delivered in a timely fashion.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	75.0%	30
This characterizes me or my school to a limited extent.	20.0%	8
This somewhat characterizes me or my school.	5.0%	2
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		40
<i>skipped question</i>		8

90

Principal Leadership		
Individuals who work hard and produce results are identified and rewarded in my school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	70.7%	29
This characterizes me or my school to a limited extent.	24.4%	10
This somewhat characterizes me or my school.	2.4%	1
This does not characterize me or my school.	2.4%	1
<i>answered question</i>		41
<i>skipped question</i>		7

91

Principal Leadership		
I am aware of the details regarding the day-to-day running of the school.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	85.4%	35
This characterizes me or my school to a limited extent.	14.6%	6
This somewhat characterizes me or my school.	0.0%	0
This does not characterize me or my school.	0.0%	0
<i>answered question</i>		41
<i>skipped question</i>		7

92

Principal Leadership		
In my school, we share a vision of what we could be like.		
Answer Options	Response Frequency	Response Count
This characterizes me or my school to a great extent.	78.0%	32
This characterizes me or my school to a limited extent.	14.6%	6
This somewhat characterizes me or my school.	4.9%	2
This does not characterize me or my school.	2.4%	1
<i>answered question</i>		41
<i>skipped question</i>		7

VITA

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EDUCATION

- 2009 Doctor of Philosophy, Educational Administration
Texas A&M University, College Station, Texas
- 1996 Master of Education, Elementary Education
Texas State University, San Marcos, Texas
- 1987 Bachelor of Business Administration, Business Management
Sam Houston State University, Huntsville, Texas

CERTIFICATION

Superintendent Principal Secondary History 6-12	Generic Special Education PK-12 Elementary Self-Contained 1-8
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EXPERIENCE

2007-Present Principal/Assistant Superintendent Calvert ISD, Calvert Texas

2005-2007 Assistant Principal, Giddings Elementary, Giddings ISD,
Giddings Texas

Eagle Scout 1974

Disabled American Veteran (DAV) Life Member

Texas Association of School Administrators-Member

Calvert Volunteer Fire Department-Member

Robertson County Technical Rescue-Member