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THE RELATIONSHIP BETWEEN PRINCIPAL REPORTED
INSTRUCTIONAL AND ORGANIZATIONAL PRACTICES OF TITLE I
ELEMENTARY SCHOOLS AND ADEQUATE YEARLY PROGRESS

by

MARSHA BUR

B. A. University of South Florida, 1992

M. A. University of South Florida, 1997

M. A. Florida Gulf Coast University, 2002

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
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Major Professor: William Bozeman

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ABSTRACT

This study examined the practices of Title I elementary school principals in the state of Florida for the school year 2009 - 2010. Elementary school principals in six Florida school districts responded to a survey to determine the extent of implementation of instructional and organizational practices identified by research to improve instruction and learning. The practices (sub-constructs) examined were identified as curriculum, instruction, assessment, educational agenda (vision, mission, beliefs, goals), leadership for school improvement, community building, and culture of continuous improvement.

The results of this study indicated that participating Florida Title I principals believed that they were implementing effective instructional and organizational practices in their schools. Despite this belief, all but two of the schools represented in the results failed to make adequate yearly progress (AYP) for school year 2009-2010. The analysis of the responses indicated a negative, but not statistically significant, correlation between self-reported scores and AYP percentage points earned. These results warrant further study to determine if the reported indicators can be verified by observation or other personnel.

Within the limits of this study, the negative correlation suggested that school principals should examine their practices related to instructional and organizational effectiveness for fidelity and stakeholder buy-in. Principals must not only believe that these practices are evident, they must verify them through constant monitoring and quantitative measures.

This dissertation is dedicated to my family, friends and colleagues who encouraged, supported and guided me through this process.

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CHAPTER 1 THE PROBLEM AND ITS CLARIFYING COMPONENTS

Introduction

President George W. Bush's administration made the improvement of elementary and secondary education a top priority, one that was also supported by both parties in the congress. The main emphasis of his education proposals focused on the academic achievement gap that existed between white and non-white students and students of varying economic status. The No Child Left Behind (NCLB) Act of 2001(U.S. Department of Education, 2004) was the most visible example of Bush's educational reform policy. This legislation mandated annual testing of all students in grades three through eight. It also required that schools must demonstrate adequate yearly progress (AYP) for all students including separate student groups identified by race, ethnicity, poverty, disability, and limited English proficiency (Reschovsky & Imazeki, 2003). Disaggregated student sub-group data more clearly articulated the achievement gaps between white and non-white students as well as gaps between more affluent and low income students than before.

A complication of this requirement was that students and teachers were aiming for a target of proficiency that was to be raised incrementally until, in the year 2014, 100% of children would be expected to perform at a proficient level. As the stakes of these tests become increasingly more severe, states have imposed sanctions on schools failing to meet proficiency. Although both teachers and administrators have been increasingly pressured to make improvements in student learning, principals have been at the forefront

of school reform efforts (Boudett, City, Moody, & Murnane, 2005). An analysis of achievement data each year was instituted to measure the objective results of these tests, but no provision was made for subjective data that supported the reduction of the achievement gap. According to McDougall, Saunders, and Goldenberg (2007), school leadership has been a critical component of substantive improvements. Identifying principal practices and leadership styles in schools successfully meeting annual AYP targets has the potential to provide practitioners with important information about school reform efforts.

The primary purpose of the imposition of accountability on public education was to improve student academic performance by giving teachers a common curriculum upon which to base instruction (Ogawa, Sandholtz, & Scribner, 2004). The intent of this reform effort has been admirable. There has been widespread agreement that the future of the United States depends on providing rigorous education to all students and that failure to do so will severely hamper the economic and social growth of American society. According to Hilliard (2000), there has been no legitimate argument against increasing achievement for all students. In fact, stakeholders have not only the right to insist on a high quality education, they have a responsibility to do so. The impact of the NCLB reform effort, however, has been heatedly debated among various stakeholders in the educational arena. Two commonly asked questions concern whether high expectations were actually connected to accountability reporting, and if specific leadership styles and practices evident in successful schools can be replicated in schools

failing to meet AYP. An overview of the accountability movement is presented in the next section to illuminate the major issues.

Background of the Study

Historical Influences

Mazzeo (2001) reported that the movement toward accountability testing in the United States was both an uncommon and relatively recent phenomenon. He identified three frameworks--examination, guidance, and accountability--as playing a prominent role in the history of assessment policy. According to Mazzeo, the examination framework emerged in the middle of the 19th century and lasted through the 1930s. During that period, elementary school enrollment was expanding; however, there was still only limited opportunity to obtain a high school diploma. To accommodate this disparity between primary school attendance and secondary school attendance, at least 12 states developed written tests or examinations to determine high school admission. Although ostensibly developed to determine promotion to high school, many of these examinations were also used to allocate state educational resources and reform rural education. These tests were state-constructed and state-scored, with a state-determined passing score. The examination framework was eventually discarded as another core framework, student guidance, gained prominence. Mazzeo suggested that the main emphasis of this framework was to obtain information about student capabilities, interests, and achievement that would allow educators to guide students effectively and

efficiently through their education. This process began in the 1920s and lasted through the late 1960s and was responsible for the placement of many students into academic programs that were considered appropriate for individual students. Some students were tracked into academic courses, and others were placed in education programs designed to prepare them for service industry jobs.

Mazzeo (2001) identified the accountability framework beginning in the 1960s. This assessment policy framework has continued into the 21st century. Initially, according to Mazzeo, the accountability framework was an attempt by states to help educators identify problems at the school level and develop strategies to improve the academic performance of all students. By the early 1980s, the emphasis began to shift from detecting problems to affecting change by motivating students, mobilizing the public, and shaping curriculum. Competency testing, public reporting of test scores, and the attachment of rewards and sanctions first became prominent during this time period.

The 1983 publication of *A Nation at Risk* by the National Commission of Excellence in Education has frequently been identified as the major impetus for the accountability and high-stakes testing movement (Barksdale-Ladd & Thomas, 2000). The report challenged America's schools to (a) strengthen graduation requirements, (b) set high standards for both K–12 education and institutions of higher education, (c) increase time students spend engaged in learning tasks, and (d) improve teaching through higher standards.

As these guidelines began to be implemented, a method of effectively measuring student mastery and teacher accountability was sought. During the 1990s, stakeholders in

every state worked diligently to develop state standards for every level and subject area. Once created, these standards were established as state education policies, and teachers were responsible for their implementation. At the same time, thousands of dollars were spent on the development of specific tests to measure mastery of state standards in one or more subject areas. The separate concepts of education policy and accountability became one, and the stage was set for the further development of high-stakes tests.

The far-reaching implications for accountability expanded even further when the 1994 Improving America's Schools Act (IASA), which reauthorized the Elementary and Secondary Education Act (ESEA), mandated that the rigorous state standards in place for the majority of students be applied to students receiving Title I services. States and districts were required to develop content and performance standards, adopt annual assessments to measure student progress toward mastery of those standards, and hold schools accountable for the achievement of all students (Sunderman, 2001). To meet this goal, federal legislation was enacted that expanded district flexibility to expand the number of Title I school-wide (Part A) programs in schools with large numbers of low-income students. These changes were implemented with the intention of promoting educational improvements in schools with high concentrations of low income families. These were schools that might otherwise be at a disadvantage when implementing educational reform. The fact that Title I funds were given only to schools with the highest percentage of low income families rather than to individual students, means that up to half of eligible students receive no additional funding (Cook, 2005).

The No Child Left Behind Act (NCLB) of 2001 mandated a broad application of accountability measures to all American public schools. School accountability systems have been composed of three elements: (a) student testing, (b) public reporting of test results, and (c) rewards, sanctions, or both, based on those results (Kane & Staiger, 2002). Prior to the implementation of NCLB, states differed widely in their requirements for which students were to be tested under their accountability systems. Students served by special education programs, limited English proficient students, or those who were absent on the designated test day, were excused from testing. According to Kane and Staiger this practice led to the manipulation of test data by allowing school officials to determine students' scores that would be counted toward performance levels. Some states tried to circumvent this practice by penalizing schools with a large number of exempted students. The NCLB Act of 2001 attempted to equalize the measurement process by imposing limits on the proportion of students who could be exempted from testing. A hindrance to full equity testing rested in the authority given to the individual states to determine the number of students necessary within a given subset for that subset to count toward overall school improvement. Fulton (2006) reported that states with small numbers assigned to sub-groups included: Maryland (5); Louisiana, South Dakota, and Utah (all with 10); and New Hampshire (11). States with large numbers included: Oklahoma (52); California, Texas, Virginia and West Virginia (50); Illinois, Rhode Island and Tennessee (45).

Historically, public reporting of test results has also differed by state. Prior to NCLB, states were allowed to use some combination of three measures: (a) average test

score levels of students in a given grade, (b) changes in average tests scores between one year and the next, and (c) average gain in test performance between the end of one grade and the end of the next grade. Although the two latter methods seem similar, the difference has been quite important. Though the change approach measured the performance of one year's grade level relative to the previous year's, the gain approach measured the performance of one year's student cohort relative to its own performance the previous year. The gain approach to measuring student performance has been considered superior to other forms of measurement because it has allowed for unbiased comparison between schools serving different populations of students within a given state (Kane & Staiger, 2002). NCLB has standardized the reporting process by providing a stringent format within which each state's learning gains have been published. This format has enabled a comparison of results within a given state.

Sanctions

NCLB has served to equalize the imposition of sanctions based on testing results. Prior to NCLB, sanctions were used sparingly and often consisted of the submission of a school improvement plan. Although state accountability plans included more stringent sanctions, they were rarely used (Kane & Staiger). Since the implementation of NCLB, the sanctions assigned to Florida schools with consistently poor performance have become much tougher. These sanctions have included (a) providing vouchers to parents for use outside the local public school system, (b) assigning school districts the responsibility for providing outside tutorial services to failing students, (c) replacing

integral school staff members, (d) reorganizing the school under state direction, or (d) converting failing schools to charter schools (Florida Department of Education, 2010). Rewards for high student performance have ranged from the more intrinsic measures of satisfaction and personal fulfillment to extrinsic awards of financial incentives awarded to schools with school-wide academic gains.

Title I Program

In addition to the historical perspectives already discussed, it is important to examine the history of the Title I program. In 1965, then President Lyndon Johnson declared a war on poverty (Sanders, 2008). In response to President Johnson's plan, Congress initiated a provision to offer assistance to children living in low income families called Title I as a part of the Elementary and Secondary Education Act (ESEA). The goal of this initiative was to provide for the use of federal funds to directly support educational services for children in poverty. According to Sanders, the Title I statute included the implicit understanding that children living in poverty were less successful in school than their more affluent peers. Initially, Title I was considered a funding source rather than a program, and there were few restrictions placed on the use of Title I funds (Cowan & Edwards, 2009). Schools were allowed to implement medical and dental services, parental counseling services and meal programs (Sanders). Studies reviewed by Sanders indicated that few schools implemented these programs which would have eliminated some of the residual effects of poverty that impact education. As a result, the

achievement gap between low-income and middle-income students that was the impetus for Title I funding, did not improve.

From the inception of the ESEA in 1965 until 2004, the federal government invested more than \$267 billion to provide assistance to states in the education of impoverished students (U.S. Dept. of Education, 2004). Despite this investment, a wide achievement gap still exists between individual subgroups and poor and affluent students. The reauthorization of the ESEA act in 2001, No Child Left Behind, included a provision to hold states, school districts, and schools more accountable for the federal money spent on education. In fact, the United States Department of Education report published in 2004 stated that the NCLB Act addressed the need for accountability by requiring stakeholders to reassess their effort to raise the achievement level of all students while supporting teaching and learning. Cowan and Edwards (2009) described Title I Part A of the No Child Left Behind Act of 2001 as the "most prescriptive federal law in history in terms of mandating how Title I funds must be used to provide instructional services to children " (p. 181).

Conceptual Framework

Educational reform efforts in the United States have increasingly focused on the development of stringent expectations for students with the idea that high expectations equal higher levels of student learning. The NCLB Act was based on the assumption that schools would only make the changes necessary to improve instructional practices if they face external accountability and the possibility of sanctions (Sunderman, Orfield, & Kim,

2006). According to Stichter, Stormont, Lewis, and Schultz (2009), high expectations alone do not positively impact education. Instead, the most important requirement for maximizing student learning is effective instruction. What has becoming increasingly clear is that children need multiple years of effective instruction in order to overcome the challenges caused by living in poverty (Lipson, Mosenthal, Mekkelsen, & Russ, 2004). Rather than treating education reform as a problem that is influenced by the conditions of poverty that exist outside of schools, NCLB operates as if educational improvements can be regulated from outside the educational arena despite widespread doubt that the implementation of standardized testing and the accompanying accountability measures would guarantee improvement (Sunderman, Orfield, & Kim). Title I schools, which have been charged with overcoming the challenges and gaps that are present in children from low-income families while raising student achievement, are faced with challenges that are not present in more affluent schools. Two of those challenges are family background and lack of parental involvement.

Regardless of the intent behind the implementation of accountability, it is critical to examine the research that identifies the impact of accountability on student learning. In one of the most consistent research findings, family background was identified as primarily influencing student achievement (Diamond & Spillane, 2004). Historically, schools have been charged with being a mechanism for social upward mobility, but more often than not, schools reproduce rather than reduce social inequality. Although the legitimate aim of accountability policies has been to ensure that all students receive high quality instruction and reach a level of competence in core academic areas, there has been

growing concern that these policies will exacerbate inequalities rather than reduce them. Analysis of data collected on the results of accountability policies in the Chicago school system indicated that the accountability plans have had different impacts on students based on their family background characteristics (Diamond & Spillane). For example, African American students were retained at much higher rates than white students. The negative long-term outcomes associated with grade retention have tended to reduce self-esteem and increase the likelihood of students dropping out of high school, thereby increasing the gap between African Americans and white students.

Another factor frequently targeted in reform efforts has been the lack of parental involvement in the educational process by parents of non-white students and/or low income students. Policy initiatives have been implemented at all levels of accountability to increase parent's role in the educational setting. Desimone (2001) suggested that this occurred primarily because it was something that has been considerably easier to manipulate than other, more complex reform efforts. Desimone stated, however, that parent involvement did not affect achievement scores for students in low income homes as much as it did for middle class students. Rather, it was his position that school quality was the major factor affecting student achievement and should be the focus of reform efforts.

There have been a multitude of reforms proposed to improve education for all students while closing the gap between white and non-white students, but substantive changes have been few. Grosskopf, Hayes, Taylor, and Weber (1999) attributed this phenomenon to be a direct reflection of opposition from special interest groups who did

not expect to profit from reform efforts. Opposition has not been limited to those external to the school. Within the school setting, there have been those who have expressed doubt about the process. Both administrators and teachers in many schools have expressed concern that they are prevented from meeting AYP targets due to societal issues of poverty and urban environments (LeFloch, Taylor, & Thomsen, 2006). These researchers reported that school personnel have often indicated that their best efforts will only provide minimal results in the face of overwhelmingly negative factors impacting student achievement from outside of the school setting. In fact, there has been widespread belief that reform efforts have no relationship to teaching and often work in opposition to each other (Datnow, 2004).

In school cultures where such beliefs have been prevalent, the role of the principal has been even more important. Principals have been expected to be dynamic and insightful as they implement reform that is teaching and learning centered. At the same time, they are expected to engage in leadership practices designed to reinvent the culture, structure, and purpose of schools to meet the needs of 21st century students (Johnston, 2002).

Marzano, McNulty and Waters (2004) conducted a meta analysis of 5000 studies on educational leadership and reported that (a) there was a significant, positive correlation between student achievement and effective school leadership, (b) effective leadership can be defined, and (c) effective leaders know what to do and why to do it. Central to those qualities is the role of instructional leader. As instructional leaders, principals influence the school vision and mission and establish a climate of student

achievement. Increasingly, school leadership, most often that of a building principal, has been emphasized as crucial to the development of an effective learning environment (Daugherty, Kelley, & Thornton, 2005). These authors stated that as schools have become more complex, it is important to have a visionary principal in place who, in the role of instructional leader, can influence the school vision and mission and establish a climate of student achievement.

For the purpose of this study, the characteristics of effective school leadership were focused on instructional and organizational effectiveness. This focus was studied as it related to the establishment of a school-wide vision and mission, and the development of a school culture that is committed to continuous improvement and collaboration including curriculum, instruction and assessment.

Wilson (2008) identified school culture and passion as two key components of effective schools. He defined school culture as the integration of the vision and mission and school passion as the commitment to the students and their learning. Karim (2003) wrote that the creation of an organizational vision and mission were dependent upon the catalyst of an effective leader. Effective school leaders, according to Kouzes and Posner (2002) develop a culture in which anything is possible. Inherent in the development of an effective culture in schools is the reduction of teacher isolation, a focus on student learning rather than on teaching a specific program, and the belief that commitment results in a change of behavior (DuFour, Eaker, & Burnette, 2002).

Improving school culture can have dramatic effects on student achievement. Graczewski, Ruffin, Shambaugh and Therriault (2007) have identified several aspects of

school culture and climate that directly relate to student achievement and reform efforts: (a) establishing a clear mission, (b) encouraging collaboration, and (c) using data in decision making. The beliefs and practices of the school principal have been viewed as key to developing a school culture and climate that supports student learning. A principal who has taken the time to build a culture that is supportive of reform efforts has been more likely to have the essential staff buy-in critical to success. School-wide support for reform efforts has been determined to be so critical that buy in, according to Graczewski et al., should be part of the preparation process and should be well established before reform efforts begin. Direct support of the school principal has strengthened reform efforts and increased the likelihood of successful implementation (Datnow & Sutherland, 2002). In fact, reform efforts must be fully integrated into the school culture for sustainability to occur (Finnan, Schnepel, & Anderson, 2003).

The use of data to guide the curriculum, instruction and assessment of student learning, often referred to as data-based decision making (DBDM), has been an increasingly emphasized practice for school improvement. Schools have been inundated with data in a variety of forms and must seek ways to interpret data that can be utilized to improve instruction and increase learning (Feldman & Tung, 2001). Successful DBDM is not something that is accomplished by the principal for teachers nor should the purpose of data analysis be the improvement of test scores (O'Neill, 2005). Rather, it should involve the whole staff and engage all stakeholders in asking and answering questions about student achievement. Feldman and Tung reported that schools where DBDM was a priority had more professional dialogue among staff members and that this served to

reduce the isolation of teachers in their individual classrooms. It also led to increased teacher leadership to help focus the efforts of the school toward a single, clearly defined and articulated purpose of student achievement.

Davis (2000) viewed the development of a school culture that promotes a mutual and reciprocal purpose with all stakeholders working toward a common, agreed upon goal as being paramount to the success of school improvement efforts. The practice of implementing professional learning communities has been one way to achieve this goal. Schools that identify themselves as professional learning communities (PLC) typically meet regularly to dialogue strategies for improving classroom instruction and ultimately student learning (Saunders, Goldenberg, & Gallimore, 2009) and are better able to identify solutions to educational problems (Ingram, Louis, & Schroeder, 2004).

Statement of the Problem

With all of the concerns associated with school accountability as well as the increasingly severe consequences attached to failing schools, research examining the procedures and practices of school principals, who are at the forefront of reform efforts, has become more important. An abundance of research already exists that has resulted from the examination of objective results of student performance on standardized tests as well as the impact that failure to meet high standards has had on Title I schools (Barksdale-Ladd & Thomas, 2000; Darling-Hammond, 2004; Diamond & Spillane, 2004; Harlen, 2003; Hilliard, 2000; Kohn, 2000; LeFloch, Reschovsky & Imazeki, 2003; Mazzeo, 2001; Taylor & Thomsen, 2006). In this study, it was considered important to

examine the relationship between instructional and organizational practices of principals of Title I schools to identify possible relationships between school effectiveness, as measured by AYP points earned and the presence of leadership practices.

This study examined seven practices of Title I elementary schools serving kindergarten through fifth grade students in Florida for the 2009-2010 school year. The following research based leadership practices were assessed using the Inventory of School Effectiveness Survey (Appendix A): (a) emphasis on curriculum, (b) instructional design, (c) assessment, (d) educational agenda, (e) leadership for school improvement, (f) community building, and (g) culture of continuous improvement and learning.

Research Questions

The following research questions were used to guide the study:

1. To what extent, if any, is there a relationship among the sub-construct (list) scores on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) percentage points earned by Title I elementary schools for school year 2009 - 2010?
2. To what extent, if any, is there a relationship between each major construct total score (Major Construct A Indicators of Instructional Effectiveness and Major Construct B Indicators of Organizational Effectiveness reported on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) percentage points earned by Title I elementary schools for school year 2009 - 2010?

3. To what extent, if any, is there a relationship between the total score reported on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) percentage points earned by Title I elementary schools for school year 2009 - 2010?

Definition of Terms

The following definition of terms will be used throughout the study.

Adequate Yearly Progress (AYP): Target percentages of students meeting high standards of achievement based on Florida's State Assessment (Florida Department of Education, 2010).

AYP Subgroups: Performance data disaggregated into the following categories: white, African American, Hispanic, Asian, American Indian, economically disadvantaged (SES), limited English proficiency (LEP) and students with disabilities (SWD) (Florida Department of Education, 2010).

AYP Report: Florida Department of Education document published annually to report the AYP status for each school in the state (Florida Department of Education, 2010).

Data Based Decision Making (DBDM): Process describing the practice of using data to drive the decisions made in a school setting to guide teaching and learning and the allocation of resources (Feldman & Tung, 2001).

Florida Comprehensive Assessment Test (FCAT): The criterion referenced test used by the State of Florida to measure the achievement of all students in grades three

through 10 in reading, and mathematics, grades four, eight, and 10 for writing, and grades five and eight for science (Florida Department of Education, 2010).

No Child Left Behind Act (NCLB): Federal Legislation signed into law by President George W. Bush in 2001.

Professional Learning Communities (PLC): Small groups of school professionals who meet regularly with the goal of improving instruction and student learning by examining data from a variety of sources specific to the students and their families (Dufour, 1997).

Proficiency (Florida): The measurement level assigned by the State of Florida that indicates student proficiency is a score of level 3 or higher on the FCAT. (Florida Department of Education, 2010).

School Public Accountability Report (SPAR): A report card for schools in the State of Florida that summarizes the school's data. This report is mandated by Federal law (Florida Department of Education, 2010).

Title I – Part A: The use of Title I funds to provide schoolwide upgrades to the entire educational program for all students enrolled in the school. (Florida Department of Education, 2010).

Methodology

Study Design

This quantitative research study utilized survey data gathered to ascertain school practices related to instructional and organizational effectiveness. A survey was sent to the principals of Title I elementary schools in six school districts within the state of Florida that had high number of schools meeting the identified criteria of public elementary schools serving students through grade 5.

Study Population

The population for this study was defined to be Florida elementary school principals designated on the Florida Department of Education website as holding school-wide Title I status for the 2009-2010 school year in the following school districts: Hillsborough, Orange, Palm Beach, Pinellas, Polk, and Pasco. A total of 315 schools met the identified criteria of public elementary schools serving students through fifth grade. Charter schools and private schools were eliminated from the study in an effort to maximize standardization. All fully completed surveys were included in the study results.

Instrumentation

Data were collected in this study through the use of an online survey designed by the organization, Advancing Excellence in Education (AdvanceED, 2007). This organization is the name given to the unification of the North Central Association

Commission on Accreditation and School Improvement and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. A 24-item instrument, the Survey of Instructional and Organizational Effectiveness (Appendix A), was designed to examine the strengths and limitations of the effectiveness of the instructional practices and organizational condition of a school. The survey addressed seven sub-constructs divided into two Major Constructs. Major Construct A, Indicators of Quality Instructional Systems, was used to explore responses related to curriculum, instructional design and assessment. Major Construct B, Indicators of Quality Organizational Systems, was used to examine the educational agenda of the school (vision, mission, beliefs and goals), leadership for school improvement, community building and culture of continuous improvement and learning. In addition to the pre-identified items, respondents were asked to indicate their number of years of experience in education.

Data Collection and Analysis

An introductory letter describing the purpose of the survey and a letter of informed consent was sent to each of the identified school principals alerting them that they would be receiving a survey and inviting them to participate. The survey was emailed to the school principal one week later. A reminder email was sent mid way through the survey window. Targeted participants who did not respond during the first survey window were sent another request to participate and the survey window was reopened for an additional two weeks. In a final attempt to encourage participation,

principals who did not respond during the first two survey windows received a pre-printed postcard asking for their participation and the survey window was reopened for an additional ten days. Appendix D contains copies of all correspondence. Survey responses were entered into SPSS and analyzed to identify organizational factors that were apparent in each school. An independent T test was conducted on the descriptive characteristics of the two groups of principals to compare years of experience. A multiple regression was performed on the survey responses to determine relationships between the independent and dependent variables.

Results of the survey were used to assess the relationship between the seven individual constructs of the survey and adequate yearly progress. Additionally, the survey score of indicators of both major constructs of Indicators of Instructional Effectiveness (Major Construct A) and Indicators of Organizational Effectiveness (Major Construct B) were reported, respectively, from the raw scores of the component sub-constructs and a total survey score was reported from scores of all sub-constructs.

Assumptions

1. Florida Title I elementary schools that scored high on the constructs of the Survey of Instructional and Organizational Effectiveness would also score high on AYP points.
2. Survey items would accurately measure the intended considerations.
3. Principals would respond to the survey items with integrity.

Delimitations

1. This survey was delimited to public Title I elementary schools in Florida.
2. Data were self-reported by participants willing to complete the survey.

Limitations

1. Results of this study can be generalized only to Title I elementary schools in the state of Florida.
2. All results of the survey were dependent on the accuracy of the self-reported data provided by the respondents.
3. Data analysis was based on usable responses and may not reflect data for all Title I principals.
4. Data used in all analyses were based on data available for Title I schools for the 2009-2010 school year.
5. The large numbers of Title I schools in the selected districts may limit the comparability with more affluent school districts composed of fewer Title I school-wide programs.

Significance of the Study

The results of this study contributed to the knowledge base of educators seeking to improve student achievement. With the full implementation of Adequate Yearly Progress in 2014, it is anticipated that educators and other stakeholders interested in

school reform would be seeking the most effective models to replicate in struggling schools. Although there have been previous studies of instructional and organizational effectiveness related to student achievement, they have not focused directly on Title I elementary schools. Because Title I schools bear the greatest burden of sanctions and negative consequences attached to failure to achieve Adequate Yearly Progress (AYP) targets, it has been, and will continue to be, important for researchers to investigate data specific to those schools. By collecting data from Title I elementary school principals in Florida, conclusions may be drawn based on the target population. The results of this study should be of assistance to principals and district leaders as they search for ways to meet their goals and improve student achievement in Title I elementary schools.

Organization of the Dissertation

Chapter 2 provides a review of the literature related to student achievement and the constructs of instructional and organizational effectiveness. Chapter 3 contains a discussion of the data collection and analysis procedures used in the study. Chapter 4 contains reports in detail the results of the statistical analyses performed on the data collected. Chapter 5 presents a summary and discussion of the findings, implications for policy and practice, and recommendations for future research.

Summary

The problem faced by Title I schools in meeting federal AYP status and the relationship between indicators of instructional and organizational effectiveness and

student achievement has been presented in Chapter 1. Title I schools, which serve predominantly low income and minority students, have faced the most stringent sanctions for failure to meet federal AYP targets. Principals of Title I schools have been at the forefront of reform efforts and shoulder the bulk of the responsibility for restructuring schools to ensure instructional and organizational practices that enhance student learning.

A brief history of the accountability movement in the United States from the 1920s through 2010 has been detailed. This includes the impact of the 2001 No Child Left Behind Act which imposed stringent accountability practices on states and school districts that significantly changed the dynamics of school leadership styles and practices.

The chapter also been used to provide an overview of the conceptual framework for the study, the three research questions which guided the study, the methodology, significance, and limitations. Chapter 2 contains a summary of the literature related to the following seven sub-constructs of instructional and organizational effectiveness: emphasis on curriculum, instructional design, assessment, educational agenda, community building, and a culture of continuous improvement and learning as well as leadership practices that support student achievement.

CHAPTER 2 REVIEW OF THE LITERATURE AND RELATED RESEARCH

Introduction

This chapter contains a review of the literature and related research relevant to Adequate Yearly Progress guidelines and the historical challenges faced by Title I schools. Also addressed is the literature related to three constructs of instructional effectiveness and four constructs of organizational effectiveness. Literature reviewed and discussed in this chapter were derived from an exhaustive search of relevant databases including, but not limited to, professional publications, conference proceedings, working papers, and dissertations.

Federal accountability requirements have created a renewed emphasis on increasing student achievement through improved performance on state created high stakes tests. The reauthorization of the Elementary and Secondary School Act under the auspices of the No Child Left Behind Act (2001) has made it more important for educational leaders to identify effective school indicators. Schools and districts across the country have assigned rewards and sanctions based upon the performance of individual students, and educators have been increasingly interested in identifying and implementing best practices to increase student achievement on standardized tests (Schlechty, 2002). Schools and Districts failing to make Adequate Yearly Progress have faced increasingly stringent sanctions up to and including restructuring by the state.

Adequate Yearly Progress (AYP)

The following discussion of AYP policies and procedures was summarized from a Florida Department of Education (2010) technical assistance paper. The No Child Left Behind (NCLB) Act of 2001 required individual states to evaluate public schools in order to determine whether or not they made adequate yearly progress (AYP) in improving the performance of students on state wide assessments (Florida Department of Education, 2010). NCLB required that all public schools must make adequate yearly progress toward state proficiency goals each year until 100% of students are achieving at or above established proficiency levels by school year 2013 - 2014. States determined AYP gains at both the school level and through the performance and participation of eight subgroups of students based on race or ethnicity (white, black, Hispanic, Asian, American Indian), socioeconomic status (SES), students with disabilities (SWDs), and English proficiency (ELLs). According to the Florida Department of Education, reading and mathematics proficiency have applied only when the number of students in the subgroup is greater than or equal to 30 and represents more than 15% of the school population. Writing proficiency is measured when there is a minimum of 30 students in a subgroup. Proficiency results are reported only for students in attendance in the same school or district for a full calendar year, defined as the October and February full-time equivalent (FTE) dates.

The Florida Department of Education (2010) identified Florida public schools as making AYP when they met the following criteria:

- (a) at least 95percent of all students enrolled in the school participate in the state assessment program, (b) the targeted percent (72 percent for 2009 -2010) of

students score at a level of three or above in reading proficiency, (c) the targeted percent (74 percent for 2009 -2010) of students score at a level three or higher in math proficiency, (d) writing performance improves (3.0) by at least one percent each year or the school has an overall performance rate of 90 percent or better, and (e) be designated as an A, B, or C school in the A+ School Grade systems. High schools and Districts are also required to improve their graduation rate by one percent or attain a rate of 85 percent or higher (pp. 2-3).

If schools did not qualify for AYP using the criteria listed above, there are two additional methods by which schools can earn AYP status. The first opportunity is identified as Safe Harbor. Safe Harbor provides that schools that have met the requirement for participation in state wide assessments (and the indicators of writing, graduation rate and school grade) but failed to meet the reading and/or mathematics proficiency targets can earn AYP if the percentage of non-proficient students decreases by at least 10% in the subject area being tested.

The second opportunity to earn AYP is the Growth Model. The Growth Model is only calculated for students with at least two years of assessment as well as third grade students without data from the previous year. To qualify for Growth Model calculation, students must have been enrolled in the same school for a full academic year. This provision states that schools that have met the minimum requirement for participation, writing, graduation rate, and school grade but have not met the reading and/or mathematics proficiency targets can earn AYP by demonstrating that the percentage of students on track to be proficient in three years or less in reading is at least 65%. The Growth Model calculates individual student benchmarks based on their baseline score (year 1) and requires a 33% decrease in the distance between baseline performance and proficiency performance each successive year until proficiency is met in the third year.

Title I schools not making adequate yearly progress in the same content area for two consecutive years are designated as schools in need of improvement (SINIs). Schools fail to earn AYP if all criteria are met except mathematics or reading proficiency and/or if one or more subgroups fail to make AYP (Florida Department of Education, 2010). According to Edwards, Peaco and Duntun (2009) SINI schools are required to submit an improvement plan that includes the following components: (a) consultation with parents, school staff, the school district and outside experts, (b) the implementation of instructional strategies that are based on scientific research to strengthen the core academic subjects, (c) the adoption of policies and practices that are most likely to assist the individual subgroups in the achievement of proficiency targets, (d) the development of a professional development plan that commits ten percent of Title I, Part A funds to teacher training and targeted teacher mentoring programs, (e) develop a plan to move all students to 100 percent proficiency in the year 2013 - 2014, which includes specific annual, measurable goals for each disaggregated subgroup, (f) provide written notice to parents of the schools' SINI status in the parent's native language, (g) a plan for activities outside of the regular school day to provide assistance to students who have not met proficiency targets, and (h) the specification of responsibilities designated at the school level, district level and state level.

The implications of failing to meet adequate yearly progress that have emerged from high-stakes testing and accountability systems are stronger than ever before and the search for strategies and practices that can improve the performance of students has become a priority for all stakeholders (Meyers & Murphy, 2007). Since many schools

failing to meet AYP serve disproportionate numbers of non-white students and are located in impoverished communities (Meyers & Murphy), it is important to consider a review of the literature relating the relationship between Title I schools and student achievement.

Title I

A Florida Department of Education (2007) technical assistance paper explained the processes/policies available to Local Educational Agencies (LEAs) in providing Title I services. All LEAs receive Title 1 funds to provide supplemental instructional activities that help ensure that all children, but especially children attending schools with a high rate of poverty, have an equal opportunity to receive a high-quality education and achieve at high levels of proficiency (p. 1).

The Title I statute [PL 107 -110, Sections 1114 and 1115], provides LEAs with two options to address this objective: school-wide and targeted assistance programs. School-wide programs allow for the improvement of the entire educational program of the school. In this model, all students enrolled in a school designated for school-wide Title I services have access to effective, research based practices designed to improve learning. Targeted assistance programs are designed to assist only those students who are designated as most in need of academic assistance.

Of significance to Title I schools is the fact that students living in low SES communities have been less likely to enter school ready to learn (Meyers & Murphy, 2007). Hart and Risley (1995) conducted a study in of 42 American families from a

variety of socioeconomic groups. The results of the study indicated that parents in low SES situations spoke to their children significantly less often than did middle and upper class parents. When conversation did occur in the low SES homes, it was predominantly sparse and utilized minimal language constructs. According to Hart and Risley (1995), students who have not been exposed to a rich language experience in the pre-school years are at a greater risk for literacy failure.

Magnuson, Myers, Ruhm and Waldfogel (2007) examined low SES from the perspective of early childhood education as it related to school readiness. Findings from their study confirmed that young children who attend preschool were academically stronger than children who did not attend preschool. Noting that most preschool programs were privately operated and often out of reach for low income families, Magnuson et al. reported the need for additional federal funding to allow low income families an opportunity to enroll their students in high quality preschool programs.

Environmental problems such as unemployment, exposure to high levels of violence and disruption, high mobility rates and poor attendance rates also contribute to the challenges faced by Title I schools in making AYP (Meyers & Murphy, 2007). Sirin (2005) completed a meta-analysis of SES and student achievement. The six components of SES that were included in the meta analysis were: education level of the parents, parental occupation, family income, eligibility for free and reduced lunch, neighborhood characteristics and home resources. The study included data from 101,157 students, 6,871 schools, and 128 school districts. Findings from the meta analysis were that factors inherent in low SES families had a significant impact on student achievement.

Two additional studies were conducted to examine the relationship between family structure and student achievement. Pong (1998) studied single-parent families and stepfamilies from data retrieved from the National Education Longitudinal Survey. Results from that study indicated that students residing in a stepfamily unit or with a single parent performed lower on reading and mathematics standardized tests than did students living with two biological parents. Bankston III and Caldas (1998) studied family structure related to interaction with other students and racial inequity with a random sample of 18,310 students. They reported that students living with only a female parent were less successful in school settings.

The literature review of the challenges inherent in schools serving students from low socio-economic backgrounds illustrated the challenges that students living in poverty face in performing at high levels of proficiency. A majority of Title I schools, by definition, serve a high percentage of students from low SES families and, therefore, bear the brunt of negative publicity and sanctions that are attached to failure to achieve AYP. According to Harris and Herrington (2006) high-poverty schools were 22-89 times less likely to be high performing than schools which served students who live in more affluent family settings. In the era of high stakes accountability that has resulted in response to NCLB legislation, there has been increasing pressure to identify and replicate school effectiveness constructs. The following section of the literature review is devoted to the examination of aspects of school effectiveness related to student achievement.

School Effectiveness

Although the search for effective school practices that support high achievement for students has continued, researchers have contributed important information identifying school and classroom attributes that have been associated with educational success (Griffith, 2003). One prominent result of over two decades of effective schools research (DuFour & Eaker, 1998; Gray, 1990; Rothstein, 2000), has been that effectiveness is relative to the context of the school itself. Mintzberg's (1979) Contingency Theory approached organizational effectiveness from a contextual point of view. Mintzberg asserted that organizational effectiveness was dependent upon the relationship between the internal structural factors of an organization and the situation of the organization. Hofman, Hofman and Guldemond, (2001) studied the social contexts of learning in elementary educational settings and reported that social climate appeared to have the most significant impact on school effectiveness. These authors viewed a strong social and educational emphasis as the distinguishing characteristics between effective and less effective schools. The work of three contemporary researcher groups Glasser, 1998, 2000; Marzano, Pickering, & Pollock, 2001; DuFour & Eaker, 1998) emphasized the attributes of situational and contextual characteristics of effective schools. Each theory will be examined separately in the following sections.

Glasser's Choice Theory and School Effectiveness

Glasser was a psychiatrist turned educational theorist who introduced choice theory and quality school development in a series of books that combined pragmatism

and humanist ideas into a plan to provide a quality learning experience for all students. The premise of Glasser's (1988) ideas was the belief that the primary purpose for the behavior of all humans is to seek a 'quality world' for themselves. Glasser (1988, 1998) identified five basic needs for all human beings: survival, fun, belonging/love, power, and freedom and promoted them as integrating emotional and cognitive factors and directly impacting intellectual activities. In order to become effective, according to Glasser (1998), schools must provide a setting in which all five basic needs are met and where students believe that the school is a part of their quality world. When this setting occurs, students learn to make choices that are both affirming to their needs and in compliance with the mission of the school (Rose, 2003).

Glasser (2000) asserted that all quality schools are defined by six common characteristics. The characteristics were: (a) relationships are based on trust and respect so that ongoing discipline problems are eliminated, (b) the emphasis is on education that is useful, (c) all students do work that they consider exceptional and that is confirmed as exceptional by educators, (d) students know and actively use choice theory strategies, (e) students perform well on high stakes proficiency tests, and (f) all stakeholders consider the school a place where they like to be. Glasser (2000) predicted an environment in which all stakeholders felt safe as members of the school community when these characteristics were present. Teachers and administrators incorporated teambuilding activities into academic tasks and cooperative learning experiences were the expectation rather than a suggestion. Regularly scheduled class meetings were used to celebrate individual and school successes and to address organizational, behavioral or academic

difficulties as they occurred. Students were expected to master academic concepts rather than just attain minimal proficiency, and integration of subject matter was encouraged. Finally, a high level of student engagement was central to school expectations, and students were expected to work harder at learning than the teachers. According to Glasser (2000), when students' basic needs were met and they were engaged in well designed, authentic learning tasks and assessments, they acquired the necessary skills to meet or exceed standards on high stakes tests. Because of the success reported by schools identified as "Quality Schools" (Glasser, 2000), his ideas have gained prominence as examples of effective school practices.

Marzano's High Yield Instructional Strategies

Marzano et al. (2001) conducted research into effective school practices that resulted in specific indicators that can easily be implemented in any school setting to improve student learning. These authors, recognizing that effective teaching was a complex process, identified nine categories of instructional strategies that had the potential to increase student achievement (Marzano, 2009). The nine categories identified by Marzano et al. (2001) were (a) identifying similarities and differences; (b) summarizing and note taking; (c) reinforcing effort and providing recognition; (d) homework and practice; (e) nonlinguistic recommendations; (f) cooperative learning; (g) setting objectives and providing feedback; (h) generating and testing hypotheses; and (i) cues, questions, and advance organizers. Although Marzano (2009) did not consider the list to be all inclusive or effective in every situation, they did propose that the nine

strategies serve as a foundation for designing classroom instructional practices that increase student learning.

Another component of the work of Marzano et al. (2001) was the necessity of aligning classroom instructional practices with state standards. According to Marzano (1999), one of the defining characteristics of effective instruction was that it is organized around specific learning objectives. Marzano (1999) reported that organizing curriculum around specific objectives increased student achievement by 34 percentage points. Common sense would dictate, then, that classroom teachers should create classroom instructional objectives directly from state standards. Marzano (1999) stated that this is not easily accomplished because state documents often do not differentiate specificity within the standard. Teachers must first 'unpack' the elements within each standard to form the basis for classroom instruction. The practice of basing classroom teaching and student learning completely on specific, common standards must be initiated and monitored by school leaders in order to be effective.

DuFour and Eaker's Culture of Professional Learning Communities

DuFour and Eaker (1998) have been at the forefront of educational reform efforts that involve the use of professional learning communities (PLCs) to improve teaching and learning in schools. According to DuFour (1998b), school reform efforts have too often been concerned with structural issues of policies, procedures and rules. This emphasis on structural issues negatively impacted the importance of the culture of a school. According to DuFour (1998b), the assumptions, beliefs, values, and habits that

are part of the school norms are powerful components of school effectiveness. He viewed the emphasis on structural changes as understandable, because structural changes were highly visible, tangible, and easily accomplished. Cultural changes, however, have typically been less visible and much less easily accomplished. DuFour (1998) reported that structural changes without accompanying cultural changes will fail to produce fundamental changes to classroom instruction and student learning. He believed that one of the most effective ways of changing the culture of the school was the creation of professional learning communities (PLC). Huxham and Vangen (2000) argued that effective school improvement efforts resulted when leadership emphasized collaboration through the creation of PLCs in the school setting. They reported that a culture of professional collaboration enhanced the processes of inspiring, nurturing, supporting and communicating among individual teachers, teams, and administrators. DuFour and Eaker (1998) suggested that a successful PLC was based on a shared mission, vision, and value system that allowed for team collaboration.

The research from Glasser (1998), DuFour and Eaker (1998), and Marzano (2009) emphasized the need for strong educational leadership as an important component of effective schools. Hofman et al. (2001), considered strong, collaborative leadership to be one of the most influential characteristics of school climate and school effectiveness. Effective school leaders demonstrate strong levels of educational and instructional leadership and work to develop a culture of cohesion that is committed to student achievement. Cohesion and consensus among staff members has been positively related to student outcomes (Teddlie & Stringfield, 1993). Bryk and Sebring (2000), reported

that students in schools where teachers and administrators shared common educational goals and ideas attained higher outcomes than students in traditional school settings. Hofman et al. (2001) stressed the importance of effective educational leaders working to strengthen the bond between individual teachers and collaborating teams. They elaborated by stating that a climate of collaboration clearly articulates the norms, goals, and expected outcomes for students, parents and staff members. Effective school leaders exhibit strong educational and instructional leadership practices that create a results-oriented commitment to high student achievement in an atmosphere of shared goals and values (Bryk & Sebring, 2000; Teddlie & Stringfield, 1993). Inherent in school leadership is a commitment to frequent monitoring of classroom instruction and student achievement and the organizational functions of the school that was identified as a key characteristic of effectiveness (Hofman et al., 2001).

Indicators of Instructional and Organizational Effectiveness

The indicators of instructional and organizational effectiveness related to the present study were: (a) curriculum, instruction and assessment and (b) educational agenda further defined as leadership for school improvement, community building and culture of continuous improvement and learning. Because the constructs overlap and are not easily isolated in an effective school environment, the constructs will be examined together in the following paragraphs.

In an effort to improve student learning and performance on standardized tests, school districts and staff members have attempted to identify and implement effective

educational practices (Schlechty, 2002). A number of studies conducted on curriculum design for school improvement (Briars & Resnick, 2000; Carroll, 1997; McCaffrey et al., 2001; Schoen, Cebulla, Finn, & Fi, 2003) suggested that a curriculum based on standards positively impacted student comprehension and problem solving skills. Marzano (1999) stated that classroom curriculum that was standards based increased student achievement by 34%. The adoption of a standards based curriculum alone was not enough to impact achievement.

Henningsen and Stein (1997) reported that the manner in which educators teach the standards varied and that ineffective or inconsistent teaching of standards resulted in widely different levels of student mastery. They continued by stating that students achieved at higher levels when teachers organized instruction to build on students' prior knowledge, provided scaffolding techniques to support student learning, provided models of high performance and required students to explain their learning.

Schoen et al. (2003) determined that time on task was an important variable in effective teaching. They suggested that teachers should (a) avoid wasting prime instructional time on non academic tasks in order to maximize instructional time and (b) adhere to high academic expectations for student work and maintain the integrity of the curriculum in order to support student mastery of subject matter at high levels. Schoen et al. defined high academic expectations as the weight teachers attached to student work. They asserted weighting work products higher in the grading scale than other, non academic categories such as attendance, attitude and effort would lead to higher levels of proficiency.

Weimer (2003) studied student achievement and determined that despite the increasing emphasis on student learning, effective instruction was primarily concerned with teacher performance. According to Weimer, teachers make too many decisions in the instructional process. He contended that decision making should be shared with students whenever possible in order to increase student motivation. Above all other considerations of student achievement, students must do more work in the classroom than the teacher (Weimer).

The basic tenet of NCLB has been to equalize the learning experience for all students. Marshall (2009) discussed the importance of closing the achievement gap between non-white and low SES students and white, affluent students. He contended that good teaching, though important to the success of all students, was more important to low achieving students, and was the only way to close the gap. Marshall reported that students who were assigned to effective teachers for three consecutive years made significant gains in achievement. Conversely, struggling students who had ineffective teachers for three consecutive years experienced far fewer learning gains than did average students in the same classroom. Marshall reported that teachers positively impacted struggling students when they clearly articulated learning expectations as well as the criteria for demonstrating mastery, checked for understanding during instruction, and used the feedback to assess the lesson and plan for re-teaching.

Marshall (2009) conducted research on the assessment practices of effective schools. He found that effective schools not only provided clear expectations for student performance, they also provided assessments to monitor student learning, analyzed the

results, and provided feedback to the learner. This was consistent with Marzano (1999) who stated that students should be provided with feedback that specifically addressed their progress in mastering standards. Marshall agreed that assessment and feedback were critical to student achievement, but thought that what teachers did with the information made the biggest difference.

Standardized testing and academic plans have frequently caused teachers to feel pressured to “cover” the curriculum within a designated time frame. Teachers have voiced their dissatisfaction with their inability to linger over content that struggling students did not master. Marshall (2009) explained the problem of moving on without ensuring mastery of the content by all students. As certain students, or groups of students fail to master a part of the curriculum, the achievement gap widens. Students who performed in the lower levels of achievement in one area were often the students who had a history of learning difficulties and were likely to be the same students who entered school without the prerequisite skills. In order to combat the inequities observed in curriculum, instruction and assessment, principals must insist that teachers address the discrepancies between classrooms (Marshall).

Principal Effectiveness

School effectiveness research conducted by Borko, Wolf, Simone, and Uchiyama, (2003) determined that an emphasis on instructional effectiveness alone was not enough to make significant gains in student learning and that evidence of organizational effectiveness was also important. Borko et al. stated that one of the most critical

components of effective schools is an effective principal who develops the capacity of the school. The authors defined effective school capacity as an overriding culture that included components of shared goals for student learning, reflection on professional practices, and opportunities for staff members to impact school activities and policies.

Christie (2004) studied effective schools in the state of Virginia to identify practices that resulted in gains in student achievement in struggling schools. He reported that despite the challenges inherent in educating impoverished students, there were specific practices that led to higher student achievement. He identified the following common practices: (a) strong principal leadership, (b) an environment that is conducive to learning, (c) effective staff members, (d) the use of data to drive assessment, (e) the presence of curriculum alignment, (f) common pacing guides, (g) differentiation in teaching and remediation, and (h) the presence of teamwork and collaboration.

Schlechty (2002) considered school reform related to student achievement and school staff members and determined that schools can positively impact student performance in three ways: (a) work on students, (b) work on teachers, and (c) work on the work. He reported that schools which have common values about the ability of all students to learn and have agreement around effective instructional practices were more likely to improve student achievement. Schlechty afforded the major responsibility for necessary changes to the school environment to the school principal. Principals who worked to change the culture of a school to include common beliefs that included active learning, data-driven instruction and assessment, and staff collaboration experienced greater improvements in student learning gains.

Roberts and Pruitt (2003) examined the importance of culture within a school. According to the researchers, school principals who valued learning, promoted collaboration among staff members, and focused on participation in professional dialogue, was able to make gains in student achievement. Equally important components of a culture of improvement were the concepts of shared values, norms, and school-wide agreement on the mission, vision and goals of the school.

Huxham and Vangen (2000) argued that effective leadership was much more than supervising staff members. Effective leadership must focus on inspiring, nurturing, supporting, and communicating with individual teachers and teams through the development of collaborative structures and processes. Swanson and Holton (2009) wrote that the success of the entire system was affected by the sum of its parts and that effective leaders comprehend the importance of human resource development to manage both constructs. Motivating staff members is difficult due to many factors. Hersey, Blanchard and Johnson (1996) attributed the difficulties encountered to a lack of trust within the organization and to strong personalities who clashed during the change process.

DuFour and Marzano (2009) stated that schools needed learning leaders rather than instructional leaders in order to ensure that all students learned at high levels. When instructional leadership was the emphasis, administrators could spend the majority of their time observing teachers in the classroom and providing feedback on their performance. Although DuFour and Marzano recognized that rules about observations were often mandated by state and/or local authorities, they did not believe that formal

observation provided the desired results of improving instructional practices. Rather, teachers who received an unsatisfactory evaluation of their teaching either ignored the feedback or attributed it to personality conflicts with the principal. DuFour and Marzano described evaluation of teachers to be a low-leverage strategy for school improvement.

Professional Learning Communities

The shift in focus from being an instructional leader to learning leader affected the work of the principal significantly. Rather than spending hours working with individual teachers, DuFour and Marzano (2009) suggested that principals could maximize results by working with groups of teachers to create collaborative teams committed to focusing on student learning through the creation of common curriculum, instruction and assessment practices. Principals must designate significant amounts of time to monitoring the work of the collaborative teams to ensure that curriculum and pacing guides are implemented, common assessments are administered and results are examined to guide instruction. DuFour and Marzano proposed that principals who utilized their time in the development and supervision of high-performing collaborative teams positively impacted the learning of students.

Bryk and Schneider (1996) reported that an atmosphere of trust and cooperation was evident in effective schools and that trust must exist between teachers, teachers and parents, teachers and administrators and between students and teachers for real improvement to occur. Characteristics observed in schools with a foundation of trust included a feeling of safety and concern for students, and accessibility of the principal.

McLaughlin (1995) reported similar characteristics necessary for school improvement: (a) shared ideals, (b) mutual cooperation, (c) emotional support, (d) innovation combined with action, and (e) a desire for continuous improvement. McLaughlin defined a school demonstrating those characteristics as a professional learning community.

DuFour (2004) professed that the development of professional learning communities (PLCs) would have profound implications for schools. He identified three important considerations for effective PLC implementation: (a) What do we want each student to learn? (b) How will we know when each student has learned it? and (c) How will we respond when a student experiences difficulty in learning? DuFour (2004) contended that how schools answered the third question differentiated learning communities from traditional schools.

In traditional schools, according to DuFour (2004), teachers often assumed that struggling learners were unable to achieve at high standards. When responding to students from this mindset, teachers transferred students to less rigorous classes, lowered expectations for the students, considered them for special education services or simply allowed them to fail. Schools operating as PLCs, however, responded differently to low levels of student learning. They addressed the discrepancy by designing strategies to allow for additional time and/or support to master standards. Paramount to intervention strategies in a professional learning community were the concepts of timely identification of discrepancy, emphasis on intervention rather than remediation, and required participation of struggling students in extended learning opportunities instead of inviting them to attend (DuFour, 2004). DuFour (2004) cautioned that the collaboration required

for effective professional learning communities to function included the development of a systematic process for requiring teachers to work together to analyze and improve teaching and learning through on-going conversation related to best practices. DuFour (2004) also stated that effective collaborative conversations required teachers to analyze goals, strategies, materials, pacing, questions, concerns and results in an open environment. What is traditionally a private endeavor for teachers becomes a shared responsibility in a professional learning community.

DuFour (1998b) reported that when attempting to begin the process of transforming a school into a professional learning community, many educators try to reduce the process to specific, manageable steps. He warned that trying to work through a series of prescribed steps would not result in a professional learning community and that the commitment to becoming a professional learning community required an emotional shift within the staff. The process of developing a PLC necessitated an examination of the core beliefs an organization holds regarding their ability to make a difference in the education of all students by creating a community of caring. This community of caring illustrated for all stakeholders in the education setting that, collectively, the school could accomplish goals unobtainable otherwise. Reform efforts that focused on systems, procedures and benchmarks to improve school effectiveness ignored the importance of the development of a passion for change that is fundamental to the organization's culture. If the structures are changed, but the culture remains the same, fundamental changes cannot occur. DuFour (1998b) asserted that in order to sustain

school improvement, reform efforts must tap into the basic human needs of achievement, belonging, and significance that are apparent in professional learning communities.

Another aspect of school effectiveness is a commitment to professional development for the purpose of improving teaching and learning (DuFour & DuFour, 2007). They proposed that professional development for school effectiveness should not come from identifying new strategies or processes. Rather, it should focus on effectively implementing what teachers already know. They proposed that a school's dedicated to improving teaching and learning must work to close what these authors identified as the knowing-doing gap.

The primary method of accomplishing this goal was termed “purposeful” collaboration. DuFour and DuFour (2007) defined purposeful collaboration as a process of collective inquiry, action research and a reliance on evidence of results to inform and guide individual, team and school practices. In this process, the collaborative team becomes the primary focus of professional learning by focusing on the pursuit of results oriented goals that define the mission and vision of the school. The collaborative team process can result in a continuous cycle of improvement that holds all teachers accountable for student learning.

As can be inferred from the literature presented in Chapter 2, there has been a strong relationship between principal effectiveness and the likelihood of improving student achievement. Reeves (2003) conducted research on high poverty schools and demonstrated high academic performance in 1995 in what he called the 90/90/90 study. For this study, Reeves identified schools with student populations that met the following

criteria: 90% or more of the students were eligible for free/reduced lunch, 90% or more of the students were from ethnic minorities, and 90% or more of the students met or exceeded high levels of proficiency on independently administered standardized tests. He identified five common leadership practices in the 90/90/90 schools he studied: (1) a focus on academic achievement, (2) clear curriculum choices, (3) frequent assessments of student progress that included multiple opportunities for improvement, (4) emphasis on nonfiction writing, and (5) collaborative scoring of student work.

Reeves (2003) suggested that school principals impact these common practices by devoting time within the school day for collaboration that focused on student work and developing examples of what ‘proficiency’ means. It was important to note, according to Reeves, that these schools did not have extra time, money or school days to allocate to collaboration. Rather, principals committed to a reallocation of school hours to reduce meetings and other required activities to provide time for focused collaboration on student learning. Furthermore, according to Reeves, principals modeled their commitment to collaborative practices by actively participating in all activities including grading student work.

Research conducted by Marshall (2009) also resulted in a report on the impact that principal practices and expectations can have on student achievement. Marshall reported that principals who developed a culture in which student achievement is the foundation of decision making were more successful at closing the gap between expected levels of student proficiency and actual levels of student achievement. He identified the key principal practices to be: (a) clarity of expectations, (b) frequent, common

assessments, (c) monitoring of teaching, (d) immediate analysis of assessment results, and (e) instructional adjustments based on the data obtained. Marshall believed that when administrators create a culture empowering teachers to practice reflective instruction and assessment, they are encouraged to address discrepancies between what is taught and what is mastered. This enables an increase in achievement for all students.

Summary

The literature review related to school effectiveness and student achievement highlights the integration of instructional effectiveness constructs of curriculum, instructional design, and assessment, with organizational effectiveness constructs of educational agenda, leadership for school improvement, community building, and the development of a culture of continuous improvement and learning. Key components were identified in the research that emphasized the benefits of providing sustained, substantive improvements to student learning through the development of professional learning communities. The work completed through professional collaboration in a learning community addresses all seven constructs that were the focus of this study. Furthermore, professional learning communities provide the social and emotional components of effective school's research by providing opportunities for all stakeholders to engage in meaningful, collaborative activities to meet basic needs identified as survival, fun, belonging and love, power and freedom. Working in professional learning communities was reported to reduce variations in teaching that have been reported to increase the

achievement gap between non-white and low SES students and white students from middle and upper class families.

Chapter 3 contains a description of the methodology used to conduct the present study. The research questions, population, and instrumentation are explained. Procedures employed in the collection and analyses of data are detailed.

CHAPTER 3 METHODOLOGY

Introduction

The relationship between instructional and organizational practices and student achievement was described in Chapter 2. The concept of Professional Learning Communities (PLCs) was also discussed as an effective way to increase the practices that were identified as quality. Through collaboration and discussion about curriculum and instruction and the organization and operation of school procedures, PLCs have the potential to provide environments in which an alignment of goals, expectations, and procedures are focused on student achievement to produce optimal results. This chapter includes a description of the methods and procedures that were used to conduct the study. A statement of purpose is followed by a description of the population and the instrumentation used. The research questions used to guide the study are presented and the data collection and analyses procedures are detailed.

Purpose of the Study

The purpose of this study was to determine the extent to which indicators of instructional and organizational effectiveness contributed to the adequate yearly progress status of Title I elementary schools. Instructional and organizational practices of Title I schools were investigated to identify possible relationships between school effectiveness, as measured by AYP points earned and the presence of identified practices.

Population and Sample

The population for this study was defined to be Florida elementary schools designated on the Florida Department of Education website as holding school-wide Title I status for the 2009-2010 school year. The six school districts selected for the sample were determined to be representative of most Florida school districts. Three districts were located on the west coast of Florida (Hillsborough, Pinellas, and Pasco), two in the center of the state (Orange and Polk), and one on the east coast (Palm Beach). The six identified school districts had total numbers of Title I elementary schools ranging from 21-88 and were capable of generating a suitable number of survey responses. Four other counties (Brevard, Broward, Dade, and Duval) had large numbers of Title I schools but discouraged the application of research studies from individuals outside of their own counties.

Table 1

Total Enrollment and Schools by Participating District

| District | PK-12 Enrollment | Elementary Schools | Title I Elementary Schools |
|--------------|------------------|--------------------|----------------------------|
| Hillsborough | 193,374 | 142 | 88 |
| Orange | 174,654 | 110 | 55 |
| Palm Beach | 170,215 | 108 | 71 |
| Pasco | 64,680 | 48 | 21 |
| Pinellas | 110,006 | 74 | 47 |
| Polk | 92,809 | 88 | 49 |

Some factors identified with these districts may limit comparability with other Florida school districts. Many districts in northern and central Florida are smaller in

enrollment and are located in more rural areas, while some Florida districts are extremely large and located in large urban areas. Wide variations in enrollment size, ethnic populations, and proportion of Title I schools located in other Florida counties may also limit comparability.

Research Design

This research was a quantitative study focused on school effectiveness practices and student achievement as evidenced by Adequate Yearly Progress (AYP) percentage points earned by Title I schools receiving funds from Title I Part A. Title I has provided additional funds for school-wide programs of intervention to schools with large percentages of low income (SES) students who were eligible to receive free or reduced lunches.

The two major constructs, instructional effectiveness (A) and organizational effectiveness (B), were comprised of seven sub-constructs (A1-A3 and B1-B4) considered to be critical components in school improvement processes. The linkage between major constructs, sub-constructs and the related indicators of quality that were used in the research design are displayed in Table 2. AYP was determined by accessing school performance data from the Florida Department of Education website. From this site, data from the 49 schools represented through survey responses were downloaded. This information included school AYP status for 2009-2010 (yes or no), AYP percentage points earned and school enrollment numbers.

Table 2

Constructs, Survey Items, and Indicators of Quality of Instructional Effectiveness and Organizational Effectiveness

| Major Construct A – Instructional Effectiveness – 12 Survey Items | |
|--|--|
| Sub Constructs (Survey items) | Indicators of Quality |
| A1 - Curriculum (1, 2, 3) | <ol style="list-style-type: none"> 1. Develops a quality curriculum 2. Ensures effective implementation and articulation of the curriculum 3. Evaluates and renews curriculum |
| A2 - Instructional Design (4, 5, 6, 7) | <ol style="list-style-type: none"> 1. Leadership for school improvement 2. Promotes quality instruction 3. Develops school-wide plans for improvement 4. Employs effective decision making 5. Monitors progress 6. Provides skillful stewardship |
| A3 - Assessment (8, 9, 10, 11, 12) | <ol style="list-style-type: none"> 1. Clearly defines the expectations for student learning 2. Establishes the purpose of the assessment 3. Selects the appropriate method of assessment 4. Collects a comprehensive and representative sample of student achievement 5. Develops fair assessments and avoids bias and distortion |
| Major Construct B– Organizational Effectiveness – 12 Survey Items | |
| Sub Constructs (Survey items) | Indicators of Quality |
| B1 - Educational Agenda: Vision, Mission, Beliefs and Goals (13, 14, 15) | <ol style="list-style-type: none"> 1. Facilitates a collaborative process 2. Shared vision, beliefs, and mission 3. Measurable goals |
| B2 - Leadership for School Improvement (16, 17, 18, 19, 20) | <ol style="list-style-type: none"> 1. Promotes quality instruction 2. Develops school-wide plans for improvement 3. Employs effective decision making 4. Monitors progress 5. Provides skillful stewardship |
| B3 - Community Building (21, 22) | <ol style="list-style-type: none"> 1. Fosters community-building 2. Extends the school community |
| B4 - Culture of Continuous Improvement and Learning (23, 24) | <ol style="list-style-type: none"> 1. Commitment to professional development 2. Supports productive change and improvement |
| Total Possible Score (1-24) | 0 - 96 |

Research Questions and Hypotheses

The research questions related to the study are identified below.

1. To what extent, if any, is there a relationship among the sub-construct (list) scores on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) percentage points earned by Title I elementary schools for school year 2009 - 2010?

H_a Schools reporting higher individual construct scores on the Survey of Instructional and Organizational Effectiveness will earn higher scores on the federal adequate yearly progress (AYP) report for school year 2009 - 2010.

2. To what extent, if any, is there a relationship between each major construct total score (Indicators of Instructional Effectiveness and Indicators of Organizational Effectiveness) reported on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) percentage points earned by Title I elementary schools for school year 2009 -2010?

H_a Schools reporting higher major construct total scores on the Survey of Instructional and Organizational Effectiveness will earn higher scores on the federal adequate yearly progress (AYP) report for school year 2009-2010.

3. To what extent, if any, is there a relationship between the total score reported on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) percentage points earned by Title I elementary schools for school year 2009 - 2010?

H_a Schools reporting higher total scores on the Survey of Instructional and Organizational Effectiveness will earn higher scores on the federal adequate yearly progress (AYP) report for school year 2009-2010.

Instrumentation

The instrument used in this study was an online survey designed by the organization, Advancing Excellence in Education (AdvancED). AdvancED is the name given to the unification of the North Central Association Commission on Accreditation and School Improvement and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. This instrument, the Survey of Instructional and Organizational Effectiveness (Appendix B), was designed to examine the strengths and limitations of the effectiveness of the instructional practices and organizational conditions of a school. The survey is divided into two parts. Major Construct A, Indicators of Quality Instructional Systems, examined responses related to sub-constructs of curriculum, instructional design, and assessment. Major Construct B, Indicators of Quality Organizational Systems, examined the sub-constructs of educational agenda of the school (vision, mission, beliefs and goals), leadership for school improvement, community building and culture of continuous improvement and learning. The instrument consists of 24 items requiring approximately 15 minutes for respondents to complete using a 5-point Likert-type scale where 0 = No evidence of the indicators of quality; 1 = Low level of development and/or implementation; 2 = Evidence of progress, but not fully operational; 3 = Fully functioning and operational; and 4 = Exemplary level.

The survey items linked to each of the sub-constructs are displayed in Table 2. The survey was available for purchase from AdvanceED in electronic and/or paper format, and its use did not require permission.

For the purpose of this study, four analyses were performed. The first analysis examined the relationship between the seven individual sub-constructs respectively and AYP percentage points earned for school year 2009-2010. The second analysis examined the relationship between instructional effectiveness, as measured by items 1-12 and AYP percentage points earned for school year 2009-2010. The third analysis examined the relationship between organizational effectiveness, as measured by items 13-24 and AYP percentage points earned for school year 2009-2010. The fourth analysis examined the relationship between the total score of the survey, items 1-24, and AYP percentage points earned for school year 2009-2010.

Reliability and Validity of Instrumentation

Validity for the survey has been established by AdvancED based on a review of the literature related to student success. Education researchers, scholars and educational leaders from across the United States worked to create indicators of school quality reported in the AdvancED document, *Validity and Reliability of AdvancEd Surveys* (2007). Chronbach's alpha was the reliability analysis used to determine the extent to which individual items of the survey related to each other. The average inter-item correlation was used as the basis for internal consistency. The alpha reliability coefficient was based on a sample of 750 respondents and was identified for Part A,

Indicators of Quality Instructional Systems (12 items, alpha = .91), and Part B, Indicators of Quality Organizational Systems (12 items, alpha = .93).

Data Collection Procedures

In this study, Title I school principals in six Florida school districts with high numbers of Title I schools were surveyed. After obtaining appropriate authorization from the University of Central Florida (UCF) Institutional Review Board (Appendix B), an application to conduct research was submitted to each identified school district's research review committee. Upon agreement from each individual school district (Appendix C), Title I principals received an introductory letter describing the purpose of the survey and a copy of UCF's letter of informed consent alerting them that they would be receiving an electronic survey and inviting them to participate. The letter explained the nature and purpose of the study and that participation was voluntary and confidential.

Participants in this study were assured of confidentiality in that only the primary researcher had access to information obtained from completion of the survey. Results were stored in a password protected file, on a personal, home computer that required a password upon login. Neither school names nor principal names were used in publication of the results. It was the intent of the researcher that the inclusion of this information would help to promote frank and honest responses from the respondents.

Responses were accepted through the date indicated on the informational letter received by the participants. All participants received a reminder email prior to the expiration of the survey encouraging their participation. Because the first distribution

resulted in less participation than expected, the process was repeated two additional times. After the survey expired, data were downloaded from AdvancED and transferred into SPSS for analysis. Appendix D contains copies of all correspondence.

Variables

This study was based on the characteristics of school effectiveness related to Adequate Yearly Progress (AYP) status of Title I elementary schools in Florida. The independent variables that were investigated for potential relationship with AYP points earned were (a) instructional effectiveness indicators (curriculum, instruction, and assessment) and (b) organizational effectiveness indicators (educational agenda, leadership for school improvement, community building, and culture of continuous improvement and learning). The dependent variable of Adequate Yearly Progress points was identified from federal AYP reports posted on the Florida Department of Education website. As previously stated, analyses were conducted using the total score of the survey, the constructs related to instructional effectiveness, (curriculum, instructional design, and assessment), the constructs related to organizational effectiveness (educational agenda, leadership for school improvement, community building, and culture of continuous improvement and learning), and the seven component constructs individually.

Analytical and Statistical Methods

This study used correlation and regression analysis. Descriptive statistics were used to examine personal variables of years of experience, school enrollment numbers, and AYP percentage points earned.

The responses to the 24 items about the quality of instructional and organizational systems respectively were first evaluated for multidimensional or multivariate outliers (unusual observations with responses at variance from the general pattern of responses from the sample of schools) for the constituent items.

Research Question 1

Using SPSS, correlation and regression analyses were performed on the collected data to determine the extent of the relationship between the principal's self-reported scores on each of the seven individual indicators of quality instructional practices and AYP percentage points earned for school year 2009-2010. In this analysis, AYP percentage points earned was defined as the dependent variable and the score of responses to individual sub constructs (A1, A2, A3, B1, B2, B3, and B4) were defined as the independent variable. The R square value was used to determine the portion of the variance accounted for by the indicators of quality instructional and organizational practices.

Research Question 2

Using SPSS, correlation and regression analyses were performed on the collected data to determine the extent of a relationship between the principal's self reported scores on Major Construct A, indicators of quality instructional practices (survey items 1 – 12), and Major Construct B (survey items 13 – 24), indicators of quality organizational practices, respectively, and AYP percentage points earned for school year 2009 – 2010. In this analysis, AYP percentage points earned was defined as the dependent variable and the responses to items 1-12 and 13 - 24, respectively, were defined as independent variables. The R square value was used to determine the portion of the variance accounted for by the indicators of quality instructional or organizational practices.

Research Question 3

Using SPSS, correlation and regression analyses were performed on the collected data to determine the extent of relationship between the principal's self reported scores on the total survey, combined indicators of quality instructional and organizational effectiveness (items 1- 24), and AYP percentage points earned for school year 2009-2010. In this analysis, AYP percentage points earned was again identified as the dependent variable and the combined score of responses to items 1-24 as independent variables. The R square value was used to determine the portion of the variance accounted for by the total score on the indicators of quality instructional and organizational effectiveness variables.

Summary

The methodology used to conduct the study has been described in this chapter. The rationale for selection of the sample was detailed, the instrumentation was described, and the methods and procedures associated with data collection and analysis were presented. Chapter 4 reports the results of analysis of the data.

CHAPTER 4 DATA ANALYSIS

Introduction

As explained in Chapter 3, data were collected from the survey population using a commercial survey entitled, Survey of Instructional and Organizational Effectiveness, with responses collected by the Web-based survey provider, AdvancEd. During the survey administration window, August 23, 2010 - November 19, 2010, 15.56% (n = 49) of the recruited principals (n = 315) responded to the survey. After the survey completion date expired, the data were downloaded from AdvancEd in a Microsoft Excel format. The original file was formatted as read-only and password protected to maintain the integrity of the original file and confidentiality of collected information. Data analyses were completed using SPSS on a working copy of the file with IP addresses removed. Analytical tests were conducted on the data to address the research questions and related hypotheses. Data were collected from the Florida Department of Education website reporting AYP status, AYP percentage points earned, and number of students enrolled at each of the responding schools for analysis with the survey results. Following is a report of the results of the data analysis.

Study Sample Characteristics

Of the 49 completed surveys, 48 respondents identified themselves as administrators of the designated elementary school for the targeted year, 2009-2010. One respondent identified himself as instructional support, although FLDOE listed him as the

principal. Additionally, all 49 respondents' schools were receiving Title I, Part A grant funds. The receipt of these funds indicated that the schools received additional federal funds to enhance the learning experiences of all students in attendance, those qualifying for free or reduced lunch, and those that did not qualify. Title I designation also indicated an enrollment of high numbers of students from low-income families and the imposition of more severe sanctions from federal accountability plans for failure to meet annual AYP targets.

Data reflecting responding principal's year of experience in education are provided in Table 3.

Table 3

Principals' Experience in Education

| Years in Education | 1-3 | 4-10 | 11-20 | 20 + |
|--------------------|------|-------|-------|-------|
| Frequency | 4 | 17 | 8 | 20 |
| Percentage | 8.2% | 34.7% | 16.3% | 40.8% |

Three items of additional information about the schools represented in the survey results were also collected and analyzed: AYP status (yes or no), AYP percentage points earned, and school enrollment numbers. Two of the 49 responding schools made AYP and 47 did not. AYP percentage points earned for the responding schools ranged from 67% to 100%. The total number of enrolled students ranged from 271 to 1,103. Table 4 displays AYP status and percentage points earned for each of the schools. Complete information for the responding schools is contained in Appendix E.

Table 4

Responding Schools: Adequate Yearly Progress (AYP) Status and Percentages

| School # | AYP Status | AYP Percentage | School # | AYP Status | AYP Percentage |
|----------|------------|----------------|----------|------------|----------------|
| 1 | NO | 77 | 26 | NO | 85 |
| 2 | NO | 74 | 27 | NO | 67 |
| 3 | NO | 87 | 28 | NO | 85 |
| 4 | NO | 79 | 29 | NO | 79 |
| 5 | NO | 79 | 30 | NO | 95 |
| 6 | NO | 92 | 31 | NO | 82 |
| 7 | NO | 87 | 32 | NO | 79 |
| 8 | NO | 77 | 33 | NO | 82 |
| 9 | NO | 90 | 34 | NO | 97 |
| 10 | NO | 79 | 35 | NO | 74 |
| 11 | NO | 77 | 36 | YES | 100 |
| 12 | NO | 79 | 37 | NO | 79 |
| 13 | NO | 95 | 38 | NO | 74 |
| 14 | NO | 87 | 39 | NO | 67 |
| 15 | NO | 97 | 40 | NO | 79 |
| 16 | NO | 82 | 41 | YES | 100 |
| 17 | NO | 92 | 42 | NO | 74 |
| 18 | NO | 69 | 43 | NO | 74 |
| 19 | NO | 85 | 44 | NO | 72 |
| 20 | NO | 87 | 45 | NO | 85 |
| 21 | NO | 74 | 46 | NO | 82 |
| 22 | NO | 79 | 47 | NO | 95 |
| 23 | NO | 82 | 48 | NO | 82 |
| 24 | NO | 95 | 49 | NO | 74 |
| 25 | NO | 95 | | | |

Analysis of Response Rates

A total of 49 school principals responded to the questionnaire. Four of the six districts had a response rate between 20% and 25%, one district had a response rate of 10%, and one district had zero responses. The response rate data for the targeted school districts are summarized in Table 5.

Table 5

Total Participation by District

| District | Surveys Distributed | Surveys Completed | Percentage Response |
|--------------|---------------------|-------------------|---------------------|
| Hillsborough | 90 | 19 | 21% |
| Orange | 55 | 11 | 20% |
| Palm Beach | 52 | 0 | 0% |
| Pasco | 20 | 5 | 25% |
| Pinellas | 46 | 9 | 20% |
| Polk | 52 | 5 | 10% |

Research Question 1: Analysis of Individual Constructs and AYP

The seven individual sub-constructs reported on the survey (see Table 2) were analyzed individually against AYP percentage points earned. The seven sub-constructs were: curriculum (1-3), instructional design (4-7), assessment (8-12), educational agenda (13-15), leadership for school improvement (16-20), community building (21, 22), and culture of continuous improvement (23, 24). The corresponding mean and standard deviation for each sub-constructs are displayed in Table 6.

Table 6

Mean and Standard Deviation of Sub-Constructs 1 - 7

| Sub-Constructs | Mean | Standard Deviation |
|-----------------------------------|------|--------------------|
| Curriculum | 2.97 | .61 |
| Instructional Design | 3.04 | .63 |
| Assessment | 2.88 | .67 |
| Educational Agenda | 3.16 | .68 |
| Leadership for School Improvement | 3.24 | .60 |
| Community Building | 3.09 | .77 |
| Culture of Continuous Improvement | 3.26 | .62 |

Note: Mean scale ranges 0-4 where 0 = no evidence and 4 = evident at an exemplary level.

Sub-Construct 1: Curriculum

Of the 49 principals responding to the survey, 16.3% (8) reported their implementation of curriculum practices at the exemplary level (EL), 66% (32) reported their implementation of curriculum practices at the fully functional level (FF), 16.3% (8) reported their implementation of curriculum practices to be evident but not fully operational (EV), and 1.4% (1) reported the level to be at a low level of implementation (LL). No one reported no evidence (NE) of curriculum practices. The mean score of sub-construct 1, curriculum, was 2.97 on a 0-4 point scale with a standard deviation of .61. Based on the regression analysis, the independent variable curriculum did not make a significant contribution to the prediction of the dependent variable of AYP percentage as evidenced by a significance level of .430.

The three indicators contained within the construct of curriculum included (a) develops a quality curriculum, (b) ensures effective implementation of the curriculum,

and (c) evaluates and renews the curriculum. The self-reported indicator of quality curriculum development was negatively correlated with AYP, $r = -.170$, $n = 49$, $p > .05$. The self-reported indicator of ensures effective implementation of the curriculum was negatively correlated with AYP, $r = -.058$, $n = 49$, $p > .05$. The self-reported indicator of evaluates and renews curriculum was negatively correlated with AYP, $r = -.212$, $n = 49$, $p > .05$. These data are reported in Table 7.

Table 7

Relationship of Indicators of Curriculum (Sub-Construct 1) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Construct Indicators | | |
|---------------------|--------------------------------|--------------------------------------|----------------------------------|
| | Quality Curriculum Correlation | Effective Implementation Correlation | Evaluates Curriculum Correlation |
| Pearson Correlation | -0.170 | -0.058 | -0.212 |
| Sig (1-tailed) | 0.121 | 0.345 | 0.072 |
| N | 49 | 49 | 49 |

Sub-Construct 2: Instructional Design

Of the 49 principals responding, 21.9% (11) reported their implementation of quality instructional practices at the exemplary level (EL), 59.7% (29) reported their implementation at the fully functional level (FF), and 9% (9) reported their implementation level to be evident but not fully operational (EV). No reported scores indicated implementation to be at the lower level (LL) or no evidence level (NE). The mean score of sub-construct 2, instructional design, was 3.04 on a 0 - 4 point scale, and

the standard deviation was .63. Based on the regression analysis, the independent variable instructional design did not make a significant contribution to the prediction of the dependent variable of AYP percentage as evidenced by a significance level of .762.

The four indicators contained within the sub-construct of instructional design included: (a) aligns instruction with goals, (b) employs data-driven decision making, (c) actively engages students in learning, and (d) expands instructional support. The self-reported indicator of aligns instruction with goals was negatively correlated with AYP, $r = -.075$, $n = 49$, $p > .05$. The self-reported indicator of employs data-driven decision making was negatively correlated with AYP, $r = -.095$, $n = 49$, $p > .05$. The self-reported indicator of actively engaging students in learning was negatively correlated with AYP, $r = -.151$, $n = 49$, $p > .05$. The self-reported indicator of expands instructional support was negatively correlated with AYP, $r = -.176$, $n = 49$, $p > .05$. These data are reported in Table 8.

Table 8

Relationship of Indicators of Instructional Design (Sub-Construct 2) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Construct Indicators | | | |
|---------------------|--------------------------------|---|---------------------------------------|---|
| | Aligns Instruction Correlation | Employs Data-Driven Decision Making Correlation | Actively Engages Students Correlation | Expands Instructional Support Correlation |
| Pearson Correlation | -0.075 | -0.095 | -0.151 | -0.176 |
| Sig (1-tailed) | 0.303 | 0.259 | 0.151 | 0.113 |
| N | 49 | 49 | 49 | 49 |

Sub-Construct 3: Quality Assessment

Of the 49 responding principals, 15% (7) reported their implementation of quality assessment practices at the exemplary level (EL), 59% (29) reported their implementation to be at the fully functional level (FF), 24% (12) reported their implementation level to be at the evident level but not fully functional (EV), and 2% (1) reported their implementation level to be at a low level (LL). The mean score of sub-construct 3, quality assessment, was 2.88 on a 0 - 4 point scale, and the standard deviation was .67. Based on the regression analysis, the independent variable assessment did not make a significant contribution to the prediction of the dependent variable of AYP percentage as evidenced by a significance level of .982.

The five indicators contained within the construct of assessment included: (a) clearly defines expectations, (b) established a purpose for assessment, (c) selects the appropriate method of assessment, (d) collects a comprehensive and representative sample, and (e) develops fair assessments. The self-reported indicator of clearly defines expectations was negatively correlated with AYP, $r = -.107$, $n = 49$, $p > .05$. The self-reported indicator of establishes the purpose of assessment was negatively correlated with AYP, $r = -.088$, $n = 49$, $p > .05$. The self-reported indicator of selects appropriate method of assessment was negatively correlated with AYP, $r = -.100$, $n = 49$, $p > .05$. The self-reported indicator of collects a comprehensive and representative sample was negatively correlated with AYP, $r = -.096$, $n = 49$, $p > .05$. The self-reported indicator of develops fair assessments was negatively correlated with AYP, $r = -.036$, $n = 49$, $p > .05$. These data are reported in Table 9.

Table 9

Relationship of Indicators of Assessment (Sub-Construct 3) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Construct Indicators | | | | |
|---------------------|---|--|--|---|---------------------------------------|
| | Clearly Defines Assessment Expectations Correlation | Establishes Assessment Purpose Correlation | Selects Appropriate Assessment Correlation | Collects Comprehensive Sample of Assessment Correlation | Develops Fair Assessments Correlation |
| Pearson Correlation | -0.107 | -0.088 | -0.100 | -0.096 | -0.036 |
| Sig (1-tailed) | 0.232 | 0.273 | 0.246 | 0.255 | 0.402 |
| N | 49 | 49 | 49 | 49 | 49 |

Sub-Construct 4: Educational Agenda

Of the 49 responding principals, 32% (16) reported indicators of vision, mission, belief, and goals to be at the exemplary level (EL). A total of 52% (25) of respondents reported indicators of vision, mission, belief and goals to be at the fully functional level (FL), 15% (7) reported indicators to be evident but not fully operational (EV), and 1% (1) reported indicators to be at a low level (LL). The mean score of sub-construct 4, educational agenda, was 3.16 on a 0 - 4 point scale, with a standard deviation of .68. Based on the regression analysis, the independent variable educational agenda did not make a significant contribution to the prediction of the dependent variable of AYP percentage as evidenced by a significance level of .915.

The three indicators contained within the construct of Educational Agenda included (a) facilitates a collaborative process, (b) shared vision, beliefs and mission, and

(c) establishes measurable goals. The self-reported indicator of facilitates a collaborative process were negatively correlated with AYP, $r = -.059$, $n = 49$, $p > .05$. The self-reported indicator of shared vision, beliefs and mission was negatively correlated with AYP, $r = -.101$, $n = 49$, $p > .05$. The self-reported indicator of establishes measurable goals was negatively correlated with AYP, $r = -.091$, $n = 49$, $p > .05$. These data are reported in Table 10.

Table 10

Relationship of Indicators of Educational Agenda (Sub-Construct 4) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Construct Indicators | | |
|---------------------|-----------------------------------|---------------------------|------------------------------|
| | Collaborative Process Correlation | Shared Vision Correlation | Measurable Goals Correlation |
| Pearson Correlation | -0.059 | -0.101 | -0.091 |
| Sig (1-tailed) | 0.343 | 0.244 | 0.266 |
| N | 49 | 49 | 49 |

Sub-Construct 5: Leadership for School Improvement

Of the 49 responding principals, 33% (16) reported indicators of leadership for school improvement to be at the exemplary level (EL), 59% (29) reported indicators to be at the fully functional level (FF), 8% (4) reported indicators to be evident but not fully functional (EL). No principals reported leadership for school improvement qualities to be at a low level (LL) or not evident (NE). The mean score of sub-construct 5, leadership for school improvement was 3.24 on a 0 - 4 point scale, with a standard deviation of .60.

Based on the regression analysis, the independent variable leadership for school improvement did not make a significant contribution to the prediction of the dependent variable of AYP percentage as evidenced by a significance level of .065.

The five indicators contained within the construct of Leadership for School Improvement included (a) promotes quality instruction, (b) develops school-wide plans for improvement, (c) employs effective decision making, (d) monitors progress, and (e) provides skillful stewardship. The self-reported indicator of promotes quality instruction was negatively correlated with AYP, $r = -.326$, $n = 49$, $p < .05$. The self-reported indicator of develops school-wide plans for improvement was negatively correlated with AYP, $r = -.119$, $n = 49$, $p > .05$. The self-reported indicator of employs effective decision making was negatively correlated with AYP, $r = -.250$, $n = 49$, $p < .05$. The self-reported indicator of monitors progress was positively correlated with AYP, $r = .046$, $n = 49$, $p > .05$. The self-reported indicator of provides skillful stewardship was positively correlated with AYP, $r = -.001$, $n = 49$, $p > .05$. These data are reported in Table 11.

Table 11

Relationship of Indicators of Leadership for School Improvement (Sub-Construct 5) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Construct Indicators | | | | |
|---------------------|--|--|---|-------------------------------|---|
| | Promotes Quality Instruction Correlation | Develops School-wide Improvement Plans Correlation | Employs Effective Decision Making Correlation | Monitors Progress Correlation | Provides Skillful Stewardship Correlation |
| Pearson Correlation | -0.326 | -0.119 | -0.250 | 0.046 | 0.001 |
| Sig (1-tailed) | 0.011 | 0.208 | 0.041 | 0.377 | 0.498 |
| N | 49 | 49 | 49 | 49 | 49 |

Sub-Construct 6: Community Building

Of the 49 responding principals, 33% (16) reported indicators of community building to be at the exemplary level (EL), 46% (23) reported indicators to be at the fully functional level (FF), 19% (9) reported indicators to be evident but not fully functional (EV), and 2% (1) reported a low level of implementation (LL). No principals reported community building to be not evident (NE). The mean score of sub-construct 6, community building, was 3.09 on a 0 - 4 point scale, with a standard deviation of .77. Based on the regression analysis, the independent variable community building did not make a significant contribution to the prediction on the dependent variable of AYP percentage as evidenced by a significance level of .576.

The two indicators contained within the construct of community building included (a) fosters community building and (b) extends the school community. The self-reported indicator of fosters community building was negatively correlated with AYP, $r = -.151$,

n = 49, p > .05. The self-reported indicator of extends the school community was negatively correlated with AYP, r = -.099, n = 49, p > 0.05. These data are reported in Table 12

Table 12

Relationship of Indicators of Community Building (Sub-Construct 6) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Construct Indicators | |
|---------------------|--|--|
| | Fosters Community Building Correlation | Extends Community Building Correlation |
| Pearson Correlation | -0.151 | -0.099 |
| Sig (1-tailed) | 0.150 | 0.249 |
| N | 49 | 49 |

Sub-Construct 7: Culture of Continuous Improvement

Of the 49 responding principals, 34.7% (17) reported the indicator of culture of continuous improvement to be at the exemplary level (EL), 56.1% (27) reported indicators to be at the fully functional level (FF), and 9.2% (5) reported indicators as evident but not fully functional (EV). No principals reported indicators to be at a low level (LL) or nonexistent (NE). The mean score of sub-construct 7, culture of continuous improvement, was 3.26 on a 0 - 4 point scale with a standard deviation of .62. Based on the regression analysis, the independent variable culture of continuous improvement did not make a significant contribution to the prediction on dependent variable of AYP percentage as evidenced by a significance level of .054, although it was the closest correlation of the seven sub-constructs.

The two indicators contained within the construct of culture of continuous improvement included: (a) commitment to professional development and (b) supports productive change and improvement. The self-reported indicator of commitment to professional development was positively correlated with AYP, $r = .077$, $n = 49$, $p > .05$. The self-reported indicator of supports productive change and improvement was negatively correlated with AYP, $r = -.163$, $n = 49$, $p > 0.05$. These data are reported in Table 13.

Table 13

Relationship of Indicators of Culture of Continuous Improvement (Sub-Construct 7) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Construct Indicators | |
|---------------------|--|--|
| | Commitment to Professional Development Correlation | Supports Productive Change Correlation |
| Pearson Correlation | 0.077 | -0.163 |
| Sig (1-tailed) | 0.300 | 0.132 |
| N | 49 | 49 |

Research Question 2: Multiple Regression Analysis of Major Construct A - Indicators of Instructional Effectiveness

Sub-Constructs 1-3

Major Construct A, Instructional Effectiveness, contained three sub-constructs (quality curriculum, instruction, and quality assessment) with a total of 12 survey items. These 12 items yield a possible instructional effectiveness score of 0 - 48 on the 0 - 4

point scale. Descriptive statistics derived from the 12 items included in major construct A instructional effectiveness, revealed a mean score of 35.45 with a standard deviation of 5.519. Possible scores ranged from 0-48. The correlation between the instructional effectiveness and AYP percentage is displayed in Table 14.

Table 14

Relationship of Indicators of Instructional Effectiveness (Sub-Constructs 1-3) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Total Instructional Effectiveness Correlation |
|---------------------|--|
| Pearson Correlation | -0.159 |
| Sig (1-tailed) | 0.138 |
| N | 49 |

Multiple regression analysis was used to determine the extent to which the instructional effectiveness variables of sub-constructs curriculum, instructional design, and assessment influenced AYP percentage. In this analysis, AYP percentage points earned were analyzed as the dependent variable and self-reported indicators of instructional effectiveness items 1-12 were the independent variables. Preliminary analysis indicated no reason to challenge assumptions of normality, linearity, and multicollinearity. The data for instructional effectiveness constructs are summarized in Table 15.

The total variance explained by the total score for instructional effectiveness variables was 2.5%, $F(1, 47) = 1.216, p > 0.05$. Although there was no statistically significant relationship between instructional effectiveness and AYP percentage, there

was a slight negative correlation between the two. The variable, evaluates curriculum, had the greatest contribution to AYP percentage, standardized beta = -0.190, although it was not statistically significant as already noted.

Table 15

Effect of Indicators of Major Construct A - Instructional Effectiveness Variables on Adequate Yearly Progress (AYP) Percentage

| Individual Variables | Adequate Yearly Progress | |
|----------------------------------|--------------------------|-------|
| | S. Beta | Sig |
| Sub-Construct 1 - Curriculum | | |
| Quality curriculum | -0.143 | 0.432 |
| Implementation of curriculum | 0.096 | 0.592 |
| Evaluates curriculum | -0.190 | 0.252 |
| Sub-Construct 2 - Instruction | | |
| Aligns instruction with goals | 0.052 | 0.799 |
| Data-driven instructional design | -0.009 | 0.966 |
| Actively engages students | -0.115 | 0.516 |
| Expands instructional support | -0.148 | 0.413 |
| Sub-Construct 3 - Assessment | | |
| Defines expectations | -0.084 | 0.774 |
| Establishes purpose | 0.019 | 0.943 |
| Appropriate assessment | -0.037 | 0.886 |
| Collects sample of achievement | -0.070 | 0.727 |
| Develops fair assessments | 0.052 | 0.785 |

Research Question 2: Multiple Regression Analysis of Major Construct B - Indicators of Organizational Effectiveness

Sub-Constructs 4-7

Major Construct B, Organizational Effectiveness, contained four sub-constructs (educational agenda, leadership for school improvement, community building, and culture of continuous improvement) with a total of 12 survey items. These 12 items yield a possible organizational effectiveness score of 0 - 48 on the 0 - 4 point scale. Descriptive statistics performed on the combined constructs of organizational effectiveness resulted in a mean score of 38.37 with a standard deviation of 5.844. The possible scores ranged from 0 to 48. The correlation between the 12 indicators of organizational effectiveness and the AYP percentage are presented in Table 16.

Table 16

Relationship of Indicators of Organizational Effectiveness (Sub-Constructs 4-7) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Total Organizational Effectiveness Correlation |
|---------------------|---|
| Pearson Correlation | -0.139 |
| Sig (1-tailed) | 0.170 |
| N | 49 |

Multiple regression analysis was used to determine the extent to which the organizational effectiveness variables of educational agenda, leadership for school improvement, community building, and culture of continuous improvement and learning influenced AYP percentage. Once again, AYP percentage was the dependent variable,

but the independent variable was comprised of the 12 organizational effectiveness indicators. Preliminary analysis indicated no reason to challenge assumptions of normality, linearity, and multicollinearity. The data for organizational effectiveness constructs are summarized in Table 17.

The total variance explained by the total score on organizational effectiveness variables was 1.9%, $F(1, 47) = 0.928, p > 0.05$. Of the 12 items contained in this construct, supports change and improvement made the greatest contribution to AYP percentage, standardized beta = -0.514. The relationship was statistically significant.

Table 17

Effect of Indicators of Major Construct B - Organizational Effectiveness Variables on Adequate Yearly Progress (AYP) Percentage

| Individual Variables | Adequate Yearly Progress | |
|---|--------------------------|-------|
| | S. Beta | Sig |
| Sub-Construct 4 - Educational Agenda | | |
| Collaborative process | 0.025 | 0.903 |
| Shared vision, beliefs, mission | -0.087 | 0.718 |
| Measureable goals | -0.043 | 0.843 |
| Sub-Construct 5 - Leadership for School Improvement | | |
| Promotes quality instruction | -0.339 | 0.068 |
| Develops school-wide Improvement | 0.081 | 0.705 |
| Effective decision making | -0.394 | 0.096 |
| Monitors progress | 0.187 | 0.312 |
| Provides skillful stewardship | 0.287 | 0.148 |
| Sub-Construct 6 - Community Building | | |
| Fosters community building | -0.188 | 0.423 |
| Extends school community | 0.048 | 0.838 |
| Sub-Construct 7 - Culture of Continuous Improvement | | |
| Commitment to professional development | 0.465 | 0.033 |
| Supports change/improvement | -0.514 | 0.019 |

Research Question 3: Multiple Regression Analysis of Combined Sub-Constructs (1 - 7)

Major Constructs A and B, Instructional and Organizational Effectiveness, contained seven sub-constructs (quality curriculum, instruction, quality assessment, educational agenda, leadership for school improvement, community building, and culture of continuous improvement) with a total of 24 survey items. These 24 items yield a possible organizational effectiveness score of 0 - 96 on the 0 - 4 point scale. Descriptive

statistics conducted on the combined constructs of instructional and organizational effectiveness, items 1-24, resulted in a mean score of 73.82 with a standard deviation of 10.614. Possible scores ranged from 0 to 96. The correlation between the 24 indicators of instructional and organizational effectiveness and AYP percentage is listed in Table 18.

Table 18

Effect of Indicators of Instructional and Organizational Effectiveness (Sub-Constructs 1 - 7) and Adequate Yearly Progress (AYP) Percentage

| AYP % | Total Instructional and Organizational Effectiveness Correlation |
|---------------------|--|
| Pearson Correlation | -0.159 |
| Sig (1-tailed) | 0.137 |
| N | 49 |

Multiple regression analysis was used to determine the extent of the combined effect of instructional and organizational effectiveness indicators on AYP percentage. The dependent variable was AYP percentage and the independent variables were the 24 survey items. Preliminary analysis indicated no reason to challenge assumptions of normality, linearity, and multicollinearity. The data for instructional and organizational effectiveness constructs are summarized in Table 19.

Table 19

Combined Effect of Indicators of Instructional and Organizational Effectiveness Variables on Adequate Yearly Progress (AYP) Percentage

| Individual Variables | Adequate Yearly Progress | |
|------------------------------------|--------------------------|-------|
| | S. Beta | Sig |
| Total Instructional Effectiveness | -0.159 | 0.276 |
| Total Organizational Effectiveness | -0.139 | 0.340 |
| Total Indicators of Effectiveness | -0.159 | 0.275 |

The total variance explained by instructional and organizational effectiveness was 2.5%, $F(1, 47) = 1.222, p > 0.05$. There were no statistically significant contributions to the variance.

Summary

Chapter 4 described the results of the analysis of the data obtained in the survey of principals regarding the 24 instructional and organizational effectiveness indicators.

The findings included:

1. The mean response of principal self-reporting on the sub-construct of curriculum was 2.97 on a 4-point scale. The mean AYP percentage was 82.82%. Negative correlations with AYP percentages were reported for the three individual indicators contained within the construct: (a) develops a quality curriculum (-.170), (b) ensures effective implementation of the curriculum (-0.58), and (c) evaluates and renews curriculum (-.212). However, none were statistically significant.

2. The mean response of principal self-reporting on the sub-construct of instructional design was 3.05 on a 4-point scale. Negative correlations with AYP percentages were reported for the four individual indicators contained within the construct: (a) aligns instruction with goals (-.075), (b) employs data based decision making (-.095), (c) actively engages students (-.151), and (d) expands instructional support (-.176). However, none were statistically significant.
3. The mean response of principal self-reporting on the sub-construct of assessment was 2.88 on a 4-point scale. Negative correlations with AYP percentages were reported for the five individual indicators contained within the construct: (a) clearly defines expectations (-.107), (b) established the purpose of the assessment (-.088), (c) selects appropriate methods of assessment (-.100), (d) collects a comprehensive sample of assessments (-.096), and (e) develops fair and unbiased assessments (-.036). Though, all were negatively correlated to AYP percentage, none were statistically significant.
4. The mean response of principal self-reporting on the sub-construct of educational agenda was 3.15 on a 4-point scale. Negative correlations with AYP percentages were reported for the two individual indicators contained within the construct: (a) facilitates a collaborative process (-.059), shared vision, beliefs, and mission (-.101) and (b) develops measurable goals (-.091).

Though both of the indicators had negative correlations with AYP percentage, neither was statistically significant.

5. The mean response of principal self-reporting on the sub-construct of leadership for school improvement was 3.24 on a 0-4 point scale. Negative correlations with AYP percentages were reported for the three of the five individual indicators contained within the construct: (a) promotes quality instruction (-.326), (b) develops school-wide plans (-.119), (c) employs effective decision making (-.250), all negatively correlated with AYP; (d) monitors progress (-.046), and (e) provides skillful leadership (.001) reported a positive correlation with AYP percentage. Two of the negatively correlated indicators were statistically significant. Promotes quality instruction demonstrated a significance of .011, and employs data-driven decision making demonstrated a significance level of .041.
6. The mean response of principal self-reporting on the sub-construct of community building was 3.09 on a 0-4 point scale. Negative correlations with AYP percentages were reported for the two indicators contained within the construct: (a) foster community building (-.151) and (b) extends the school community (-.099). Neither of the indicators were, however, statistically significant.
7. The mean response of principal self-reporting on the sub-construct of culture of continuous improvement and learning was 3.25 on a 0-4 point scale. The two individual indicators reported mixed relationships to AYP percentage.

The indicator of commitment to professional development had a positive correlation (.077) and supports productive change and improvement was negatively correlated (-.163). Neither of the correlation was statistically significant.

8. When examined as a single construct of instructional effectiveness, a mean score of 35.45, of a possible score of 48, was reported for sub-constructs 1-3, (items 1 – 12). The total major construct of instructional effectiveness (-1.59) was negatively correlated with AYP percentage and was not statistically significant.
9. When examined as a single major construct of organizational effectiveness, a mean score of 38.37, of a possible score of 48, was reported for constructs 4-7, (items 13-24). The total construct of organizational effectiveness (-.139), was negatively correlated with AYP percentage but was not statistically significant.
10. When examined as a single construct of instructional and organizational effectiveness, a mean score of 73.82, of a possible score of 96, was reported for constructs 1-7, (items 1-24). The total construct of instructional and organizational effectiveness (-.159) was negatively correlated but was not statistically significant.

CHAPTER 5 SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This study was designed to examine the instructional and organizational practices of Title I elementary schools related to the school's adequate yearly progress (AYP) status. Chapter 1 provided an overview of the problem and its clarifying components as well as an overview of the study. The impacts of the implementation of the No Child Left Behind Act of 2001 (NCLB) and the requirements and sanctions attached to AYP for public schools were outlined as were the historic challenges faced by Title I schools.

One of the main priorities of President George W. Bush's administration was the improvement of primary and secondary education in the United States. One key component was addressing the achievement gap between minority and non-minority students and students of varying socio-economic status. The NCLB Act of 2001 (U.S. Department of Education, 2004) became the "face" of this movement. The most significant impact of this legislation was the requirement that all schools demonstrate adequate yearly progress for all students including separate groups of students identified by race, ethnicity, poverty, disability and English proficiency (Reschovsky & Imazeki, 2003). When the data were disaggregated to meet this requirement, the achievement gaps were more clearly articulated.

Title I schools, which serve predominantly low income and minority students, have faced the most stringent sanctions for failure to meet federal AYP targets. Principals of Title I schools have been at the forefront of reform efforts and have

shouldered the bulk of the responsibility for restructuring schools to ensure instructional and organizational practices that enhance student learning (Sunderman, et.al). A brief history of the accountability movement in the United States from the 1920s through 2010 and a discussion of the changing dynamics of school leadership styles and practices as a result of NCLB was also provided in Chapter 1.

Chapter 2 provided a review of the literature related to school effectiveness and student achievement which highlighted the integration of instructional effectiveness and organizational effectiveness constructs. Instructional effectiveness was comprised of three constructs: curriculum, instructional design, and assessment. Organizational effectiveness contained four constructs: educational agenda, leadership for school improvement, community building, and the development of a culture of continuous improvement and learning. Key components were identified in the research that emphasized the benefits of providing sustained, substantive improvements to student learning through the development of professional learning communities. The work completed through professional collaboration in a learning community addresses all seven constructs that were the focus of the study. Furthermore, professional learning communities have provided the social and emotional components of effective schools research by providing opportunities for all stakeholders to engage in meaningful, collaborative activities to meet basic needs identified as survival, fun, belonging and love, power, and freedom. Working in professional learning communities has been reported to eliminate variations in teaching and lead to a reduction of the achievement

gap between minority and low SES students and white students from middle and upper class families.

Review of Research Methods

Chapter 3 included a detailed description of the research design and methodology related to the study. Data were collected through the use of an online survey designed by the organization, Advancing Excellence in Education (AdvancEd, 2007). A 24-item instrument, the Survey of Instructional and Organizational Effectiveness (Appendix B) was administered to the principals of Title I elementary schools in six Florida districts. The survey addressed seven sub-constructs divided into two parts. Major Construct A, Indicators of Quality Instructional Systems, related to curriculum, instructional design, and assessment. Major Construct B, Indicators of Quality Organizational Systems, related to the educational agenda of the school (vision, mission, beliefs, and goals), leadership for school improvement, community building, and culture of continuous improvement and learning. A second component of the research was the collection of AYP status, AYP percentage points earned, and enrollment numbers for each school. At the completion of the study, the two data sets were merged for analysis in SPSS to answer the three research questions.

After obtaining appropriate permissions from the targeted school districts and University of Central Florida Internal Review Board (Appendix C), a recruitment email was sent to the public e-mail addresses of the principals of the six selected school districts. The web survey was then distributed to the same e-mail address the following

week. The survey window was initially open for two weeks, and participants received a reminder email mid way through the survey window. Due to a lower than expected response rate during the first survey window (13), the survey was reopened for an additional two week period after non-responding principals received a second invitation to complete the survey. When the second attempt resulted in few additional responses (14), participants received a personalized post card encouraging participation, and the survey was re-distributed with an additional one week window of opportunity. The third distribution resulted in an additional 16 responses. Once the survey was closed for the final time and the results were examined, an additional 6 surveys that were originally listed as incomplete were determined to be eligible for inclusion. The three different administration windows resulted in a total of 49 completed surveys.

Limitations

This study was conducted to explore the relationship between instructional and organizational practices of Title I elementary schools and the AYP percentage points earned by the school. This study was designed to be descriptive and correlational and was not designed to be causal in nature.

Following are the delimitations imposed on the study by the researcher:

1. This study included public Title I elementary schools in Florida. Non-public and public charter schools were excluded.

2. This study relied on self-reported data measuring instructional and organizational effectiveness indicators by principals who elected to complete the survey.

Limitations included:

1. All results of this study assumed the truthfulness and candor of the self-reported data of the responding principals. Respondents were assured of confidentiality. Some respondents, however, may have been reluctant to report accurate measures of some indicators in the school.
2. Response rate to this survey was low at best and could reduce the generalizability of the data to all Title I schools in Florida.
3. It was assumed that all respondents were familiar with the use of a web-based survey and had access to technology to complete the survey.
4. Districts were selected because of the high numbers of schools designated as Title I in those districts. This may limit comparability with districts with fewer numbers of Title I schools.

Summary of Findings: Research Question 1

To what extent is there a relationship among the construct (list) scores on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) points earned by Title I elementary schools?

Research Question 1 concerned the extent to which the individual sub-construct score reported by principal responses to indicators of instructional and organizational

effectiveness derived from individual sub-constructs 1-7 respectively were related to AYP percentage points earned.

The analysis of the seven individual sub-constructs of curriculum, instructional design, assessment, educational agenda, leadership for school improvement, community building, and culture of continuous improvement and learning reported a slight negative correlation with AYP percentage. The correlations were not statistically significant. The results of this analysis required that the hypothesis should be rejected. Higher self-reported scores on indicators of instructional and organizational effectiveness did not result in an increase in AYP percentage points earned.

Summary of Findings: Research Question 2

To what extent, if any, is there a relationship between each major construct total score (instructional effectiveness and organizational effectiveness reported on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) points earned by Title I elementary schools?

Research Question 2 concerned the extent to which the total score reported by principal responses to Major Construct A, indicators of instructional effectiveness (sub-constructs 1 -3) and Major Construct B, indicators of organizational effectiveness (sub-constructs 4-7) were related to AYP percentage points earned.

When the self-reported scores related to Major Construct A, indicators of instructional effectiveness, sub-constructs 1-3 (items 1-12), were analyzed for relationship with AYP percentage points, there was a negative correlation that was not statistically significant. The model reported that only 2.5% of the variance in AYP

percentage could be attributed to indicators of instructional effectiveness. The results of this analysis required that the hypothesis should be rejected.

When the self-reported scores related to Major Construct B, indicators of organizational effectiveness, sub-constructs 4-7 (items 13-24), were analyzed for relationship with AYP percentage points, there was a negative correlation, but it was not statistically significant. The model reported that only 1.9% of the variance in AYP percentage could be attributed to indicators of organizational effectiveness. The results of this analysis required that the hypothesis should be rejected.

Summary of Findings: Research Question 3

To what extent is there a relationship between the total score reported on the Survey of Instructional and Organizational Effectiveness and adequate yearly progress (AYP) points earned by Title I elementary schools?

Research Question 3 concerned the extent to which the total score reported by principal responses to indicators of instructional and organizational effectiveness derived from combined constructs 1-7, (items 1-24) were related to AYP percentage points earned. When the self-reported scores were analyzed, there was a negative correlation to AYP percentage. The correlation, however, was not significant. The model reported that 2.5% of the variance in AYP percent could be attributed to the total score of principal self-reported indicators of instructional and organizational effectiveness. The results of this analysis required that the hypothesis should be rejected.

Discussion of Findings

Research results related to school effectiveness and student achievement have highlighted the importance of integration of instructional effectiveness constructs of curriculum, instructional design, and assessment with organizational effectiveness constructs of educational agenda, leadership for school improvement, community building and the development of a culture of continuous improvement and learning. The work of three contemporary research groups (DuFour & Eaker, 1998; Glasser, 1998, 2000; Marzano et al., 2001) provided the conceptual framework for the research relevant to this study. Each of these researchers emphasized the attributes of situational and contextual characteristics of effective schools.

Glasser (2000) was a psychiatrist who became an educational theorist. Glasser introduced choice theory and quality school development which combined pragmatism and humanist ideas into a method of providing quality learning experiences for all students. According to Glasser (2000), when the students' basic needs were met and they were engaged in well designed, authentic learning tasks and assessments, they acquired the necessary skills to meet or exceed standards on high stakes tests. Schools which have implemented Glasser's strategies have been recognized for their success in student achievement (Glasser, 2000), and his ideas have earned recognition as examples of effective school practices.

Marzano et al. (2001) conducted research which resulted in specific indicators that can be implemented in any school to improve student learning. These strategies became known as Marzano's high yield strategies (2009) and were proposed to serve as

the foundation of effective instructional practices that would increase student achievement. Marzano et al. (2001) also reported that the practice of aligning instructional practices with state standards would enhance student achievement. Furthermore, the practice of basing classroom teaching and student learning completely on specific, common standards must be initiated and monitored by school leaders to be effective.

The research of DuFour and Eaker (1998) emphasized the benefits of providing sustained, substantive improvements to student learning through the development of professional learning communities (PLCs) which included purposeful collaboration of collective inquiry, action research, and a strong reliance on measurable results to inform and guide individual, team, and school practices. According to DuFour (1998b), school reform efforts have too often detracted from the impetus of reform with structural issues of policies, procedures, and rules which negatively impacted the importance of the culture of a school. DuFour (1998a) viewed the emphasis on structural changes as understandable, because they were highly visible, tangible, and easily accomplished. In contrast, cultural changes were less visible and more difficult to effect. DuFour and Eaker (1998) suggested that successful PLCs were based on a shared mission, vision, and value system that allowed for and valued team collaboration.

The work of all three research groups placed the need for strong educational leadership as the foundation for the development of effective schools. Cohesion and consensus among staff members have positively related to student outcomes in the research of Teddlie and Stringfield (1993). Bryk and Sebring (2000) reported that

students in schools where teachers and administrators shared common educational goals and ideas attained higher outcomes than students in traditional school settings. Hofman et al. (2001) stressed the importance of school leaders working to strengthen the bond between individual teachers and collaborating teams and frequent monitoring of instruction and achievement by school leaders.

This study examined the relationship between indicators of instructional and organizational effectiveness as identified by researchers discussed previously and adequate yearly progress percentage points earned by schools represented in the survey responses. This study was designed to add to the existing body of knowledge concerning the relationship between principal's practices and student academic achievement. Results of the study indicated a negative, but not statistically significant correlation, between the seven identified sub-constructs of instructional and organizational effectiveness including: curriculum, instruction, assessment, educational agenda, leadership for school improvement, community building, and culture of continuous improvement.

When the indicators contained within each sub-construct were examined independently, two sub-constructs reported either positive correlations or statistically significant negative correlations. The sub-construct of leadership for school improvement included two indicators which were positively correlated to AYP (monitors progress and provides skillful leadership). These correlations, however, were not statistically significant. The sub-construct also included two indicators (promotes quality instruction and employs data driven decision making) that reported statistically significant but negative correlations. The sub-construct of culture of continuous

improvement indicator of commitment to professional development was positively correlated to AYP but it was not statistically significant.

In regards to practice and practical significance, the results of this study suggested that school leadership, including the development of a culture dedicated to improvement, had the largest positive correlation to student achievement as measured by adequate yearly progress percentage points earned. These findings gave further support to the previously reported researched which noted the importance of the role of school principal in improving student learning.

Implications for Policy and Practice

In their self-report of instructional and organizational effectiveness indicators, the majority (n = 41) of responding school principals identified their practices to be at implementation levels of exemplary and fully functional for the majority of indicators. Despite their strong responses, only two of the 49 schools represented in the survey results attained AYP status for 2009–2010. The percentage of federal AYP criteria met for the 49 schools ranged from 67% to 100% with a mean of 82.82%. The high ratings each principal reported could be reflective of either an uncertainty of what each indicator measured or a high estimation of implementation. These data suggested that principals should develop a clear understanding of the policies and practices associated with high levels of student achievement and practice more self reflection regarding the fidelity and accuracy of their approaches and skills in implementing instructional and organizational practices.

In general, the high level of principal confidence in the quality of the instructional and organizational effectiveness practices in their schools was not reflected in their AYP status or percentage points earned. In fact, there was a negative correlation with all seven indicators when examined individually by construct, when grouped by instructional indicators (1, 2, 3) and organizational indicators (4, 5, 6, 7) separately, and when taken as a composite score for total survey responses (1-7). The correlations for these indicators, however, were not statistically significant.

The sub-construct of Leadership for School Improvement (5) reported individual items within the construct that were positively correlated to AYP. Item 4, monitors progress, and item 5, provides skillful stewardship, though showing positive correlations were not statistically significant. Sub-Construct 5 contained two additional items that were negatively correlated and statistically significant: item 1, promotes quality instruction, and item 3, employs effective decision making.

The sub-construct of Culture for School Improvement (7) reported one individual indicator that was positively correlated to AYP. Item 1, commitment of professional development, though, was not statistically significant.

Within the limits of this study, the results suggested that the development of leadership practices for school improvement had the most potential for impacting student achievement. Principal preparation programs, school district in-service offerings, and leadership development seminars can be used to prepare school principals to be leaders for achievement. Appropriate topics would be promoting instruction, developing school-

wide plans for improvement, employing effective decision making, monitoring progress, and providing skillful stewardship of resources.

Although the other six constructs examined by this study did not report statistically significant correlations to AYP percentage points, they should not be disregarded. It would be advisable for educational leaders to continue to work to develop their skill and implementation through leadership practices.

Recommendations for Future Research

1. This study provided evidence that there was a discrepancy between principal self-reported indicators of quality instructional and organizational effectiveness and AYP percentage points earned. It would be beneficial to determine if similar discrepancies would exist in a larger sample of Florida principals and principals of other states. Therefore, a replication of this study with larger samples of principals in both Florida and in other states would add significant data to the research on student achievement. It might also be informative to add information collected from charter school principals and principals from schools that do not qualify for Title I, Part A, grant funds to determine similarities and differences in the results.
2. Since the number of students enrolled in the schools ranged from 271-1,103 students, disaggregated data by school size might provide additional information concerning instructional and organizational practices that impact student achievement. Although in this study, size did not have a statistical

difference in results, size might have significance in the effectiveness of the practices in a larger study population of Florida principals, charter school principals, or principals in other states.

3. As reported in Table 3, the majority of principals participating in the survey had high numbers of years of experience in education. It might be helpful to make an effort to conduct a study with principals with fewer years of experience or those who were recent principal appointees to determine if these indicators have a different effect on AYP percentage points for that subgroup.
4. As the 2014 deadline for 100% proficiency goal of the No Child Left Behind Act of 2001 approaches, school district leaders and school principals will be searching for ways of increasing student achievement most effectively. A study focused on identifying the subskills related to school leadership that have the most impact on student achievement would be useful to principals in ensuring that their efforts are most appropriate for their schools and student populations.

Summary

President George W. Bush's administration made the improvement of elementary and secondary education a top priority, one that was also supported by both parties in the U. S. Congress. The main emphasis of his education proposals focused on the academic achievement gap that existed between white and non-white students and students of varying economic status. The No Child Left Behind (NCLB) Act of 2001(U.S.

Department of Education, 2004) was the most visible example of Bush's educational reform policy. This legislation mandated annual testing of all students in grades three through eight. It also required that schools must demonstrate adequate yearly progress (AYP) for all students including separate groups of students identified by race, ethnicity, poverty, disability, and limited English proficiency (Reschovsky & Imazeki, 2003). Disaggregated exporting of test results by sub-groups more clearly articulated the achievement gaps between white and non-white students as well as gaps between more affluent and low income students than had been put forth previously.

A complication of this requirement was that students and teachers were aiming for a target of proficiency that was to be raised incrementally until, in the year 2014, 100% of children would be expected to perform at a proficient level. As the stakes of these tests have become increasingly more severe, states have imposed sanctions on schools failing to meet proficiency. Although both teachers and administrators have been increasingly pressured to make improvements in student learning, principals have been at the forefront of school reform efforts (Boudett et al., 2005). An analysis of achievement data each year was instituted to measure the objective results of these tests, but no provision was made for subjective data that supported the reduction of the achievement gap. According to McDougall et al. (2007), school leadership has been a critical component of substantive improvements. Identifying principal practices and leadership styles in schools that successfully meet annual AYP targets has the potential to provide practitioners with important information about school reform efforts.

Federal accountability requirements have created a renewed emphasis on increasing student achievement through improved performance on state created high stakes tests. The reauthorization of the Elementary and Secondary School Act under the auspices of the NCLB has made it more important for educational leaders to identify effective school indicators. Schools and districts across the country have assigned rewards and sanctions based on the performance of individual students, and educators have been increasingly interested in identifying and implementing best practices to increase student achievement on standardized tests (Schlechty, 2002). Schools and school districts failing to make adequate yearly progress (AYP) have faced increasingly stringent sanctions up to and including restructuring by the state.

This results of this study showed that Florida Title I principals believed that they were implementing effective instructional and organizational practices in their schools. Despite this belief, all but two of the schools represented in the results failed to make AYP for school year 2009–2010. The analysis of the responses reported a negative correlation between self-reported scores and AYP percentage points earned. These results warrant further study to determine if the reported indicators can be verified by other personnel in the school or by obvious practice.

Within the limits of this study, the negative correlation suggested that school principals examine their practices related to instructional and organizational effectiveness for fidelity and stakeholder buy-in. Principals must not only believe that these practices are evident, they must verify them through constant monitoring and quantitative measures.

APPENDIX A
SURVEY INSTRUMENT



SURVEY OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Name of School: _____

INSTRUCTIONS: This survey provides a tool to help you identify the strengths and limitations of the effectiveness of the instructional practices and organizational conditions of your school. If you have been provided with a rubric, please use it in responding to the items.

Information About Me

Role: Administrator Teacher Support Staff Other

Experience: Less than 1 year 1 - 3 years 4 - 10 years 11 - 20 years More than 20 years

For School Use Only – Do not mark unless told to do so.

A ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ B ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

PART A: Indicators of Quality Instructional Systems

0 = No Evidence of the Indicators of Quality
 1 = Low Level of Development and/or Implementation
 2 = Evidence of Progress, But Not Fully Operational
 3 = Fully Functioning and Operational
 4 = Exemplary Level

0 = No Evidence of the Indicators of Quality
 1 = Low Level of Development and/or Implementation
 2 = Evidence of Progress, But Not Fully Operational
 3 = Fully Functioning and Operational
 4 = Exemplary Level

Curriculum

1. **Develops a Quality Curriculum:** The curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning. ③ ③ ② ① ①
2. **Ensures Effective Implementation and Articulation of the Curriculum:** The curriculum implementation plan ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers at each grade level, and parents and community members. ① ① ② ① ①
3. **Evaluates and Renews Curriculum:** There is a systematic process in place for monitoring, evaluating, and renewing the curriculum that reflects a commitment to continuous improvement. ③ ③ ② ① ①

Instructional Design

4. **Aligns Instruction with the Goals and Expectations for Student Learning:** Instructional strategies and learning activities are aligned with the goals and expectations for student learning. ③ ③ ② ① ①
5. **Employs Data-Driven Instructional Decision Making:** The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision making. ④ ④ ② ① ①
6. **Actively Engages Students in their Learning:** Students' engagement in their learning is maximized by employing effective classroom management and organizational strategies, by establishing a positive academic learning climate, and by emphasizing essential knowledge and skills for student learning as well as higher order thinking skills. ① ① ② ① ①

Instructional Design (continued)

7. **Expands Instructional Support for Student Learning:** Students are provided with a variety of opportunities to receive additional assistance to improve their learning, beyond initial classroom instruction. ① ① ② ① ①
8. **Clearly Defines the Expectations for Student Learning to be Assessed:** Assessments of student learning are aligned with clearly specified and appropriate achievement expectations. ④ ③ ② ① ①
9. **Establishes the Purpose of the Assessment:** Assessments are specifically designed to serve instructional purposes specified by the users of the assessments. ④ ③ ② ① ①
10. **Selects the Appropriate Method of Assessment:** Assessments are developed using a method which accurately measures the intended goals for student achievement and serves the intended purpose. ④ ① ② ① ①
11. **Collects a Comprehensive and Representative Sample of Student Achievement:** The student learning assessment system provides for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results. ④ ③ ② ① ①
12. **Develops Fair Assessments and Avoids Bias and Distortion:** Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results. ④ ③ ② ① ①

IDENTIFIED BY: 7017 0302

← OVER →

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SURVEY OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

The response categories for each statement are listed below. Each response category corresponds with the rubric booklet. If you have been provided with a rubric, please use it in responding to the items.

▶ Please use a pencil to fill in the circles

PART B: Indicators of Quality Organizational Systems

0 = No Evidence of the Indicators of Quality
 1 = Low Level of Development and/or Implementation
 2 = Evidence of Progress, But Not Fully Operational
 3 = Fully Functioning and Operational
 4 = Exemplary Level

0 = No Evidence of the Indicators of Quality
 1 = Low Level of Development and/or Implementation
 2 = Evidence of Progress, But Not Fully Operational
 3 = Fully Functioning and Operational
 4 = Exemplary Level

Educational Agenda: Vision, Mission, Beliefs and Goals

13. Facilitates a Collaborative Process: The school facilitates a collaborative process in developing the school's vision, beliefs, mission, and goals that engages the school community in an in-depth study and assessment of important information sources (e.g., student assessment data, demographic data, environmental scanning, future trend information, workplace expectations).

④ ③ ② ① ①

14. Shared Vision, Beliefs and Mission: The school develops a shared vision, beliefs, and mission that define a compelling purpose and direction for the school.

④ ③ ② ① ①

15. Measurable Goals: The school defines measurable goals focused on improving student learning.

④ ③ ② ① ①

Leadership for School Improvement

16. Promotes Quality Instruction: The school promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.

④ ③ ② ① ①

17. Develops Schoolwide Plans for Improvement: The school develops schoolwide plans for improvement focused on student performance.

④ ③ ② ① ①

18. Employs Effective Decision Making: The school employs effective decision making that is data-driven, research-based, and collaborative.

④ ③ ② ① ①

Leadership for School Improvement (continued)

19. Monitors Progress: The school monitors progress in improving student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection.

④ ③ ② ① ①

20. Provides Skillful Stewardship: The school provides skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment.

④ ③ ② ① ①

Community-Building

21. Fosters Community-Building: The school fosters community-building conditions and working relationships within the school.

④ ③ ② ① ①

22. Extends the School Community: The school extends the school community through collaborative networks of support for student learning.

④ ③ ② ① ①

Culture of Continuous Improvement and Learning

23. Commitment to Professional Development: The school builds the skills and capacity required to improve through comprehensive and ongoing professional development programs focused on the school's goals for improvement.

④ ③ ② ① ①

24. Supports Productive Change and Improvement: The school creates the conditions that support productive change and continuous improvement.

④ ③ ② ① ①

Additional School-specific Items

If you have been provided with additional goals/items, please respond in this area.

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 25. ○ ○ ○ ○ ○ ○ ○ ○ | 29. ○ ○ ○ ○ ○ ○ ○ ○ | 33. ○ ○ ○ ○ ○ ○ ○ ○ | 37. ○ ○ ○ ○ ○ ○ ○ ○ |
| 26. ○ ○ ○ ○ ○ ○ ○ ○ | 30. ○ ○ ○ ○ ○ ○ ○ ○ | 34. ○ ○ ○ ○ ○ ○ ○ ○ | 38. ○ ○ ○ ○ ○ ○ ○ ○ |
| 27. ○ ○ ○ ○ ○ ○ ○ ○ | 31. ○ ○ ○ ○ ○ ○ ○ ○ | 35. ○ ○ ○ ○ ○ ○ ○ ○ | 39. ○ ○ ○ ○ ○ ○ ○ ○ |
| 28. ○ ○ ○ ○ ○ ○ ○ ○ | 32. ○ ○ ○ ○ ○ ○ ○ ○ | 36. ○ ○ ○ ○ ○ ○ ○ ○ | 40. ○ ○ ○ ○ ○ ○ ○ ○ |
| | | | 41. ○ ○ ○ ○ ○ ○ ○ ○ |
| | | | 42. ○ ○ ○ ○ ○ ○ ○ ○ |
| | | | 43. ○ ○ ○ ○ ○ ○ ○ ○ |
| | | | 44. ○ ○ ○ ○ ○ ○ ○ ○ |

APPENDIX B
UNIVERSITY OF CENTRAL FLORIDA
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
 Office of Research & Commercialization
 12201 Research Parkway, Suite 501
 Orlando, Florida 32826-3246
 Telephone: 407-823-2901 or 407-882-2276
 www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
 FWA00000351, IRB00001138**
 To: **Marsha D. Bur**
 Date: **June 23, 2010**

Dear Researcher:

On 6/23/2010, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Initial Review
 Project Title: The Relationship Between Instructional and Organizational Effectiveness of Title I Elementary Schools and Adequate Yearly Progress for the School Year 2009 - 2010.
 Investigator: Marsha D. Bur
 IRB Number: SBE-10-06968
 Funding Agency: None

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Joseph Bielitzki, DVM, UCF IRB Chair, this letter is signed by:

Signature applied by Janice Turchin on 06/23/2010 11:44:03 AM EDT

IRB Coordinator

APPENDIX C
SCHOOL DISTRICT APPROVAL

School Board
Susan Valdes, Chair
Doretha W. Edgecomb, Vice Chair
Jennifer Fallero
April Griffin
Carol W. Kurdeil
Jack R. Lamb, Ed.D.
Candy Olson



Superintendent of Schools
MaryEllen Elia
Deputy Superintendents
Kenneth R. Otero
Daniel J. Valdez
Chief Information and Technology Officer
David J. Steele, Ph.D.
Assistant Director
Assessment and Accountability
Samuel R. Whitten

July 15, 2010

Marsha Bur
1038 Sumica Drive
Ft. Myers, Florida 33919

Dear Mrs. Bur:

The Hillsborough County Public School district has agreed to participate in your research proposal, *The Relationship Between the Instructional and Organizational Effectiveness of Title I Elementary Schools and AYP for School year 2009-2010*. A copy of this letter **MUST** be presented to all principals participating in your survey to assure them your research has been approved by the district. Your **approval number is RR10178**. You must refer to this number in all correspondence. Approval is given for your research under the following conditions:

- 1) Participation by the principals is to be on a voluntary basis. That is, participation is **NOT MANDATORY** and you must advise them that they are not obligated to participate in your study.
- 2) Confidentiality must be assured for all. That is, **ALL DATA MUST BE AGGREGATED SUCH THAT THE PARTICIPANTS CANNOT BE IDENTIFIED**. Participants include the district, principals, administrators, teachers, support personnel, students and parents.
- 3) Research approval does not constitute the use of the district's equipment, software, email, or district mail service. In addition, requests that result in extra work by the district such as data analysis, programming or assisting with electronic surveys, may have a cost borne by the researcher.
- 4) This approval **WILL EXPIRE ON 11/30/2010**. You will have to contact us at that time if you feel your research approval should be extended.
- 5) A copy of your research findings must be sent to us for our files and must be submitted to this department **BEFORE ANY DATA IS PUBLISHED IN ANY FORM**.

SERVE VOLUNTEER FORMS/FINGERPRINTING:

Your proposal indicates that you will not come into contact with any students. **IF THIS CHANGES, YOU MUST contact us for further instructions.**

Good luck with your endeavor. If you have any questions, please advise.

Sincerely,


Theodore Dwyer
Manager of Evaluation
Assessment and Accountability

TD/dsr

Raymond O. Shelton School Administrative Center 901 East Kennedy Boulevard Tampa, Florida 33602
School District Main Office: 813-272-4000 P.O. Box 3408 Tampa, Florida 33602 website: www.sdhc.k12.fl.us
Assessment and Accountability Office: 813-272-4341 Fax: 813-272-4340
e-mail: samuel.whitten@sdhc.k12.fl.us

| | | | |
|---|--|---|--|
| Submit this form and a copy of your proposal to: Accountability, Research, and Assessment P.O. Box 271 Orlando, FL 32802-0271 | Orange County Public Schools RESEARCH REQUEST FORM RECEIVED JUN 28 2010 | Your research proposal should include: <ul style="list-style-type: none"> • Project Title • Purpose and Research Problem • Instruments • Procedures and Proposed Data Analysis | |
| Requester's Name <u>Marsha Bur</u> Date <u>06/25/10</u> E-mail <u>MBur@knightsmail.ucf.edu</u> Phone <u>239-481-1884</u> Address <u>1038 Sumica Dr. Fort Myers, FL 33919</u> <small>Street City, State Zip</small> Institutional Affiliation <u>University of Central Florida</u> Project Director or Advisor <u>Dr. William Bozeman</u> Phone <u>407-823-1471</u> | | | |
| Degree Sought: (check one) <input type="checkbox"/> Associate <input checked="" type="checkbox"/> Doctorate <input type="checkbox"/> Bachelor's <input type="checkbox"/> Not Applicable <input type="checkbox"/> Master's <input type="checkbox"/> Specialist | | | |
| Project Title: <u>The Relationship Between Instructional and Organizational Effectiveness of Title I Elementary Schools and Adequate Yearly Progress for School Year 2009 - 2010.</u> | | | |
| ESTIMATED INVOLVEMENT | | | |
| PERSONNEL/CENTERS | NUMBER | AMOUNT OF TIME (DAYS, HOURS, ETC.) | SPECIFY SCHOOLS BY NAME AND NUMBER OF TEACHERS, ADMINISTRATORS, ETC. |
| Students | 0 | | |
| Teachers | 0 | | |
| Administrators | 55 | 15 minutes | see attached list |
| Schools/Centers | 0 | | |
| Others (specify) | 0 | | |
| Specify possible benefits to students/school system: <u>Information obtained from this study will contribute to the knowledge base surrounding the challenges faced by Title I elementary schools in attaining Adequate Yearly Progress.</u> | | | |
| ASSURANCE | | | |
| Using the proposed procedures and instrument, I hereby agree to conduct research in accordance with the policies of the Orange County Public Schools. Deviations from the approved procedures shall be cleared through the Senior Director of Accountability, Research, and Assessment. Reports and materials shall be supplied as specified. | | | |
| Requester's Signature <u>Marsha Bur</u> | | | |
| Approval Granted: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Date: <u>6-30-10</u> | | | |
| Signature of the Senior Director for Accountability, Research, and Assessment <u>Lee Balani</u> | | | |

NOTE TO REQUESTER: When seeking approval at the school level, a copy of this form, signed by the Senior Director, Accountability, Research, and Assessment, should be shown to the school principal who has the option to refuse participation depending upon any school circumstance or condition. The original Research Request Form is preferable to a faxed document.

Reference School Board Policy GCS, p. 249 OCPS1044ARA (Revised 2/10)



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

DEAN STECKER
DIRECTOR

MARC BARON, Ph.D
CHIEF, PERFORMANCE ACCOUNTABILITY

DEPARTMENT OF RESEARCH AND EVALUATION

3370 Forest Hill Boulevard, Suite B-246
West Palm Beach, FL 33406-5871

Ph. (561) 432-8376 Fax (561) 963-3842
www.palmbeachschools.org/re/

September 10, 2010

Ms. Marsha Bur
1038 Sumica Drive
Ft. Meyers, FL 33919

Dear Ms. Bur:

The Superintendent's Research Review Committee has approved your request to conduct the study *The Relationship between the Instructional and Organizational Effectiveness of Title I Elementary Schools and AYP for 2009-2010*, in the School District of Palm Beach County (the District). The purpose of your study is to gauge the role of instructional and organizational effectiveness as reported in results of an electronic survey taken by school administrators and the school's Adequate Yearly Performance. According to our District's procedures, **school participation is voluntary and subject to the authority of the school administration**. For this study, you would be administering your online 24 item survey which will take participating administrators approximately 15 minutes to complete.

Attached is a copy of the schools that have been approved for the research.

As you conduct your research, please use the following guidelines:

- Contact no schools other than the schools listed in the attached list;
- Refrain from conducting any research activities at these schools or contacting students or school staff during the Florida Comprehensive Assessment Test blackout period (February 28 to April 29, 2011);
- Obtain permission from the principals before beginning;
- Summarize findings for reports prepared from this study, and do not associate responses with a specific school or individual (information that identifies our District, schools, or individual responses will not be provided to anyone except as required by law);
- Enroll and be approved as a school volunteer at the school where you intend to visit in order to conduct the research. For more information contact the Office of Community Involvement at (561) 434-8789, eifen@palmbeach.k12.fl.us

If your research requires the use of additional resources, you must submit a written request to this office, and then wait for a response before proceeding. You must submit one copy of the study results to the Department of Research and Evaluation no later than one month after completion of the research.

Sincerely,

Dean Stecker

DS/RP:pl

Attachment

Q:\Research Requests\FY2011\Marsha Bur\APPROVAL LETTER - FINAL.docx

Palm Beach County Schools - Rated "A" by the Florida Department of Education 2005 - 2010
"Home of Florida's first LEED Gold Certified School"

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The School District of Palm Beach County is an Equal Education Opportunity Provider and Employer



District School Board of Pasco County

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638 • 813/794-2000

Heather Fiorentino, Superintendent

www.pasco.k12.fl.us

Research and Evaluation Services

Peggy Jones, Ph.D., Director
813/794-2338 Fax: 813/794-2116
727/774-2338 TDD: 813/794-2484
352/524-2338 pejones@pasco.k12.fl.us

July 2, 2010

Ms. Marsha Bur
1038 Sumica Drive
Ft. Myers, Florida 33919

Dear Ms. Bur:

Attached you will find an approval to conduct research for your study in Pasco County Schools entitled, *The Relationship Between Instructional and Organizational Effectiveness of Title I Elementary Schools and Adequate Yearly Progress for School Year 2009-2010*. The purpose of this study is to determine if there is a relationship between the instructional and organizational effectiveness of Title I Elementary Schools and Adequate Yearly Progress.

Your study results will be a nice resource in our district, as we renew our District Accreditation with SACS CASI. Best of luck as you pursue the subject of your research.

Sincerely,

Peggy Jones, Ph.D.
Director

/jg
Enclosures

xc: Title I school principals
Kathleen Steiner, Director of Curriculum and Instructional Services
Kathleen Sanz, Supervisor of Curriculum and Instructional Services
Elena Garcia, Supervisor of Curriculum and Instructional Services



ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000
Fax (727) 588-6202

SCHOOL BOARD OF
PINELLAS COUNTY, FLORIDA
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Nina Harden
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Peggy L. O'Shea
Robert L. White

Superintendent
Julie M. Janssen, Ed.D.

August 10, 2010

Ms. Marsha Bur
1038 Sumica Drive
Ft. Myers, Florida 33919

Dear Ms. Bur:

I received your request to conduct research in Pinellas County. Your study, "The Relationship Between The Instructional and Organizational Effectiveness of Title 1 Elementary Schools and Adequate Yearly Progress for School Year 2009-2010" proposal # 071011-02 has been approved.

Allow me to make it clear that this permission letter does not obligate schools, teachers, students or parents to participate in your study, the participation is totally voluntary.

As a public school district, we have to comply with the "Jessica Lunsford Act." According to this law any person who has access to school ground when students are present or has direct contact with students is required to meet level 2 screening requirements. For additional information regarding the Jessica Lunsford Act and level 2 screening requirements please visit our website, at <http://www.pcsb.org>.

I also would like to reinforce our practice on monetary rewards to school board staff and students; the school board staff may not be paid for work performed related to this study during working hours and students may not be rewarded money for participating in a study. All monetary rewards shall be given to school(s) participating in the study.

Upon completion of the study, please forward a copy of the finished report to my office.

If you have any questions or if additional information is needed, please contact our Research and Accountability office at (727) 588-6253.

Best wishes for continued success.

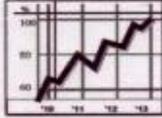
Sincerely,

Behrokh Ahmadi, Ph.D.
Director, Program Evaluation

BAjr

The School Board of Pinellas County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, sexual orientation or disability in any of its programs, services or activities.

Education for a Changing World www.pcsb.org



ASSESSMENT, ACCOUNTABILITY AND EVALUATION

SCHOOL BOARD OF POLK COUNTY
 1915 SOUTH FLORAL AVENUE
 BARTOW, FLORIDA 33830
 PHONE (863) 534-0688
 FAX (863) 534-0770



Wilma Ferrer
 Senior Director
 (863) 534-0691
 51491

Candy Amato
 Assessment
 Senior Coordinator
 (863) 534-0690
 51490

Yakup Bilgili, Ph.D.
 Research & Evaluation
 Senior Coordinator
 (863) 534-0736
 51534

Donna Buckner
 Accountability
 Senior Coordinator
 (863) 534-0717
 51515

Rob Campbell
 Testing & Data Analysis
 Senior Coordinator
 (863) 647-4895
 68246

Eileen Schofield
 Administrative
 Secretary
 (863) 534-0688
 51488

"The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences for our students that result in high achievement."

August 5, 2010

Marsha Bur
 1038 Sumica Dr.
 Fort Myers, FL 33919

Topic: Instructional and Organizational Effectiveness and AYP

The Polk County Public Schools Research Review Board has **approved** your study of the *"Relationship between the Instructional and Organizational Effectiveness of Title I Elementary Schools and Adequate Yearly Progress for School Year 2009-2010"* research proposal for the period of August 1, 2010 to December 31, 2010. Approval is contingent on:

- Notifying the school district of any major changes to the protocols or project.
- Providing a copy of your final and any supplemental reports to the district.

Please submit copies of your final reports to my attention at the Office of Research and Evaluation upon dissemination of the report.

If you have any questions, or if I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Yakup Bilgili, Ph.D.
 Chair, Research Review Board
 Polk County Public Schools
 P: 863-534-0736 (51534) F: 863-534-0770
Yakup.Bilgili@polk-fl.net

APPENDIX D
CORRESPONDENCE WITH SURVEY RESPONDENTS

Marsha Bur
1038 Sumica Dr.
Fort Myers, FL 33919
Mar4m@aol.com
239-481-1884

Dear Title I Principal:

I am a doctoral student in the Education Leadership program at the University of Central Florida under the supervision of Dr. William Bozeman. I am writing to ask for your participation in a research study that I am conducting as part of my dissertation. This study will examine the practices of Title I school principals in the State of Florida to determine instructional and leadership practices.

Your answers will be completely confidential and will only be released as summaries. At no time will individual responses be identifiable. The survey will take about 10 minutes to complete. I understand the demands placed upon a school principal and would greatly appreciate your quick response.

Participation in this study is completely voluntary. You may skip any questions that you do not wish to answer.

You will be receiving the survey instrument by email in about 1 week. Thank you in advance for your contribution to this important research study. I can be reached at the contact above if you have any questions.

Sincerely,

Marsha A. Bur
Doctoral Candidate, University of Central Florida

Marsha Bur
1038 Sumica Dr.
Fort Myers, FL 33919
Mar4m@aol.com
239-481-1884

Dear Title I Principal:

Last week I sent you an initial contact letter asking for your participation in my research study on the instructional and leadership practices of principals in Title I elementary schools in Florida.

I have attached the survey instrument with this letter and again request a few minutes of your time to share your information with me. Your participation is voluntary and your responses will be kept confidential. The survey should take about 10 minutes of your time and will greatly contribute to the body of research I am collecting.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Marsha A. Bur
Doctoral Candidate, University of Central Florida

Marsha Bur
1038 Sumica Dr.
Fort Myers, FL 33919
Mar4m@aol.com
239-481-1884

Dear Title I Principal:

You have received two previous emails from me requesting your participation in a research study I am conducting concerning the instructional and leadership practices of Principals in Florida Title I schools.

The study is coming to an end and it is important to include feedback from as many Title I Principals as possible. Your information is critical to the thoroughness of this research. Thank you if you have already returned your response. If you have not yet had an opportunity to participate, I urge you to complete the survey and return it at this time.

I remind you that your participation is voluntary and that all results are confidential.

Thank you for your willingness to expend a few minutes of your time in an effort to support educational research that is critical to student achievement.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Marsha A. Bur
Doctoral Candidate, University of Central Florida

APPENDIX E
ADEQUATE YEARLY PROGRESS (AYP) CHARACTERISTICS FOR
PARTICIPATING SCHOOLS

ADEQUATE YEARLY PROGRESS (AYP) CHARACTERISTICS FOR PARTICIPATING SCHOOLS

| School# | Years Experience | AYP Status | AYP Percentage | Enrollment | Total Survey | IE Total (1-12) | OE Total (13-24) |
|---------|------------------|------------|----------------|------------|--------------|-----------------|------------------|
| 1 | 5 | NO | 77 | 461 | 92 | 46 | 46 |
| 2 | 2 | NO | 74 | 1103 | 72 | 35 | 37 |
| 3 | 5 | NO | 87 | 400 | 68 | 35 | 33 |
| 4 | 5 | NO | 79 | 571 | 65 | 29 | 36 |
| 5 | 3 | NO | 79 | 747 | 85 | 42 | 43 |
| 6 | 3 | NO | 92 | 560 | 72 | 36 | 36 |
| 7 | 3 | NO | 87 | 635 | 84 | 40 | 44 |
| 8 | 4 | NO | 77 | 639 | 63 | 34 | 29 |
| 9 | 5 | NO | 90 | 489 | 81 | 36 | 45 |
| 10 | 3 | NO | 79 | 748 | 87 | 40 | 47 |
| 11 | 3 | NO | 77 | 658 | 68 | 30 | 38 |
| 12 | 5 | NO | 79 | 586 | 75 | 37 | 38 |
| 13 | 3 | NO | 95 | 569 | 73 | 29 | 44 |
| 14 | 3 | NO | 87 | 618 | 62 | 34 | 28 |
| 15 | 3 | NO | 97 | 654 | 75 | 39 | 36 |
| 16 | 2 | NO | 82 | 686 | 63 | 31 | 32 |
| 17 | 5 | NO | 92 | 659 | 76 | 38 | 38 |
| 18 | 5 | NO | 69 | 752 | 67 | 31 | 36 |
| 19 | 3 | NO | 85 | 576 | 64 | 27 | 37 |
| 20 | 5 | NO | 87 | 910 | 85 | 39 | 46 |
| 21 | 5 | NO | 74 | 480 | 90 | 42 | 48 |
| 22 | 4 | NO | 79 | 1054 | 60 | 29 | 31 |
| 23 | 3 | NO | 82 | 448 | 86 | 39 | 47 |
| 24 | 3 | NO | 95 | 757 | 71 | 35 | 36 |
| 25 | 5 | NO | 95 | 271 | 82 | 38 | 44 |
| 26 | 4 | NO | 85 | 574 | 71 | 35 | 36 |
| 27 | 2 | NO | 67 | 558 | 74 | 36 | 38 |
| 28 | 5 | NO | 85 | 386 | 74 | 37 | 37 |
| 29 | 5 | NO | 79 | 509 | 70 | 36 | 34 |
| 30 | 5 | NO | 95 | 938 | 58 | 28 | 30 |
| 31 | 3 | NO | 82 | 566 | 69 | 33 | 36 |
| 32 | 5 | NO | 79 | 581 | 76 | 34 | 42 |
| 33 | 5 | NO | 82 | 544 | 96 | 48 | 48 |
| 34 | 3 | NO | 97 | 661 | 52 | 25 | 27 |
| 35 | 3 | NO | 74 | 780 | 87 | 41 | 46 |
| 36 | 5 | YES | 100 | 791 | 75 | 34 | 41 |
| 37 | 5 | NO | 79 | 789 | 78 | 38 | 40 |
| 38 | 3 | NO | 74 | 808 | 57 | 24 | 33 |
| 39 | 4 | NO | 67 | 689 | 73 | 35 | 38 |
| 40 | 5 | NO | 79 | 793 | 62 | 30 | 32 |
| 41 | 5 | YES | 100 | 306 | 78 | 37 | 41 |
| 42 | 4 | NO | 74 | 750 | 96 | 48 | 48 |
| 43 | 5 | NO | 74 | 839 | 82 | 38 | 44 |
| 44 | 3 | NO | 72 | 529 | 78 | 39 | 39 |
| 45 | 3 | NO | 85 | 897 | 50 | 23 | 27 |
| 46 | 4 | NO | 82 | 854 | 82 | 41 | 41 |
| 47 | 4 | NO | 95 | 858 | 69 | 35 | 34 |
| 48 | 2 | NO | 82 | 305 | 71 | 35 | 36 |
| 49 | 4 | NO | 74 | 620 | 73 | 36 | 37 |

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