

379
NB1d
NO. 4564

THE PERCEPTIONS OF SITE-BASED
MANAGEMENT BY THE
PRINCIPAL

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

BY

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Denton, Texas

August, 1997

Wheat, Cynthia A., The Perceptions of Site-Based Management by the Principal. Doctor of Education (Educational Administration), August 1997, 97 pp., 30 tables, bibliography, 22 titles.

The purpose of this study was to investigate the perceptions of principals who had served in their positions prior to and since the state-mandated implementation of site-based management. The study sought to determine if the state mandates impacted the principals' perceptions regarding the pre-existing site-based management in their district. The study also sought to determine relationships between support or lack of support and the principals' gender, age, ethnicity, years as principal, and educational level.

The surveyed principals served a district that implemented its own site-based management plan over ten years before the state mandate. The intent of this study was to answer six questions. The questions focused on the following areas: (1) the principals' perception of the benefits of site-based management, (2) their perception of problems with site-based management, (3) their perceived role as principal prior to and since the state mandates, (4) their percentage of support of site-based management, (5) the relationship between their support or lack of support of site-based management and type of school they serve, and (6) the relationship between their support or lack of support of site-based management and their gender, age, ethnicity, years as principal, and educational level.

Findings of this study indicated that: (1) principals perceive greater benefits from site-based management than problems with site-based management, (2) the state-mandated site-based management had little or no impact on the principals' perceptions of their roles and responsibilities, (3) there is a relationship between gender and support or lack of support of site-based management, and (4) there is a relationship between ethnicity and support or lack of support of site-based management.

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TABLE OF CONTENTS

	Page
LIST OF TABLES.....	vi
 Chapter	
1. INTRODUCTION.....	1
Background of the Problem	
Statement of the Problem	
Purpose of the Study	
Research Questions	
Sample of the Study	
Significance of the Study	
Basic Assumptions	
Limitations of the Study	
Definitions of Terms	
Summary	
2. REVIEW OF RELATED LITERATURE.....	9
Historical Perspectives	
Movement Toward Site-Based Management	
Conclusion	
3. METHODOLOGY.....	16
Restatement of the Research Questions	
Restatement of the Purpose	
Population / Sample	
Development of the Survey Instrument	
Instrumentation	
Instrument Validation and Reliability	
Collection of Data	
Data Analysis	

4. FINDINGS.....23

Surveys Completed

Research Question 1

- Improved Campus Educational Quality
- Improved Campus Climate
- Improved Campus Relationships
- Effective Campus Operation
- Campus Decision Improvements
- Feelings Toward Principals Prior To State-Mandated SBM
- Feelings Toward Principals Since State-Mandated SBM
- Staff Ownership / Partnership
- Increased Level of Trust
- Commitment to Decisions

Research Question 2

- Consensus Worth Time
- Monitoring System for Site-Based Management
- Principal's Involvement in Strategic Planning
- Parents Understand Purpose of Site-Based Management
- Parents Desire Site-Based Management Participation
- Resistance to Changing Roles
- Resistance to Changing Responsibilities

Research Question 3

- Perceived Duties Prior To State-Mandated SBM
- Perceived Duties Since State-Mandated SBM
- Perceived Roles Prior To State-Mandated SBM
- Perceived Roles Since State-Mandated SBM
- Principals' Role in Site-Based Management
- Changes Caused by Site-Based Management

Research Question 4

- Principals' Support or Lack of Support of SBM

Research Question 5

- Relationship between Support or Lack of Support and Type of School Served

Research Question 6

- Relationship between Support or Lack of Support and Gender, Age, Ethnicity, Years as Principal, and Educational Level

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	63
Summary of Findings	
Conclusions	
Recommendations	
Appendix A: Cover Letter to Principals.....	71
Appendix B: Reminder Letter to Principals.....	73
Appendix C: Site-Based Management Perceptions Survey.....	75
Appendix D: Relationship of Research Questions and Survey Instruments.....	78
Appendix E: Permission to Conduct Research.....	80
Appendix F: Surveyed District’s Board Policy Regarding SBM.....	82
Bibliography.....	94

LIST OF TABLES

Table	Page
1. Improved Improved Campus Educational Quality.....	24
2. Improved Campus Climate.....	25
3. Improved Campus Relationships.....	27
4. Effective Campus Operation.....	28
5. Campus Decision Improvements.....	30
6. Feelings Toward Principals Prior To State-Mandated SBM.....	32
7. Feelings Toward Principals Since State-Mandated SBM.....	34
8. Staff Ownership / Partnership.....	35
9. Increased Level of Trust.....	36
10. Commitment to Decisions.....	37
11. Consensus Worth Time.....	38
12. Monitoring System for Site-Based Management.....	39
13. Principal's Involvement in Strategic Planning.....	40
14. Parents Understand Purpose of Site-Based Management.....	40
15. Parents Desire Site-Based Management Participation.....	41
16. Resistance to Changing Roles.....	43
17. Resistance to Changing Responsibilities.....	46
18. Perceived Duties Prior To State-Mandated SBM.....	49
19. Perceived Duties Since State-Mandated SBM.....	51

Table	Page
20. Perceived Roles Prior To State-Mandated SBM.....	53
21. Perceived Roles Since State-Mandated SBM.....	54
22. Changes Caused by Site-Based Management.....	55
23. Principals' Role in Site-Based Management.....	56
24. Principals' Support of Implementation of SBM.....	57
25. Relationship Between Support or Lack of Support and Type of School.....	58
26. Relationship Between Support or Lack of Support and Gender.....	59
27. Relationship Between Support or Lack of Support and Age.....	60
28. Relationship Between Support or Lack of Support and Ethnicity.....	61
29. Relationship Between Support or Lack of Support and Years as Principal.....	62
30. Relationship Between Support or Lack of Support and Educational Level.....	62

CHAPTER ONE

INTRODUCTION

The idea of education reform has been a controversial issue for nearly two decades. Most American public schools are currently involved in some type of reform. The educational reform movement is not exactly new. Schools in this country have undergone drastic changes with regard to policy and procedure since their invention. However, those changes notwithstanding, the structure of American public education has remained virtually unchanged. The realization that the numerous, cyclical changes in our educational system had actually had very little impact on the quality of “output” of our schools caused a shift from the idea of reform to the concept of restructuring. This concept has been fueled by research showing American public school children lagging behind those of other countries. Since the mid-1980s, perhaps as a result of A Nation at Risk (National Commission on Excellence in Education, 1983) and A Nation Prepared (Carnegie Forum on Education and the Economy, 1986), the premise of restructuring public education has been a major thrust of education legislation. However, reactions and results following state-mandated attempts to change schools, as well as research done independently, have lent strong support to the idea that successful change must originate and be implemented at the school level, not from outside the schools (Raywid, 1990). Arising from this push for change, educational reformists began to note the labor-management relationship in successful, productive corporations. Thus, the education reform movement and the private sector merged their ideas about the characteristics of effective organization (Futrell, 1987). Consequently, the education community has become specifically interested in participatory decision-making.

Site-based management is a participative decision-making process where teachers, administrators, and other stakeholders all have the opportunity to work collaboratively toward problem-solving (Justus, 1993). When applied to public education, site-based management is a possible solution to the current calls for reform. It affects the management of schools and the roles of the teachers and administrators. However, for building-level decision-making to occur effectively, all stakeholders must be included in the initial decision to move toward this type of management.

Site-based management was introduced in the surveyed district in the summer of 1981 by the superintendent of schools. It was piloted in several schools during the 1981-82 school year. During 1982-83, a planning group of principals, teachers, central office administrators, and parents was established to determine the roles of staff and community to further plan for and evaluate site-based management at the campus level. Staff and community participation in site-based management was increased in 1983-84 with the formation of special groups designed to study a variety of topics, including school-based budgeting, community-school collaboration, use of technology, and special academic programs.

In August of 1984, the district site-based management committee issued a progress report that outlined basic philosophy, objectives, and operational guidelines. Training sessions were expanded during the summer and fall of 1984. Following the required training, site-based management was implemented in schools during the 1984-85 and succeeding school years. There have been varying degrees of support and training offered since 1985. Subsequently, site-based management has met with only limited success in some areas according to district officials. However, it remains a viable strategy for making informed decisions at each campus. Continued direction from the district is paramount so that site-based management can have an even more positive impact on

student achievement. With site-based management comes an increase in campus autonomy and accountability for the decisions that are made. Decisions previously made by central office or district-level administrators are to be made by the campus or made collaboratively with district-level administration.

Statement of the Problem

The problem of this study is the identification of factors which may play important roles in the implementation and success of the state of Texas' mandated site-based management. A second problem of this study to determine if there is a correlation between the principal's perception of site-based management and his/her gender, age, ethnicity, years as principal, and his/her educational level.

Purpose of the Study

The purposes of this study are:

- (1) to provide data concerning the attitudes of building-level principals in an urban school district in the state of Texas toward site-based management.
- (2) to determine if site-based management is meeting the needs of the principals and their schools from the perspective of the principals
- (3) to provide useful information to district staff development coordinators.

Research Questions

To carry out the purpose of this study, the following questions will be examined:

1. What are the perceptions of the principal regarding the benefits of site-based management?

2. What are the perceptions of the principal regarding the problems with site-based management?
3. What are the perceptions of the principal regarding his/her role in site-based management?
4. What percentage of principals support site-based management?
5. Is there a relationship between the principal's support or lack of support of site-based management and the level of school he/she serves?
6. Is there is a relationship between the principal's support or lack of support of site-based management and gender, age, ethnicity, years as principal, or his/her educational level?

Sample of the Study

The sample for this study was forty selected elementary and secondary building-level principals in a large, urban school district in north Central Texas who were appointed to their positions prior to the state of Texas's mandated implementation of site-based management.

Significance of the Study

Studies on the implementation of site-based management (Estler, 1988; and Evers, 1990) stress the importance of decentralized decision structures. School districts in nearly every state in the United States have adopted some form of site-based management as a way of improving the instructional program for all students. Many management experts, in both the private and public sectors, have noted numerous advantages when decisions are made by those most directly affected by them.

This study will seek to determine the perceptions of the building-level administrator concerning the implementation of site-based management at his/her campus.

Site-based management is currently in its fifth year of state-mandated implementation in the surveyed district. It is currently in its twelfth year of local implementation. This study will focus on principals who have had building-level principal experience prior to and since the implementation of site-based management as mandated by the state of Texas. This assessment will provide the surveyed district with information regarding the current perceptions of site-based management among its principals.

Basic Assumptions

For the purposes of this study, it is assumed that:

1. The respondents will answer all questions in a candid manner without bias.

Limitations of the Study

Limitations of this study include:

1. The population is limited to elementary and secondary principals from one large, urban school district in north Central Texas who have served as principal prior to and since the state-mandated implementation of site-based management.
2. Results are generalizable only to principals in urban school districts similar to the one studied.
3. Since the data will be collected via questionnaire, this study is limited by the reliability and validity inherent in the design of the instrument.

Definition of Terms

The following terms are defined as they relate to this study:

1. Large, urban school district--A school district with a student enrollment over 50,000.
2. Principal--The assigned building leader.
3. Level of school--The level of school is defined as the division of grade levels. In the sample for this study, level of school refers to: K-5 (kindergarten through grade five), 6-8 (grades six through eight), and 9-12 (grades nine through twelve).
4. State of Texas mandate--The state of Texas, under the direction of the Commissioner of Education, mandated that by September 1, 1992, that every school district would develop and submit a plan for implementation of site-based management.
5. Site-based management--Also referred to as "School-based Decision Making," it is a process for decentralizing decisions to improve the educational outcomes for students at every campus.

The Surveyed School District's Site-Based Management Plan

The surveyed school district's plan for site-based management or decision-making was approved by the Texas Commissioner of Education in October 1992. The surveyed district's plan was updated in 1996. The plan addressed the following components:

1. A commitment to improved outcomes for all students.
2. A statement of purpose that addresses the uniqueness of each campus.

3. A structure and procedures for advisory committees to use in collaborative decision-making.
4. Decentralization parameters in the six areas to be addressed--planning, budgeting, curriculum, school organization, staffing patterns, and staff development.
5. A plan for staff development and technical assistance to prepare the board, central office, campus staff, parents and community to effectively implement site-based management
6. Procedures for evaluating the effectiveness of decision-making.

The Principal's Role in Site-Based Management

As delineated in Policy EAB (local) of the surveyed school district, the principal is responsible and accountable for: (a) providing an effective and efficient educational program for all students enrolled at his or her campus, (b) increasing his or her knowledge and decision-making effectiveness with the assistance of the site-based management team comprised of teachers, district staff, parents, and business representatives as required by Board policy, (c) providing for the necessary leadership, training, and support processes to develop an effective, cohesive, and collaborative staff and management team, (d) ensuring continuous progress towards the goals stated in the Campus Educational Improvement Plan, (e) demonstrating a strong and effective advocacy role to bring central office resources to supplement and support campus-based efforts and resources, and (f) developing campus performance objectives.

Surveyed School District Demographics

Over the past several years, the surveyed district has grown steadily with regard to student population. This growth has presented the district with the ongoing responsibility to meet the educational needs of over 70,000 students (Figure 1).

Figure 1 Surveyed School District 1995-96 District Profile

Student Information	Count	Percent
Total Enrollment	74,021	100.0
Early Childhood-Grade 5	40,534	54.8
Grades 6-8	16,233	21.9
Grades 9-12	17,254	23.3
Ethnic Distribution	Count	Percent
African-American	25,148	34.0
Hispanic	26,918	36.4
White	19,959	27.0
Asian/Pacific Islander	1,836	2.5
Native American	160	0.2
Economically Disadvantaged	42,354	57.2
Limited English Proficient (LEP)	13,576	18.3
Staff Information		
Professional Staff	5,136.5	60.5
Teachers	4,164.9	49.0
Professional Support	625.5	7.4
Campus Administration	253.1	3.0
Central Administration	47.0	0.6

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Historical Perspectives

In the 1800s, the United States was inundated with a steady stream of immigrants seeking freedom and prosperity. With them came children requiring education. The population of school-age children grew substantially. In an effort to meet the needs of increasing enrollment and decreasing financial resources, the first, true national reform effort began in the 1890s (Short, 1996). Additionally, technological forces made demands on what the new American student really needed to know to be successful. School reform became a catch-all phrase that included a multitude of programs and policies. These reforms usually altered some procedure or rule that affected school operation. Educational reform during this period was primarily started by powers outside the school. For example, the increase in the Catholic student population resulted in curricular changes in many schools.

In 1903, John Dewey became an outspoken critic of the nation's schools. In his book, Democracy in Education, he illustrates that, in an attempt to centralize control of schools, the system had created a series of autocracies. Dewey believed that reform needed to come from within the school organization. He also believed in a participatory decision making process that included teachers.

The next focus of reform can be referred to as the period of "efficiency" (Kastle, 1990). This concept of "efficiency" was promoted by the studies of Frederick Taylor. Taylor is recognized as the leader of the scientific management movement. Taylor (1916)

believed that every aspect of work could be counted and studied. Many educators at that time believed this to be the answer to management issues plaguing their schools. Thus began a trend in education. Reformers and educators alike began to look outside of the school systems for answers.

The next major influence on the reform movement was the writings on organizational structures by Max Weber (Sergiovanni, 1980). Weber believed that the structure of an effective organization should be pyramidal, run by higher-ranked and higher-trained individuals. Weber's ideas were quickly embraced by educators. The ideas of schools as bureaucracies was born.

The second major reform effort corresponded with the philosophical backlash of World War II. The movement encompassed the anti-fascist/anti-Communist fervor and the resulting emphasis on political conservatism and economic prosperity. With the success of America's concept of democracy, many educators (Newton, 1939; and Carr, 1942) subsequently took Dewey's work even farther and included student participation in the decision making process. These democratic reformers realized the vast role that the schools could play in the preservation of social responsibility. "Schools can be an effective teacher for democracy only to the extent that it recognizes for each member of the school community his right to share in determining school purposes" (Carr, 1942, p. 83). Democratic foundations for public education continued in line with Dewey's writings until the 1950s when the nature of American society underwent another sweeping change.

The United States Supreme Court's 1954 ruling in the Brown v. the Board of Education of Topeka overturned the existing "separate but equal" doctrine based on Plessy v. Ferguson (1896). Subsequently, the movement to end de jure segregation in the public schools began. Discontent over the treatment of socioeconomically disadvantaged students, along with more politically visible social issues like the Civil Rights Movement,

caused education reformers to begin working in conjunction with community groups to improve education for all. Private organizations, such as the Ford Foundation, promoted the idea of community control. Even President Lyndon Johnson proposed a war on poverty via community action programs.

These action programs were followed by many legislative changes, such as NDEA and ESEA (Murphy, p. 123), which inadvertently pitted schools and their communities against each other. A small number of officials controlled school money causing a rift between many in the communities. This rift was perpetuated by the formation of powerful teacher unions which did not support community control.

Movement Toward Site-Based Management

Since the 1980s, site-based management has been the most recognized educational reform movement in the United States. Its basic premise--to remove school decisions from a district's central office and reassign them to individual schools--is a strong one. According to Duke and his colleagues, "Shared decision making conceivably contributes to an individual's feeling of being part of a collective enterprise. The notion that one has a stake in the future of an enterprise sometimes is referred to as a feeling of ownership" (Duke, et al., 1980, p. 99).

Site-Based Management Compared to Traditional School Management

Site-based management is contrasted with traditional school organizational practices below:

Site-based Management

-goals determined based
on campus needs

Traditional School Management

-goals dictated by district policies

-staff development is based on campus needs	-staff development is district driven
-budget decisions are based on campus needs	-budget decisions are based on district priorities
-evaluation of student performance is individualized at campus and used to provide information relevant to instructional decisions	-evaluation of student performance is aggregated by campus and used to provide comparisons for administrative purposes
-curriculum and methodology are coordinated to students served	-curriculum and methodology are standardized across campuses
-shared team decision-making	-top-down decision-making
-staff agrees that they have site-based management in place	-administrators think collaborative decision-making is in place

Just as the surveyed school district had attempted to meet its changing educational needs by its own implementation of site-based management, the Texas state legislature responded to statewide criticism of the educational system with mandated site-based management in 1992. The legislature was reacting to the public's concern for the growing minority population, the rising dropout rate, and the poor academic performance of our students.

Thus far, there have been two pieces of legislation that have tremendous impact on the public schools in the state of Texas with regard to decision-making and control. The first, Senate Bill 1, was passed in June 1990. It provides for the creation of site-based committees, made up of elected representatives, who would assist in the decision-making process. The following year, House Bill 2885 was passed. The bill requires site-based

decision-making. HB 2885 uses the committees created by Senate Bill 1 and directs them to improve student achievement through: (a) goal setting, (b) curriculum, (c) budgeting, (d) staffing patterns, and (e) school organization. HB 2885 required all districts to submit their plans for site-based management by September 1, 1992 (Commissioner of Education, 1992).

Despite the claims that site-based management is a cure for what ails our system, its implementation has not been as easy as people thought it would be. The supposition was that district-level administrators would relinquish parts of their duties and responsibilities to the building-level administrator. Part of the problem seems to be the amount of responsibility--control--the district officials are willing to give the schools and their staffs. There is growing evidence that many district-level administrators are unwilling to give campuses total control of or freedom to make decisions necessary for the schools' success (Greer, 1993). This mentality unfortunately goes against the very heart of site-based management. When site-based management is working correctly, more decisions flow up through the system than from the top down. Every stakeholder is involved in his own area of concern. Maintenance workers attempt to solve maintenance problems. Administrators work to solve building level issues. District officials are involved in making those decisions that affect the entire district. Justus (1993) suggests that there is a direct correlation between top-level administrative commitment to site-based management and its successful implementation. In the surveyed district, site-based management is based on three basic premises: (1) the decentralization of decision-making, (2) shared decision-making, and (3) accountability. The decentralization idea is basic to the concept of participatory management--the individuals closest to an issue are best able to resolve an issue. The idea of shared decision-making is founded in the belief that the quality of decisions is improved when participants have greater feelings

of ownership. The third premise--accountability--states that given the opportunity and support, participants will be more willing to accept responsibility and to be accountable for decisions. Although this has been a difficult undertaking by many of the state's school districts, the surveyed district had much of what the state wanted already in place.

Triolo (1995) suggests that, provided expectations are clear and understood, building-level administrators adapt to their roles under site-based management better and quicker than district personnel. However, it is imperative that the building administrator be completely aware of the changes that will occur in his role and, subsequently, his responsibility. Although many other stakeholders will be involved in the decision making process, the building-level administrator will have the opportunity to analyze and be responsible for the school and its total operation.

Time for Results by the National Governors' Association (1986) pointed out that effective leadership of the school is not the sole responsibility of the principal. Others in the school community--all stakeholders--will contribute to the development of programs that will meet the educational objectives. Klein (1994) found that principals need to be proficient in the following areas: (1) the instructional program, (2) business and personnel management, (3) all aspects of facilities (including maintenance and security), and (4) communications and public relations. Principals must build a common vocabulary, common philosophy, and a consistent view that supports these proposed changes (Berlin and Jensen, 1989).

Buckley (1993) discovered another aspect crucial to site-based management implementation--staff development. Districts that have successfully implemented this reform have made substantial investment in staff development and training. It is crucial to have appropriate training during the initial stages of implementation. The focus of this training should include group dynamics, leadership styles, and creative problem solving.

In the surveyed school district, staff development and training for site-based management have been regularly provided since 1981. These training sessions have been sponsored by the district itself and the regional Education Service Center. Topics for staff training were correlated with the requirements later included in Senate Bill 1. The topics are: planning, budgeting, curriculum, staffing, and organization.

Conclusion

Since the 1890s, new educational initiatives have focused on the perceived needs for change in the public school system. Efforts have been made toward comprehensive school restructuring. The current popular reform measure is that of site-based management, in which involvement by all stakeholders is the critical component. Every school and community is unique and different from others. Each school must be addressed individually, with programs designed to meet the needs of its stakeholders. The one universal for site-based management implementation is the building-level administrator. Supportive principals are the vanguard of successful building-level reform (Bredeson, 1989; Houston, 1989; and Moore-Johnson, 1989). The very essence of site-based management is to have those affected by the issues be part of their resolution. Of site-based management in general, it is a strategy that appears to combine the best aspects of management and the capabilities of professional educators.

CHAPTER THREE

METHODOLOGY

In order to examine the perceptions of the surveyed school district's principals concerning site-based management, this study used a survey to collect data. A survey was used as the research method because of its appropriateness to the problem, standardization of responses, ease of administration, provision of anonymity, and level of cost. Chapter Three contains a restatement of the research questions and purpose of the study. There is also a discussion of: the sample, the validation of the survey, and the collection and analyses of the data.

Research Questions

The following research questions guided this study:

1. What are the perceptions of the principal regarding the benefits of site-based management?
2. What are the perceptions of the principal regarding the problems with site-based management?
3. What are the perceptions of the principal regarding his/her role in site-based management?
4. What percentage of principals support site-based management?
5. Is there a relationship between the principal's support or lack of support of site-based management and the level of school he/she serves?
6. Is there a relationship between the principal's support or lack of support of site-based management and gender, age, ethnicity, years as principal, or his/her educational level?

Restatement of the Purpose

The quality of America's educational system is and has been of great concern nationwide. Most of the major national studies have painted a bleak picture of education. Kearnes and Doyle (1989) believe that our educational system has failed to meet the demands of society when American public schools graduate 700,000 functionally illiterate students each year. Consequently, some of the responsibility has landed on school bureaucracy.

The surveyed school district has not remained isolated from the problems affecting schools across the country. To deal proactively with declining academic achievement of students and lack of public support, the studied district instituted its own policy of site-based management nearly eleven years prior to the state of Texas's mandate for site-based management. Site-based management was seen as a means for helping improve the quality of education for the over 70,000 students in the surveyed district. It was also viewed as a way to help empower building-level administrators and their staffs to better serve their school communities. The perceptions of principals regarding site-based management are crucial to its success. Principals are instrumental in the site-based management process and their support is mandatory for a successful program. Any resistance can prove to be detrimental to the surveyed district's site-based management policies. Subsequently, there is a need to study the extent of support by principals in the surveyed district. Therefore, the purpose of this study was to determine the perceptions of principals regarding site-based management in the selected district. This study also determined the degree to which site-based management as originally implemented by the district has changed due to state mandate. Finally, this study determined the degree to which site-based management is meeting the principals' needs from the perspective of the principals.

Population/Sample

The sample for this study consisted of forty principals in the surveyed district. Of the forty principals, five are high school principals, eight are middle school principals, and twenty-seven are elementary school principals.

Development of the Survey Instrument

Survey items were designed to obtain the perceptions of the principals in the selected district concerning site-based management. The items focused on five issues that are significant to site-based management: the benefits of site-based management, the problems with site-based management, the principal's role in site-based management, the changes in site-based management in the selected district as a result of state-mandated site-based management, and the principal's support of site-based management.

Instrumentation

A survey instrument, in the form of a questionnaire, was developed to elicit the perceptions of building-level principals concerning the benefits and problems of implementing site-based management in their buildings. Additionally, the questionnaire seeks to determine perceived changes in the principals' role since the implementation of site-based management. The survey instrument consists of 30 survey items (Appendix C). The relationship between the proposed research questions and the items on the questionnaire is included in Appendix D.

Instrument Validation and Reliability

Three professors served as the consultants for establishing content validity of the survey instrument. They were: (1) the program coordinator for the Department of Educational Administration at the University of North Texas in Denton, Texas, (2) the chairman of the doctoral committee professor of Educational Administration and (3) the minor professor of the doctoral committee and professor of Curriculum and Instruction.

The three professors received a packet of material which included a draft of the survey instrument. They critiqued each item in the survey instrument for clarity and relevancy to the research questions. Items with problems were revised. After all revisions, the survey instrument was field tested for usability and readability. The field test was conducted on a sample of thirty administrators enrolled in a doctoral-level school administration course at University of North Texas. This group was chosen because they either mirrored the target population and/or had firsthand experience with site-based management as a result of state mandate. The field test participants were not included in the sample of the study.

The researcher contacted the program coordinator and requested that his class participate in the field test. The survey was given to the members of the class. The participants were requested to complete the survey and submit any suggestions for improvement in format and wording.

Collection of Data

A packet was mailed to the forty selected principals in the surveyed district. It contained the survey instrument and a cover letter (Appendix A) to explain the purpose of

the study, and to insure that confidentiality and anonymity of individual responses was preserved. To insure confidentiality and anonymity, the survey instruments were not coded.

A self-addressed envelope was included in the packet with a request for return within ten days. After ten days, a follow-up letter (Appendix B) was sent to those who had not yet responded. After an additional ten days, telephone calls were made to those who still had not responded.

Data Analysis

Upon return of the survey instrument, the data were processed at the University of North Texas College of Education Research Laboratory. The following quantitative analyses were conducted in order to answer each of the research questions.

Research Question 1

What are the perceptions of the principal regarding the benefits of site-based management?

The data for this question were drawn from the survey instrument, items 1-10. Data were analyzed using descriptive measures to report the absolute frequencies (numbers) and the relative frequencies (percentages) of the principals' perceptions regarding the benefits of site-based management at their buildings.

Research Question 2

What are the perceptions of the principal regarding the problems with site-based management?

The data for this question were drawn from the survey instrument, items 11-17. Data were analyzed using descriptive measures to report the absolute frequencies and the

relative frequencies of the principals' perceptions regarding the problems of site-based management at their buildings.

Research Question 3

What are the perceptions of the principal regarding his/her role in site-based management?

The data for this question were drawn from the survey instrument, items 19-23. Data were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies of the principals' perceptions regarding their roles in site-based management.

Research Question 4

What percentage of principals support site-based management?

The data for this question were drawn from the survey instrument, item 24. Data for this question were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies for each survey item.

Research Question 5

Is there a relationship between the principal's support or lack of support of site-based management and the level of school that he/she serves?

The data used for this question were drawn from the responses to the survey instrument, items 24 and 25. These items were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies of the perceptions of the principals by grade level.

Research Question 6

Is there a relationship between the principal's support or lack of support of site-based management and gender, age, ethnicity, years as principal, or his/her educational level?

The data used for this question were drawn from the survey instrument, items 24, 26-30. Data for this question were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies for each survey item. Chi Square analysis was conducted with item 24 of the survey instrument across gender, age, ethnicity, years as principal, and level of education, as measured by items 26, 27, 28, 29, and 30.

CHAPTER FOUR

FINDINGS

The findings of this study are presented in Chapter Four. The problem of this study was twofold: (1) to determine the perceptions of principals in the surveyed school district concerning site-based management prior to and since state mandated implementation, and (2) to determine the degree to which site-based management is meeting the principals' needs.

Surveys Completed

Forty principals in a large, urban school district in north Central Texas were mailed surveys. This number represented administrators in the district who had served as principals both prior to and since the state-mandated implementation of site-based management, delineated in Senate Bill 1. Twenty-eight principals responded to the survey. This represented a 70% return rate.

In this section of the chapter, the findings of the study are explained for each research question. Additionally, each research question is restated, followed by a presentation of findings.

Research Question 1

What are the perceptions of the principal regarding the benefits of site-based management at his/her campus?

The data for this question were drawn from the benefit section of the surveys, items 1-10. The data were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies. The five response categories were consolidated into the following three: (1) strongly agree and agree, (2) undecided and (3) disagree and strongly disagree. This contributed to the determination of meaningful interpretations.

Improved Campus Educational Quality

Table 1 indicates that 85.7% of the respondents strongly agreed or agreed with the statement: Site-based management has helped to improve the quality of education for students at this campus. Conversely, 7.1% disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 1 Improved Campus Educational Quality

Item 1: Site-based management has helped to improve the quality of education for students at this campus.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	9	15	2	2	0	28
%	32.1	53.6	7.1	7.1	0	100

Improved Campus Climate

Table 2 indicates that 75% of the respondents strongly agreed or agreed with the statement: The climate of this campus has been improved since the implementation of site-based management. Conversely, 21.4% disagreed or strongly disagreed with the statement, and 3.6% were undecided.

Table 2 Improved Campus Climate

Item 2: The climate of this campus has been improved since the implementation of site-based management.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	5	16	1	6	0	28
%	17.9	57.1	3.6	21.4	0	100

Improved Campus Relations

Table 3 indicates that 75% of the respondents strongly agreed or agreed with the statement: Site-based management has improved relationships at this campus between

principal and teachers. Conversely, 17.9% disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 3 indicates that 53.6% of the respondents strongly agreed or agreed with the statement: Site-based management has improved relationships at this campus between principal and non-instructional staff. Conversely, 25% disagreed or strongly disagreed with the statement, and 21.4% were undecided.

Table 3 indicates that 71.4% of the respondents strongly agreed or agreed with the statement: Site-based management has improved relationships at this campus between principal and parents. Conversely, 17.9% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 3 indicates that 53.6% of the respondents strongly agreed or agreed with the statement: Site-based management has improved relationships at this campus between principal and students. Conversely, 25% disagreed or strongly disagreed with the statement, and 21.4 were undecided.

Table 3 indicates that 39.3% of the respondents strongly agreed or agreed with the statement: Site-based management has improved relationships at this campus between teachers and students. Conversely, 25% disagreed or strongly disagreed with the statement, and 35.7% were undecided.

Table 3 indicates that 64.3% of the respondents strongly agreed or agreed with the statement: Site-based management has improved relationships at this campus between teachers and parents. Conversely, 21.4% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 3 indicates that 60.7% of the respondents strongly agreed or agreed with the statement: Site-based management has improved relationships at this campus between

teachers and their colleagues. Conversely, 14.3% disagreed or strongly disagreed with the statement, and 25% were undecided.

Table 3 Improved Campus Relationships

Item 3: Site-based management has improved relationships at this campus between:

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	Total
principal and teachers						
n	6	15	2	5	0	28
%	21.4	53.6	7.1	17.9	0	100
principal and non-instructional staff						
n	4	11	6	7	0	28
%	14.3	39.3	21.4	25.0	0	100
principal and parents						
n	9	11	3	5	0	28
%	32.1	39.3	10.7	17.9	0	100
principal and students						
n	3	12	6	7	0	28
%	10.7	42.9	21.4	25.0	0	100
teachers and students						
n	3	8	10	7	0	28
%	10.7	28.6	35.7	25.0	0	100
teachers and parents						
n	4	14	4	6	0	28
%	14.3	50.0	14.3	21.4	0	100
teachers and their colleagues						
n	3	14	7	4	0	28
%	10.7	50.0	25.0	14.3	0	100

Effective Campus Operation

Table 4 indicates that 71.4% of the respondents strongly agreed or agreed with the statement: Site-based management facilitates more effective operation of this campus. Conversely, 17.8% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 4 Effective Campus Operation

Item 4: Site-based management facilitates more effective operation of this campus.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	5	15	3	4	1	28
%	17.9	53.6	10.7	14.3	3.5	100

Campus Decision Improvements

Table 5 indicates that 82.1% of the respondents strongly agreed or agreed with the statement: Site-based management at this campus has increased the quality of decisions. Conversely, 14.3% disagreed or strongly disagreed with the statement, and 3.5% were undecided.

Table 5 indicates that 67.9% of the respondents strongly agreed or agreed with the statement: Site-based management at this campus has increased staff morale. Conversely, 21.4% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 5 indicates that 71.4% of the respondents strongly agreed or agreed with the statement: Site-based management at this campus has increased productivity. Conversely, 14.3% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 5 indicates that 60.7% of the respondents strongly agreed or agreed with the statement: Site-based management at this campus has reduced resistance to change. Conversely, 25% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 5 indicates that 17.9% of the respondents strongly agreed or agreed with the statement: Site-based management at this campus has reduced staff absenteeism. Conversely, 53.6% disagreed or strongly disagreed with the statement, and 28.6% were undecided.

Table 5 Campus Decision Improvements

Item 5: Site-based management at this campus has:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
increased the quality of decisions						
n	9	14	1	4	0	28
%	32.1	50.0	3.5	14.3	0	100
increased staff morale						
n	4	15	3	6	0	28
%	14.3	53.6	10.7	21.4	0	100
increased productivity						
n	5	15	4	4	0	28
%	17.9	53.6	14.3	14.3	0	100
reduced resistance to change						
n	7	10	4	6	1	28
%	25.0	35.7	14.3	21.4	3.5	100
reduced staff absenteeism						
n	1	4	8	12	3	28
%	3.5	14.3	28.6	42.9	10.7	100

Feelings Toward Principals Prior to State-Mandated Site-Based Management

Table 6 indicates that 60.7% of the respondents strongly agreed or agreed with the statement: Before state mandated site-based management was implemented, district-level administrators felt positive toward the principal. Conversely, 7.1% disagreed or strongly disagreed with the statement, and 32.1% were undecided.

Table 6 indicates that 64.3% of the respondents strongly agreed or agreed with the statement: Before state mandated site-based management was implemented, teachers felt positive toward the principal. Conversely, 3.5% disagreed or strongly disagreed with the statement, and 32.1% were undecided.

Table 6 indicates that 64.3% of the respondents strongly agreed or agreed with the statement: Before state- mandated site-based management was implemented, non-instructional staff felt positive toward the principal. Conversely, 7.1% disagreed or strongly disagreed with the statement, and 28.6% were undecided.

Table 6 indicates that 67.9% of the respondents strongly agreed or agreed with the statement: Before state mandated site-based management was implemented, parents felt positive toward the principal. Conversely, 7.1% disagreed or strongly disagreed with the statement, and 25% were undecided.

Table 6 indicates that 67.9% of the respondents strongly agreed or agreed with the statement: Before state mandated site-based management was implemented, students felt positive toward the principal. Conversely, 3.5% disagreed or strongly disagreed with the statement, and 28.6% were undecided.

Table 6 Feelings Toward Principals Prior to State-Mandated Site-Based Management

Item 6: Before state-mandated site-based management was implemented, the groups below felt positive toward the principal:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
district-level administrators						
n	5	12	9	2	0	28
%	17.9	42.9	32.1	7.1	0	100
teachers						
n	6	12	9	1	0	28
%	21.4	42.9	32.1	3.5	0	100
non-instructional staff						
n	6	12	8	2	0	28
%	21.4	42.9	28.6	7.1	0	100
parents						
n	6	13	7	2	0	28
%	21.4	46.4	25.	7.1	0	100
students						
n	5	14	8	1	0	28
%	17.9	50.0	28.6	3.5	0	100

Feelings Toward Principal Since State-Mandated Site-Based Management

Table 7 indicates that 57.1% of the respondents strongly agreed or agreed with the statement: Since the state mandated implementation of site-based management, district-level administrators felt positive toward the principal. Conversely, 17.9% disagreed or strongly disagreed with the statement, and 25% were undecided.

Table 7 indicates that 82.1% of the respondents strongly agreed or agreed with the statement: Since the state mandated implementation of site-based management, teachers felt positive toward the principal. Conversely, 7.1% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 7 indicates that 67.9% of the respondents strongly agreed or agreed with the statement: Since the state mandated implementation of site-based management, non-instructional staff felt positive toward the principal. Conversely, 14.3% disagreed or strongly disagreed with the statement, and 17.9% were undecided.

Table 7 indicates that 78.6% of the respondents strongly agreed or agreed with the statement: Since the state mandated implementation of site-based management, parents felt positive toward the principal. Conversely, 7.1% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 7 Feelings Toward Principal Since State-Mandated Site-Based Management

Item 7: Since the state mandated implementation of site-based management, the groups below felt positive toward the principal:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
district-level administrators						
n	4	13	6	5	0	28
%	14.3	46.4	21.4	17.9	0	100
teachers						
n	7	16	3	2	0	28
%	25.0	57.1	10.7	7.1	0	100
non-instructional staff						
n	5	14	5	4	0	28
%	17.9	50.0	17.9	14.3	0	100
parents						
n	7	15	4	2	0	28
%	25.0	53.6	14.3	7.1	0	100

Staff Ownership/Partnership

Table 8 indicates that 85.7% of the respondents strongly agreed or agreed with the statement: Site-based management produces a sense of ownership and partnership among this campus's faculty and staff. Conversely, 10.7% of the respondents disagreed or strongly disagreed with the statement, and 3.5% were undecided.

Table 8 Staff Ownership/Partnership

Item 8: Site-based management produces a sense of ownership and partnership among this campus's faculty and staff.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	12	12	1	3	0	28
%	42.9	42.9	3.5	10.7	0	100

Increased Level Of Trust

Table 9 indicates that 75% of the respondents strongly agreed or agreed with the statement: Site-based management has increased the level of trust between building a administrators and building staff. Conversely, 10.7% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 9 indicates that 35.7% of the respondents strongly agreed or agreed with the statement: Site-based management has increased the level of trust between building administrators and district administrators. Conversely, 25% disagreed or strongly disagreed with the statement, and 39.3% were undecided.

Table 9 indicates that 64.3% of the respondents strongly agreed or agreed with the statement: Site-based management has increased the level of trust between building administrators and teacher representatives. Conversely, 14.3% disagreed or strongly disagreed with the statement, and 21.4% were undecided.

Table 9 Increased Level Of Trust

Item 9: Site-based management has increased the level of trust between building administrators and:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
building staff						
n	7	14	4	3	0	28
%	25.0	50.0	14.3	10.7	0	100
district administrators						
n	3	7	11	7	0	28
%	10.7	25.0	14.3	10.7	0	100
teacher representatives						
n	3	15	6	4	0	28
%	10.7	53.6	39.9	14.3	0	100

Commitment to Decisions

Table 10 indicates that 96.5% of the respondents strongly agreed or agreed with the statement: The Site-Based Management Team on this campus demonstrates commitment to the decisions they make. Conversely, 3.5% disagreed or strongly disagreed with the statement, and none were undecided.

Table 10 Commitment to Decisions

Item 10: The Site-Based Management Team on this campus demonstrates commitment to the decisions they make.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	15	12	0	1	0	28
%	53.6	42.9	0.0	3.5	0.0	100

Research Question #2

What are the perceptions of the principal regarding problems with site-based management at his/her campus?

The data for this question were drawn from the problem section of the survey instrument, items 11-17. The data were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies. The five response categories were

consolidated into three: (1) strongly agree and agree, (2) undecided, and (3) disagree and strongly disagree. This contributed in determining meaningful interpretations.

Consensus is Worth the Time Needed

Table 11 indicates that 82.1% of the respondents strongly agreed or agreed with the statement: Using consensus in site-based decision-making is worth the time it takes. Conversely, 10.7% disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 11 Consensus is Worth the Time Needed

Item 11: Using consensus in site-based decision-making is worth the time it takes.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	14	9	2	3	0	28
%	50.0	32.1	7.1	10.7	0	100

Campus Monitoring System for Site-Based Management

Table 12 indicates that 53.6% of the respondents strongly agreed or agreed with the statement: A formal monitoring system to evaluate the progress of site-based

management has been implemented at this campus. Conversely, 21.4% disagreed or strongly disagreed with the statement, and 25% were undecided.

Table 12 Campus Monitoring System for Site-Based Management

Item 12: A formal monitoring system to evaluate the progress of site-based management has been implemented at this campus.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	2	13	7	5	1	28
%	7.1	46.4	25.0	17.9	3.5	100

Principals' Involvement in Strategic Planning

Table 13 indicates that 78.6% of the respondents strongly agreed or agreed with the statement: Principals were involved in the strategic planning of site-based management. Conversely, 10.7% of the respondents disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 13 Principals' Involvement in Strategic Planning

Item 13: Principals were involved in the strategic planning of site-based management.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	2	13	7	5	1	28
%	7.1	46.4	25.0	17.9	3.5	100

Parents Understand Purpose of Site-Based Management

Table 14 indicates that 57.1% of the respondents strongly agreed or agreed with the statement: Parents of students at this campus understand the purpose of site-based management. Conversely, 17.9% of the respondents disagreed or strongly disagreed with the statement, and 25% were undecided.

Table 14 Parents Understand Purpose of Site-Based Management

Item 14: Parents of students at this campus understand the purpose of site-based management.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	2	14	7	5	0	28
%	7.1	50.0	25.0	17.9	0.0	100

Parents Desire Site-Based Management Participation

Table 15 indicates that 46.4% of the respondents strongly agreed or agreed with the statement: Parents of students at this campus expressed a desire to participate in site-based management. Conversely, 32.1% of the respondents disagreed or strongly disagreed with the statement, and 21.4% were undecided.

Table 15 Parents Desire Site-Based Management Participation

Item 15: Parents of students at this campus expressed a desire to participate in site-based management.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	4	9	6	9	0	28
%	14.3	32.1	21.4	32.1	0.0	100

Resistance to Changing Roles

Table 16 indicates that 3.5% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing

roles by building-level administrators. Conversely, 85.7% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 16 indicates that 21.4% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing roles by district-level administrators. Conversely, 60.7% disagreed or strongly disagreed with the statement, and 17.9% were undecided.

Table 16 indicates that 17.9% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing roles by teachers. Conversely, 71.4% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 16 indicates that 14.3% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing roles by non-instructional staff. Conversely, 75% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 16 indicates that 10.7% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing roles by parents. Conversely, 78.6% disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 16 indicates that 3.5% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing

roles by students. Conversely, 75% disagreed or strongly disagreed with the statement, and 21.4% were undecided.

Table 16 Resistance to Changing Roles

Item 16: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing roles by:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
building-level administrators						
n	1	0	3	20	4	28
%	3.5	0.0	10.7	71.4	14.3	100
district-level administrators						
n	2	4	5	16	1	28
%	7.1	14.3	17.9	57.1	3.5	100
teachers						
n	2	3	3	18	2	28
%	7.1	10.7	10.7	64.3	7.1	100
non-instructional staff						
n	1	3	3	19	2	28
%	3.5	10.7	10.7	67.9	7.1	100
parents						
n	1	2	3	18	4	28
%	3.5	7.1	10.7	64.3	14.3	100
students						
n	0	1	6	19	2	28
%	0.0	3.5	21.4	67.9	7.1	100

Resistance to Changing Responsibilities

Table 17 indicates that 7.1% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing responsibilities by building-level administrators. Conversely, 78.6% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 17 indicates that 25% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing responsibilities by district-level administration.. Conversely, 57.1% disagreed or strongly disagreed with the statement, and 17.9% were undecided.

Table 17 indicates that 21.4% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing responsibilities by teachers. Conversely, 60.7% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 17 indicates that 10.7% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing responsibilities by non-instructional staff.. Conversely, 71.4% disagreed or strongly disagreed with the statement, and 17.9% were undecided.

Table 17 indicates that 7.1% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing responsibilities by parents. Conversely, 75% disagreed or strongly disagreed with the

statement, and 17.9% were undecided.

Table 17 indicates that 7.1% of the respondents strongly agreed or agreed with the statement: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing responsibilities by students. Conversely, 75% disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 17 Resistance to Changing Responsibilities

Item 17: In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing responsibilities by:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
building-level administrators						
n	0	2	4	18	4	28
%	0.0	7.1	14.3	64.3	14.3	100
district-level administrators						
n	1	6	5	14	2	28
%	3.5	21.4	17.9	50.0	7.1	100
teachers						
n	1	5	4	14	3	28
%	3.5	17.9	14.3	50.0	10.7	100
non-instructional staff						
n	0	3	5	17	3	28
%	0.0	10.7	17.9	60.7	10.7	100
parents						
n	0	2	5	17	4	28
%	0.0	7.1	17.9	60.7	14.3	100
students						
n	0	2	4	19	3	28
%	0.0	7.1	14.3	67.9	10.7	100

Research Question #3

What are the perceptions of the principal regarding his/her role in site-based management?

The data for this question were drawn from the “role” section of the survey, items 18-23. The data were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies. The five response categories were consolidated into three: (1) strongly agree and agree, (2) undecided, and (3) disagree and strongly disagree. This contributed in determining meaningful interpretations.

Perceived Duties Before State-Mandated Site-Based Management

Table 18 indicates that 60.7% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal was in charge of budgeting. Conversely, 32.1% of the respondents disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 18 indicates that 57.1% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal was in charge of staffing. Conversely, 35.7% of the respondents disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 18 indicates that 39.9% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal was in charge of curriculum development. Conversely, 46.4% of the respondents disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 18 indicates that 67.9% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal was in charge of curriculum implementation. Conversely, 17.9% of the respondents disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 18 indicates that 57.1% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal was in charge of curriculum evaluation. Conversely, 28.6% of the respondents disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 18 Perceived Duties Before State-Mandated Site-Based Management

Item 18: Before state mandated site-based management, the principal was in charge of:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
budgeting						
n	7	10	2	6	3	28
%	25.0	35.7	7.1	21.4	10.7	100
staffing						
n	5	11	2	8	2	28
%	17.9	39.3	7.1	28.6	7.1	100
curriculum development						
n	3	8	4	8	5	28
%	10.7	28.6	14.3	28.6	17.9	100
curriculum implementation						
n	7	12	4	2	3	28
%	25.0	42.9	14.3	7.1	10.7	100
curriculum evaluation						
n	4	12	4	3	5	28
%	14.3	42.9	14.3	10.7	17.9	100

Perceived Duties Since State-Mandated Site-Based Management

Table 19 indicates that 46.4% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal has more authority over budgeting. Conversely, 46.4% of the respondents disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 19 indicates that 50% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal has more authority over staffing. Conversely, 35.7% of the respondents disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 19 indicates that 32.1% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal has more authority over curriculum development. Conversely, 50% of the respondents disagreed or strongly disagreed with the statement, and 17.9% were undecided.

Table 19 indicates that 50% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal has more authority over curriculum implementation. Conversely, 28.6% of the respondents disagreed or strongly disagreed with the statement, and 21.4% were undecided.

Table 19 indicates that 53.6% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal has more authority over curriculum evaluation. Conversely, 32.1% of the respondents disagreed or strongly disagreed with the statement, and 28.6% were undecided.

Table 19 Perceived Duties Since State-Mandated Site-Based Management

Item 19: Since the state mandated implementation of site-based management, the principal has more authority over:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
budgeting						
n	4	9	2	11	2	28
%	14.3	32.1	7.1	39.3	7.1	100
staffing						
n	5	9	4	9	1	28
%	17.9	32.1	14.3	32.1	3.5	100
curriculum development						
n	0	9	5	13	1	28
%	0.0	32.1	17.9	46.4	3.5	100
curriculum implementation						
n	0	14	6	7	1	28
%	0.0	50.0	21.4	25.0	3.5	100
curriculum evaluation						
n	0	11	8	7	2	28
%	0.0	39.3	28.6	25.0	7.1	100

Perceived Role Before State-Mandated Site-Based Management

Table 20 indicates that 92.9% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal perceived his/her role to be that of instructional leader. Conversely, 3.5% of the respondents disagreed or strongly disagreed with the statement, and 3.5% were undecided.

Table 20 indicates that 64.3% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal perceived his/her role to be that of enforcer. Conversely, 21.4% of the respondents disagreed or strongly disagreed with the statement, and 14.3% were undecided.

Table 20 indicates that 82.1% of the respondents strongly agreed or agreed with the statement: Before state-mandated site-based management, the principal perceived his/her role to be that of facilitator. Conversely, 10.7% of the respondents disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 20 Perceived Roles Before State-Mandated Site-Based Management

Item 20: Before state mandated site-based management, the principal perceived his/her role to be that of:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
instructional leader						
n	18	8	1	1	0	28
%	64.3	28.6	3.5	3.5	0.0	100
enforcer						
n	10	8	4	4	2	28
%	35.7	28.6	14.3	14.3	7.1	100
facilitator						
n	12	11	2	3	0	28
%	42.9	39.3	7.1	10.7	7.1	100

Perceived Roles Since State-Mandated Site-Based Management

Table 21 indicates that 92.9% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal sees his/her role to be that of instructional leader. Conversely, 7.1% of the respondents disagreed or strongly disagreed with the statement, and none were undecided.

Table 21 indicates that 60.7% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal sees his/her role to be that of enforcer. Conversely, 28.6% of the respondents disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 21 indicates that 89.3% of the respondents strongly agreed or agreed with the statement: Since state-mandated site-based management, the principal sees his/her role to be that of facilitator. Conversely, 7.1% of the respondents disagreed or strongly disagreed with the statement, and 3.5% were undecided.

Table 21 Perceived Roles Since State-Mandated Site-Based Management

Item 21: Since state mandated site-based management, the principal sees his/her role to be that of:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
<hr/>						
instructional leader						
n	18	8	1	1	0	28
%	64.3	28.6	3.5	3.5	0	100
<hr/>						
enforcer						
n	7	10	3	4	4	28
%	25.0	35.7	10.7	14.3	14.3	100
<hr/>						
facilitator						
n	16	9	1	2	0	28
%	57.1	32.1	3.5	7.1	0.0	100

Principal's Role In Site-Based Management

Table 22 indicates 75% of the respondents strongly agreed or agreed with the statement: The role of the principal in site-based management is clearly defined. Conversely, 14.3% of the respondents disagreed or strongly disagreed with the statement, and 10.7% were undecided.

Table 22 Principal's Role in Site-Based Management

Item 22: The role of the principal in site-based management is clearly defined.

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
n	10	11	3	4	0	28
%	35.7	39.9	10.7	14.3	0.0	100

Changes Caused by Site-Based Management

Table 23 indicates that 21.4% of the respondents strongly agreed or agreed with the statement: The implementation of site-based management has reduced the principal's administrative workload. Conversely, 71.4% of the respondents disagreed or strongly disagreed with the statement, and 7.1% were undecided.

Table 23 indicates that 42.9% of the respondents strongly agreed or agreed with the statement: The implementation of site-based management has increased the principal's productivity. Conversely, 32.1% of the respondents disagreed or strongly disagreed with

the statement, and 25% were undecided.

Table 23 indicates that 46.4% of the respondents strongly agreed or agreed with the statement: The implementation of site-based management has decreased the principal's responsibility for making difficult decisions. Conversely, 50% of the respondents disagreed or strongly disagreed with the statement, and 3.5% were undecided.

Table 23 indicates that 39.3% of the respondents strongly agreed or agreed with the statement: The implementation of site-based management has improved the principal's status. Conversely, 39.3% of the respondents disagreed or strongly disagreed with the statement, and 21.4% were undecided.

Table 23 Changes Caused by Site-Based Management

Item 23: The implementation of site-based management has:

	(1) Strongly Agree	(2) Agree	(3) Undecided	(4) Disagree	(5) Strongly Disagree	Total
reduced the principal's administrative workload						
n	4	2	2	14	6	28
%	14.3	7.1	7.1	50.0	21.4	100
increased the principal's productivity						
n	4	8	7	6	3	28
%	14.3	28.6	25.0	21.4	10.7	100
decreased the principal's responsibility for making difficult decisions						
n	4	9	1	9	5	28
%	14.3	32.1	3.5	32.1	17.9	100
improved the principal's status						
n	4	7	7	9	2	28
%	14.3	25.0	25.0	32.1	7.1	100

Research Question #4

What percentage of principal support the implementation of site-based management?

The data for this question were drawn from the “support” section of the survey instrument, item 24. The data were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies.

Principals’ Support of Implementation of Site-Based Management

Table 24 indicates that 92.9% of the respondents answered “yes” to the statement: I support the implementation of site-based management in this district. Conversely, 7.1% of the respondents answered “no” to the statement.

Table 24 Principals Support of Implementation of Site-Based Management

Item 24: I support the implementation of site-based management in this district.

	yes	no	total
n	26	2	28
%	92.9	7.1	100

Research Question #5

Is there a relationship between the principal’s support or lack of support of site-based management and the level of school that he/she serves?

The data used for this question were drawn from the responses to the survey instrument, items 24 and 25. These items were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies of the perceptions of the principals by grade level.

Table 25 indicates that 60.7% of the respondents serve K-5 schools. Of that percentage, 94.1% support site-based management. Principals who serve grades 6-8 schools made up 21.4% of the survey respondents. Out of that group, 83.3% support site-based management. The high school principals made up 17.9% of the respondents. They support site-based management 100%.

Table 25 Relationship Between Support or Lack of Support and Type of School

Research Question 5: Is there a relationship between the principal's support or lack of support of site-based management and the type of school that he/she serves?

Type of School	n Support (%)	n Non-Support (%)	n Total (%)
K-5	16 (57.1%)	1 (3.5%)	17 (60.7%)
6-8	5 (17.9%)	1 (3.5%)	6 (21.4%)
9-12	5 (17.9%)	0 (0.0%)	5 (17.9%)
	26 (92.9%)	2 (7.1%)	28 (100%)

Research Question #6

Is there a relationship between the principal's support or lack of support of site-based management and gender, age, ethnicity, years as principal, or his/her educational level?

The data used for this question were drawn from the survey instrument, item 24 and items 26-30. Data for this question were analyzed using descriptive measures to report the absolute frequencies and the relative frequencies for each survey item. Chi Square analysis was conducted with item 24 of the survey instrument across gender, age, ethnicity, years as principal, and level of education, as measured by items 26, 27, 28, 29, and 30.

Table 26 indicates that 35.7% of the respondents were male. Of that percentage, 80% support site-based management. Conversely, 20% of the male respondents do not support site-based management. Females comprised 64.3% of the survey respondents. Of that group, 100% support site-based management.

Table 26 Relationship between Support or Lack of Support and Gender

Research Question #6.1: Is there a relationship between the principal's support or lack of support of site-based management and gender?

Gender	n Support %	n Non-Support %	n Total %
Male	8 (28.6%)	2 (7.1%)	10 (35.7%)
Female	<u>18 (64.3%)</u>	<u>0 (0.0%)</u>	<u>18 (64.3%)</u>
	26 (92.9%)	2 (7.1%)	28 (100%)

Table 27 indicates that 39.3% of the respondents were in the age category of 36-50. Of that category, 82% support site-based management. The other 60.7% of the respondents comprised the age category of 51 and above. Of the second category, 100% of the respondents support site-based management.

Table 27 Relationship between Support or Lack of Support and Age

Research Question #6.2: Is there a relationship between the principal's support or lack of support of site-based management and age?

Age Category	n Support %	n Non-Support %	n Total %
36-50	9 (32.1%)	2 (7.1%)	11 (39.3%)
51 and over	<u>17 (60.7%)</u>	<u>0 (0.0%)</u>	<u>17 (60.7%)</u>
	26 (92.9%)	2 (7.1%)	28 (100%)

Table 28 indicates that 17.9% of the respondents were Hispanic. Of that ethnic group, 60% support site-based management. Conversely, 40% of the Hispanic respondents do not support site-based management. African-Americans comprised 39.3% of the survey respondents. Of that group, 100% support site-based management. The third ethnicity group, whites not of Latin origin, made up 42.9% of the survey respondents. That group support site-based management 100% as well.

Table 28 Relationship between Support or Lack of Support and Ethnicity

Research Question #6.3: Is there a relationship between the principal's support or lack of support of site-based management and ethnicity?

Ethnicity	n Support %	n Non-Support %	n Total %
Hispanic	3 (10.7%)	2 (7.1%)	5 (17.9%)
African-American	11 (39.3%)	0 (0.0%)	11 (39.3%)
White	<u>12 (42.9%)</u>	<u>0 (0.0%)</u>	<u>12 (42.9%)</u>
	26 (92.9%)	2 (7.1%)	28 (100%)

Table 29 indicates that 28.6% of the respondents have between six and nine years experience as a principal. Of that group, 87.5% support site-based management. Conversely, 12.5% do not support site-based management. The second group of respondents have between ten and twelve years of experience as principal. Of the second group, 100% support site-based management. The third group of survey respondents have between thirteen and twenty-seven years of principal experience. Of the most experienced group, 91% support site-based management.

Table 29 Relationship between Support or Lack of Support and Years as Principal

Research Question #6.4: Is there a relationship between the principal's support or lack of support of site-based management and years as principal?

Years as Principal	n Support %	n Non-Support %	n Total %
6-9	7 (25%)	1 (3.5%)	8 (28.6%)
10-12	9 (32.1%)	0 (0.0%)	9 (32.1%)
13-27	<u>10 (35.7%)</u>	<u>1 (3.5%)</u>	<u>11 (39.3%)</u>
	26 (92.9%)	2 (7.1%)	28 (100%)

Table 30 indicates that 96.4% of the respondents have master's degrees. Of that group, 92.6% support site-based management. Conversely, 7.4% do not support site-based management. Only 3.6% of the respondents hold a doctorate. They support site-based management 100%.

Table 30 Relationship between Support or Lack of Support and Educational Level

Research Question #6.5: Is there a relationship between the principal's support or lack of support of site-based management and his/her educational level?

Educational Level	n Support %	n Non-Support %	n Total %
Master's	25 (89.3%)	2 (7.1%)	27 (96.4%)
Doctorate	<u>1 (3.6%)</u>	<u>0 (0.0%)</u>	<u>1 (0.0%)</u>
	26 (92.9%)	2 (7.1%)	28 (100%)

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of this study, including its findings, is reported in this chapter. The conclusions drawn from this study, recommendations based on the findings, and suggestions for further research are also reported.

Summary

The purpose of this study was to identify changes in principals' perceptions regarding site-based management since the state mandates. As mandated by HB 2885 and Senate Bill 1, all school districts in the state of Texas implemented some plan for site-based management. The plan had to include: (1) goal setting, (2) curriculum, (3) budgeting, (4) staffing, and (5) organization. As a result, schools within each district are to implement the district's plan. However, the implementation process can be (and has been) quite different per individual campus.

More specifically, the study sought to determine if there is a correlation between the principals' support or non-support of site-based management and the type of school he/she serves, gender, age, ethnicity, years as principal, and educational level.

This study was conducted in a large, urban school district. Located in north Central Texas, the district serves over 70,000 students. It consists of 117 campuses: sixty-eight elementary schools, twenty-one middle schools, twelve high schools, and sixteen alternative schools. The surveyed district, upon the recommendation of a former

superintendent, put its own site-based management plan into effect over ten years before the state of Texas's first legislative mandate regarding site-based management. In light of this, the study also sought to discover if the state mandates had resulted in changes in the district's site-based management plan as perceived by the principal.

The following questions guided this study:

1. What are the perceptions of the principal regarding the benefits of site-based management at his/her campus?
2. What are the perceptions of the principal regarding their problems with site-based management?
3. What are the perceptions of the principal regarding his/her role in site-based management?
4. What percentage of principals support site-based management?
5. Is there a relationship between the principal's support or lack of support of site-based management and the level of school he/she serves?
6. Is there a relationship between the principal's support or lack of support of site-based management and gender, age, ethnicity, years as principal, or his/her educational level?

To determine changes in the surveyed district's site-based management plan and to address the research questions, forty principals with building-level administrator experience prior to and since the state-mandated implementation of site-based management were surveyed. Twenty-eight responded with usable survey instruments. Respondents included seventeen elementary principals, six middle school principals, and five high school principals.

The respondents' perceptions of site-based management prior to and since HB2885 and Senate Bill 1 were quite consistent concerning the benefits of site-based management. Research question 1 asked: "What are the perceptions of the principal regarding the benefits of site-based management?" Results revealed that the principals indicated that site-based management has improved: the quality of education (85.7%), the climate of the campus (75%), all of his/her professional relationships (63.4%), operational efficiency (71.4%), and the quality of decisions (82.1%). Additionally, respondents agreed (67%) that site-based management has increased staff morale and productivity and has reduced resistance to change. Three of the findings were particularly interesting. The first was the principals' perception that site-based management had not affected staff absenteeism. If staff morale has truly increased, the assumption would be a corresponding decrease in absenteeism. The second finding was the principals' perception that the feelings of teachers toward them had increased. Before state-mandated site-based management, 64.3% of the principals agreed that teachers felt positively toward them. Since the implementation of state-mandated site-based management, the principals' perceptions of the same item rose to 82.1%. That is an increase of 17.8%. This could be a result in an increase of teacher participation caused by the state mandates or the principals' increased interaction with teachers caused by the state mandates. The third finding was the principals' perception regarding the level of trust between themselves and district administrators. Only 35.7% perceive that site-based management has increased the trust level. By comparison, the principals responded (70%) that site-based management has increased the level of trust between themselves, building staffs, and teacher representatives. Perhaps this is due to a resistance to change in roles and/or responsibilities.

Responses to the survey instrument dealing with the problems of site-based management were consistent as well. Research question 2 asked: “What are the perceptions of the principal regarding the problems with site-based management at his/her campus?” Results revealed that the principals perceive that: consensus as a form of decision-making is worth the time it takes (82.1%), they have a formal monitoring system in place (53.6%), and they were involved in the strategic planning for site-based management (78.6%). As for parental involvement, the respondents perceive that parents understand the purpose of site-based management (57.1%) and express desire to participate in site-based management (46.4%). With regard to resistance to changing roles, the highest percentage of agreement among respondents dealt with district-level administrators. Of the six groups listed in survey items 16 and 17, 21.4% of the principals perceived a resistance to changing roles by district-level administrators. Additionally, the principals perceived district-level administrators as having the greatest resistance to changing responsibilities.

Research question 3 allowed the respondents to compare their perceived roles prior to and since state-mandated site-based management. It asked: “What are the perceptions of the principal regarding his/her role in site-based management?” Prior to the state mandates, 60.7% of the principals agreed that they were in charge of budgeting. With regard to staffing, 57.1% of the respondents agreed that they were in charge. Relating to curricular issues, 67.9% of the respondents agreed that they were in charge of curriculum implementation and 57.1% of them perceived that they were in charge of curriculum evaluation. However, only 39.9% perceived themselves to be in charge of curriculum development. Since state-mandated site-based management, the respondents perceive that they have more authority over: budgeting (46.4%), staffing (50%),

curriculum development (32.1%), curriculum implementation (50%), and curriculum evaluation (53.6%).

According to the respondents, their perceived roles prior to and since the state mandates have changed very little. Their perception of their role as instructional leader did not change. Interestingly, their perception of the role of enforcer has decreased 3.6% since state-mandated site-based management. The perceived role of facilitator increased 7.2% since state-mandated site-based management. These changes could be due to an increased positive interaction with a more substantial number of teachers. The findings from survey item 23 were quite interesting. Only 21.4% of the principals indicated that site-based management has reduced their administrative workload. Forty-two percent of the respondents agree that site-based management has increased their productivity. Although 82.1% of the respondents agreed that site-based management has increased the quality of decisions, 46.4% of them perceive that it has reduced their responsibility for making difficult decisions.

Research question 4 asked: "What percentage of principals support the implementation of site-based management?" Results revealed that 92.9% of the respondents indicated support for site-based management.

Research question 5 asked: "Is there a relationship between the principal's support or lack of support of site-based management and the type of school that he/she serves?" The chi square test of independence was applied to determine a relationship. The critical value of chi square for this test equals 5.991 and the calculated value equals 1.2459. Therefore, there is no relationship between support or lack of support and type of school served.

Research question 6 asked: ““Is there a relationship between the principal’s support or lack of support of site-based management and gender, age, ethnicity, years as principal, and educational level?” Chi square tests of independence were applied to determine relationships between support or lack of support and each of the others. The results are as follows:

Gender: The critical value of chi square for one degree of freedom equals 3.841. When tested with gender, the calculated value of chi square equals 3.8769. There is a relationship between support / lack of support and gender. The female principals surveyed supported site-based management to a greater degree than the male respondents.

Age: Age, when related to support and lack of support, showed no actual difference among the three age categories. However, with a chi square critical value of 3.841 and a calculated chi square value of 3.3287, age did approach significance.

Ethnicity: The calculated value of chi square for ethnicity and support or lack of support equals 9.9077. The chi square critical value equals 5.991. Since the calculated value exceeds the critical value, the conclusion is that ethnicity is related to support / lack of support. Of the survey respondents, 17.9% were Hispanic. Forty percent of that group do not support site-based management. The other ethnic groups (African-American and White not of Latin origin). support site-based management 100%.

Years as Principal: With the years as principal categorized into three groups (6-9, 10-12, and 13-27), there was no actual significant difference among the groups. The calculated value of chi square equals 1.1014 and its critical value equals 5.991.

Educational Level: No significant relationship was found between support or lack of support of site-based management and educational level. The chi square calculated value equals 0.0789 and its critical value equals 3.841.

Conclusions

In summary, among the major conclusions that can be derived from this study: (1) principals perceive greater benefits from site-based management than problems with site-based management, (2) although their perceived roles have not changed significantly, the principals perceive an increase of authority over budgeting, staffing, curriculum development, curriculum implementation, and curriculum evaluation, (3) the legislative mandates by the state of Texas have had little impact on the status of site-based management in the surveyed district, (4) there is a relationship between gender and support or lack of support of site-based management in that females tend to be more supportive, and (5) there is a relationship between ethnicity and support or lack of support of site-based management.

Recommendations

The following recommendations, formulated as a result of the findings and conclusions of this study, relate to current educational practices.

First, there needs to be increased staff development in the surveyed district. Specifically, the district needs to clearly define the roles and responsibilities of the district-level administrators so that there is a reduction in the perceived resistance to changes in their roles and/or responsibilities and a decrease in the principals' lack of trust of the district-level administrators. Further, the surveyed district needs to continue its current site-based management plan. Despite a few areas that need improvement, it appears to be meeting the needs of its principals. In summary, the surveyed school district has a model of site-based management implementation that can be used by districts that have had difficulty adjusting to the state mandates.

Second, for districts in other states, there is no justification for waiting for mandated site-based management to occur in your state. There are many plans, including the surveyed district's, that can be studied and adapted to local needs.

Recommendations for Further Study

Further research needs to be conducted, comparing other school districts that had implemented a site-based management plan prior to the state mandates. More studies need to be conducted analyzing the relationship of support or lack of support of site-based management and gender and ethnicity. In addition, there needs to be additional studies that examine the resistance to role and responsibility changes under site-based management by district-level administrators. Studies need to be conducted on the relationships between site-based management, teacher job satisfaction, and staff absenteeism.

APPENDIX A:
COVER LETTERS TO PRINCIPALS

April 16, 1997

Dear Principal,

My name is Cynthia A. Wheat-Clary. I am a doctoral candidate at University of North Texas currently working on my dissertation in Educational Administration.

Having worked in Fort Worth Independent School District for over eight years, I realize that as a principal, your responsibilities are increasingly more numerous and complex. Because your position is so important, I believe there is a great need to have **your input** regarding school-related matters.

Despite the state mandates concerning Site-Based Management, there continues to be discussion and debate over its effectiveness as a method for improving Fort Worth Independent School District's schools. The purpose of this survey is to determine your perceptions regarding Site-Based Management as someone who served as principal prior to and has served since the state-mandated implementation of Site-Based Management.

I will be most grateful if you will respond to the items in the survey. It should take you approximately 15 minutes. The anonymity of individual responses will be preserved in reporting the results of the study.

Please return your completed survey before April 25, 1997 in the enclosed envelope.

Upon request I will be happy to send you a summary of the study's findings.

Thank you for taking the time to give me your professional input.

Sincerely,

Cynthia A. Wheat-Clary
Doctoral Candidate, University of North Texas

APPENDIX B:
REMINDER LETTER TO PRINCIPALS

April 28, 1997

Dear Principal,

Enclosed please find a second copy of the **Site-Based Management Perceptions Survey**. I realize that this is a very busy time of the school year for you. However, your responses to the survey are critical to my research and degree. I will be very grateful to you for taking your time to complete this survey.

Please return your completed survey in the enclosed self-addressed envelope before May 5.

Sincerely,

Cynthia A. Wheat-Clary
Doctoral Candidate, University of North Texas

APPENDIX C:
SITE-BASED MANAGEMENT PERCEPTIONS SURVEY

SITE-BASED MANAGEMENT PERCEPTIONS SURVEY

This survey is concerned with your perceptions and opinions of site-based management and its effects on your role and responsibilities as a principal. There are no right or wrong answers. Below are statements regarding site-based management. Please indicate the extent you agree or disagree with each statement in the following manner.

Strongly Agree=SA Agree=A Undecided=U Disagree=D Strongly Disagree=SD
For Example: If you strongly agree with the following statement, circle it in this manner:

Site-based management has had a positive influence on this campus. **(SA)** A U D SD

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-------------|--------------------------------------|-------------|----------------------|-------------|-----------------------|-------------|----------------------|-------------|---------------------|-------------|------------------------------|-------------|-------------------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------------|-------------|----------------------------|-------------|--------------------------------|-------------|-----------|-------------|--------------------------|-------------|----------|-------------|-----------|-------------|--|--------------------------------|-------------|-----------|-------------|--------------------------|-------------|----------|-------------|-----------------|-------------|--------------------------|-------------|--------------------------|-------------|
| <p>1. Site-based management has helped to improve the quality of education for the students at this campus. SA A U D SD</p> <p>2. The climate of this campus has improved since the implementation of site-based management. SA A U D SD</p> <p>3. Site-based management has improved relationships at this campus between....</p> <table border="0" style="width: 100%;"> <tr><td>-principal & teachers</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-principal & non-instructional staff</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-principal & parents</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-principal & students</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-teachers & students</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-teachers & parents</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-teachers & their colleagues</td><td style="text-align: right;">SA A U D SD</td></tr> </table> <p>4. Site-based management facilitates more effective operation of this campus. SA A U D SD</p> <p>5. Site-based management at this campus has:</p> <table border="0" style="width: 100%;"> <tr><td>-increased the quality of decisions</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-increased staff morale</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-increased productivity</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-reduced resistance to change</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-reduced staff absenteeism</td><td style="text-align: right;">SA A U D SD</td></tr> </table> <p>6. Before state mandated site-based management was implemented, the groups below felt positive toward the principal:</p> <table border="0" style="width: 100%;"> <tr><td>-district-level administrators</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-teachers</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-non-instructional staff</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-parents</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-students</td><td style="text-align: right;">SA A U D SD</td></tr> </table> | -principal & teachers | SA A U D SD | -principal & non-instructional staff | SA A U D SD | -principal & parents | SA A U D SD | -principal & students | SA A U D SD | -teachers & students | SA A U D SD | -teachers & parents | SA A U D SD | -teachers & their colleagues | SA A U D SD | -increased the quality of decisions | SA A U D SD | -increased staff morale | SA A U D SD | -increased productivity | SA A U D SD | -reduced resistance to change | SA A U D SD | -reduced staff absenteeism | SA A U D SD | -district-level administrators | SA A U D SD | -teachers | SA A U D SD | -non-instructional staff | SA A U D SD | -parents | SA A U D SD | -students | SA A U D SD | <p>7. Since the state mandated implementation of site-based management, the groups below felt positive toward the principal:</p> <table border="0" style="width: 100%;"> <tr><td>-district-level administrators</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-teachers</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-non-instructional staff</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-parents</td><td style="text-align: right;">SA A U D SD</td></tr> </table> <p>8. Site-based management produces a sense of ownership and partnership among this campus's faculty and staff. SA A U D SD</p> <p>9. Site-based management has increased the level of trust between building administrators and:</p> <table border="0" style="width: 100%;"> <tr><td>-building staff</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-district administrators</td><td style="text-align: right;">SA A U D SD</td></tr> <tr><td>-teacher representatives</td><td style="text-align: right;">SA A U D SD</td></tr> </table> <p>10. The Site-Based Management Team on this campus demonstrates commitment to the decisions they make. SA A U D SD</p> <p>11. Using consensus in site-based decision-making is worth the time it takes. SA A U D SD</p> <p>12. A formal monitoring system to evaluate the progress of site-based management has been implemented at this campus. SA A U D SD</p> <p>13. Principals were involved in the strategic planning of site-based management. SA A U D SD</p> <p>14. Parents of students at this campus understand the purpose of site-based management. SA A U D SD</p> <p>15. Parents of students at this campus expressed a desire to participate in site-based management. SA A U D SD</p> | -district-level administrators | SA A U D SD | -teachers | SA A U D SD | -non-instructional staff | SA A U D SD | -parents | SA A U D SD | -building staff | SA A U D SD | -district administrators | SA A U D SD | -teacher representatives | SA A U D SD |
| -principal & teachers | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -principal & non-instructional staff | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -principal & parents | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -principal & students | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -teachers & students | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -teachers & parents | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -teachers & their colleagues | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -increased the quality of decisions | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -increased staff morale | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -increased productivity | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -reduced resistance to change | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -reduced staff absenteeism | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -district-level administrators | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -teachers | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -non-instructional staff | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -parents | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -students | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -district-level administrators | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -teachers | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -non-instructional staff | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -parents | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -building staff | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -district administrators | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -teacher representatives | SA A U D SD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

16. In trying to change behavior since the state mandated implementation of site-based management at this campus, the principal perceives a resistance to changing roles by:

- building-level administrators SA A U D SD
- district-level administrators SA A U D SD
- teachers SA A U D SD
- non-instructional staff SA A U D SD
- parents SA A U D SD
- students SA A U D SD

17. In trying to change behavior since the state mandated implementation of site-based management, the principal perceives a resistance to changing responsibilities by:

- building-level administrators SA A U D SD
- district-level administrators SA A U D SD
- teachers SA A U D SD
- non-instructional staff SA A U D SD
- parents SA A U D SD
- students SA A U D SD

18. Before state mandated site-based management was implemented, the principal was in charge of:

- budgeting SA A U D SD
- staffing SA A U D SD
- curriculum development SA A U D SD
- curriculum implementation SA A U D SD
- curriculum evaluation SA A U D SD

19. Since the state mandated implementation of site-based management, the principal has more authority over:

- budgeting SA A U D SD
- staffing SA A U D SD
- curriculum development SA A U D SD
- curriculum implementation SA A U D SD
- curriculum evaluation SA A U D SD

20. Before state mandated site-based management, the principal perceived his/her role to be that of:

- instructional leader SA A U D SD
- enforcer SA A U D SD
- facilitator SA A U D SD

21. Since state mandated site-based management, the principal sees his/her role to be that of

- instructional leader SA A U D SD
- enforcer SA A U D SD
- facilitator SA A U D SD

22. The role of the principal in site-based management is clearly defined. SA A U D SD

23. The implementation of site based management has:

- reduced the principal's administrative workload SA A U D SD
- increased the principal's productivity SA A U D SD
- decreased the principal's responsibility for making difficult decisions SA A U D SD
- improved the principal's status SA A U D SD

24. I support the implementation of site-based management in this district. (check one)

yes _____ no _____

If no, please explain why.

Part II--Please check the categories that apply to the building you serve.

25. Grade Levels:
grades K-5 _____ grades 6-8 _____ grades 9-12 _____

Part III--Please check the categories that apply to you.

26. Male _____ Female _____

27. Age: 25-35 yrs _____ 36-45 yrs _____
46-50 yrs _____ 51-60 yrs _____ over 60 _____

28. Ethnicity (check only one):
Hispanic _____ African-American _____
White (Not of Latin Origin) _____

29. Total number of years as principal including current year (include ALL years as principal in ANY district) _____

30. Highest level of education completed (check one):
master's degree _____
doctorate _____

**APPENDIX D:
RELATIONSHIP OF RESEARCH QUESTIONS
AND SURVEY INSTRUMENT**

Relationship of Research Questions and Survey Items

<u>Research Questions Items</u>	<u>Related Instrument</u>
1. What are the perceptions of the principal regarding the benefits of site-based management at his/her campus?	1-10
2. What are the perceptions of the principal regarding the problems with site-based management at his/her campus?	11-17
3. What are the perceptions of the principal regarding his/her role in site-based management?	18-23
4. To what degree does the principal support site-based management?	24
5. Is there a relationship between the principal's support of site-based management and the type of school he/she serves?	24, 25
6. Is there a relationship between the principal's support of site-based management and gender, age, ethnicity, years as principal, or level of education?	24, 26-30

APPENDIX E:
PERMISSION TO CONDUCT RESEARCH

FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESEARCH PROJECT APPROVAL FORM

Project #: NS9708

Duration: Spring 1997 To _____

Name of Applicant: Cynthia A. Wheat-Clary

Title of Project: The Perceptions of Site-Based Management by the Principal



(Initial)

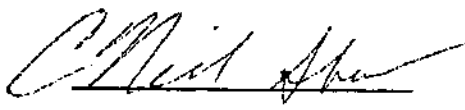
I recommend approval of the project in accordance with the Fort Worth Independent School District Procedures for Research.

(Initial)

I recommend that the project be approved with the stipulations and modifications (if any) listed below. **APPENDIX F:**

Surveyed District's Board Policy
Regarding Site-Based Management

I recommend that the project not be approved for the following reasons.



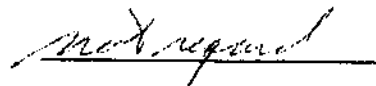
Director,
Research and Evaluation

Date: April 14, 97



Superintendent of Schools

Date: _____



President
Board of Education

Date: _____

Please return this form to: Director, Research and Evaluation
100 N. University Dr. Suite 204 SW
Fort Worth, TX 76107

APPENDIX F:
SURVEYED DISTRICT'S BOARD POLICY
REGARDING SITE-BASED MANAGEMENT

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

REQUIRED PLANS

The Board shall ensure that a District improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

DISTRICT
IMPROVEMENT PLAN

Each school district shall have a District improvement plan that is developed, evaluated, and revised annually, in accordance with District policy, by the Superintendent with the assistance of the District-level committee. The purpose of the District improvement plan is to guide District and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators. [See GND (LEGAL)]

The District improvement plan must include provisions for:

1. A comprehensive needs assessment addressing District student performance on the academic excellence indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the District, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs.
2. Measurable District performance objectives for all appropriate academic excellence indicators for all student populations, appropriate objectives for special needs populations, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs.
 - c. Dropout reduction.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of the District.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
4. Resources needed to implement identified strategies.
 5. Staff responsible for ensuring the accomplishment of each strategy.
 6. Time lines for ongoing monitoring of the implementation of each improvement strategy.
 7. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

A District's plan for the improvement of student performance is not filed with TEA, but the District must make the plan available to TEA on request.

Education Code 11.252(a)(b)

CAMPUS-LEVEL PLAN Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations.

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the academic excellence indicator system.
2. Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

Education Code 11.253(c)(d)

EVALUATION

Not later than September 30, 1995, and at least every two years thereafter, each District shall evaluate the effectiveness of the District's decision-making and planning policies, procedures, and staff development activities related to District- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

ADMINISTRATIVE
PROCEDURE

The Board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the Superintendent, central office staff, principals, teachers, District-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. *Education Code 11.251(d)*

REQUIREMENTS

The planning and decision-making requirements do not:

1. Prohibit the Board from conducting meetings with teachers or groups of teachers other than the District-level committee meetings.
2. Prohibit the Board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in District- or campus-level planning and decision-making.
3. Limit or affect the power of the Board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

**PLANNING AND DECISION-MAKING PROCESS:
DISTRICT-LEVEL**

**BQA
(LEGAL)**

DEFINITIONS

For purposes of establishing the composition of committees:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.
4. Community members must reside in the District and must be at least 18 years of age.

Education Code 11.251(c)

CONSULTATION

A superintendent shall regularly consult the District-level committee in the planning, operation, supervision, and evaluation of the District educational program. *Education Code 11.252(f)*

**SYSTEMATIC
COMMUNICATIONS**

Procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the District-level committee. This does not create a new cause of action or require collective bargaining. *Education Code 11.252(e)*

**DUTIES OF THE
COMMITTEE**

The District-level committee shall:

1. Be involved in establishing and reviewing the District's educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*
2. Be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities of the Superintendent, central office staff, principals, teachers, committee members, and campus-level committee members pertaining to planning and decision-making at the District and campus levels. *Education Code 11.251(d)*
3. Address all pertinent federal planning requirements. *Education Code 11.251(f)*
4. Assist the Superintendent annually in preparing, reviewing and revising the District Improvement Plan. [See BQ(LEGAL) for the plan content and purpose] *Education Code 11.252(a)*
5. Hold one public meeting, annually, after receipt of the District-level performance report, to discuss District performance and the District performance objectives. *Education Code 11.252(e)*

PLANNING AND DECISION-MAKING PROCESS:
DISTRICT-LEVEL

BQA
(LEGAL)

6. Advise the District staff regarding the District's discipline management program, including the Student Code of Conduct. [See FO(LEGAL)] *Education Code 11.252(a)(3)(E), 37.001(a)*
7. Participate in the development of and approve staff development of a districtwide nature. [See DMA(LEGAL)] *Education Code 21.451(c)*
8. If the District is not using state criteria for appraisals, be involved in the development of the appraisal process and performance criteria for teachers and administrators. [See DNA(LEGAL) and (LOCAL)] *Education Code 21.352(a)(2), 21.354(c)(2)*
9. As appropriate, provide written comments on requests for waivers submitted to TEA. [See BF(LEGAL)] *Education Code 7.056(b)(2)*

DRAFT

Recorded BQA
~~EA~~
 (Local)

FORT WORTH ISD
 220905

INSTRUCTIONAL GOALS AND OBJECTIVES:

DISTRICT ADVISORY COMMITTEE In compliance with Education Code 11.251, the District establishes the District Advisory Committee that will involve representative professional staff of the district, parents of students enrolled in the district, and community and business members to advise the Board and Superintendent in establishing and reviewing educational plans, goals, performance objectives and major classroom instructional programs.

An administrative procedure shall be developed with input from the District Advisory Committee to define the district-level committee members' role in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization, together with the roles and responsibilities of other District officials. The procedure shall be reviewed and approved by the Board.

GENERAL REQUIREMENTS

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the committee. [See also DGA]

Two-thirds of the elected professional staff members shall be classroom teachers. The remaining one-third of the professional staff representatives shall be other campus and district-level staff members.

DEFINITIONS

"Classroom teacher" shall be an individual involved in direct instructional responsibilities in elementary and/or secondary schools for at least four hours per day. The classroom teacher includes one who teaches in the regular classroom, the resource classroom, homebound setting, special assignment classroom, and itinerant teachers.

"Campus administrative staff" shall be limited to elementary, middle, and high school principals and assistant principals.

"Non-teaching, non-administrative staff" shall be limited to campus-based individuals who are professional personnel such as librarians, nurses, counselors, and instructional specialists.

"Professional staff" shall include classroom teachers, campus administrative staff, and non-teaching, non-administrative staff.

FORT WORTH ISD
220905

Recorded BAA
EX
(Local)

"Business representative members" need not reside in the District nor must the business be located in the District.

"Community members" must reside in the school district and must be at least 18 years of age.

"Parents" shall be limited to a person who stands in parental relation to a student. A parent who is an employee of the school district is not considered a parent representative, and a parent is not considered a representative of community or business members on the committee.

COMPOSITION

The committee, serving in an advisory role, shall consist of 21 representatives to serve in designated places as follows:

- 8 Classroom teachers
- 1 At-large non-teaching, non-administrative, campus-based - limited to librarians, nurses, counselors and instructional specialists
- 3 Campus administrative staff
- 5 Parent representatives
- 2 Community representatives
- 2 Business representatives

Place-Committee Members

PROFESSIONAL STAFF	Place 1 -	Elementary School Teacher
	Place 2 -	Elementary School Teacher
	Place 3 -	Elementary School Teacher
	Place 4 -	Elementary School Teacher
	Place 5 -	Middle School Teacher
	Place 6 -	Middle School Teacher
	Place 7 -	High School Teacher
	Place 8 -	High School Teacher
	Place 9 -	At-large non-teaching, non-administrative
	Place 10 -	Elementary Principal or Asst. Principal
	Place 11 -	Middle Principal or Asst. Principal
	Place 12 -	High School Principal or Asst. Principal
PARENTS, COMMUNITY BUSINESS	Place 13 -	Parent Representative - Elementary School
	Place 14 -	Parent Representative - Middle School
	Place 15 -	Parent Representative - High School
	Place 16 -	Parent Representative - Special Education
	Place 17 -	Parent Representative - Choice, Magnet, School in School Programs
	Place 18 -	Community Representative
	Place 19 -	Community Representative
	Place 20 -	Business Representative
	Place 21 -	Business Representative

FORT WORTH ISD
220905

Recorded BQA
CA
(Local)

PROFESSIONAL
STAFF SELECTION
PROCESS

All professional staff representatives on the District Advisory Committee shall be elected by their respective peer groups.

To be eligible to serve, the professional staff person must be nominated by and elected from his or her representative grouping (including a self-nomination). The nominee's job assignment for Places 1 through 12 must be in the designated grade and/or employment area for which he or she is nominated.

Election of the professional staff members of the committee shall be held at a time and place determined by the Superintendent. Nomination and election procedures shall be conducted in accordance with this policy and administrative regulations. Election will be by plurality vote.

Teachers and other staff members shall vote only for those candidates listed for the appropriate grade levels, (i.e.):

1. All prekindergarten through 5th grade teachers shall be eligible to vote for all candidates for Places 1, 2, 3 and 4.
2. All grade 6 through grade 8 teachers shall be eligible to vote for all candidates for Places 5 and 6.
3. All grade 9 through grade 12 teachers shall be eligible to vote for all candidates for Places 7 and 8.
4. Only non-teaching, non-supervisory personnel classified as nurses, librarians, counselors and instructional specialists are eligible to be a candidate for and vote for Place 9.
5. All principals and assistant principals shall be eligible to vote for the candidates for Places 10, 11 and 12.

FORT WORTH ISD
220905

Recorded **BBA**
(Local)

PARENT, COMMUNITY
AND BUSINESS
REPRESENTATIVES
SELECTION PROCESS

The Board shall appoint nine (9) individuals to fill Places 13 through 21. The nominees for Places 13 through 21 must meet the requirements of Section 11.251(c) of the Education Code and this policy.

The five (5) parents appointed to the committee shall represent elementary, middle, high schools, special education and any other separately identified District program.

The Board may make additional appointments to the District Advisory Committee by appointing more than nine (9) parent, business and community representatives when it is for the purpose of providing for appropriate representation of the community's diversity.

The Board appointments shall be representative of the community's diversity.

The Board shall, by its own rules, solicit input and/or nominations from existing District organizations or committees as it shall deem appropriate to guide its appointments to these positions.

TERM

After the appointment in 1995 of the first business/community and parent representatives to the committee, each category shall draw for two-year or three-year terms in order to maintain a staggered membership; thereafter, appointees shall serve for two-year terms.

Elected professional staff representatives shall all serve for two-year terms.

The number of terms that any person, either elected or appointed, may serve shall be limited to two consecutive terms.

Elected professional staff representatives who are serving on the committee in 1995 and whose terms expire in October 1996 shall serve until the end of their terms. The remainder of the professional staff representatives whose terms expire in October 1995 shall be elected at that time.

VACANCY

If a vacancy occurs for any reason among the elected representatives Places 1 through 12, the person with the next highest number of votes for the place affected shall assume the place for the balance of the term.

Representatives to fill vacancies occurring for any reason in Places 13 through 21 shall be selected by the Board to serve the balance of the term.

FORT WORTH ISD
220905

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(Local)

A vacancy shall be declared when a committee member resigns, retires, fails to consistently attend meetings as defined by the committee, moves from the district if required to live in the district, or otherwise fails to meet the requirements of the Place to which the member was elected to represent.

If no one runs for a designated Place 1 through 12, the Superintendent shall appoint, for the term, a replacement who agrees to serve and who is representative of the unfilled place.

MEETINGS

The committee shall meet as often as required but not less than twice per school year.

A chair shall be elected by the committee to serve for a one-year term, and is eligible for re-election.

The Superintendent, acting on behalf of the Board, shall designate an individual to serve as staff liaison to the committee. The staff liaison's responsibilities are to secure and to arrange a meeting place, to develop the agenda in consultation with the committee chair and report the proceedings of the committee to the Superintendent and the Board.

The date, time, and place for each meeting shall be determined by the committee chair and staff liaison. Notice of the committee meeting, including date, time, place and agenda shall be posted in a public place in the administration building and schools.

Meetings shall be open to all District professional staff, the Board, and the public. Only committee members and the staff liaison will be allowed to participate in discussions or deliberations. Voting on items that may come before the committee shall be limited to the committee members only. The committee chair or staff liaison may invite resource persons to address or answer questions for the committee as appropriate.

BOARD AUTHORITY

The establishment of the District Advisory Committee shall not affect the authority of the Board or its designee to appoint other teachers or groups of teachers or establish other groups or task forces of individuals to assist in District planning or other matters related to instruction and student performance.

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Nothing in this procedure shall be construed to limit or affect the power of the Board to govern the public schools or create a new cause of action or require collective bargaining.

Approved: October 24, 1995
Revised: January 23, 1996

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