THE RELATIONSHIP AMONG EFFECTIVE SCHOOL CORRELATES, SCHOOL AND DISTRICT PRACTICES, AND EXEMPLARY STUDENT PERFORMANCE IN TEXAS

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The Texas Education Agency (TEA) annually rates campuses and districts on how well they meet standards of student performance. Since the high standard is so difficult for campuses and districts to reach, educators continually seek ways to improve student performance. The effective schools process is research-based and has stood the test of time. Descriptive statistics were used in this study to identify practices within the effective schools correlates that exemplary campuses implement. Campuses with long-term exemplary ratings were identified using the TEA data base. Campus site-based teams were surveyed using the More Effective Schools Staff Survey. Data was collected on elementary and secondary campuses with homogenous, diverse, economically advantaged, and economically disadvantaged student populations. District instructional leaders for those campuses completed a District Instructional Leader Survey to determine what practices districts implement to support their exemplary campuses.

Findings from this quantitative study revealed what effective schools practices were highly evident on these exemplary campuses, regardless of diversity, economic status, district size, community type, property wealth, or location within the state. Findings also revealed that district leaders provide direction and support in the areas of (a) professional development; (b) beliefs, mission, and goals; (c) curriculum; (d) instruction; (e) assessment; and (f) site-based decision making. The research data imply that campus or district administrators can improve the performance of their students if the identified practices are implemented.

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CHAPTER 1

INTRODUCTION

States throughout the nation have implemented educational reforms as a response to the standards movement and mandates from the No Child Left Behind (NCLB) Act of 2001. This national reform was the cornerstone of President George W. Bush's administration. This law reauthorized the Elementary and Secondary Education Act of 1965, which created the most significant reform since the original law. NCLB was intended to close the achievement gaps among students through local accountability, flexibility, and parental choice.

Title I: Improving the Academic Achievement of the Disadvantaged is included in the original act (1965) and was reauthorized through NCLB (2002). Cory Green, Senior Director of the Division of NCLB Program Coordination at the Texas Education Agency, stated that the intent and purpose of Title I, Part A is "to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments" (personal communication, August 29, 2007). NCLB also set the standard for all students to read on grade level by the third grade and remain on grade level each year afterwards. This legislation was based on the success of the Texas educational accountability system during George W. Bush's tenure as governor and has provided a framework for accountability for the rest of the nation.

Background

The United States Department of Education (USDE) and the Texas Education Agency (TEA) annually rate all public school systems on student performance. The USDE Adequate Yearly Progress (AYP) ratings are given to districts and campuses as a measure of how well they meet the standards of NCLB. The TEA accountability ratings are given to districts and

campuses as a measure of how well they meet state standards. Both the federal and state ratings are posted on the Texas Education Agency Web site and published through the media. These postings occur each August as forerunners of complete campus and district reports on Adequate Yearly Progress (AYP), the Academic Excellence Indicator System (AEIS), and School Report Cards (SRC). Texas House Bill 3297, which became effective for the 2005-2006 school year, required that the most current ratings, performance reports, and School Report Cards be posted on campus and district Web sites by the 10th day of instruction during each school year (Texas Education Code [TEC] §39.252, 2005). The effort to inform parents and community members exerts pressure on all districts to gain the highest possible ratings.

State and Federal Accountability Systems

Texas public school students have been administered state-mandated criterion-referenced tests for many years. In 1979 the Texas Legislature required the Texas Education Agency to administer criterion-referenced assessments in order to assess minimum basic skills competencies in Grades 3, 5, and 9 in reading, writing, and mathematics, even though no state mandated curriculum existed at that time. Thus the Texas Assessment of Basic Skills (TABS) test was born. Students were not denied diplomas based on passing or failing these tests. During the 1985-1986 school year the Texas Educational Assessment of Minimum Skills (TEAMS) replaced the TABS test to increase the measure of minimum skills and to impose sanctions on students if they did not pass the exit-level test (TEA, 2003-2004).

In 1990 legislation required the implementation of a new test that assessed academic skills, higher level thinking skills, and problem solving rather than minimum skills (TEA, 2003-2004). The Texas Assessment of Academic Skills (TAAS) test was based on the 1985 state-mandated curriculum, the Essential Elements. Students were required to pass the exit-level test

in order to graduate from high school (TEC §39.025, 1995). The TAAS test became a component of the state accountability system, with districts held accountable for their ratings for the first time in 1994 (TEA, 1994).

In 1999 the development of the Texas Essential Knowledge and Skills (TAKS) tests began as a result of Senate Bill 103 passed by the 76th Legislature (TEA, 2007d). The Texas Education Code required the State Board of Education to establish passing standards to indicate the level of performance considered satisfactory on the state assessments (TEC §39.024, 1995). As a result, the Texas Essential Knowledge and Skills tests (TAKS) were administered to Texas public school students for the first time in 2003. These new instruments measured the new standards based on mastery of the state curriculum. Students who took the assessments met the standard if they demonstrated mastery of the skills as set forth by panel recommendation (TEA, 2003-2004).

The TAKS assessments measure student mastery of the panel recommendations in Grades 3-10 and 11. Students in Grades 3 and 5 must meet the standard on the reading TAKS test in order to be promoted to the next grade level as per requirements of the Student Success Initiative. The Student Success Initiative, a legislative mandate which began in 1999, established new grade-level testing requirements that students must meet in order to be promoted to the next grade level. Students in Grade 5 must also meet the standard on the mathematics TAKS test in order to meet promotion requirements (TEA, 2003-2004). Reading is tested in Grades 3-9, writing is tested in Grades 4 and 7, and English language arts tested in Grades 10 and 11. Mathematics is tested in Grades 3-11, social studies is tested in Grades 8, 10, and 11, and science is tested in Grades 5, 10, and 11. Science will be tested for accountability purposes in Grade 8 beginning in the spring of 2008 (TEA, 2007a).

The Texas Education Agency rates all Texas public school campuses and districts according to their measure of success. These ratings are (a) exemplary, (b) recognized, (c) academically acceptable, and (d) academically unacceptable. Percentages for meeting the standards for recognized, academically acceptable, and academically unacceptable ratings have increased through the years, but the percentage for meeting the exemplary standard has remained constant at 90%. The criteria established by TEA for campuses and districts to be rated as exemplary include (TEA, 2006b):

1. TAKS – At least 90% or more of all students taking the TAKS tests, and all students in each student group who count in the accountability system, must meet the standard on the reading/English language arts and mathematics TAKS tests in Grades 3-11; the writing TAKS tests in Grades 4 and 7; the science TAKS tests in Grades 5, 10, and 11; and the social studies TAKS tests in Grades 8, 10, and 11. Performance is evaluated for all students and student groups including African Americans, Hispanics, Whites, and Asian/Pacific Islanders, as well as economically disadvantaged students. Each group is evaluated for accountability purposes if the group contains at least 30 students and the group comprises at least 10% of the student population. A group composed of at least 50 students is automatically evaluated. These accountability groups are calculated for each subject area test (TEA, 2006b).

2. SDAA II - The State Developed Alternative Assessment II test became a part of the state accountability system in 2005. This is a revised SDAA test, which is more aligned with grade-level expectations for special education students. Students in Grades 3-10 who take this assessment must meet ARD expectations in order to meet the standard. SDAA II tests will count in a campus or district accountability rating if as many as 30 tests are administered. At least 90% of the students must meet ARD expectations on these tests for a campus or district to be exemplary. This assessment will be phased out after 2007 due to NCLB requirements, but it currently was a component of the accountability system by which campuses were rated during this research study.

3. Completion Rate I (Grades 9-12) – At least 95% of all students and each student group must complete the high school course of study within 4 years for a campus or district to be rated exemplary.

4. Dropout rate (Grades 7-8 only) – Only 0.2% or fewer of all students and all students in each student group can be considered dropouts for a campus to be rated exemplary.

Although the standards for exemplary ratings remain constant, the standards for recognized achievement gradually increase, reaching the 80% requirement by 2009 (TEA,

2007a). Criteria for academically acceptable ratings and below are not discussed in this study because the purpose of the study is to examine the effective practices needed for campuses and districts to achieve exemplary ratings.

State accountability ratings are incorporated into the Academic Excellence Indicator System (AEIS), which dates back to 1984 as a result of a mandate by the Texas Legislature in House Bill 72 to emphasize student achievement for accountability purposes. AEIS was first implemented during the 1990-1991 school year and was later further refined by TEA researchers and analysts (TEA, 2007b). These ratings were used for accountability purposes beginning in 1994. Thus began an accountability system for all districts and schools in the state of Texas based on student performance (TEA, 1994). This initiative provided impetus for schools and districts across the state to improve their student academic performance.

As a result of the large-scale revisions of the assessment system with the advent of the TAKS tests in 2003, the state accountability ratings were waived for 1 year during 2003 to allow campuses and districts to prepare for the new and more stringent requirements (TEA, 2005a). Since state law required that districts be rated annually, they were assigned the same ratings they received in 2002 (TEC §39.071, 1995). Therefore, campuses were not rated in 2003. TEA analyzed the 2003 scores statewide and finalized the new accountability system. Ratings using the new system were issued in 2004 (TEA, 2005a).

Since 2003 the new and current accountability system has been phased in incrementally. In 2003 students met the standard if they scored two standard errors of measurement (SEMS) below the panel recommendation. In 2004 one SEM below panel recommendation was required. Students in all grade levels except high school juniors were required to meet panel recommendation on the 2005 TAKS tests in order to meet the standard. Juniors had 1 additional

year to meet panel recommendation on the English language arts, mathematics, science, and social studies tests. This policy allowed them an additional opportunity to meet graduation requirements under the new accountability system (TEA, 2003-2004).

When the state accountability ratings were first initiated, only 6 districts earned an exemplary rating. In 1995, this number grew to 14. By 1996, a total of 37 districts were exemplary, 65 were exemplary in 1997, and 120 in 1998. Only slight improvement occurred in 1999, with 122 districts rated exemplary. The number improved in 2000 with 168 exemplary districts, and again in 2001 with 178 exemplary districts (TEA, 2004b). These figures dropped in 2002 to 149 exemplary districts, and they dramatically dropped in 2004 to 13 exemplary districts. The year 2005 exemplified the lowest ratings since the inception of the new rating system, with only 9 public school districts receiving a rating of exemplary. This number rose to 19 exemplary districts in 2006, six of which were not public school systems (TEA, 2006). The 2007 accountability ratings indicated that 19 public school districts were rated exemplary (TEA, 2007c).

Campuses have illustrated the same dramatic changes. When the first ratings were publicized in 1994, only 67 of the 6,152 schools earned an exemplary rating. In 1995, this number rose to 255, and again in 1996 to 394. As campuses improved their ratings, the next several years showed a dramatic increase in exemplary schools. In 1997, exemplary campuses numbered 683. The year 1998 saw a rise to 1,048. In 1999, a total of 1,118 were rated exemplary, and this number rose to 1,291 in 2000. The years 2001 and 2002 showed the greatest gains, with 1,566 and 1,903, respectively (TEA, 2004b). This number dramatically decreased in 2004 to 510 exemplary campuses. In 2005 only 301 campuses were exemplary. This number rose in 2006 to 552 campuses of the current 7,643 public school campuses in Texas (TEA,

2006). The 2007 accountability ratings indicated that 622 campuses were exemplary (TEA, 2007c).

The history of low numbers at the inception of a new accountability system, growth through the years, and sudden drops when a new system is implemented indicates that student academic performance must continually improve on state-mandated assessments, especially when a new system is established. Educators are at a crossroads and need guidance on effective practices that would assist them in improving test scores in order for them to achieve exemplary ratings.

The effective schools correlates have provided educators with practices that have been effectively implemented through the years. These research-based practices have stood the test of time. This study has identified that effective school practices are present on exemplary campuses, as well as practices in the districts in which these campuses reside. The results of this study could assist Texas educators in improving district and campus accountability ratings and, ultimately, academic achievement.

The national Adequate Yearly Progress (AYP) accountability system is based on the annual state assessment results. The inception of this system began in 2003 as an accountability measure for the federal No Child Left Behind Act of 2001. Campuses and districts either meet AYP or miss AYP. Since the criteria for state accountability ratings are more stringent than the federal ratings, this study focused on the state accountability system. It did not address the federal accountability system.

Effective Schools Research

According to the effective schools research, all students can learn (Bullard & Taylor, 1993). The effective schools process first emerged in the 1970s when effective characteristics or

correlates were identified by Edmonds, Brookover, Lezotte, Fredrickson, and their colleagues in Michigan. Edmonds identified five effective schools correlates as (a) emphasis on student acquisition of basic skills, (b) high expectations for students, (c) strong administrative leadership, (d) frequent monitoring of student progress, and (e) an orderly climate conducive to learning. Two additional correlates were added in the 1980s to include a clear school mission and positive home-school relations (Levine & Lezotte, 1990).

The effective schools movement first consisted of those effective correlates that applied to school reform. The effective schools movement later emerged in the 1980s with additional emphasis on how districts can initiate and sustain school improvement (Lezotte & Jacoby, 1992). The blending of the effective practices to address both the school and district levels created a blueprint for districts as they were striving for academic excellence. The effective schools movement supports campuses and districts as they embark on systemic changes in order to ensure student success.

A national study on school-based reform identified successful reform strategies at the school level as well as the district level (USDE, 1995). One of the founders of the effective schools movement, Lawrence W. Lezotte, received the 2003 Distinguished Service Award from the Council of Chief State School Officers (CCSSO) for his contributions to continuous school improvement and the purpose of No Child Left Behind (CCSSO, 2003).

Purpose of the Study

The focus of this research study was on campuses throughout the state of Texas that had achieved and maintained exemplary ratings on the state accountability rating system. This system was designed to ensure that students master the state curriculum, meet the standards set forth, and eventually become graduates of the Texas public school system. As a researcher I

sought to identify the use of effective school practices that can increase student success and result in higher ratings on the state accountability system. Therefore, I utilized the effective schools correlates as a framework to identify those effective school practices that appear to contribute to exemplary student performance in Texas.

Research on effective schools has primarily been qualitative in nature in the past. I used quantitative methodology consisting of a survey to be completed by site-based team members on those long-term exemplary elementary and secondary campuses identified in the sample populations. Using a survey for district instructional leaders in those districts where these campuses are located, I also identified practices that districts utilize to support their campuses in meeting state standards and maintaining long-term exemplary status.

In the 2006-2007 academic year, there were 1,033 districts and 7,643 school campuses in the state of Texas (TEA, 2006d). There were 552 exemplary Texas public schools and only 13 exemplary public school districts in the 2006 accountability ratings. These numbers increased in the 2007 accountability ratings to 622 exemplary schools and 19 exemplary districts.

As I searched the TEA database, I identified elementary and secondary campuses that have been exemplary over a period of time. The method used to identify these campuses is explained in chapter 3. The numbers of districts and campuses identified do not include public charter schools. Information on charter schools was excluded because this study strictly addressed Texas public school districts and campuses within those districts.

Public school systems have the responsibility to educate all students, and the state accountability system is one indicator that measures the achievement of all students. Of all Texas public school students who were tested in 2006, only 67% met the standard on all TAKS tests (TEA, 2006c). However, only 52% of the African American students, 58% of the Hispanic

students, 56% of the economically disadvantaged students, and 81% of the White students met the standard on all sections of the TAKS test. Disparity among the different student groups exists. The effective schools correlates address this difference by providing effective practices to ensure the success of all students. There is a critical need for improved student performance among all student groups in districts across the state of Texas. The purpose of this study was to identify effective practices at both the campus and district levels that could increase student success and ultimately result in higher accountability ratings.

Statement of the Problem and Research Questions

All Texas public school districts currently address the problem of how to achieve and maintain exemplary student performance as determined by the Texas Education Agency's accountability rating criteria and standards. I addressed this problem through the following research questions:

1. What effective schools practices are present on exemplary elementary campuses that lead to exemplary student performance as determined by the Texas accountability rating system?

2. What effective schools practices are present on exemplary secondary campuses that lead to exemplary student performance as determined by the Texas accountability rating system?

3. What effective schools practices are present on exemplary elementary campuses with homogenous student populations representing 75% or more White students?

4. What effective schools practices are present on exemplary elementary campuses with student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)?

5. What effective schools practices are present on exemplary secondary campuses with homogenous student populations representing 75% or more White students?

6. What effective schools practices are present on secondary campuses with student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)?

7. What effective schools practices are present on exemplary elementary campuses with fewer than 25% economically disadvantaged students?

8. What effective schools practices are present on exemplary elementary campuses with 25% or more economically disadvantaged students?

9. What effective schools practices are present on exemplary secondary campuses with fewer than 25% economically disadvantaged students?

10. What effective schools practices are present on exemplary secondary campuses with 25% or more economically disadvantaged students?

11. What practices are present in districts to support their campuses so that they can maintain exemplary student performance?

As I identified exemplary campuses, I studied those elementary and secondary school campuses that achieved exemplary ratings in 2004, 2005, or 2006 as well as maintained exemplary ratings for at least 3 years between 1998 and 2002. Elementary campuses considered for the sample population in this study included Grades K-5. Secondary campuses considered for this study included Grades 6 and higher. This ensured that no grades within the accountability system were omitted. In order to be considered in the sample population, a campus had to assess more than one grade level on the Texas Assessment of Knowledge and Skills (TAKS), and not have a rating lower than academically acceptable during any year of this study.

The campuses in the sample populations had to reside in K-12 public school districts that serve all grade levels. These districts had to have received at least one recognized rating between 2004 and 2006, with no rating lower than academically acceptable during any year of study.

Definitions of Terms

The following terms are defined for clarification in this research study:

Academic Excellence Indicator System (AEIS) – a system of school and district accountability mandated by the Texas Legislature and refined by Texas Education Agency researchers and analysts.

Academically acceptable rating – a campus or district received this rating in 2006 if at least 60% of the students tested passed the reading, English language arts, writing, and social studies TAKS tests, at least 40% passed the math tests, and 35% passed the science tests. This also requires that 50% of the special education students meet the expectations of the Annual Review and Dismissal committee (ARD).

Academically unacceptable rating – a campus or district received this rating in 2006 if students did not meet the percentage of mastery required to be academically acceptable.

Accountability ratings – the state accountability rating system. If a campus or district meets the criteria in one of the following categories, it receives a rating of exemplary, recognized, academically acceptable, or academically unacceptable.

Adequate Yearly Progress (AYP) – a federal accountability rating system. A campus or district either meets AYP or misses AYP.

Community type – categories set by the Texas Education Agency as major suburban, non-metro fast growing, non-metro stable, other central city, other central city suburban, rural, and urban.

District size – categories set by the Texas Education Agency are under 500; 500 to 999; 1,000 to 1,599; 1,600 to 2,999; 3,000 to 4,999; 5,000 to 9,999; 10,000 to 24,999; 25,000 to 49,999; and 50,000 and over.

Diverse campus – a campus with a student population representing 25% or higher ethnic diversity is considered a diverse campus according to the criteria in this study (African American, Hispanic, Native American, Asian/Pacific Islander).

Economically advantaged campus – a campus with fewer than 25% economically disadvantaged students is considered an economically advantaged campus according to the criteria in this study.

Economically disadvantaged campus – a campus with 25% or more economically disadvantaged students is considered an economically disadvantaged campus according to the criteria in this study.

Economically disadvantaged students – a student group that must meet the standard in the state accountability ratings. Students who fall into this category qualify for the free or reduced breakfast and lunch program. They are considered educationally disadvantaged students.

Effective district practices – systemic support that district instructional leaders provide to assist campuses in improving student performance. These practices include elements of district support such as (a) beliefs, mission, and goals; (b) professional development; (c) curriculum; (d) instruction; (e) assessment; and (f) the six areas of site-based decision making as mandated by the state legislature, which includes planning, staff development, curriculum, budget, staffing patterns, and school organization.

Effective schools practices – practices at the campus level that include the following effective schools correlates: (a) a clear and focused school mission, (b) frequent monitoring of student progress, (c) high expectations for all students, (d) positive home-school relations, (e) instructional leadership, (f) opportunity to learn and time on task, and (g) a safe and orderly environment.

Elementary campus – a campus with students in kindergarten through Grade 5. The state elementary curriculum includes Grades K-5 (19 TAC §74.2, 2006). This delineation ensures that results from all grade levels assessed will be included in this study.

Ethnic diversity – the various students groups that are rated in the state accountability system. These include African American, Hispanic, White, Native American, and Asian/Pacific Islander.

Exemplary rating – the highest accountability rating for schools and districts in Texas. This could have been achieved if 90% or more of the students and all student groups met the standard on all sections of the TAKS or SDAA II tests in 2006, at least 95% of the students met the standard on completing high school within a 4-year period of time, and no more than 0.2% of the students dropped out of school.

Homogenous campus – *a* campus with a homogenous student population representing 75% or more White students is considered a homogenous campus according to the criteria in this study.

Met standard – a measure of the state accountability system. A student met the standard if (s)he scored at or above the passing standard set for a particular assessment.

Panel recommendation – the score that the state panel recommended as a standard for passing a particular assessment.

Professional learning community – an arrangement in which the teachers and administrators within a school continuously seek and share learning and act on their learning. Their goal is to enhance their effectiveness as professionals for the benefit of the students. A professional learning community can also be considered a *community of continuous inquiry and improvement* (Hord, 1997).

Property wealth – a measure of wealth established by the Texas Education Code that is applied to Texas public school districts (TEC §41.002, 1995). A district is considered property wealthy (a Chapter 41 district) if its tax base is $319,500 or higher per student. If a district falls into this category, it is required to send those additional funds back to the state as a means of balancing the educational financial system statewide. These funds can be forwarded to property-poor

school districts as a means to enhance technology, and so on. A local district must hold an election for voters to decide how the Board of Trustees will send funds out of the district.

Recognized rating – an accountability rating for schools and districts that could have been achieved if at least 70% of all students and all student groups met the standards on all sections of the TAKS test in 2006, at least 85% of the students met the standard on completing high school within a 4-year period of time, and no more than 0.7% dropped out of school.

Regional education service center (ESC) – an arm of the Texas Education Agency. These 20 regional education service centers are located throughout the state. They assist districts and campuses in maintaining compliance with state laws and regulations. They also provide professional development opportunities for district staff to stay updated on promising practices.

School report card (SRC) – an annual report card provided by TEA for each campus in the state of Texas. This is a condensed edition of the full AEIS Report provided for each campus. It includes assessment results as well as other criteria used for accountability ratings. This must be disseminated to parents within 6 weeks of its release by the agency.

Secondary campus – a campus that teaches students in Grades 6 and higher. The state secondary curriculum includes Grades 6-12 (19 TAC, §74.3, 2006). This delineation ensures that results from all grade levels assessed will be included in this study.

Standard error of measurement (SEM) – a term typically used in statistics that represents a measure when phasing in the student passing standard over a 3-year period of time (2002-2003 to 2004-2005).

State Developed Alternative Assessment (SDAA) – a state-developed assessment to test those special education students who receive instruction in the TEKS but for whom the TAKS test is not appropriate. The SDAA II test is a revised version of the original SDAA test. This assessment will be phased out in the future due to NCLB requirements.

Student Success Initiative (SSI) – a legislative mandate which began in 1999 and established new grade-level testing requirements that students must meet in order to be promoted to the next grade level. Third-grade students are required to meet the passing standard of the grade-level reading TAKS test, and fifth-grade students must meet the passing standard of the grade-level reading and math TAKS tests in order to be promoted to the next grade level. Students are given three testing opportunities to meet these requirements. Eighth-grade students will be required to pass the reading and math tests in order to be promoted to ninth grade as of the 2007-2008 school year.

Texas Administrative Code (TAC) – state rules or regulations written as the result of the educational law (Texas Education Code) with which all districts and campuses must comply.

Texas Assessment of Knowledge and Skills (TAKS) – the state criterion-referenced assessment instrument used in all Texas public schools as mandated by the Texas Education Agency.

Texas Education Agency (TEA) – the institution that ensures compliance of the state educational laws and regulations. It oversees the regional education service centers as well as all campuses and districts located within the state.

Texas Education Code (TEC) – the educational law that all districts and campuses must follow as the result of official actions by the state legislature.

Limitations of the Study

Ideally, case studies could be completed on exemplary campuses and their respective districts, but this would be an impossible task due to time constraints and the lack of external funding sources. Therefore, I utilized a survey to identify effective school practices based on the effective schools process, as well as a survey to identify effective district practices.

I identified the following limitations of this study.

1. There were fewer secondary campuses that qualified to participate in this study than elementary campuses. Only two high schools participated of the eligible seven high schools that met the criteria for this study.

2. As the result of fewer secondary campuses participating, there were fewer diverse and economically disadvantaged campuses from which to collect data. This resulted in 23 participants in the economically disadvantaged campus population, and 33 participants in the diverse campus population.

3. As the result of data collection at the district level, I determined that a lack of understanding exists regarding the state mandated site-based decision-making process. This results in the lack of utilization of this powerful tool for stakeholder involvement that is available to educators today.

4. The identified effective practices can be generalized only to the sample campus populations that met the criteria of having long-term exemplary status.

The effective schools correlates and their corresponding practices were highly evident on these campuses, which provide important implications to educators. The tried and true effective schools process can serve as a model for Texas educators as they strive to achieve exemplary student performance on the state accountability ratings.

Significance of the Study

Quantitative studies have not been conducted utilizing the effective schools process in order to address effective practices that could improve the accountability ratings in Texas. Little research has been conducted that provides insight into the improvement of student performance within the Texas accountability system. In this research study I quantitatively identified effective school and district practices so that campuses and districts could utilize these to achieve and maintain exemplary student performance in their districts.

Organization of the Study

Chapter 1 of this study presented an introduction to the research study on Texas public schools that have achieved and maintained exemplary student performance over a period of time. This chapter explained that the effective schools process was the basis for identifying effective practices among exemplary campuses and their respective districts. Chapter 2 is a review of the effective schools research and related literature that provides a framework for identifying those effective practices at the campus and district levels that could contribute to exemplary student performance. Chapter 2 also reviews legislation that has affected the effective schools movement. Chapter 3 presents a discussion of the methodology used for this study, including the general perspective, research context, research participants, instrumentation, and the analysis of those data. Chapter 4 provides descriptive statistics and the results of the data collected at both the campus and district levels. Chapter 5 concludes with a summary of the results, interpretation of the findings, implications for practice, and recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The No Child Left Behind Act of 2001 has provided impetus for educators across the nation to increase their efforts in improving student achievement. States have implemented different accountability systems in an attempt to accurately measure the progress of their students. Texas implemented an accountability system to hold districts and campuses accountable for student performance as early as 1994.

This research study has identified Texas public schools that met the study's criteria for being considered long-term exemplary on the state accountability ratings. As a researcher I identified effective practices that have been implemented on these campuses as well as effective practices implemented in their respective districts in an effort to identify those practices that could contribute to exemplary student performance.

Research on effective schools as well as research on accountability systems throughout the nation is prevalent in the literature. Most of the recent effective schools research studies have considered the effectiveness of campuses in other states or have included limited samples. For example, Jordan (2005) researched effective school characteristics on one high-poverty, high-achieving campus in Wisconsin, and Headen (2005) studied the leadership strategies of only one principal at an urban high school. Armstrong (2005) studied five high school principals in California, and Husbands (2005) studied high school reform in San Diego public schools.

This review of the literature provides a framework for effective practices at the campus and district levels. The effective schools correlates were used to determine the effective practices at the campus level. Practices that districts use to improve student achievement were

identified through the literature and categorized into themes. This literature review includes research on effective schools, accountability systems, and district-level support for school improvement efforts.

In this research study I combined the effective schools process with the accountability system in Texas. There is limited research on the state accountability system, particularly on effective practices at the campus level that could impact the status of campus and district ratings.

Few studies have dealt with state accountability ratings on a large-scale basis. There is little research regarding accountability and effective practices of homogenous versus diverse student populations and economically advantaged versus economically disadvantaged student populations. I found no studies on diverse or low socioeconomic campuses that addressed both the elementary and secondary school levels.

Few studies have researched how campuses and districts reach exemplary ratings in Texas. Studies that have examined this issue typically used small sample populations or studied accountability in other states. Lewis (2005) studied student achievement in four California schools, and Gonzales (2005) studied high school principals in one urban district in Washington state. Blink (2005) studied student achievement in two rural school districts in Wisconsin. When the Texas Education Agency (1996) conducted case studies on successful campuses, only one elementary, one middle school, and one high school were included in the study.

This is a statewide study with stringent criteria that campuses must meet in order to be considered long-term exemplary. Once campuses throughout Texas were measured against these criteria, only 109 K-5 elementary campuses and 28 secondary campuses in the state could be included in the campus populations.

During my research, I found no study that aligned the effective schools process with the Texas accountability system. I endeavored to identify the effective schools correlates within a state system that sets high standards for exemplary student performance. There is a great need to identify effective practices that campuses and districts can implement in order to affect student achievement and ultimately become exemplary by Texas accountability standards. The identification and use of these practices can also inform campuses and districts as they work to meet the requirements of the No Child Left Behind Act of 2001.

The definition of the effective schools process provides the basis for this study. The effective schools process is "a school reform framework based on evolving research from both empirical and case studies of schools across the country that have been effective in teaching the intended curriculum to all their students" (Lezotte & Jacoby, 1990, p. 10). The state of Texas has developed mandated curricula to be taught in all Texas public schools, and all students are expected to learn the curriculum applicable to their grade levels. The state accountability system is based on the percentage of students who pass the state tests, which assess student knowledge of the state curricula. Thus the state accountability system appears to accurately measure itself with the effective school process.

Effective Schools – Past and Present

This review examines the history of the effective schools movement. The famous statement that "all children can learn" is the basis of the effective schools principles (Bullard & Taylor, 1993). The effective schools process is embedded in many of the educational reform efforts today and has affected state and national legislation.

According to the leading effective schools researcher and lecturer, Lawrence Lezotte (2005b), the effective schools movement was created as a result of the Equal Educational

Opportunity study, which is known as the Coleman Report. This report was released in 1966 by James Coleman, who suggested that schools were not effective in helping students achieve but that the homes where children live made a difference in their success in school. This concept was supported by Jencks in 1972 and other Harvard researchers, who relieved schools of the responsibility of educating disadvantaged students. Years later, after many challenges, Coleman changed his original conclusions (Bullard & Taylor, 1993).

At the same time, Benjamin Bloom introduced mastery learning as a new teaching process, a theory based on the concept that all students can master basic skills if given time, individual techniques, and feedback. With appropriate processes and student monitoring, all students can learn (Bullard & Taylor, 1993). Mastery learning created questions by researchers, and they began researching the characteristics of effective schools.

Edmonds, Brookover, Lezotte and their colleagues began their research as a response to the Coleman Report (Bullard & Taylor, 1993). They discovered schools in which children mastered the intended curriculum (Lezotte, 2005b). They measured a school's effectiveness by disaggregating data sources and learned that an effective school should have a distribution of student results across a J-curve rather than a bell-shaped curve with a normal distribution. Gaps in the curve indicate ineffectiveness, and results from the disaggregated data should drive future instruction (Bullard & Taylor, 1993).

Research completed between 1978 and 1985 supported the same characteristics in effective schools. Findings from Michael Rutter and his English colleagues were similar to findings in the United States (Bullard & Taylor, 1993). Ron Edmonds, one of the founders of the effective schools movement, cited the following characteristics found in high achieving schools.

These were listed in his 1979 article entitled *Effective Schools for the Urban Poor:*

1. Teachers believed that all students could learn.
2. Teachers had specific goals.
3. Teachers were more task oriented.
4. Teachers were not satisfied with the status quo.
5. Teachers had more supportive principals.
6. The principal was a strong leader, visible and supportive.
7. There was more student monitoring.
8. Teachers had higher expectations for their students.
9. Students were happier and worked harder.
10. There was trust between students, faculty, and staff. (Edmonds, as cited in Bullard & Taylor, 1993, p.16)

Thus the five correlates of effective schools emerged. Two additional correlates were later added, which laid the foundation for student learning. Lezotte and McKee (2002) maintained that effective schools have the following characteristics:

1. Instructional leadership – The principal acts as an instructional leader and effectively and persistently communicates the mission of the school to staff, parents and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.
2. Clear and focused mission – There is a clearly articulated mission of the school through which the staff shares an understanding of and commitment to the school's goals, priorities, assessment procedures, and accountability. The staff accepts responsibility for the students' learning of the essential curricular goals.
3. Safe and orderly environment - In the effective school, there is an orderly, purposeful, business-like atmosphere that is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.
4. Climate of high expectations – There is a climate of high expectations in which the staff believes and demonstrates that all students can attain mastery of the school's essential

curriculum. They also believe that they have the capability to help all students obtain that mastery.

5. Frequent monitoring of student progress – Pupil progress over the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole.

6. Positive home-school relations – Parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school achieve its mission.

7. Opportunity to learn and student time on task – Teachers allocate a significant amount of classroom time to instruction in the essential curricular areas. For a high percentage of this time, students are engaged in whole-class or large group, teacher-directed, planned learning activities. (pp.16-19)

Edmonds worked with other Black scholars to restructure public schools to provide equity for minorities. He addressed issues such as discipline, tracking students into fast and slow groups, diagnosing students with learning needs, and teaching practices. Effective schools programs became popular across the United States during this time. Edmonds died in 1983, leaving others to carry on the effective schools movement (Bullard & Taylor, 1993).

Reform efforts through the decades resulted in assessments taking on different roles. Tests were used in the 1950s to track and select students. Program accountability influenced the types of assessments used in the 1960s, with minimum competency testing becoming popular in the 1970s. The 1980s brought school and district accountability, with standards-based accountability systems established in the 1990s (Blink, 2005). The 21st century continued this focus, and standardized criterion-referenced assessments and accountability systems were established across the United States.

In 1985 the next phase of the effective schools movement focused on why and how schools were effective (Lezotte, 2005b). In addition to the correlates, schools were rated by standards of quality and equity. Quality focused on the overall student achievement in a school.

Equity ensured that the achievement levels of one student group would not differ significantly from the achievement levels of other student groups due to ethnicity, socioeconomic status, gender, or other such factors (Lezotte & Jacoby, 1990). This research is aligned with standards established in the state accountability system in Texas. TEA rates campuses and districts on how well all students meet the designated standards on state tests (quality), as well as how well the economically disadvantaged and ethnic student groups meet these standards (equity).

When President Ronald Reagan was in office, he encouraged public school criticism, which created additional school reform efforts. Most of these reforms addressed gifted and talented programs, graduation standards, and merit teacher pay. During this era the effective schools research expanded to examine equity and excellence (Bullard & Taylor, 1993). The U.S. Office of Education funded two research centers on effective schools: (a) the Center for Effective Elementary and Middle Schools at John Hopkins University, and (b) the National Center for Effective Secondary Schools at the University of Wisconsin-Madison. The National Center for Effective Schools Research and Development (NCESRD) was also founded to assist schools in becoming more effective and to document results nationwide (Bullard & Taylor, 1993). Literature was written on effective schools during that time, including *Unusually Effective Schools, A Review and Analysis of Research and Practice* by Levine and Lezotte (1990). Research became prevalent and a national training program was established to assist educators in creating effective schools in which all students could learn (Bullard & Taylor, 1993). State departments also supported restructuring efforts.

A new generation of the effective schools movement emerged, providing a framework for district-level support for campus reform efforts. Superintendent of Schools Harold Guthrie began the effective schools process in Spring Branch ISD. He initiated districtwide strategic

planning to provide district direction within the effective schools framework (Bullard & Taylor, 1993). Lezotte and Jacoby (1992) provided guidance on district-level support by publishing a book of strategies to help districts initiate and sustain the improvement process. This included five stages of support for school improvement, which are embedded today in campus and district improvement efforts. It became evident that strong district support was required to sustain school improvement and increase student achievement on a long-term basis.

In 1992 the state of Texas mandated districts and campuses to develop plans for the improvement of student achievement through the site-based decision-making process (TEC §11.251, 2001). This process became embedded in policy for Texas public schools.

Lezotte and McKee (2002) described elements of the school system that educators must consider when planning school improvement. Top-down bureaucracy has created a culture that resists change, and attempts to maintain the status quo rather than embracing change. This culture is embedded in school boards, communities, administrators, and teachers. In order to create sustainable change, educators must gain the support of their stakeholders. The state-mandated curriculum in Texas, the criterion-referenced testing based on that curriculum, and the state accountability system began the process of systemic change. The site-based decision-making process provided an avenue for stakeholder involvement and for beginning the process of creating sustainable change.

Taylor (2002), a researcher on school reform and cofounder of NCESRD, stated that the effective schools process is "a tried and true process of school change that can create schools in which all children make progress and are ready for study at the next grade level" (p. 375). This process creates systemic change and empowers staff and parents to focus on student achievement. Stakeholders work collaboratively to develop a mission, goals, and objectives

through strategic planning. This process encourages professional development for teachers to be trained in effective teaching strategies and actively involve their students in the learning process (Taylor, 2002). This results in the creation of an active learning community.

Lezotte (2001) noted that districts should become effective learning systems. They should develop measurable outcomes and decide what knowledge and skills students need to know to master those outcomes. The system he described is aligned with the state's required curriculum, the Texas Essential Knowledge and Skills. Many Texas public school districts develop profiles of a graduate and align the state curriculum to the knowledge that students should possess when they graduate from high school. Lezotte's (2001) concept of an effective learning system includes monitoring student progress at every level as well as within each level. Teachers understand the required knowledge at the next level for students to be successful. This concept is now established in districts across the state as educators align curriculum vertically and horizontally.

Lezotte and McKee (2002) published a guidebook to assist campuses and districts as they began the school improvement process. It guided educators as they led sustainable school reform and focused stakeholders on quality as well as equity, and research as well as data, results, collaboration, and self-renewal.

Educators began seeking to change schools based on the effective schools research and the school improvement process (Hord, 1997). The related concept of professional learning communities later became known in the education field. A professional learning community is an arrangement in which the teachers and administrators within a school continuously seek and share learning and act on their learning. Their goal is to enhance their effectiveness as professionals for the benefit of the students. This term can also be considered *communities*

of continuous inquiry and improvement (Hord, 1997). The attributes of professional learning communities include (a) supportive and shared leadership, (b) collective creativity, (c) shared values and vision, (c) supportive conditions, and (e) shared personal practice (Hord, 1997).

1. In a professional learning community, administrators as well as teachers are learners on the school team. They share authority, facilitate the work of the staff, and participate without dominating. They do not serve as bureaucrats but instead lead by planting the seeds, protecting and serving the community, and inviting others to share the leadership (Sergiovanni, as cited in Hord, 1997, p. 10).

2. Collective creativity is seen through reflective dialogue, in which teachers and administrators converse about the teaching and learning process and identify issues and problems to solve (Louis & Kruse as cited in Hord, 1997). As they inquire together, they develop a community among themselves (Hord, 1997).

3. As the teachers and administrators develop a mental image of what is important, they create shared values and a vision. They use this to guide their decisions about teaching and learning. Their shared values and vision include norms of behavior, caring relationships, open communication and trust, and what becomes the common good (Hord, 1997).

4. Supportive conditions are needed so that staff can meet regularly and solve problems. Physical conditions should be addressed, such as provisions for collaboration, staff development, and resources, and teacher empowerment, and encouraging those who do not cooperate to leave. People capacities also are needed, such as a willingness on the part of learners to accept feedback and strive to improve; caring relationships; supportive community attitudes; respect and trust as shared visions are fulfilled and decision making occurs; and supportive community attitudes, including involving parents and community members in this process (Hord, 1997).

5. Shared personal practice is common in professional learning communities. This includes teachers reviewing behaviors of their peers and interviewing, selecting, and hiring new teachers. They become committed to the new teachers and their effectiveness (Hord, 1997).

Critical to the success of a professional learning community is that the entire school community must participate in this learning process, because educators with a lack of knowledge tend to resist change (Blink, 1005). Administrators are supportive of school reform if they are trained (Boileau, 2005). Leaders must nurture their staff as they develop into a learning community (Hord, 1997). If an entire faculty of teachers and school administrators actively

engage in adult learning and utilize their learning in their actions, then student learning should increase.

According to Hord (1997), the attributes of professional learning communities support the effective schools process. Lezotte (2005b) stated that "the philosophy and core concepts of professional learning communities have been essential components of the process. Clearly, continuous school improvement based on the Effective Schools research is an example of professional learning communities in action" (p. 190).

As reflected in the literature, school improvement efforts have expanded through the years. Effective schools have provided a foundation for educators around the world to study the school improvement process (Hord, 1997). Texas used the effective schools framework when developing the accreditation process and accountability rating system. The core ideas of No Child Left Behind were also directly influenced by the effective schools research (Lezotte, 2005b). All children should have an equal opportunity to become successful learners in school. President Bush set forth that expectation in the No Child Left Behind Act of 2001.

Legislation – Past and Present

Traditionally, education has been the responsibility of the states rather than the federal government. In 1837 Horace Mann established the State Board of Education in Massachusetts to provide guidance to schools. In 1979 the State Board of Education in Connecticut used the effective schools philosophy in its goals. Ten years later, this philosophy was embedded in the policy of that state. Although this process was voluntary in the schools in Connecticut, the state was known for the survey instruments it developed which helped contribute to the research base on the effective schools process. These questionnaires became an important component of school effectiveness programs throughout the country (Bullard & Taylor, 1993).

Maryland published a 1987-1988 report by the Governor's Commission on School Performance in Maryland, which resulted in the implementation of a comprehensive program utilizing business and community resources (Bullard & Taylor, 1993). The state set 10 goals, established a testing program entitled the Maryland Report Card, and developed criterion-referenced tests in the core subject areas. This program also aligned instruction with assessments and began tracking the career paths of students (Bullard & Taylor, 1993). Other states adopted the effective schools correlates and the improvement process statewide, which resulted in major changes in how districts operate.

National reform efforts also embraced the effective schools philosophy, which was endorsed through the Hawkins-Stafford Act, PL 100-297 in April 1988 as an attempt to promote school reform (Bullard & Taylor, 1993). This legislation allowed federal funds to be used for school improvement. Federal grants began requiring written documentation of improved student achievement from districts in order to receive future funding.

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind Act of 2001 in order to close the achievement gap among all students, including disadvantaged and minority students. President Bush, concerned that many of the neediest children are left behind, required increased accountability with greater flexibility for schools, districts, and states, and with more choices for parents and students. NCLB was rooted in the success of the Academic Excellence Indicator System of Texas, which had been in effect since 1994.

The state accountability system in Texas rates schools and districts according to the academic performance of students who take the state-mandated criterion-referenced tests. These ratings are publicized annually on August 1 for each Texas public school and district. Campus and district ratings include student mastery of the state curriculum which is measured by

performance standards on the TAKS tests as mandated by the Texas Legislature (TEA, 2003-2004).

Campuses and districts are rated as exemplary, recognized, academically acceptable, or academically unacceptable. Sanctions are placed on academically unacceptable campuses or districts. A student is allowed the option of transferring to another school if the one the student attends is rated unacceptable. State funding that provides for that student's education transfers to the receiving school. This option is provided through the Public Education Grant, Chapter 39: Public School System Accountability (TEC §29.201-29.202, 1995). This legislation is parallel to President George W. Bush's legislation meant to keep students from being trapped in low-performing schools.

Texas also passed legislation that required restructuring at the school district level. Chapter 11 of the Texas Education Code required schools and districts (a) to participate in an improvement planning process annually which supports the state goals and objectives; (b) to develop, evaluate, and revise district and campus improvement plans to address the improvement of student performance; and (c) to consult with campus and district site-based committees regarding the educational program. The purpose of this legislation was to involve administrators, professional staff, parents, and community members as stakeholders in improving student achievement. These improvement plans specifically address student performance on the TAKS tests (TEC §11.252-253, 2001).

Research on Effective Schools

Jordan (2005) conducted research to find the presence of effective school characteristics in a high-poverty, high-performing school and to discover how the principal influenced these characteristics. She researched the alignment of instruction and assessment, the monitoring of

student achievement and teacher behavior, focused staff development, staff retention rate, and a culture that promotes achievement.

Jordan (2005) completed parent and teacher surveys, interviews, and document reviews on a campus with 525 students in kindergarten through fifth grade. This campus was ethnically diverse, with 53% African American students, 46% White students, and 1% from other ethnic groups. On this rural campus, 61% of the students were eligible for free or reduced lunches.

The students on this campus performed well in reading and math for 2 years on state assessments, making Jordan's (2005) findings significant to this research study. Her data indicated that effective school characteristics existed on this campus: the principal was influential, collaborative decision making contributed to student success, and parents were satisfied with the academics, discipline, and respect on campus. Document reviews supported the presence of the effective school characteristics and the principal's influence.

Jordan (2005) discovered that collaboration was a key to the success of this school. The principal had a servant or steward leadership style. Jordan concluded that the effective school characteristics were influenced by the degree to which the principal supported collaborative decision making and teamwork.

Jordan's (2005) study supported the research on effective schools, supported the concept of a principal being a facilitator of change, and suggested that effective schools characteristics should be considered when aligning schools with NCLB. The researcher concluded her study with this statement:

> In order for a high-poverty, high-performing school to be successful there must be staff stability and commitment, collaborative leadership, and a culture that promotes success and celebration of both teacher and student accomplishments. Thus, with the mandates from the No Child Left Behind legislation, it may be possible for under-performing schools to closely consider the framework of the effective schools research as a blueprint for school reform. (p. 161)

According to Jordan, effective schools research has greatly impacted educational practices since the 1970s and still does today.

Levine and Lezotte (1990) identified characteristics of elementary and secondary schools that were unusually effective. They found that these schools had productive climates and cultures reflecting shared values. The schools had high expectations for students and provided relevant staff development for teachers. Staff members focused on students acquiring essential skills; they monitored student progress and used effective instructional arrangements. These schools had outstanding leadership with much parent involvement. The staff was also sensitive to multiple cultures, which was reflected in their classroom instruction. Although this study included secondary campuses, it concentrated primarily on elementary schools. The authors indicated the need to further study these characteristics on secondary campuses. The current research study examined similar effective practices on secondary campuses as well as elementary campuses.

A research study by Maciel (2005) analyzed elementary principal behaviors to determine their effectiveness. These principals were of the same nationality as the Hispanic students on their campuses. Maciel found that principal leadership is significant. She found evidence of monitoring instruction, time on task, instructional support, and visibility, with principals cooperating with staff and building relationships as leaders. Her findings were consistent with the effective schools literature.

In 2005 Husbands completed a case study of high school reform in the San Diego public schools. Prior to this study, this district had implemented a districtwide reform in 1998 to improve the quality of teaching and learning and to reduce student achievement gaps. In 2001 a high school reform initiative began to improve the academic rigor as well as principal leadership.

Husbands discovered that adult learning must be addressed if student outcomes change. Key findings of Husbands' study were that (a) district leaders work differently from principals; (b) different levels required different types of support; (c) system beliefs about teaching and learning must be established; and (d) significant resources are needed to create learning opportunities. The results of this high school reform initiative indicated that the high schools increased their overall student performance more quickly than high schools did statewide. Husbands' study is significant because it examined high school issues that are not always present on other grade levels. The different courses that students must complete at the high school level create the need for different types of resources. Regardless of differences, high school staff must accept systemwide beliefs about learning and implement districtwide reforms in the school improvement process.

Headen (2005) studied an urban high school principal during the implementation of a school improvement planning process. She found that the principal's leadership strategies were significant in creating a nurturing environment. These strategies included student achievement, collaboration, communication, and stakeholder participation.

Armstrong (2005) studied key strategies used by five high school principals in California who exceeded their academic performance index by 30 or more points in 1 year. She found that all five schools consistently emphasized eight strategies: (a) high standards for student learning; (b) enthusiasm about student learning; (c) continuous improvement; (d) involvement in daily events and activities; (e) commitment to students, parents, and teachers; (f) decisions made in the best interest of students; (g) use of the latest research on effective schools; and (h) a direction and plan for improving student achievement. These strategies are aligned with the effective schools process.

In a qualitative research study Boileau (2005) found that schools leaders develop professional learning communities through meetings, bonding, building trust, and connecting as team members. She noted that school leaders are supportive of school reform if they are highly trained. The more successful schools adopted more structured reform models, with some setting expectations for the use of teaching strategies. This study reflects effective practices measured by the More Effective Schools Staff Survey, which is the survey used at the campus level in the current research study.

Libler (1992) noted that central office staff should not make decisions for individual schools, but instead should provide a framework for campus decisions. Her writing was consistent with Harold Guthrie's concept of the role of the central office in an effective school district. He simplified the district organizational chart in Spring Branch ISD so that principals were responsible to the superintendent, and the central office staff served as a support for campus improvement efforts (Bullard & Taylor, 1993).

The current research study deals with the effective schools process at both the campus and district levels. This process is embedded in the practices of Texas educators today. Lezotte and McKee (2002) observed that "the extent to which the research framework has been integrated into state and local policies and reform practices in virtually every state verifies that we are truly looking at an educational change of gigantic proportions" (p. 13). At the Effective Schools Conference in Houston, Texas, Lezotte (2005a) requested that educators use NCLB as a support to increase student success so that "no child is left behind".

Research on Accountability Systems

Accountability in Texas

Edwards, Biggerstaff, Byrd, and Beach (2006) identified 25 of the most effective Texas public school districts. Their study was based on 15 indicators from the state's Academic Excellence Indicator System.

Eight criteria were used to identify the effective schools in the Edwards et al. (2006) study. These included (a) students passing all TAKS tests, (b) students passing reading TAKS, (c) students passing math TAKS, (d) students passing writing TAKS, (e) the percentage of economically disadvantaged students passing all TAKS, (f) the percentage of students scoring at or above the criteria on the SAT and ACT, (g) the percentage of students scoring at or above the criteria for advanced placement tests, and (h) the percentage of students taking advanced courses. Other variables included were (a) graduation rates, (b) attendance rates, (c) annual dropout rates, (d) teacher turnover rates, (e) the percentage of students receiving accelerated instruction, (f) the percentage of special education students in the districts, and (g) disciplinary referrals (Edwards, et al., 2006).

Once these top districts were identified and categorized according to the University Interscholastic League group in which they are classified, superintendents of the districts were interviewed to identify the practices and strategies they used to improve student performance (Edwards et al., 2006). The researchers found that effective superintendents in Texas used different leadership styles but (a) held high expectations for staff, students and themselves; (b) created a shared vision of high expectations for student achievement; (c) were proactive in student achievement efforts; (d) made academic excellence the top priority, including standards, strong management, and expectations for student success; (e) identified students needing

remediation early; and (f) used district planning and assessments to guide decision making (Edwards et al., 2006, pp.15-16). The researchers also discovered promising leadership practices such as (a) a district focus on academic performance, (b) a supportive district culture, and (c) leadership capacity building through book studies, staff development, self-assessment, and focus groups.

The researchers recommended future research to check other indicators of effective school districts to determine whether the same effective practices emerge and whether district rankings would be consistent using alternative measures (Edwards et al., 2006). I used some of these indicators in the current research study when I identified long-term exemplary campuses. Many of the same districts were identified in both studies.

In the current study I identified elementary and secondary campuses that qualify for the study based on the stringent criteria discussed in chapter 1. The campuses that fit these criteria are considered long-term exemplary. The districts in the study were those with long-term exemplary campuses located within their attendance boundaries. I identified the effective practices present on these campuses and how these districts support the achievement of their exemplary campuses.

Of the districts identified in the Edwards et al. (2006) study, 29 were also identified in the current study. Four of the top 5 districts listed in each category were identified for the current study; 4 of the top 1-A districts and 5 of the top 2-A districts were identified in the current study; 5 of the top 3-A districts and 3 of the top 4-A districts were identified; and 12 of the top 5-A districts were also identified (Edwards et al., p. 15). Thus 29, or 55%, of the 53 districts in the current research study were also identified in the Edwards et al. study.

The researchers suggested that future studies be conducted on districts with similar demographics (Edwards et al., 2006). There is a critical need for the improved performance of all students, regardless of ethnicity or socioeconomic status. In the current study I categorized campuses by diversity and by economic status to identify effective practices that emerge within exemplary campuses with these student populations. Effective practices identified on these campuses are based on the effective schools premise that there are no excuses. All students can learn if certain strategies are used (Lezotte, 1997). Therefore my research study is further supported by the Edwards et al. study.

In the current study I sought to identify effective practices that are present on secondary as well as elementary campuses with the different student groups. Fewer secondary schools fit the criteria of being long-term exemplary and even fewer high schools fit those criteria than middle schools; therefore, identifying effective practices at the secondary level is of prime importance in research. The effective schools research has focused more on elementary campuses than secondary campuses in the past. This study focused on both levels.

Johnson (1998) noted that the state accountability system in Texas had reduced the achievement gap of different student groups and that elementary schools have shown the greatest gains in student achievement. Sclafani (2001), from the Houston Independent School District, reported that moral purpose is the reason why so many teachers became educators. She stated that "looking forward to the world in which current students will live, it is clear that learning to high levels is the new civil right. Schools must create environments in which every child is challenged and engaged." (p. 311).

Jordan's (2005) study supported research on effective schools, but her study was limited to one campus not located in the state of Texas. Although it addressed the effective schools

characteristics, it did not study the Texas accountability system. The Edwards et al. (2006) study identified top districts in the accountability system in the state of Texas. However, interview responses were open-ended and were not measured against research-based effective practices.

In a report completed by the Center for Policy Research in Education, Carnoy, Loeb, and Smith (2001) reviewed positive and negative claims of the state accountability system in Texas and examined the impact of TAAS on student achievement. A high percentage of 9th-grade minority students were retained in 1984, although this has improved in recent years. This study indicated that rising TAAS scores on the 10th-grade tests had little impact on high school completion and students attending college. The researchers also found that high schools with larger increases in students passing the 10th-grade TAAS test had larger declines in dropout rates. Other results indicated that Texas students made real gains on the NAEP. The study validated claims that passing rates on TAAS meant learning gains for students. It provided statistics on the state accountability system but gave little information on how campuses could make learning gains to improve academic performance.

The National Education Goals Panel annually reports 33 indicators that are linked to national goals. Grissmer and Flanagan issued this report in 1997, which stated that Texas and North Carolina had the most positive gains on the largest number of indicators on the National Assessment of Educational Progress (NAEP), particularly in reading and math. The scores of disadvantaged students increased more quickly than those of advantaged students. Both states had aligned standards, curriculum, and assessment. They held campuses accountable for the improvement of all students, and businesses supported their efforts in developing, implementing, and sustaining changes. The results of this report support the claim that Texas has been a leader among the states in improving student achievement.

According to the National Education Goals Panel report (1997), the state school reform efforts began in the 1980s, when Ross Perot led a commission to examine education in an effort to attract industry to Texas. This commission suggested that the state (a) allocate resources to disadvantaged students, (b) establish statewide testing of students, (c) implement a more rigorous high school curriculum, and (d) establish minimum academic requirements for participation in sports. This was passed in a special legislative session with backing from the business sector. Thus a strategic plan for Texas education was developed, along with systemic reform efforts by educators.

In a report by the Texas Education Agency (1996), one elementary school, one middle school, and one high school were studied. The criteria for school selection were that each campus must have (a) high proportions of minority and economically disadvantaged students, (b) high performance on accountability indicators, (c) student enrollment greater than 750 for middle school and 1,000 for high school, and (d) at least 2 years of high scores on performance data. Certain categories were compared across these campuses. Findings indicated that (a) curriculum, instruction, and assessment were highly rated; (b) professional growth and development were least emphasized; and (c) safety and discipline became more important as grade levels increased. These campuses provided academic as well as non-academic support. There was much interdependence between the teachers as well as between teachers and parents. Staff members devoted extra time to the students, even beyond the school day. Some scores indicated dramatic improvements, and some indicated steady increases. The report refutes excuses for poor performance based on ethnicity or economically disadvantaged students. It also supports my research study that identifies exemplary student performance on elementary and

secondary campuses, regardless of the ethnicity or socioeconomic status of the students they serve.

Accountability Throughout the United States

Gonzalez (2005) stated in her study that most state reforms brought gains in student achievement at the elementary level, but not at the secondary level. She studied high school principals in an urban district in Washington state to determine how secondary principals perceive district support. Her findings were similar to Husbands' (2005) study on effective schools. High school principals need to have supportive relationships with central office administrators to reduce the bureaucracy and access resources to benefit their campuses. This finding is aligned with Libler's (1992) statement, as well as Spring Branch ISD's organizational chart when the effective schools process was implemented. Principals were responsible to the superintendent, and central office administrators provided support to the principals so they could improve student achievement (Bullard & Taylor, 1993). I question whether a top-down bureaucracy could deter more high schools from becoming exemplary on the state accountability system.

Lewis (2005) studied four California schools and found data-driven strategies that improve student achievement. He studied two elementary and two high schools with reputations for using data effectively to improve annually on state assessments. He found that (a) these schools continually trained staff in data collection, (b) they collected data in multiple subjects throughout the year, and (c) the secondary site-based teams were more involved in improvement efforts than the elementary teams. The Lewis study supported the findings in Husbands' (2005) study that high school staff must accept systemwide beliefs about learning and implement

districtwide reforms in the school improvement process. The findings indicate the success of the schools that have accepted and implemented reform efforts.

Zargarpour (2005), from Claremont Graduate University, studied the high increase in student achievement in response to accountability. His results confirmed the literature on increasing student achievement through the use of (a) data, (b) collaboration, (c) professional development, (d) leadership, (e) district support, (f) parent involvement, and (g) expectations for success. His study also confirmed the importance of educators being results oriented and having a common purpose. The results of his study are aligned with the effective schools process at both the campus and district levels.

According to Blink (2005), high-stakes testing requires educators to ensure that students meet achievement standards. She studied how two rural Wisconsin school districts used data-driven systems to enhance student achievement. Blink found that changing existing cultures requires much local effort, because educators tend to resist external change due to the lack of knowledge. This is consistent with statements made by Lezotte and McKee (2002) regarding the current system of public education. However, changing cultures is necessary in order to ensure student success on high-stakes testing, which ultimately results in high or low ratings on accountability systems. The state mandates on curriculum, assessment, and accountability set campus and district standards. The effective schools process helps to change culture and increase student performance to meet those standards.

Chastain (2005) studied how to improve schools and raise student achievement levels through Southern Regional Education Board (SREB) leadership strategies. His study took place in the southern plains of the United States. Chastain found that strong school leadership is needed among teachers, principals, superintendents, and board members. Educators need to

lead and implement changes in curriculum, instruction, and school organization. MacFarland (2005) also studied leadership practices in 5 of the 35 high-performing, high-poverty high schools in Texas. He found that school improvement can occur even when challenges exist. His study found improvement in the rigor of courses, the relevancy of curriculum, the relationships among teachers and students, and improvement in student achievement.

Research Related to District-Level Support

Earlier effective schools research supported school improvement at the campus level. District-level support was later addressed in the effective schools process. Research supports district level reform efforts. Schlechty (1997) noted that supporting and sustaining school reform cannot be accomplished at the campus level. Campuses need district-level support in the areas of finances, training and professional development, and working with the community (xvi, xvii).

This section of the literature review is organized by themes according to the district-level survey in this research study. These themes are similar to the following organizing themes developed by the Just for the Kids (2005) organization when researchers studied consistently higher performing schools:

1. Staff selection, leadership, and capacity building – This organizing theme from the Just for the Kids research includes selecting and developing high-quality educators. The principals hire high-quality teachers, and they build capacity within their current staff by establishing collaborative teams of teachers who will take team responsibility for student learning. This is similar to the professional development theme in the district-level survey of the current research study.

2. Curriculum and academic goals – This theme focuses on developing goals and targets by grade and subject on what students must know and be able to do. These goals were found in high-performing schools studied by researchers. This is similar to the curriculum theme as well as the theme beliefs, mission, and goals in the current research study.

3. Instructional programs, practices, and arrangements – This theme includes seeking instructional resources and materials that are aligned with curriculum objectives and are successful with various student populations. It also includes maximizing instructional time. This is similar to the curriculum as well as the instructional themes in the district-level survey.

4. Recognition, intervention and adjustment – This includes monitoring student performance and providing interventions as necessary. All students are expected to reach the same standards. Successful schools provide additional scaffolding and use all available resources to support student achievement. This is similar to the instructional and assessment themes in the current research study.

5. Monitoring, compilation, and use of data – This theme includes student assessment and data monitoring systems which are established in high-performing schools to determine whether students are learning the curriculum. The schools value these data and the information they can provide. The districts usually have formative assessments to assess student progress regularly so that teachers can provide interventions when needed. This is similar to the assessment theme in the district-level survey.

Research completed by Just for the Kids (2005) is current and pertinent to other schools that face similar challenges with accountability standards. The only theme in the current research study that the Just for the Kids research did not address is site-based decision making. However, the themes were organized into three levels of support: the district level, the school level, and the classroom level. My current research study examined both the district and the school levels in order to identify practices to help improve student achievement. Many of the practices listed on the campus-level survey address the classroom level as they measure the presence of the effective schools correlates.

In a report published by the Charles Dana Center, Ragland, Asera, and Johnson (1999) studied 10 Texas public school districts with high poverty that performed well on the state accountability system. They found that the district superintendents created a sense of urgency in their communities to improve student achievement and created shared responsibility by every staff member for the academic achievement of all students. They also changed the role of their central offices to support the campuses in creating high academic achievement. They created a culture of continuous professional development and improvement and utilized research-based,

data-driven decision making. The findings in this study are consistent with the district-level practices addressed in the current research study.

Beliefs, Mission, Goals

Shared beliefs, a mission, and goals are important components of the improvement process at the district level. High expectations for students should be embedded in shared beliefs. Strategic planning at the district level should provide direction for a district to set goals and accomplish its mission.

Fullan, Rolheiser, Mascall, and Edge (2001) included schools, districts, and the state when they developed a tri-level model of accountability and capacity-building. Based on Newman, King, and Young's (2000) five critical aspects of school capacity, Fullan et al. explained this model at the school level:

1. Professional development focuses on individual teacher skills and organizational development. Teachers discuss challenges and provide support as they share their learning.
2. Programs and multiple initiatives are coordinated with clear goals.
3. Additional resources are available for instructional improvement.
4. The principal promotes the skills of the teachers and the organization and holds teachers accountable to the school as a whole. Assistant principals and mentor teachers also serve in a shared instructional leadership capacity.

A school must develop strong relationships with parents and community and learn the "assessment literacy" strategy, which includes disaggregating student achievement data and developing plans for school improvement. This "learning in context" fosters learning communities (Fullan et al., 2001).

Fullan et al. (2001) explained that a district must build greater capacity in the schools. The district must prioritize its focus on instruction and establish accountability for foundation skills across the district, which supports the improvement of the teaching/learning process.

Districtwide strategies must be developed so that learning occurs across all schools, resulting in the commitment of educators to other schools and to the district. Assessment literacy should close the achievement gap on each campus within the district. District administrators should connect the various school initiatives and create coherence among them. They should integrate school improvement strategies, create new strategies, and provide additional resources for assistance. District administrators must intervene if schools fail to move forward. Fullan et al. warned that, if a district does not develop its own capacity, it cannot assist the improving schools and it neglects the failing schools. Then the district does not create large-scale reform.

Fullan et al. (2001) explained that, although schools and their districts must head forward in the same direction, they cannot be fully successful if the state does not provide support. Infrastructures must be established by the state to foster school and district improvement efforts. The state must provide capacity-building (support) as well as accountability measures (pressure) for campuses and districts. Specific infrastructures must be implemented to address learning as well as generic infrastructures to address policies to improve the quality of education. This combination of support and pressure is required if large scale-reform efforts are to be successful.

The schools, the district, and the state must work together in this tri-level system for large-scale improvement. However, a balance must occur among these levels to ensure professional autonomy and avoid unnecessary state intervention (Fullan et al., 2001). This tri-level model creates "system transformation through the conscious, deliberate, reflective actions of the state in capacity building within a framework of accountability" (Fullan, 2004, ¶ 1).

Fullan (2005) recommended that district leaders provide direction and build capacity across the schools within a district. They should (a) build leaders with a clear strategy, (b) be committed to closing the achievement gap, (c) set up the right structures and roles for educators,

(d) learn from peers, (e) provide ongoing learning, (f) remove nonproductive practices and make productive ones transparent, (g) demand high trust, (h) build capacity within the community and businesses, (i) invest financial resources in teaching and learning (including with outside agencies), and (j) according to Collins (2001), "get the right people on the bus" (p. 41). Collins explained how leaders need to have committed people working with them and serving in appropriate positions. Fullan's recommendations created the basis for district improvement efforts.

Fullan's (2005) elements of sustainability are critical not only to reform efforts but also when leaders change within a district. These are (a) having a moral purpose and serving the public, (b) being committed to changing at all levels, (c) building lateral capacity through networking with peers, (d) building accountability through vertical relationships, (e) being involved in deep learning, (f) being committed to short-term and long-term results, (g) keeping energy cycling, and (h) providing a long lever of leadership (p.14). Hargreaves and Fink (2005) recommended that educators acknowledge the past, preserve the best, learn from the rest, and create a blend of professional cultures for change.

A professional learning community develops a shared vision by staff members who are committed to student learning (Hord, 1997). A shared vision and a district focus on academic performance were found in the high-performing districts researched by Edwards et al. (2005). Schlechty (1997) stated that the focus of schools should be on students and their needs and that what students should learn should determine the quality of work that the schools provide.

According to Schlechty (1997), beliefs are the willingness to act. Once beliefs are established, a mission can be developed, and goals can be set that determine how that mission will be accomplished. This lays the foundation for providing relevant professional development,

developing curriculum goals, providing appropriate instruction, and designing assessment to ensure mastery learning.

Professional Development

Capps (2005) studied change strategies that could have improved student achievement in national NCLB Blue Ribbon Schools with high populations of traditionally unsuccessful students. She found five strategies consistent with practices of professional learning communities: (a) developing and sustaining shared vision and values, (b) focusing on student learning, (c) collective inquiry and reflection, (d) team learning and collaboration, and (e) continuous improvement. Other leadership themes emerged in the study, including (a) building relationships, (b) providing direction and focus, (c) encouraging change, (d) providing resources, (e) building staff capacity, and (f) creating systems and structures.

Capps (2005) found that these strategies were used by the Blue Ribbon schools: (a) intensive learning opportunities for at-risk students, (b) activities that increase student engagement in learning, and (c) a collaborative culture that supports teacher learning and student achievement. Capps recommended that principals invest the time and training needed to develop professional learning communities in their schools and create the capacity to improve student achievement.

Research by Edwards et al. (2006) found that superintendents in high-performing districts built leadership capacity through activities such as staff development and book studies. Schools as learning communities can provide the setting for servant leadership, where the instructional leader becomes a leader of leaders. Servant leadership allows those who are being served to define their own needs (Sergiovanni, 2007).

The critical attributes of professional learning communities support reform efforts (Hord, 1997). These communities of continuous inquiry and improvement develop a shared vision that is committed to student learning. Staff members learn together, discussing the teaching and learning process, and applying that learning in the classroom. Conditions on campus are supportive, which allows them to collaborate and problem solve. They work together as peers and observe classroom instruction to improve themselves and the learning community. A supportive principal in this type of professional learning community shares leadership with others, giving staff input on decision making. This is aligned with the state's site-based decision-making process.

Lezotte's (2005b) explanation of a professional learning community supports the effective schools process. Although the original effective schools research did not include professional learning communities, these two concepts are aligned. According to Lezotte, "continuous school improvement based on the Effective Schools research is an example of professional learning communities in action" (p. 190).

According to Fullan (1992), staff development and institutional development should be integrated for successful school improvement. Professional development should be relevant and connected with the external world to gain more knowledge and better results (Fullan, 2005).

Guskey (1996) reaffirmed that student learning outcomes should be the starting point of the improvement process, including school and staff development efforts. Staff development should result in (a) an improvement in teaching, (b) helping staff and students reach higher standards, and (c) positively impacting student learning. Staff development should be results driven.

Other renowned educators have noted the importance of collaboration and team learning to improve student achievement. Senge (1990) described a learning organization as a place "where people are continually discovering how they create their reality and how they can change it" (pp. 12-13). Schlechty (1997) cited the need for professional development when building better schools (p. xvii). In an effort to align curriculum with high-stakes testing, English (2006) recommended providing professional development so that teachers can better learn how to differentiate instruction in the classroom.

Curriculum

The state of Texas has mandated curricula that educators in Texas public schools must teach. The Essential Elements were first developed in 1985 and later revised in 1991. These were replaced by the Texas Essential Knowledge and Skills (TEKS) in 1998. This curriculum provides skills that students should know and be able to do by the end of a course or grade level in each subject area. The foundation curriculum was developed for core subject areas. The enrichment curriculum was not originally mandated but was developed to provide guidance for other courses and subjects such as fine arts and physical education (TAC §74.1, 2007). The state later mandated that all of the TEKS be taught in Texas public schools (TEC §28.002, 2007).

English (2006), a respected educator on the curriculum alignment process, argued that sustained student progress requires systemic change. The three types of curriculum must be aligned in order to create maximum student achievement. These are (a) the written curriculum, (b) the taught curriculum, and (c) the tested curriculum. The written curriculum is mandated by the state. Local districts write curriculum based on the TEKS. Curriculum that is taught in the classroom includes not only the skills, but also the depth and complexity to which a teacher teaches those skills. The tested curriculum includes the skills that are assessed on formative

assessments as well as on the Texas Assessment of Knowledge and Skills (TAKS) tests. The TAKS tests measure student mastery of the TEKS indicating an alignment of the written and the tested curriculum (TEA, 2003-2004). The curriculum that is taught determines how well students meet the standards on the TAKS tests. Thus, critical components of this curriculum alignment process at the district level are (a) the development of local curriculum, (b) professional development so that teachers can learn how to differentiate the curriculum, and (c) instruction that meets the needs of varied learners.

According to English (2006), centralized curriculum and assessment at the state level requires districts to develop a centralized aligned curriculum. Curriculum alignment at the district level is supported by the findings in the study by Edwards et al. (2005). Effective superintendents in Texas made academic excellence a top priority so that students can meet the standards on the state assessments.

Schlechty (1997) stated that educators should engage students in content that they need to master. Students should gain knowledge through work that is engaging and satisfying to them. This content is aligned with the TEKS. The method of delivery of this content through instruction is crucial to student engagement and ultimately student mastery.

Instruction

Written, taught, and tested curricula should be aligned (English, 2006). Professional development is an important tool for teachers to learn the best strategies for teaching the TEKS and differentiating instruction in the classroom. Teaching to the varied needs of learners is aligned with the (a) Texas Professional Development and Appraisal System (PDAS), and (b) practices found within the effective schools correlate opportunity to learn/time on task (TEA, 2002b).

High-performing schools ensure that all students learn, as noted in the Just for the Kids (2005) research. This is aligned with the effective schools philosophy. These schools have established interventions to provide immediate assistance whenever learning has not occurred. They expect all students to reach the same standards, and staff members provide additional assistance to struggling students. Critical attributes of these practices at the district level include (a) accountability for student achievement at all levels; (b) recognition of schools for meeting academic goals; (c) prompt identification of schools needing assistance; (d) submission of intervention plans by schools that do not meet the standard; (e) refinement of the district written curriculum based on data results; (f) implementation of interventions in early grades; and (g) continuous measurement of interventions (Just for the Kids, 2005).

Schlechty (1997) recommended that students today be engaged in meaningful learning experiences so that they will stay focused on the assigned work at school. His "working on the work" suggests that the following properties be present in order to keep students actively engaged in the learning process:

1. The work is product focused and should be linked to performance that students value.
2. Standards for assessing the product are articulated to the students with examples of finished products.
3. Students who do not meet the standards are given feedback and the opportunity to meet standards without first efforts counting against their grades.
4. Student performance is affirmed by parents and peers inspecting the products and supporting their importance.
5. Student work should include others in the products or performances.
6. Tasks should vary in length, complexity, and require students to use new skills.
7. Students have choices in their work, not in what they learn.
8. Tasks are relevant and authentic with meaning and significance to real world experiences.

9. Knowledge should be interesting and integrated with the products or problems.
10. The content presented is significant, relevant, appropriate for their age, and attractive to learn. (pp. 170-175)

The PDAS was developed as the state instrument by which teachers are evaluated. This evaluation system links teacher appraisal to student performance. Rather than evaluating how a teacher imparts knowledge, indicators in this system evaluate how students learn the knowledge and the skills presented during classroom instruction. This evaluation system was based on *Learner-Centered Schools for Texas: A Vision of Texas Educators* (TAC §150.1002, 1997). The domains in the PDAS evaluation instrument include (a) active successful student participation in the learning process; (b) learner-centered instruction; (c) evaluation and feedback on student progress; (d) management of student discipline, instructional strategies, time and materials; (e) professional communication; (f) professional development; (g) compliance with policies, operating procedures, and requirements; and (h) the improvement of academic performance of all students on campus (TAC §150.1002, 1997).

PDAS depicts how the state of Texas has formally addressed expectations for teacher instruction in the classroom. The TEKS are the curricula to be taught, and the TAKS tests are the state assessments that test student knowledge of that curriculum. Thus curriculum, instruction, and assessment are aligned. Instruction is the vehicle by which teachers impart knowledge and students receive this knowledge. However, school reform efforts should enhance what the state has implemented. Schlechty's (1997) model provides a blueprint for relevant learning.

Assessment

Izumi (2002) studied reasons for the high performance of campuses with a high number of economically disadvantaged students. After interviewing principals, Izumi concluded that (a) principals were strong leaders with clear visions, (b) the research-based and standards-based curriculum was well implemented, (c) students were often assessed for strengths and weaknesses, (d) professional development was provided on standards and subject areas, (e) parents were involved in the schools, (f) principals focused on teacher qualities rather than their credentials, and (g) there were no major discipline problems as the result of higher achievement. His findings are aligned with four of the themes on the district-level survey in this research study.

According to English (2006), curriculum, instruction, and assessment must be aligned in order to improve student achievement on assessments. The state formally assesses students on their knowledge through the TAKS tests. Districts conduct benchmark testing to formatively assess student knowledge and plan for instructional improvement. According to Edwards et al. (2005), effective superintendents in Texas use assessments to guide decision making. Data disaggregation and the analyses of those data assist districts in finding those skills that need to be retaught to ensure equitable learning of the district curriculum (Lezotte & Jacoby, 1992). Guskey (1998) recommended evaluating staff development programs to determine whether new knowledge and skills are being implemented and students are learning.

The Just for the Kids (2005) research includes best practices found in high performing schools. Once curriculum is identified and the staff is prepared to teach that curriculum, educators determine how students will be assessed to see whether they learned what they were expected to learn. Formative assessments monitor student progress regularly, providing teachers

with data so that they can adjust instruction as needed. Districts supporting the high-performing schools usually have data monitoring systems, and they provide educator access to these data analysis tools. Monitoring, compilation, analysis, and use of data determine whether students learned what they were expected to learn. The critical attributes of these practices at the district level include (a) district benchmark assessments that assess the total curriculum and supplement state and standardized tests, (b) principals and teachers trained to use the data, (c) teachers receive timely feedback to provide needed interventions, (d) superintendents regularly discuss benchmark results with principals, (e) data from assessments drive decision making, and (f) student success on benchmarks ensures success on state tests. These assessments are disaggregated by campus, teacher, ethnicity, and gender. Results are used in goal setting and recognizing school improvement (Just for the Kids, 2005).

Monitoring student outcomes through local formative assessments as well as through state summative tests has become the norm in Texas public school districts in an effort to meet the standards of the TAKS tests and maintain high accountability ratings. However, this must be aligned with curriculum and instruction in order to have quality student performance (Texas Education Agency, 2002).

Site-Based Decision Making

The site-based decision-making process was first mandated in the state of Texas in 1991. Districts and campuses were required to establish site-based teams comprised of elected teachers as well as parents, community, and business members. These teams were designed to be advisory in nature to principals and superintendents in the areas of (a) planning, (b) staff development, (c) curriculum, (d) budget, (e) staffing patterns, and (f) school organization (TEC §11.251, 1995).

Fullan (2005) observed that site-based decision making provides empowerment at the school level through more involvement in the budget and more responsibility for accountability. However, he cautioned that decentralization still requires districts to provide direction, training, and support at the district level. Site-based management is a cultural rather than a structural change that requires much interaction among all levels of education (Fullan & Watson, 1999). Although many of the site-based decision-making efforts have failed in the past, strategies can be implemented to guide future development: (a) policies can be strengthened on decentralization, (b) an infrastructure can be developed to support local capacity, (c) a system can be established to develop "assessment literacy", and (d) educators must be expected to be persistent and patient as knowledge grows (Fullan & Watson, 1999).

Hord (1997) identified a component of a professional learning community as having a collegial, facilitative principal who shared leadership by giving staff input in decision making. This supports the concept of stakeholder involvement in the site-based decision-making process.

According to Jordan (2005), effective schools characteristics were influenced by the degree to which the principal supported collaboration and teamwork. She unexpectedly found that collaboration was important to the success of the campus she studied. Site-based decision making can be a means of providing that collaboration.

Schlechty (1997) explained that one must first look at the culture of what people really do before changing a school system since this will impact how change will occur. Lasting change requires a change in the beliefs, commitments, and traditions of stakeholders. Systemic change will change the rules, roles, and responsibilities in a district while providing direction and coordination. The site-based decision-making process can be a vehicle for this change.

Bihr (2005) studied district efforts of the Orchard Field Unified School District in California. She identified research-based components in high performing schools. These include (a) standards-based curriculum and assessment, (b) research-based instructional strategies, (c) data-driven decision making, (d) targeted professional development, (e) achievement-driven structures and support, and (f) academically-centered family and community support. She also found that changing existing programs, relationships, and policies resulted in a smooth plan of implementation. The districtwide reform that Bihr studied was successful as a result of comprehensive training for administrators and teachers. This study is consistent with the district-level survey themes used in the current research study.

A 3-year longitudinal study on standards based reform was conducted in 23 school districts in eight states, including Texas. Goertz (2000) completed this research through the Consortium for Policy Research in Education. Site visits were conducted in 33 elementary schools in four states. Goertz found that state and district systems provided goals for student outcomes, but educators faced few consequences for not meeting those goals. Students and principals carried the weight of the consequences. Public reporting of student achievement data provided an incentive for districts. Other findings revealed that (a) achievement data were vital to district and campus decision making, and (b) school improvement planning played a major role in fostering change in many of these districts. This is consistent with the site-based decision-making theme in the current study.

Little research is available on the site-based decision-making process in relation to student performance on the accountability system in Texas. Fitts (2004) researched this in a study in which he stratified for district size and percentage of district budget used for district administration and then studied the differences in levels of communication, involvement,

training, and perceptions between academically acceptable and exemplary or recognized districts.

Fitts (2004) found that there were no significant differences regarding district-level site-based committees in academically acceptable districts and exemplary or recognized districts in the

1. extent of communication (newsletters, seeking input from others),
2. extent of involvement (state mandated areas such as budget, curriculum, staffing patterns, staff development), or
3. general perceptions (effective district level decision-making, following state statutes, stakeholder input, respect for those making site-based decisions).

Both samples were equally effective in their site-based practices and accountability (pp. 91-92).

According to Fitts (2004), a significant difference existed between site-based committees in these two sample populations in the planning process and in the level of training. The academically acceptable districts were more involved in the planning process, and they received more training in areas such as team building, planning, curriculum alignment, staffing patterns, and staff development. He implied that these districts were more involved in planning and training because they needed this information to improve academically.

Fitts (2004) recommended that additional research be completed on the site-based decision-making process and its impact on student performance. He also recommended that a study be completed based on information from district-level site-based team members. In the current research study I reviewed district-level practices that involve district site-based teams in the six areas mandated by the state. I also surveyed campus site-based team members to identify effective practices from the effective schools correlates that exemplary campuses implement to maintain their long-term exemplary status.

As per the TEA (1992) *Resource Guide on Site-Based Decision-Making and District and Campus Planning*, the purpose of site-based decision making is to improve education through the decentralized effort of all stakeholders. Fitts (2004) stated his expectation that "effective site-based decision-making can help produce better students who are better prepared to enter the workplace and make contributions to society" (pp. 103-104).

The literature supports the need for district-level support that provides direction for the local schools to become effective and to maintain that effectiveness. Education scholars support the need for district-level direction and support in order to create systemic and sustainable change (Fullan, 2005; Schlechty, 1997). The effective schools process includes district-level support in the school improvement process.

Conclusion

According to Fullan (2005), alignment is needed between the state and the district and between the district and the school. He noted that "the role of the district is crucial. Individual schools can become highly innovative for short periods of time without the district, but they cannot *stay* innovative without district action to establish the conditions for continuous and long-term improvement" (Fullan, 1992, p. 120).

Schletchy (2001) believes that threat exists when change outside of an organization is greater than inside. Schools and districts have faced this situation with the standards-based movement, mandated curriculum, and statewide assessments. Thus, educators have initiated reform efforts to address these mandates, align curriculum, improve instruction, and develop formative assessments to monitor and provide needed interventions to students.

Schletchy (2001) recommended that school leaders understand how to create a "change-adept system" that can manage new programs and accommodate changes as needed. Leaders of

this systemic change should enlist the support of others, inspire them through their beliefs, develop shared visions, articulate the mission and goals, maintain focus, think and act strategically, and share leadership with their teams.

Hord, Rutherford, Huling-Austin, and Hall (1987) noted that unexpected results appear at different times. Change facilitators need to be sensitive to this possibility, take action as needed, and learn to thrive in the change.

According to Hargreaves, Earl, Moore, and Manning (2001), although curriculum is defined by standards for all students to achieve, the methods of teaching and the time it takes to teach the curriculum is left to the teacher's discretion. Leaders should keep this is mind as they support their teachers and give them some discretion so that they make classroom learning come alive.

As a researcher I acknowledge the fact that the teacher is the field expert who knows the students and the knowledge they possess. The teacher must check for prior knowledge, teach to the varied needs of the learners, and ensure mastery of the curriculum. This must be well planned by the teacher to ensure that content is taught and formatively assessed, that data are analyzed, and that future instruction provides reteaching as needed to ensure student mastery of the curriculum (TEA, 2002).

The effective schools movement celebrated its 40th birthday in 2006 (Lezotte, 2005b). This movement is embedded in current improvement processes at the campus and district levels due to the state and national legislation it has influenced. However, little quantitative research has been completed to measure the effective schools process in Texas, and little research has specifically targeted effective practices to improve student performance on the state accountability system. I have found no research that combines the effective schools process

with the state accountability system, even though the success of student performance in the state of Texas drives current educational efforts. Since only 13 districts were exemplary in 2006 and 19 in 2007, there is a great need in Texas to identify effective practices that will assist campuses and districts as they strive to reach exemplary student performance.

District accountability ratings depend on successful student performance at the campus level. District administrators must be involved in the improvement process at both the campus and district levels. The current accountability system requires campuses and districts to reach standards for student success. Students must graduate and become successful adults.

In this research study I identified effective practices that have been implemented on long-term exemplary elementary and secondary campuses, on homogenous and diverse campuses, and on campuses with economically advantaged and economically disadvantaged students. I utilized the effective schools correlates to identify those campus practices relating to high student performance as indicated on the state accountability system in Texas. The results of this study can contribute to the body of existing knowledge in education, particularly in Texas. These results can inform campuses and districts across the state regarding student achievement so that "no child is left behind".

Summary

This chapter provides a review of state and national legislation that requires public school accountability as well as a review of research on accountability systems. The literature review on the effective schools process, as well as related research, provides a basis for reviewing effective practices implemented by exemplary campuses and their districts. Chapter 3 presents the methodology to be used in identifying the effective practices at the campus and district levels.

CHAPTER 3

METHODOLOGY

This chapter presents the methods used to determine the presence of effective practices on exemplary campuses according to the Texas state criteria for accountability ratings. In addition the study identifies practices that districts use to support their exemplary campuses. Also included in this chapter is a discussion of the general perspective, research context, research participants, instrumentation, and data analysis.

The General Perspective

This quantitative study was designed to answer the following research questions.

1. What effective schools practices are present on exemplary elementary campuses that lead to exemplary student performance as determined by the Texas accountability rating system?

2. What effective schools practices are present on exemplary secondary campuses that lead to exemplary student performance as determined by the Texas accountability rating system?

3. What effective schools practices are present on exemplary elementary campuses with homogenous student populations representing 75% or more White students?

4. What effective schools practices are present on exemplary elementary campuses with student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)?

5. What effective schools practices are present on exemplary secondary campuses with homogenous student populations representing 75% or more White students?

6. What effective schools practices are present on exemplary secondary campuses with student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)?

7. What effective schools practices are present on exemplary elementary campuses with fewer than 25% economically disadvantaged students?

8. What effective schools practices are present on exemplary elementary campuses with 25% or more economically disadvantaged students?

9. What effective schools practices are present on exemplary secondary campuses with fewer than 25% economically disadvantaged students?

10. What effective schools practices are present on exemplary secondary campuses with 25% or more economically disadvantaged students?

11. What practices are present in districts to support their campuses so that they can maintain exemplary student performance?

Research Context

The Texas Education Agency annually rates all Texas public school campuses and districts as (a) exemplary, (b) recognized, (c) academically acceptable, and (d) academically unacceptable. Standards have increased each year for recognized, academically acceptable, and academically unacceptable ratings, but the standard for the exemplary rating has remained constant at 90%. The accountability system first held campuses and districts accountable for the performance of their students in 1994 as per legislative requirement. Today each of the 7,643 campuses and the 1,033 districts must reach at least an academically acceptable rating or face sanctions by the state.

The sample populations in this research study include those Texas public school campuses and districts that met the criteria for having long-term exemplary status. In order to meet these criteria, a campus (a) must have received an exemplary rating for 3 of the 5 years between 1998 and 2002; (b) must have received at least one exemplary rating in 2004, 2005, or 2006; (c) must not have received a rating lower than academically acceptable during any year of study; and (d) must teach students in more than one grade level in which the TAKS test is given. The district in which a long-term exemplary campus resides (a) must be a K-12 public school district; (b) must have received at least a recognized rating in 2004, 2005, or 2006; and (c) must not have received a rating lower than academically acceptable during any year of this study.

Campuses included in this study must have been rated exemplary during the years specified for the following reasons:

1. Accountability ratings brought increased standards in the state assessments through the years. Ratings beginning in 1999 included test objectives that were aligned with the Texas Essential Knowledge and Skills. Large scale revisions occurred with the advent of the TAKS tests in 2003 (TEA, 1998; TEA, 2001-2002).

2. The state of Texas did not issue new ratings for campuses in 2003 since the revised accountability system was being phased in at that time. Districts received the same ratings from the prior year until the new system could be implemented.

3. The accountability ratings under the revised standards were first issued in 2004. These were based on one standard error of measurement (SEM) below panel recommendation (TEA, 2004a). The 2005 accountability ratings were based on panel recommendation excluding the Exit Level TAKS test (TEA, 2005a). The 2006 accountability ratings were based on panel recommendations for all grade levels tested (TEA, 2006b).

In this research study I identified effective practices on long-term exemplary campuses within 10 sample populations, including elementary and secondary campuses with homogenous student populations, elementary and secondary campuses with diverse student populations, elementary and secondary campuses with economically advantaged students, and elementary and secondary campuses with economically disadvantaged students. I categorized campuses with 75% or more White students as homogenous campuses, and campuses with 25% or higher ethnic diversity as diverse campuses. I used the same percentages for the economically advantaged and disadvantaged student populations. Campuses with fewer than 25% economically disadvantaged students were economically advantaged campuses, and those with 25% or more economically disadvantaged students were considered economically disadvantaged or low SES campuses.

During my research, I studied data from districts in which the sample elementary and secondary campuses reside to determine what effective practices were present at the district level to support the long-term exemplary campuses. Thus, my research study identified practices at the district level as well as at the campus level.

Research Participants

As I began my research, I analyzed the TEA database to determine those Texas public school campuses that fit the criteria of long-term exemplary status. Once I identified these elementary and secondary campus populations, I categorized them according to ethnic diversity and socioeconomic status. Of the campuses that met the criteria of my study, I identified 109 elementary campuses in 38 districts, and 28 secondary campuses in 23 districts.

The 137 campuses that met the criteria of this study reside in a total of 53 districts. Of these 53 eligible districts, 31 superintendents granted permission for their staff to participate. Fifty of the 109 eligible elementary campuses and 17 of the 28 eligible secondary campuses were granted permission to participate. Twenty-nine of these 50 elementary campuses and 12 of these 17 secondary campuses participated in this research study (see Appendix A).

Of the 29 elementary campuses, a total of 298 participants completed surveys. Elementary results included survey data from 142 participants on 14 campuses with homogenous student populations and 156 participants from 15 campuses with diverse student populations. Results also included survey data from 214 participants from 20 campuses with economically advantaged students and 84 participants from 9 campuses with economically disadvantaged students.

Of the 12 secondary campuses, a total of 96 participants completed surveys. Secondary results included survey data from 63 participants from 7 campuses with homogenous student populations and 33 participants from 5 campuses with diverse student populations. Results also included survey data from 73 participants from 8 campuses with economically advantaged students and 23 participants from 4 campuses with economically disadvantaged students.

Of the 53 districts eligible for this study, permission was granted for 31 districts to participate. I identified one district instructional leader in each district to complete the District Instructional Leader Survey. Of the 31 district instructional leaders with permission to participate, a total of 24 completed online surveys for this study.

Of the 24 respondents who participated in the survey, 33% were superintendents, 46% were assistant superintendents, and 21% were central office administrators. Of those 24 respondents, 13% had 0-12 months of tenure in their positions; 54% had served 1-5 years; and 13% had served 6-10 years. Of those who had served a long period of time, 8% had served 11-15 years and 13% had served 15-20+ years. The district survey requested that respondents provide information on the kinds of positions held by the chairmen of the district-level site-based committee. Of the 24 districts surveyed, 29% of the chairs were superintendents, and 37% were associate or assistant superintendents or other central office administrators. Administrators totaled 13%, teachers 17%, and 4% were parents who co-chair this position with the district superintendent.

A total of 29 of the 53 eligible districts participated in this study, either at the campus level or the district level. This represents 55% of the total number of eligible districts.

A lower percentage of participants by category represents less than salient results (Gall, Borg, Gall, 1996). The secondary campus participation was higher at 43%; but the elementary campus participation was lower at 27%. District instructional leader participation was 45%. However, since 29 or 55% of the 53 districts participated at the campus-level or district-level, the percent of the total district population meets Gall et al.'s criteria indicating salient results. Although each sample population did not meet this criterion individually, the overall participation did meet 55%. Since I identified effective practices on these campuses as well

as within the districts in which these campuses reside, the results are applicable to all who met the criteria to be identified in the sample populations.

Instrumentation

As researcher I used two instruments to collect data for this study: (a) the More Effective Schools Staff Survey, and (b) the District Instructional Leader Survey. The More Effective Schools Staff Survey is a commercial survey that I purchased in order to survey campuses for this study. This survey is available through the Association for Effective Schools at (518)758-9828. Since this survey is copyrighted, I requested and was granted permission to list the survey practices within the text of this study. The More Effective Schools Staff Survey was completed by the campus participants, and the District Instructional Leader Survey was completed by the district level instructional leader in each participating school district.

More Effective Schools Staff Survey

The More Effective Schools Staff Survey was developed based on educational research of high achieving schools. The questions were written by Fred A. Cardella and S. Louise Sprecher from Spencerport Central Schools, by Robert F. Sudlow from Spencerport, New York, and by H. W. Meyers from the University of Vermont. The validity and reliability of the data from the More Effective Schools Staff Survey are available from the Association for Effective Schools, Inc.

The validity of the scores from the commercial survey was established by (a) a review of the research and literature, (b) a panel of knowledgeable practitioners, and (c) a panel of 14 experts, including Jerry Bamburg (University of Washington), Robert Blum (Northwest Regional Educational Laboratory), Joan Buttram (Research for Better Schools, Inc.), Robert Carlson (Englewood, Florida), Edie Holcomb (University of Wisconsin), Shirley Hord (Southwest

Regional Educational Laboratory), Daniel Levine (University of Nebraska at Omaha), Lawrence Lezotte (Effective Schools Products, Ltd.), Joseph Murphy (George Peabody College), Jean Norman (University of South Carolina), Kent Peterson (University of Wisconsin, Madison), Joan Shoemaker (Connecticut State Department of Education), Samuel Stringfield (John S. Hopkins University), and Barbara Taylor (National Center for Effective Schools Research and Development) (AES, 2003).

The reliability of the data was determined by calculating alpha coefficients. The overall scale was .85. Subscales include the alpha, mean, and standard deviation for the seven correlates of effective schools (see Appendix B). This was validated by the Catalogue of School Reform, the Northwest Regional Educational Laboratory, the National Diffusion Network, the United States Department of Education, the Sharing Success Program, and the New York State Education Department (AES, 2003).

The More Effective Schools Staff Survey is a perception survey that uses a Likert scale. Participants responded to 111 items based on five continuous variables: *strongly agree, agree, don't know, disagree,* and *strongly disagree.* These 111 practices were categorized according to the following effective schools correlates in the survey: (a) clear school mission, (b) frequent monitoring of student progress, (c) high expectations for student success, (d) home-school relations, (e) instructional leadership, (f) opportunity to learn and time on task, and (g) safe and orderly environment.

District Instructional Leader Survey

As I began my research study, I was not able to identify a district-level commercial survey that was complimentary to the More Effective Schools Staff Survey, so I created a district survey instrument. I incorporated areas which fall within the realm of responsibility for district

instructional leaders as they work with staff to improve student achievement. I also reviewed the literature to find research-based practices to support those themes and practices.

The following themes emerged from the practices that I identified in the literature: (a) beliefs, mission, and goals; (b) professional development; (c) curriculum; (d) instruction; and (e) assessment. Practices identified in the literature along with references are listed below.

1. Beliefs, mission, goals – developing shared beliefs, vision, mission, and goals; setting strategic, district, campus, and unit goals (Fullan, 2005; Hord, 1997; Just for the Kids, 2005; Lezotte & McKee, 2002; Schlechty, 1997; Sergiovanni, 2007).

2. Professional development – developing leadership that includes leadership teams, stakeholder involvement, and collaboration; professional learning communities; alignment of professional development with accountability (English, 2006; Fullan, 2005; Guskey, 1998; Guskey & Sparks, 1996; Hord, 1997; Just for the Kids, 2005; Lezotte, 2005; Lezotte & Jacoby, 1992; Schlechty, 1997; Sergiovanni, 2007; Taylor, 2002).

3. Curriculum – developing measurable 12-K learner outcomes for curriculum mastery; standards; curriculum goals; curriculum mastery (English, 2006; Just for the Kids, 2005; Lezotte & Jacoby, 1992; Lezotte & McKee, 2002; Schlechty, 1997).

4. Instruction – using research based instructional practices; differentiating instruction for varied needs of learners; time on task; monitoring, adjusting, and intervening as necessary to produce desired results (English, 2006; Just for the Kids, 2005; Lezotte & Jacoby, 1992; Lezotte & McKee, 2002; Taylor, 2002).

5. Assessment – disaggregating and analyzing data; aligning curriculum, instruction, and assessment; planning for instructional improvement (English, 2006; Just for the Kids, 2005; Lezotte & Jacoby, 1992; Schlechty, 1997).

6. Site-based decision making – the six state-mandated areas include (a) planning, (b) staff development, (c) curriculum, (d) budget, (e) staffing patterns, and (f) school organization (TEC §11.251, 1995).

The district survey also includes the six areas of the state-mandated site-based decision-making process. District superintendents or their designated instructional leaders are typically responsible for the duties and the success of these district site-based teams.

The District Instructional Leader Survey is composed of three sections. Section one includes demographic information on the participants. Section two consists of 35 survey items with a choice of four responses per item. Section three includes three open-ended questions (see Appendix C).

This survey is a perception survey that utilizes a Likert scale similar to the campus survey. Participants responded to 35 items based on four continuous variables: *strongly agree, agree, disagree,* and *strongly disagree.* These 35 practices were categorized according to the six themes of the survey. This survey determined to what extent that effective practices are present in the identified districts to support those campuses with exemplary student performance.

Pilot Survey

Once I developed the survey, I piloted the survey instrument to determine the reliability of survey responses. I contacted high achieving districts and requested permission from those superintendents to collect data in their districts. Once written approval was granted, I emailed the pilot survey to district and campus instructional leaders.

Few instructional leaders could take the time to participate in the pilot survey. Ten participants responded to the 35-item survey. Respondents were either district or campus instructional leaders in high achieving districts that were not a part of the population under study. These respondents were considered comparable to the final sample, since they utilize the survey practices on a daily basis.

Once I collected data from these respondents, coefficient alphas were calculated using SPSS software. The overall coefficient alpha for the pilot survey was .97. As listed below in Table 1, all alpha levels for each theme were either satisfactory or adequate, ranging from .82

to .96 per theme (Nunnally, 1978). Therefore all items remained in the survey. Descriptive statistics for the pilot survey are listed in Appendix D.

As the researcher I determined that data from the pilot survey were reliable, so I utilized all items for the final survey. I randomized the items across the themes to avoid the tendency of participants to provide a "response set" of answers (Gall et al., 1996). I also slightly changed the wording on one survey item for clarification. Once I modified the pilot survey as described above, I used the pilot survey to collect data at the district level.

Procedures

I contacted the superintendents of each district with eligible campuses and requested permission to collect data. This was completed by formal letter as well as by email and/or telephone call if no response was received. Once written permission was granted, I contacted the appropriate campus and district personnel. See Appendix E for samples of communication forms that I used to ensure that required procedures were followed and confidentiality maintained.

I contacted the principals to request campus participation. I sent campus surveys to principals of the identified campuses through the United Postal Service or Federal Express with a cover letter explaining the importance of the study, directions for completing the surveys, informed consent forms for participants to complete, and method of return. Since some secondary principals allow student representatives to serve as members of their site-based teams, I sent assurance forms for principals to complete and return with the surveys (see Appendix E). This assured that no students participated in the survey. I also provided prepaid postage labels for ease in mailing the results back to me.

I requested that campus principals and their site-based teams complete the More Effective Schools Staff Survey. Site-based teams are composed of teachers, parents, business and

community members. As per the Texas Education Code, at least two thirds of the elected professional staff representatives must be classroom teachers (TEC §11.251, 1995). Thus the data collected from these teams should be representative of campus staff.

Once surveys were completed and returned, I ensured that informed consent forms and principal assurance forms were also returned with appropriate signatures. I categorized the completed surveys according to the 10 sample populations, including elementary, secondary, diversity, and socioeconomic status (see Appendix F). Then I sent the surveys by United Postal Service to the Association for Effective Schools to calculate the results. Although no data were personally identifiable, I sent an oath of confidentiality which was signed and returned to me (see Appendix E). The Association for Effective Schools calculated the results and returned reports to me along with the surveys and an electronic version of the raw data.

I contacted the districts with long-term exemplary campuses to retrieve the names and email addresses of their district instructional leaders. Then I contacted those instructional leaders and requested their permission to participate. I emailed an explanation of the study as well as an informed consent form and directions to access the survey online. The informed consent form explained that participation in the online survey indicated their agreement (see Appendix E). I provided a password to participants to ensure that the survey was being completed by the identified district leaders. Once data were completed online by these participants, I retrieved the data and calculated the results.

Data Analysis

As the researcher I used descriptive statistics as the method of analysis for the More Effective Schools Staff Survey. The Association for Effective Schools calculated percentages

of campus survey responses for the effective schools correlates and corresponding practices. This association provided survey results for all elementary and secondary campuses from the identified campus populations, as well as for sample populations indicating diversity and socioeconomic status. A summary report was provided that indicated the presence of the effective schools correlates as identified by participants. The report provided the mean and the percentage of time that each correlate was present on the identified campuses. A report for each effective school correlate was also provided that indicated to what extent each practice listed in each survey item was present on the identified campuses. The results of the presence of the effective schools correlates were reported as means and percentages for each of the samples identified in the research study. The results of the practices listed in the survey items were reported as percentages.

I used SPSS software to compute the descriptive statistics and histograms for each of the seven effective schools correlates in the 10 sample populations. This identified the mean, standard deviation, skewness, kurtosis, and outliers.

The mean represents the average or sum of scores divided by the number of scores (Gall et al., 1996). The standard deviation measures "the extent to which scores in a distribution deviate from their mean" (Gall et al., 1996, p. 178). Data are skewed if they do not indicate a normal or symmetrical curve on a frequency graph (Gall et al., 1996). Kurtosis is the flatness or peakedness of a curve on a frequency distribution (Random House Dictionary of the English Language, 1987). Outliers represent participants who give responses that are markedly different from other participants in the sample populations (Gall et al., 1996).

I also computed coefficient alphas in order to determine the reliability of the survey data. The alpha level for the secondary campuses with economically disadvantaged student populations was lower than expected for the correlate safe and orderly environment (.65).

I analyzed the District Instructional Leader Survey using descriptive statistics and calculated the means and percentages for each of the six themes of the survey. Using SPSS software, I computed the descriptive statistics as well as histograms for each of the six district-level themes. This identified the mean, standard deviation, skewness, kurtosis, and outliers.

I also computed coefficient alphas to determine the reliability of the data received. The alpha level for the professional development theme in the district level survey was lower than expected (.56). So I deleted one survey item in this theme due to a negative correlation with the other items. I plan to review this item for clarification of wording before using this survey in the future.

I caution the reader that although survey data may be considered reliable in a study, objectivity based on perception surveys cannot be totally assured. Some perceptions could be included in the responses which could hinder the objectivity of the results, and some perceptions could enhance the study. This is often seen in data from outliers. Responses to the surveys were dependent upon voluntary participation.

Since I required written approval from each district in order to collect data, some campuses and districts did not participate. Additionally, the lack of professional development could have limited some participant responses. This is validated by Blink (2005), who found that educators tend to resist external change due to lack of knowledge. Lack of funding could have limited the ability of participants to grow professionally and thus utilize other effective

practices. Lack of funding also could limit the ability of those campuses desiring to utilize these findings to improve their ratings.

Summary

In this study I researched effective practices at the campus and district levels to identify those that may lead to exemplary student performance. I collected data from 29 elementary and 12 secondary campuses as well as 24 district instructional leaders. I used the More Effective Schools Staff Survey to collect data at the campus level. This commercial survey instrument identifies practices within the effective schools correlates. I created the District Instructional Leader Survey to collect data from district instructional leaders. This survey identified district practices that address student performance.

As researcher I used descriptive statistics to analyze both the campus and district surveys. The means and percentages have been provided for the seven correlates of effective schools. The means and percentages also have been provided for the six themes in section two of the district survey. The demographic information in section one were reported as frequencies, and the three open-ended responses in section three were categorized and reported by frequencies according to survey themes.

Chapter 4 provides the results of the data collected. It also includes an analysis of the descriptive statistics used in the research study.

CHAPTER 4

PRESENTATION OF RESULTS

In this research study I examined the importance of identifying effective practices that lead to exemplary student performance on the accountability system in Texas. This chapter provides the results from the data that I collected that identifies those effective practices. Also included is an analysis of the descriptive statistics of the campus-level and district-level results.

The data results are organized according to the order of the research questions that are presented in chapter 1. First there is a summary of the extent to which the effective schools correlates are in practice on the identified campuses. This is followed by a presentation of the data regarding the practices associated with each correlate.

Descriptive Statistics for Campus Data

As the researcher I analyzed the reliability of the campus survey data and the descriptive statistics for each effective schools correlate within each campus group. Some data were skewed, and some had a kurtosis outside the range of normalcy. Outliers also were found in some samples.

I calculated the coefficient alphas on the data I collected from each of the 10 sample populations to determine the reliability of the data in this study. I computed alpha levels for each effective schools correlate as well as the overall scale for each of the sample populations. Alpha levels for the elementary campuses ranged from .84 to .98; campuses that are not diverse ranged from .85 to .98; diverse campuses ranged from .82 to .97; economically advantaged campuses ranged from .85 to .98; and economically disadvantaged campuses ranged from .77 to .95. Alpha levels for the secondary campuses ranged from .80 to .98; campuses that are not diverse ranged from .78 to .97; diverse campuses ranged from .82 to .98; economically advantaged

campuses ranged from .82 to .98; and economically disadvantaged campuses ranged from .65 to .95 (see Appendix G). The alpha level of the correlate safe and orderly environment was .65.

Reliability is inured to the property of the data, not the property of the instrument. These alpha levels indicated that the data I collected from the 10 sample populations are reliable data to be reported in this study.

Data are skewed if they do not indicate a normal curve on a frequency graph. That data could depict more positive or negative results. Kurtosis indicates that the distribution curve is more flat or peaked than a normal curve. If any data fall outside the bounds of normalcy, they can fall within the stringent range (plus or minus 1), the conservative range (plus or minus 2), or the liberal range (plus or minus 3).

Outliers represent participants who give responses that are markedly different from other participants in the sample populations. Any scores higher or lower than three times the standard deviation subtracted from the means indicate participants who are considered outliers.

Using SPSS software, I determined the means, standard deviations, skewness, kurtosis, and outliers for each correlate within each sample population. The means and percentages for each sample population are reported within the text of this study. The descriptive statistics for the elementary and secondary campus populations are listed in Appendix G. All of the data for these samples fell within a normal distribution except for those noted in the appendices.

All skewed data outside the bounds of normalcy fell within the stringent range. Data from the elementary economically disadvantaged campus group fell within the conservative range with a kurtosis of 2.429. These data were related to the effective schools correlate home-school relations. Data from the secondary economically disadvantaged campus group fell within the liberal range with a kurtosis of 3.486. These data were from the correlate high expectations.

I calculated the variables for each of the seven effective schools correlates in each of the 10 sample populations and charted the data on histograms to determine outliers. Data from the elementary sample populations indicated that 11 participants were outliers, or 3.69% of the 298 total participants. The secondary sample populations had three outliers, which represent 3.12% of the 96 total participants. The responses from each of these participants accounted for one to three scores outside of normal range.

The data from these outliers are included in the results of this study. My decision to include these data is supported by research authors Gall et al. (1996), who stated that outliers should be deleted only for good reason. This is further supported by Gorard (2001), who clarified that a researcher should not adjust data without good cause, because falsifying the data could be considered cheating. If researchers abandoned their findings, they could be attempting to justify their preferences. Miles and Hubermann (as cited in Gall et al., 1996) conducted research on school innovation in which a new practice was evaluated by teachers. They found two outliers who had not mastered the innovation and had reasons for not adopting it. This is similar to the current research study since the participants hold various positions on the campus site-based teams, which could affect their knowledge base on certain items (i.e., parent), or their lack of support of the school improvement process (i.e., elected professional). Both types of participants represent the stakeholders who collaborate to improve student achievement on these campuses. Thus, removing these outliers can misrepresent the data, which could compromise the integrity of this research study. Data from the outliers remained and were calculated in the percentages presented.

Descriptive Statistics for District Data

During my research study I collected data to identify district-level instructional practices that are present in these districts to support their exemplary campuses. I analyzed the reliability of the district data as well as the descriptive statistics.

I calculated the coefficient alphas of the district data using SPSS statistical software. The overall coefficient for the District Instructional Leader Survey was .92. The alpha levels for the themes ranged from .37 to .83 per theme, which included all 35 survey items. The professional development theme had a low alpha level of .37. I considered this an unacceptable level. Upon review of the item total correlations for this theme, I found that survey item 1 had a low negative correlation of -.165. Other correlations ranged from .250 to .436 with the deletion of this survey item. So I deleted the data from item 1 and recalculated the alpha level and the item total correlation for this theme (see Appendix H). The new alpha level of .56 was acceptable. Other than item 1, data from all other survey items are reported. Results include data from 4 survey items in the professional development theme and data from a total of 34 items in the district survey.

Data from the professional development theme were not as internally consistent as I had expected. However, the need for professional development is critical to the improvement of the teaching and learning process and student achievement. Therefore, I reported the data from this theme. Further clarification of survey items will be needed when this survey is used in the future.

After deleting item 1, alpha levels for the six themes in the District Instructional Leader Survey ranged from .56 to .84. The overall alpha level was .92 (see Appendix H).

Descriptive statistics for the district survey are listed in Appendix H. The means ranged from 3.0 to 3.7 with site-based decision making the lowest and assessment the highest. Data from the district survey generally fell within a normal range of distribution. No data were skewed. Only kurtosis was out of range for the themes professional development, instruction, and assessment. Although these were outside the bounds of normalcy, they fell within the stringent range.

I reviewed the data collected from district instructional leaders to determine whether there were any outliers. I determined this by reviewing histograms and by calculating the theme scores to determine whether any scores were higher or lower than three times the standard deviation added or subtracted from the means. No scores were out of the range of normalcy. Therefore, there were no outliers on the district survey.

Campus Research Findings

Due to the large number of practices associated with each correlate, I provided a visual representation of the results for each campus population in the appendices. When I requested permission to use the survey items in the appendices, the survey authors recommended that the individual practices not be listed with the results. Written permission was granted to list the number of each corresponding practice within a correlate along with the results from each campus population, and to discuss the results within the text of the research study. In order to comply with the written permission, I have provided an overview of the practices within each effective schools correlate along with the corresponding percentages. These results are discussed within the text of this chapter.

Campuses identified for this research study met the criteria I established to be considered long-term exemplary. These campuses were exemplary at least three times between 1998 and

2002, at least once between 2004 and 2006, and did not receive an unacceptable rating during any year of this study. These campuses resided in districts that received a recognized rating between 2004 and 2006 and did not receive an unacceptable rating during any year of study. The campuses taught more than one grade level in which TAKS was tested. Campuses identified as elementary included Grades K-5, and campuses identified as secondary included Grades 6-12. These long-term exemplary campuses comprised the campus populations for this research study.

Research Question 1

What effective schools practices are present on exemplary elementary campuses that lead to exemplary student performance as determined by the Texas accountability rating system? All seven of the effective schools correlates were present on the identified long-term exemplary elementary campuses in Texas. As indicated in Table 1, the means of the seven correlates ranged from 4.3 to 4.6, with high expectations the highest and home-school relations the lowest. The percentages ranged from 88% to 96%, with high expectations the highest and home-school relations the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 1

Exemplary Elementary Campuses

Effective schools correlates	Mean	Percentage
Clear school mission	4.5	92%
Frequent monitoring	4.5	93%

(table continues)

Effective schools correlates	Mean	Percentage
High expectations	4.6	96%
Home-school relations	4.3	88%
Instructional leadership	4.5	92%
Opportunity to learn/time on task	4.4	92%
Safe and orderly environment	4.4	93%

There are 111 practices identified in the survey. The results from these practices are described according to their corresponding correlates (see Appendix I).

Clear school mission. Ninety-two percent of the participants in this sample population agreed that the correlate clear school mission was present on the elementary campuses in this study. Of the 16 practices identified in this correlate, 11 were 90% or higher. Other scores were 80% or higher, with no items below 81%. According to the participants on these campuses, these schools have missions (98%) which are focused on student learning (96%). They are safe places for learning (98%), and they provide an environment for students to develop self-esteem (98%). Ninety-seven percent agreed that the school missions focus on all students learning and that there is a high commitment to achieve their missions regardless of obstacles (97%). These campuses emphasize basic skills (96%), and the mission statements promote the academic goals (95%). Missions drive decision making (93%), and principals effectively communicate this to teachers, parents, and support staff (93%). Students and staff respect individual differences (95%). Student learning is considered the most important criterion (89%). There are school goals to develop an understanding of other cultures (86%). Staff members develop learning

objectives (81%) and set time schedules to meet those objectives (84%). Staff, students, and the community know the curriculum priorities (81%).

Frequent monitoring. Participants agreed that the correlate frequent monitoring was present on these elementary campuses (93%). Nine of the 11 practices in this correlate were 90% or higher. Only 2 scored in the 80% range. On these campuses, participants agreed that teachers emphasize learning content (97%) and strategies (99%); ongoing monitoring ensures progress (97%); and conferences are held for a lack of progress (95%). Staff members review performance data and assist students as needed (95%); they use a variety of methods to evaluate performance (92%), including monitoring frequently to provide help as needed (93%). Student assessment is based on curriculum mastery (98%); curriculum objectives are aligned with standardized tests (90%); and test content is analyzed as a part of curricular reviews (82%). Students are taught to evaluate their own performance (83%).

High expectations. Participants were in 96% agreement that the correlate high expectations was present on these elementary campuses. Of the 15 practices identified in this correlate, 14 were 90% or higher. These schools hold high expectations for all students (99%) regardless of gender, race, or socioeconomic status (98%). Faculties help all students master important objectives (99%), taking responsibility for their academic achievement regardless of family background (95%). Teachers reteach and regroup to assure mastery (94%), using strategies for diverse learners (95%). All students are expected to learn grade-level skills to be successful at the next grade level (97%), and learning is emphasized as the result of instruction (97%). Students must participate in classroom discussions (94%) and complete assignments in a timely manner (98%). Principals and staff members hold high expectations for themselves (97%), and students are recognized for their positive behavior (97%). Students participate in

stimulating activities (93%) and are recognized for their academic success (84%). Academic work is displayed throughout these schools (98%).

Home-school relations. Eighty-eight percent of the participants were in agreement that the correlate home-school relations was present on these elementary campuses. Parents are involved on these campuses (99%), and there is cooperation between school and home (95%). Parent volunteers play active roles in their schools (98%), which benefits student learning (98%). There is a two-way communication between parents and community members (92%), and parents participate on school improvement teams (94%). Parents support instruction (95%), and they have opportunities to learn how to help their children be successful in school (92%). School leaders work to establish procedures that guide parent involvement (83%), and homework policies are communicated to them (91%). Teachers are trained to work with parents to help students learn (71%). Only 54% of the participants felt that these campuses have building-wide homework policies, although 76% felt that homework policies are implemented. Parents are involved in selecting and revising school activities (76%). Student and staff accomplishments are communicated to parents (95%), as well as student participation in special programs (96%). These schools use outside resources to support their goals (86%).

Instructional leadership. Participants were in 92% agreement that instructional leadership was present on the elementary campuses. Of the 15 effective practices, only 1 was lower than 80%. Only 78% of the participants felt that teachers are involved in scheduling decisions. Other indicators were higher. These principals are highly visible (97%), serve as instructional leaders (95%), effective communicators (95%), resource persons (95%), and facilitators of change (95%). They support their teachers (96%), observe classroom instruction to provide feedback (91%), discuss instructional matters with them (89%), and protect them from

external forces (84%). Administrators collaborate (96%) and provide opportunities for leadership among staff members (91%), and staff members work together to improve instruction (94%). Successful practices are presented to staff members for consideration (85%), and teachers receive a variety of instructional materials (93%).

Opportunity to learn/time on task. Ninety-two percent of the participants agreed that the correlate opportunity to learn and time on task was present on these elementary campuses. All of the 23 practices within this correlate were viewed by participants as present on the campuses. These schools ensure successful learning for all students (98%). Staff members prioritize content to be learned at each grade level (88%), develop plans to help low-achieving students (92%), and provide interactive activities for at-risk students (96%). Special programs are coordinated with regular programs (91%). These schools provide additional help for students to reach mastery (93%) and achieve performance levels (99%), and at-risk students have additional time to learn objectives (92%). The schools reduce administrative intrusions (95%) and interruptions (88%) during instruction by beginning and ending lessons on time (90%), keeping transition times short (91%), and minimizing disruptive behavior (96%). Teachers use available resources to maximize learning (95%), selecting materials based on student needs (89%). Teachers use effective instructional techniques (89%) and present learning activities at the appropriate level of difficulty (88%). Grouping practices include whole-class and small-group instruction (92%), and seat work activities are planned to not disturb others (93%). Teachers praise students for their performance (99%), giving them time to learn new skills (87%) and providing interdisciplinary experiences (87%). Students work together to help each other learn (96%).

Safe and orderly environment. Ninety-three percent of the participants agreed that the correlate safe and orderly environment was present on these elementary campuses. Of the 14 effective practices for this correlate, only 1 was below 90%. Ninety-seven percent of the participants indicated that student behavior contributes to a safe environment, and 100% felt that these schools are safe places to work and learn. These schools have rules defining behavior expectations (96%), with discipline applied equitably to all students by all staff members (84%). Students understand that discipline procedures are linked to inappropriate behavior (91%), and that the consequences of their misbehavior are justified (90%). Most discipline issues are handled by classroom teachers (93%), and teachers focus on inappropriate behavior rather than student personalities (90%). Administrators and parents are involved when resolutions are needed (96%). Students earn recognition for good behavior (98%), and they demonstrate respect for each other (97%). Staff members work with parents to build respectful climates in these schools (97%). Prompt attention is given to needed repairs (77%), and these facilities are kept clean (97%).

Research Question 2

What effective schools practices are present on exemplary secondary campuses that lead to exemplary student performance as determined by the Texas accountability rating system? All seven of the effective schools correlates were present on the identified long-term exemplary secondary campuses in Texas. As indicated in Table 2, the means of the seven correlates ranged from 4.1 to 4.3, with high expectations the highest, and clear school mission, home-school relations, and opportunity to learn the lowest correlates. The percentages ranged from 83% to 90%, with high expectations the highest and clear school mission the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 2

Exemplary Secondary Campuses

Effective schools correlates	Mean	Percentage
Clear school mission	4.1	83%
Frequent monitoring	4.2	88%
High expectations	4.3	90%
Home-school relations	4.1	84%
Instructional leadership	4.2	87%
Opportunity to learn/time on task	4.1	84%
Safe and orderly environment	4.2	87%

There are 111 corresponding practices identified in the survey. The results from these practices are described according to their correlates (see Appendix J).

Clear school mission. Eighty-three percent of the participants in this sample population agreed that the correlate clear school mission was present on the secondary campuses in this study. Of the 16 practices that identify the presence of this correlate, 11 were 80% or higher. According to participants from these secondary campuses, 93% agreed that these schools have missions; they are safe places for learning (92%); and they provide an environment to foster self-esteem (90%). Ninety-one percent agreed that the school missions focus on all students learning and there is a high commitment to achieve these missions regardless of obstacles (93%). There was 91% agreement that basic skills are emphasized, and 86% believed that students and staff

respect individual differences. Mission statements promote academic goals (82%) and serve as the basis for important decisions (82%), and principals effectively communicate this to all stakeholders (86%). Only 78% felt that student learning is the most important criterion in making decisions; 74% felt that staff cooperatively develop student learning objectives; 69% believed that staff determine time schedules to meet learning objectives; and 68% believed that staff, students, and the community know the curriculum priorities. Only 64% felt that multiculturalism is a school goal.

Frequent monitoring. Although 88% of the participants agreed that this correlate was present on these secondary campuses, 9 of the 11 practices were 80% or higher. According to participants, teachers place emphasis on learning content (95%) and strategies (95%); there is ongoing monitoring of student learning (89%); and conferences are held for lack of progress (93%). Staff members review performance data to assist students with learning difficulties (91%); teachers use different methods to evaluate performance (84%); and monitoring occurs frequently to provide help as needed (88%). Student assessment is based on curriculum objectives (97%), and those objectives are aligned with standardized tests (89%). Only 67% stated that students are taught to evaluate their own performance, and 75% stated that test content is analyzed as part of curricular reviews.

High expectations. The participants were in 90% agreement that the correlate high expectations was present on the secondary campuses. Of the 15 practices identified for this correlate, 14 were 80% or higher. These schools establish high expectations for all students (94%), and teachers communicate those expectations to all students regardless of gender, race, or socioeconomic status (93%). Faculties help all students master important objectives (91%) and take responsibility for academic achievement regardless of family background (86%). They use

effective strategies for diverse learners (84%). All students are expected to learn grade-level skills to be successful at the next grade level (94%), and emphasis is placed on learning as the result of instruction (92%). Students are held accountable for participating in class discussions (95%), and they are expected to complete work in a timely manner (95%). The principal and staff members hold high expectations for themselves (92%), and students are recognized for positive behavior (96%). These schools provide stimulating activities for all students (82%), and recognize students who succeed academically (94%). Academic work is displayed throughout these schools (88%). Seventy-nine percent of the participants indicated that teachers reteach and regroup to ensure mastery for all students.

Home-school relations. Eighty-four percent of the participants were in agreement that the correlate home-school relations was present on these secondary campuses. These campus principals promote parent involvement (94%), with parents playing active roles in the schools (90%), thus benefiting student learning (96%). Cooperation exists between home and school (88%). These schools have two-way communication between home and community (95%); parents are represented on school improvement teams (92%); and they support instructional efforts (95%). The schools use outside resources to support their goals (82%). Parents learn how to help their children be successful in school (81%), and school homework policies are communicated to parents (84%). Accomplishments of students and staff (97%) and student participation in special programs (93%) are communicated to the parents. Only 60% of the participants felt that teachers are trained to work with parents to help students learn, and 78% felt that school leaders guide parent involvement. Only 62% of the participants felt that these campuses have building-wide homework policies, yet 73% felt that homework policies are

implemented. Only 74% indicated that parents are involved in selecting and revising school activities.

Instructional leadership. Participants were in 87% agreement that instructional leadership was present on the secondary campuses. Of the 15 effective practices in this correlate, all but 1 was 80% or higher. Only 65% of the participants think that teachers are involved in scheduling decisions. The principals are highly visible (92%), are strong instructional leaders (91%), are effective communicators (95%), are resource persons to staff members (91%), and are facilitators of change (95%). They support their teachers (96%), observe classroom instruction and provide appropriate feedback (83%), discuss instructional matters with them (86%), and protect them from external forces (81%). Collaboration occurs in working relationships (89%), providing leadership opportunities for staff members (80%). Staff members are encouraged to work together to improve instruction (89%). Successful school practices are presented to teachers for consideration (80%), and teachers are provided with a variety of instructional materials (89%).

Opportunity to learn/time on task. Although 84% of the participants agreed that opportunity to learn and time on task was present on these secondary campuses, 6 of the 23 practices within this correlate were 70% to 80%. Participants felt that these schools prioritize content to be learned at each grade level (78%), and the schools minimize interruptions during instruction (79%). Instructional time is used productively, and learning activities are presented at an appropriate level of difficulty (78%). Grouping practices include whole-class and small-group instruction (74%). Teachers use effective instructional techniques (79%), and students have the opportunity to learn through interdisciplinary experiences (73%).

Seventeen practices were 80% or higher. These schools provide multiple ways to ensure successful learning (89%); plans are developed to help low-achieving students (87%); interactive activities are provided for at-risk students (80%); and special programs are coordinated with regular programs (87%). Staff members provide additional time for students to reach mastery (86%); students are given assistance in achieving performance levels (96%); and at-risk students have additional time to learn the objectives (85%). Teachers minimize administrative intrusions (88%), begin and end lessons on time (81%), keep transition times short (87%), and minimize disruptive behavior (87%). They use available resources to maximize learning (91%) and select materials based on student needs (84%). They plan seat work activities that do not disturb others (87%). All students are given time to practice and learn new skills (82%) and to work together to help each other learn (83%). Students are praised for their performance (94%).

Safe and orderly environment. Eighty-seven percent of the participants agreed that the correlate safe and orderly environment was present on these secondary campuses. One practice was lower than others. Only 65% of the participants felt that consistent discipline is applied equitably to all students by all staff members. However, students know that discipline due to their misbehavior is justified (83%). All other practices were higher. Ninety-seven percent of the participants indicated that student behavior contributes to a safe environment, and 100% felt that these schools are safe places to work and learn. These schools have clearly stated rules defining student expectations (94%), and discipline procedures are linked to inappropriate behavior (91%). Most discipline issues are handled by classroom teachers (82%), and teachers focus on inappropriate behavior rather than student personalities (84%). When resolutions are needed, these involve administrators and parents (89%). Students earn recognition for positive behavior (89%), and they demonstrate respect for each other (88%). Staff members work with

parents to build respectful climates in the schools (96%). Prompt attention is given to needed repairs (72%), and these facilities are kept clean (90%).

Research Question 3

What effective schools practices are present on exemplary elementary campuses with homogenous student populations representing 75% or more White students? All seven of the effective schools correlates were present on the long-term exemplary elementary campuses with homogenous student populations. As indicated in Table 3, the means of these correlates ranged from 4.3 to 4.6, with high expectations the highest and home-school relations the lowest. The percentages ranged from 87% to 95%, with high expectations the highest and home-school relations the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 3

Elementary Campuses With Homogenous Student Populations

Effective schools correlates	Mean	Percentage
Clear school mission	4.4	91%
Frequent monitoring	4.4	91%
High expectations	4.6	95%
Home-school relations	4.3	87%
Instructional leadership	4.5	92%
Opportunity to learn/time on task	4.4	91%
Safe and orderly environment	4.4	92%

There are 111 corresponding practices identified in the survey. These are described according to their correlates (see Appendix I).

Clear school mission. Ninety-one percent of the participants in this sample population agreed that the correlate clear school mission was present on these elementary campuses with homogenous student populations. Staff and students know the curriculum priorities (77%), and learning objectives are developed by staff (79%). A goal on these campuses is to develop a multicultural understanding (79%). These schools have missions (97%) that support academic goals (94%) and focus on student learning (96%) for all students (95%). These schools are safe places for learning (98%) where individual differences are respected (94%) and student self-esteem is present (98%). There is a high commitment to achieve the mission regardless of obstacles (95%) and to ensure that students learn the basic skills (94%). Student learning is the most important criterion when making decisions (88%), and staff members set appropriate time schedules for students to learn objectives (86%). These schools make decisions based on their missions (92%), and principals communicate those missions to all stakeholders (91%).

Frequent monitoring. Participants were in 91% agreement that the correlate frequent monitoring was present on these elementary homogenous campuses. Teachers emphasize learning content (96%) and strategies (99%), using a variety of ways to evaluate progress (91%), assessing students based on objectives taught (97%), and aligning standardized tests with those objectives (88%). Continuous monitoring ensures student success (96%); staff members identify students needing assistance (91%); conferences are held for lack of progress (96%); and appropriate interventions are provided (91%). Test content is analyzed during curricular reviews (78%). Students are taught how to evaluate their own performance (81%).

High expectations. Participants were in 95% agreement that the correlate high expectations was present on these elementary homogenous campuses. All but one practice related to this correlate was 90% or higher, and nine practices were 95% or higher. All students are expected to learn what is needed to be successful at the next grade level (96%). They are held accountable for completing required assignments (91%) in a timely manner (97%). These principals hold high expectations for themselves and their staff (96%), as well as for all students (98%). All staff members take the responsibility for teaching all students regardless of gender, race, socioeconomic status (98%), or family background (94%). Staff members are committed to helping all students master learning objectives (98%), emphasizing learning as a result of instruction (96%), using effective strategies for diverse learners (94%), and reteaching for mastery (94%). These schools recognize students with positive behavior (98%) and academic performance (85%). They provide stimulating activities for all students (94%), and student academic work is displayed throughout the schools (98%).

Home-school relations. Although 87% of the participants agreed that the correlate home-school relations was present, this percentage was the lowest of all the correlates on the elementary homogenous campuses. Teachers are trained to work with parents to help children learn (71%), and parents are involved in selecting and revising school activities (78%). Only 51% of participants felt that these campuses have building-wide homework policies, yet 76% felt that homework policies were implemented (76%) and communicated effectively to parents (91%). Principals promote parent involvement (99%) and establish procedures with the parents to guide that involvement (82%). Parents play active roles in the schools (99%), participate on school improvement teams (95%), and support instructional efforts (92%). School-home cooperation is present (93%), which benefits student learning (99%). There is a two-way

communication with parents and community leaders (88%), and outside resources are used to support the school goals (85%). Student participation in special programs is communicated to parents (96%), as well as staff and student accomplishments (94%), and parents learn how to help their children be successful in school (92%).

Instructional leadership. The correlate instructional leadership was present on these elementary homogenous campuses according to 92% of the participants. Principals are highly visible (99%) and act as effective communicators (94%), facilitators of change (94%), strong instructional leaders (94%), resource persons to staff (98%), and supporters of their teachers (97%). They collaborate with their staff (98%), discuss instructional matters with teachers (88%) to improve instruction (94%), and observe classroom instruction to provide appropriate feedback (93%). Leadership opportunities are provided to staff members (91%), and teachers are provided a wide variety of instructional materials (91%). Successful practices are presented to staff for consideration (83%), and teachers are protected from external forces that reduce their effectiveness (85%). Teachers are involved in decisions about scheduling (78%).

Opportunity to learn/time on task. All practices relating to the correlate opportunity to learn and time on task are present on the elementary homogenous campuses according to 91% of the participants, with no practices below 80%. These schools coordinate special programs with regular school programs (88%), prioritize content to be learned per grade level (85%), and use multiple ways to ensure that all students learn (97%). Teachers minimize administrative intrusions (95%) and interruptions during instructional time (87%) by minimizing disruptive behavior (96%), beginning and ending lessons on time (89%), and keeping transition times short (89%). They use available resources to maximize learning (92%), select materials based on student needs (88%), provide whole-class and small-group instruction (91%), use effective

instructional techniques (92%), present activities at an appropriate level of difficulty (86%), and provide non-disturbing seat work activities (94%). These teachers provide interdisciplinary activities (87%) and praise students for their performance (99%). Students are given time to achieve performance levels (98%), practice new skills (83%), and reach mastery (91%). They work together to help each other learn (96%). Staff members develop plans to assist low-achieving students (92%), provide interactive learning activities for at-risk students (97%), and give additional time for them to learn priority objectives (90%).

Safe and orderly environment. According to 92% of the participants, the correlate safe and orderly environment was present on these elementary homogenous campuses. These schools are safe places to work and learn (100%), and student behavior contributes to this safe environment (94%). School rules are clearly stated defining student behavior (95%); discipline procedures are linked to those behaviors (90%); students understand that consequences of their misbehavior are justified (89%); and consistent discipline is applied equitably to all students (82%). Students earn recognition for appropriate behavior (97%). Most discipline issues are handled by classroom teachers (90%), who focus on inappropriate behavior, not student personalities (91%). When resolutions are needed, administrators and parents are involved (96%). Students respect each other (96%), and staff members work with parents to build respectful climates for the stakeholders (96%). Prompt attention is given to needed repairs (75%), and these facilities are kept clean (98%).

Research Question 4

What effective schools practices are present on exemplary elementary campuses with student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)? All seven of the effective schools correlates were

present on the long-term exemplary elementary campuses with diverse student populations. As indicated in Table 4, the means of these correlates ranged from 4.3 to 4.6, with high expectations the highest and home-school relations the lowest. The percentages followed the same trend, ranging from 88% to 96%. High expectations was the highest correlate, and home-school relations was the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 4

Elementary Campuses With Diverse Student Populations

Effective schools correlates	Mean	Percentage
Clear school mission	4.5	94%
Frequent monitoring	4.5	94%
High expectations	4.6	96%
Home-school relations	4.3	88%
Instructional leadership	4.5	91%
Opportunity to learn/time on task	4.5	93%
Safe and orderly environment	4.5	94%

There are 111 corresponding practices identified in the survey. The results from these practices are described according to their correlates (see Appendix I).

Clear school mission. Ninety-four percent of the participants on these elementary campuses with diverse student populations agreed that the correlate clear school mission was present. These schools have missions (98%) that focus on student learning (99%) and promote

academic goals (95%). They are safe places to learn (98%); staff and students respect individual differences (96%) and understand different cultures (93%). Student self-esteem is present (98%). These schools have a high commitment to achieve the mission despite obstacles (98%), focusing on all students learning (99%) academic skills (97%). Staff members develop learning objectives (83%) and determine appropriate timelines for students to learn those objectives (82%). Staff and students know the curriculum priorities (85%). These schools make decisions based on learning (91%) and on their missions (95%). The principals communicate the missions to all stakeholders (94%).

Frequent monitoring. Practices from the correlate frequent monitoring were present on the elementary diverse campuses according to 94% of the participants. Participants agreed that emphasis is placed on learning skills and strategies (100%), and assessments are based on objectives taught (98%). Continuous monitoring occurs to ensure student progress (98%), with staff members identifying students needing assistance (97%), holding conferences for lack of progress (94%), and providing appropriate interventions (95%). Teachers emphasize learning content (97%) and utilize a variety of ways to evaluate student performance (93%), including standardized tests (92%). Curricular reviews include an analysis of test content (85%). Students learn how to evaluate their own progress (86%).

High expectations. According to 96% of the participants, high expectations was the highest correlate on these elementary diverse campuses. Only one practice within this correlate was below 90%. These faculties hold high expectations for themselves (97%) and for all students (100%), and they help students master important objectives (100%). Teachers communicate their expectations to all students, regardless of gender, race, socioeconomic status (99%), or family background (95%). All students are expected to learn the required skills to

prepare for the next grade level (99%). Teachers emphasize learning as a result of instruction (98%), using effective strategies for diverse learners (95%) and reteaching for mastery (94%). They provide stimulating activities for all students (92%). Students are accountable for participating in classroom discussions (95%) and submitting assignments in a timely manner (98%). Students are recognized for positive behavior (97%) and academic achievement (83%). Academic work is displayed throughout the schools (98%).

Home-school relations. Eighty-eight percent of the participants were in agreement that the correlate home-school relations was present on these elementary diverse campuses. Although only 58% of the participants felt that building-wide homework policies exist, 76% agreed that homework policies are implemented, and 91% felt that the school's homework policy is effectively communicated to them. Teachers are trained to work with parents to help children learn (71%), and staff members involve parents in selecting and revising school activities (74%). Parent involvement procedures are established (84%) and promoted (99%) through two-way communication (95%), with parents playing active roles (97%) and participating on school improvement teams (92%). School-home cooperation is present (97%), which benefits student learning (97%). Parent communications include staff and student accomplishments (95%) as well as student participation in special programs (96%). Parents learn how to help their children at home (92%), and they support instruction (97%). These schools use outside resources to support their goals (86%).

Instructional leadership. Ninety-one percent of the participants felt that this correlate was present on the elementary diverse campuses. These principals are highly visible (95%) and act as effective communicators (95%), facilitators of change (97%), strong instructional leaders (94%), resource persons to staff (93%), and supporters of their teachers (95%). They protect

teachers from external forces that could reduce their effectiveness (83%). They collaborate with staff (95%), observe instruction and provide feedback (88%), and discuss instructional matters with teachers (90%) to improve instruction (94%). They present successful practices to their staff for consideration (86%). Leadership is distributed among staff members (95%), and teachers are provided a wide variety of instructional materials (94%). Only 78% of the participants felt that teachers are involved in scheduling decisions.

Opportunity to learn/time on task. According to 93% of the participants, the correlate opportunity to learn and time on task was present on these elementary diverse campuses. These schools use multiple methods for learning (98%). Teachers reduce administrative interruptions (95%) during instruction (88%), minimizing non-instructional time by minimizing disruptive behavior (95%), beginning and ending lessons on time (91%), and keeping transition times short (93%). They prioritize content to be learned (91%), select materials based on the instructional needs of the students (90%), provide whole-class and small-group instruction (92%), use effective instructional techniques (87%), and present activities at the appropriate level of difficulty (88%). They plan non-disturbing seat work activities (92%). Teachers praise students for their performance (99%), giving them time to achieve performance levels (99%), practice new skills (91%), and reach mastery (95%). Students are provided interdisciplinary experiences (87%). Staff members develop plans to assist low-achieving students (92%), provide interactive learning activities for at-risk students (95%), and give them additional time to learn objectives (94%). Available resources are used to maximize learning (97%), and special programs are coordinated with regular programs (94%). Students help each other learn (97%).

Safe and orderly environment. The correlate safe and orderly environment was also present on these elementary diverse campuses according to 94% of the participants. One

hundred percent of the participants felt that (a) student behaviors contribute to a safe environment, and that (b) these schools are safe places to learn. School rules state student behavior expectations (97%); discipline procedures are linked to those behaviors (93%); students understand that consequences for their misbehavior are justified (91%); and consistent discipline is applied equitably to all students (86%). Students earn recognition for appropriate behavior (99%). Most discipline issues are handled by classroom teachers (96%), focusing on the inappropriate behavior and not student personalities (88%). When a resolution is needed, administrators and parents become involved (96%). Students respect each other (98%), and staff members and parents build respectful climates at school (97%). Prompt attention is given to needed repairs (78%), and the facilities are kept clean (97%).

Research Question 5

What effective schools practices are present on exemplary secondary campuses with homogenous student populations representing 75% or more White students? All of the seven effective schools correlates were present on the long-term exemplary secondary campuses with homogenous student populations. As indicated in Table 5, the means of the correlates ranged from 4.1 to 4.3, with high expectations and instructional leadership the highest. Opportunity to learn/time on task and clear school mission had the lowest means. The percentages ranged from 83% to 90%, with high expectations the highest and clear school mission the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 5

Secondary Campuses With Homogenous Student Populations

Effective schools correlates	Mean	Percentage
Clear school mission	4.1	83%
Frequent monitoring	4.2	88%
High expectations	4.3	90%
Home-school relations	4.2	86%
Instructional leadership	4.3	88%
Opportunity to learn/time on task	4.1	85%
Safe and orderly environment	4.2	88%

There are 111 corresponding practices identified in the survey. The results from these practices are described according to their correlates (see Appendix J).

Clear school mission. Eighty-three percent of the participants in the secondary homogenous sample population agreed that the correlate clear school mission was present, with almost one third of the practices lower than 80%. Only 66% of the participants felt that staff and students know the curriculum priorities; 75% felt that student learning objectives are developed cooperatively by staff; and 79% felt that learning is the most important criterion when making decisions. Only 70% felt that teachers set appropriate time schedules to meet objectives, and 62% agreed that there are school goals to develop a multicultural understanding. These schools have missions (92%) that support the academic goals (82%) and focus on student learning (93%) by all students (90%). These schools are safe places for learning (90%), where everyone respects individual differences (85%) and student self-esteem is fostered (92%). There is a high

commitment to achieve these missions regardless of obstacles (92%), and to ensure that students learn basic skills (90%). These schools make decisions based on their missions (83%), and the principals communicate these missions to all stakeholders (85%).

*Frequent monitorin*g. Participants were in 88% agreement that the correlate frequent monitoring was present on the secondary homogenous campuses. The practices within this correlate were high on these campuses except in two areas. Only 65% of the participants felt that students are taught how to evaluate their own work, and 70% agreed that test content is analyzed during curricular reviews. Other areas were high. All of the participants (100%) felt that assessments are based on mastery of the objectives. Teachers emphasize learning content (95%) and strategies (97%) and use a variety of methods to evaluate progress (84%), including standardized tests (93%). Continuous monitoring occurs to ensure student success (87%); staff members identify students needing assistance (92%); conferences are held for lack of progress (90%); and appropriate interventions are provided to assist students in mastering the content (89%).

High expectations. Participants were in 90% agreement that the correlate high expectations was present on these secondary homogenous campuses. No practice was below 80%. All students are expected to learn the required skills to be successful at the next grade level (97%), and they are held accountable for participating in classroom discussions (85%) and submitting assignments in a timely manner (97%). These faculties hold high expectations for themselves (93%) and for all students (95%), and they communicate these expectations to students regardless of gender, race, socioeconomic status (92%), or family background (84%). Staff members help all students master objectives (90%), emphasizing learning as a result of instruction (90%), using effective strategies for diverse learners (84%), and reteaching for

mastery (81%). All students participate in stimulating activities (85%), and they are recognized for their positive behavior (97%) and academic achievement (92%). Academic work is displayed throughout the schools (87%).

Home-school relations. Eighty-six percent of the participants agreed that the correlate home-school relations was present on the secondary homogenous campuses, with 4 practices not as high as others. Only 60% of the participants felt that teachers are trained to work with parents to help children learn, and 77% felt that parents are involved in selecting and revising school activities. Only 63% indicated that there are building-wide homework policies, but 74% felt that these policies are implemented. These schools communicate homework policies to parents (86%). Principals establish procedures (80%) and promote parent involvement (94%), and parents support instructional efforts (97%). Parents play active roles in the schools (94%), providing representation on school improvement teams (98%). School-home cooperation is present (89%), which benefits student learning (94%). There is a two-way communication with parents and community leaders (95%), and outside resources are used to support campus goals (85%). Student participation in special programs is communicated to parents (92%), as well as student and staff accomplishments (98%), and parents learn how to help their children be successful in school (81%).

Instructional leadership. Participants were in 88% agreement that instructional leadership was present on the secondary homogenous campuses. These principals are highly visible (94%) and act as effective communicators (97%), facilitators of change (95%), strong instructional leaders (90%), resource persons to staff (92%), and supporters of their teachers (97%). They protect teachers from external forces that reduce their effectiveness (84%), and they present successful practices to them for consideration (82%). Principals collaborate with

staff (92%) to improve the instructional program (89%), observing instruction and providing feedback (82%) and discussing instructional matters with teachers (87%). Leadership opportunities are provided to staff members (84%), and teachers are provided a wide variety of instructional materials (88%). Only 63% indicated that teachers are involved in scheduling decisions.

Opportunity to learn/time on task. Eighty-five percent of the participants agreed that the correlate opportunity to learn and time on task was present on these secondary homogenous campuses. These schools use multiple methods to ensure student learning (92%). Teachers reduce interruptions during instruction (80%), keeping administrative interruptions to a minimum (87%), minimizing non-instructional time by minimizing disruptive behavior (85%), beginning and ending lessons on time (79%), and keeping transition times short (88%). Teachers prioritize content for each grade level (82%), select materials based on student needs (84%), and use effective instructional techniques in the classroom (81%). Seat work activities are planned to not disturb others (87%). Teachers praise students for their performance (92%). Students are given the time to achieve performance levels (97%), practice new skills (82%), reach mastery (89%), and work together to help each other learn (89%). Staff members plan how to assist low-achieving students (90%), provide interactive learning activities for at-risk students (83%), and give additional time for them to learn objectives (85%). Special programs are coordinated with regular programs (89%), and available resources are used to maximize learning (93%). Only 69% of the participants felt that teachers instruct the whole class as well as small groups, 77% felt that learning activities are presented at the appropriate level of difficulty, and 69% felt that students learn through interdisciplinary experiences.

Safe and orderly environment. According to 88% of the participants, the correlate safe and orderly environment was present on these secondary campuses. These schools are safe places for learning (100%), and student behavior contributes to a safe environment (97%). School rules clearly state student behavior expectations (95%); discipline procedures are linked to those behaviors (92%); and students understand that their consequences for misbehavior are justified (89%). Only 67% felt that discipline is consistently applied to all students. Most discipline issues are handled by classroom teachers (79%) who focus on inappropriate behavior rather than student personalities (88%), but when resolutions are needed, administrators and parents are involved (89%). Students earn recognition for appropriate behavior (90%); they demonstrate respect for each other (93%); and staff members work with parents to build respectful climates (97%). Repairs are completed promptly (73%), and facilities are kept clean (90%).

Research Question 6

What effective schools practices are present on exemplary secondary campuses with diverse student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)? All of the seven effective schools correlates were present on the long-term exemplary secondary campuses with diverse student populations. As indicated in Table 6, the means of the correlates ranged from 4.0 to 4.3. High expectations and frequent monitoring were highest, with home-school relations the lowest at 4.0. Percentages ranged from 82% to 89%, with high expectations the highest at 89%, and home-school relations the lowest at 82%.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 6

Secondary Campuses With Diverse Student Populations

Effective schools correlates	Mean	Percentage
Clear school mission	4.1	84%
Frequent monitoring	4.3	88%
High expectations	4.3	89%
Home-school relations	4.0	82%
Instructional leadership	4.2	85%
Opportunity to learn/time on task	4.1	83%
Safe and orderly environment	4.1	85%

There are 111 corresponding practices identified in the survey. These are described according to their correlates (see Appendix J).

Clear school mission. Of the seven effective schools correlates, 84% of the participants agreed that the correlate clear school mission was present on the secondary diverse campuses. These schools have missions (97%) that focus on student learning (88%) and promote academic goals (82%). They are safe places for learning (94%), and staff and students respect individual differences (88%) in an environment that builds student self-esteem (88%). There is a high commitment to achieve the mission despite obstacles (94%) and for students to learn the academic skills (91%). These schools focus on learning by all students (94%), make decisions based on their missions (82%), and communicate those missions to all stakeholders (88%). Student learning considerations are most important when making decisions (76%); learning objectives are developed cooperatively by staff (73%); and staff and students know the

curriculum priorities (73%). Less evident practices include the following: (a) teachers determine time schedules for meeting objectives (67%) and (b) school goals include multiculturalism (67%).

Frequent monitoring. Participants were in 88% agreement that the correlate frequent monitoring was present on the secondary diverse campuses. Teachers place emphasis on content (94%) as well as strategies (91%), and assessments are based on the objectives taught (91%). Continuous monitoring occurs to ensure student progress (94%); staff members identify students needing assistance (88%); conferences are held for lack of progress (97%); and appropriate interventions are provided to students needing assistance (88%). Teachers utilize a variety of ways to evaluate performance (85%); they analyze test content in curricular reviews (85%) and align objectives to standardized tests (82%). One practice was lower than others. Seventy percent of the participants indicated that students are taught how to evaluate their own performance.

High expectations. This was the highest correlate on the secondary diverse campuses. Eighty-nine percent of the participants agreed that high expectations was present on these campuses. Staff members hold high expectations for themselves (91%) and for all students (91%). They communicate this to all students, regardless of gender, race, socioeconomic status (94%), or family background (91%). Teachers emphasize learning as a result of instruction (94%); they help all students master important objectives (94%); and they use effective strategies for diverse learners (85%). All students are expected to learn skills required for the next grade level (88%); they are held accountable for participating in classroom discussions (91%) and submitting assignments in a timely manner (91%). These schools recognize students for their academic achievement (97%) as well as those with positive behavior (94%). Academic work is

displayed throughout the schools (91%). All students participate in stimulating activities (76%), and teachers use reteaching strategies to ensure mastery (76%).

Home-school relations. This correlate was the lowest of the seven correlates, with only 82% of the participants agreeing that home-school relations was present on these secondary diverse campuses. These principals promote parent involvement (94%) and set procedures to guide parent involvement (75%). A high level of school-home cooperation is present (85%), and the schools have a two-way communication with parents and community leaders (94%). Parent volunteers play active roles in these schools (82%), which benefits student learning (100%), and they are represented on school improvement teams (79%). Student participation in special programs is communicated to parents (97%), as well as student and staff accomplishments (94%). Parents learn how to help their children be successful in school (81%), and they support the schools' instructional efforts (91%). The schools use outside resources to support their school goals (76%). Only 67% of the participants felt that parents are involved in selecting and revising school activities, and 61% felt that these schools have building-wide homework policies. Yet 72% felt that homework policies are implemented and communicated to parents (82%). Only 59% felt that teachers are trained to work with parents to help children learn.

Instructional leadership. Participants on the secondary diverse campuses were in 85% agreement that instructional leadership was present on these campuses. These principals are highly visible (88%) and act as effective communicators (91%), facilitators of change (94%), strong instructional leaders (91%), and resource persons to staff (91%). They are supportive of their teachers (94%) and are collaborative in their relationships with them (84%). They discuss instructional matters with teachers (85%) to improve the instructional program (88%); they observe instruction and provide feedback (85%); and they provide a wide variety of instructional

materials (90%). They provide leadership opportunities to staff members (73%); they present successful practices to staff for consideration (76%); and they protect teachers from external forces that could limit their effectiveness (76%). Teachers are involved in scheduling decisions (69%).

Opportunity to learn/time on task. Eighty-three percent of the participants agreed that the correlate opportunity to learn and time on task was present on these secondary diverse campuses. These schools use multiple methods to ensure student learning (84%). Teachers minimize administrative interruptions (91%) during instruction (78%), minimizing non-instructional time by minimizing disruptive behavior (91%), beginning and ending lessons on time (85%), and keeping transition times short (85%). They select materials based on student needs (85%), provide whole-class and small-group instruction (82%), and plan non-disturbing seatwork activities (88%). They prioritize content to be learned at each grade level (70%), teach skills at an appropriate level of difficulty (79%), use effective instructional techniques (75%), and praise students for their performance (97%). Students are given time to achieve performance levels (94%), practice new skills (82%), and reach mastery (82%). Students are provided interdisciplinary experiences (82%), and they work together to help each other learn (72%). Staff members plan how to assist low-achieving students (81%), provide interactive learning activities (73%), and give additional time for students to learn priority objectives (85%). Available resources are used to maximize learning (87%), and special programs are coordinated with regular programs (84%).

Safe and orderly environment. Eighty-five percent of the participants agreed that the correlate safe and orderly environment was present on the secondary diverse campuses. These schools are safe places to learn (100%), and student behavior contributes to a safe environment

(97%). School rules clearly define expected behavior (91%); discipline procedures are linked to those behaviors (91%); and students know that consequences for their misbehavior are justified (72%). Students earn recognition for appropriate behavior (88%). Most discipline issues are handled by classroom teachers (88%), who focus on inappropriate behavior, not student personalities (76%). When resolutions are needed, administrators and parents are involved (91%). Students demonstrate respect for each other (79%), and staff members work with parents to build respectful climates (94%). Repairs are completed in a timely manner (70%), and the facilities are kept clean (91%). One practice was considered lower by participants. Only 63% felt that staff members use consistent discipline equitably to all students.

Research Question 7

What effective schools practices are present on exemplary elementary campuses with fewer than 25% economically disadvantaged students? All seven effective schools correlates were present on the long-term exemplary elementary campuses with economically advantaged students. As indicated by Table 7 the means of the seven correlates ranged from 4.4 to 4.6, with high expectations the highest and five correlates the lowest. Percentages ranged from 88% to 95%, with high expectations the highest and home-school relations the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 7

Elementary Campuses With Economically Advantaged Students

Effective schools correlates	Mean	Percentage
Clear school mission	4.4	92%
Frequent monitoring	4.5	92%
High expectations	4.6	95%
Home-school relations	4.4	88%
Instructional leadership	4.4	91%
Opportunity to learn/time on task	4.4	92%
Safe and orderly environment	4.4	92%

There are 111 corresponding practices identified in the survey. These are described according to their correlates (see Appendix I).

Clear school mission. Ninety-two percent of the participants felt that the correlate clear school mission was present on the elementary campuses with economically advantaged students. All practices related to this correlate were 80% or higher, with 11 out of 16 90% or higher. These schools have missions (97%) that support the academic goals (95%) and focus on desired student learning (97%) by all students (97%). These schools are safe places for learning (98%), where individual differences are respected (94%) and student self-esteem is fostered (99%). Staff members have a high commitment to achieve the missions regardless of obstacles (96%) and ensure that students learn the basic skills (96%). Student learning is the most important criterion in decision making (88%), and staff and students know the curriculum priorities (81%). Staff members develop the learning objectives (80%) and set time schedules for students to

learn those objectives (84%). These schools make decisions based on their missions (92%) and communicate these missions to all stakeholders (91%). These campuses have multicultural goals (85%).

Frequent monitoring. Participants were in 92% agreement that the correlate frequent monitoring was present on these elementary homogenous campuses. Teachers emphasize learning content (96%) and strategies (100%), basing assessments on objectives taught (97%) and aligning objectives with standardized tests (88%). Teachers analyze assessments during curricular reviews (83%) and use a variety of methods to evaluate progress (92%). They continually monitor data to ensure student success (97%), identify students needing assistance (94%), hold conferences for lack of progress (97%), and provide appropriate interventions (92%). Students are taught how to evaluate their own performance (82%).

High expectations. High expectations was higher than any other correlate on the elementary homogenous campuses, according to 95% of the participants. Fourteen of the 15 practices within this correlate were 90% or higher. Staff members on these campuses hold high expectations for themselves (95%) and for all students (99%), and take responsibility for teaching all students regardless of gender, race, socioeconomic status (99%), or family background (94%). They help all students master important objectives (99%), emphasizing learning as a result of instruction (97%), providing stimulating activities for all students (92%), using effective strategies for diverse learners (94%), and reteaching for mastery (94%). All students are expected to learn the skills needed for the next grade level (97%), and they are held accountable for classroom discussions (97%) and submitting assignments in a timely manner (97%). Students earn recognition for positive behavior (97%) as well as academic achievement (80%). Academic work is displayed throughout these schools (98%).

Home-school relations. Eighty-eight percent of the participants agreed that the correlate home-school relations was present on these elementary homogenous campuses, with some of the practices highly present. Principals on these campuses set procedures to guide parent involvement (82%), promote parent involvement (99%), and provide two-way communication with parents and community leaders (93%). Parents play active roles in these schools (99%) and participate on school improvement teams (94%). A high level of school-home cooperation is present (96%), which benefits student learning (99%). Parents support the instructional efforts of these schools (95%) and are involved in selecting and revising school activities (80%). Parents receive communication about student participation in special programs (96%), as well as student and staff accomplishments (95%). Teachers are trained to work with parents to help children learn (73%), and parents learn how to help their children be successful in school (91%). These schools use outside resources to support their goals (87%). Only 52% of the participants felt that these schools have building-wide homework policies, yet 75% felt that these policies are implemented and communicated effectively to parents (91%).

Instructional leadership. According to 91% of the participants, instructional leadership was present on the elementary homogenous campuses. These principals are highly visible (96%) and act as effective communicators (94%), facilitators of change (94%), strong instructional leaders (95%), resource persons to staff (95%), and supporters of their teachers (95%). They collaborate with their staff (96%) to improve the instructional program (95%), discussing instructional issues with teachers (88%) and observing classroom instruction to provide appropriate feedback (91%). They provide opportunities for leadership among staff members (93%) and present successful practices to the staff for consideration (85%). These principals provide a wide variety of instructional materials (92%) and protect teachers from external forces

that can reduce their effectiveness (81%). Teachers are involved in staff and student scheduling (78%).

Opportunity to learn/time on task. There was 92% agreement among participants that the correlate home-school relations was present on the elementary homogenous campuses. None of the 23 practices were below 80%. These schools use multiple ways to ensure student learning (98%). Staff members reduce interruptions during instruction (85%), including administrative intrusions (96%). Teachers protect instructional time by minimizing disruptive behavior (96%), beginning and ending lessons on time (90%), keeping transition times short (90%), and planning non-disturbing seat work activities (93%). They prioritize content for each grade level (89%), select materials based on student needs (89%), provide whole-class and small-group instruction (93%), use effective instructional techniques (90%), present activities at the appropriate level of difficulty (86%), and provide interdisciplinary experiences (88%). These teachers praise students for their performance (99%). Students are given time to achieve performance levels (98%), practice new skills (86%), and reach mastery (91%). They work together to help each other learn (97%). Staff members develop plans for assisting low-achieving students (92%), provide interactive learning activities for at-risk students (96%), and give them additional time to learn objectives (92%). Special programs are coordinated with the regular school program (92%), and available resources are used to maximize student learning (93%).

Safe and orderly environment. According to 92% of the participants, the correlate safe and orderly environment was present on these elementary homogenous campuses. These schools are safe places to learn (100%), and student behavior contributes to a safe environment (97%). School rules define behavior expectations (95%); discipline procedures are linked to those behaviors (89%); and students understand that consequences for their misbehavior are justified

(88%). Consistent discipline is applied equitably to all students (80%). Students earn recognition for good behavior (98%). Discipline issues are handled by classroom teachers (92%), who focus on inappropriate behavior rather than student personalities (89%). Administrators and parents are involved when resolutions are needed (95%). Students respect each other (97%), and staff members and parents build respectful climates in these schools (97%). Repairs are addressed in a timely manner (76%), and these facilities are kept clean (98%).

Research Question 8

What effective schools practices are present on exemplary elementary campuses with 25% or more economically disadvantaged students? All seven effective schools correlates were present on the long-term exemplary elementary campuses with economically disadvantaged student populations. As indicated in Table 8, the means of the seven correlates ranged from 4.2 to 4.7, with high expectations the highest and home-school relations the lowest. Percentages ranged from 87% to 97%, with high expectations the highest and home-school relations the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 8

Elementary Campuses With Economically Disadvantaged Students

Effective schools correlates	Mean	Percentage
Clear school mission	4.5	94%
Frequent monitoring	4.5	94%
High expectations	4.7	97%
Home-school relations	4.2	87%
Instructional leadership	4.5	93%
Opportunity to learn/time on task	4.5	93%
Safe and orderly environment	4.5	95%

There are 111 corresponding practices identified in the survey. These are described according to their correlates (see Appendix I).

Clear school mission. Ninety-four percent of the participants agreed that the correlate clear school mission was present on the elementary campuses with economically disadvantaged students. All practices related to this correlate were 80% or higher, and 13 out of 16 were 90% or higher. These schools have missions (99%) that support academic goals (94%) and focus on student learning (99%) for all students (98%). These campuses have multicultural goals (90%). They are safe places to learn (98%), where individual differences are respected (96%) and student self-esteem is fostered (96%). Staff members are committed to achieving their missions regardless of obstacles (99%) and ensuring that students learn the basic skills (95%). Decisions are made based on the missions (98%), and these missions are communicated to all stakeholders (96%). Staff members develop learning objectives (85%) and set time schedules for students to

learn those objectives (84%), and staff and students know the curriculum priorities (81%). Student learning is the most important criterion considered when making decisions (94%).

Frequent monitoring. Participants were in 94% agreement that the correlate frequent monitoring was present on the elementary campuses with economically disadvantaged students. Teachers emphasize learning content (99%) and strategies (99%), assess students based on objectives taught (99%), and use a variety of methods to evaluate progress (93%). Test content is analyzed during curricular reviews (77%), and objectives are aligned with standardized tests (95%). Staff members continually monitor to ensure success (98%), identify students needing assistance (96%), hold conferences for lack of progress (92%), and provide appropriate interventions (95%). Students are taught how to evaluate their own performance (87%).

High expectations. According to participant responses (97%), the correlate high expectations was higher than any other correlate on the elementary campuses with economically disadvantaged students. All 15 practices were 90% or higher, and four practices were 100%. All students are expected to learn the necessary skills to be successful at the next grade level (99%), and they are held accountable for participating in classroom discussions (100%) and submitting required assignments in a timely manner (100%). These staff members hold high expectations for themselves (100%) and for all students (100%), and take responsibility for teaching all students regardless of gender, race, socioeconomic status (98%), or family background (96%). Staff members are committed to helping all students master the learning objectives (100%), emphasizing learning as a result of instruction (99%), providing stimulating activities for all students (95%), using effective strategies for diverse learners (96%), and reteaching for mastery (95%). Students earn recognition for academic accomplishments (94%) and for positive behavior (99%). Academic work is displayed throughout these schools (98%).

Home-school relations. There was 87% agreement among participants that the correlate home-school relations was present on the elementary economically disadvantaged campuses. Only 61% of the participants felt that building-wide homework policies exist on these campuses. Yet 77% felt that homework policies were implemented, and 92% felt that these policies are communicated to parents. Sixty-seven percent agreed that parents are involved in selecting and revising school activities, and 67% agreed that teachers are trained to work with parents to help children learn. Other practices were high. Principals promote parent involvement (99%) and set procedures to guide that involvement (84%). Parents play active roles on these campuses (95%), participating on school improvement teams (93%). School-home cooperation is present (93%), which benefits student learning (96%), and there is two-way communication with parents and community leaders (90%). Parents support the instructional efforts of these schools (94%). Student participation in special programs is communicated to parents (95%), as well as staff and student accomplishments (95%). Parents learn how to help their children be successful in school (94%). These schools use outside resources to support their goals (83%).

Instructional leadership. According to 93% of the participants, instructional leadership was present on these elementary economically disadvantaged campuses. Principals are highly visible (100%), strong instructional leaders (95%) and act as effective communicators (95%), facilitators of change (98%), resource persons to staff (96%), and supporters of their teachers (99%). They collaborate with their staff (97%), discussing instructional matters (91%) to improve the instructional program (93%) and observing classroom instruction to provide feedback (89%). Leadership opportunities are provided to staff members (92%), and teachers are given a wide variety of instructional materials (94%). The principals protect their teachers from external forces that could limit their effectiveness (91%). Successful practices are

presented to staff for their consideration (85%), and teachers are involved in scheduling decisions (76%).

Opportunity to learn/time on task. According to 93% of the participants, the correlate opportunity to learn and time on task was present on the elementary economically disadvantaged campuses, with no practices below 80%. These schools use multiple methods to ensure student learning (98%) and use available resources to maximize learning (99%). The schools reduce interruptions during instruction (95%), including administrative intrusions (92%). Teachers minimize non-instructional time by minimizing disruptive behavior (95%); they begin and end lessons on time (92%) and keep transition times short (94%). Teachers prioritize content per grade level (85%), select materials based on student needs (91%), present activities at the appropriate level of difficulty (90%), use effective instructional techniques (87%), provide whole-class and small-group instruction (89%), provide interdisciplinary learning experiences (85%), and plan non-disturbing seat work activities (93%). These teachers praise students for their performance (97%). Students are given the time to achieve performance levels (100%), practice new skills (89%), and reach mastery (96%). They work together to help each other learn (94%). Staff members plan how to assist low-achieving students (92%), providing interactive learning activities for at-risk students (95%) and giving additional time for them to learn objectives (93%). Special programs are coordinated with the regular school program (90%).

Safe and orderly environment. Ninety-five percent of the participants felt that the correlate safe and orderly environment was present on the elementary campuses with economically disadvantaged students. These schools are safe places for learning (100%), and student behavior contributes to a safe and orderly environment (99%). School rules define behavior expectations (99%); discipline procedures are linked to those behaviors (95%); students

understand that the consequences for their misbehavior are justified (94%); and consistent discipline is applied equitably to all students (93%). Students earn recognition for appropriate behavior (99%). Most discipline issues are handled by classroom teachers (95%), who focus on the behavior, not student personalities (91%). When resolutions are needed, parents and administrators are involved (99%). Students respect each other (98%), and staff members work with parents to build respectful climates (96%). Repairs are handled in a timely manner (78%), and these facilities are kept clean (95%).

Research Question 9

What effective schools practices are present on exemplary secondary campuses with fewer than 25% economically disadvantaged students? All of the effective schools correlates were present on these long-term exemplary secondary campuses with economically advantaged student populations. As indicated in Table 9, the means of these correlates ranged from 4.1 to 4.3, with high expectations the highest. Clear school mission and opportunity to learn/time on task were the lowest. The percentages ranged from 82% to 90%, with high expectations the highest and clear school mission the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 9

Secondary Campuses With Economically Advantaged Students

Effective schools correlates	Mean	Percentage
Clear school mission	4.1	82%
Frequent monitoring	4.2	88%
High expectations	4.3	90%
Home-school relations	4.2	86%
Instructional leadership	4.2	86%
Opportunity to learn/time on task	4.1	85%
Safe and orderly environment	4.2	89%

There are 111 corresponding practices identified in the survey. These are described according to their correlates (see Appendix J).

Clear school mission. Ninety-two percent of the participants agreed that the correlate clear school mission was present on the secondary campuses with economically advantaged student populations. These schools have missions (91%) that support academic goals (82%) and focus on student learning (92%) for all students (90%). The schools are considered safe places for learning (90%) where individual differences are respected (88%) and student self-esteem is developed (92%). Staff members are committed to achieve their missions regardless of obstacles (90%) and ensure that students learn the basic skills (88%). Only 78% felt that student learning is the most important criterion when making decisions, and 69% felt that staff members set appropriate time schedules for students to learn the objectives. Only 79% felt that these schools make decisions based on their missions, but 83% felt that the principals communicate those

missions to all stakeholders. Only 71% felt that staff and students know the curriculum priorities and that learning objectives are developed cooperatively by staff (77%). According to 61% of the participants, these schools have goals to develop multicultural understanding.

Frequent monitoring. Participants were in 88% agreement that the correlate frequent monitoring was present on these secondary economically advantaged campuses. The teachers emphasize learning content (95%) and strategies (97%), basing assessments on objectives taught (100%), and using a variety of methods to evaluate progress (85%) which includes standardized tests (87%). Ongoing monitoring occurs to ensure success (89%), and staff members identify students needing assistance (92%). Conferences are held for lack of progress (92%), and appropriate interventions are provided (87%). Only 67% felt that students are taught how to evaluate their own performance, and 74% felt that test content is analyzed during curricular reviews.

High expectations. This is the only correlate that at least 90% of the participants agreed was present on the secondary economically advantaged campuses. All students are expected to learn what they need to be successful at the next grade level (94%), and they are held accountable for their own learning and submitting assignments (88%) in a timely manner (94%). These schools hold high expectations for all staff (91%) and students (94%), and all students participate in stimulating activities (82%). Students who achieve academically (93%) and demonstrate positive behavior (94%) are recognized. Staff members are responsible for teaching all students regardless of gender, race, socioeconomic status (93%), or family background (83%). Staff members are committed to helping all students master learning objectives (90%), placing emphasis on learning as a result of instruction (92%), using effective strategies for diverse

learners (85%), and reteaching for mastery (81%). Student academic work is displayed throughout these schools (89%).

Home-school relations. Participants were in 86% agreement that the correlate home-school relations was present on the secondary campuses with economically advantaged students. Parents play active roles in these schools (99%) and are represented on school improvement teams (96%). School-home cooperation is present (90%), which benefits student learning (96%), and parents support the schools' instructional efforts (96%). Staff members involve parents in selecting and revising school activities (82%). Student participation in special programs is communicated to the parents (93%), as well as staff and student accomplishments (96%), and parents learn how to help their children be successful in (82%). Principals promote parent involvement (93%), establish procedures for this involvement (79%), and provide a two-way communication with parents and community leaders (96%). Only 64% felt that teachers are trained to work with parents to help children learn. Building-wide homework policies are developed (64%), and homework policies are implemented (73%) and communicated to parents (86%). These schools use outside resources to support their goals (82%).

Instructional leadership. According to 86% of the participants, instructional leadership was present on these secondary economically advantaged campuses. These principals are highly visible (90%) and act as effective communicators (96%), facilitators of change (93%), strong instructional leaders (88%), resource persons (89%), and supporters of their teachers (94%). They collaborate with their staff (90%), discuss instructional matters with teachers (86%) to improve instruction (89%), and observe classroom instruction to provide appropriate feedback (82%). They distribute leadership among staff members (82%) and provide a wide variety of instructional materials for them (90%). Only 62% of the participants felt that teachers are

involved in scheduling decisions. These principals protect teachers from external forces that can reduce their effectiveness (80%), and they present successful practices for the staff to review (83%).

Opportunity to learn/time on task. Eighty-five percent of the participants agreed that the correlate opportunity to learn and time on task was present on these secondary economically advantaged campuses. Teachers use multiple methods to ensure learning for all students (90%) and select materials based on the student needs (83%). They praise students for their performance (93%). They minimize non-instructional time by minimizing disruptive behavior (87%), planning non-disturbing seat work activities (86%), reducing administrative intrusions (89%) and interruptions during instruction (83%), beginning and ending lessons on time (81%), and keeping transition times short (87%). Only 72% felt that teachers provide whole-class and small-group instruction, use effective instructional techniques (78%), and present activities at the appropriate level of difficulty (79%). Students are given time to achieve desired performance levels (97%), to practice new skills (82%), to reach mastery (86%), to work together to help each other learn (86%), and to experience interdisciplinary learning (75%). Staff members plan how to assist low-achieving students (88%), providing interactive learning activities for at-risk students (83%) and giving additional time for them to learn important objectives (86%). The schools prioritize content to be learned by all students at each grade level (83%), and available resources are used to maximize student learning (93%). Special programs are coordinated with the regular school program (89%).

Safe and orderly environment. Participants were in 89% agreement that the correlate safe and orderly environment was present on the secondary campuses with economically advantaged students. The schools are safe places to work and learn (100%), and student behaviors contribute

to the safe environments (96%). School rules are clearly stated which define student behavior (94%), and discipline procedures are linked to those behaviors (91%). Students understand that the consequences for their misbehavior are justified (86%). Only 65% of the participants felt that consistent discipline is applied equitably to all students. Most discipline issues are handled by classroom teachers (82%), and teachers focus on inappropriate behavior rather than student personalities (89%). When resolutions are needed, administrators and parents are involved (89%). Students earn recognition for appropriate behavior (87%). They demonstrate respect for each other (94%), and staff members work with parents to build respectful climates in these schools (96%). Needed repairs are addressed promptly (78%), and facilities are kept clean (93%).

Research Question 10

What effective schools practices are present on exemplary secondary campuses with 25% or more economically disadvantaged students? All of the effective schools correlates were present on these long-term exemplary secondary campuses with economically disadvantaged student populations. As indicated in Table 10, the means of these correlates ranged from 3.9 to 4.2, with home-school relations having the lowest mean. Three correlates had the highest mean: frequent monitoring, high expectations, and instructional leadership. Percentages ranged from 78% to 90%, with high expectations the highest and home-school relations the lowest.

The mean was derived by dividing the sum of the responses by the number of responses. For example, a mean of 4 represents agreement on the part of participants.

Table 10

Secondary Campuses With Economically Disadvantaged Students

Effective schools correlates	Mean	Percentage
Clear school mission	4.1	86%
Frequent monitoring	4.2	87%
High expectations	4.2	90%
Home-school relations	3.9	78%
Instructional leadership	4.2	88%
Opportunity to learn/time on task	4.0	82%
Safe and orderly environment	4.0	83%

There are 111 corresponding practices identified in the survey. These are described according to their correlates (see Appendix J).

Clear school mission. According to 86% of the participants, the correlate clear school mission was present on the secondary campuses with economically disadvantaged students. These schools have missions (100%) that support academic goals (83%) and focus on student learning (91%) for all students (96%). Participants felt that these schools are safe places for learning (96%), where individual differences are respected (83%) and student self-esteem is fostered (87%). These schools have a high commitment to achieve their missions regardless of obstacles (100%) and to ensure that students learn the basic skills (100%). These schools make decisions based on their missions (91%) and communicate those missions to all stakeholders (96%). These campuses have multicultural goals (74%). Student learning is the most important criterion when making decisions (78%), and staff members set appropriate time schedules for students to learn the objectives (70%). Only 61% felt that the staff and students know the

curriculum priorities, and 65% felt that student learning objectives are developed cooperatively by staff.

Frequent monitoring. Participants were in 87% agreement that the correlate frequent monitoring was present on these secondary economically disadvantaged campuses. Teachers emphasize learning content (96%) and strategies (87%), assessing students based on curriculum objectives (87%), and using a variety of methods to evaluate progress (83%) which includes standardized tests (96%). Curricular reviews include an analysis of test content (78%). Continuous monitoring occurs to ensure success (91%); staff members identify students needing assistance (87%); conferences are held for lack of progress (96%); and appropriate interventions are provided (91%). Only 65% of the participants felt that students are taught how to evaluate their own performance.

High expectations. The correlate high expectations was higher than any other correlate according to 90% of the participants, with only one practice falling below 80% on the secondary economically disadvantaged campuses. These principals and staff members hold high expectations for themselves (96%) as well as all students (91%). All students are expected to learn what is needed to be successful at the next grade level (91%), and they are held accountable for their own learning and for submitting assignments (87%) in a timely manner (96%). Staff members take responsibility for teaching all students regardless of gender, race, socioeconomic status (91%), or family background (86%). Staff members are committed to help all students master learning objectives (95%), emphasizing learning as a result of instruction (91%) and using effective strategies for diverse learners (83%). Teachers reteach and regroup to ensure student mastery (74%) and provide stimulating activities for all students (83%). They recognize

positive student behavior (100%) and students who achieve academically (96%). Student academic work is displayed throughout these schools (87%).

Home-school relations. Although home-school relations was present on the secondary economically disadvantaged campuses according to 78% of the participants, it was lower than the other correlates. Only 45% of the participants felt that teachers are trained to work with parents to help children learn, and 48% indicated that staff members involve parents in selecting and revising school activities. Only 61% felt that parents play active roles at school, yet parents support the schools' instructional efforts (91%). Only 57% felt that building-wide homework policies are present, but 74% felt that homework policies are implemented (74%) and communicated to parents (78%). The principals promote parent involvement (96%) and establish procedures for this involvement (74%). A two-way communication exists with parents and community leaders (91%). Parents are provided opportunities to learn how to help their children become successful in school (78%), and they are represented on school improvement teams (78%). Home-school cooperation is present (78%), which benefits student learning (96%). Student participation in special programs is communicated to parents (96%), as well as staff and student accomplishments (100%). These schools use outside resources to support school goals (83%).

Instructional leadership. Participants were in 88% agreement that instructional leadership was present on these secondary economically disadvantaged campuses. These principals are highly visible (96%) and act as effective communicators (91%), facilitators of change (100%), resource persons to staff (100%), and strong instructional leaders (100%) who are supportive of their teachers (100%). They collaborate with their staff (87%), discuss instructional matters with teachers (87%) to improve instruction (87%), and observe classroom

instruction to provide appropriate feedback (87%). These principals provide opportunities for leadership among staff members (74%) and involve teachers in scheduling decisions (74%). They present successful practices to their staff for consideration (70%) and protect teachers from external forces that limit their effectiveness (83%). Teachers are provided with a wide variety of instructional materials (87%).

Opportunity to learn/time on task. Eighty-two percent of the participants agreed that the correlate opportunity to learn and time on task was present on these secondary economically disadvantaged campuses. These schools use multiple methods to ensure student learning (87%). Teachers minimize non-instructional time by minimizing disruptive behavior (87%), providing non-disturbing seat work activities (91%), beginning and ending lessons on time (83%), keeping transition times short (87%), reducing interruptions during instruction (70%), and limiting administrative intrusions (87%). Teachers provide interdisciplinary learning experiences (70%), as well as interactive learning activities for at-risk students (70%). They select materials based on student needs (87%), provide whole-class and small-group instruction (78%), use effective instructional techniques (83%), and present activities at the appropriate level of difficulty (74%). Teachers praise students for their academic performance (96%). Students are given time to achieve performance levels (91%), practice new skills (83%), reach mastery (87%), and work together to help each other learn (74%). Staff members plan how to assist low-achieving students (82%), giving time for them to learn objectives (83%). Special programs are coordinated with the regular school program (83%), and available resources are used to maximize student learning (87%). Only 61% felt that these schools prioritize the content to be learned at each grade level.

Safe and orderly environment. According to 83% of the participants, the correlate safe and orderly environment was present on the secondary campuses with economically disadvantaged students. All of the participants agreed that student behavior contributes to a safe environment (100%), and these schools are safe places to learn (100%). School rules set behavior expectations (91%); discipline procedures are linked to behaviors (91%); students understand that consequences for their misbehavior are justified (74%); and they are recognized for positive behavior (95%). Teachers focus on inappropriate behavior rather than student personalities (70%), and students demonstrate respect for each other (70%). Most discipline issues are handled by classroom teachers (83%), but when resolutions are needed, administrators and parents are involved (91%). Only 65% felt that consistent discipline is applied equitably to all students. Repairs need to be addressed promptly (52%), yet these facilities are kept clean (82%). These schools have respectful climates (96%).

District Research Findings

Research Question 11

What practices are present in districts to support their campuses so that they can maintain exemplary student performance? This research study identified effective practices within six themes that were present in districts to support their campuses so that they can maintain exemplary student performance. As indicated in Table 11, the means of these themes ranged from 3.0 to 3.7, with site-based decision making the lowest, and assessment tied with beliefs, mission, and goals as the highest themes. Percentages ranged from 77% to 99%, with site-based decision making the lowest and all other themes the highest.

The mean was derived by dividing the sum of the participant responses by the number of the responses. A mean of 3 represents agreement on the part of participants. The percentages

were derived by dividing the sum of the responses indicating agreement by the total number of responses. Thus, a percentage represents the percentage of time that the respondents indicated the presence of these practices within a theme.

Table 11

District Instructional Leader Survey

Effective district practices by theme	Mean	Percentage
Beliefs, mission, goals	3.7	99%
Professional development	3.6	99%
Curriculum	3.5	99%
Instruction	3.5	99%
Assessment	3.7	99%
Site-based decision making	3.0	77%

There are 34 corresponding practices identified in the survey. These are described according to their themes (see Appendix K).

Beliefs, mission, goals (99%). Six practices were surveyed in this theme. Respondents were in 99% agreement that these practices are present in the identified districts. There was 96% agreement that these districts collaboratively develop long range strategic plans that include goals for students to be successful learners and successful high school graduates. Across all respondents, 63% strongly agreed that this practice is present, 33% agreed, and 4% disagreed.

All other practices in this theme were 100% present according to respondents. District leaders collaboratively develop beliefs, a vision, and/or a mission that drives decision making (67% strongly agreed, 33% agreed), setting high expectations for student success which is

reflected throughout the district (75% strongly agreed, 25% agreed). They collaboratively develop district goals with input from various stakeholders (42% strongly agreed, 58% agreed), and they hold campuses accountable for reaching their goals (79% strongly agreed, 21% agreed). Campus goals are aligned with district goals to improve student achievement (71% strongly agreed, 29% agreed).

Professional development (99%). Of the four practices reported, 99% of the respondents agreed that these professional development practices are present in their districts. There was 100% agreement by district instructional leaders that (a) districts encourage staff members to work collaboratively as teacher leaders (48% strongly agreed, 52% agreed), (b) administrators and teachers are expected to participate in professional development activities to broaden their expertise (83% strongly agreed, 17% agreed), and (c) professional development opportunities are provided so teachers can learn new instructional strategies and apply that learning in the classroom (75% strongly agreed, 25% agreed).

There was 96% agreement that these districts encourage building a community of learners to focus on how best students can master grade level standards. Across all respondents, 48% strongly agreed, 48% agreed, and 4% disagreed that this practice is present.

Curriculum (99%). Of the six practices surveyed, 99% of the respondents agreed that these practices are present in their districts. There was 96% agreement by respondents that curriculum is aligned across grade levels to ensure that all essential skills are taught throughout a student's educational career. Of these responses, 54% strongly agreed that this practice is present, 42% agreed, and 4% did not agree. There was also 96% agreement that unit goals or objectives had been developed to address the essential knowledge and skills required per grade

level or core subject area. Only 4% disagreed that this practice is present; 54% agreed that it is; and 42% strongly agreed.

The other four practices indicated 100% agreement among respondents. Curriculum goals have been developed to ensure that students will gain the knowledge to graduate from high school (67% strongly agreed, 33% agreed); measurable 12-K learner outcomes have been developed to determine curriculum mastery in each content area (54% strongly agreed, 46% agreed); teachers develop yearly plans or outlines to ensure that they teach all required skills within the school year (42% strongly agreed, 58% agreed); and curriculum is periodically reviewed to ensure alignment with standardized tests (54% strongly agreed, 46% agreed).

Instruction (99%). Of the six practices surveyed, 99% of the respondents agreed that these instructional practices are present in their districts. Of the respondents who completed this survey, 91% agreed that teachers differentiate instruction to meet the needs of all students (i.e., gifted/talented, ESL, etc.). Only 9% did not feel that this practice is present. On the other hand, 56% agreed that this is present, and 35% strongly agreed.

One hundred percent of the respondents agreed that all other practices are present in their respective districts. Students are actively involved in the learning process (67% strongly agreed, 33% agreed); teachers use appropriate instructional strategies to address the needs of varied learners (58% strongly agreed, 42% agreed); instruction is aligned with curriculum so all students can master grade-level skills (52% strongly agreed, 48% agreed); staff members monitor, adjust, and provide interventions necessary for students to learn grade-level skills (54% strongly agreed, 46% agreed); and staff members maximize time-on-task and minimize classroom interruptions (54% strongly agreed, 46% agreed).

Assessment (99%). Of the six practices in the assessment theme, 99% of the respondents agreed that these practices are present. There was 96% agreement that district and campus site-based teams develop district and campus improvement plans to improve student achievement based on state assessment data. Only 4% disagreed; 33% agreed; and 63% strongly agreed that this practice is present in the identified districts.

Assessments are designed to assess mastery of grade-level skills so that teachers can plan future instruction (63% strongly agreed, 37% agreed). Students are assessed formatively throughout the school year to benchmark their progress toward mastering grade-level skills (67% strongly agreed, 33% agreed); teachers disaggregate and analyze that formative data and plan for instructional improvement (70% strongly agreed, 30% agreed); and the performance data is used to determine interventions needed for student mastery (63% strongly agreed, 37% agreed). State assessment data are also disaggregated and analyzed to determine student mastery of grade-level curriculum and to determine needed interventions (83% strongly agreed; 17% agreed).

Site-based decision making (77%). Of the six site-based decision-making practices surveyed, 77% of the respondents agreed that these are present in their districts. Twenty-three percent disagreed that these practices have been implemented. District-level practices with percentages are listed below.

1. The district site-based team is involved in the development of the improvement plan to increase the academic achievement of all students. One hundred percent agreed or strongly agreed. Of those respondents, 38% strongly agreed, and 62% agreed that this practice has been implemented in the identified districts.

2. The district site-based team is involved in curriculum initiatives to improve student learning. Of the survey respondents, 83% agreed or strongly agreed that this is present; 22% strongly agreed; 61% agreed; and 17% disagreed.

3. The district improvement plan drives the development of the district budget. Seventy-six percent of the respondents agreed that this practice is present; 24% strongly agreed; 52% agreed; 20% disagreed; and 4% strongly disagreed.

4. Stakeholders on the district site-based team provide input in discussion on school organization and/or organizational improvement. Seventy-five percent of the respondents agreed that this practice is present; 17% strongly agreed; 58% agreed; and 25% disagreed.

5. The district site-based team approves districtwide staff development activities. Of the respondents, 71% agreed or strongly agreed that this occurs; 25% strongly agreed; 46% agreed; and 29% disagreed.

6. The district site-based team reviews staffing patterns at least annually. Of the respondents, 58% agreed or strongly agreed that this practice is present; 25% strongly agreed; 33% agreed; 33% disagreed; and 9% strongly disagreed.

All practices are evident in these districts except for the last item. Only 58% of the respondents stated that their district site-based teams review staffing patterns at least annually.

Effective campus-level practices. I requested the survey respondents to state the single most effective practice that exemplary campuses in their districts have implemented to maintain exemplary student performance. I categorized these responses by theme. No response was correlated to site-based decision making. I listed any response that did not correlate with a survey theme as an administrative practice.

The 24 campus-level responses are as follows:

1. Beliefs, mission, goals – Three responses from district instructional leaders were related to this theme. Two cited the most effective campus practice as high expectations for staff and students, and one cited developing measurable goals.

2. Professional development – Four instructional leaders cited collaboration as the most effective campus practice. Three were teacher or staff teaming and collaboration, and one was collaboration and alignment among stakeholders.

3. Curriculum – Two leaders indicated alignment as the most effective campus practice, including (a) aligning standards, assessments and instructional practices, and (b) specifying clear outcomes and expectations per grade level.

4. Instruction – Five leaders cited instruction as the most effective campus practice. These included (a) monitoring student progress and adjusting the curriculum and instruction to meet the needs of students, (b) identifying students needing support and providing support through intervention specialists, (c) attending to the TEKS, (d) TAKS remediation, and (e) meeting students where they are and going from there.

5. Assessment – Six instructional leaders cited data disaggregation as the most effective campus practice: (a) two included collaboration among staff to analyze data and plan for instructional improvement; (b) three were disaggregating data throughout the year to drive instructional decisions; and (c) one was considering the student as well as the data when making decisions.

6. Administrative practices – Four leaders cited an administrative practice as the most effective campus practice. Three cited hiring and retaining good teachers, and one cited connecting each student with an adult on campus.

Effective district-level practices. I requested the survey respondents to state the single most effective practice that their districts have implemented to support the identified campuses so that exemplary student performance can be maintained. I categorized these responses by theme. No response correlated with the theme of beliefs, mission, and goals. I listed any response that did not correlate with a survey theme as an administrative practice.

The 24 district-level responses are as follows:

1. Professional development – Five instructional leaders felt that professional development was the most effective district practice implemented. Three cited staff training and two cited provisions for teachers to work together.

2. Curriculum – Four district instructional leaders indicated that the most effective district practice is related to curriculum. Two cited curriculum alignment, and two cited teacher resources.

3. Instruction – Four instructional leaders identified instruction as the most effective district practice, citing monitoring of student progress, individualized instruction, tutorials, and TAKS remediation.

4. Assessment – One instructional leader cited data coaching as the most effective district practice. This assessment measure is also related to professional development.

5. Site-based decision making – Two district leaders indicated that site-based decision-making is the most effective district practice, citing (a) the development of site-based teams to plan for instruction, budget, and personnel, and (b) a balance between district and campus planning.

6. Administrative practices – Eight leaders cited an administrative practice as the most effective district practice. Two included support for teacher needs; two cited effective

administrators; two indicated empowering principals; and two included rewards or grants for improving student achievement.

Summary

The results presented in this chapter indicated that all of the effective schools correlates and most of the corresponding practices are present in the campus populations of this research study. A mean of 4 represents agreement on the part of participants. A percentage indicates the percentage of time that participants agree that a correlate is present.

On the exemplary elementary campuses, the means of the seven correlates ranged from 4.3 to 4.6, and the percentages ranged from 88% to 96%. The means of those elementary campuses with homogenous student populations also ranged from 4.3 to 4.6, with percentages ranging from 87% to 95%. The elementary campuses with diverse student populations had the same mean range of 4.3 to 4.6, with percentages ranging from 88% to 96% as depicted in the total elementary sample population. The means of those elementary campuses with economically advantaged students ranged from 4.4 to 4.6, with percentages ranging from 88% to 95%. The means of the elementary campuses with economically disadvantaged students ranged from 4.2 to 4.7, with percentages ranging from 87% to 97%.

On the exemplary secondary campuses, the means of the seven effective schools correlates ranged from 4.1 to 4.3, and the percentages ranged from 83% to 90%. The means of those secondary campuses with homogenous student populations also ranged from 4.1 to 4.3, with the percentages also ranging from 83% to 90%. The means of the secondary campuses with diverse student populations ranged from 4.0 to 4.3, with percentages ranging from 82% to 89%. Those secondary campuses with economically advantaged students had the same mean range as the secondary campuses and those with homogenous student populations. This range was 4.1 to 4.3, with the percentages ranging from 82% to 90%. The means of the secondary campuses with

economically disadvantaged students ranged from 3.9 to 4.2, with percentages ranging from 78% to 90%.

The results of the district level survey also indicated the presence of the themes and the corresponding practices at the district level to support these long-term exemplary campuses. The means of the six themes range from 3.0 to 3.7, with site-based decision making the lowest, and (a) assessment and (b) beliefs, mission, and goals tied for the highest percentage. A mean of 3 represents agreement on the part of participants. Percentages ranged from 77% to 99%. Site-based decision making was 77%, and all other themes were 99%. A percentage indicates the percentage of time that the practices within a theme are present.

A summary and discussion of the findings at the campus and district level are presented in chapter 5. The last chapter also includes an interpretation of the findings as well as recommendations for educators and implications for future research.

CHAPTER 5

SUMMARY OF THE RESEARCH STUDY

As the final chapter of this study, chapter 5 restates the research problem and reviews the methodology used in this study. The major sections of this chapter summarize and discuss the findings, the relationship of those findings to prior research, implications for practice, and recommendations for future research.

Restatement of the Problem

All Texas public school districts continue to address the problem of how to achieve and maintain exemplary student performance as determined by the Texas Education Agency's accountability rating criteria and standards. When researching, I gathered data at the campus as well as at the district level to address this problem. I examined the following research questions in my study.

1. What effective schools practices are present on exemplary elementary campuses that lead to exemplary student performance as determined by the Texas accountability rating system?

2. What effective schools practices are present on exemplary secondary campuses that lead to exemplary student performance as determined by the Texas accountability rating system?

3. What effective schools practices are present on exemplary elementary campuses with homogenous student populations representing 75% or more White students?

4. What effective schools practices are present on exemplary elementary campuses with student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)?

5. What effective schools practices are present on exemplary secondary campuses with homogenous student populations representing 75% or more White students?

6. What effective schools practices are present on secondary campuses with student populations representing 25% or higher ethnic diversity (African American, Hispanic, Native American, Asian/Pacific Islander)?

7. What effective schools practices are present on exemplary elementary campuses with fewer than 25% economically disadvantaged students?

8. What effective schools practices are present on exemplary elementary campuses with 25% or more economically disadvantaged students?

9. What effective schools practices are present on exemplary secondary campuses with fewer than 25% economically disadvantaged students?

10. What effective schools practices are present on exemplary secondary campuses with 25% or more economically disadvantaged students?

11. What practices are present in districts to support their campuses so that they can maintain exemplary student performance?

Review of Methodology

In this quantitative research study, I used descriptive statistics to identify effective practices on Texas public school campuses that met the criteria for being considered long-term exemplary. After receiving approval from district superintendents or their designees to collect data in these districts, I contacted staff on the campuses that fit the criteria of this study. I asked the principals to have their site-based teams complete the 111 item More Effective Schools Staff Survey, which identifies practices within the effective schools correlates. I aggregated the data that I received by elementary and secondary campuses as well as by diversity and socioeconomic status.

I used descriptive statistics in my study to identify practices that districts implement to support their campuses so that they can maintain exemplary student performance. I developed and piloted the district survey before requesting district instructional leaders to complete it.

Once the pilot study was completed, I contacted district-level instructional leaders in those districts with long-term exemplary campuses to request their participation in completing

the 35 item electronic District Instructional Leader Survey. I aggregated the data by individual practices as well as by themes. Instructional leaders also responded to several open-ended questions that provided additional information regarding how they support their long-term exemplary campuses.

Once I received the data, I checked the data to determine reliability. Data from the professional development theme were not as internally consistent I had expected. However, the need for professional development is critical to the improvement of the teaching and learning process and student achievement. I deleted one item in this theme and reported all other data as received. Further clarification of survey items will be needed before this survey is used in the future.

Summary of the Results

Too few campuses across the state of Texas met the criteria for being considered long-term exemplary. Less than 2% of the campuses fit the criteria, and most of the eligible campuses were elementary. Those that met these criteria should be commended for their continued high performance.

During my study, I expected to find more secondary campuses within the TEA database that met the criteria as long-term exemplary campuses. Only 28 secondary campuses met these criteria, which included only seven high schools. Only 17 campuses received permission from their superintendents to participate, and 12 actually participated. As the reader reviews the data in this study, I recommend that these factors be considered.

The findings of this research study indicated that all seven correlates of effective schools as well as their corresponding practices were present on the identified long-term exemplary elementary campuses. Percentages on the elementary campuses ranged from 88% to 96%,

with the means ranging from 4.3 to 4.6. Percentages on those elementary campuses with homogenous student populations ranged from 87% to 95%, with the means ranging from 4.3 to 4.6. Percentages on the elementary diverse campuses ranged from 88% to 96%, with a mean range of 4.3 to 4.6. On the elementary campuses with economically advantaged students, percentages ranged from 88% to 95%; means ranged from 4.4 to 4.6. On the elementary campuses with economically disadvantaged students, percentages ranged from 87% to 97%; means ranged from 4.2 to 4.7. Percentages for each of these elementary sample populations consistently indicated high expectations as the highest correlate and home-school relations as the lowest.

The research findings also indicated that the long-term exemplary secondary campuses have implemented all seven effective schools correlates as well as most of their corresponding practices. Percentages on the secondary campuses ranged from 83% to 90%, with the means ranging from 4.1 to 4.3. Percentages on those secondary campuses with homogenous student populations ranged from 83% to 90%, with the means ranging from 4.1 to 4.3. Percentages on the secondary diverse campuses ranged from 82% to 89%; the means of the correlates ranged from 4.0 to 4.3. On the secondary campuses with economically advantaged students, percentages ranged from 82% to 90%; means ranged from 4.1 to 4.3. On the secondary campuses with economically disadvantaged students, percentages ranged from 78% to 90%; means ranged from 3.9 to 4.2. Consistent with the elementary campuses, percentages for each of the secondary sample populations indicated high expectations as the highest correlate. Clear school mission was the lowest correlate on three of these campus populations, and home-school relations was lowest on the diverse and economically disadvantaged student populations.

The campuses surveyed in this research study have implemented between 95% and 99% of the 111 practices that correspond to the seven effective schools correlates. Educators on all of the identified sample populations both at the elementary and secondary levels have successfully put the effective schools correlates into practice.

Research findings indicated that the six themes as well as their corresponding practices were present at the district level in which these campuses reside. According to the respondents, there was 99% agreement that the practices in five themes were present, with means ranging from 3.5 to 3.7 on a scale of 4. These themes were (a) beliefs, mission, and goals; (b) professional development; (c) curriculum; (d) instruction; and (e) assessment. According to respondents, there was 77% agreement that the site-based decision-making theme was present, with a mean of 3.0 on a scale of 4. These districts have successfully implemented the effective practices at the district level to support their long-term exemplary campuses. Results from the District Instructional Leader Survey can be summarized into the following concluding statements:

1. District-level administrators in these districts collaboratively develop beliefs, missions, strategic plans, and district goals, and they hold campuses accountable for reaching those goals.

2. These districts provide professional development to broaden the expertise of their educators and improve student achievement, and they encourage the development of professional learning communities and teacher leadership skills.

3. These district administrators set goals for curriculum, align curriculum across grade levels, and periodically review this to ensure alignment with standardized tests.

4. Staff members in these districts utilize various instructional strategies to meet the needs of varied learners. They monitor, adjust, and provide needed interventions for students so that they can master the essential knowledge and skills.

5. These staff members disaggregate and analyze student formative data as well as state assessment data and plan for instructional improvement. They identify students needing interventions and provide assistance as needed.

6. District site-based team members are involved in the improvement planning process and districtwide staff development, and they serve as stakeholder advisors for curriculum initiatives, district budgeting, school organization, and organizational improvement.

Effective campus-level practices include (a) high expectations and developing measurable goals (beliefs, mission, and goals); (b) teacher collaboration among teachers and other stakeholders (professional development); (c) alignment of curriculum per grade level with standards, assessments, and instructional practices (curriculum); (d) monitoring of student progress and providing needed interventions (instruction); (e) and analyzing data to plan for instructional improvement (assessment). Campus administrative practices include hiring and retaining strong teachers, providing them with tools for success, and making every child feel connected with an adult.

Effective practices at the district level include (a) providing professional development and collaboration time for teachers (professional development); (b) districtwide curriculum and vertical alignment and availability of resources for teachers (curriculum); (c) constant monitoring of student progress to address student needs including tutorials and individualized instruction; (d) data coaching (assessment); and (e) training principals in developing site-based teams and plans that drive instruction, budget, and personnel decisions (site-based decision making). District administrative practices include (a) hiring, retaining, and empowering effective principals to ensure their success; and (b) offering incentive plans or district grants to provide additional resources to impact student achievement.

Researcher's Insights

The significant findings of this research study were consistent with my expectations. Lezotte (2005) noted that Texas utilized the effective schools framework as the required process

for campus accreditation. As a result, the effective schools process is embedded in what Texas educators do today. The research findings were indicative of this statement.

Research findings indicate that the effective schools correlates were highly evident in all of the 10 sample populations studied. Each of these sample populations also implemented 95% to 99% of the 111 corresponding practices.

One practice was present according to 100% of the participants in all sample populations. This practice is within the correlate safe and orderly environment. Participants felt that these schools were safe places to work and learn. After tragedies such as Columbine and the devastation in New York City on September 11, 2001, school safety has become more important than ever. Campuses and districts are required to have written emergency operations plans in place, and school personnel must participate in various drills throughout the school year for emergency preparedness. The 100% presence of this practice is consistent with the need for safety at school as per federal requirements and effective schools research. Safety on campuses creates a better learning environment, and consequently students can be more successful learners.

I considered any practice with less than 67% agreement as low or not present on these campuses, as per Birdsell's (2007) recommendations. Only one practice was low in all sample populations. Consistent building-wide homework policies were not in place. This is not uncommon for elementary campuses, although procedures for districtwide grading criteria should be implemented. This would result in teachers having the tools to better document mastery of the Texas Essential Knowledge and Skills. Teachers are required to document 70% mastery of these skills by the end of each school year in order to determine student promotions and retentions (TEC §28.021-29.2011, 1999). Teachers and departments on secondary campuses have homework policies, but districtwide grading procedures are typically not established unless

the campuses reside in large 4-A or in 5-A districts. Smaller districts often do not have the staff to complete projects of that magnitude. Although consistent building-wide homework policies are important, they often are absent.

High expectations was the highest correlate among all sample populations. This is consistent with the effective schools research. Although other factors contribute to student success, staff expectations that all students will successfully learn grade-level curriculum and be promoted to the next grade at the end of the year is essential to this becoming a reality. If goals are not set, they likely will not be reached. All staff members as well as students must have high expectations of themselves so that successful learning will occur.

Frequent monitoring was high among all sample populations. I expected this correlate to be high, since many campuses develop formative benchmark assessments and monitor those results throughout the year as a predictor of student success. The district survey results also indicated that districts analyze formative data and plan for future instruction. The Just for the Kids (2005) research indicated that continual monitoring occurs on high-achieving campuses. The expectations of the state accountability system should have resulted in frequent monitoring being highly present in this study.

Home-school relations was lowest on all elementary campus populations, as well as on the diverse and economically disadvantaged secondary campuses. Lack of parent involvement can account for this phenomenon. Working parents or those not able to communicate or actively participate at school make it difficult for two-way communication to occur between home and school. Many children have single working parents, and usually both parents work if two parents reside in the home. This limits the parents' ability to become involved in the education of their children even though the parents may be supportive of these schools. Although research

has proven that parent involvement increases student success, I believe that the educators who practice the effective schools philosophy ensure the success of these students. These professionals have high expectations for themselves and for their students, and they will utilize whatever strategies are necessary to ensure student success. They practice the effective schools process, which in the past has disproved the Coleman Report that suggested that schools were not effective in helping students achieve but that the homes where children live make a difference in their success in school (Bullard & Taylor, 1993). I also conclude that professionals who educate students on these long-term exemplary campuses maintain a high percentage of student success, regardless of the amount of parental involvement on their campuses.

Patterns in research have emerged indicating that less parent involvement occurs in more economically disadvantaged schools, as well as with single parents, fathers, parents who work outside the home, and parents who live far from school (Epstein, Coates, Salinas, Sanders, & Simon, 1997). Epstein et al. (1997) provided educators with guidance for helping students become the center of schools, families, and communities. Epstein et al. explained that these three partnerships should be overlapping spheres of influence:

> The way schools care about children is reflected in the way schools care about the children's families. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students. (p. 2)

Epstein et al. (2002) cited four factors that can support this partnership: (a) high commitment to learning, (b) principal support, (c) a welcoming climate, and (d) a two-way communication between partners.

Epstein et al. (1997) developed a framework of six major types of parent involvement. Educators should (a) help families learn how to support their children as students (parenting);

(b) provide ideas to parents on how to help children learn at home (learning at home); (c) coordinate efforts for two-way communication regarding student progress and programs (communicating); (d) involve parents as leaders and representatives at school (decision making); (e) recruit and organize parent support and assistance (volunteering); and (f) use community resources to strengthen the home, the school, and student learning (collaborating with the community). Epstein et al. (2002) also recommended that educators form action teams for partnerships (ATP) so that educators, parents, and others can plan and implement programs to help children be successful.

After reviewing the results of the campuses with homogenous and diverse student populations, I observed some consistencies (see Appendix L). Six of the seven correlates were higher on the diverse elementary campuses than on those with homogenous student populations. I believe that professional educators on diverse campuses proactively seek methods for ensuring student success. Consequently, more of the effective schools practices could be utilized on these campuses than on others. These educators address the varied backgrounds and needs of the learners in their charge, and they do whatever is needed to ensure their success. The opposite occurred at the secondary level. Five of the seven correlates were lower on the diverse campuses than on those campuses with homogenous student populations. Educators at the secondary level who are content-oriented rather than process-oriented could account for this phenomenon.

The elementary campuses with economically disadvantaged student populations and those with economically advantaged students followed the same pattern. Six of the seven correlates were higher on the economically disadvantaged campuses than on those with economically advantaged student populations (see Appendix L). I believe that the proactive educators on these campuses account for these differences. Professionals continually seek

methods of ensuring student success and work with students from a variety of backgrounds to teach the skills necessary for their success. Thus, more of the effective school practices could be present on these campuses. These educators have high expectations for student success, and consequently these students are more successful.

The seven effective schools correlates were present on all of the secondary long-term exemplary campuses. Since only 28 secondary campuses qualified for this study compared to 109 elementary campuses, these data results raise two questions in my mind. Could the fact that fewer effective practices were evident at the secondary level be a reason why fewer secondary schools are exemplary? If these practices were to improve at the secondary level, would more campuses be exemplary? If secondary campuses focus on the effective schools correlates and their corresponding practices, perhaps more campuses could reach exemplary status.

District data results were high on the five themes that address teaching and learning, with 99% of the participants agreeing that these were evident. Site-based decision making was the lowest of the six themes at 77%. I question that, since superintendents and principals are responsible for the success of everything in their charge, they could be concerned that they may lose their authority to handle those responsibilities correctly. I also question the possibility that some superintendents or principals may lack collaborative skills, and thus do not utilize their site-based teams to the extent possible. The site-based decision-making committee, whether at the campus or district level, was designed to be an advisory committee to the superintendent or principal. These members have no authority other than approving staff development in their districts or campuses.

Based on the data received from the district level surveys, each district site-based team is led by a stakeholder from a variety of positions. This leads me to consider the following

questions. If the survey responses were not as high in the theme site-based decision making, and since site-based chairs hold various stakeholder positions within districts, then how well is this state mandate being understood and implemented? Is this a missing link that could keep many campuses and districts from achieving and maintaining exemplary student performance? The purpose of site-based decision making is to involve stakeholders in improving the academic achievement of students. Site-based decision making can be a powerful tool to improve student achievement if utilized in accordance with the Texas Education Code. The results of the data indicate that although site-based decision making has been implemented, it is not utilized to the extent possible even in the districts with long-term exemplary campuses.

My final observation concerns the demographic data of the districts in which these long-term exemplary campuses reside. I reviewed the Texas Education Agency database and noted the following characteristics (see Appendix M):

1. Community type – TEA categorizes districts as community types. Districts that participated in this study represent all community types except independent town. There were no eligible campuses in this category in the elementary or the secondary campus populations.

2. District size – The Texas Education Agency categorizes districts according to student enrollment. The districts that participated in this study represent all district sizes except for those with a student enrollment of 3,000-4,999 students. One district with a long-term exemplary elementary campus fit that category but chose not to participate.

3. District wealth – Over one third (38%) of the districts represented in the sample populations are Chapter 41 districts and are considered property wealthy by TEA standards. Of the 29 districts that participated, 11 are property wealthy, and 18 are not property wealthy according to current standards.

4. Regional service center area – Out of the 20 regional education service centers located throughout Texas, 17 have districts with long-term exemplary campuses identified in this study. The districts that participated in this study represent 13 of those regional education service centers. These participating districts represent South Texas, Southeast Texas, East Texas, Central Texas, North Central Texas, North Texas, West Texas, and the Panhandle. One district that serves students on a military base was also represented in this study.

Since these districts represent a variety of community types, district size, district wealth, and geographical locations, I determined that they could be considered representative of the different districts within the state. If the campuses within these representative districts can achieve and maintain long-term exemplary status regardless of grade level, diversity or socioeconomic status, I believe that educators on all campuses within Texas are capable of increasing student achievement. Since these campuses achieved this status, then the possibility exists that any campus can achieve exemplary status.

The reality exists that larger districts usually do not achieve exemplary ratings. These districts often face more challenges for several reasons.

1. A district could have a lower tax base, which could lessen its ability to provide much-needed services for students. Even though a district may qualify for a large amount of Title I funding, it often must provide additional programs and services for many students needing special assistance. This requires extra funding, and the cost of personnel for some special programs can be high.

2. The lack of parental support provides yet another challenge for large districts to overcome. This creates the need for educators to go beyond job requirements and bridge the gap between home and school.

3. A larger district tends to have a large number of students within the different student groups that count in the accountability ratings, creating a greater need to train teachers in instructional strategies for varied learners and to ensure that these strategies are implemented. This can result in extra costs for professional development and personnel. However, if educators use the effective schools process and implement the seven correlates, this could assist them as they attempt to improve their student performance.

Campuses with a large student enrollment or those residing in large districts tend to face issues similar to large districts. High schools also face these problems, particularly if they are large high schools or if they reside in large districts. However, they face a problem unique to their level. Many high school students are tested on the essential knowledge and skills of the four core subject areas, even if they are not enrolled in courses that teach those skills at the time they are assessed by the TAKS tests. In this situation, students are assessed on their retention of

skills from previous courses, with little opportunity to review these skills before being tested. This dilemma should lessen when students are assessed on the new state-mandated End-Of-Course tests in future years. Then high school students should be tested on the skills they learn in their current coursework. Perhaps this change will increase the number of high schools that achieve exemplary ratings.

Schools and districts can possibly improve the performance of their students if they implement the effective practices identified by the effective school correlates. Districts can possibly improve the student performance of all of their students by providing the leadership and support needed at the district level. The practices identified in this study could assist them as they attempt to achieve exemplary ratings.

Relationship of the Study to Prior Research

This research study confirms the presence of the Effective Schools correlates on the long-term exemplary elementary and secondary campuses, as well as campuses with homogenous and diverse students and those with economically advantaged and disadvantaged students. The 40 years of research on effective schools continues to support the need to implement the seven correlates and their effective practices on campuses. The effective school correlates have continually been refined to address the current needs of increasing student achievement (Lezotte & McKee, 2002).

I have examined effective practices separately by elementary and secondary levels. This addressed the suggestion by Lezotte and Levine (1990) that research needed to be conducted on secondary schools. I examined effective practices on homogenous and diverse campuses and campuses with economically advantaged and disadvantaged students by elementary and

secondary level (Edwards et al., 2006). Therefore, a campus would qualify in this study by grade level, the ethnicity of its student body, and the socioeconomic status of the students.

This research study provides additional findings about the various student populations, as well as information on long-term high achieving campuses. Although different student groups create more difficulty for campuses and districts to achieve exemplary student performance, this study supports the finding that ethnicity and socioeconomic status is no excuse for poor performance (TEA, 1996). This can serve as a model for other campuses as they strive to reach exemplary status.

The findings in this research study support the findings of Jordan (2005), who stated that the effective schools framework could serve as a blueprint for school reform. The research findings also support other research that examined characteristics of the effective schools correlates: clear school mission (Armstrong, 2005; Izumi, 2002); frequent monitoring (Jordan, 2005: Just for the Kids, 2005; Maciel, 2005); high expectations (Armstrong, 2005; Edwards et al., 2006; Zargarpour, 2002); home-school relations (Izumi 2002; Zargarpour, 2002); instructional leadership (Chastain, 2005; Edwards et al., 2006; Headen, 2005; Izumi, 2002; Jordan, 2005; Maciel, 2005; Zargarpour, 2002); opportunity to learn and time on task (Edwards et al., 2006; Maciel, 2005); and safe and orderly environment (Edwards et al., 2006; Jordan, 2005).

Other research has been completed on the state accountability rating system. However, these studies were limited to few campuses or were limited by a lack of prescribed practices used as measurement tools. This was a statewide study of campuses that met the criteria of being considered long-term exemplary.

Findings in this research study support the themes of leadership at the district level as well as other related research:

1. Beliefs, mission, goals – Edwards et al., 2006; Fullan, 2001; 2004; 2005; Husbands, 2005; Izumi, 2002; Jordan, 2005; Zargarpour, 2002

2. Professional development – Bihr, 2005; Blink, 2005; Boileau, 2005; Capps, 2005; Edwards et al., 2006; Fullan, 1992; Guskey & Sparks, 1996; Hord, 1997; Husbands, 2005; Izumi, 2002; Jordan, 2005; Just for the Kids, 2005; Lewis, 2005; Ragland et al., 1995; Zargarpour, 2002

3. Curriculum – Bihr, 2005; Chastain, 2005; Edwards et al., 2006; English, 2006; Izumi, 2002; Just for the Kids, 2005; TEA, 1996

4. Instruction – Bihr, 2005; Chastain, 2005; Edwards et al., 2006; English, 2006; Just for the Kids, 2005; Schlechty, 1997; TEA, 1996

5. Assessment – Bihr, 2005; Edwards et al., 2006; English, 2006; Goertz, 2000; Izumi, 2002; Just for the Kids, 2005; Lewis, 2005; TEA, 1996; Zargarpour, 2002

6. Site-based decision making – Chastain, 2005; Edwards et al., 2006; Fitts, 2004; Fullan, 1999; Goertz, 2000; Lewis, 2005.

The accreditation process in the state of Texas was based on the effective schools framework (Lezotte, 2005b), yet I found no studies that had been completed on effective schools and how these correlates have impacted the state accountability system. Other research has studied accountability systems, and still others have studied effective schools characteristics, but I found no study that had aligned these even though the state accountability system is based on the effective schools framework (Lezotte, 2005b). I coupled the frameworks of effective schools and the state accountability system as they were originally aligned in order to determine what effective correlates are in place on long-term exemplary campuses.

This research study contributes additional findings to the existing body of research that supports exemplary student performance among various campus populations, and it provides information on long-term high achieving campuses. It also relates findings to exemplary

campuses in Texas. The districts identified by Edwards et al. (2006) represent 55% of the districts identified in my research. The districts in my study reside in a variety of community types, district size, property wealth, and geographic location within the state. Regardless of the challenges brought by these factors, the campuses in these districts have maintained exemplary status over a long period of time.

If campuses and districts within the state of Texas successfully implement the effective schools correlates and the district supportive practices, they may gain improvement in student performance. Educators who embark on the improvement process should see gains in student achievement (Armstrong, 2005; Carnoy et al., 2001; Guskey & Sparks, 1996). The results of this research study can serve as a model for other campuses and districts as they strive to reach exemplary status.

Implications for Practice

During my study, I collected data from the Texas Education Agency database to determine (a) districts of various sizes, (b) districts of different community types, (c) districts that are property wealthy as well as property poor, and (d) districts that reside within different regional service centers in various geographical locations in Texas. The districts in this research study represent different sizes as well as different community types. Some of these districts are property wealthy and some are property poor. They also represent different geographical locations throughout the state. Regardless of these factors, these districts have effectively implemented district-level practices to help their campuses maintain exemplary status over time.

I also collected data from Texas public school campuses that fit the criteria of this study. These sample populations included elementary campuses and secondary campuses, campuses with homogenous student populations as well as those with diversity, campuses with

economically advantaged students and those with a higher population of economically disadvantaged students. All of these campuses have met this study's criteria for being considered long-term exemplary and have effectively implemented the effective schools correlates.

The effective schools process has stood the test over time. It is embedded in what Texas educators do daily. It is aligned with the federal law No Child Left Behind (2001). Lezotte (2005a) recommended that educators not allow a child to be left behind. This law provides another opportunity to ensure the success of all students.

The exemplary campuses in this study have proven that exemplary student performance is attainable. Although issues remain regarding the achievement gap among different student groups, this goal can be attained. Districts with larger student populations face challenges, making it difficult to achieve this status. However, all students can learn grade-level expectations regardless of diversity, socioeconomic status, district size, community type, property wealth, or geographical location.

The results of this study imply that any campus can improve its student performance on the state accountability system if educators implement effective practices. The implementation of these practices can possibly benefit high schools as the End-Of-Course tests become a part of the future accountability system in Texas.

The results of the district survey indicate that these campuses have strong district leadership and support. Results imply that districts can implement the identified district-level practices to assist their campuses in achieving and maintaining exemplary student performance. Districts that have not systemically changed may benefit from the practices identified in this study. Implementing the identified practices at the campus level as well as at the district level

can assist educators in improving the performance of the students for whom they are accountable.

Fullan et al. (2001) recommended building capacity on campuses, in districts, and at the state level. At the campus level, professional development is needed on the refinement of individual teacher skills and organizational development, and clear goals should be set for programs and initiatives. Instructional leadership should be shared among various campus leaders, and strong relationships should be developed with parents and the community. At the district level, administrators should focus on instruction to ensure student learning and establish coherence among all campuses by integrating campus improvement strategies and providing resources for assistance. They should intervene on failing campuses. They should support campus educators as they disaggregate data and plan for improvement in order to close the achievement gap on each campus within the district. State legislators and state departments of education should provide the support needed for campuses and districts to build capacity in addition to establishing accountability measures. State departments should address learning as well as policies to improve the quality of education for their students.

I asked Cory Green, Senior Director of the Division of NCLB Program Coordination at TEA, what educators can do to help students achieve. His response was "to use the NCLB statute to the advantage of all students; focusing high-quality instruction so that all students reach their potential and become proficient on the state's academic standards and assessments" (personal communication, August 29, 2007). The effective practices identified at the campus and district levels in this study can assist educators as they improve the achievement of their students and strive for exemplary student performance.

Recommendations for Future Research

Future recommendations for research could include a followup study at the campus level to determine the perceptions of various stakeholders who participated in the study (principals, teachers, parents, etc.). This could provide valuable information on the knowledge base of each group of stakeholders as well as implications for training through relevant professional development.

Research could be conducted to determine why fewer secondary campuses have reached exemplary status, particularly high schools. Research on why fewer districts have reached exemplary status could also provide valuable information for Texas educators. The researcher also recommends continued research on the effective schools process and the state accountability system when the new End-Of-Course tests are implemented as mandated by the Texas Legislature.

Additional research is needed in parent and community involvement since students are more successful when parents are involved in their education. Since home-school relations was the lowest correlate among most of the campus populations in this study, additional research in this area could benefit educators as they seek to build relationships with families and communities.

Additional research could be conducted on the importance of district instructional leadership in improving student achievement. This could include the themes from the district-level survey because they directly relate to the major responsibilities of a district instructional leader. However, additional themes could be added that relate to the responsibilities of this important position. These were noted in the open-ended responses from survey participants. Human resources survey items could address the hiring of highly qualified teachers and

administrators and the maintenance of high-quality performance among these educators. Survey items on administrative practices could be added to address the many administrative tasks that fall within the realm of the responsibility of a district instructional leader.

Finally, research could be conducted on the state's site-based decision-making process at both the campus and district levels to determine whether this process meets its original purpose of improving education through stakeholder involvement (TEA, 1992). Research could address how Texas public educators can improve the site-based decision-making process. If this process is effectively utilized, site-based decision making can be a powerful tool to improve student performance.

Summary and Conclusion

The results of this research study imply that long-term exemplary campuses in Texas have embedded the effective schools process in their daily practice. This research study also implies that the districts in which they reside utilize effective district-level practices to support their long-term exemplary campuses. The campuses and districts in this study represent a variety of geographical locations, district size, district wealth, socioeconomic status of students, and diverse student populations within the state of Texas. This, coupled with the fact that 55% of the identified districts participated in this study either at the campus or the district level, indicates salient research results.

The information provided in this study suggests that educators at the campus level can improve student achievement and increase their ratings on the state accountability system in Texas, and that districtwide support can result in an increase of student achievement throughout districts. Lezotte (2002) made the powerful statement that "the finest gift we can give our

children is our heartfelt belief that they can succeed" (p. 18). Educators should keep this in mind as they focus on improving the achievement of all students.

The purpose of this research study was to investigate practices on campuses and districts throughout the state of Texas to improve the performance of students. Results from this research study support the implementation of the effective schools process as well as the implementation of district-level practices to support campuses in the improvement process. These results provide valuable information to campus and district educators as they strive to improve their ratings on the state accountability system and achieve exemplary student performance in Texas.

APPENDIX A

PARTICIPATING CAMPUSES AND DISTRICTS

District	Elementary Campuses	Secondary Campuses
Argyle ISD	Hilltop Elementary	
Canadian ISD		Canadian Middle
Carroll ISD		
Carrollton-Farmers Branch ISD	Country Place Elementary Kent Elementary Rainwater Elementary	
Cayuga ISD		
Claude ISD	Claude Elementary	
Clear Creek ISD	Armond Bayou Elementary Brookwood Elementary Hyde Elementary North Pointe Elementary John Ward Elementary Ed White Elementary	
Coppell ISD	Austin Elementary Cottonwood Creek Elementary Denton Creek Elementary Mockingbird Elementary Town Center Elementary	Coppell Middle East
Crawford ISD		
Deer Park ISD	Deer Park Elementary	
Eanes ISD	Cedar Creek Elementary Eanes Elementary	Hill Country Middle West Ridge Middle
Friendswood ISD		Friendswood Junior High
Frisco ISD	Curtsinger Elementary Smith Elementary	
Galena Park ISD	Tice Elementary	
Harper ISD	Harper Elementary	
Holland ISD	Holland Elementary	
Jim Ned ISD		
Lake Travis ISD		Lake Travis Middle
Lindsay ISD		Lindsay High School
Lorena ISD		Lorena High School
McLeod ISD		
North East ISD	Huebner Elementary	
Pasadena ISD	Turner Elementary	
Randolph Field ISD		Randolph Middle
Terrell County ISD	Sanderson Elementary	Sanderson Junior High
Wall ISD	Wall Elementary	
Webb ISD		Bruni Middle
White Oak ISD		White Oak Middle
Whitewright ISD	Whitewright Elementary	

APPENDIX B

DATA PERTAINING TO THE MORE EFFECTIVE SCHOOLS STAFF SURVEY

Subscales	Alpha	Mean	Standard Deviation
Clear School Mission	.90	47.6	11.75
Frequent Monitoring	.80	47.1	6.86
High Expectations	.86	41.1	9.73
Home-School Relations	.82	45.7	9.07
Instructional Leadership	.91	51.9	13.57
Opportunity to Learn and Time on Task	.81	45.2	8.78
Safe and Orderly Environment	.86	47.9	10.43
Overall Scale	.85		

This data from previous surveys was provided by the Association for Effective Schools, Inc.
(518)758-9828 FAX (518)758-9833
aes@mes.org http://www.mes.org

APPENDIX C

DISTRICT INSTRUCTIONAL LEADER SURVEY

District Instructional Leader Survey

Section 1

Please check the applicable information.

Position held

_____ Superintendent
_____ Assistant Superintendent
_____ Central Office administrator

Length of tenure in current position

_____ 0 – 12 months
_____ 1 – 5 years
_____ 6 – 10 years
_____ 11 – 15 years
_____ 15 – 20+ years

Section 2

Please mark an X in the appropriate box if this is evident in your district.	*Strongly Disagree*	*Disagree*	*Agree*	*Strongly Agree*
1. District administrators collaborate with the stakeholders in order to improve the educational program and ensure student success.				
2. The district staff collaboratively develops beliefs, a vision, and/or a mission that drives decision-making.				
3. Curriculum goals have been developed to ensure that students will gain the knowledge needed to graduate from high school.				
4. Students are actively involved in the learning process.				
5. Assessments are designed to assess mastery of grade level skills so that teachers can plan future instruction.				
6. The district improvement plan drives the development of the district budget.				
7. The district encourages staff members to develop their leadership skills by working collaboratively as teacher leaders.				
8. District administrators set high expectations for student success which is reflected throughout the district.				
9. Measurable 12-K learner outcomes are developed to determine curriculum mastery in each content area.				
10. Teachers use appropriate instructional strategies to address the needs of varied learners in their classrooms.				
11. Students are assessed formatively throughout the school year to benchmark their progress toward mastering grade level skills.				
12. The district site-based team is involved in curriculum initiatives to improve student learning.				

13. The district encourages building a community of learners to focus on how best students can master grade level standards.				
14. The district collaboratively develops a long range strategic plan that includes goals for students to be successful learners and successful high school graduates.				
15. Curriculum is aligned across grade levels to ensure that all essential skills are taught throughout a student's educational career.				
16. Instruction is aligned with the curriculum so that all students will have the opportunity to master grade level skills.				
17. Teachers disaggregate and analyze formative performance data throughout the school year and plan for instructional improvement.				
18. The district site-based team approves districtwide staff development activities.				
19. Administrators and teachers are expected to participate in professional development activities to broaden their areas of expertise.				
20. The district collaboratively develops district goals with input from various stakeholders (i.e. parents, business, community members, etc.).				
21. Unit goals or objectives have been developed to address the essential knowledge and skills required per grade level and core subject area.				
22. Teachers differentiate instruction to meet the needs of all students (i.e. gifted/talented, ESL, etc.).				
23. Performance data is used to determine interventions needed for student mastery.				
24. Stakeholders on the district site-based team provide input in discussions on school organization and/or organizational improvement.				
25. Professional development opportunities are provided so that teachers can learn new instructional strategies and apply that learning in the classroom.				
26. The district holds campuses accountable for reaching their goals.				
27. Teachers develop yearly plans or outlines to ensure that they teach all required skills within the school year.				
28. Staff members monitor, adjust, and provide interventions necessary for students to learn grade level skills.				
29. State assessment data is disaggregated and analyzed to determine student mastery of grade level curriculum and to determine needed interventions.				
30. The district site-based team reviews staffing patterns at least annually.				

31. Campus goals are aligned with district goals to improve student achievement.				
32. Curriculum is periodically reviewed to ensure alignment with standardized tests.				
33. Staff members provide opportunities for student learning that maximize classroom time-on-task and minimize classroom interruptions.				
34. Based on state assessment data, district/campus site based teams develop district/campus improvement plans to improve student achievement.				
35. The district site-based team is involved in the development of the improvement plan to increase the academic achievement of all students.				

Section 3:

1. In your opinion, what is the single most effective practice that exemplary campuses in your district have implemented to maintain exemplary student performance?

2. In your opinion, what is the single most effective practice that your district has implemented to support those campuses so that exemplary student performance can be maintained?

Section 4:

What professional position does the chairman of your district's site-based team hold (superintendent, administrator, teacher, etc.)? Please explain.

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APPENDIX D

DESCRIPTIVE STATISTICS FOR PILOT SURVEY

Pilot Survey Themes

Theme	Survey Items	Mean	Standard Deviation	Alpha Level
Beliefs, Mission, Goals	6	3.22	.59	.87
Professional Development	5	3.28	.50	.82
Curriculum	6	2.85	.68	.91
Instruction	6	2.98	.47	.94
Assessment	6	2.93	.69	.96
Site-Based Decision Making	6	2.63	.66	.90
Total	35			.97

APPENDIX E

COMMUNICATIONS

SAMPLE ISD

(district letterhead)

_____

Date

University of North Texas
Institutional Review Board
Administration Building Room 160
1501 Chestnut Ave
Denton, TX 76203-5250

To Whom It May Concern:

This letter is to verify that I give my approval for your doctoral student, Darlene Callender, to conduct research in our district by collecting data from our district instructional leader and from the campuses identified in her research study. These campus(es) located within our district boundaries have been identified in her study as long-term exemplary campuses of the state accountability system.

I understand that this study will identify effective practices that these exemplary campuses implement. Elementary and secondary campuses will be studied, including those with ethnic diversity and economically disadvantaged students, as well as those that do not have high percentages of students in these groups.

This study will survey the principal(s) and campus site-based team members of the identified campuses, as well as our district level instructional leader. I understand that the aggregate data from these surveys can be presented at professional conferences, reviewed in journal articles,and/or published in a book. I understand that the names of our campus(es) and district could be published as fitting the criteria and being selected to participate in this study, but data from a specific campus or district will not be published.

I understand that the results of this study can provide valuable information to campuses and districts throughout Texas. Therefore I support this researcher as she collects data from our campuses and district level instructional leader.

Sincerely,

_____

Superintendent of Schools
Sample ISD

University of North Texas Institutional Review Board

Campus Participants Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study and how it will be conducted.

Title of Study: **Exemplary Student Performance in Texas**

Principal Investigator: Darlene Callender, a graduate student in the University of North Texas (UNT) Department of Educational Administration

Purpose of the Study:

You are being asked to participate in a research study which involves identifying effective practices that exemplary campuses implement and effective practices that districts implement to support the exemplary campuses.

Study Procedures:

You will be asked to complete a *More Effective Schools* survey that will take about one hour of your time.

Foreseeable Risks:

There are no foreseeable risks involved in this study. Precautions will be taken to ensure the confidentiality of your responses, the responses of each campus, and the responses of each district in any public presentation of the study results. Each campus may be listed as a participant and be recognized as a long-term exemplary campus in the state. The district may also receive recognition in the study.

Benefits to the Subjects or Others:

This study is not expected to be of any direct benefit to you individually. However, the results of this study should benefit your campus and district.

1. Your campus will receive individual campus results that can be used in the comprehensive needs assessment for campus planning and school improvement. It can also serve also as a biannual evaluation of the campus site-based decision-making team's effectiveness toward school improvement.
2. Your campus can receive recognition as a long term exemplary campus.
3. Your district can receive recognition in addition to your campus.
4. This study should identify effective practices that exemplary campuses implement.
5. These results may help to improve accountability ratings for other campuses and districts.
6. This may also help improve student achievement throughout the state of Texas.

Compensation for Participants:

There will be no direct compensation for you as an individual participant. However, your campus will receive individual campus survey results. If your campus and district completes all surveys and returns these to the researcher in a timely manner, your campus and district will be eligible for a drawing. Winners will have a choice of books or a video that can assist in the school improvement process. (See the attachment for a detailed explanation of this drawing.)

Procedures for Maintaining Confidentiality of Research Records:

The confidentiality of your individual information will be protected by keeping your signed consent forms and your coded survey results in separate locations. These will be kept in locked storage for at least 3 years. Survey results that participants provide in this study could be used in a followup study to identify additional data that could assist campuses and districts in achieving exemplary student performance. However, if a followup study is completed, the UNT Institutional Review Board will approve the study to ensure that regulations are met.

Questions about the Study:

If you have any questions about the study, you may contact Darlene Callender or Dr. Johnetta Hudson, UNT Department of Educational Administration.

Review for the Protection of Participants:

This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

Research Participants' Rights:

Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- Your principal has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

_____
Printed Name of Participant

_____ _____
Signature of Participant Date

For the Principal Investigator or Designee:

I certify that I have reviewed the contents of this form with the participant signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

_____ _____
Signature of Principal Investigator or Designee Date

DIRECTIONS FOR COMPLETION OF CAMPUS SURVEYS

Sample ISD – Sample Middle School Mr. Samuel Good, Principal

This 111 item survey from the *Association for Effective Schools* is to be completed by the campus site-based team for your school.

As the campus principal, you serve as the principal investigator's designee. Your responsibilities as designee are as follows.

1. You must explain the contents of the informed consent form to all of your site-based team participants, including the possible benefits, and potential risks of participation.
2. You must answer all of the questions that the participants may have about the survey.
3. You must ensure that each participant must read and sign an informed consent form before completing the survey.
4. You must sign as the designee of the principal investigator.
5. You must give a blank a copy of the informed consent form to each participant.
6. You must ensure that no student participates in this study. Sign and return the Principal's Written Assurance Form verifying this.

Please collect the completed surveys in the following stacks and band them together with the appropriately labeled sticky note. Please stack the informed consent forms separately in order to protect the confidentiality of the participants. Make sure that you have the same number of signed informed consent forms that you have completed surveys.

As a campus principal you will complete a survey with a yellow highlighted label that states Principal.

Each professional staff member on the site-based team will complete a survey with a green highlighted label that states Professional.

Each parent on the site-based team will complete a survey with a pink highlighted label that states Parent.

Each community member on the site-based team will complete a survey with a blue highlighted label that states Community.

Each business member on the site-based team will complete a survey with a purple highlighted label that states Business.

The Central Office representative will complete a survey with an orange highlights label that states Central Office.

Each paraprofessional on the site-based team will complete a survey with a yellow-orange highlighted label that states Paraprofessional.

Remember that informed consent forms must be kept separate from the survey responses to protect the confidentiality of the participants.

Please do not make copies of the survey or of the responses. You will receive aggregate responses for your campus for future campus planning.

THANK YOU FOR YOUR PARTICIPATION AND THE PARTICIPATION OF YOUR CAMPUS SITE-BASED TEAM IN THIS VERY IMPORTANT STUDY!

PRINCIPAL'S WRITTEN ASSURANCE FORM

Name of District _____

Name of Campus _____

I give my written assurance that no students participated in this survey.

_____ _____

Signature of Principal Date

PRINCIPAL'S WRITTEN ASSURANCE FORM

Name of District _____

Name of Campus _____

I give my written assurance that no students participated in this survey.

_____ _____

Signature of Principal Date

University of North Texas Institutional Review Board

District Participants Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study and how it will be conducted.

Title of Study: **Exemplary Student Performance in Texas**

Principal Investigator: Darlene Callender, a doctoral student in the University of North Texas (UNT) Department of Educational Administration.

Purpose of the Study:

You are being asked to participate in a research study which involves identifying effective practices that exemplary campuses implement and effective practices that districts implement to support the exemplary campuses.

Study Procedures:

You will be asked to complete a district level survey that will take about 30 minutes of your time.

Foreseeable Risks:

There are no foreseeable risks involved in this study. Precautions will be taken to ensure the confidentiality of your responses, the responses of each campus, and the responses of each district. Each campus may be listed as a participant and be recognized as a long-term exemplary campus in the state. The district may also receive recognition in the study.

Benefits to the Subjects or Others:

This study is not expected to be of any direct benefit to you individually. However, the results of this study should benefit your district and the identified campus(es) within your district.

1. Your campus will receive individual campus results that can be used in the comprehensive needs assessment for campus planning and school improvement. It can also serve also as a biannual evaluation of the campus site-based decision-making team's effectiveness toward school improvement.
2. The campus can receive recognition as a long term exemplary campus.
3. Your district can receive recognition in addition to the campus.
4. This study should identify effective practices that exemplary campuses implement.
5. These results may help to improve accountability ratings for other campuses and districts.
6. This may also help improve student achievement throughout the state of Texas.

Compensation for Participants:

There will be no direct compensation to you as an individual participant. However, if your campus and district completes all surveys and returns these to the researcher in a timely manner, your campus and district will be eligible for a drawing. Winners will have a choice of books or a video that can assist in the school improvement process. (See the attachment for a detailed explanation of this drawing.)

Procedures for Maintaining Confidentiality of Research Records:

The confidentiality of your individual information will be protected by keeping your online agreement consent form and your coded survey results in separate locations. These will be kept in locked storage for at least 3 years. Survey results that participants provide in this study could be used in a followup study to identify additional data that could assist campuses and districts in achieving exemplary student performance. However, if a followup study is completed, the UNT Institutional Review Board will approve the study to ensure that regulations are met.

Questions about the Study:

If you have any questions about the study, you may contact Darlene Callender or Dr. Johnetta Hudson, UNT Department of Educational Administration.

Review for the Protection of Participants:

This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

Research Participants' Rights:

You have read or have had read to you all of the above and that you confirm all of the following:

- The researcher has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you may print a copy of this form.

I agree to participate in the district level survey which will provide data for the research study entitled *Exemplary Student Performance in Texas.* Your participation in the online survey indicates your agreement.

District Informed Consent Form

CONFIDENTIALITY STATEMENT FROM THE ASSOCIATION FOR EFFECTIVE SCHOOLS, INC.

I hereby affirm that my employees and I will maintain confidentiality of all surveys and information that I receive from the doctoral study entitled *Exemplary Student Performance in Texas*. This study is being completed by Darlene Callender, a doctoral student at the University of North Texas.

No personally identifiable information may be revealed at any time. All data collection will be held in confidence. Results will be revealed in the research study as aggregate data as per the approved Institution Review Board application.

_____ _____

Dr. Ben Birdsell Date
Association of Effective Schools, Inc.

_____

Title

2007

APPENDIX F

CAMPUS SAMPLE POPULATIONS

Elementary Sample Populations	75% Not Diverse	25% or > Diverse	75% Not Low SES	25% or > Low SES
Armond Bayou		X	X	
Austin		X	X	
Brookwood		X	X	
Cedar Creek	X		X	
Claude	X			X
Cottonwood Creek	X		X	
Country Place		X		X
Curtsinger	X		X	
Deer Park	X		X	
Denton Creek		X	X	
Eanes	X		X	
Harper	X			X
Hilltop	X		X	
Holland		X		X
Huebner		X	X	
Hyde	X		X	
Kent		X		X
Mockingbird		X	X	
North Pointe		X	X	
Rainwater		X	X	
Sanderson		X		X
Smith	X		X	

Elementary Sample Populations	75% Not Diverse	25% or > Diverse	75% Not Low SES	25% or > Low SES
Tice		X		X
Town Center	X		X	
Turner		X		X
Wall	X		X	
Ward		X	X	
White	X		X	
Whitewright	X			X
Number of campuses	14	15	20	9
Total number of campuses	29			
Total number of districts	16			

Secondary Sample Populations	75% Not Diverse	25% or > Diverse	75% Not Low SES	25% or > Low SES
Bruni Middle School		X		X
Canadian Middle School		X		X
Coppell Middle School East		X	X	
Friendswood Junior High School	X		X	
Hill Country Middle School	X		X	
Lake Travis Middle School	X		X	
Lindsay High School	X		X	
Lorena High School	X		X	
Randolph Middle School		X	X	
Sanderson Junior High School		X		X
West Ridge Middle School	X		X	
White Oak Middle School	X			X
Number of campuses	7	5	8	4
Total number of campuses	12			
Total number of districts	11			

APPENDIX G

CAMPUS DATA RELIABILITY AND DESCRIPTIVE STATISTICS

Data Reliability – Elementary Campuses

Effective School Correlate Alphas	Elementary Campuses	Not Diverse	Diverse	Not Low SES	Low SES
Overall Alpha Level	.98	.98	.97	.98	.95
Clear School Mission	.88	.90	.86	.89	.80
Frequent Monitoring	.84	.85	.82	.85	.80
High Expectations	.87	.88	.86	.88	.77
Home-School Relations	.87	.87	.86	.86	.87
Instructional Leadership	.91	.90	.92	.92	.88
Opportunity to Learn/TOT	.92	.93	.91	.93	.88
Safe/Orderly Environment	.84	.86	.81	.85	.79

Data Reliability – Secondary Campuses

Effective School Correlate Alphas	Secondary Campuses	Not Diverse	Diverse	Not Low SES	Low SES
Overall Alpha Level	.98	.97	.98	.98	.95
Clear School Mission	.88	.87	.88	.89	.84
Frequent Monitoring	.86	.82	.91	.86	.85
High Expectations	.90	.90	.92	.91	.89
Home-School Relations	.88	.88	.89	.90	.81
Instructional Leadership	.89	.88	.90	.91	.79
Opportunity to Learn/TOT	.93	.92	.96	.93	.94
Safe/Orderly Environment	.80	.78	.82	.82	.65

Elementary Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMElemCampuses	298	4.4521	.42446	-.845	.141	.363	.281
Valid N (listwise)	298						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMElemCampuses	298	4.4883	.39650	-.889	.141	.390	.281
Valid N (listwise)	298						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HEElemCampuses	298	4.6147	.35836	-1.190	.141	1.333	.281
Valid N (listwise)	298						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRElemCampuses	298	4.3241	.43068	-.759	.141	.797	.281
Valid N (listwise)	298						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILElemCampuses	298	4.4705	.46431	-.963	.141	.740	.281
Valid N (listwise)	298						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTElemCampuses	298	4.4205	.41351	-.634	.141	-.079	.281
Valid N (listwise)	298						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOEElemCampuses	298	4.4277	.41257	-.739	.141	.259	.281
Valid N (listwise)	298						

Elementary Homogenous Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMElemNotDiverse	142	4.4154	.46349	-.864	.203	.291	.404
Valid N (listwise)	142						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMElemNotDiverse	142	4.4389	.42419	-.833	.203	.198	.404
Valid N (listwise)	142						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HEElemNotDiverse	142	4.5770	.37965	-1.082	.203	1.012	.404
Valid N (listwise)	142						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRElemNotDiverse	142	4.3192	.43562	-.605	.203	.203	.404
Valid N (listwise)	142						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILElemNotDiverse	142	4.4657	.44099	-.722	.203	-.277	.404
Valid N (listwise)	142						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTElemNotDiverse	142	4.3800	.43725	-.701	.203	.186	.404
Valid N (listwise)	142						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOEElemNotDiverse	142	4.4222	.44946	-.831	.203	.109	.404
Valid N (listwise)	142						

Elementary Diverse Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMElemDiverse	156	4.4854	.38400	-.700	.194	-.040	.386
Valid N (listwise)	156						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMElemDiverse	156	4.5332	.36507	-.878	.194	.391	.386
Valid N (listwise)	156						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HEElemDiverse	156	4.6490	.33536	-1.285	.194	1.704	.386
Valid N (listwise)	156						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRElemDiverse	156	4.3286	.42750	-.913	.194	1.455	.386
Valid N (listwise)	156						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILElemDiverse	156	4.4749	.48595	-1.135	.194	1.383	.386
Valid N (listwise)	156						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTElemDiverse	156	4.4573	.38840	-.490	.194	-.721	.386
Valid N (listwise)	156						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOEElemDiverse	156	4.4326	.37728	-.570	.194	.282	.386
Valid N (listwise)	156						

Elementary Economically Advantaged Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMElemNotLowSES	214	4.4446	.45270	-.841	.166	.195	.331
Valid N (listwise)	214						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMElemNotLowSES	214	4.4691	.40858	-.825	.166	.154	.331
Valid N (listwise)	214						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HEElemNotLowSES	214	4.5789	.38494	-1.059	.166	.838	.331
Valid N (listwise)	214						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRElemNotLowSES	214	4.3677	.42167	-.599	.166	-.086	.331
Valid N (listwise)	214						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILElemNotLowSES	214	4.4506	.48042	-.955	.166	.809	.331
Valid N (listwise)	214						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTElemNotLowSES	214	4.4054	.43272	-.588	.166	-.177	.331
Valid N (listwise)	214						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOEElemNotLowSES	214	4.4240	.43705	-.759	.166	.157	.331
Valid N (listwise)	214						

Elementary Economically Disadvantaged Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMElemLowSES	84	4.4710	.34388	-.669	.263	.167	.520
Valid N (listwise)	84						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMElemLowSES	84	4.5369	.36165	-1.053	.263	1.284	.520
Valid N (listwise)	84						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HEElemLowSES	84	4.7058	.25992	-1.125	.263	1.235	.520
Valid N (listwise)	84						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRElemLowSES	84	4.2130	.43594	-1.194	.263	2.429	.520
Valid N (listwise)	84						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILElemLowSES	84	4.5211	.41897	-.906	.263	.038	.520
Valid N (listwise)	84						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTElemLowSES	84	4.4591	.35947	-.692	.263	-.046	.520
Valid N (listwise)	84						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOEElemLowSes	84	4.4369	.34464	-.531	.263	.036	.520
Valid N (listwise)	84						

Secondary Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMSecCampuses	96	4.1030	.46691	-.274	.246	-.632	.488
Valid N (listwise)	96						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMSecCampuses	96	4.2153	.44958	-.096	.246	-.667	.488
Valid N (listwise)	96						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HESecCampuses	96	4.3022	.49538	-.973	.246	1.591	.488
Valid N (listwise)	96						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRSecCampuses	96	4.1349	.49756	-.251	.246	-.582	.488
Valid N (listwise)	96						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILSecCampuses	96	4.2271	.48208	-.706	.246	.664	.488
Valid N (listwise)	96						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTSecCampuses	96	4.0939	.47104	.088	.246	-.685	.488
Valid N (listwise)	96						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOESecCampuses	96	4.1535	.44176	-.070	.246	-.807	.488
Valid N (listwise)	96						

Secondary Homogenous Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMSecNotDiverse	63	4.0939	.46839	-.224	.302	-.685	.595
Valid N (listwise)	63						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMSecNotDiverse	63	4.1903	.42352	.026	.302	-.654	.595
Valid N (listwise)	63						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HESecNotDiverse	63	4.3041	.48623	-.993	.302	1.970	.595
Valid N (listwise)	63						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRSecNotDiverse	63	4.1799	.47444	-.273	.302	-.673	.595
Valid N (listwise)	63						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILSecNotDiverse	63	4.2582	.45778	-.527	.302	-.436	.595
Valid N (listwise)	63						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTSecNotDiverse	63	4.0897	.45380	.133	.302	-.648	.595
Valid N (listwise)	63						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOESecNotDiverse	63	4.1652	.42395	-.186	.302	-.603	.595
Valid N (listwise)	63						

Secondary Diverse Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMSecDiverse	33	4.1202	.47082	-.387	.409	-.402	.798
Valid N (listwise)	33						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMSecDiverse	33	4.2631	.49893	-.332	.409	-.607	.798
Valid N (listwise)	33						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HESecDiverse	33	4.2986	.52006	-.978	.409	1.367	.798
Valid N (listwise)	33						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRSecDiverse	33	4.0491	.53599	-.136	.409	-.470	.798
Valid N (listwise)	33						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILSecDiverse	33	4.1677	.52760	-.894	.409	1.845	.798
Valid N (listwise)	33						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTSecDiverse	33	4.1020	.50950	.017	.409	-.718	.798
Valid N (listwise)	33						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOESecDiverse	33	4.1259	.46631	.047	.409	-.772	.798
Valid N (listwise)	33						

Secondary Economically Advantaged Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMSecNotLowSES	73	4.1149	.49035	-.405	.281	-.724	.555
Valid N (listwise)	73						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMSecNotLowSES	73	4.2321	.45871	-.194	.281	-.744	.555
Valid N (listwise)	73						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HESecNotLowSES	73	4.3364	.50782	-1.050	.281	1.555	.555
Valid N (listwise)	73						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRSecNotLowSES	73	4.2164	.48514	-.389	.281	-.519	.555
Valid N (listwise)	73						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILSecNotLowSES	73	4.2401	.51987	-.820	.281	.547	.555
Valid N (listwise)	73						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTSecNotLowSES	73	4.1238	.47133	.065	.281	-.796	.555
Valid N (listwise)	73						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOESecNotLowSES	73	4.2081	.43844	-.229	.281	-.638	.555
Valid N (listwise)	73						

Secondary Economically Disadvantaged Campuses

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CSMSecLowSES	23	4.0652	.39053	.425	.481	.215	.935
Valid N (listwise)	23						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FMSecLowSES	23	4.1621	.42460	.244	.481	.097	.935
Valid N (listwise)	23						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HESecLowSES	23	4.1936	.44667	-1.018	.481	3.486	.935
Valid N (listwise)	23						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
HSRSecLowSES	23	3.8763	.45476	-.015	.481	.099	.935
Valid N (listwise)	23						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ILSecLowSES	23	4.1857	.34161	.336	.481	-.170	.935
Valid N (listwise)	23						

Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OLTOTSecLowSES	23	3.9991	.46765	.159	.481	-.107	.935
Valid N (listwise)	23						

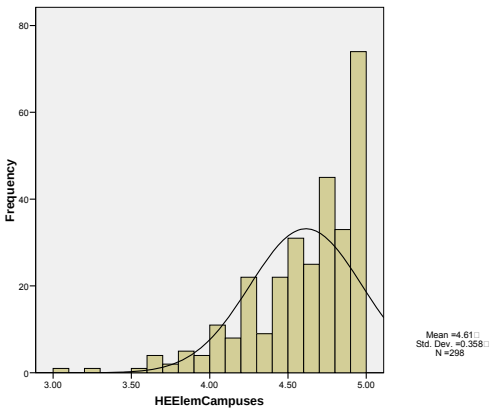
Descriptive Statistics

	N	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SOESecLowSES	23	3.9967	.40390	.320	.481	-.280	.935
Valid N (listwise)	23						

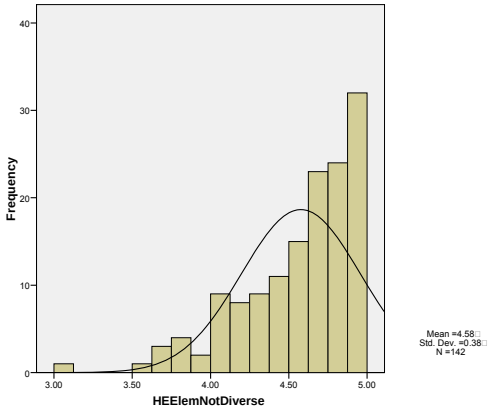
Skewness and Kurtosis

Elementary Data				
Elementary Campuses				
High Expectations	Skewness	-1.190	Kurtosis	1.333
Elementary Not Diverse				
High Expectations	Skewness	-1.082	Kurtosis	1.012
Elementary Diverse				
High Expectations	Skewness	-1.285	Kurtosis	1.704
Home-School Relations	Skewness	-.913	Kurtosis	1.455
Instructional Leadership	Skewness	-1.135	Kurtosis	1.383
Elementary Not Low SES				
High Expectations	Skewness	-1.059	Kurtosis	.838
Elementary Low SES				
High Expectations	Skewness	-1.125	Kurtosis	1.235
Frequent Monitoring	Skewness	-1.053	Kurtosis	1.284
Home-School Relations	Skewness	-1.194	Kurtosis	2.429
Secondary Data				
Secondary Campuses				
High Expectations	Skewness	-.973	Kurtosis	1.591
Secondary Not Diverse				
High Expectations	Skewness	-.993	Kurtosis	1.970
Secondary Diverse				
High Expectations	Skewness	-.978	Kurtosis	1.367
Instructional Leadership	Skewness	-.894	Kurtosis	1.845
Secondary Not Low SES				
High Expectations	Skewness	-1.050	Kurtosis	1.555
Secondary Low SES				
High Expectations	Skewness	-1.018	Kurtosis	3.486

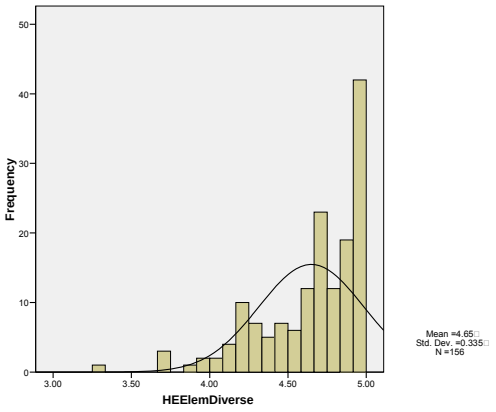
Skewness and Kurtosis – Campus Data



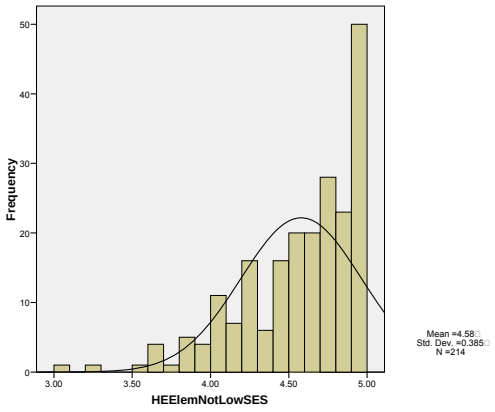
High Expectations Elementary Campuses



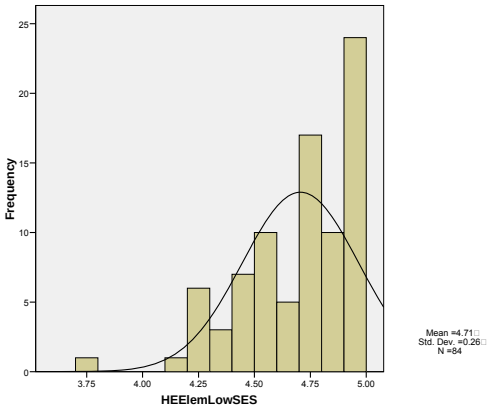
High Expectations – Elementary Not Diverse



High Expectations – Elementary Diverse

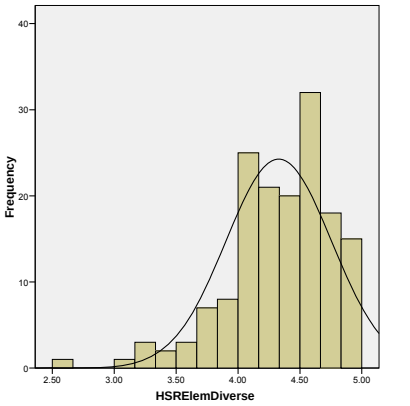


High Expectations – Elementary Not Low SES

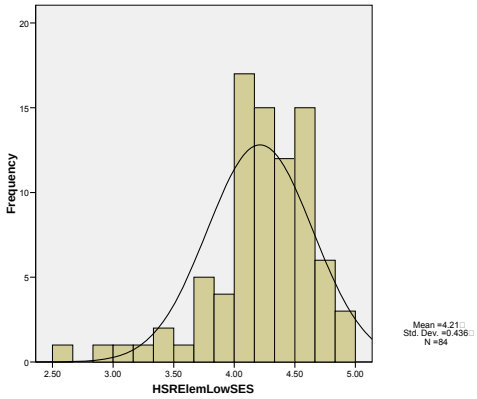


High Expectations – Elementary Low SES

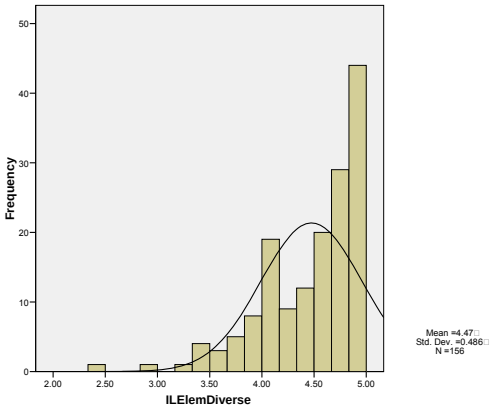
Skewness and Kurtosis – Campus Data



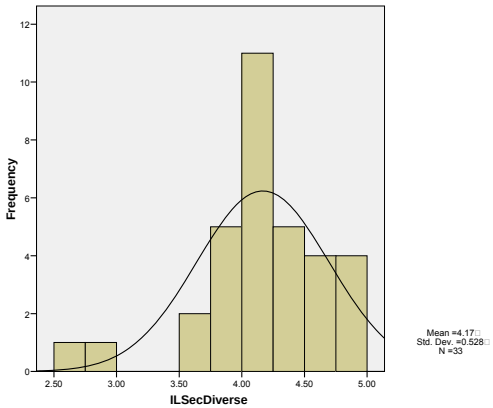
Home-School Relations Elementary Diverse



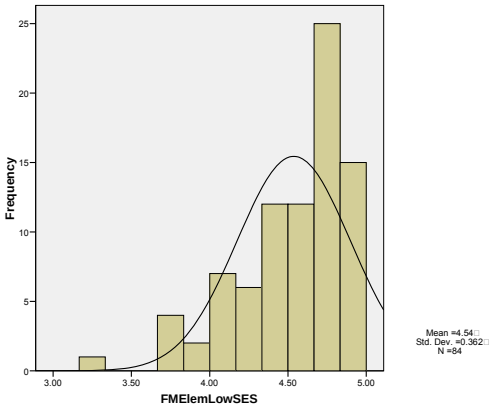
Home-School Relations – Elementary Low SES



Instructional Leadership – Elementary Diverse

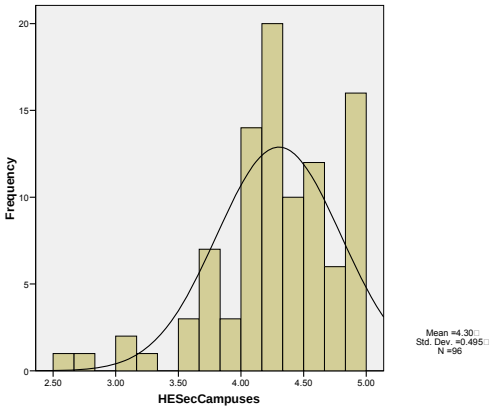


Instructional Leadership – Secondary Diverse

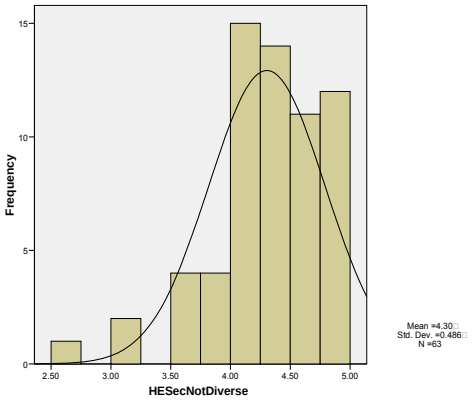


Frequent Monitoring – Elementary Low SES

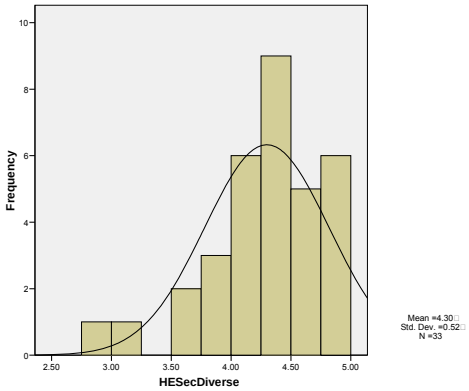
Skewness and Kurtosis – Campus Data



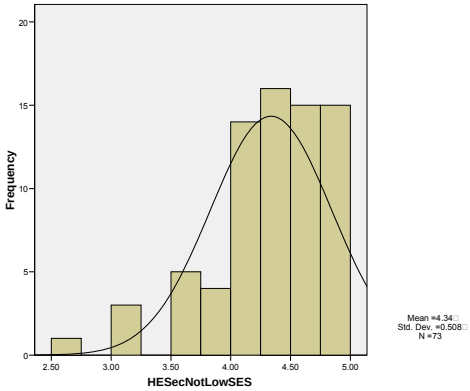
High Expectations – Secondary Campuses



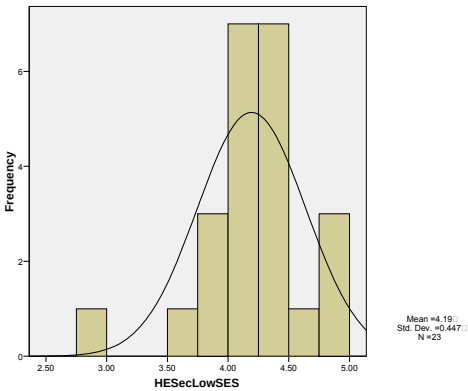
High Expectations – Secondary Not Diverse



High Expectations – Secondary Diverse



High Expectations – Not Low SES



High Expectations – Secondary Low SES

Outliers

Elementary Participants

Correlate	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
Clear School Mission	2.93 (<3.18)	2.93 (<3.03)	3.25 (<3.34)	2.93 (<3.08)	
Frequent Monitoring	3.18 (<3.30) 3.18		3.36 (<3.44)	3.18 (<3.24)	3.18 (<3.45)
High Expectations	3.07 (<3.54) 3.27 3.53	3.07 (<3.44)	3.27 (<3.65)	3.07 (<3.43) 3.27	3.73 (<3.93)
Home-School Relations	2.59 (<3.03) 2.94 3.00	2.94 (<3.01)	2.59 (<3.05) 3.00		2.59 (<2.90)
Instructional Leadership	2.47 (<3.08) 2.93	3.13 (<3.15)	2.47 (<3.01) 2.93	2.47 (<3.01) 2.93	
Opportunity to Learn/Time on Task	3.00 (<3.18) 3.09	3.00 (<3.07)		3.00 (<3.11) 3.09	
Safe and Orderly Environment	3.00 (<3.19) 3.15		3.00 (<3.30)	3.00 (<3.11)	

Secondary Participants

Correlate	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
High Expectations	2.53 (<2.82) 2.80	2.53 (<2.84)		2.53 (<2.82)	2.80 (<2.85)
Instructional Leadership	2.67 (<2.78)			2.67 (<2.68)	

APPENDIX H

DISTRICT DATA RELIABILITY AND DESCRIPTIVE STATISTICS

Data Reliability – Item-Total Statistics

PROFESSIONAL DEVELOPMENT THEME – Item 1 Included

Item-Total Statistics				
	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
#1	14.4091	1.682	-.165	.563
#7	14.6364	1.195	.225	.285
Q13	14.6818	.894	.415	.065
Q19	14.2727	1.351	.217	.303
Q25	14.3636	1.195	.304	.227

PROFESSIONAL DEVELOPMENT THEME - Item 1 Deleted

	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
#7	10.9545	1.093	.309	.523
Q13	11.0000	.857	.436	.409
Q19	10.5909	1.301	.250	.559
Q25	10.6818	1.084	.410	.443

Data Reliability – Alpha Levels

OVERALL ALPHA LEVEL

Case Processing Summary

		N	%
Cases	Valid	18	75.0
	Excluded[a]	6	25.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.923	35

BELIEFS, MISSION, GOALS

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded[a]	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.776	6

PROFESSIONAL DEVELOPMENT

Case Processing Summary

		N	%
Cases	Valid	22	91.7
	Excluded[a]	2	8.3
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.563	4

CURRICULUM

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded[a]	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.803	6

INSTRUCTION

Case Processing Summary

		N	%
Cases	Valid	22	91.7
	Excluded[a]	2	8.3
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.826	6

ASSESSMENT

Case Processing Summary

		N	%
Cases	Valid	22	91.7
	Excluded[a]	2	8.3
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.828	6

SITE-BASED DECISION MAKING

Case Processing Summary

		N	%
Cases	Valid	22	91.7
	Excluded[a]	2	8.3
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.843	6

Descriptive Statistics by Theme

Statistics

ILBeliefsMissionGoals

N	Valid	24
	Missing	0
Mean		3.6528
Std. Error of Mean		.06798
Std. Deviation		.33303
Skewness		-.945
Std. Error of Skewness		.472
Kurtosis		-.250
Std. Error of Kurtosis		.918
Minimum		3.00
Maximum		4.00

Statistics

ILProfDevt

N	Valid	24
	Missing	0
Mean		3.6354
Std. Error of Mean		.06726
Std. Deviation		.32952
Skewness		-.285
Std. Error of Skewness		.472
Kurtosis		-1.333
Std. Error of Kurtosis		.918
Minimum		3.00
Maximum		4.00

Statistics

ILCurriculum

N	Valid	24
	Missing	0
Mean		3.5208
Std. Error of Mean		.07595
Std. Deviation		.37207
Skewness		-.401
Std. Error of Skewness		.472
Kurtosis		-.445
Std. Error of Kurtosis		.918
Minimum		2.67
Maximum		4.00

Statistics

ILInstruction

N	Valid	24
	Missing	0
Mean		3.5208
Std. Error of Mean		.07677
Std. Deviation		.37607
Skewness		-.367
Std. Error of Skewness		.472
Kurtosis		-1.193
Std. Error of Kurtosis		.918
Minimum		2.83
Maximum		4.00

Statistics

ILAssessment

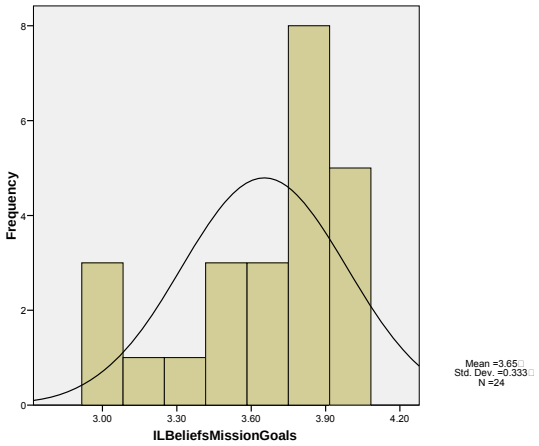
N	Valid	24
	Missing	0
Mean		3.6611
Std. Error of Mean		.07700
Std. Deviation		.37721
Skewness		-.672
Std. Error of Skewness		.472
Kurtosis		-1.101
Std. Error of Kurtosis		.918
Minimum		3.00
Maximum		4.00

Statistics

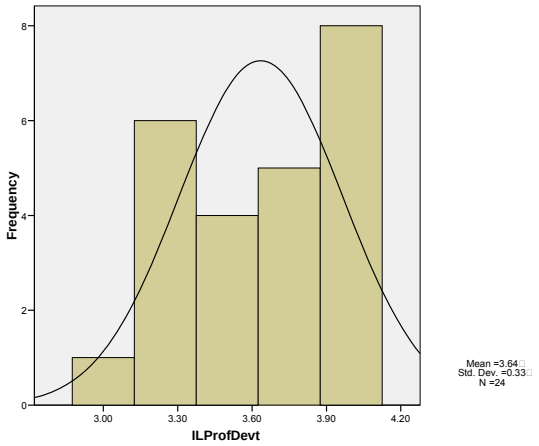
ILSBDM

N	Valid	24
	Missing	0
Mean		3.0083
Std. Error of Mean		.10738
Std. Deviation		.52606
Skewness		-.187
Std. Error of Skewness		.472
Kurtosis		.226
Std. Error of Kurtosis		.918
Minimum		1.83
Maximum		4.00

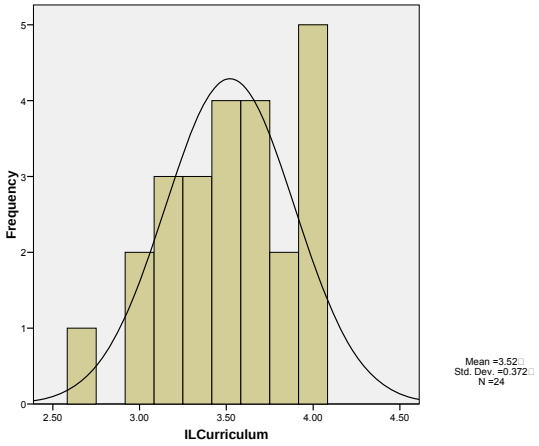
Descriptive Statistics – Histograms



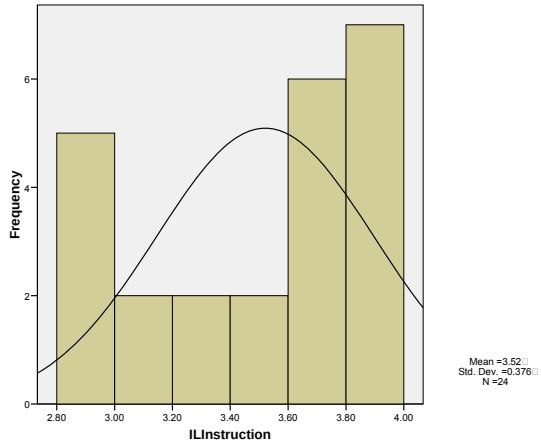
Beliefs, Mission, Goals



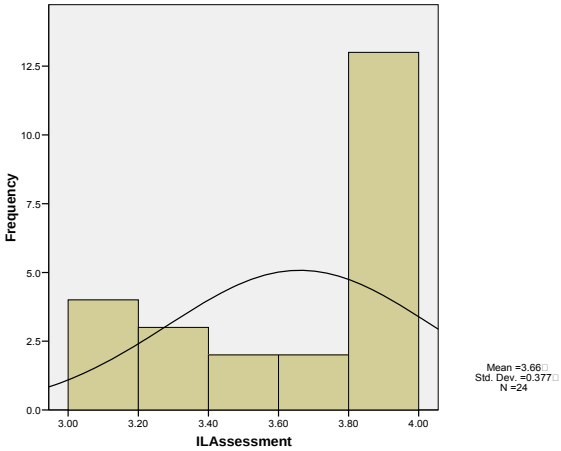
Professional Development



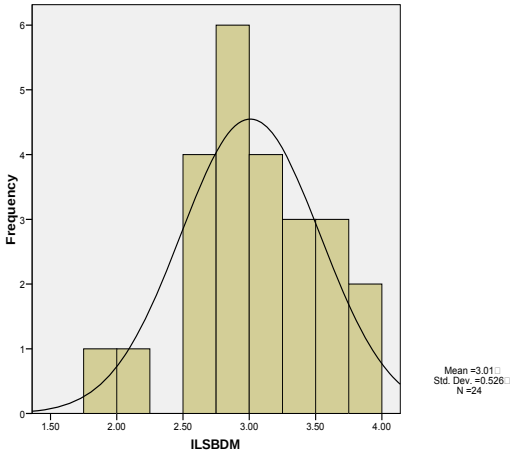
Curriculum



Instruction



Assessment



Site-Based Decision Making

Descriptive Statistics – Outlier Data

Themes	Outliers	Minimum Score	Maximum Score	Results
Beliefs, Mission, Goals	<2.65	3.00	4.00	None
Professional Development	<2.65	3.00	4.00	None
Curriculum	<2.40	2.67	4.00	None
Instruction	<2.39	2.83	4.00	None
Assessment	<2.53	3.00	4.00	None
Site-Based Decision Making	<1.43	1.83	4.00	None

APPENDIX I

PERCENTAGES OF EFFECTIVE SCHOOLS PRACTICES ON ELEMENTARY CAMPUSES BY CORRELATE AND SAMPLE POPULATION

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
13.	81%	79%	83%	80%	85%
21.	97%	95%	99%	97%	98%
23.	95%	94%	95%	95%	94%
29.	95%	94%	96%	94%	96%
30.	96%	94%	97%	96%	95%
35.	98%	97%	98%	97%	99%
41.	81%	77%	85%	81%	81%
52.	93%	92%	95%	92%	98%
60.	93%	91%	94%	91%	96%
61.	98%	98%	98%	98%	98%
66.	97%	95%	98%	96%	99%
70.	89%	88%	91%	88%	94%
81.	86%	79%	93%	85%	90%
84.	97%	96%	99%	97%	99%
87.	84%	86%	82%	84%	84%
88.	98%	98%	98%	99%	96%
Clear School Mission Correlate – *Elementary*	92%	91%	94%	92%	94%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
7.	98%	97%	98%	97%	99%
9.	83%	81%	86%	82%	87%
19.	97%	96%	97%	96%	99%
20.	99%	99%	100%	100%	99%
33.	95%	96%	94%	97%	92%
55.	95%	91%	97%	94%	96%
63.	97%	96%	98%	97%	98%
65.	92%	91%	93%	92%	93%
73.	90%	88%	92%	88%	95%
86.	93%	91%	95%	92%	95%
106.	82%	78%	85%	83%	77%
Frequent Monitoring Correlate – *Elementary*	93%	91%	94%	92%	94%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
1.	98%	97%	98%	97%	100%
14.	97%	98%	97%	97%	99%
18.	97%	96%	98%	97%	99%
25.	98%	98%	99%	99%	98%
32.	95%	94%	95%	94%	96%
47.	99%	98%	100%	99%	100%
57.	93%	94%	92%	92%	95%
58.	94%	91%	95%	97%	100%
77.	94%	94%	94%	94%	95%
79.	98%	98%	98%	98%	98%
80.	95%	94%	95%	94%	96%
82.	99%	98%	100%	99%	100%
91.	97%	96%	99%	97%	99%
105.	84%	85%	83%	80%	94%
108.	97%	96%	97%	95%	100%
High Expectations Correlate – *Elementary*	96%	95%	96%	95%	97%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
4.	98%	99%	97%	99%	95%
5.	94%	95%	92%	94%	93%
8.	98%	99%	97%	99%	96%
15.	95%	93%	97%	96%	93%
17.	71%	71%	71%	73%	67%
22.	99%	99%	99%	99%	99%
26.	95%	92%	97%	95%	94%
27.	91%	91%	91%	91%	92%
34.	92%	92%	92%	91%	94%
36.	95%	94%	95%	95%	95%
45.	76%	76%	76%	75%	77%
48.	92%	88%	95%	93%	90%
68.	54%	51%	58%	52%	61%
75.	76%	78%	74%	80%	67%
78.	86%	85%	86%	87%	83%
98.	96%	96%	96%	96%	95%
103.	83%	82%	84%	82%	84%
Home-School Relations Correlate – *Elementary*	88%	87%	88%	88%	87%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
2.	97%	99%	95%	96%	100%
12.	94%	94%	94%	95%	93%
24.	95%	98%	93%	95%	96%
28.	95%	96%	94%	95%	95%
44.	96%	97%	95%	95%	99%
51.	96%	98%	95%	96%	97%
64.	91%	93%	88%	91%	89%
74.	93%	91%	95%	93%	92%
83.	85%	83%	86%	85%	85%
85.	84%	85%	83%	81%	91%
92.	78%	78%	78%	78%	76%
95.	95%	94%	95%	94%	95%
97.	95%	94%	97%	94%	98%
100.	93%	91%	94%	92%	94%
107.	89%	88%	90%	88%	91%
Instructional Leadership Correlate – *Elementary*	92%	92%	91%	91%	93%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
3.	93%	94%	92%	93%	93%
11.	99%	98%	99%	98%	100%
16.	92%	91%	92%	93%	89%
37.	91%	88%	94%	92%	90%
38.	99%	99%	99%	99%	97%
39.	95%	92%	97%	93%	99%
42.	87%	83%	91%	86%	89%
43.	88%	87%	88%	85%	95%
46.	96%	96%	97%	97%	94%
49.	95%	95%	95%	96%	92%
50.	96%	96%	95%	96%	95%
54.	90%	89%	91%	90%	92%
56.	93%	91%	95%	91%	96%
59.	89%	88%	90%	89%	91%
67.	88%	86%	88%	86%	90%
71.	92%	90%	94%	92%	93%
72.	88%	85%	91%	89%	85%
76	87%	87%	87%	88%	85%
89.	96%	97%	95%	96%	95%
93.	92%	92%	92%	92%	92%
96.	98%	97%	98%	98%	98%
101.	89%	92%	87%	90%	87%
104.	91%	89%	93%	90%	94%
Opportunity to Learn/TOT Correlate – *Elementary*	92%	91%	93%	92%	93%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
6.	96%	96%	96%	95%	99%
10.	93%	90%	96%	92%	95%
31.	96%	95%	97%	95%	99%
40.	84%	82%	86%	80%	93%
53.	97%	94%	100%	97%	99%
62.	90%	89%	91%	88%	94%
69.	77%	75%	78%	76%	78%
90.	91%	90%	93%	89%	95%
94.	97%	98%	97%	98%	95%
99.	90%	91%	88%	89%	91%
102.	98%	97%	99%	98%	99%
109.	97%	96%	97%	97%	96%
110.	100%	100%	100%	100%	100%
111.	97%	96%	98%	97%	98%
Safe and Orderly Environment Correlate – *Elementary*	93%	92%	94%	92%	95%

APPENDIX J

PERCENTAGES OF EFFECTIVE SCHOOLS PRACTICES ON SECONDARY CAMPUSES

BY CORRELATE AND SAMPLE POPULATION

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
13.	74%	75%	73%	77%	65%
21.	91%	90%	94%	90%	96%
23.	82%	82%	82%	82%	83%
29.	86%	85%	88%	88%	83%
30.	91%	90%	91%	88%	100%
35.	93%	92%	97%	91%	100%
41.	68%	66%	73%	71%	61%
52.	82%	83%	82%	79%	91%
60.	86%	85%	88%	83%	96%
61.	92%	90%	94%	90%	96%
66.	93%	92%	94%	90%	100%
70.	78%	79%	76%	78%	78%
81.	64%	62%	67%	61%	74%
84.	91%	93%	88%	92%	91%
87.	69%	70%	67%	69%	70%
88.	90%	92%	88%	92%	87%
Clear School Mission Correlate – *Secondary*	83%	83%	84%	82%	86%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
7.	97%	100%	91%	100%	87%
9.	67%	65%	70%	67%	65%
19.	95%	95%	94%	95%	96%
20.	95%	97%	91%	97%	87%
33.	93%	90%	97%	92%	96%
55.	91%	92%	88%	92%	87%
63.	89%	87%	94%	89%	91%
65.	84%	84%	85%	85%	83%
73.	89%	93%	82%	87%	96%
86.	88%	89%	88%	87%	91%
106.	75%	70%	85%	74%	78%
Frequent Monitoring Correlate – *Secondary*	88%	88%	88%	88%	87%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
1.	95%	97%	91%	94%	96%
14.	96%	97%	94%	94%	100%
18.	92%	90%	94%	92%	91%
25.	93%	92%	94%	93%	91%
32.	86%	84%	91%	83%	86%
47.	91%	90%	94%	90%	95%
57.	82%	85%	76%	82%	83%
58.	95%	85%	91%	88%	87%
77.	79%	81%	76%	81%	74%
79.	88%	87%	91%	89%	87%
80.	84%	84%	85%	85%	83%
82.	94%	95%	91%	94%	91%
91.	94%	97%	88%	94%	91%
105.	94%	92%	97%	93%	96%
108.	92%	93%	91%	91%	96%
High Expectations Correlate – *Secondary*	90%	90%	89%	90%	90%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
4.	90%	94%	82%	99%	61%
5.	92%	98%	79%	96%	78%
8.	96%	94%	100%	96%	96%
15.	88%	89%	85%	90%	78%
17.	60%	60%	59%	64%	45%
22.	94%	94%	94%	93%	96%
26.	95%	97%	91%	96%	91%
27.	84%	86%	82%	86%	78%
34.	81%	81%	81%	82%	78%
36.	97%	98%	94%	96%	100%
45.	73%	74%	72%	73%	74%
48.	95%	95%	94%	96%	91%
68.	62%	63%	61%	64%	57%
75.	74%	77%	67%	82%	48%
78.	82%	85%	76%	82%	83%
98.	93%	92%	97%	93%	96%
103.	78%	80%	75%	79%	74%
Home-School Relations Correlate – *Secondary*	84%	86%	82%	86%	78%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
2.	92%	94%	88%	90%	96%
12.	89%	89%	88%	89%	87%
24.	91%	92%	91%	89%	100%
28.	91%	90%	91%	88%	100%
44.	96%	97%	94%	94%	100%
51.	89%	92%	84%	90%	87%
64.	83%	82%	85%	82%	87%
74.	80%	84%	73%	82%	74%
83.	80%	82%	76%	83%	70%
85.	81%	84%	76%	80%	83%
92.	65%	63%	69%	62%	74%
95.	95%	97%	91%	96%	91%
97.	95%	95%	94%	93%	100%
100.	89%	88%	90%	90%	87%
107.	86%	87%	85%	86%	87%
Instructional Leadership Correlate – *Secondary*	87%	88%	85%	86%	88%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
3.	87%	87%	88%	86%	91%
11.	96%	97%	94%	97%	91%
16.	74%	69%	82%	72%	78%
37.	87%	89%	84%	89%	83%
38.	94%	92%	97%	93%	96%
39.	91%	93%	87%	93%	87%
42.	82%	82%	82%	82%	83%
43.	79%	80%	78%	83%	70%
46.	83%	89%	72%	86%	74%
49.	88%	87%	91%	89%	87%
50.	87%	85%	91%	87%	87%
54.	81%	79%	85%	81%	83%
56.	86%	89%	82%	86%	87%
59.	84%	84%	85%	83%	87%
67.	78%	77%	79%	79%	74%
71.	85%	85%	85%	86%	83%
72.	78%	82%	70%	83%	61%
76.	73%	69%	82%	75%	70%
89.	80%	83%	73%	83%	70%
93.	87%	90%	81%	88%	82%
96.	89%	92%	84%	90%	87%
101.	79%	81%	75%	78%	83%
104.	87%	88%	85%	87%	87%
Opportunity to Learn/TOT Correlate – *Secondary*	84%	85%	83%	85%	82%

Survey Item	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
6.	89%	89%	91%	89%	91%
10.	82%	79%	88%	82%	83%
31.	94%	95%	91%	94%	91%
40.	65%	67%	63%	65%	65%
53.	97%	97%	97%	96%	100%
62.	83%	89%	72%	86%	74%
69.	72%	73%	70%	78%	52%
90.	91%	92%	91%	91%	91%
94.	90%	90%	91%	93%	82%
99.	84%	88%	76%	89%	70%
102.	89%	90%	88%	87%	95%
109.	96%	97%	94%	96%	96%
110.	100%	100%	100%	100%	100%
111.	88%	93%	79%	94%	70%
Safe and Orderly Environment Correlate – *Secondary*	87%	88%	85%	89%	83%

APPENDIX K

DISTRICT INSTRUCTIONAL LEADER SURVEY RESULTS

Percentages of District Practices by Theme

Theme	***Percentage***
Beliefs, Mission, Goals	99%
Professional Development	99%
Curriculum	99%
Instruction	99%
Assessment	99%
Site-Based Decision Making	77%

Professional Position of Participant as District Instructional Leader

Superintendent	**Assistant/Associate Superintendent**	**Central Office Administrator**
33%	46%	21%

Length of Tenure

0 – 12 months	**1 – 5 years**	**6 – 10 years**	**11 – 15 years**	**15 – 20+ years**
13%	54%	13%	8%	13%

Position of Chair of District Site-Based Committee

Superintendent	**Associate/Assistant Superintendent/CO Administrator**	**Administrator**	**Teacher**	**Parent Co-chair with Superintendent**
29%	38%	13%	17%	4%

APPENDIX L

ELEMENTARY AND SECONDARY CORRELATES BY PERCENTAGE

Correlate	All Campuses	Not Diverse	Diverse	Not Low SES	Low SES
Elementary					
Clear School Mission	92%	91%	94%	92%	94%
Frequent Monitoring	93%	91%	94%	92%	94%
High Expectations	96%	95%	96%	95%	97%
Home-School Relations	88%	87%	88%	88%	87%
Instructional Leadership	92%	92%	91%	91%	93%
Opportunity to Learn/TOT	92%	91%	93%	92%	93%
Safe/Orderly Environment	93%	92%	94%	92%	95%
Secondary					
Clear School Mission	83%	83%	84%	82%	86%
Frequent Monitoring	88%	88%	88%	88%	87%
High Expectations	90%	90%	89%	90%	90%
Home-School Relations	84%	86%	82%	86%	78%
Instructional Leadership	87%	88%	85%	86%	88%
Opportunity to Learn/TOT	84%	85%	83%	85%	82%
Safe/Orderly Environment	87%	88%	85%	89%	83%

APPENDIX M

DEMOGRAPHICS OF PARTICIPATING DISTRICTS

District	Elementary	Secondary	Size	Community	Wealth	ESC
Argyle	√	√	1600-2999	OCCS	Yes	11
Canadian		√	500-900	Rural	Yes	16
Carroll		√	5000-9999	Mj Sub	Yes	11
Carrolton-FB	√		25000-49999	Mj Sub	Yes	10
Cayuga	√		500-900	Rural	No	7
Claude	√		<500	Rural	No	16
Clear Creek	√		25000-49999	Mj Sub	No	4
Coppell	√	√	10000-24999	Mj Sub	Yes	10
Crawford		√	500-900	Rural	No	12
Deer Park	√		10000-24999	Mj Sub	Yes	4
Eanes	√	√	5000-9999	Mj Sub	Yes	13
Friendswood		√	10000-24999	OCCS	No	4
Frisco	√		10000-24999	OCCS	Yes	10
Galena Park	√		10000-24999	Mj Sub	No	4
Harper	√		500-900	NM Fast	No	13
Holland	√		500-900	Rural	No	12
Jim Ned	√		500-900	NM Stable	No	14
Lake Travis	√	√	5000-9999	Mj Sub	Yes	13
Lindsay		√	500-900	Rural	No	11
Lorena		√	1000-1599	NM Stable	No	12
McLeod		√	<500	Rural	No	8
North East	√		50000>	Mj Urban	No	20
Pasadena	√		25000-49999	Mj Sub	No	4
Randolph Field		√	1000-1599	NM Stable	No	20
Terrell County	√	√	<500	Rural	Yes	18
Wall	√		500-900	OCCS	No	15
Webb		√	<500	Rural	Yes	1
White Oak		√	1000-1599	OCCS	No	7
Whitewright	√		500-900	NM Stable	No	10

Key		
	Mj Urban	*Major Urban*
	NMFast	*Non-Metro Fast Growing*
	Mj Sub	*Major Suburban*
	NM Stable	*Non-Metro Stable*
	OCC	*Other Central City*
	Rural	*Rural*
	OCCS	*Other Central City Suburban*
	Ind Town	*Independent Town*

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