SUPERINTENDENT PERCEPTIONS OF THEIR PROFESSIONAL DEVELOPMENT IN LEADERSHIP FOR STUDENT ACHIEVEMENT AT TEXAS REGIONAL EDUCATION SERVICE CENTERS

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Superintendent Perceptions of their Professional Development in Leadership for Student Achievement at Texas Regional Education Service Centers

ABSTRACT

Jerry G. Maze

The purpose of this research was to capture and analyze perceptions of Texas superintendents practicing in the 2008-2009 school year regarding their professional development at Texas Regional Education Service Centers (RESCs) in the area of leading student achievement. Superintendents statewide were surveyed and results analyzed using Analysis of Variance (ANOVA) with Tukey Post hoc tests to compare perceptions of effectiveness to the demographic characteristics of the superintendents. Likert-scale questions and three open-ended questions gathered perceptions and allowed narrative answers to perceived barriers to professional development and superintendents' proposed solutions to overcoming those barriers at Texas RESCs.

The results of this research study indicated a high level of perceived effectiveness among superintendents regarding their RESC-based professional development in leading for student achievement. Scores in the lower ranges of effectiveness were consistent with the conclusion that expectations of superintendents for RESC-based professional development are evolving in areas related to leadership for student achievement. Statistically significant differences in agreement among superintendent responses from smaller schools versus larger schools and among those investing more or less money in superintendent professional development provide a research base for consideration by RESCs in developing future superintendent professional development.

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CHAPTER I

INTRODUCTION TO THE STUDY

The superintendency in the United States has a 200-year history dating back to the caretaker/teacher of the one-room schoolhouse (Fielder, 2005). Superintendents practicing in today's accountability environment for student achievement must be more than the traditional caretakers of schools (Fielder, 2005). Today's superintendent continues to practice mostly in small towns in rural and suburban America, with fewer than 100 of the nation's 14,000 schools being classified as urban in a survey conducted by the American Association of School Administrators (Glass & Franceschini, 2007).

Passage of the No Child Left Behind Act of 2001 (NCLB) and the accompanying compliance and student achievement requirements have forced the evolution of the superintendency into an increasingly professional role requiring a high degree of systems leadership skill (Fullan, 2005). Increasing demands on the superintendency from business, governmental, social, and political sectors have called for a new paradigm in superintendent leadership and by extension the Regional Education Service Center (RESC) professional development that supports superintendents (Fielder, 2005; Fullan, 2005).

The role of RESCs in Texas has expanded in a parallel fashion to demands placed on superintendent leadership (Wilcox & Sexton, 2004). As accountability demands for schools and superintendents have increased so have the expectations and roles for RESCs to support student achievement reforms through training and support for superintendents

as the chief executive officers of schools (Arsen, Bell, & Plank, 2004). In fact, as primary providers of professional development support for public and charter schools in Texas, RESCs are in the best position to provide necessary leadership development for superintendents (Arsen, Bell, & Plank, 2004).

The background of the problem, the theoretical foundation for the study, and the research questions used to guide the study are included in this chapter, as well as the significance of the study, assumptions, limitations, delimitations and definitions specific to this study.

Background of the Problem

How educational leaders react and respond to the challenges of large-scale reform, such as the No Child Left Behind Act of 2001 (NCLB), determines how well reforms are implemented (Leithwood & Pristine, 2002). Professional, personal, social and political forces surrounding accountability standards have increased demands on superintendents to respond with leadership for student achievement that will meet increasing state and national standards (Fullan, 2005). Glass and Franceschini (2007) found that school boards prefer superintendents who lead with a gradual and slow response to change. Their study reported that superintendents possessed a common tendency away from implementing dramatic change in their districts.

The roles RESCs have expanded from a series of media distribution centers in the late 1960s to today's comprehensive centers for school support services (Texas System of Education Service Centers (TSESC), 2008a). The Texas Commissioner of Education evaluates RESCs each year on three areas of statutory responsibility: (a) increasing student achievement in the schools they serve; (b) increasing school operational

efficiency; and (c) supporting statewide initiatives (Texas Education Code, 2008). These responsibilities have continued an RESC metamorphosis into more complex responsibilities for supporting student achievement as accountability standards increased (TSESC, 2008a).

Positioned in each of twenty geographic regions established by the State Board of Education, RESCs were considered to have the best proximity to the schools they served to create and maintain the relationships, trust, and capacity required to promote and sustain school improvement in the areas of state and federal accountability (TSESC, 2008a). Traditional roles of the superintendent included the organizational, operational and political components of district leadership (Glass & Franceschini, 2007). Most administrative accountability for student achievement resided with the campus principal (Marzano, Waters, & McNulty, 2005). As a result, RESCs positioned professional development for student achievement to focus on the principal (Fielder, 2005; TSESC website, 2008).

Marzano, Waters, and McNulty (2005) identified the superintendent's role in increasing student achievement through large-scale meta-analysis research studies. The researchers working in conjunction with the Mid-continent Research in Education and Leadership (McREL) identified six areas of superintendent leadership behaviors that correlated positively with increased student achievement. Each area was further analyzed in the study to identify specific actions practicable by superintendents to operationalize leadership theory into effective practice. The resulting Marzano, Waters, and McNulty (2005) findings consolidated a research base for superintendent practice in the area of leading student achievement.

Regional Education Service Centers (RESCs) were considered to be in the best position in the spectrum of educational support systems for increased school accountability and emerging leadership demands on superintendents (Arsen, Bell & Plank, 2004). Consequently, RESCs are uniquely positioned geographically, politically, and educationally to provide superintendents with professional development necessary to lead for student achievement (TSESC 2008b).

Theoretical Foundation

Fullan (2005) asserted that superintendents must become systems leaders, meaning they must be able to lead simultaneously at various levels of social and political complexity to solve problems without apparent answers. Effective leadership in the multiple systems impacting schools would enable superintendents to sustain goals for student achievement amidst the chaos of change that accompanied school reform (Fullan, 2005). He cited the implications of NCLB for school leaders as counter- examples of systems leadership that would prevent systemic reform by placing people in high-alert states of dependency in search of superficial strategies and temporary solutions, creating cynicism in the face of impossible goals.

Darling-Hammond (2007) cited concerns that students expected to be helped by common accountability standards such as NCLB were the students being harmed. Darling-Hammond argued that students meet serious sanctions if the standards are not met, while most states have not equalized funding and access to key educational resources for learning. Econometric models presented as evidence in Texas school finance litigation showed Texas school funding levels as much as $1,100 per student less than projected for students to meet current accountability standards (Imazeki &

Reschovsky, 2005). Effective schools researcher Lawrence W. Lezotte (personal communication, April, 5, 2008) concluded that public schools are at 95% capacity for what they can do to educate all students within the current paradigm for public schools.

The resulting theoretical foundation for this study is based in Fullan's (2005) ideas of systems leadership for sustainable school improvement in the form of practicable superintendent leadership behaviors as identified by Waters and Marzano (2006). This research study will assess superintendent perceptions of their RESC-based professional development effectiveness based on the Waters and Marzano (2006) research findings. The paradigm for this study emerged from Fullan's (2005) assertion for systems leadership exemplified by Waters' and Marzano's (2006) findings as an effective model for superintendent leadership in improving student achievement.

Problem Statement

While earlier implementation of effective schools research focused on the principal as key to school improvement (Waters & Kingston, 2005), recent meta-analysis studies found that superintendent leadership behaviors had significant positive correlations with student achievement (Waters & Marzano, 2006). The current age of accountability standards and resulting educational, social, and political complexities suggested the need for new approaches to superintendent professional development to retool superintendent skills for meeting the demands of large-scale, systemic school reform (Fielder, 2005; Glass & Franceschini, 2007).

However, as demands for superintendent leadership skills increased, the statutory roles of the RESCs expanded to meet school needs and to accommodate the down-sizing of the state education agency in Texas (TSESC 2008b). RESCs were identified as the

institutions with the best opportunity to serve as intermediary support for their regional schools in managing the complexities of state and federal school reform initiatives (Arsen, Bell & Plank, 2004). Capacity, proximity, understanding of regional school demographics, and relationships existing prior to NCLB, according to Arsen, Bell, and Plank (2004) placed RESCs in the best position to support school reform. By extension, this support would be assumed to shift from a principal-focused professional development model, to one that included enhanced professional development opportunities for superintendents in leadership for student achievement.

Statement of the Purpose

The purpose of this research was to determine superintendent perceptions of their RESC-based professional development effectiveness in the area of student achievement. Certain superintendent leadership behaviors were identified in the literature as positively correlated with student achievement (Waters & Marzano, 2006). Superintendent perceptions from this study are expected to provide current practitioner feedback as Texas RESCs continue modifying and enhancing professional development for superintendents in leading student achievement.

Research Questions

This study investigated superintendent perceptions in three general areas of inquiry:

1. How do superintendents perceive the effectiveness of their RESC-based professional development opportunities for enhancing their skills in implementing non-negotiable goals for achievement and instruction?

2. How do superintendents perceive the effectiveness of their RESC-based professional development for building skills to maintain board support for policies and goals supporting student achievement?
3. How do superintendents perceive the effectiveness of their RESC-based professional development for monitoring and evaluating implementation of the district instructional program?

Significance of the Study

Superintendents and the school districts they lead rely upon RESCs to provide professional development and programming that supports student achievement, among other state and federal initiatives, at a cost-effective price for schools (TSESC, 2008b). Superintendents were reported to face challenges in leadership previously not critical to their success (Glass & Franceschini, 2007). This led superintendents to express a need for increased professional development in the areas of systems leadership and interpersonal skills for leading in the complex environment of accountability (Glass & Franceschini, 2007).

RESCs were formed and expanded by legislative statute and the State Board of Education to support schools in student achievement (TSESC, 2008a). The significance of this study is to capture data descriptive of the perceptions of practicing superintendents regarding the state of RESC-based professional development for superintendents in leadership for student achievement. The resulting analysis could be used to further align superintendent expectations with RESC offerings in superintendent professional development.

Assumptions

The following assumptions were applied to this study:

1. Superintendents reflected upon the student achievement components of their RESC-based professional development when responding to the survey.
2. Superintendent responses were free of bias regarding RESC services in other areas of support.
3. Superintendents responding were committed to increasing student achievement for state and federal accountability purposes.
4. Superintendents responding were practicing as of September, 2008.

Limitations

This study experienced the following limitations:

1. Superintendent responses to the study were voluntary and might not represent the responses of the general population of superintendents.
2. A limited amount of scholarly research and writing exists on the roles and accountability of RESCs.
3. Scholarly research and writing on education service agencies is a relatively new field of study.
4. The research design does not include investigation of reasons underlying superintendent perceptions.

Delimitations

Delimitations are controls on scope and design of the study that are within the control of the researcher (Pyrczak & Bruce, 2005). This study was designed with the

delimitation that the study was limited to voluntary responses from superintendents practicing in Texas as of September, 2008.

Definitions

1. Systems leadership is the ability to create coherence amidst the confusion of competing social and political distractors to school reform (Fullan, 2005).
2. Adaptive challenges are challenges with changing variables and no generally accepted solutions (Fullan, 2005).
3. Robin Hood is the informal name given a Texas school funding equalization program that took money from wealthier districts for distribution to poor districts (Imazeki & Reschovsky, 2005).
4. Best practices are leadership and management behaviors in the context of what one should do to achieve the desired results (Glatter & Kydd, 2003).
5. Meta-analysis is a series of statistical processes used to synthesize the findings of numerous studies (Mid-continent Research in Education and Leadership, 2008).
6. Regional Education Service Centers (RESCs) are also called Educational Service Agencies, or ESAs (TSESC website, 2008).

Summary

Chapter I included background information regarding the problem and a theoretical foundation on which this study was based. The problem concerning superintendent professional development for student achievement was explained and the purpose for conducting this study was discussed. The significance of the study was

discussed through an explanation of the coinciding dilemmas of superintendents and Regional Education Service Centers (RESCs) to meet state and federal accountability standards for all students. Assumptions, limitations, delimitations, and definitions relevant to this study were provided in this chapter.

Chapter II contains a review of literature exploring background information related to the current state of the superintendency, best practices for superintendents, and the roles of RESCs. This chapter includes empirical studies, meta-analyses, and literature from websites, news, and daily events surrounding the evolving issues of accountability for student achievement. The review of literature covers the increasing demands on superintendent leadership for student achievement and the increasing demands on RESCs to support superintendents with professional development for leading to improve student achievement.

Chapter III provides details regarding the methodology used to assess Texas superintendents' perceptions of their RESC-based professional development. Chapter IV presents findings from the survey data collected from superintendents. Chapter V discusses conclusions and implications for superintendent practice and RESC professional development designs. Recommendations for further research and concluding remarks are also included in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this research was to determine superintendent perceptions of their RESC-based professional development effectiveness in the area of student achievement. Certain superintendent leadership behaviors were identified in the literature as positively correlated with student achievement (Waters & Marzano, 2006). Superintendent perceptions from this study were expected to provide current practitioner feedback as Texas RESCs continue modifying and enhancing professional development for superintendents in leading student achievement.

Understanding the relationship between superintendent leadership skills and the role of Texas Regional Education Service Centers (RESCs) in providing superintendent professional development for leading student achievement required an examination of the literature on this topic. Superintendent roles are changing in response to accountability demands (Fielder, 2005), and the roles of RESCs are changing in their role to support schools and their superintendents (Keane, 1998).

Chapter Overview

The increasing demands of accountability for student achievement, accompanying social and political expectations for school reform, and associated funding issues have created the need for a new paradigm of superintendent leadership (Fullan, 2005). RESCs have supported school improvement for four decades and are proving they are well-positioned in the education field to be key players in providing leadership development programs for superintendents (Fielder, 2005).

This review of literature is divided into four sections. The first section explores the current state of the superintendency. Superintendents have a positive view of the profession but do not see themselves remaining in that role for long periods. Superintendents and the school boards that employ them have divergent opinions about best responses to current demands for student achievement (Glass & Franceschini, 2007).

The second section of the review explores specific challenges impacting the role of the superintendent and necessary leadership skills. Political, social, and financial implications of accountability standards were reviewed in this section as they related to superintendent leadership. Beyond the standard operational skills of the nation's early superintendents, the literature stated today's superintendents were expected to be more than caretakers (Andero, 2000). Superintendents, according to Andero (2000), were expected more than ever to maintain an ongoing dialogue with the wider educational community.

The third section examines research studies leading to current best practices for superintendents in leading their schools for increased student performance. The superintendency in the United States has a 200 year history dating back to the teacher-principal of the first church and home-based schools and leading to today's professional superintendent expected to possess all the skills of district operational management, school finance, and the instructional leadership required to meet state and national accountability standards (Fielder, 2005).

The fourth section reviews the role of the RESCs in providing professional development activities for superintendents to acquire and improve the skills necessary for their evolving role in education. Superintendents leading school reform in student

achievement must possess the skills to lead groups through inquiry and synthesis of research to a shared vision (Short, 1994). RESCs began in 1968 as media centers for schools, then as providers of educator professional development. Today, RESCs are increasing their role in superintendent professional development to meet increasing demands on superintendent leadership skills as leaders for student achievement (TSESC, 2008b).

State of the Superintendency

American education is largely a function of small towns located in rural and suburban areas of the country according to the American Association of School Administrators national study, *The State of the American School Superintendency, A Mid-Decade Study* (Glass & Franceschini, 2007). Current superintendents are leaders of the changing systems they serve; but they and their school boards were found by Glass and Franceschini (2007) to be limited in their responses to changes surrounding accountability by a history of traditional responses to change.

Glass and Franceschini (2007) reported that the superintendency and expectations for American schools were often defined by attention given events in fewer than 100 of 14,063 American schools. Fewer than 100 school districts were located in urban settings and were perceived as broken in their ability to foster student achievement (Glass & Franceschini, 2007). Most American schools were located in rural and suburban areas. The Glass and Franceschini (2007) study found schools in general were staying the same, while expectations for reform continued to press them toward change. Senge (1990) reported that organizations focused on responding to events to the exclusion of making meaningful changes to their environment. Similarly, boards and superintendents were

found to share a tendency to maintain the status quo in their local districts rather than lead their districts for change (Glass & Franceschini, 2007).

Similarity of Superintendent Philosophies

Superintendent leadership characteristics can be better understood through examination of a striking similarity in responses to the survey on a wide range of topics (Glass & Franceschini, 2007). This homogeneity of ideas among school executive leaders was noted by Glass and Franceschini (2007) as occurring in previous American Association of School Administrators (AASA) 10-year studies. Similarity of superintendent ideas was not considered by Glass and Franceschini (2007) as unusual in a profession where most attaining the position shared a common career path. Most superintendents in the study were former classroom teachers who rose through the administrative ranks for 10-20 years to become superintendents. Superintendents and their boards were described as "traditional harbingers of normalcy, valuing gradual rather than radical change" (p. 4). Additionally, they valued the progress made in their local schools and expressed the need for moderate change locally, while they acknowledged radical change for education in general.

As an extension of similar beliefs, Glass and Franceschini (2007) reported schools preferred superintendents who were considered traditional school leaders. School boards tended to hire superintendents who led conservatively with sensitivity for the local community's limited tolerance for change. School superintendents were chosen by communities to lead their schools because of their conservative, gradual approach to change. Demands for increased student performance placed superintendents, schools

and communities in a position to need an increase in leadership for radical change to meet current school reform expectations.

Today's Old-School Model

The traditional model for school superintendent leadership originated with the schools of the late 19th and early 20th century, when schools were expected to graduate only 10% of students (Wise, 2008). Wise (2008) asserted that high school graduation at that time was a luxury of the rich. The agricultural/industrial economies of the time offered students good paying jobs without a high school diploma. The fact that schools today graduate approximately 70% of students under a model designed to graduate 10% was considered exceptional (Wise, 2008).

Superintendents faced increasing leadership expectations for all students to stay in school and achieve at successful levels for graduation (Wise, 2008). The number of dropouts in Texas public schools increased from 86, 272 in 1985-1986 to 134, 646 in 2006-2007, totaling 2.6 million students who left Texas secondary schools during that time period according to the Intercultural Development and Research Association (IDRA, 2008). Minority students were found in the IDRA study to be doing no better today, or worse, than in 1985. Achievement gaps among students of different cultural and social backgrounds suggested a limited number of schools were demonstrating success with all students (IDRA, 2008).

According to Reeves (2003), Harvard University sponsored a study of 130,000 students from 228 inner-city urban, suburban, and rural campuses. Schools included in the study had populations of at least 90% minority students and 90% of students

identified as economically disadvantaged. Ninety percent of students in these schools demonstrated acceptable success rates on state standardized tests.

The Harvard University study results suggested that successful superintendent leadership for student achievement exists but was not found as the norm in most schools (Reeves, 2003). The 90/90/90 schools exemplified the results of best practices in school leadership and provided an example of the need for a new paradigm in superintendent leadership as asserted by Fullan (2005).

Old Model Inhibits Reform Leaders

Increasing political and social complexities were found to increase leadership challenges for superintendents in areas not previously seen as critical to their success, suggesting the need for new or re-designed superintendent professional development (Waters & Marzano, 2006). School superintendents faced the need to implement leadership from what Fullan (2005) termed a systems perspective.

Fullan (2005) asserted that superintendents must acquire the leadership capacity to lead simultaneously across various levels of complex social and political systems. Educational decision making existed amidst the dilemmas of competing interests lobbying for a variety of outcomes, which had validity based upon one's perspective on issues that impact student achievement and the role of the superintendent (Lefkowitz & Miller, 2005).

Texas' governor appointed the Governor's Competitiveness Council (GCC) to assess the anticipated educational, governance, and business responses necessary to support a competitive economy in Texas (GCC, 2008). Among the council's findings was the need for an increasingly talented and skilled workforce. As the skilled Baby

Boomer generation continued to retire in increasing numbers there would be insufficient levels of skilled workers (GCC, 2008). One of the recommendations of the GCC (2008) was that dropout rates among Texas students must decline. In an apparent contradiction of philosophy, the GCC (2008) implied that college ready and workforce ready mean the same thing, concluding that all students should meet the same level of rigor in their coursework. Texas was in the process of implementing legislation requiring all graduates to take four years of math and science courses (TEA website, 2008).

The Texas Commissioner of Education convened a school finance summit in July, 2008, to hear discussion on the state of school funding from more than three-dozen representative superintendents, business and educational leaders from across Texas (TEA website, 2008). The event was reported in the *Austin American Statesman* as a good forum for discussing the woes of inadequate funding but not productive in measurable results (Stutz, July 30, 2008). The commissioner was quoted as saying that Texas school funding needed correction by the legislature, but he did not anticipate meaningful progress in the upcoming Texas legislative session (Stutz, July 30, 2008). Dilemmas of this nature served as apparent real-time examples of the adaptive challenges described by Fullan (2005).

Systems leadership was asserted to require professional learning communities working together in an adaptive fashion to create coherency and direction from persistent challenges with frequently changing variables (DuFour, DuFour, Eaker, & Kaharnek, 2004; Fullan, 2002). Systems as described by Fullan (2002), and learning communities, according to Dufour, DuFour, Eaker, and Kaharnek (2004), included all stakeholders in the education process at the local, state and national levels.

Time for Change

Ninety percent of jobs today were reported to require a diploma and post-secondary training (Wise, 2008). Political and social expectations through increasing accountability standards caused schools and communities to want better test scores, student proficiency, and student completion rates that reflected current standards (Glass & Franceschini, 2007). In addition to the social and political milieu surrounding school reform, superintendents were expected to implement reforms to create proficiency for all students (Thornton, Peltier, & Perreault, 2004). Rammer (2007) reported that superintendents were considered responsible for the success or failure of student achievement because of their comprehensive impact on district-wide decision making in areas relevant to student achievement.

Disparities in Reform Expectations

Differences in expectations for superintendent leadership among school districts were found consistently among school types (Glass & Franceschini, 2007). Beliefs about the nature and urgency of change were found in the Glass and Franceschini (2007) study to be related to the type of community served by the schools.

The Glass and Franceschini (2007) study reported a preference by rural and suburban school communities and their superintendents for reform less disruptive to the local community. They were reported in the study to view reform as doing more of the same things in schools, only better (Glass & Franceschini, 2007; PEVI, 2008).

Superintendents serving urban schools, conversely, were found by Glass and Franceschini (2007) to be more reform-minded as a matter of political survival to meet local demands that schools viewed as ineffective and out-of-control must be “fixed”. As

a result, urban superintendent responses to unreasonable timelines and mismatched superintendent skills led to unsustainable quick-fix solutions to improved student achievement (Glass & Franceschini, 2007; Fullan, 2005). Urban superintendents' solutions to student achievement tended not to meet the long-term needs of large, urban, mostly minority schools (Glass & Franceschini, 2007). Both urban and rural-suburban school superintendents' approaches often fell short of Fullan's (2005) definition of systems leadership which called for simultaneously successful leadership at various levels of social systems impacting schools.

Superintendent Perspectives

Of 1,338 superintendents responding to a survey by Glass and Franceschini (2007), 96% felt they were performing effectively. Most lacked the experience or desire to implement wholesale reform, as only 9.4% of superintendents responding said they were hired due to previous experience as a change agent. The pace of reform and the resulting disconnect of beliefs among reformers, superintendents, boards and their communities created a paradox of change reported as seldom discussed in the dialogue of school improvement (Glass & Franceschini, 2007).

Superintendent Stress

The Glass and Franceschini (2007) study found superintendents reporting higher levels of stress than any of the prior mid-decade studies. Nearly 60% of superintendents reporting described the superintendency as a very stressful position. As stated in the Glass and Franceschini study, an alarming 14.9% of superintendents said they felt very great stress in their present position. Reports of stress were reported as balanced somewhat by superintendents' feelings of personal effectiveness and job satisfaction

(Glass & Franceschini, 2007). Not surprisingly, job satisfaction among superintendents was reported as related to advocating for children and their learning (Hoyle, 1999).

Tenure and Turnover

Glass and Franceschini (2007) found respondents' answers contradicted the characterization of the superintendency as a revolving door. Boards were found to evaluate superintendents highly and to demonstrate a trend of retaining superintendents for about 6 years, which was also reported as about the average tenure of board members. The turnover rate for superintendents nationally was reported near 17%. The average age of superintendents was 55 with an average of 18 years as superintendent. Glass and Franceschini reported that in 5 years, nearly 80% of superintendents will retire or change positions. Ninety percent of superintendents in the study said they were satisfied with their jobs and believed they made the correct career choice. Interestingly, the study found 46% of superintendents said they did not see themselves working as a superintendent in the next five years (Glass & Franceschini, 2007).

Harris, Lowery, Hopson and Marshall (2004) found a high level of agreement among superintendents for staying in the superintendency. In a statewide Texas study, they found superintendents cited the desire to make a difference as the number-one reason for remaining on the job, followed by a desire to positively impact people, professional challenge, personal challenge, and ability to initiate change. Salary and fringe benefits were sixth, and support and encouragement from others was seventh. Increased prestige and status was 9th of 10 on the list, with relocating to a desired destination as 10th among the reasons for staying in the superintendency.

Among the inhibitors for remaining in the superintendency, Harris, Lowery, Hopson and Marshall (2004) found increased bureaucracy/paperwork as the number one response and the reason most agreed upon for leaving the job by superintendents in the study. Finishing the top five, in order, were community politics, working with a school board, increased commitment, and isolation/alienation from the campus setting. Job opportunities outside education and fear of failure respectively were 9th and 10th on the list of reasons to leave the superintendency.

Expectations for Professional Development

In the Glass and Franceschini (2007) study, superintendents identified interpersonal skills, strategic planning, and systems leadership as key professional development areas for their success. Superintendents also identified interpersonal skills as the factor most often facilitating or limiting their effectiveness to lead as superintendents. Superintendent responses to reform dilemmas and self-reports of stress and turnover further indicated need for a changed paradigm in professional development for superintendents (Fullan, 2005).

Harris, Irons, and Crawford (2006) reported findings of their study on superintendent perceptions of their training needs for assessment and accountability. The findings included the responses of 117 Texas superintendents. The authors reported perceptions of superintendents suggesting that they have inadequate assessment and accountability training. The conclusion by the authors was that lack of assessment training led to TAKS data not used consistently to improve student achievement. As a result, the authors reported superintendents developed a negative view of accountability as a means of improving student achievement, though they responded positively to

keeping accountability standards. The findings suggested the need for additional training in assessment and accountability.

Superintendent Leadership Challenges

Superintendent perspectives on the profession, as reflected in their responses to the Glass and Franceschini (2007) mid-decade study were related to challenges surrounding accountability and expectations for schools. Understanding the impact of these challenges on superintendent professional development required an examination of specific examples and their implications for superintendent leadership.

Superintendents as Systems Leaders

Fullan (2005) argued challenges facing superintendents appeared consistent with research on systems leadership as an effective strategy for superintendents to lead sustainable improvements in student achievement. The implementation difficulties of the No Child Left Behind Act of 2001 (NCLB) were exacerbated by limited inclusion of stakeholders in developing the initiatives that led to the legislation . Fullan included the ideas of systems thinking in leadership as a means of closing achievement gaps in student learning. Equity in learning, according to Fullan, encompassed the moral purpose of education and attendant social issues at the core of how a society functions. Superintendents were found to have the ability to create positive impacts on student achievement by including stakeholders in goal setting and implementation of shared goals (Waters & Marzano, 2006).

NCLB

Superintendents in the Glass and Franceschini (2007) study reported NCLB as having a negative impact on education in America . On a scale of 1 (very detrimental) to

10 (very beneficial) 59% of superintendents selected responses of 1, 2, 3, or 4. Responding superintendents attributed their concerns in part to inadequate funding leading to cuts in programs and services left inadequate to meet the needs of all students, particularly those of low-socio-economic status. Respondents said a more fair system of accountability would provide funding to meet mandates and include a student achievement growth model to measure adequate yearly progress.

Fullan (2005) noted the adaptive challenges inherent in large-scale school reform in the United States were made evident by the implications and results of NCLB. In a *Phi Delta Kappan* article, President George W. Bush (2004) asserted his vision for implementation of NCLB nationwide as ensuring a quality education for every child. He cited individual state accomplishments and increases in performance, as well as increases in funding to support NCLB. The reforms of NCLB in the U.S. were expected to persist because of resulting gains in student achievement (Desoff, 2006).

Bush (2004) and Fullan (2005) appeared to agree that the philosophy of our national policy should support a moral purpose in educating all students, but they disagreed on the process for attainment and sustainability of the expected results. Although NCLB requirements were found to increase student achievement, those gains were not projected to be sustainable without increased funding. A Wisconsin ASCD study revealed limited resources being diverted away from instruction to meet the increased testing demands (Zellmer, Frontier & Phiefer, 2006). This finding showed a loss of 6.3 to 8.5 instructional days to testing among students with disabilities, depending upon the age of the student.

Positive examples of improved student achievement were found in the literature (Schachter, 2006). Urban districts such as Chicago Public Schools implemented reforms that followed Fullan's ideas in response to NCLB mandates by involving local and community resources to experience gains in funding and gains in student achievement through innovative approaches (Schachter, 2006). Educational partnerships proved effective in the urban setting for assisting schools with budget shortfalls (Schachter, 2006).

Funding and Accountability Issues

The discourse concerning public education in the United States focused heavily on issues related to the connection between student achievement and how much funding was sufficient to meet increasing achievement standards (Cuban, 2001). Agreement seemed widespread according to Cuban (2001) that education for all is a fundamental tenet of a free, self-governing society. Part of the understood social contract of American society was that government would provide the opportunity and resources for the general diffusion of knowledge through public education (Bush, 2004). Cuban (2001) asserted that reaching consensus on how to quantify appropriate levels of student achievement with reasonable costs for reaching those levels remained elusive in a nation of America's economic and cultural diversity.

Texas' federal and state dilemmas. The question of adequate funding for NCLB was controversial and some states, such as Texas, chose not to comply at all or only in part until adequate funding was available and alignment issues with existing state accountability models were resolved, exemplified by then Texas Education Commissioner Shirley Neeley (2006). She chose not to comply with conflicting NCLB

requirements for special education accountability testing standards. Neeley (2006) reported the U.S. Department of Education chose to withhold funds from Texas in response. Texas' short-term need for alignment with the State's existing accountability standards, conflicted by the long-term realities of national reform standards of NCLB, exemplified the systems dilemmas presented by school reform and suggested the need for improved systems leadership (Fullan, 2005).

The Texas commissioner's budget request for the 2007-2009 biennium approached $50 billion dollars for the Texas Education Agency, a figure considered realistic when compared to evidence presented in Texas' school finance lawsuits, but beyond any numbers under consideration in the state legislature (Neeley, 2006). Moak, Casey, and Associates, LLP, suggested that at current funding levels more than 1,000 Texas campuses will be academically unacceptable under the Texas accountability system by 2009. Thirty percent of campuses will not meet the adequate yearly progress mandates of NCLB ("Bleak Assessment," 2006).

Evidence provided through cost function econometric studies commissioned by the state and by the plaintiffs in the *Neeley v. West Orange Cove* school finance lawsuit set the price of a 55% passing standard on the Texas Assessment of Knowledge and Skills at $26.1 billion by the state's estimate and $30.1 billion by the plaintiff's study (Imazeki & Reschovsky, 2005). The difference in these two numbers, about $1,100 per student in 2003, was equivalent to 18% of total public school revenue that year. How much of this deficit was a natural product of Texas' accountability standards and how much was attributable to NCLB was unclear (Imazeki & Reschovsky, 2005).

Kalambokidis and Reschovsky (2005) noted that during the economic recession following the events of 911, from 2001-2004, state budgets fell further behind in ability to fund schools at levels appropriate to meeting accountability standards. Fourteen states, which educated 44% of the nation's school children, reduced spending on education from 2003 to 2004. As public demand for school improvement increased, willingness to tolerate property taxes, the standard method of raising local funds for Texas schools, was projected by the authors to decrease. Kalambokidis and Reschovsky (2005) gave as an example the number of Americans over age 65 was expected to increase from 35 million to 70 million over the next 30 years, or from 13% to 20% of the population. This group without children in school tended to least support increased property taxes. Expansion of the alternative minimum tax (AMT) for federal tax calculation, which would not allow for deduction of property taxes, would increase the effective property tax for citizens over age 65 and further eroded their support for the primary local tax for schools.

Kalambokidis and Reschovsky (2005) argued that federal funding increases to make up for state budget woes were not considered likely. The authors predicted the federal budget deficit would make it unlikely for any future congress to find funding for increased support to state and local governments. More responsibility for Medicaid funding, which competed with education as the most expensive budget item, was passed from federal to state responsibility. Education competed with Medicaid as the two most expensive areas of state government funding. Current tax cuts and a growing deficit would require Congress and state governments to change course dramatically to make up existing deficits for increased funding to education.

Schools continued adjusting to changes in resource allocation associated with a fundamental shift in school finance policy from equity to adequacy while also adjusting to increasing expectations of standards-based education (Odden, 2001). Adequacy, as defined by Odden, was the amount of money necessary for the average school to educate the average student to state-determined performance levels. Econometric models introduced in Texas' school funding litigation demonstrated state-funding at levels as much as $1,100 per student less than projected for students to achieve Texas' standards-based requirements (Imazeki and Reschovsky, 2004).

Legal challenges. Beginning in the 1970s and lasting through the early 1990s, a series of lawsuits filed by the Edgewood ISD against the state of Texas (*Edgewood Independent School District, et al. v. William N. Kirby, et al. (1991)*), debated the financial needs of poor districts, as defined by per-student taxable values in their districts. The argument centered around whether funding deficiencies prevented a general diffusion of knowledge as required by the Texas constitution. Wealthier districts were able to provide higher-quality education than poor districts by affording more money spent on the organizational structures surrounding school success, including salaries to attract quality leadership in the classroom and district (Zellmer, Frontier & Pheifer, 2006). The debate continued in this context over whether school funding was equitable and adequate for all students to receive a quality education (Imazeki & Reschovsky, 2005; Rivkin, Hanushek, & Kain, 2005).

Imazeki and Reschovsky (2005) reported that legislative response to court mandates, business community demands, and public opinions arising from these lawsuits created a culture of increased testing requirements and pressure on schools to

demonstrate improved student performance to justify increased school funding. Reflecting Fullan's emphasis on systems leadership as the path to performance, school leaders contended that adequate funding levels must come before student achievement for schools to afford the talented leaders necessary to implement and sustain reform.

New Leadership Paradigm

A primary assumption of Fullan (2005) was that a new paradigm for school leadership must emerge. Political and social complexities inherent in seeking effective solutions defied a set formula for leaders. Fullan asserted the need for superintendents to possess skills in the area of creating coherency through vision and goal setting. Leadership for student achievement, according to Fullan (2002) would occur amidst the social chaos of reform. Success would require the superintendent to create coherency while managing multiple distracters to the student achievement mission.

Darling-Hammond (2007) cited a sense of urgency for the United States over similar concerns that students expected to be helped by common accountability standards were those being harmed. Darling-Hammond reported that students met serious sanctions if the standards were not met, while most states had not equalized funding and access to key educational resources for learning. "Our future will be increasingly determined by our capacity and our will to educate all children well – a challenge we have very little time to meet if the United States is not to enact the modern equivalent of the fall of Rome" (p. 319).

Public Education Visioning Institute

Insight into the evolving skill set required for superintendents is implied by Fullan's (2005) description of operating in leadership as a systems thinker. Managing

the dilemmas of simultaneous long and short-term goals resulted in a systems-thinking approach by a group of Texas superintendents. The Public Education Visioning Institute (PEVI) report was distributed as a grassroots effort to challenge for a new direction in school reform (PEVI, 2008). These superintendents' strategies and their actions appeared to approximate the model for superintendent systems leadership asserted by Fullan (2005).

The Public Education Visioning Institute (PEVI), a collaborative group of Texas school superintendents from suburban and urban schools, organized after the 80th Texas Legislature to address their perceptions of continued out-of-control and out-of-touch state mandates in Texas (PEVI, 2008). The perceptions reported Summer, 2008, in a publication by those superintendents represented an apparent growing belief that Texas and federal school legislation had lost touch with the education of students and drifted away from the core business of educating students into issues of social and political concern .

In the 18 months since the 80th legislature, 35 PEVI superintendents facilitated by prominent education researchers sought solutions to the problems of high-stakes education through focus-group discussions (PEVI, 2008). The PEVI report continued in the process of distribution and presentations to educators, education organizations, and legislators at the time of this study.

PEVI reported the position of Dr. Phillip Schlechty, founder of the Center for Educational Leadership in School Reform, in a collaboration meeting on Friday, April 18, 2008, that public schools as they exist today are accomplishing as much for students as can be accomplished in terms of academic achievement (PEVI, 2008). In an April

2008 presentation at the Region 12 Education Service Center in Waco, Dr. Larry Lezotte, one of the effective schools research pioneers, said he believed public schools as they exist today are at 95% capacity for what they can do to educate students within the current paradigm for public schools (L. Lezotte, personal communication, April 5, 2008).

The PEVI (2008) superintendents called for reform dialogue across the spectrum of educational decision making by proactively developing a "Declaration of Independence" style manifesto of both workable school reform ideas and recommendations for repeal of legislation that is impeding student performance. Superintendents in the PEVI group perceived such legislation as requiring defibrillators in schools, finger-printing educators, school bus evacuation training, and increased testing of physical fitness for all public school students as examples of mandates without funding that were not the core business of schools, which they defined as educating students.

Consistent with PEVI superintendent assertions, Rivkin, Hanushek, and Kain (2005) reported school districts in Texas have a history of funding inadequately to meet the state's accountability standards. State standards were now overlaid by national No Child Left Behind (NCLB) standards which required detailed performance records for each student and remained underfunded (PEVI, 2008).

Short-term Goals

PEVI (2008) superintendents cited unintended consequences of accountability which were in agreement with Fullan's (2005) assertion that present accountability standards were counter-examples of systems thinking in goal setting. The limitation of accountability stated by Fullan (2005) was that arbitrary timelines and achievement rates

caused quick-fix solutions that were not sustainable. NCLB was criticized by Wise (2008) as not allowing for student learning differences including disabilities and limited English language proficiency.

President Bush and the authors of NCLB envisioned ensuring a quality education for all students through testing accountability and a flexible system of supports over time to help struggling schools meet the standards (Bush, 2004). The President's approach cited the moral imperative underlying a need to secure America's future through an educated citizen. His premise was similar to Fullan's element of sustainability requiring a moral purpose for educational improvement (Fullan 2005).

Testing achievement levels such as those for special education and students with limited English proficiency have led to those students' achievement situation deteriorating because of NCLB mandates (Irons & Harris, 2007). The commissioner of education in Texas waived the accountability standard for dropout and student completion rates for 2006-2007 and 2007-2008 in response to persistent and increasing loss of students from the state's school systems and in response to the resulting negative impact on school ratings (Stutz, 2008).

Some have praised NCLB for closing achievement gaps while others have criticized NCLB's adequate yearly progress (AYP) reports as unfairly punishing students and unfairly punishing schools not meeting the AYP goals set at the federal level (Commission on NCLB, Atlanta, May 22, 2006). In the report from the Atlanta hearing, the authors identified emerging issues related to the present status of NCLB. Among the common beliefs reported was the positive impact on student achievement and school improvement. Student growth models were discussed in the report as a way of more

effectively tracking individual student success. Growth models were seen as a way to ameliorate effects on special education students, while maintaining challenging standards and achievement targets (Thompson & Barnes, 2007).

Kronberg (2008) reporting on the Texas' Select Committee on Public School Accountability, noted superintendent concerns from an affluent district of students presumably advantaged by the accountability systems regarding the unintended negative consequences to those students of accountability systems driven mostly by testing. The author reported the superintendent's concern that students in these systems were limited by narrowing of the curriculum and reduced instructional time committed to test preparation.

Kronberg (2008) reported a sanction that served as an example of fairness concerns related to accountability. A predominantly Hispanic Texas high school was closed by the Texas Education Agency for multiple years of being rated Academically Unacceptable for low accountability test scores. Critics of the decision argued that language barriers inhibited student achievement at the school. Interestingly, *Education Week*, July 29, 2008, reported a Texas federal court judge ruling that Texas' education program for English Language Learners (ELL) was inadequate and ordered the state to revamp instructional programs for ELL students by the 2009-1010 school year.

Though moderate achievement gains have resulted in some areas of NCLB accountability, Irons and Harris (2007) found wide achievement gaps persisted among students of different cultural backgrounds. They asserted that for NCLB to become an institutionalized part of education, state and federal policies and procedures must be developed that are different from those currently available.

Long-term Goals

Texas' accountability system appeared in the literature as a closer approximation to the ideas set forth for systems leadership as defined by Fullan (2005). Texas' state accountability systems began in the early 1980s with the passage of House Bill 72, which called in part for increased testing to measure student achievement. The Texas Assessment of Knowledge and Skills is the latest in the series of accountability tests that have become more rigorous and implemented across more grade levels with each series (TEA website, 2008).

Though more similar to Fullan's ideas for systems thinking in achieving and sustaining educational goals, the Texas model continued to change. Rather than one high stakes comprehensive exam for graduation, Texas was transitioning to a series of end-of-course exams required for graduation (TEA website, 2008).

Fullan (2005) noted the Texas model required time for systems leadership to develop capacity and was therefore limited by the political reality that solutions must succeed within one or two election cycles. Human nature in complex times favored regressive action, or quick fixes. Therefore, the adaptive work of school reform succumbed to disequilibrium and avoidance.

School leaders in Texas reported a conundrum of being caught between meeting short-term demands to avoid a range of negative financial, social, and career implications, and realizing that quick fixes were inadequate and not sustainable for providing quality education reform (PEVI, 2008). Systems leadership focused on long-range strategies may become sustainable if supported over time among districts, state education agencies and at the federal level (Fullan, 2005).

Long-range strategies supported at the district level and communicated to the larger state and national debate correlated with the idea of a social contract with American society underlying our educational system (Bush, 2004). The implied contract as extended to today's American education setting was that the education system would close the achievement gap and in return society would invest more in education (Imazeki & Reschovsky, 2005). Schachter (2006) argued that increased funding was expected to be tentative and provisional at first, then more willing once progress was evident and continuous. Increased funding considered necessary for improved school performance was considered contingent upon school performance.

Fullan (2005) referred to the adaptive challenges of system thinking leadership as non-linear and politically and socially messy. On this topic, the Institute for Educational Leadership's (Cuban, 2001) quoted legislative scholar Alan Rosenthal of the Eagleton Institute of Politics, Rutgers University, reflecting on the challenges of large-scale reform: "The fact is legislatures don't agree on much beyond better education and motherhood. It's messy, it's disorderly, it's unpredictable, it's democracy" (Cuban, 2001, p. 11).

Research-based Superintendent Leadership

The term "best practices" appeared frequently in the literature describing leadership and management activities in the context of what one should do in a specific situation (Glatter & Kydd, 2003). Attention to the context of implementing best practices for leading student achievement was a caveat given by Glatter and Kydd (2003). This section of the review explores specific best practices for superintendents and how

best practices may be operationalized into effective behaviors for leading student achievement.

Common Themes for Superintendent Best Practice

Hoachlander, Alt, and Beltrenena (2001) examined educational leadership in the context of new standards and accountability. The study approached consensus on what educational leaders needed to know and possess as their operational skills. Superintendents effective in leading student achievement possessed passion for learning, a clear vision for promoting high achievement for all students, and possess the interpersonal skills to lead transformation of school cultures. The authors reported that consensus broke down in findings as to how to teach identified leadership skills. Formal degree and certification programs were considered in comparison to experience and on-the-job training. The research was limited in agreement upon strategies for superintendents.

Farkas, Johnson, and Duffett (2003) developed a study of 3,000 school superintendents and 4,400 principals with an oversampling of districts with 2,500 or more students in response to 82% of U.S. students attending schools of that size or larger. The purpose of the study was to identify trends and to assess NCLB's impact on front-line education leaders. The researchers identified eight trends from responses to the study that suggest areas for superintendent professional development:

1. Money and mandates related to NCLB and special education laws were found to be over-arching areas of frustration concerning governmental micro-management.
2. Managing the politics and bureaucracy of the current system was a concern.

3. Standards were considered here to stay and should be embraced by school leaders for focus on student achievement and teacher quality.
4. NCLB cannot work as currently crafted.
5. Teacher quality was affected by school leaders and teachers differing on strategies for professional development to improve achievement and reduce achievement gaps.
6. Teacher unions protected teacher tenure, which was often given prematurely without regard to teacher quality.
7. Most superintendents believed that a good principal was the key to a good school.
8. Superintendents gave positive reports on their job satisfaction, though 40% expected to leave the job in the next few years. (Farkas, Johnson & Duffett, 2003, p. 11).

Research-based expectations for changes in the skills and priorities of school leaders gained prominence with the Lezotte and Bancroft (1985) findings that affirmed the effective schools research of Edmunds and Lezotte regarding the positive difference schools make in student learning. They reported that momentum for implementing effective schools research with school leaders grew in part as a response to the Coleman Report findings of the late 1960s which said that student socio-economic factors, and not schools, determined student achievement levels.

Effective Schools and Leadership

Murphy and Hallinger (1986) found a growing number of schools turning to the effective schools research as a basis for school improvement focused on the

superintendent in addition to the principal. Four characteristics resulted from their study on how school superintendents influenced student achievement: (a) they created and sustained competitive schools; (b) they empowered others to make decisions; (c) they provided instructional leadership; and (d) they led strategic planning and goal setting.

Lezotte and Bancroft (1985) described school improvement efforts from the 1980s when 35 states, including Texas, entered into systematic school improvement efforts based on the effective schools research. Lezotte and Bancroft reported a paradigm shift from the "good ole' days" of an educator's professional judgment deciding sufficient learning outcomes to data-driven decision making based on achievement for all students measured across three to five years. Lezotte and Bancroft (1985) found growing numbers of schools turning to the effective schools research as a foundation for continuous school improvement. School leadership was found second only to classroom instruction in terms of impact on student achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Reeves' (2003) study of schools with 90% students from poverty, 90% minority, and 90% success on accountability tests found common themes for student achievement. Schools in the study were found to focus on academic achievement, clear academic choices, frequent assessment, and multiple opportunities for improvement. Schools in the study emphasized nonfiction writing and collaborative scoring of student work among teachers and across campuses.

Reeves (2008) conducted a study of school leadership teams, including teachers. Three-hundred and thirty schools were surveyed to gather data on leadership perceptions of accountability effects on student achievement. In schools where leadership teams

considered student achievement a result of student demographics such as socio-economic status or cultural background, 43.6% of students scored at least proficient or higher on a group of 25 assessments. In schools where leadership teams attributed student achievement actions taken by faculty, 64.8 percent of students scored at least proficient on the same group of assessments. The difference in student score gains reported in the study for 2005-2006 was 6.4% in the school attributing demographics, as compared to 18.4% in the schools attributing faculty behaviors.

The effective schools correlates identified effective schools as those having five common characteristics: (a) principal as instructional leader; (b) high expectations for student success; (c) instructional focus; (d) a safe and orderly environment; and (e) frequent monitoring of student progress (Lezotte & Pepperl, 1999). Effective schools were described as those that provided learning for all students by bringing proportionate numbers of students from all social classes to minimum mastery levels (Lezotte & Bancroft, 1985). Lezotte and Pepperl (1999) asserted that the effective schools correlates began as a synthesis of characteristics of leaders on campuses where all students were achieving at appropriate levels regardless of social class. They considered these findings the first generation of effective school correlates.

Griffin and Chance (1994) found that four major themes emerged from their study of superintendent actions that led to gains in student achievement. Their findings represented a consistency in the literature with Lezotte's effective schools correlates: (a) The superintendent should have a clear, well-communicated vision congruent with district goals; (b) the superintendent and board should formulate policies supporting the goals with oversight, guidance, evaluation and staff development; (c) the

superintendent should instigate and be an ad hoc member of an ad hoc effective schools coordinating team that develops and manages an effective schools improvement plan; and (d) the superintendent should recognize that achieving effective schools is a process that occurs one school at a time.

Impact on Achievement

Leithwood and Sleegers (2006) reported no direct impact of transformational leadership practices on student achievement. The authors asserted that school leadership practices were indirect and efforts to measure them against student achievement typically were unsuccessful. Transformational leadership was found in a study by Leithwood and Jantzi (2002) to have a significant impact on schools and teachers. They found no direct or indirect correlations with student achievement but did not consider that finding to indicate a lack of leadership. The authors considered their findings on transformational leadership to be a function of reform efforts being advocated in schools included in the study. In a subsequent longitudinal study, Leithwood and Jantzi (2006) reviewed survey data from 2,290 teachers in 655 elementary schools in England. The authors reported significant effects of transformational leadership practices on teachers' classroom practices but not direct effect on student achievement.

Brent (2007) surveyed the perceptions of superintendents and district site-based committee members on the correlation between superintendent leadership and student achievement on the Texas Assessment of Knowledge and Skills (TAKS), Texas' accountability test. Superintendent leadership was assessed by using the Kouzes and Posner Leadership Practices Inventory (LPI). The researcher found no significant

relationship between superintendent leadership practices as measured by LPI and student achievement on TAKS.

The Search for Standards

In the1990s, numerous research efforts attempted to identify important school leadership responsibilities and were often focused on the role of the principal (Waters & Kingston, 2005). Implications for superintendents were generally inferred by association with the principals. One example cited was standards published by the National Policy Board for Educational Administration and the Interstate School Leaders Licensure Consortium (ISSLC) in 1996. Six standards with 184 indicators for school principals were identified but lacked description and definition of priorities. In addition to being unwieldy to practice, this approach to standards created a sense of futility which was found to further exacerbate difficulties recruiting and retaining talented school leaders.

Waters and Kingston (2005) cited a meta-analysis of school leadership responsibilities that included quantitative measures identifying which principal responsibilities led to improved student performance. Conducted by the authors for Mid-continent Research for Education and Learning (McRel), the study's premise was to explicitly identify principal leadership standards, including shared leadership and change leadership. A major finding of the study quantified that principal leadership was positively correlated with student achievement with an average effect size of .25. Shared leadership at the school level was identified as essential to successfully implementing the practices. Their study identified 21 characteristics of effective principals and distinguished essential from important responsibilities, providing context for skill priorities based on the level of change created in the school setting.

Marzano, Waters, and McNulty (2004) presented a shift in the literature toward a systematic approach to school leadership that condensed earlier attempts at standards into a manageable and data-driven approach to effective school leadership practices. These findings were consistent in the literature with the findings of Edmonds, Lezotte, and Schlechty. Waters and Marzano (2006) extended their principal study to the superintendency in a meta-analysis similar to their 2004 study.

Research that Works for Superintendents

As concluded in the Waters and Kingston (2005) study, much of the literature on school leadership was focused on principals and was descriptive of needs for effective school leadership but not specific in terms of directing practice for superintendents. Resulting professional development was an extension of research without sufficient operational statements for use by superintendents in daily practice. Waters and Marzano (2006) extended their work on best practices for principals to best practices for superintendents.

Waters and Marzano (2006) conducted a meta-analysis for Mid-continent Research in Education and Learning (McREL) to replicate their previous work on principal leadership and apply the methodology to superintendent practice. Meta-analysis was defined by McREL as a series of statistical processes used to synthesize the findings of numerous studies (McREL, 2006). The study involved a synthesis of 27 studies conducted since 1970, involving 2,817 districts and the achievement scores of 3.4 million students. Also analyzed were survey responses of 4,434 superintendents on their perceptions of the effects of district-level variables on student achievement. The researchers noted a limitation that some of the studies of superintendent perceptions

included the perceptions of board members, other administrators, and teachers (Waters & Marzano, 2006).

In the resulting statistical analysis, Waters and Marzano (2006) found a positive correlation of .24 between district-level leadership and student achievement at the $p < .05$ level of significance. As a context for understanding the findings' relevance, the authors suggested interpreting this correlation in the following way: Consider the scenario where a superintendent operating at the 50^{th} percentile of leadership skill was leading a district with student achievement at the 50^{th} percentile. The .24 correlation represents one standard deviation improvement to the 84^{th} percentile for the superintendent. The resulting correlated student achievement was 9.5 percentile points to the 59.5 percentile for the students.

District-level leadership was reported in the Waters and Marzano (2006) study in six categories related to goal setting with a correlation finding for each at the $p < .05$ level of significance. Collaborative goal setting was found to have a .24 correlation with student achievement. Establishing non-negotiable goals for student achievement and instruction had a .33 correlation. Board alignment and support of district goals was correlated at .29. Monitoring goals for achievement and instruction was correlated at .27, and use of resources to support achievement and instruction goals at .26. The study's sixth finding on goal setting was a .28 correlation related to the superintendent's relationship with the schools. The authors termed the relationship as "defined autonomy," or the superintendent's ability to empower principals to act under their own discretion within a determined set of parameters for performance (Waters & Marzano, 2006, p. 16).

Although the researchers found a positive .28 correlation between building-level defined autonomy and student achievement, the results also showed a negative correlation of -.16 between site-based management and student achievement. The researchers concluded this apparent contradiction was a positive finding they attributed to defined autonomy. Their conclusion was that effective superintendents set clear, non-negotiable goals for principals then allowed principals to form school leadership teams with the autonomy principals needed to meet the goals (Waters & Marzano, 2006).

Waters and Marzano (2006) reported a finding not intentionally sought by the meta-analysis that measured a positive correlation of .19 between superintendent tenure and student achievement. This result was found to manifest as early as two years into the superintendent's tenure.

Operational Components

The clear identification and prioritization of superintendent skills provided a research basis for best practices available for inclusion in superintendent professional development, according to Waters and Marzano (2006). They identified six operational areas for superintendent practice related to each area of finding in their meta-analysis. Each of the six areas was further analyzed by the researchers to determine superintendent actions with positive correlations to student achievement.

Goal Setting

As previously cited in this review, a tendency among school districts and superintendents was to protect the status quo (Glass & Franceschini, 2006). Waters and Marzano (2006) reported proficiency in goal setting as a set of behaviors found among superintendents successful at leading student achievement. The goal-setting process in

their districts had a .24 positive correlation with student achievement. Among the specific operational practices identified for goal setting were findings that the goals in successful schools were coherent and reflected community values supporting quality in achievement rather than maintenance of the status quo. Superintendents in these schools were found able to create a shared vision developed in collaboration with their boards. The shared vision and goals were effectively communicated to central office staff and principals.

Goals for Achievement and Instruction

Waters and Marzano (2006) reported a .33 correlation among superintendent behaviors related to non-negotiable goals and student achievement. Among the operational characteristics of these superintendents, they were found able to establish a preferred instructional program and could model their understanding of its instructional design. They assured implementation of a curriculum and instructional methodologies that ensure efficient delivery to meet the needs of all students. Superintendents effective in this area established a five-year plan for the goals and set clear priorities for instructional goals and objectives.

Board Alignment and Support

Waters and Marzano (2006) reported a .29 correlation among superintendent behaviors related to establishing board alignment and support for goals. Identified operational behaviors in this area included developing an awareness with the board of the nature of conflict in the district and the district's political climate. Superintendents established agreement with the board on district goals, including agreement on the nature

of teaching and learning strategies. Superintendents effective in this area reached agreement with their boards on amount and effectiveness of board training.

Monitoring Goals

Waters and Marzano (2006) reported a .27 correlation among superintendent behaviors related to monitoring goals for achievement and instruction. Among their identified operational characteristics, these superintendents used a system for evaluating the instructional program through feedback on student achievement to monitor implementation of instruction and to monitor instructional change. System reliability was enhanced by superintendent efforts to coordinate individuals in the system to quickly identify and correct system failures. Meeting curricular needs of all students was ensured by the superintendent.

Use of Resources

Waters and Marzano (2006) reported a .26 correlation among superintendent behaviors related to use of resources to support goals for achievement and instruction. Among their operational characteristics, these superintendents controlled resource allocation through a management system supporting the district's instructional goals and philosophy. All district staff were trained in a flexible but common instructional program and provided extensive professional development opportunities determined by a system to align training with district goals.

Defined Autonomy

Waters and Marzano (2006) reported a .28 correlation among superintendent behaviors related to defined autonomy and relationships with schools. Among their operational characteristics, these superintendents established agreed-upon values that

directed individuals in the district. Superintendents led principals to develop actions directed at goal accomplishment, and schools had a clear mission focused on student performance. Superintendents participated with principals in hiring teachers and set teacher evaluation as a priority in the district. Commitment to continuous improvement in the schools and district was led by the superintendents.

The Role of RESCs

The history and role of RESCs in Texas has expanded and evolved much like the history and role of the superintendency. In 1965, the 59th Texas Legislature authorized the State Board of Education (SBOE) to create media centers across the state. In 1967, the SBOE divided the state into 20 geographic regions with a center in each region initially funded by Title III of the Elementary and Secondary act passed by Congress. The primary mission of RESCs was to distribute 16 mm films to schools (RESC website, 2008).

The RESC website (2008) provided a history of RESC roles beginning with the 60th Texas Legislature expansion of the RESC role to include coordination educational planning in each region. No additional funds were allocated and RESCs operated on funds from media services and Title III grant funds, about $85,000 per center. In 1984, the Legislature passed House Bill 72 and further expanded the RESC role to include improving instructional programs for districts and improving district operational efficiency. In 2001, the Texas Legislature expanded the Texas Reading Initiative and the training expectations for math teachers in grades 5-8. The RESCs became the primary providers of the training.

Strategic Expansion of the RESCs

As reported on the RESC website (2008), RESCs increased their responsibility related to the state's accountability system and in assisting the TEA with ensuring the financial viability of public and charter schools. NCLB requirements were reported to result in further expansion of RESCs' roles in assisting schools with compliance and strategies for meeting accountability standards. Texas ESCs now serve more than 4.1 million students and 550,000 educators.

RESC Accountability

RESCs became more accountable for student achievement in the accountability system beginning with the 1997 legislative reauthorization of regional education service centers (Castleberry & Alanis, 1998). The 75th Texas Legislature tied the RESCs to the accountability system through three sections of the Texas Education Code (TEC), further expanding the scope of their responsibilities to the schools in their regions (Castleberry & Alanis, 1998). RESCs would be held accountable by the Commissioner of Education for the elements of a legislated purpose, performance standards and indicators, and an annual evaluation by the Commissioner of each RESC executive director (TEC CH 8).

Purpose (TEC 8.002). The 75th Legislature required accountability for RESCs in the area of student achievement in the schools in their region. Additionally, RESCs were to assist schools with more efficient and economic operation, as well as implementing state initiatives (TEC 8.002).

Performance standards (TEC 8.101). The Texas Legislature charged the Commissioner of Education with developing performance standards and indicators to ensure compliance with the purpose set out in Section 8.002. The performance

indicators included student performance, district effectiveness and efficiency, more economic efficiency in operations, assistance in core services, and to secure grants to accomplish state initiatives and results achieved by the RESCs (TEC 8.101).

Annual evaluation (TEC 8.103). Each executive director and RESC was required to receive annual evaluations by the commissioner of education. Evaluations were to include an audit of the RESCs finances, a review of performance on the indicators set out in Section 8.101, review of a client satisfaction survey, and any other factor deemed appropriate by the commissioner (TEC 8.103).

The resulting evaluation document contained 13 indicators related to student performance on state accountability tests, economic and efficient operation of the schools in the region, and the RESCs ability to advance statewide initiatives. Under the statewide initiatives domain, RESCs were given an expanded role to include technical support services to schools as part of decentralizing support for schools and downsizing the Texas Education Agency (TEC 8.103).

Expectations for Professional Development

Part of the expectations for RESCs was a performance standard requiring that ESCs improve student achievement in the schools they served (TEC 8.101). Increasing accountability standards and expanded state expectations for the RESCs roles provided an opportunity for RESCs to enhance activities offered to superintendents in building leadership for student achievement (Wilcox & Sexton, 2004). The research on education service agencies was reported in the literature as a new body of knowledge and continued to expand into new areas of service to the school community, educators, legislators and policy-makers (Keane, 2005). Changes in superintendent job expectations and the

emerging new roles of RESCs suggested the opportunity for redesign of RESC-based professional development for superintendents (Keane, 2005).

A review of website information across the state's 20 regions found professional development targeted to superintendents most often took the form of forums, academies, and conferences, with limited specific findings for superintendents in leadership for student achievement (RESC website, 2008). An apparent need emerged from the literature that would include focused embedding of best practices for superintendents in leading student achievement (Waters & Marzano, 2006; Fielder, 2005).

The Texas Association of School Administrators (TASA) executive director, John Veselka, stated his perception of an increased demand for on-line and distance-learning options by superintendents. TASA offers a superintendent academy with four annual meeting sessions based in Austin, Texas. Veselka gave his professional opinion that superintendent expectations for professional development were being impacted in part by increasing fuel and travel costs (J. Veselka, personal communication, July 22, 2008).

Superintendent Forums/Study Groups

Texas RESCs were found to host a variety of formats for superintendent professional development (RESC website, 2008). Among those were monthly forums/study groups of region superintendents to discuss and receive training on current topics confronting superintendents and education.

A specific example noted was the superintendent's forums conducted at Region 12 in Waco, Texas (Region 12, Agendas, 2007-2008). These meetings were found to be information gathering and dialogue opportunities focused primarily on legal, operational

and policy issues. Evidence from agendas showed indirect and to a lesser extent direct opportunities for leadership in student achievement. The Region 12 agendas showed guest speakers as the primary deliverers of the chosen topical information.

The Region 12 forum example is consistent with the research on best practices for adult learners by giving superintendents the opportunity to direct their learning and to have opportunities for dialogue with skilled peers (Knowles, Holton, & Swanson, 2005). In the Region 12 example, a Regional Advisory Committee worked with a superintendent forum chair to determine agendas. Region 12 forum meetings included lunch as a networking time. Such events represented an embedded though random opportunity to discuss student achievement. Tom Norris, executive director of RESC Region 12, reported the development of expanded leadership training for student achievement modules as part of the RESC 12's superintendent academies for 2008-2009 (T. Norris, personal communication, August 13, 2008).

Further search of Region 12 agendas related to superintendent professional development found an institute hosted by RESC 12 as a regional opportunity for superintendent and principals to present and discuss successful practices for student achievement in their districts (Region 12 Agendas, 2007-2008). The executive director reported the concept being expanded into the fall leadership conference for RESC 12 superintendents, with the next session to focus on leading middle-school student achievement (T. Norris, personal communication, August 13, 2008).

RESCs as Intermediaries for Failing Schools

Arsen, Bell and Plank (2004) described the condition of persistently failing schools as the great failure of the American public school system. The authors proposed NCLB as a national recognition of that failure and a catalyst for national policy makers on failing schools. Failing schools were reported as a problem having grown beyond the local level as accountability standards expanded. What was once considered by the authors a problem of the local school and board of trustees was purported now to require an intermediary institution to drive turnaround in student achievement in failing schools.

Arsen, Bell, and Plank (2004) wrote that RESCs were in the best position to serve as the intermediary organizations for turning around failing schools. The authors asserted that failing schools faced internal and local problems of a complexity requiring an intermediary entity to serve as their agent for reform. A basic assumption of the authors was that schools possessing the capacity to turn themselves around in the area of student achievement would already have done so.

The criteria of capacity, scale and trust were considered by Arsen, Bell, and Plank (2004) as essential to selecting an intermediary for leading reform in failing schools. The authors applied these three criteria to entities with the perceived opportunity to turn around failing schools. Among the entities examined were the schools themselves, state and local government, mayoral control, universities, education management organizations, and education service agencies.

School districts. The level of organizational and instructional capacity required to sustain school reform was reported by Arsen, Bell and Plank (2004) to make school-district leadership unlikely to lead school reform. Regarding scale, 90% of American

schools were reported by the authors as below the 6,000 students necessary for economies of scale in pricing supports for student achievement. Failing schools were characterized as often experiencing a long history of failure which led to difficulty building trust required for reform. Trust issues among political forces were characterized as empowering disincentives for change, creating an environment antithetical to improving student achievement.

State and local government. While state government through state education agencies were assessed as having the apparent capacity to take over failing schools, the reality in practice was found different. Increases in the policy demands of NCLB and the downsizing of state agencies left the authors to conclude that state agencies lacked the capacity to take over failing schools from the state level. The engrained regulatory role of state agencies and their lack of knowledge of the local community were reported as limiting factors in their role of leading turnaround performance in failing schools. The projected trust issues were considered prohibitive to sustained improvement.

Mayors. Arsen, Bell, and Plank (2004) reported that in contrast, mayors were seen as having the proximity and understanding of the local community and schools to lead reform change. Among the limitations of mayors as takeover specialists for failing schools noted by the authors was their lack of technical knowledge of schools and instruction. Likewise, the amount of time required to create sustainable change was seen by the authors as too long for the political turmoil that surrounds change. Mayors were considered not likely to stay in office long enough to lead change in failing schools.

Universities. Universities were concluded by Arsen, Bell and Plank (2004) as having a limited capacity. Although possessing sufficient technical expertise, they were

projected to fall short of the trust required to lead school change. The projected trust limitations were considered by the authors to arise from disagreements between school and university over levels of expertise in the schools, level of expectations by classroom teachers, and the ivory-tower syndrome attributed by some classroom teachers to university faculty.

Education Management Organizations (EMOs). Arsen, Bell and Plank (2004) described for-profit EMOs as having capacity varying with the company, but lacking in trust, and lacking a successful track record. They reported that EMOs were found to produce no better results in student achievement than public schools. In addition, staff knowledge of being managed by a for-profit company for a limited amount of time was considered likely to prohibit the trust relationships required for sustainable improvements in student achievement.

Educational Service Agencies. Education Service Agencies (RESCs) were considered by Arsen, Plank and Bell (2004) to have advantages in the areas of trust and economies of scale as turn-around specialists for failing schools. RESCs were reported by the authors to typically have long-standing relationships with the districts they served and were able to flex their approaches to problem solving outside the traditional political structures of the local district. Trust was expected to be more easily attained by the RESCs because of prior relations, geographic proximity, and local knowledge.

Areas of challenge for RESCs were predicted by Arsen, Bell and Plank (2004) to be capacity and technical knowledge. Financial resources were reported by the authors to be unevenly distributed among centers depending on the schools they served. Technical knowledge was found to be better at some centers than others, again related to the

RESC's resources and ability to recruit talent. The authors concluded that the viability of RESCs was currently being tested in the area of supporting failing schools.

An example of RESC innovation to meet increasing demands was found in RESC 17 in Lubbock, Texas (Wargo, Hartmeister & Baldner, 2001). The authors described the RESC's effort to increase professional development capacity through a partnership with the Texas Tech University's College of Education to train new superintendents in response to a shortage of superintendent candidates. The result increased the viability of the university program, increased the RESC opportunity to serve school district leaders, and gave superintendents the opportunity for a quality blend of theory and practice in their education.

RESC IV in Houston, Texas, was an example of RESCs achieving model solutions to increase technical expertise and capacity in schools at more cost-efficient rates than business-sector competitors (McKinney & Gauntt, 2001). The authors described implementing and marketing RESC software, allowing RESCs to better track their services provided to districts, as well as the quality and relevance of those products.

As compared to the other candidates for intermediary support institutions for schools discussed in the article, the RESCs were reported by Arsen, Bell and Plank (2004) to have the best potential in terms of capacity, scale, and trust to serve as an intermediary to turn around failing schools. The potential deficits for RESCs reported by the authors regarding capacity and technical knowledge were considered no more limiting for RESCs than the same factors in the other candidate institutions.

RESC Value to Student Achievement

NCLB was reported as a catalyst calling attention to the needs of school equity and learning for all students (Stilwell, 2004). School systems became increasingly aware of their inabilities to meet student achievement requirements and the process requirements for compliance with NCLB (Wilcox & Sexton, 2004). A centuries-old education system was recognized as inadequate to meet current accountability standards for all students without radical changes in the system (Glass & Franceschini, 2007). High standards and goals were considered valuable by educators without the accompanying threats of sanctions or the current political rhetoric (Glass & Franceschini, 2007). RESCs were reportedly in a unique position to provide the essential research and data support to improve student achievement (Stilwell, 2004; Wilcox & Sexton, 2004).

RESC instructional product delivery increasingly was found connected more directly to professional development on student achievement (McIver, 2002). The researcher reported a nation-wide response to NCLB among education service agencies (ESAs) that narrowed the focus of their support to standards and content focused on student achievement. ESAs (RESCs) were reported to provide staff development designed for specific districts and campuses and grade-level achievement needs based on school data. The authors used Region IV in Houston, Texas, as an example of an RESC reported to assess needs met by the professional development in advance of agreement to deliver the training (McIver, 2002).

The system elements required for school improvement as reported by Stilwell (2004) were considered within the scope and capacity of RESCs as support services for schools. Improving achievement was considered driven by effective teaching, which in

turn was linked to effective professional development for teachers. Among the elements cited by Stilwell (2004) were improving the research base for effective teaching and learning, allowing teachers time to learn knew strategies, and building RESC partnerships with local school superintendents to deliver cost-effective and high-quality professional development for student achievement.

RESC response to school improvement issues nation-wide led to the Association of Education Service Agencies (AESA) becoming the fastest growing education professional association in the United States:

> With this growth have come new challenges and opportunities. Educational Service Agencies have transitioned from providing specific programs to becoming recognized leaders for connecting, assessing, guiding, mentoring, cooperating, distributing, integrating, fixing, training, collaborating and building capacity at the regional level. Along with this shift in responsibility has come increased recognition, expanded responsibilities and increased accountability (Talbott, 2001, p. 1).

Summary

The evolving roles of superintendents and the Regional Education Service Centers (RESCs) of Texas provided an opportunity to evaluate RESC-based superintendent professional development for student achievement. The superintendency evolved from teacher/administrator and caretaker of the first schools to the professional superintendent managing the social, political and financial complexities surrounding ever-increasing accountability standards. Increased demands for performance were found to coincide with a period of reduced funding for schools at the state and national levels.

Superintendents lead in a time of higher expectations in a political climate shown to prefer reduced funding for schools. School superintendents in Texas formed the Visioning Institute as a forum for addressing an accountability and political climate they considered out of control. Superintendents expressed a desire for increased professional development in systems thinking and interpersonal skills required to lead student achievement with simultaneous local, state and national implications. Schools failing to meet standards were found to face sanctions including being taken over by state education agencies or closure. Arbitrary timelines for achievement and reduced funding were considered counter-productive to the systems-thinking leadership required to meet the goals of achievement for all students.

Texas' accountability system began in the early 1980s as a legislative response to business-community demands for skilled workers and a political climate that favored lower taxes for school funding. The passage of NCLB in 2001 resulted in additional federal standards for all students to achieve at acceptable levels as measured by standardized tests administered annually to all students in Texas.

Texas' 20 RESCs were established in the late 1960s as media distribution centers in each of 20 geographically divided regions of Texas. As accountability for student achievement grew, the roles of RESCs expanded to include the full range of technical, training, and efficiency expectations as established by the Texas Legislature and the State Board of Education. RESCs were required by statute in the Texas Education Code (TEC) to support increased student achievement, to improve school operational efficiency, and to promote statewide initiatives in the regional schools they serve. The Texas Commissioner of Education was required by statue in the TEC to develop an evaluation

system for RESCs and to conduct annual evaluations to ensure RESC obligations were making satisfactory progress.

The literature defined the RESCs as educational intermediary institutions acting under the supervision of the Texas Education Agency without regulatory authority over schools. Schools were considered in the literature to lack the capacity for levels of reform required by the new standards. RESCs were reported to have the best opportunity as an intermediary to provide support for their regional schools in part because of distance from local political pressures and in part because of the relationships arising from geographic proximity. RESCs were additionally considered in the best position to meet the demands of scale, capacity, efficiency and technical expertise to support schools in meeting demands for student achievement.

The review of literature identified a history of effective school research resulting in a research-basis for teaching superintendents specific leadership behaviors with positive correlations for student achievement (Waters & Marzano, 2006). Evolving needs for enhanced superintendent leadership skills to meet current demands was expressed by superintendents. Professional development needs as well as increased demands on school district technical competence for compliance issues surrounding data-reporting requirements at the state and national levels further expanded the role of RESCs. Historically, RESC professional development for student achievement was focused on the principal. The literature contained a research basis and an expectation for a new paradigm of RESC-based superintendent professional development focused on leadership for student achievement. Chapter III will explain the methodology for this

study, Chapter IV will report the findings, and Chapter V will report the conclusions and recommendation for further research.

CHAPTER III

METHODOLOGY

Chapter III will explain the methodology used to conduct the study and tools used to analyze the resulting data for conclusions and recommendations available to Texas Regional Education Services for development of superintendent professional development. The chapter is organized into sections: introduction, research questions, research design, sample, instrumentation, data collection, data analysis, and a summary.

Introduction

The purpose of this study was to determine superintendent perceptions of their RESC-based professional development in the area of leadership for student achievement. As accountability demands for schools and superintendents have increased so have the expectations and roles for RESCs to support student achievement reforms through training and support for superintendents as the chief executive officers of schools (Arsen, Bell, & Plank, 2004). Certain superintendent leadership behaviors were identified in the literature as positively correlated with student achievement (Waters & Marzano, 2006). This study was conducted to gather superintendent perceptions of effectiveness of their RESC-based professional development for identified leadership behaviors positively correlated with student achievement.

Problem Statement and Research Questions

As demands for superintendent leadership skills increased, the statutory roles of the RESCs expanded to meet school needs and to accommodate the down-sizing of the

state education agency in Texas (TSESC, 2008b). RESCs were identified as the institutions with the best opportunity to serve as intermediary support for their regional schools in managing the complexities of state and federal school reform initiatives (Arsen, Bell & Plank, 2004). Capacity, proximity, understanding of regional school demographics, and relationships existing prior to NCLB, according to Arsen, Bell, and Plank (2004), placed RESCs in the best position to support school reform. By extension, this support would be assumed to shift from a principal-focused professional development model to one that included enhanced professional development opportunities for superintendents in leadership for student achievement.

Three research questions were addressed to assess superintendent perceptions of effectiveness of their RESC-based professional development for practices identified in the literature as positively correlated with student achievement (Waters & Marzano, 2006):

1. How do superintendents perceive the effectiveness of their RESC-based professional development opportunities for enhancing their skills in implementing non-negotiable goals for achievement and instruction?
2. How do superintendents perceive the effectiveness of their RESC-based professional development for building skills to maintain board support for policies and goals supporting student achievement?
3. How do superintendents perceive the effectiveness of their RESC-based professional development for monitoring and evaluating implementation of the district instructional program?

Research Design

Practicing superintendents in Texas were surveyed to gather their perceptions of the extent to which their Regional Education Service Center (RESC)-based professional development met their needs in the area of leadership for student performance. Specific research questions were devised by the researcher by comparing biographical data supplied by the respondents to the three general areas of inquiry identified in Chapter I: (a) setting non-negotiable goals for student achievement, (b) aligning and maintaining board support for student achievement goals, and (c) monitoring and evaluating progress toward student achievement goals. Best superintendent practices supporting each research question area as identified by Waters and Marzano (2006) were used as prompts for superintendents to rate effectiveness.

The researcher chose a non-experimental survey research design considered advantageous for its flexibility in gathering the perceptions of a large group (Muijs, 2004). The survey included three open-ended questions intended to expand the depth of information captured by superintendent responses to the Likert-scale portion of the survey.

Sample

All practicing Texas superintendents as of September 2008 with electronic mail addresses, approximately 1,020, were invited via email to participate in the study. Survey responses were received from 292. The demographic profiles of the responding superintendents were similar to the statewide superintendent population. Eighty-six percent were males. Ninety-two percent were white. Eighty percent worked in schools of UIL classification 1A, 2A, or 3A.

The population sample method was chosen to avoid the problems inherent in random sampling. Population samples provide the opportunity for a larger sample allowing increased validity and reliability and increased opportunity to generalize findings. Participants self-reported their position as superintendent when completing the survey. The position of superintendent was verified through the Texas Education Agency database of current superintendents.

Instrumentation

Likert-scale survey questions were developed from research findings of Waters and Marzano (2006) on superintendent practices found to improve student achievement. Stem statements from the practices identified by Waters and Marzano (2006) were used as prompts for superintendents to rate their perceptions of RESC-based professional development effectiveness in each of the three research question areas: (a) establishing non-negotiable goals for student achievement; (b) aligning board support for district goals; and (c) monitoring and evaluating implementation of the district instructional program.

Superintendents were asked to provide demographic data in nine areas including years as superintendent, age range, gender, ethnicity, district UIL classification, district student enrollment for 2007-2008, salary range, estimated number of days out of district in 2007-2008 for professional development, and estimated district expenditures for their professional development in 2007-2008.

Respondents rated their perceptions on a scale of 1-4, with one representing “not effective,” two representing “somewhat effective,” three representing “mostly effective,” and four representing “effective.” Three open-ended questions at the end of the survey

allowed superintendents to respond narratively with recommendations for preferred areas of professional development, barriers to their professional development, and their recommendations for how barriers could be addressed by RESCs to meet superintendent professional development needs. Open-ended responses were included for the opportunity to capture different perspectives than those possible through Likert-scale responses. The complete survey instrument is provided for review in the appendices of study.

A pilot study was conducted with superintendents from three of Texas' 20 RESC regions and 93 responses were received. A Cronbach's alpha test on the pilot results indicated an alpha of .932, indicating a high level of reliability for the survey instrument. Content validity was accepted from Waters and Marzano (2006) study.

Data Collection Procedures

Surveys were distributed electronically to all practicing Texas superintendents with an electronic mail address using Zoomerang electronic survey software. The invitation to participate included an electronic link for superintendents choosing to participate to access the survey instrument. Respondents were guaranteed that responses would remain anonymous and results would be reported in the aggregate without identifying any specific superintendent or RESC. All participation was voluntary.

Data Analysis

Responses collected were imported into the SPSS statistical package for analysis. Data analysis consisted of a series of quantitative statistical methods and a more brief assessment using standard qualitative measures for the open-ended question responses (Muijs, 2004). Mean response scores for each research question area were compared

statistically to the mean scores from each of nine areas of demographic information collected in the survey responses. One-way Analysis of Variance (ANOVA) tests were used to determine differences from the mean scores between and within responses in each research question area. For further depth of analysis, Tukey post hoc tests were conducted to identify which groups within a particular question area differed from the mean and whether those differences were significant at the $p < .05$ level of confidence. Responses to three open-ended questions were coded and reduced to common strands for analysis consistent with standard qualitative investigation methods (Creswell, 2007).

Summary

Chapter III established the methodology used for this research study and identified the research questions to be investigated. The research design was explained along with a description of the sample, instrumentation, data collection procedures used, and a description of how the collected data was analyzed. Chapter IV provides a detailed account and explanation of the findings. Chapter V presents the summary, conclusions, implications, and recommendations.

CHAPTER IV

ANALYSIS OF DATA

This chapter reports the resulting data from a mixed-method quantitative study designed to capture superintendent perceptions of the effectiveness of their professional development for leadership in student achievement at Texas Regional Education Service Centers (RESCs). The findings are reported in three sections: demographic results, research question results including inferential statistics, and open-ended question responses. Areas of response found statistically significant are reported in detail in this chapter, as are major themes emerging from the open-ended questions. Areas of investigation found not statistically significant at the $p < .05$ confidence level will be part of the complete findings provided in the appendices to the study.

Introduction

The purpose of this study was to determine superintendent perceptions of their RESC-based professional development in the area of leadership for student achievement. As accountability demands for schools and superintendents have increased so have the expectations and roles for RESCs to support student achievement reforms through training and support for superintendents as the chief executive officers of schools (Arsen, Bell, & Plank, 2004). Certain superintendent leadership behaviors were identified in the literature as having a positive correlation with student achievement (Waters & Marzano, 2006). This study was designed to gather superintendent perceptions of effectiveness of

their RESC-based professional development for leadership behaviors identified as having positive correlations with student achievement.

Survey responses were received from 292 practicing Texas superintendents to the research question areas surveyed and the accompanying three open-ended questions. The following three research questions were investigated:

1. How do superintendents perceive the effectiveness of their RESC-based professional development opportunities for enhancing their skills in implementing non-negotiable goals for achievement and instruction?
2. How do superintendents perceive the effectiveness of their RESC-based professional development for building skills to maintain board support for policies and goals supporting student achievement?
3. How do superintendents perceive the effectiveness of their RESC-based professional development for monitoring and evaluating implementation of the district instructional program?

Presentation of Findings

The findings of this study are organized into three areas of inquiry: demographic results, research question responses and inferential statistics, and open-ended questions results. Superintendents were asked to provide nine areas of demographic information. Their responses to the research questions were analyzed statistically by demographic group. Three open-ended survey questions are reported in this section to provide depth of understanding and additional perspectives from the superintendents.

Demographic Results

Superintendents responding to the survey were asked to provide demographic information in nine areas: years as a superintendent, years in their current superintendency, age range, gender, race/ethnicity, Texas University Interscholastic League (UIL) classification of their school, student enrollment as of January 2008, days out-of-district for professional development in 2007-2008, and estimated total district cost of their professional development activities for 2007-2008. Figures for the demographic areas where statistical significance at the $p < .05$ level was found are included in this chapter. A complete set of figures for demographic characteristics of the respondents are provided in the appendices to this study.

Years as a Superintendent

Forty-seven percent of respondents reported serving as a superintendent five or fewer years. Twenty-five percent reported 6-10 years. Twenty-two percent reported 10-20 years. Five percent reported practicing 20 or more years as a superintendent.

Years in Current Superintendency

Fifteen percent of respondents reported serving in their first year as a superintendent. Forty-two percent reported serving 2-4 years. Twenty-two percent reported 5-7 years. Twelve percent reported 7-10 years. Nine percent reported serving more than 10 years in their current position.

Age Range

Two percent of responding superintendents reported their age in the 25-35 range. Twenty-three percent reported their age as 36-45 years. Forty-six percent reported 46-55 years. Twenty-nine percent reported their age as 56 and over.

Gender

Findings for gender suggested a significantly higher percentage of males than females serving in the superintendency during the 2007-2008 school year. Most responding superintendents were male. Eighty-four percent of responding superintendents were male. Sixteen percent were female. These percentages mirror the percentages of superintendents by gender for Texas.

Race/Ethnicity

One percent of responding superintendents reported their race/ethnicity as African American. Six percent reported Hispanic/Latino. Ninety-two percent of respondents reported their race/ethnicity as White. No responses were received for American Indian, Asian, or Native Hawaiian or other Pacific Islander. One respondent chose "Other." These percentages for White, African-American, and Latino superintendents mirror the percentages for Texas.

District UIL Classification

Thirty-seven percent of respondents reported their district UIL classification as 1A. Twenty-one percent report UIL classification 2A. Twenty-two percent chose 3A. Twelve percent chose 4A. Eight percent reported their district UIL classification as 5A (See Figure 1).

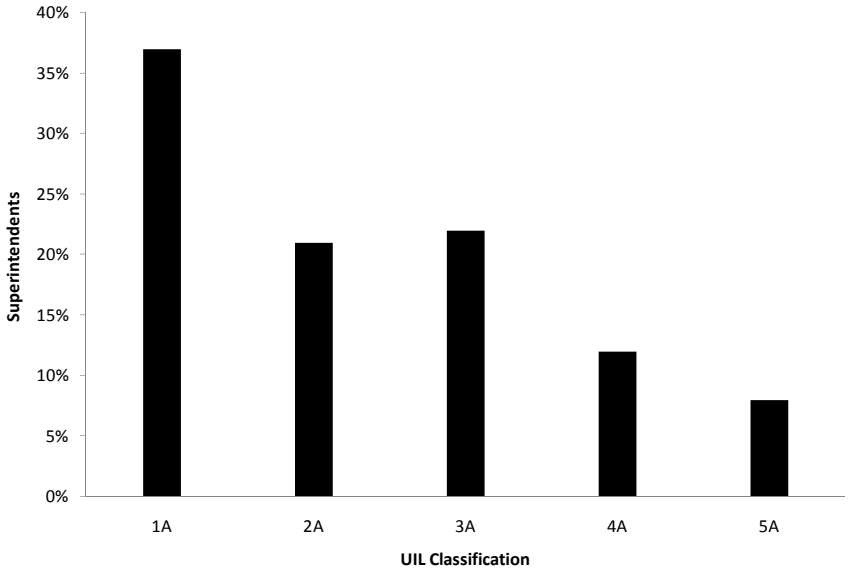

Figure 1. Percentages of responding superintendents by district UIL classification.

District Student Enrollment

Twenty-nine percent of superintendents reported their district enrollment for January 2008, in the 1-499 range. Nineteen percent reported 500-999. Nineteen percent reported 1,000-1,999. Fifteen percent reported 2,000-3,999. Eight percent reported 4,000-6,999. Four percent reported 7,000-9,999. Four percent reported 10,000-24,999. One percent of respondents reported 25,000-49,999. One percent chose 50,000-99,999. No responses were received for the 100,000 or more student enrollment category (See Figure 2).

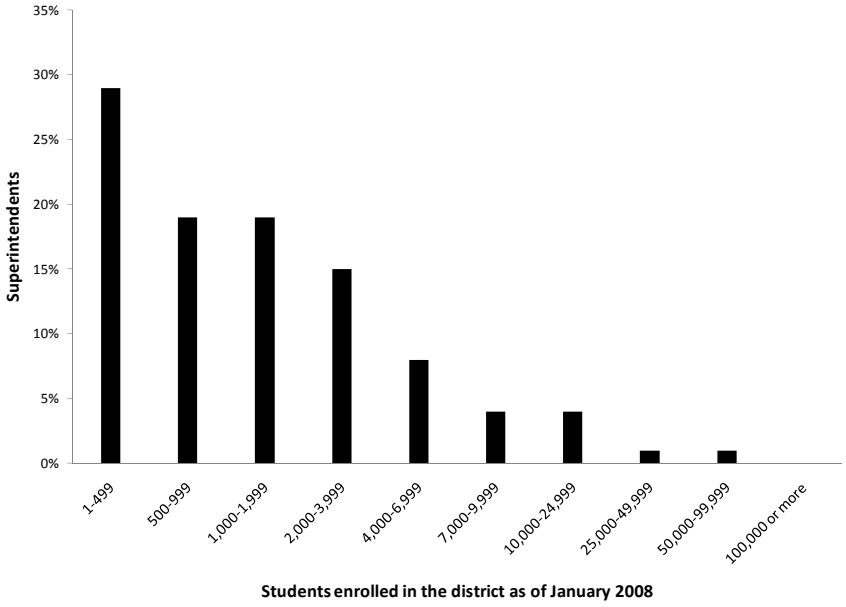

Figure 2. Percentages of responding superintendents by school enrollment category.

Days Out-of-District

Eleven percent of superintendents reported their number of days out-of-district for professional development activities in the 1-5 day range. Forty-two percent reported 6-10 days. Thirty-one percent reported 11-15 days. Sixteen percent of responding superintendents reported more than 15 days out-of-district for professional development.

Total District Cost

Ten percent of superintendents reported their district's total cost for their professional development for 2007-2008 in the range of $0-$999. Twenty-five percent reported $1,000-$1,999. Thirty-eight percent reported $2,000-$4,999. Seventeen percent reported $5,000-$9,999. Ten percent reported total district costs for their professional development as $10,000 or more (See Figure 3).

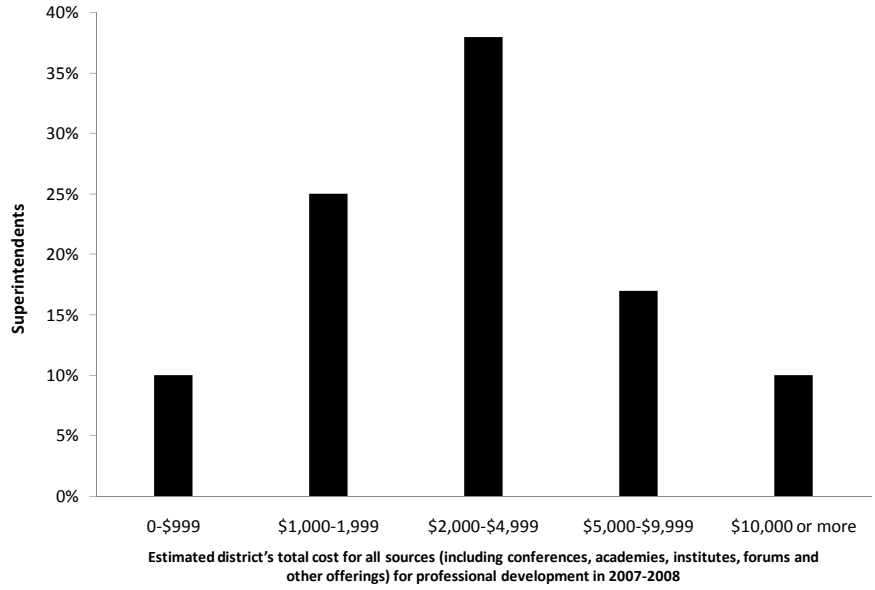

Figure 3. Percentages of responding superintendents by category of total cost to the district for professional development.

Research Question Responses and Inferential Statistics

The survey was organized by research question with a cluster of questions designed to explore each of three research questions. Each of the research questions and their related survey questions were taken directly from the research on best superintendent practices in leading for student achievement. The literature established that the practices being researched for effectiveness of training are areas of practice by superintendents creating the most impact on student achievement (Waters & Marzano, 2006).

Research Question One

Superintendents rated four questions designed to investigate their perception of effectiveness of their RESC-based professional development in implementing non-negotiable goals for achievement and instruction.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of establishing clear priorities among the district's instructional goals and objectives. Thirty-six percent of superintendents perceived their training in this area as effective. Forty-two percent said mostly effective. Twenty-percent said somewhat effective. Two percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of adopting instructional methodologies that facilitate efficient delivery of the district's curriculum. Thirty-seven percent of superintendents rated their training in this area as effective. Forty-three percent said effective. Eighteen percent said somewhat effective. Two percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of incorporating varied instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population. Thirty-eight percent of superintendents rated their training effective. Thirty-nine percent said mostly effective. Twenty-one percent said somewhat effective. Two percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of adopting five-year non-negotiable

goals for achievement. Fifteen percent of superintendents rated their training effective. Forty percent said mostly effective. Thirty-six percent said somewhat effective. Nine percent said not effective.

Inferential statistics were derived from mean responses calculated for research question one. Response data was entered into the SPSS program to study the differences from the mean among demographic groups. One-way Analysis of Variance (ANOVA) tests were used to determine differences between and within groups. Tukey post hoc tests were then conducted to discover individual differences from the mean within groups. Differences were considered significant at the $p < .05$ level of significance. Positive differences from the mean scores indicate superintendent agreement with effectiveness in the area studied. Larger mean scores indicate a greater level of agreement with effectiveness.

Significance at the $p < .05$ level was found regarding differences in superintendent perceptions when compared by the UIL classification of the schools for each of the research questions. ANOVA tests found significance at the $p < .05$ level for responses to “Non-negotiable goals for achievement and instruction,” responses to “Board alignment with and support of district goals,” and responses to “Monitoring goals for achievement and instruction.” Table 1 illustrates these findings. Direction and degree of agreement based on mean scores are discussed as part of the Tukey post hoc results.

Table 1

ANOVA Results for UIL Classifications

	Sum of Squares	Df	Mean Square	F	Sig.
Non-negotiable Goals					
Between Groups	80.916	4	20.229	2.761	0.028
Within Groups	2044.182	279	7.327		
Total	2125.099	283			
Board alignment and Support					
Between Groups	326.581	4	81.645	6.832	0
Within Groups	3286.33	275	11.95		
Total	3612.911	279			
Monitor and Evaluate					
Between Groups	237.316	4	59.329	4.516	0.002
Within Groups	3613.08	275	13.138		
Total	3850.396	279			

Tukey post hoc test results indicated significant differences among independent variable results by UIL classification at $p < .05$ for 2A ($m = 12.66$) compared to 3A ($m = 11.25$) in the area of "non-negotiable goals for achievement and instruction." Differences at $p < .05$ were found among 1A ($m = 16.17$) and 3A ($m = 13.97$); 1A ($m = 16.17$) and 5A ($m = 13.36$); 2A ($m = 16.12$) and 3A ($m = 13.97$); and 2A ($m = 16.12$) and

5A (m = 13.36) in the area of "board alignment and support of district goals." Differences among 1A (m = 15.68) and 3A (m = 13.74); 1A (m = 15.68) and 5A (m = 13.14); 2A (m = 15.56) and 3A (m = 13.74); and 2A (m = 15.56) and 5A (m = 13.14) were found significant at the $p < .05$ level in the area of "monitoring and evaluating goals for achievement and instruction." The higher mean scores of smaller schools in each of these areas of inquiry indicate a higher level of agreement of effectiveness among smaller school superintendents versus larger school superintendents. Table 2 illustrates these results.

Table 2

Tukey Results for UIL Classification

Dependent Variable: Non-negotiable Goals					95% Confidence Interval	
(I) UIL classification	(J) UIL classification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
2A	3A	1.411*	0.49	0.035	0.07	2.76

Dependent Variable: Board alignment and Support					95% Confidence Interval	
(I) UIL classification	(J) UIL classification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1A	3A	2.204*	0.557	0.001	0.68	3.73
	5A	2.808*	0.811	0.006	0.58	5.03
2A	3A	2.153*	0.634	0.007	0.41	3.89
	5A	2.757*	0.866	0.014	0.38	5.13
Dependent Variable: Monitor and Evaluate					95% Confidence Interval	
(I) UIL classification	(J) UIL classification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1A	3A	1.9377*	0.5826	0.009	0.338	3.538
	5A	2.5368*	0.8679	0.031	0.154	4.92
2A	3A	1.8226*	0.651	0.043	0.035	3.61
	5A	2.4217	0.9152	0.065	-0.091	4.935

*. The mean difference is significant at the 0.05 level.

No other comparisons of responses based upon school UIL classification were found significant at the $p < .05$ level. Complete ANOVA and Tukey results are provided for review in appendices A and B.

Research Question Two

Superintendents responded to four questions designed to investigate their perception of effectiveness of their RESC-based professional development in building skills to maintain board support for policies and goals supporting student achievement.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of establishing agreement with the board on district goals. Forty-three percent of superintendents rated their training effective. Thirty-nine percent said mostly effective. Fourteen percent said somewhat effective. Four percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of establishing agreement with the board on the type and nature of conflict in the district. Twenty-seven percent of superintendents rated their training effective. Forty-three percent said mostly effective. Twenty-four percent said somewhat effective. Six percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of establishing agreement with the board on the effectiveness of board training. Thirty-nine percent of superintendents rated their training effective. Thirty-nine percent said mostly effective. Nineteen percent said somewhat effective. Four percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of establishing agreement with the board on the nature of teaching/learning strategies to be used in the district. Twenty-six

percent of superintendents rated their training effective. Forty-five percent said mostly effective. Twenty-three percent said somewhat effective. Seven percent said not effective.

Inferential statistics were derived from mean responses calculated for research question two. Response data was entered into the SPSS program to study the differences from the mean among demographic groups. One-way Analysis of Variance (ANOVA) tests were used to determine differences between and within groups. Tukey post hoc tests were then conducted to discover individual differences from the mean within groups. Differences were considered significant at the $p < .05$ level of significance. Positive differences from the mean scores indicate superintendent agreement with effectiveness in the area studied. Larger mean scores indicate a greater level of agreement with effectiveness.

Significance at the $p <. 05$ level was found regarding differences in superintendent perceptions when compared by student enrollment of the schools for two of the three research questions. ANOVA tests found significance at the $p < .05$ level for responses to “Board alignment with and support of district goals” and for “Monitoring goals for achievement and instruction.” Table 3 illustrates these results. Direction and degree of agreement based on mean scores are discussed as part of the Tukey post hoc results.

Table 3

ANOVA Results for School Enrollment Category

	Sum of Squares	df	Mean Square	F	Sig.
Student Achievement total rating					
Between Groups	66.993	8	8.374	1.124	.347
Within Groups	2010.95	270	7.448		

Tukey post hoc tests identified differences in responses at the $p < .05$ level of confidence for superintendents of school enrollments 1-499 (m = 16.07) when compared to those of superintendents of school enrollments 2,000-3,999 (m = 13.90) in the area of "Board alignment with and support of district goals." Significance at the $p < .05$ level was also found in this area when responses from superintendent of school enrollments 500-999 (m = 16.24) were compared to responses of superintendents from school enrollments of 2,000-3,999 (m = 13.90). The higher mean scores of smaller schools in each of these two areas of inquiry indicate a higher level of agreement of effectiveness among smaller school superintendents versus larger school superintendents. Table 4 illustrates these results.

Table 4

Tukey Results for School Enrollment Category

Dependent Variable: Board Alignment and Support					95% Confidence Interval	
(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1-499	2000-3999	2.172*	0.667	0.034	0.09	4.26
500-1001	2000-3999	2.333*	0.73	0.041	0.05	4.62

No other comparisons of responses based upon school enrollments were found significant at the $p < .05$ level. Complete results of these tests are provided for review in appendices C and D.

Research Question Three

Superintendents responded to five questions designed to investigate their perception of effectiveness of their RESC-based professional development in monitoring and evaluating implementation of the district instructional program.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of using an instructional evaluation program to monitor implementation of the district's instructional program. Twenty-six percent of superintendents rated their training effective. Forty-two percent

said mostly effective. Twenty-six percent said somewhat effective. Seven percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of monitoring student achievement through feedback from the instructional evaluation program. Thirty-four percent of superintendents rated their training effective. Forty-percent said mostly effective. Twenty-one percent said somewhat effective. Five percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of using a system to manage instructional change. Twenty-five percent of superintendents rated their training effective. Forty-six percent said mostly effective. Twenty-three percent said somewhat effective. Six percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of ensuring that the curricular needs of all student populations are met. Forty-four percent of superintendents rated their training effective. Thirty-six percent said mostly effective. Sixteen percent said somewhat effective. Four percent said not effective.

Superintendents were asked to respond to their perception of effectiveness of their RESC-based professional development in the area of coordinating efforts of individuals and groups within the organization to increase reliability of the system, with quick responses to system failures. Twenty-seven percent of superintendents rated their training as effective. Forty-five percent said mostly effective. Twenty-three percent said somewhat effective. Five percent said not effective.

Inferential statistics were derived from mean responses calculated for research question three. Response data was entered into the SPSS program to study the differences from the mean among demographic groups. One-way Analysis of Variance (ANOVA) tests were used to determine differences between and within groups. Tukey post hoc tests were then conducted to discover individual differences from the mean within groups. Differences were considered significant at the $p < .05$ level of significance. Positive differences from the mean scores indicate superintendent agreement with effectiveness in the area studied. Larger mean scores indicate a greater level of agreement with effectiveness.

Significance at the $p < .05$ level was found regarding differences in superintendent perceptions when compared by total district cost of superintendent professional development for two of the three research questions. ANOVA tests found significance at the $p < .05$ level for responses to "Board alignment with and support of district goals;" and for "Monitoring goals for achievement and instruction." Table 5 illustrates these results. Direction and degree of agreement based on independent variable mean scores are discussed as part of the Tukey post hoc results.

Table 5

ANOVA Results for Total District Cost

	Sum of Squares	Df	Mean Square	F	Sig.
Non-negotiable goals					
Between Groups	57.24	4	14.31	1.939	0.104

	Sum of Squares	Df	Mean Square	F	Sig.
Within Groups	2081.338	282	7.381		
Total	2138.578	286			
Board Alignment and Support					
Between Groups	178.402	4	44.601	3.515	0.008
Within Groups	3527.774	278	12.69		
Total	3706.177	282			
Monitor and Evaluate Goals					
Between Groups	117.772	4	29.443	2.178	0.072
Within Groups	3757.952	278	13.518		
Total	3875.724	282			

Tukey post hoc tests identified differences in responses at the $p < .05$ level of confidence in the research area of "Non-negotiable goals for student achievement" when comparing superintendent responses from districts spending $5,000-$9,999 (m = 13.59) to those spending $10,000 per year or more (m = 12.28). In the area of "Board alignment and support for district goals, responses from superintendents of schools spending $10,000 (m = 12.28) or more were found significantly different at the $p < .05$ level from each of the other categories on the survey: $0-$999 (m = 17.24); $1,000-$1,999 (m = 16.45); $2,000-$4,999 (m = 15.87); and $5,000-$9,999 (m = 16.63).

The finding of higher mean scores for superintendents from schools with a total district cost for superintendent professional development of less than $10,000 indicates a higher level of agreement of effectiveness in these two areas among these superintendents versus superintendents of schools spending more than $10,000 per year on superintendent professional development. Table 6 illustrates these results.

Table 6

Tukey Results for Total District Cost

Dependent Variable: Non-negotiable Goals					95% Confidence Interval	
(I) Total District PD cost	(J) Total District PD cost	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
$5000-$9999	$10000 or more	1.718	0.642	0.06	-0.04	3.48
Dependent Variable: Board Alignment and Support					**95% Confidence Interval**	
(I) Total District PD cost	(J) Total District PD cost	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
$10000 or more	0-$999	-2.941*	0.945	0.017	-5.54	-0.35
	$1000-$1999	-2.782*	0.804	0.006	-4.99	-0.58

(I) Total District PD cost	(J) Total District PD cost	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
	$2000-$4999	-2.261*	0.767	0.028	-4.37	-0.15
	$5000-$9999	-2.670*	0.86	0.018	-5.03	-0.31

*. The mean difference is significant at the 0.05 level.

No other comparisons of responses based upon total district costs were found significant at the $p < .05$ level. Complete results of these tests are provided for review in appendices E and F.

No combinations of superintendent responses when compared to the remaining demographic areas studied indicated significant differences at the $p < .05$ level of confidence: gender, ethnicity, age, number of days out-of-district for professional development, years of experience as a superintendent, and number of years in their current position. Complete ANOVA and Tukey results are provided by demographic area for review in the appendices.

Responses to Open-Ended Questions

Question 15 on the survey asked superintendents to list other areas of training or improvements in existing areas they would recommend to their RESC. Twelve of 78 (19%) recommended additional school finance training. Six of 78 (8%) recommended superintendent round-table discussions on best practices. Five of 78 (6%) recommended training in the following areas: additional leadership training and additional Team of Eight board training. Three of 78 (4%) of respondents wanted legislative and legal

updates on how to work more effectively with TEA on reporting, calendars and deadlines. Each of the following areas were recommended by 2 of the 78 (3%): professional development ideas for teachers, facilities and construction, bond election training, small school curriculum strategies for math and science, developing professional learning communities, and general curriculum ideas.

Single responses were received for each of these recommended areas of training: district goal setting, developing board meeting agendas to comply with current law, special programs, public relations in a crisis situation, monthly curriculum updates, technology updates, technology-based learning, hiring effective principals, comprehensive benchmarking program, increasing student engagement, dealing with difficult personnel and grievances, website requirements, breakthrough coach training, ethics training, developing cultural proficiency, diversity training, ethics training, and how to better communicate with legislators.

Question 16 on the survey asked superintendents to list barriers they perceived as limiting their participation in RESC-based professional development. Of 119 responses, the two largest areas of response were obstacles related to time for professional development and distance from the RESC; 43 of 119 (34%) listed time; 31 of 119 (26%) listed distance. The next largest area of response involved funding; 15 of 119 (13%) reported financial barriers. Six of 119 (5%) reported difficulty finding substitutes for teachers and principals. Four of 119 (3%) reported school board restrictions. Three of 119 (3%) in each area reported quality of training, limited variety of professional development and communication with the RESC as barriers to their participation. Two of 119 (2%) in each area reported RESCs catering to rural districts, small schools feeling

they are lost among the large schools, and lack of need as barriers. One of 119 (1%) in each area listed resources, classroom implementation, the need to customize training for the districts, the need for more distance learning, and the need to train on new teaching methods as barriers to their participation.

Question 17 on the survey asked superintendents to recommend solutions available to their RESCs that would allow them to overcome barriers to the participation in RESC-based professional development. The largest group of recommendations was in the area of increasing distance learning. Eighteen of 90 superintendents (20%) recommended more distance learning opportunities. Seven of 90 (8%) recommended increased on-line offerings. Six of 90 (7%) preferred more training available at satellite centers nearer their school districts. Four of 90 (4%) recommended more consideration of their time limitations. Two of 90 (2%) offered solutions in each of the following areas: multiple time offerings for training sessions, weekend training, more staff for the RESCs, organizing county meetings, and earlier distribution on training schedules.

Single recommendations were made for 19 solutions to reducing barriers to participation. Superintendents suggested learning environments outside the region, on-demand professional development, have each RESC school host a professional development day, work with districts in areas of critical need, new RESC leadership, organize mini-RESCs for rural districts, more accountability in individual departments, using a model to consistently gather needs from districts, more board training, stipend after certification, political change, training designed around CSCOPE, roundtable discussions for superintendents, advisory councils representing all districts, utilize small learning communities, consider district size and financial restraints, partner with districts

to share the cost of high-quality professional development, flexible scheduling, and change from standard previous practices to customer-based initiatives.

Summary

Demographic results of this study show that respondents were predominantly White (92%) and male (86%). Forty-six percent are ages 46-55 and 29% ages 56 and over. The largest percentage work in UIL Class 1A schools (37%) and the largest percentage reported student enrollments in the 1-599 range (29%). Forty-two percent of superintendents reported being out-of-district for professional development activities 6-10 days per year with the second largest group (31%) reporting 11-15 days. The most common total cost spent by districts on superintendent professional development was $2,000-$4,999 per year (38%) followed by $1,000-$1,999 (25%). Ten percent reported spending less than $1,000 per year and 10% reported spending more than $10,000 per year.

Combining mostly effective and effective responses represented a favorable trend for agreement among respondents on effectiveness. A favorable trend was noted among responses for establishing agreement with the board on district goals (82%), establishing clear priorities among the district's instructional goals and objectives (80%), adopting instructional methodologies that facilitate the efficient delivery of the district's curriculum (80%), and ensuring that the curricular needs of all student populations are met (80%). The highest individual question response of "effective" was for ensuring that the curricular needs of all student populations are met (44%).

Combining somewhat effective and not effective responses represented a less favorable trend of effectiveness in the areas of adopting 5-year non-negotiable goals for

achievement (45%), using an instructional evaluation program to monitor implementation of the district's instructional program (33%), establishing agreement with the board on the nature of teaching/learning strategies to be used in the district (30%), and establishing agreement with the board on the type and nature of conflict in the district (30%). The highest individual question response for "not effective" was for adopting 5-year non-negotiable goals for achievement (9%).

ANOVA tests combined with Tukey Post hoc tests found significant differences in responses at the $p < .05$ level of confidence when the survey responses were compared to the demographic categories for school UIL classification, school enrollment size and total district costs of superintendent professional development per year. Responses of superintendents by UIL classification were significant at the $p < .05$ level in all three research areas. Similarly, differences in responses by school enrollment were found significant for board alignment and monitoring goals. Differences at the $p < .05$ level were also noted in superintendent responses when compared by the total cost of the district's investment in superintendent professional development. No other comparisons of survey results to demographic characteristics of the respondents were found significant at the $p < .05$ level of confidence.

Superintendents responding to open-ended questions listed time, distance from their RESC, and funding, as primary barriers to their RESC-based professional development. The most common solution offered to these barriers was increased professional development by distance learning. School finance was the leading recommendation offered for additional professional development opportunities at the RESCs. A wide variety of additional opportunities received single recommendations.

Chapter V will provide a summary of this study and present conclusions drawn from the findings, implications for practice, recommendations for future research and concluding remarks.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

Previous chapters presented the entire body of work conducted for this research study. Chapters I-IV introduced the nature and background of the problem leading to this study, presented a review of the literature on the challenges facing superintendents and RESCs, explained the methodology of the study, and presented findings on the data collected. Chapter V will review the study and seek to draw conclusions from the findings that may have implications for practice at RESCS in their efforts to create additional relevance of professional development for superintendents in the area of leadership for student achievement.

Introduction

This study gathered, analyzed and presented findings on the subject of superintendent perceptions of their Regional Education Service Center (RESC)-based professional development related to improving student achievement. The study's findings from practicing superintendent perceptions were compared using statistical analysis methods to identify differences in those perceptions by demographic characteristics of the superintendents. Chapter V is organized into sections that summarize the study, offer conclusions based on the findings, offer implications for RESC practice in professional development for superintendents, recommend areas for further research, and offer concluding remarks.

Summary of the Study

This study was conducted to provide information relevant to superintendents and RESCs regarding the effectiveness of RESC-based superintendent professional development for leading student achievement. This section provides a review of the study, including an overview of the problem, the problem statement, research questions, study design, data collection methods, data analysis techniques used, and a summary of major findings.

Overview of the Problem

As accountability demands for schools and superintendents have increased so have the expectations and roles for RESCs to support student achievement reforms through training and support for superintendents as the chief executive officers of schools (Arsen, Bell, & Plank, 2004). Certain superintendent leadership behaviors were identified in the literature as positively correlated with student achievement (Waters & Marzano, 2006). From those leadership behaviors the researcher selected three: establishing non-negotiable goals for student achievement, establishing board alignment with and support for district goals, and monitoring goals for achievement and instruction. The researcher used this study to collect superintendent perceptions of effectiveness of their RESC-based professional development for three superintendent leadership behaviors identified in the literature as having a positive correlation with student achievement.

Problem Statement

This research study was conducted in response to increasing leadership demands on superintendents and the evolving role of RESCs to provide their professional

development. The purpose of this research was to capture and analyze the perceptions of Texas superintendents practicing in the 2007-2008 school year regarding their RESC-based professional development in the area of leading student achievement.

Research Questions

This research study investigated perceptions from practicing superintendents related to three identified leadership behaviors identified from the professional literature and the effectiveness of RESC-based professional development for each behavior. The researcher devised three research questions from the Mid-continent Research for Educational Leadership (McREL) findings of their study on superintendent leadership behaviors that result in student achievement (Waters & Marzano, 2006):

1. How do superintendents perceive the effectiveness of their RESC-based professional development opportunities for enhancing their skills in implementing non-negotiable goals for achievement and instruction?
2. How do superintendents perceive the effectiveness of their RESC-based professional development for building skills to maintain board support for policies and goals supporting student achievement?
3. How do superintendents perceive the effectiveness of their RESC-based professional development for monitoring and evaluating implementation of the district instructional program?

Study Design

A series of 4-5 questions were developed using statements of operational practice from the McREL findings that supported each of the three broader research questions. The questions were organized by research question and developed into a Likert-scale

survey instrument which was piloted with superintendents in three RESC regions in Texas. The pilot study received 93 responses. Reliability of the survey instrument was established using a Cronbach's alpha test on the pilot results. The Cronbach's alpha score was .932, indicating a high level of reliability for the instrument. Validity was accepted from the established validity of the McREL study used to develop the survey instrument. Three open-ended questions were included in the survey giving superintendents an opportunity to recommend improvements to their profession development or recommend other types, identify barriers to their professional development, and offer solutions to barriers that were within the control of their RESC.

Data Collection

A statewide survey of practicing superintendents was conducted by electronic mail using Zoomerang web-based survey software. Responses from 292 superintendents, including those who participated in the pilot survey, were included in the results.

Data for the study were collected using a survey of Likert-scale questions and three open-ended responses. Superintendents were asked to describe themselves in nine demographic categories: years as superintendent, years in their current superintendency, age range, gender, ethnicity, district UIL classification, district student enrollment for 2007-2008, salary range, estimated number of days out of district in 2007-2008 for professional development, and estimated total district cost for their professional development in 2007-2008.

Superintendents indicated their perceptions of the effectiveness of RESC-based professional development for leading student achievement in three areas of

superintendent practice considered essential to student achievement: establishing non-negotiable goals for achievement and instruction, establishing board alignment with and support for district goals, and monitoring goals for achievement and instruction (Waters & Marzano, 2006). Respondents rated their perceptions on a scale of 1-4, with one representing "not effective", two representing "somewhat effective", three representing "mostly effective", and four representing "effective."

Open-ended questions at the end of the survey allowed superintendents to respond narratively to three areas: their preferences for additional professional development at RESCs, barriers to their professional development at RESCs, and how barriers could be addressed by RESCs.

Data Analysis

Superintendent responses to Likert-scale questions were imported into the SPSS statistical package for analysis using quantitative procedures consistent with non-experimental studies (Muijs, 2004). Open-ended question responses were coded and classified into strands using standard qualitative response reduction methods (Creswell, 2007).

A mean response score was calculated for each of the three sets of questions on the survey. The mean responses for each area of superintendent leadership behavior were then analyzed in relation to the nine demographic areas to determine variances from mean response scores by superintendents from each demographic descriptor. One-way Analysis of Variance (ANOVA) tests were conducted to determine variances from the mean of superintendent responses for each question area. Tukey post hoc tests were then

conducted to determine whether individual responses were different from the mean score by a statistically significant amount at the $p < .05$ level of significance.

An independent samples t-test was applied to the gender demographic as the most appropriate test to analyze a response with only two possible answer choices. Results from the independent samples t-test were expanded using Levene's Test for Equality of Variances. Results were analyzed at the $p < .05$ level of confidence.

Summary of Major Findings

Findings from this study indicated an overall perception of effectiveness among superintendents regarding their RESC-based professional development for leading student achievement. The average response from all questions on the survey in the "effective" (highest) category was 32%; the average response in the "mostly effective" (next highest) category was 41%.

The greatest occurrence of "effective" and "mostly effective" scores from superintendents were for professional development in the area of guaranteeing that the curriculum meets the needs of all students, followed closely by establishing efficient delivery of the district curriculum, establishing clear priorities for instructional goals and objectives, then agreement with the board on the effectiveness of board training.

The lowest occurrence of "effective" and "mostly effective" scores were in the areas of professional development to establish five-year non-negotiable goals, followed by use of a management system for instructional change, and then using an evaluation system to monitor implementation of instructional goals.

The highest levels of response for the open-ended questions were superintendent concern for professional development in school finance, the barrier of time to receive

professional development, and the recommendation that RESCs offer more distance learning opportunities for superintendents to overcome time and monetary barriers. Statistical significance at the $p < .05$ level was found regarding differences in superintendent perceptions when compared by the UIL classification of the schools.

Tukey post hoc tests identified differences by UIL classification in responses at the $p < .05$ level of confidence for superintendents of 2A ($m = 12.66$) schools when compared to those of superintendents of 3A ($m = 11.25$) schools in the area of non-negotiable goals for achievement and instruction. Additional differences were found between 1A ($m = 16.17$) and 3A ($m = 13.97$) school superintendent responses; 1A ($m = 16.17$) and 5A ($m = 13.16$); 2A ($m = 16.12$) and 3A (13.97); and 2A ($m = 16.12$) and 5A ($m = 13.36$), when compared in the research area of board alignment with and support of district goals. Differences were found between 1A ($m = 15.68$) and 3A ($m = 13.74$) school superintendent responses; 1A ($m = 15.68$) and 5A ($m = 13.14$); 2A ($m = 15.57$) and 3A (13.74); and 2A ($m = 15.57$) and 5A ($m = 13.14$), when compared in the research area of monitoring goals for achievement and instruction. The larger means of smaller school superintendent responses in each of these areas of significance indicate a higher level of agreement of effectiveness among smaller school superintendents versus larger school superintendents.

Tukey post hoc tests identified differences in responses at the $p < .05$ level of confidence for superintendents of school enrollments 1-499 ($m = 16.07$) when compared to those of superintendents of school enrollments 2,000-3,999 ($m = 13.90$) in the area of "Board alignment with and support of district goals." Significance at the $p < .05$ level was also found in this area when responses from superintendent of school enrollments

500-999 (m = 16.24) were compared to responses of superintendents from school enrollments of 2,000-3,999 (m = 13.90). The higher mean scores of smaller schools in each of these two areas of inquiry indicate a higher level of agreement of effectiveness among smaller school superintendents versus larger school superintendents.

Significance at the $p < .05$ level was found related to the amount of money spent by districts on superintendent professional development. In the area of board alignment with and support for district goals responses were different at the $p < .05$ level for superintendents in districts spending $10,000 (m = 12.28) per year from all other surveyed categories reporting less money for professional development: $0-$999 (m = 12.84); $1,000-$1,999 (m = 12.78); $2,000-$4,999 (m = 12.46); and $5,000-$9,999 (m = 13.59). The higher mean responses of superintendents from school spending less than $10,000 per year indicates a higher level of agreement of effectiveness among those superintendents versus superintendents from schools spending $10,000 or more.

Superintendent responses from the remaining demographic areas studied show no significant differences at the $p < .05$ level: gender, ethnicity, age, number of days out-of-district for professional development, years as a superintendent, and number of years in their current superintendency. The complete report of statistical analysis is available in the appendices to this study.

Conclusions

The results of this research study indicate a high level of perceived effectiveness, generally around 80%, among superintendents regarding their RESC-based professional development in leading for student achievement. Most of these superintendents were found to be white (92%) males (86%) working in small schools (80%). These

demographics closely approximate the demographics of the superintendent population as reported by the Texas Association of School Administrators research department in a personal communication with Brettany Zirkle on March 12, 2009.

Responses in the "somewhat" and "not effective" categories are consistent with the conclusion that expectations of superintendents for RESC-based professional development are evolving in areas related to leadership for student achievement. The differences among a responses from large and small schools and among those investing more or less money in superintendent professional development suggested a basis for consideration by RESCs in developing future superintendent professional development.

Responses to research question one related to non-negotiable goals for student achievement, research question two related to maintaining board support for goals, and research question three related to monitoring and evaluating the district instructional program, all resulted in two common conclusions based on comparisons of mean responses: a) superintendents from smaller schools have a higher level of agreement of effectiveness for all three research question areas; and b) superintendents from schools spending less than $10,000 per year on superintendent professional development have a higher level of agreement than those spending $10,000 or more.

The highest scores of effectiveness from superintendents appeared in areas with a longer history of emphasis by RESCs and superintendent expectations for RESC-based professional development. Professional development areas such as board training (research question two), curriculum development (research question three), and training for instruction to meet the needs of varied student populations (research question one) have long been staples of the RESC training repertoire.

The areas of least incidence of “effective” and “mostly effective” responses reflect areas that have become more important to superintendent leadership as student achievement and accountability standards have increased in recent years. In response to research question one, professional development for sustaining five-year goals for student achievement and using systems to implement and monitor instructional change are not new to RESC training; however, lower effectiveness scores in these areas indicate an emerging importance placed by superintendents on proficiency in these areas of practice. This conclusion is consistent with the literature on superintendent practices essential to student achievement (Waters & Marzano, 2006; Lezotte & Bancroft, 1985). Changing expectations of superintendents for professional development also affirms Fullan’s (2005) argument for a changing paradigm in superintendent leadership skills.

Statistical variances from the mean when comparing perceptions of effectiveness to superintendent demographics indicated a trend of difference among responses of superintendents from smaller versus larger schools. Superintendents from smaller schools perceive RESC-based professional development as more effective. Additionally, superintendents from schools investing more money in superintendent professional development perceived RESC-based professional development as less effective than those from schools spending less money. These results support a conclusion that differences in professional experiences related to school size and money spent on superintendent professional development led to differences in superintendent perceptions of what constitutes effective professional development.

Implications for Practice

Superintendent perceptions from this study provide feedback for Texas RESCs in their continued effort to create and refine effective professional development opportunities for superintendents in leading for student achievement. Superintendents surveyed generally perceived RESC-based professional development as mostly effective or effective with higher scores in the more traditional RESC offerings. Areas of leadership training for student achievement related to more recent accountability standards scored lower for superintendent perceptions of effectiveness. Themes emerging from this study suggest areas of importance and interest for superintendents that could serve as guides for RESCs in developing present and future professional development opportunities.

RESCs were described in the literature review for this study as being in the best position in the spectrum of sources to provide professional development for superintendents (Arsen, Bell, & Plank, 2004). The demography of superintendents participating demonstrated that 80% were from schools of UIL classifications 1A-3A, with 37% in the 1A group, which is consistent with the Glass and Franceschini (2007) findings. Smaller-school superintendents were by far the largest group of participants in this study, and they cited barriers to professional development most often related to time, money, and distance from their RESC.

Schools in classifications 1A-3A represent the core clientele of RESCs based on their rate of response and their higher level of agreement of effectiveness. For RESCs to remain the key providers of superintendent professional development, they will be required to create innovative and relevant solutions responsive to the perceived barriers

and recommendations of superintendents, with priority given to the needs of those working in small schools. For example, superintendents suggested distance learning as a possible solution to perceived barriers. RESCs possess the technology and capacity to expand distance learning, on-line courses, and virtual training activities for superintendents.

Relationships with school leaders and their schools and communities were cited in the literature as among the reasons RESCs are in the best position to train superintendents (Arsen, Bell, & Plank, 2004). These relationships will remain vital and must be nurtured by RESCs through response to superintendents' stated needs. RESCs depend on superintendents as their core customers purchasing professional development services for themselves and their schools. On-site training will no doubt remain in place, but must be improved and expanded in the areas indicated by superintendent perceptions learned in this study. To remain responsive to their superintendents and to maintain and expand their core superintendent customer base, RESCs must continue to expand offerings in ways relevant to superintendents through technology.

Recommendations for Future Research

The purpose of this study was to investigate perceptions of superintendents related to RESC-based professional development for leading student achievement. Responding to the implications of this research offers opportunities for a deeper analysis of its questions and findings by RESCs. This study suggests areas for future research:

1. A companion study conducted with school board members to investigate their perceptions of effective superintendent professional development at RESCs;

2. A qualitative study of superintendents to investigate their beliefs and experiences related to their perceptions of effectiveness in RESC-based professional development for leading student achievement;
3. A quantitative study to ascertain school readiness in the area of technology infrastructure to receive expanded technology solutions for professional development;
4. A qualitative study of superintendents in UIL classifications 1A-3A to determine their beliefs and experiences regarding potential budget allocations for their professional development.

Concluding Remarks

This study confirmed and expanded upon what we know about Texas school superintendents and the RESCs that provide much of their training. School superintendents are the pinnacle of educational leadership and often the end-recipients of accountability. They have risen through the ranks of leadership because of their distinguished commitment to the education of children. As the chief executive officers of their school districts they bring a high level of skill and integrity to managing a multitude of competing social systems as suggested by Fullan (2005), within their schools, communities, and governmental entities, systems populated by people concerned for their children and the efficient and effective operation of their schools. They are often in disagreement, though always with the same goal in mind of educating children for the world they will inherit. The superintendent seeks to create coherence from the chaos of competing ideas.

RESCs are often staffed by former superintendents and fellow educators who have followed similar career paths while holding tight to the ideas of creating a better world through educating children. RESCs are in the best position to assist and train superintendents because of those common experiences often gained within the locale of the RESC region. RESCs and superintendents depend upon each other for a successful future. The trust, integrity, and commitment common to the true nature of education and educators will continue to bind the RESCs to their superintendents and drive the desire to assist them in leading their schools for student achievement, the only accountability standard that has ever mattered.

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BIOGRAPHICAL NOTE

Dr. Jerry G. Maze is Associate Executive Director for Administrative Leadership Services at the Education Service Center Region 12 in Waco. Prior to receiving a Doctor of Education degree in Educational Leadership from Lamar University, Dr. Maze received a Master of Education in Administration from Sam Houston State University in Huntsville, and a Bachelor of Science from Texas A&M University in College Station.

Dr. Maze's 23-year career in education includes work as a classroom teacher, administrator, public relations consultant, and superintendent. He taught English and journalism in the Livingston Independent School District beginning in 1985, where he later served as high school assistant principal, associate principal for curriculum and instruction, high school principal, and district-wide administrator for development of community and alternative educational programming.

Dr. Maze served as superintendent of Hubbard ISD and Hillsboro ISD before joining the ESC Region 12 in Waco, TX, April, 2008. He continues to consult, write and speak on the subject of administrative leadership for student achievement.

He and wife Pam, also an educator, live on a small farm near Waco, along with daughter Katie, Pam's mother Jean, and a menagerie of VIPs (Very Important Pets).

Appendix A

ANOVA Results for UIL Classifications

ANOVA Results for UIL Classifications

	Sum of Squares	Df	Mean Square	F	Sig.
Non-negotiable Goals					
Between Groups	80.916	4	20.229	2.761	0.028
Within Groups	2044.182	279	7.327		
Total	2125.099	283			
Board Alignment and Support					
Between Groups	326.581	4	81.645	6.832	0
Within Groups	3286.33	275	11.95		
Total	3612.911	279			
Monitor and Evaluate					
Between Groups	237.316	4	59.329	4.516	0.002
Within Groups	3613.08	275	13.138		
Total	3850.396	279			

Appendix B

Tukey Results for UIL Classifications

Tukey Results for UIL Classifications

Dependent Variable: Non-negotiable Goals					95% Confidence Interval	
(I) UIL classification	(J) UIL classification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1A	2A	-0.416	0.433	0.872	-1.6	0.77
	3A	0.995	0.437	0.156	-0.21	2.2
	4A	-0.049	0.533	1	-1.51	1.42
	5A	0.973	0.634	0.541	-0.77	2.71
2A	1A	0.416	0.433	0.872	-0.77	1.6
	3A	1.411*	0.49	0.035	0.07	2.76
	4A	0.367	0.578	0.969	-1.22	1.95
	5A	1.389	0.672	0.237	-0.46	3.23
3A	1A	-0.995	0.437	0.156	-2.2	0.21
	2A	-1.411*	0.49	0.035	-2.76	-0.07
	4A	-1.044	0.581	0.377	-2.64	0.55
	5A	-0.023	0.675	1	-1.88	1.83
4A	1A	0.049	0.533	1	-1.42	1.51
	2A	-0.367	0.578	0.969	-1.95	1.22
	3A	1.044	0.581	0.377	-0.55	2.64
	2A	-1.389	0.672	0.237	-3.23	0.46
	3A	0.023	0.675	1	-1.83	1.88
	4A	-1.021	0.741	0.642	-3.05	1.01

Dependent Variable: Board Alignment and Support					95% Confidence Interval	
(I) UIL classification	(J) UIL classification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1A	2A	0.051	0.566	1	-1.5	1.6
	3A	2.204*	0.557	0.001	0.68	3.73
	4A	1.583	0.682	0.141	-0.29	3.46
	5A	2.808*	0.811	0.006	0.58	5.03
2A	1A	-0.051	0.566	1	-1.6	1.5
	3A	2.153*	0.634	0.007	0.41	3.89
	4A	1.532	0.747	0.244	-0.52	3.58
	5A	2.757*	0.866	0.014	0.38	5.13

					95% Confidence Interval	
(I) UIL classification	(J) UIL classification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
3A	1A	-2.204*	0.557	0.001	-3.73	-0.68
	2A	-2.153*	0.634	0.007	-3.89	-0.41
	4A	-0.621	0.74	0.918	-2.65	1.41
	5A	0.604	0.86	0.956	-1.76	2.96
4A	1A	-1.583	0.682	0.141	-3.46	0.29
	2A	-1.532	0.747	0.244	-3.58	0.52
	3A	0.621	0.74	0.918	-1.41	2.65
	5A	1.225	0.946	0.695	-1.37	3.82
5A	1A	-2.808*	0.811	0.006	-5.03	-0.58
	2A	-2.757*	0.866	0.014	-5.13	-0.38
	3A	-0.604	0.86	0.956	-2.96	1.76
	4A	-1.225	0.946	0.695	-3.82	1.37

Dependent Variable: Monitor and Evaluate Goals					95% Confidence Interval	
(I) UIL classification	(J) UIL classification	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1A	2A	0.1151	0.5826	1	-1.485	1.715
	3A	1.9377*	0.5826	0.009	0.338	3.538
	4A	0.7109	0.7336	0.869	-1.304	2.725
	5A	2.5368*	0.8679	0.031	0.154	4.92
2A	1A	-0.1151	0.5826	1	-1.715	1.485
	3A	1.8226*	0.651	0.043	0.035	3.61
	4A	0.5958	0.789	0.943	-1.571	2.762
	5A	2.4217	0.9152	0.065	-0.091	4.935
3A	1A	-1.9377*	0.5826	0.009	-3.538	-0.338
	2A	-1.8226*	0.651	0.043	-3.61	-0.035
	4A	-1.2268	0.789	0.528	-3.393	0.94
	5A	0.5991	0.9152	0.966	-1.914	3.112
4A	1A	-0.7109	0.7336	0.869	-2.725	1.304
	2A	-0.5958	0.789	0.943	-2.762	1.571
	3A	1.2268	0.789	0.528	-0.94	3.393
	5A	1.8259	1.0179	0.379	-0.969	4.621
5A	1A	-2.5368*	0.8679	0.031	-4.92	-0.154
	2A	-2.4217	0.9152	0.065	-4.935	0.091
	3A	-0.5991	0.9152	0.966	-3.112	1.914
	4A	-1.8259	1.0179	0.379	-4.621	0.969

*. The mean difference is significant at the 0.05 level.

Appendix C

ANOVA Results for School Enrollment

ANOVA Results for School Enrollment

	Sum of Squares	Df	Mean Square	F
Non-negotiable goals				
Between Groups	66.993	8	8.374	1.124
Within Groups	2010.95	270	7.448	
Total	2077.943	278		
Board Alignment and Support				
Between Groups	288.468	8	36.058	2.98
Within Groups	3219.074	266	12.102	
Total	3507.542	274		
Monitor and Evaluate Goals				
Between Groups	198.931	8	24.866	1.856
Within Groups	3563.891	266	13.398	
Total	3762.822	274		

Appendix D

Tukey Results for School Enrollment

Tukey Results for School Enrollment

Dependent Variable: Non-negotiable Goals					95% Confidence Interval	
(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1-499	500-999	-0.432	0.479	0.993	-1.93	1.07
	1000-1999	0.575	0.491	0.962	-0.96	2.11
	2000-3999	0.687	0.519	0.924	-0.94	2.31
	4000-6999	-0.015	0.634	1	-2	1.97
	7000-9999	0.935	0.915	0.984	-1.93	3.8
	10000-24999	0.962	0.877	0.974	-1.78	3.7
	25000-49999	0.235	1.398	1	-4.14	4.61
	50000-99999	2.235	1.605	0.9	-2.78	7.25
500-999	1-499	0.432	0.479	0.993	-1.07	1.93
	1000-1999	1.007	0.536	0.629	-0.67	2.68
	2000-3999	1.119	0.561	0.55	-0.64	2.87
	4000-6999	0.417	0.67	0.999	-1.68	2.51
	7000-9999	1.367	0.94	0.875	-1.57	4.3
	10000-24999	1.394	0.903	0.834	-1.43	4.22
	25000-49999	0.667	1.414	1	-3.76	5.09
	50000-99999	2.667	1.619	0.778	-2.4	7.73
1000-1999	1-499	-0.575	0.491	0.962	-2.11	0.96
	500-999	-1.007	0.536	0.629	-2.68	0.67
	2000-3999	0.112	0.571	1	-1.67	1.9
	4000-6999	-0.59	0.678	0.994	-2.71	1.53
	7000-9999	0.36	0.945	1	-2.6	3.32
	10000-24999	0.387	0.909	1	-2.45	3.23
	25000-49999	-0.34	1.418	1	-4.77	4.09
	50000-99999	1.66	1.622	0.983	-3.41	6.73
2000-3999	1-499	-0.687	0.519	0.924	-2.31	0.94
	500-999	-1.119	0.561	0.55	-2.87	0.64
	1000-1999	-0.112	0.571	1	-1.9	1.67
	4000-6999	-0.072	0.698	0.985	-2.89	1.48
	7000-9999	0.248	0.96	1	-2.76	3.25
	10000-24999	0.275	0.924	1	-2.62	3.17
	25000-49999	-0.452	1.428	1	-4.92	4.01
	50000-99999	1.548	1.631	0.99	-3.55	6.65
4000-6999	1-499	0.015	0.634	1	-1.97	2
	500-999	-0.417	0.67	0.999	-2.51	1.68
	1000-1999	0.59	0.678	0.994	-1.53	2.71
	2000-3999	0.702	0.698	0.985	-1.48	2.89
	7000-9999	0.95	1.027	0.991	-2.26	4.16
	10000-24999	0.977	0.994	0.987	-2.13	4.08
	25000-49999	0.25	1.474	1	-4.36	4.86
	50000-99999	2.25	1.671	0.916	-2.98	7.48

(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
7000-9999	1-499	-0.935	0.915	0.984	-3.8	1.93
	500-999	-1.367	0.94	0.875	-4.3	1.57
	1000-1999	-0.36	0.945	1	-3.32	2.6
	2000-3999	-0.248	0.96	1	-3.25	2.76
	4000-6999	-0.95	1.027	0.991	-4.16	2.26
	10000-24999	0.027	1.192	1	-3.7	3.76
	25000-49999	-0.7	1.615	1	-5.75	4.35
	50000-99999	1.3	1.797	0.998	-4.32	6.92
10000-4999	1-499	-0.962	0.877	0.974	-3.7	1.78
	1000-1999	-0.387	0.909	1	-3.23	2.45
	2000-3999	-0.275	0.924	1	-3.17	2.62
	4000-6999	-0.977	0.994	0.987	-4.08	2.13
	7000-9999	-0.027	1.192	1	-3.76	3.7
	25000-49999	-0.727	1.593	1	-5.71	4.26
	50000-99999	1.273	1.778	0.999	-4.29	6.83
25000-49999	1-499	-0.235	1.398	1	-4.61	4.14
	500-999	-0.667	1.414	1	-5.09	3.76
	1000-1999	0.34	1.418	1	-4.09	4.77
	2000-3999	0.452	1.428	1	-4.01	4.92
	4000-6999	-0.25	1.474	1	-4.86	4.36
	7000-9999	0.7	1.615	1	-4.35	5.75
	10000-24999	0.727	1.593	1	-4.26	5.71
	50000-99999	2	2.084	0.989	-4.52	8.52
50000-99999	1-499	-2.235	1.605	0.9	-7.25	2.78
	500-999	-2.667	1.619	0.778	-7.73	2.4
	1000-1999	-1.66	1.622	0.983	-6.73	3.41
	2000-3999	-1.548	1.631	0.99	-6.65	3.55
	4000-6999	-2.25	1.671	0.916	-7.48	2.98
	7000-9999	-1.3	1.797	0.998	-6.92	4.32
	10000-24999	-1.273	1.778	0.999	-6.83	4.29
	25000-49999	-2	2.084	0.989	-8.52	4.52

Dependent Variable: Board Alignment and Support

(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1-499	500-999	-0.161	0.622	1	-2.11	1.78
	1000-1999	1.534	0.626	0.261	-0.42	3.49
	2000-3999	2.172*	0.667	0.034	0.09	4.26
	4000-6999	0.824	0.808	0.984	-1.7	3.35
	7000-9999	2.274	1.166	0.579	-1.37	5.92
	10000-24999	1.71	1.118	0.84	-1.79	5.21
	25000-49999	3.574	1.782	0.541	-2	9.15
	50000-99999	3.741	2.045	0.663	-2.66	10.14

(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
500-999	1-499	0.161	0.622	1	-1.78	2.11
	1000-1999	1.695	0.692	0.262	-0.47	3.86
	2000-3999	2.333*	0.73	0.041	0.05	4.62
	4000-6999	0.985	0.861	0.967	-1.71	3.68
	7000-9999	2.435	1.203	0.528	-1.33	6.2
	10000-24999	1.872	1.156	0.794	-1.75	5.49
	25000-49999	3.735	1.806	0.498	-1.91	9.38
	50000-99999	3.902	2.067	0.623	-2.56	10.37
1000-1999	1-499	-1.534	0.626	0.261	-3.49	0.42
	500-999	-1.695	0.692	0.262	-3.86	0.47
	2000-3999	0.638	0.733	0.994	-1.65	2.93
	4000-6999	-0.71	0.864	0.996	-3.41	1.99
	7000-9999	0.74	1.205	1	-3.03	4.51
	10000-24999	0.176	1.159	1	-3.45	3.8
	25000-49999	2.04	1.808	0.969	-3.61	7.69
	50000-99999	2.207	2.068	0.978	-4.26	8.67
2000-3999	1-499	-2.172*	0.667	0.034	-4.26	-0.09
	500-999	-2.333*	0.73	0.041	-4.62	-0.05
	1000-1999	-0.638	0.733	0.994	-2.93	1.65
	4000-6999	-1.348	0.894	0.851	-4.14	1.45
	7000-9999	0.102	1.227	1	-3.73	3.94
	10000-24999	-0.461	1.181	1	-4.16	3.23
	25000-49999	1.402	1.822	0.998	-4.3	7.1
	50000-99999	1.569	2.081	0.998	-4.94	8.08
4000-6999	1-499	-0.824	0.808	0.984	-3.35	1.7
	500-999	-0.985	0.861	0.967	-3.68	1.71
	1000-1999	0.71	0.864	0.996	-1.99	3.41
	2000-3999	1.348	0.894	0.851	-1.45	4.14
	7000-9999	1.45	1.309	0.973	-2.65	5.55
	10000-24999	0.886	1.267	0.999	-3.08	4.85
	25000-49999	2.75	1.879	0.871	-3.13	8.63
	50000-99999	2.917	2.13	0.908	-3.75	9.58
7000-9999	1-499	-2.274	1.166	0.579	-5.92	1.37
	500-999	-2.435	1.203	0.528	-6.2	1.33
	1000-1999	-0.74	1.205	1	-4.51	3.03
	2000-3999	-0.102	1.227	1	-3.94	3.73
	4000-6999	-1.45	1.309	0.973	-5.55	2.65
	10000-24999	-0.564	1.52	1	-5.32	4.19
	25000-49999	1.3	2.058	0.999	-5.14	7.74
	50000-99999	1.467	2.29	0.999	-5.7	8.63

(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
10000-24999	1-499	-1.71	1.118	0.84	-5.21	1.79
	500-999	-1.872	1.156	0.794	-5.49	1.75
	1000-1999	-0.176	1.159	1	-3.8	3.45
	2000-3999	0.461	1.181	1	-3.23	4.16
	4000-6999	-0.886	1.267	0.999	-4.85	3.08
	7000-9999	0.564	1.52	1	-4.19	5.32
	25000-9999	1.864	2.031	0.992	-4.49	8.22
	50000-9999	2.03	2.266	0.993	-5.06	9.12
25000-49999	1-499	-3.574	1.782	0.541	-9.15	2
	500-999	-3.735	1.806	0.498	-9.38	1.91
	1000-1999	-2.04	1.808	0.969	-7.69	3.61
	2000-3999	-1.402	1.822	0.998	-7.1	4.3
	4000-6999	-2.75	1.879	0.871	-8.63	3.13
	7000-9999	-1.3	2.058	0.999	-7.74	5.14
	10000-24999	-1.864	2.031	0.992	-8.22	4.49
	50000-99999	0.167	2.657	1	-8.14	8.48
50000-99999	1-499	-3.741	2.045	0.663	-10.14	2.66
	500-999	-3.902	2.067	0.623	-10.37	2.56
	1000-1999	-2.207	2.068	0.978	-8.67	4.26
	2000-3999	-1.569	2.081	0.998	-8.08	4.94
	4000-6999	-2.917	2.13	0.908	-9.58	3.75
	7000-9999	-1.467	2.29	0.999	-8.63	5.7
	10000-24999	-2.03	2.266	0.993	-9.12	5.06
	25000-49999	-0.167	2.657	1	-8.48	8.14

Dependent Variable: Monitor and Evaluate Goals

(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1-499	500-999	-0.6578	0.6499	0.985	-2.69	1.375
	1000-1999	0.8408	0.6536	0.935	-1.203	2.885
	2000-3999	1.2034	0.699	0.733	-0.983	3.39
	4000-6999	0.6904	0.8824	0.997	-2.069	3.45
	7000-9999	1.9177	1.2286	0.825	-1.925	5.76
	10000-24999	2.2177	1.2286	0.679	-1.625	6.06
	25000-49999	1.6677	1.8759	0.993	-4.199	7.535
	50000-99999	3.4177	2.1531	0.811	-3.316	10.151
500-999	1-499	0.6578	0.6499	0.985	-1.375	2.69
	1000-1999	1.4985	0.7145	0.477	-0.736	3.733
	2000-3999	1.8612	0.7562	0.256	-0.504	4.226
	4000-6999	1.3482	0.9283	0.876	-1.555	4.252
	7000-9999	2.5755	1.262	0.516	-1.371	6.522

(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
	10000-24999	2.8755	1.262	0.359	-1.071	6.822
	25000-49999	2.3255	1.898	0.95	-3.611	8.261
	50000-99999	4.0755	2.1723	0.631	-2.718	10.869
1000-1999	1-499	-0.8408	0.6536	0.935	-2.885	1.203
	500-999	-1.4985	0.7145	0.477	-3.733	0.736
	2000-3999	0.3626	0.7594	1	-2.012	2.738
	4000-6999	-0.1503	0.9309	1	-3.062	2.761
	7000-9999	1.0769	1.2639	0.995	-2.876	5.03
	10000-24999	1.3769	1.2639	0.975	-2.576	5.33
	25000-49999	0.8269	1.8993	1	-5.113	6.767
	50000-99999	2.5769	2.1734	0.959	-4.22	9.374
2000-3999	1-499	-1.2034	0.699	0.733	-3.39	0.983
	500-999	-1.8612	0.7562	0.256	-4.226	0.504
	1000-1999	-0.3626	0.7594	1	-2.738	2.012
	4000-6999	-0.513	0.9633	1	-3.526	2.5
	7000-9999	0.7143	1.2879	1	-3.314	4.742
	10000-24999	1.0143	1.2879	0.997	-3.014	5.042
	25000-49999	0.4643	1.9153	1	-5.526	6.455
	50000-99999	2.2143	2.1875	0.984	-4.627	9.056
4000-6999	1-499	-0.6904	0.8824	0.997	-3.45	2.069
	500-999	-1.3482	0.9283	0.876	-4.252	1.555
	1000-1999	0.1503	0.9309	1	-2.761	3.062
	2000-3999	0.513	0.9633	1	-2.5	3.526
	7000-9999	1.2273	1.396	0.994	-3.139	5.593
	10000-24999	1.5273	1.396	0.975	-2.839	5.893
	25000-49999	0.9773	1.9896	1	-5.245	7.2
	50000-99999	2.7273	2.2528	0.954	-4.318	9.773
7000-9999	1-499	-1.9177	1.2286	0.825	-5.76	1.925
	500-999	-2.5755	1.262	0.516	-6.522	1.371
	1000-1999	-1.0769	1.2639	0.995	-5.03	2.876
	2000-3999	-0.7143	1.2879	1	-4.742	3.314
	4000-6999	-1.2273	1.396	0.994	-5.593	3.139
	10000-24999	0.3	1.637	1	-4.82	5.42
	25000-49999	-0.25	2.1655	1	-7.023	6.523
	50000-99999	1.5	2.4095	0.999	-6.036	9.036
10000-4999	1-499	-2.2177	1.2286	0.679	-6.06	1.625
	500-999	-2.8755	1.262	0.359	-6.822	1.071
	1000-1999	-1.3769	1.2639	0.975	-5.33	2.576
	2000-3999	-1.0143	1.2879	0.997	-5.042	3.014
	4000-6999	-1.5273	1.396	0.975	-5.893	2.839
	7000-9999	-0.3	1.637	1	-5.42	4.82
	25000-49999	-0.55	2.1655	1	-7.323	6.223
	50000-99999	1.2	2.4095	1	-6.336	8.736

(I) Enrollment	(J) Enrollment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
25000-49999	1-499	-1.6677	1.8759	0.993	-7.535	4.199
	500-999	-2.3255	1.898	0.95	-8.261	3.611
	1000-1999	-0.8269	1.8993	1	-6.767	5.113
	2000-3999	-0.4643	1.9153	1	-6.455	5.526
	4000-6999	-0.9773	1.9896	1	-7.2	5.245
	7000-9999	0.25	2.1655	1	-6.523	7.023
	10000-24999	0.55	2.1655	1	-6.223	7.323
	50000-99999	1.75	2.7956	0.999	-6.993	10.493
50000-99999	1-499	-3.4177	2.1531	0.811	-10.151	3.316
	500-999	-4.0755	2.1723	0.631	-10.869	2.718
	1000-1999	-2.5769	2.1734	0.959	-9.374	4.22
	2000-3999	-2.2143	2.1875	0.984	-9.056	4.627
	4000-6999	-2.7273	2.2528	0.954	-9.773	4.318
	7000-9999	-1.5	2.4095	0.999	-9.036	6.036
	10000-24999	-1.2	2.4095	1	-8.736	6.336
	25000-49999	-1.75	2.7956	0.999	-10.493	6.993

*. The mean difference is significant at the 0.05 level.

Appendix E

ANOVA Results for Total District Cost

ANOVA Results for Total District Cost

	Sum of Squares	Df	Mean Square	F	Sig.
	Non-negotiable goals				
Between Groups	57.24	4	14.31	1.939	0.104
Within Groups	2081.338	282	7.381		
Total	2138.578	286			
	Board Alignment and Support				
Between Groups	178.402	4	44.601	3.515	0.008
Within Groups	3527.774	278	12.69		
Total	3706.177	282			
	Monitor and Evaluate Goals				
Between Groups	117.772	4	29.443	2.178	0.072
Within Groups	3757.952	278	13.518		
Total	3875.724	282			

Appendix F

Tukey Results for Total District Cost

Tukey Results for Total District Cost

Dependent Variable: Non-negotiable goals					95% Confidence Interval	
(I) Total District PD cost	(J) Total District PD cost	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
0-$999	$1000-$1999	-0.386	0.59	0.966	-2.01	1.23
	$2000-$4999	-0.206	0.56	0.996	-1.74	1.33
	$5000-$9999	-1.021	0.635	0.494	-2.76	0.72
	$10000 or more	0.698	0.707	0.861	-1.24	2.64
$1000-$1999	0-$999	0.386	0.59	0.966	-1.23	2.01
	$2000-$4999	0.18	0.413	0.992	-0.95	1.31
	$5000-$9999	-0.634	0.509	0.725	-2.03	0.76
	$10000 or more	1.084	0.598	0.368	-0.56	2.72
$2000-$4999	0-$999	0.206	0.56	0.996	-1.33	1.74
	$1000-$1999	-0.18	0.413	0.992	-1.31	0.95
	$5000-$9999	-0.815	0.474	0.424	-2.12	0.49
$5000-$9999	0-$999	1.021	0.635	0.494	-0.72	2.76
	$1000-$1999	0.634	0.509	0.725	-0.76	2.03
	$2000-$4999	0.815	0.474	0.424	-0.49	2.12
	$10000 or more	1.718	0.642	0.06	-0.04	3.48
$10000 or more	0-$999	-0.698	0.707	0.861	-2.64	1.24
	$1000-$1999	-1.084	0.598	0.368	-2.72	0.56
	$2000-$4999	-0.904	0.568	0.504	-2.46	0.65
	$5000-$9999	-1.718	0.642	0.06	-3.48	0.04
0-$999	$1000-$1999	0.158	0.774	1	-1.97	2.28
	$2000-$4999	0.68	0.736	0.888	-1.34	2.7
	$5000-$9999	0.271	0.832	0.998	-2.01	2.56
	$10000 or more	2.941*	0.945	0.017	0.35	5.54
$1000-$1999	0-$999	-0.158	0.774	1	-2.28	1.97
	$2000-$4999	0.521	0.543	0.873	-0.97	2.01
	$5000-$9999	0.113	0.668	1	-1.72	1.95
	$10000 or more	2.782*	0.804	0.006	0.58	4.99
$2000-$4999	0-$999	-0.68	0.736	0.888	-2.7	1.34
	$1000-$1999	-0.521	0.543	0.873	-2.01	0.97
	$5000-$9999	-0.409	0.623	0.965	-2.12	1.3
	$10000 or more	2.261*	0.767	0.028	0.15	4.37

Dependent Variable: Board Alignment and support for goals					95% Confidence Interval	
(I) Total District PD cost	(J) Total District PD cost	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
	\$1000-\$1999	-0.113	0.668	1	-1.95	1.72
	\$2000-\$4999	0.409	0.623	0.965	-1.3	2.12
	\$10000 or more	2.670*	0.86	0.018	0.31	5.03
\$10000 or more	0-\$999	-2.941*	0.945	0.017	-5.54	-0.35
	\$1000-\$1999	-2.782*	0.804	0.006	-4.99	-0.58
	\$2000-\$4999	-2.261*	0.767	0.028	-4.37	-0.15
	\$5000-\$9999	-2.670*	0.86	0.018	-5.03	-0.31

Dependent Variable: Monitor and evaluate goals					95% Confidence Interval	
(I) Total District PD cost	(J) Total District PD cost	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
0-\$999	\$1000-\$1999	0.5399	0.8006	0.962	-1.658	2.738
	\$2000-\$4999	0.6024	0.758	0.932	-1.479	2.684
	\$5000-\$9999	0.7101	0.8628	0.923	-1.659	3.079
	\$10000 or more	2.6296	0.9753	0.057	-0.048	5.308
\$1000-\$1999	0-\$999	-0.5399	0.8006	0.962	-2.738	1.658
	\$2000-\$4999	0.0625	0.5607	1	-1.477	1.602
	\$5000-\$9999	0.1702	0.6959	0.999	-1.741	2.081
	\$10000 or more	2.0897	0.8313	0.09	-0.193	4.372
\$2000-\$4999	0-\$999	-0.6024	0.758	0.932	-2.684	1.479
	\$1000-\$1999	-0.0625	0.5607	1	-1.602	1.477
	\$5000-\$9999	0.1077	0.6464	1	-1.667	1.883
	\$10000 or more	2.0272	0.7904	0.08	-0.143	4.197

(I) Total District PD cost	(J) Total District PD cost	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
	$1000-$1999	-0.1702	0.6959	0.999	-2.081	1.741
	$2000-$4999	-0.1077	0.6464	1	-1.883	1.667
	$10000 or more	1.9195	0.8914	0.201	-0.528	4.367
$10000 or more	0-$999	-2.6296	0.9753	0.057	-5.308	0.048
	$1000-$1999	-2.0897	0.8313	0.09	-4.372	0.193
	$2000-$4999	-2.0272	0.7904	0.08	-4.197	0.143
	$5000-$9999	-1.9195	0.8914	0.201	-4.367	0.528

*. The mean difference is significant at the 0.05 level.

Appendix G

Independent Samples T-test Results for Gender

Independent Samples T-Test Results for Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Non-negotiable goals total	Male	239	11.98	2.727	0.176
	Female	45	12.18	2.758	0.411
Board Alignment and Support	Male	237	15.16	3.613	0.235
	Female	43	15.53	3.693	0.563
Monitor and Evaluate Goals	Male	238	15.029	3.7252	0.2415
	Female	43	14.233	3.5979	0.5487

Appendix H

Levene's Equality of Variance for Gender

Levene's Equality of Variances for Gender

Non-negotiable Goals							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	0.016	0.898	-0.438	282	0.662	-0.195	0.444
Equal variances not assumed	-0.435	61.312		0.665	-0.195	0.447	-1.089

Board Agreement and Support							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances not assumed	-0.621	57.551		0.537	-0.379	0.61	-1.6

Monitor and Evaluate Goals							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	0.047	0.829	1.298	279	0.196	0.7969	0.6141
Equal variances not assumed			1.329	59.45	0.189	0.7969	0.5995

Appendix I

ANOVA Results for Age Range

ANOVA Results for Age Range

	Sum of Squares	df	Mean Square	F	Sig.
Non-negotiable goals					
Between Groups	20.597	3	6.866	0.915	0.434
Within Groups	2100.713	280	7.503		
Total	2121.31	283			
Board Alignment and Support					
Between Groups	23.196	3	7.732	0.581	0.628
Within Groups	3672.176	276	13.305		
Total	3695.371	279			
Monitor and Evaluate Goals					
Between Groups	21.566	3	7.189	0.52	0.669
Within Groups	3841.015	278	13.817		
Total	3862.582	281			

Appendix J

Tukey Results for Age Range

Tukey results for Age Range

Dependent Variable: Non-negotiable goals					95% Confidence Interval	
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
25-35	36-45	-0.133	1.169	0.999	-3.15	2.89
	46-55	-0.264	1.144	0.996	-3.22	2.69
	56 and over	-0.791	1.158	0.903	-3.78	2.2
36-45	25-35	0.133	1.169	0.999	-2.89	3.15
	46-55	-0.131	0.416	0.989	-1.21	0.94
	56 and over	-0.658	0.454	0.469	-1.83	0.51
46-55	25-35	0.264	1.144	0.996	-2.69	3.22
	36-45	0.131	0.416	0.989	-0.94	1.21
	56 and over	-0.527	0.385	0.52	-1.52	0.47
56 and over	25-35	0.791	1.158	0.903	-2.2	3.78
	36-45	0.658	0.454	0.469	-0.51	1.83
	46-55	0.527	0.385	0.52	-0.47	1.52
Dependent Variable: Board Alignment and Support					95% Confidence Interval	
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
25-35	36-45	0.729	1.557	0.966	-3.3	4.75
	46-55	0.574	1.523	0.982	-3.36	4.51
	56 and over	0.017	1.544	1	-3.97	4.01
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
36-45	25-35	-0.729	1.557	0.966	-4.75	3.3
	46-55	-0.155	0.557	0.992	-1.59	1.28
	56 and over	-0.713	0.612	0.65	-2.29	0.87
46-55	25-35	-0.574	1.523	0.982	-4.51	3.36
	36-45	0.155	0.557	0.992	-1.28	1.59
	56 and over	-0.558	0.518	0.704	-1.9	0.78
56 and over	25-35	-0.017	1.544	1	-4.01	3.97
	36-45	0.713	0.612	0.65	-0.87	2.29
	46-55	0.558	0.518	0.704	-0.78	1.9

Dependent Variable: Monitor and Evaluate Goals					95% Confidence Interval	
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
25-35	36-45	0.4308	1.586	0.993	-3.668	4.53
	46-55	0.1374	1.5518	1	-3.874	4.148
	56 and over	-0.325	1.5734	0.997	-4.392	3.742
36-45	25-35	-0.4308	1.586	0.993	-4.53	3.668
	46-55	-0.2934	0.5639	0.954	-1.751	1.164
	56 and over	-0.7558	0.6207	0.616	-2.36	0.849
46-55	25-35	-0.1374	1.5518	1	-4.148	3.874
	36-45	0.2934	0.5639	0.954	-1.164	1.751
	56 and over	-0.4624	0.5274	0.817	-1.826	0.901
56 and over	25-35	0.325	1.5734	0.997	-3.742	4.392
	36-45	0.7558	0.6207	0.616	-0.849	2.36
	46-55	0.4624	0.5274	0.817	-0.901	1.826

Appendix K

ANOVA Results for Race/Ethnicity

ANOVA Results for Race/Ethnicity

	Sum of Squares	df	Mean Square	F	Sig.
Non-negotiable Goals					
Between Groups	1.999	2	1	0.134	0.875
Within Groups	2102.86	281	7.483		
Total	2104.859	283			
Board Alignment and Support					
Between Groups	4.354	2	2.177	0.165	0.848
Within Groups	3655.132	277	13.195		
Total	3659.486	279			
Monitor and Evaluate Goals					
Between Groups	6.455	2	3.228	0.236	0.79
Within Groups	3812.116	279	13.663		
Total	3818.571	281			

Appendix L

Tukey Results for Race/Ethnicity

Tukey Results for Race/Ethnicity

Dependent Variable: Non-negotiable goals					95% Confidence Interval	
(I) Ethnicity	(J) Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Black/African American	Hispanic/Latino	-0.625	1.529	0.912	-4.23	2.98
	White	-0.299	1.378	0.974	-3.55	2.95
Hispanic/Latino	Black/African American	0.625	1.529	0.912	-2.98	4.23
	White	0.326	0.704	0.889	-1.33	1.99
White	Black/African American	0.299	1.378	0.974	-2.95	3.55
	Hispanic/Latino	-0.326	0.704	0.889	-1.99	1.33

Dependent Variable: Board Alignment and Support					95% Confidence Interval	
(I) Ethnicity	(J) Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Black/African American	Hispanic/Latino	0.517	2.044	0.965	-4.3	5.33
	White	-0.037	1.83	1	-4.35	4.28
Hispanic/Latino	Black/African American	-0.517	2.044	0.965	-5.33	4.3
	White	-0.554	0.964	0.834	-2.83	1.72
White	Black/African American	0.037	1.83	1	-4.28	4.35
	Hispanic/Latino	0.554	0.964	0.834	-1.72	2.83

Dependent Variable: Monitor and Evaluate Goals					95% Confidence Interval	
(I) Ethnicity	(J) Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Black/African American	Hispanic/Latino	-1.05	2.0801	0.869	-5.951	3.851
	White	-1.2386	1.8622	0.784	-5.627	3.149
Hispanic/Latino	Black/African American	1.05	2.0801	0.869	-3.851	5.951
	White	-0.1886	0.9813	0.98	-2.501	2.124
White	Black/African American	1.2386	1.8622	0.784	-3.149	5.627
	Hispanic/Latino	0.1886	0.9813	0.98	-2.124	2.501

Appendix M

ANOVA Results for Days Out-of-District

ANOVA Results for Days out of District

	Sum of Squares	df	Mean Square	F	Sig.
Non-negotiable Goals					
Between Groups	24.993	3	8.331	1.112	0.345
Within Groups	2113.584	282	7.495		
Total	2138.577	285			
Board Alignment and Support					
Between Groups	13.915	3	4.638	0.35	0.789
Within Groups	3684.638	278	13.254		
Total	3698.553	281			
Monitor and Evaluate Goals					
Between Groups	30.285	3	10.095	0.731	0.534
Within Groups	3841.151	278	13.817		
Total	3871.436	281			

Appendix N

Tukey Results for Days Out-of-District

Tukey Results for Days Out-of-District

Dependent Variable: Non-negotiable goals					95% Confidence Interval	
(I) Professional Development Days out of District	(J) Professional Development Days out of District	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1-5 days	6-10 days	-0.047	0.55	1	-1.47	1.38
	11-15 days	-0.7	0.574	0.614	-2.18	0.78
	More than 15 days	-0.41	0.636	0.917	-2.05	1.23
6-10 days	1-5 days	0.047	0.55	1	-1.38	1.47
	11-15 days	-0.653	0.385	0.327	-1.65	0.34
	More than 15 days	-0.364	0.473	0.869	-1.59	0.86
11-15 days	1-5 days	0.7	0.574	0.614	-0.78	2.18
	6-10 days	0.653	0.385	0.327	-0.34	1.65
	More than 15 days	0.29	0.5	0.938	-1	1.58

Dependent Variable: Board Alignment and Support					95% Confidence Interval	
(I) Professional Development Days out of District	(J) Professional Development Days out of District	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1-5 days	6-10 days	0.723	0.724	0.751	-1.15	2.6
	11-15 days	0.567	0.756	0.877	-1.39	2.52
	More than 15 days	0.433	0.838	0.955	-1.73	2.6
6-10 days	1-5 days	-0.723	0.724	0.751	-2.6	1.15
	11-15 days	-0.156	0.518	0.99	-1.49	1.18
	More than 15 days	-0.289	0.631	0.968	-1.92	1.34
11-15 days	1-5 days	-0.567	0.756	0.877	-2.52	1.39
	6-10 days	0.156	0.518	0.99	-1.18	1.49
	More than 15 days	-0.134	0.668	0.997	-1.86	1.59

(I) Professional Development Days out of District	(J) Professional Development Days out of District	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
More than 15 days	1-5 days	-0.433	0.838	0.955	-2.6	1.73
	6-10 days	0.289	0.631	0.968	-1.34	1.92
	11-15 days	0.134	0.668	0.997	-1.59	1.86

Dependent Variable: Monitor and Evaluate Goals

(I) Professional Development Days out of District	(J) Professional Development Days out of District	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1-5 days	6-10 days	1.0875	0.7395	0.457	-0.824	2.999
	11-15 days	0.8958	0.7722	0.652	-1.1	2.892
	More than 15 days	0.9647	0.8557	0.673	-1.247	3.176
6-10 days	1-5 days	-1.0875	0.7395	0.457	-2.999	0.824
	11-15 days	-0.1917	0.5288	0.984	-1.558	1.175
11-15 days	1-5 days	-0.8958	0.7722	0.652	-2.892	1.1
	6-10 days	0.1917	0.5288	0.984	-1.175	1.558
	More than 15 days	0.0688	0.6818	1	-1.693	1.831
More than 15 days	1-5 days	-0.9647	0.8557	0.673	-3.176	1.247
	6-10 days	0.1228	0.6446	0.998	-1.543	1.789
	11-15 days	-0.0688	0.6818	1	-1.831	1.693

Appendix O

ANOVA Results for Years as a Superintendent

ANOVA Results for Years as a Superintendent

	Sum of Squares	df	Mean Square	F	Sig.
Non-negotiable Goals					
Between Groups	7.075	3	2.358	0.311	0.818
Within Groups	2131.501	281	7.585		
Total	2138.575	284			
Board Alignment and Support					
Between Groups	37.188	3	12.396	0.941	0.421
Within Groups	3647.872	277	13.169		
Total	3685.06	280			
Monitor and Evaluate Goals					
Between Groups	22.422	3	7.474	0.54	0.655
Within Groups	3849.014	278	13.845		
Total	3871.436	281			

Appendix P

Tukey Results for Years as a Superintendent

Tukey Results for Years as a Superintendent

Dependent Variable: Non-negotiable goals					95% Confidence Interval	
(I) How many years have you practiced as a superintendent?	(J) How many years have you practiced as a superintendent?	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
0-5 years	6-10 years	-0.144	0.401	0.984	-1.18	0.89
	11-20 years	-0.266	0.422	0.923	-1.36	0.83
	Over 20 years	-0.622	0.749	0.84	-2.56	1.32
6-10 years	0-5 years	0.144	0.401	0.984	-0.89	1.18
	11-20 years	-0.122	0.477	0.994	-1.36	1.11
	Over 20 years	-0.478	0.782	0.928	-2.5	1.54
11-20 years	0-5 years	0.266	0.422	0.923	-0.83	1.36
	6-10 years	0.122	0.477	0.994	-1.11	1.36
	Over 20 years	-0.356	0.792	0.97	-2.4	1.69
Over 20 years	0-5 years	0.622	0.749	0.84	-1.32	2.56
	6-10 years	0.478	0.782	0.928	-1.54	2.5
	11-20 years	0.356	0.792	0.97	-1.69	2.4

(I) How many years have you practiced as a superintendent?	J) How many years have you practiced as a superintendent?	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
0-5 years	6-10 years	0.824	0.531	0.408	-0.55	2.2
	11-20 years	0.325	0.558	0.937	-1.12	1.77
	Over 20 years	-0.338	1.02	0.987	-2.97	2.3
6-10 years	0-5 years	-0.824	0.531	0.408	-2.2	0.55
	11-20 years	-0.499	0.629	0.857	-2.12	1.13
	Over 20 years	-1.163	1.06	0.692	-3.9	1.58
11-20 years	0-5 years	-0.325	0.558	0.937	-1.77	1.12
	6-10 years	0.499	0.629	0.857	-1.13	2.12
	Over 20 years	-0.664	1.074	0.926	-3.44	2.11
Over 20 years	0-5 years	0.338	1.02	0.987	-2.3	2.97
	6-10 years	1.163	1.06	0.692	-1.58	3.9
	11-20 years	0.664	1.074	0.926	-2.11	3.44

Dependent Variable: Monitor and Evaluate Goals					95% Confidence Interval	
(I) How many years have you practiced as a superintendent?	(J) How many years have you practiced as a superintendent?	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
0-5 years	6-10 years	0.4211	0.5427	0.865	-0.982	1.824
	11-20 years	0.4498	0.5668	0.857	-1.015	1.915
	Over 20 years	-0.6632	1.0816	0.928	-3.459	2.132
6-10 years	0-5 years	-0.4211	0.5427	0.865	-1.824	0.982
	11-20 years	0.0287	0.6372	1	-1.618	1.676
	Over 20 years	-1.0843	1.1201	0.768	-3.979	1.811
11-20 years	0-5 years	-0.4498	0.5668	0.857	-1.915	1.015
	6-10 years	-0.0287	0.6372	1	-1.676	1.618
	Over 20 years	-1.113	1.132	0.759	-4.039	1.813
Over 20 years	0-5 years	0.6632	1.0816	0.928	-2.132	3.459
	6-10 years	1.0843	1.1201	0.768	-1.811	3.979
	11-20 years	1.113	1.132	0.759	-1.813	4.039

Appendix Q

ANOVA for Years in Current Superintendency

ANOVA Results for Years in Current Superintendency

	Sum of Squares	df	Mean Square	F	Sig.
Non-negotiable Goals					
Between Groups	14.091	4	3.523	0.468	0.759
Within Groups	2124.487	282	7.534		
Total	2138.578	286			
Board Alignment and Support					
Between Groups	51.238	4	12.81	0.974	0.422
Within Groups	3654.938	278	13.147		
Total	3706.177	282			
Monitor and Evaluate Goals					
Between Groups	10.539	4	2.635	0.189	0.944
Within Groups	3880.599	279	13.909		
Total	3891.137	283			

Appendix R

Tukey Results for Years in Current Superintendency

Tukey Results for Years in Current Superintendency

Dependent Variable: Non-negotiable Goals					95% Confidence Interval	
(I) How many years have you served in your current superintendency?	(J) How many years have you served in your current superintendency?	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1 Year	2-4 Years	-0.318	0.483	0.965	-1.64	1.01
	5-7 Years	-0.227	0.543	0.994	-1.72	1.26
	8-10 Years	-0.061	0.617	1	-1.75	1.63
	More than 10 Years	-0.867	0.687	0.715	-2.75	1.02
2-4 Years	1 Year	0.318	0.483	0.965	-1.01	1.64
	5-7 Years	0.091	0.431	1	-1.09	1.27
	8-10 Years	0.258	0.521	0.988	-1.17	1.69
	More than 10 Years	-0.549	0.603	0.893	-2.2	1.11
5-7 Years	1 Year	0.227	0.543	0.994	-1.26	1.72
	2-4 Years	-0.091	0.431	1	-1.27	1.09
	8-10 Years	0.167	0.577	0.998	-1.42	1.75
	More than 10 Years	-0.64	0.652	0.863	-2.43	1.15
8-10 Years	1 Year	0.061	0.617	1	-1.63	1.75
	2-4 Years	-0.258	0.521	0.988	-1.69	1.17
	5-7 Years	-0.167	0.577	0.998	-1.75	1.42
	More than 10 Years	-0.807	0.715	0.791	-2.77	1.16
More than 10 Years	1 Year	0.867	0.687	0.715	-1.02	2.75
	2-4 Years	0.549	0.603	0.893	-1.11	2.2
	5-7 Years	0.64	0.652	0.863	-1.15	2.43
	8-10 Years	0.807	0.715	0.791	-1.16	2.77

Dependent Variable: Board Alignment and Support					95% Confidence Interval	
(I) How many years have you served in your current superintendency?	(J) How many years have you served in your current superintendency?	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1 Year	2-4 Years	-0.295	0.645	0.991	-2.07	1.48
	5-7 Years	0.472	0.727	0.967	-1.52	2.47
	8-10 Years	0.005	0.819	1	-2.24	2.25
	More than 10 Years	-1.114	0.901	0.73	-3.59	1.36
2-4 Years	1 Year	0.295	0.645	0.991	-1.48	2.07
	5-7 Years	0.768	0.577	0.673	-0.82	2.35
	8-10 Years	0.301	0.69	0.992	-1.59	2.19
	More than 10 Years	-0.819	0.785	0.835	-2.97	1.34
5-7 Years	1 Year	-0.472	0.727	0.967	-2.47	1.52
	2-4 Years	-0.768	0.577	0.673	-2.35	0.82
	8-10 Years	-0.467	0.767	0.974	-2.57	1.64
	More than 10 Years	-1.587	0.854	0.342	-3.93	0.76
8-10 Years	1 Year	-0.005	0.819	1	-2.25	2.24
	2-4 Years	-0.301	0.69	0.992	-2.19	1.59
	5-7 Years	0.467	0.767	0.974	-1.64	2.57
	More than 10 Years	-1.12	0.933	0.752	-3.68	1.44
More than 10 Years	1 Year	1.114	0.901	0.73	-1.36	3.59
	2-4 Years	0.819	0.785	0.835	-1.34	2.97
	5-7 Years	1.587	0.854	0.342	-0.76	3.93
	8-10 Years	1.12	0.933	0.752	-1.44	3.68

Dependent Variable: Monitor and Evaluate Goals					95% Confidence Interval	
(I) How many years have you served in your current superintendency?	(J) How many years have you served in your current superintendency?	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1 Year	2-4 Years	-0.3119	0.6686	0.99	-2.148	1.524
	5-7 Years	0.1048	0.7503	1	-1.955	2.165
	8-10 Years	-0.4286	0.8471	0.987	-2.754	1.897
	More than 10 Years	-0.185	0.9307	1	-2.74	2.37
2-4 Years	1 Year	0.3119	0.6686	0.99	-1.524	2.148
	5-7 Years	0.4167	0.5897	0.955	-1.202	2.036
	8-10 Years	-0.1167	0.7087	1	-2.063	1.829
	More than 10 Years	0.1269	0.8068	1	-2.088	2.342
5-7 Years	1 Year	-0.1048	0.7503	1	-2.165	1.955
	2-4 Years	-0.4167	0.5897	0.955	-2.036	1.202
	8-10 Years	-0.5333	0.7862	0.961	-2.692	1.625
	More than 10 Years	-0.2897	0.8757	0.997	-2.694	2.115
8-10 Years	1 Year	0.4286	0.8471	0.987	-1.897	2.754
	2-4 Years	0.1167	0.7087	1	-1.829	2.063
	5-7 Years	0.5333	0.7862	0.961	-1.625	2.692
	More than 10 Years	0.2436	0.9599	0.999	-2.392	2.879
More than 10 Years	1 Year	0.185	0.9307	1	-2.37	2.74
	2-4 Years	-0.1269	0.8068	1	-2.342	2.088
	5-7 Years	0.2897	0.8757	0.997	-2.115	2.694
	8-10 Years	-0.2436	0.9599	0.999	-2.879	2.392

Appendix S

Percentage of Respondents by UIL Classification

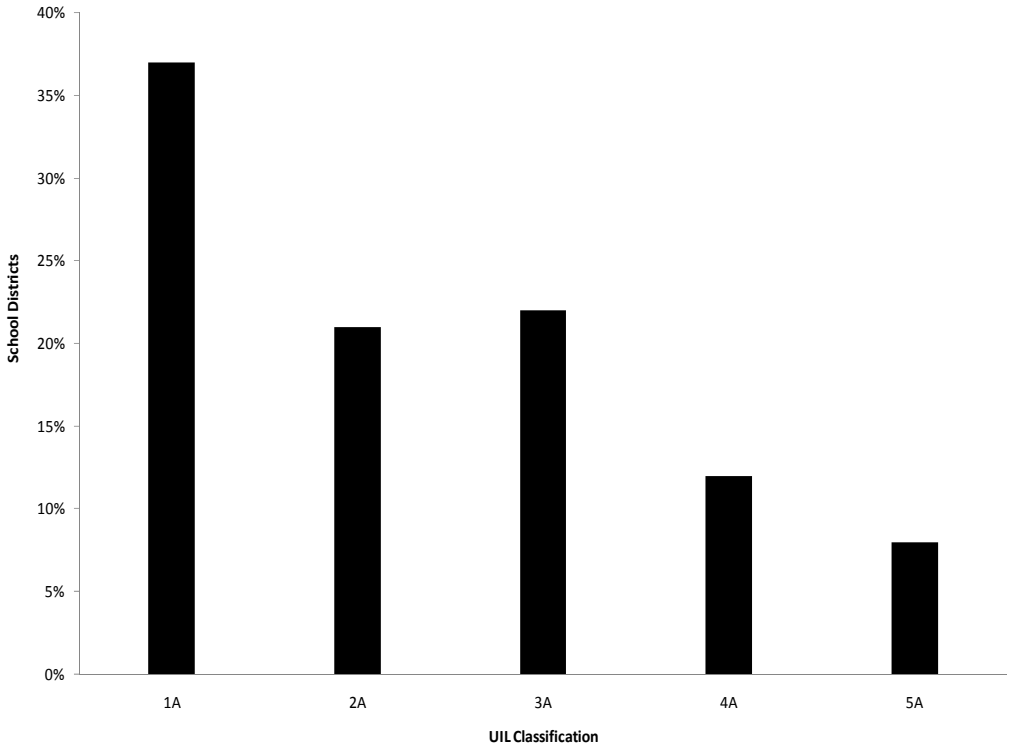

Figure A1. Percentages of responding superintendents by UIL classification.

Appendix T

Percentage of Respondents by School Enrollment Category

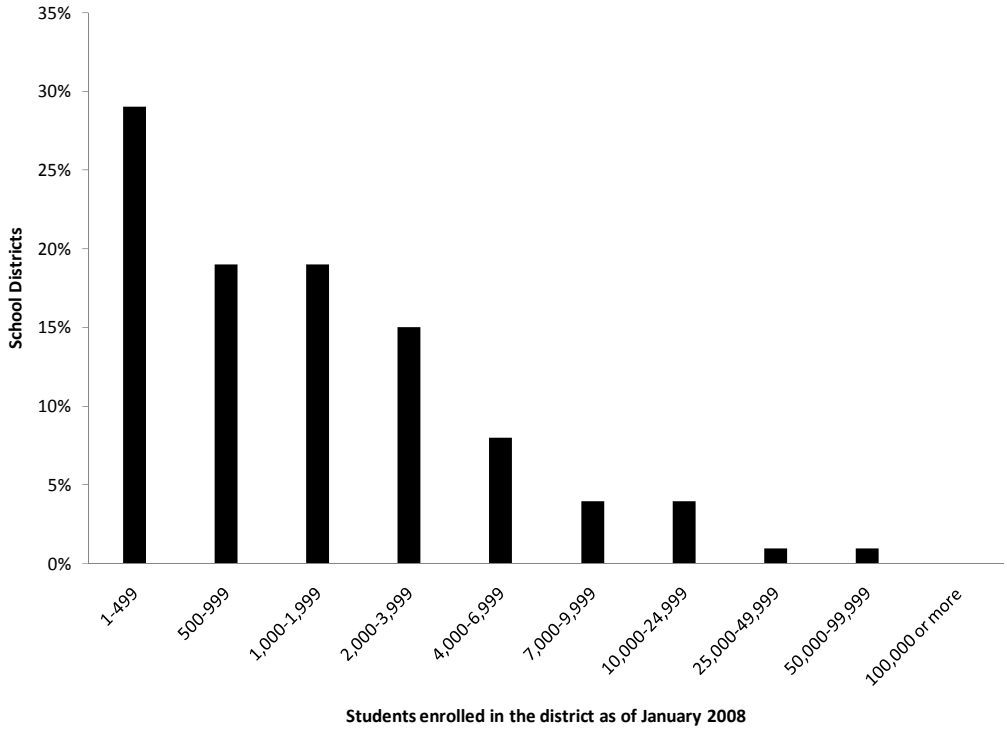

Figure A2. Percentages of responding superintendents by school enrollment category.

Appendix U

Percentages of Respondents by Total District Costs

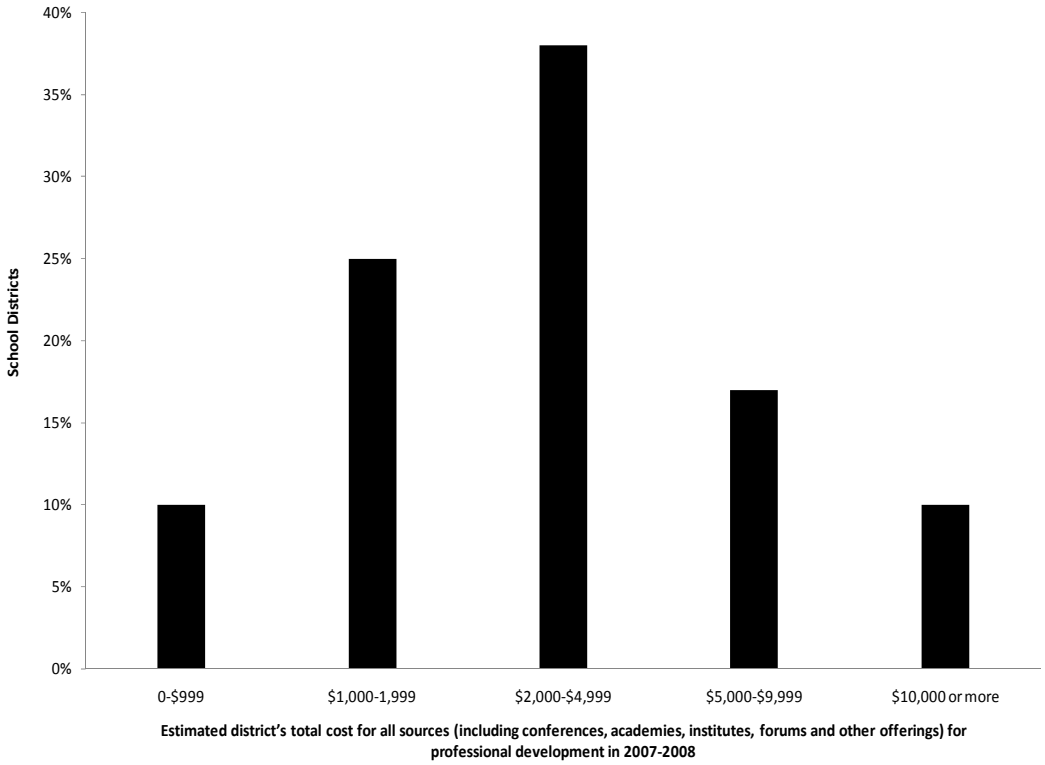

Figure A3. Percentages of responding superintendents by total district costs.

Appendix V

Percentages of Respondents by Gender

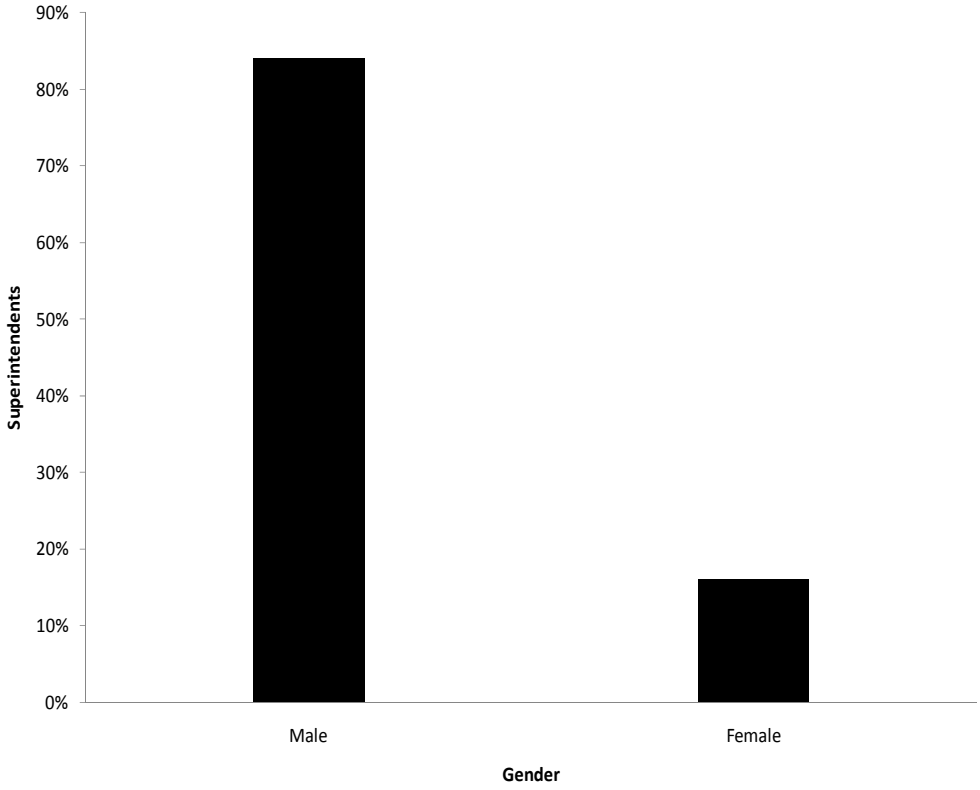

Figure A4. Percentages of responding superintendents by gender.

Appendix W

Percentages of Respondents by Race/Ethnicity

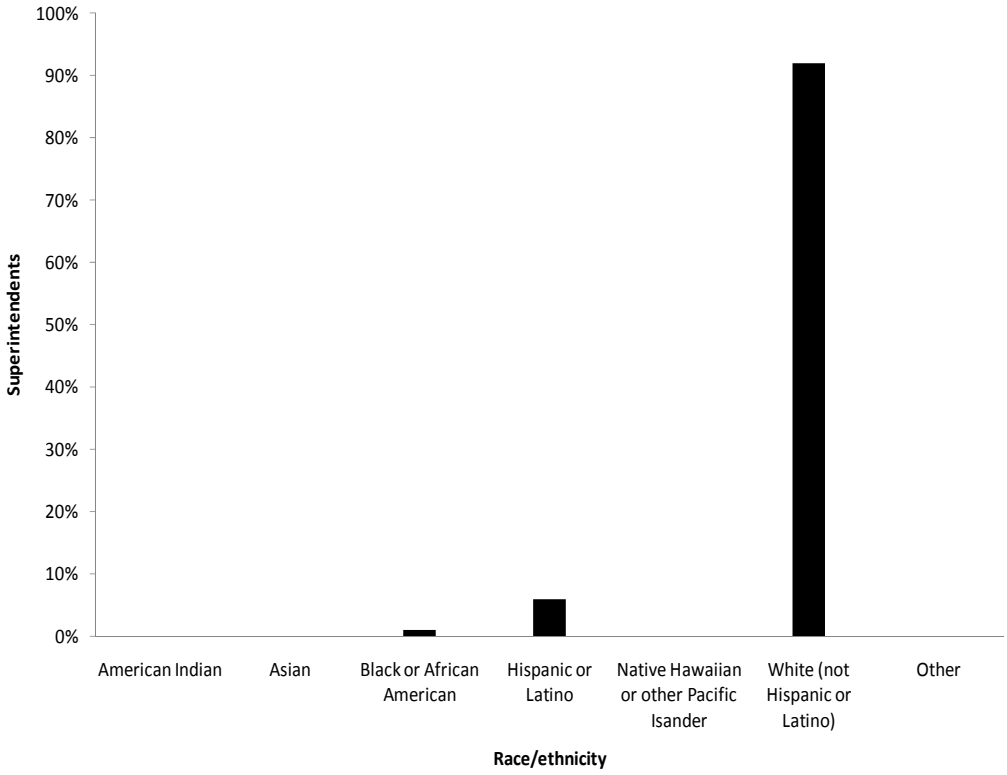

Figure A5. Percentages of responding superintendents by Race/Ethnicity.

Appendix X

Percentages of Respondents by Age Range

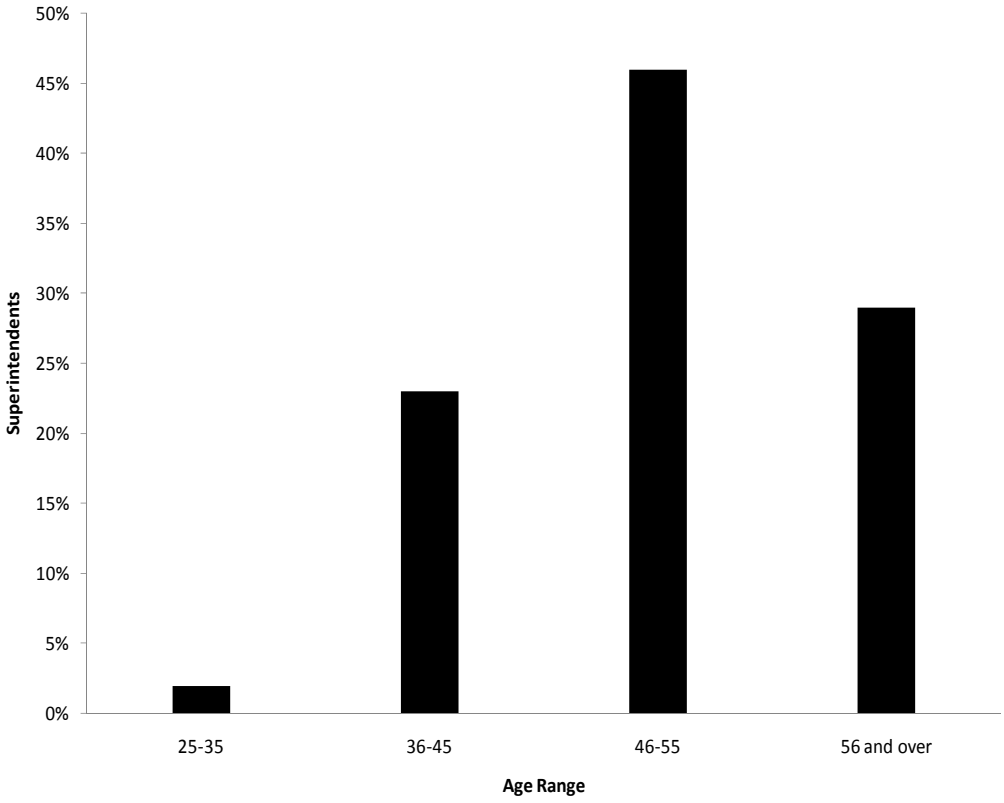

Figure A6. Percentages of responding superintendents by age range.

Appendix Y

Percentages of Respondents by Days Out-of-District

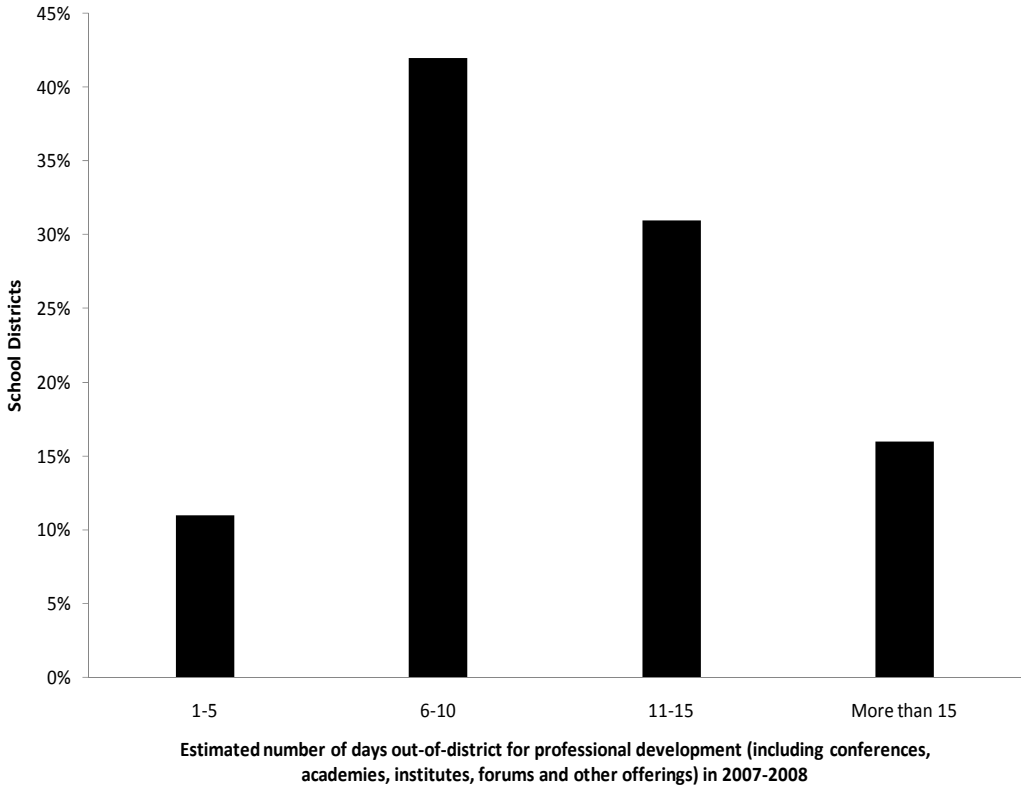

Figure A7. Percentages of responding superintendents by days out-of district.

Appendix Z

Percentages of Respondents by Years as a Superintendent

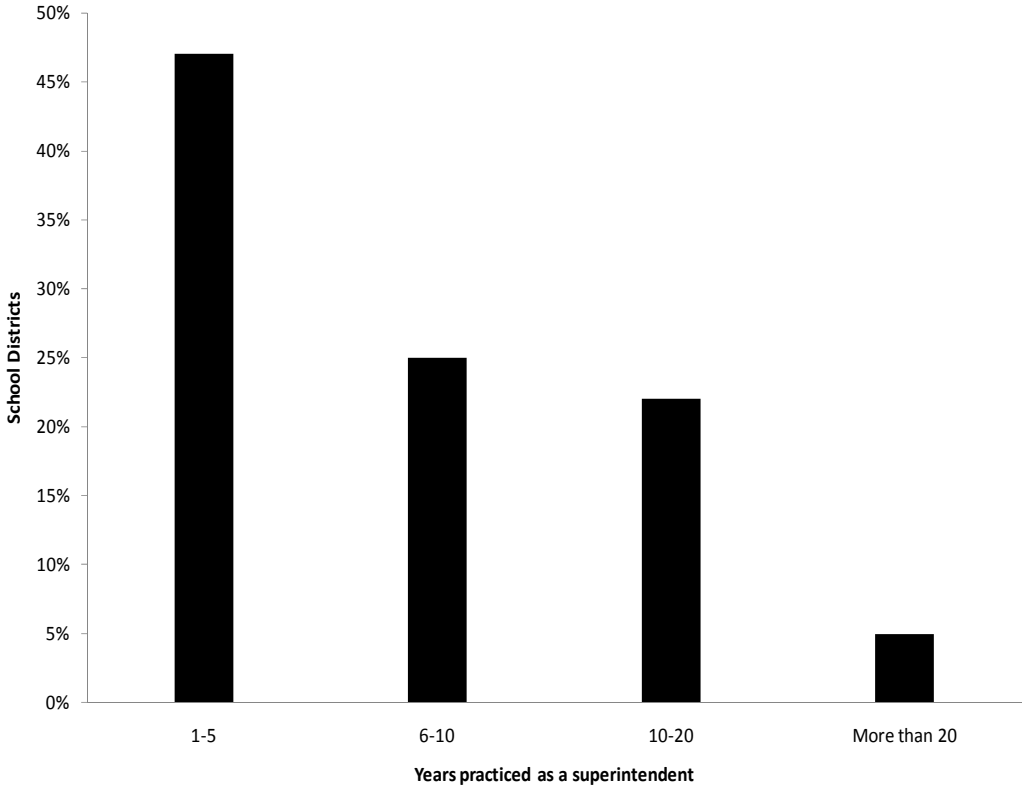

Figure A8. Percentages of responding superintendents by years as a superintendent.

Appendix AA

Percentages of Respondents by Years in Current Superintendency

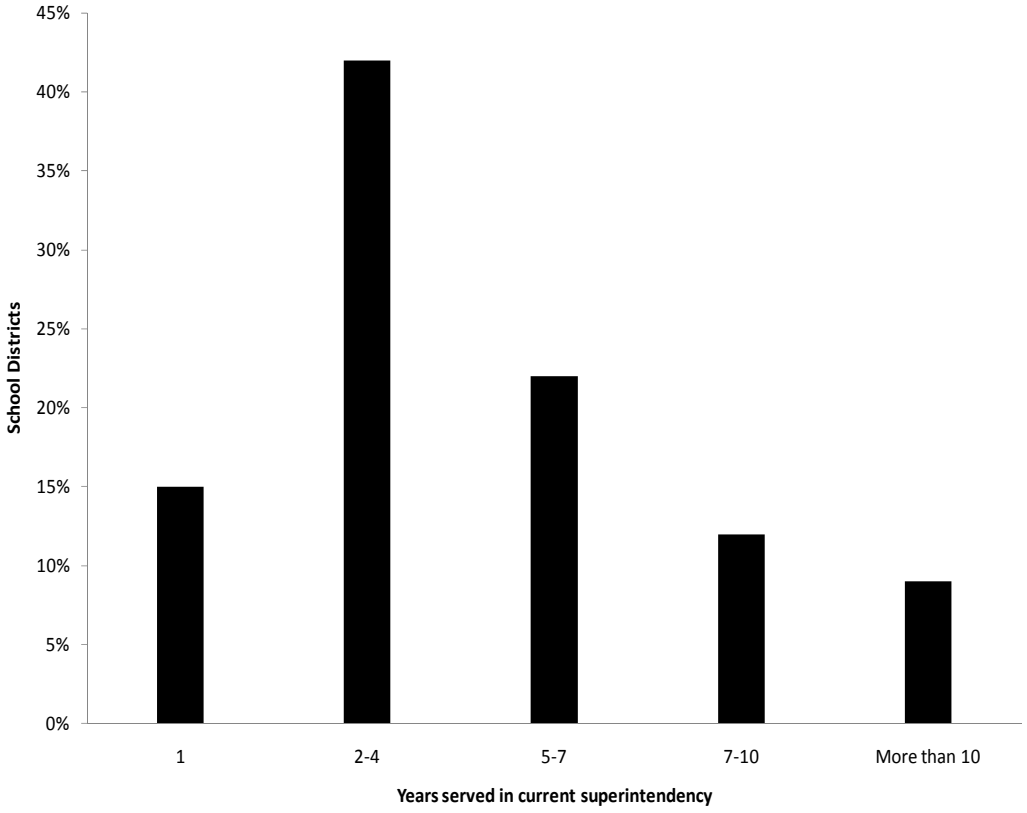

Figure A9. Percentages of responding superintendents by years in current superintendency.

Appendix BB

Survey Instrument

Superintendents' Perceptions Survey

Non-negotiable Goals for Achievement and Instruction: What is your perception of the effectiveness of your RESC-based professional development training in…

1 Establishing clear priorities among the district's instructional goals and objectives
Not effective Somewhat effective Mostly effective Effective

2 Adopting instructional methodologies that facilitate the efficient delivery of the district's curriculum
Not effective Somewhat effective Mostly effective Effective

3 Incorporating varied instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population
Not effective Somewhat effective Mostly effective Effective

4 Adopting 5-year non-negotiable goals for achievement
Not effective Somewhat effective Mostly effective Effective

Superintendents' Perceptions Survey

Board Alignment with and Support of District Goals: What is your perception of the effectiveness of your RESC-based professional development training in . . .

5 Establishing agreement with the board on district goals
Not effective Somewhat effective Mostly effective Effective

6 Establishing agreement with the board on type and nature of conflict in the district
Not effective Somewhat effective Mostly effective Effective

7 Establishing agreement with the board on the effectiveness of board training
Not effective Somewhat effective Mostly effective Effective

8 Establishing agreement with the board on the nature of teaching/learning strategies to be used in the district
Not effective Somewhat effective Mostly effective Effective

9 Establishing agreement with the board on the effectiveness of board training
Not effective Somewhat effective Mostly effective Effective

Superintendents' Perceptions Survey

Monitoring Goals for Achievement and Instruction: What is your perception of the effectiveness of your RESC-based professional development training in . . .

10 Using an instructional evaluation program to monitor implementation of the district's instructional program
Not effective Somewhat effective Mostly effective Effective

11 Monitoring student achievement through feedback from the instructional evaluation program
Not effective Somewhat effective Mostly effective Effective

12 Using a system to manage instructional change
Not effective Somewhat effective Mostly effective Effective

13 Ensuring that the curricular needs of all student populations are met
Not effective Somewhat effective Mostly effective Effective

14 Coordinating efforts of individuals and groups within the organization to increase reliability of the system, with quick responses to system failures
Not effective Somewhat effective Mostly effective Effective

Superintendents' Perceptions Survey
Please provide any additional comments.
15 What other areas of RESC-based professional development for superintendents, or improvements of existing offerings, would you recommend?

16 What obstacles, if any, do you perceive as limiting your participation in RESC-based professional development?

17 What solutions available to your RESC would allow you to overcome those obstacles to your professional development activities?

Superintendents' Perceptions Survey
Part II. Personal Demographics
18 How many years have you practiced as a superintendent?
1-5
6-10
10-20
More than 20

19 How many years have you served in your current superintendency?
1
2-4
5-7
7-10
More than 10

20 What is your age range?
25-35
36-45
46-55
56 and over

21 What is your gender?
Male
Female

22 What is your race/ethnicity?
American Indian
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or other Pacific Isander
White (not Hispanic or Latino)
Other

23 What is your district UIL classification?
1A
2A
3A
4A
5A

24 How many students were enrolled in your district as of January, 2008?

25 Do you have a doctoral degree?
No, I do not have a doctoral degree
Yes, in Curriculum and Instruction
Yes, in Educational Leadership/Administration
Yes, in Special Education
Yes, in other (Please specify)

26 Estimate the number of days you were out-of-district for professional development (including conferences, academies, institutes, forums and
other offerings) in 2007-2008?
1-5
6-10
11-15
More than 15

27 Please estimate your district's total cost for all sources (including conferences, academies, institutes, forums and other offerings) of your professional development in 2007-2008?
0-$999
$1,000-1,999
$2,000-$4,999
$5,000-$9,999
$10,000 or more

Appendix CC

Letter of Invitation to Participate

Dear Superintendent,

You are invited to participate in a study being conducted by me, Jerry Maze, a doctoral student at Lamar University, in conjunction with the Region 12 Education Service Center in Waco. The results of the survey will be included in a statewide study examining superintendent perceptions of their Regional Education Service Center (RESC) - based professional development for leadership in student achievement.
As a former school superintendent, I know you have great demands on your time. Completing the survey should take about ten minutes. Participation in this survey is completely voluntary. Your name, district, and RESC will be known only to the researcher. Your responses will be kept anonymous.

You may participate in the study by clicking on this link:
http://www.zoomerang.com/Survey/?p=WEB228DQ3C4JRZ

Your participation truly is appreciated and will add to the body of knowledge surrounding RESC-based professional development for Texas superintendents. If you have any questions about the survey or the study, please feel free to contact me at jmaze@esc12.net. You may also contact me at this email address to receive an electronic copy of the study findings.

Sincerely,
Jerry Maze
Associate Executive Director, Administrative Leadership Services
Education Service Center Region 12
Ofc: 254-297-1213
Fax: 254-666-0823
Website: http://staffweb.esc12.net/~jmaze/

ESC Region 12 has achieved ISO 9001:2000 Certification
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