

UC Berkeley

UC Berkeley Electronic Theses and Dissertations

Title

Similarities and Differences in Decision-Making Processes and Practices Among Elementary School Principals in Program Improvement Year 1, Year 3 and Year 5 Schools

Permalink

<https://escholarship.org/uc/item/6sq3c0k2>

Author

Sims, Wilhelmena

Publication Date

2011

Peer reviewed|Thesis/dissertation

Similarities and Differences in Decision-Making Processes and Practices among Elementary
School Principals in Program Improvement Year I, Year 3, and Year 5 Schools

by

Wilhelmena Sims

A dissertation submitted in partial satisfaction of the

requirement of the degree of

Joint Doctor of Education
with San Francisco State University

in

Educational Leadership

in the

Graduate Division

of the

University of California, Berkeley

Committee in charge:

Professor Bernard Gifford, Chair
Professor Ruth B. Love
Professor Susan Rasky

Spring, 2011

Copyright

Abstract

Similarities and Differences in Decision-Making Processes and Practices among Elementary School Principals in Program Year I, Year 3, and Year 5 Schools

by

Wilhelmena Sims

Joint Doctor of Education
with San Francisco State University

University of California, Berkeley

Professor Bernard Gifford, Chair

This research study investigates the decision-making processes and practices of urban school principals in schools identified as being in Program Improvement (PI) Year 1, 3, and 5 as they plan school improvement efforts to reduce the academic failure of low-performing students. The following research problem emerged from a literature study: Although researchers and principals continue to try to understand how principals make decisions as they plan for school improvement to reduce academic failure among low-performing students, whether principals follow specific decision-making processes and practices to reach those decisions is uncertain. Research questions were developed, and eight principals in three school districts were interviewed. This study concludes by highlighting several concepts that influence decision-making and by making suggestions for future research in the area of principals' decision-making.

Dedication

This dissertation is dedicated to my maternal grandfather, John Charles, and my father, Willie Ambrose, Jr., (both deceased), who taught me the importance and value of education. And to my foster grandchildren, Julian Chase and Adrienne Clewis, my nephew, Kris Burgess, and my nieces, Mackenzie Ambrose and Alexa Burgess, whom I hope this endeavor will show that they can do “all things through Christ, Our Lord.”

Table of Contents

Introduction.....	1
Organization of the Study	1
Chapter I.....	3
Background and Context.....	3
The Effect of Culture on Principal Decision-Making.....	6
Problem Statement	7
Research Question	8
Overview of Methodological Design.....	9
Limitations of the Study.....	10
Delimitations of the Study	10
Definitions of Terms	10
Summary	10
Chapter II: Literature Review	12
Introduction.....	12
School Reform and Accountability: Influence upon Decision making	12
Bureaucratic Decision Making	14
Decision Making.....	15
Leadership and Management	17
Threat-Rigidity.....	17
Principals and Decision Making	18
Principals Making Decisions	20
Participatory Leadership and Decision Making.....	21
Problems with Shared Leadership and Decision Making.....	21
Summary	22
Chapter III: Methodology	23
Research Study Subjects	23
Human Subject Protection	24
Instrumentation and Data Collection	25
Data Analysis	26
Limitations	31
Validity	31
Chapter IV: Findings.....	32
School Profiles	32
Program Improvement Year 1 Schools.....	32
Program Improvement Year 3 Schools.....	34
Program Improvement Year 5 Schools.....	36
Cross-District Analysis of Principals' Responses.....	37
Within-Case [Districts] Analysis	40
Within-Case Analysis of Subject District 1	41
Within-Case Analysis of District 2	43
Within-Case Analysis of District 3	46
Within-Case Analysis of Program Improvement Levels	48
Cross-Case [District] Analysis.....	48
Cross-Case [Program Improvement Levels] Analysis.....	48
Validity	49
Chapter V: Summary, Discussion, Implications and Recommendations	50
Summary of the Study	50

Research Design.....	50
Discussion.....	50
Implications.....	53
Conclusion/Recommendations	53
References.....	56
Bibliography	60
Appendix A Notice of Approval for Human Research.....	61
Appendix B Consent to Participate in Research	62
Appendix C Scenario	65
Appendix D Interview Protocol	66
Appendix E Explanation of Codes.....	68
Appendix F Matrix Representation of Responses to Scenario/Interview Questions to All Dimensions	69
Appendix G Quantitative Inferences of Data Analysis by Dimensions for Cross District and Within PI Levels	109

Table of Figures

Figure 1. Processes and pathways for decision making.....	8
Figure 2. Data analysis procedure.....	30

Table of Tables

Table 1 Description of Principal Participants	24
Table 2 Interview Themes by Question Number	27
Table 3 Labels Assigned to Segments of Transcripts	28
Table 4 Axial and Selective Codes	29
Table 5 Subject Assignment of Code to Concepts and Meanings	30
Table 6 Demographic Characteristics of Program Improvement Year 1 Schools	33
Table 7 Three-Year Comparison of Proficiency Rates by Subject Area for Program Improvement, School Year 1	33
Table 8 Proficiency Rates per Subject, by Student Subgroup Program Improvement Year 1 Schools	34
Table 9 Program Improvement Year 5 Schools Three-year Statewide API Ranks Compared to Schools with Similar Characteristics	34
Table 10 Overview of Program Improvement Year 3 Schools	35
Table 11 Three-Year Comparison of Proficiency Rates, by Subject Area for Program Improvement Year 3 Schools	35
Table 12 Proficiency Rates per Subject by Student Subgroup for Program Improvement Year 3 Schools	36
Table 13 Program Improvement Year 5 Schools Three-year Statewide API Ranks Compared to Schools with Similar Characteristics	36
Table 14 Overview of the Program Improvement Year 5 Schools	37
Table 15 Program Improvement Year 5 Schools Three-year Statewide API Ranks Compared to Schools with Similar Characteristics	37
Table 16 Total Number of Responses for Each Dimension (Category)	38
Table 17 Number of Responses and Percent of Total Responses per Sub-Category	39

Acknowledgements

I began pursuing a doctorate in education five years ago. This pursuit has given me both challenges and a sense of fulfillment. During this time, I have balanced a career, provided care to my mom, and conducted my research. It has truly been a time of leaning on my faith in God's promise to always be there, especially after the Homegoing of my mother on March 9, 2010.

I could not have experienced this victory without the encouragement of my daughters, Rachel, Dela, and Shauki; my sister-friends, Helen Getridge, Lucille Johnson, Kim Shipp, and Bettie Erby; the cheerleading of my church members and devoted friends, such as Alvin Semien, who gave me his shoulder to lean on through times of sorrow and despair and who has provided unconditional support; and my dissertation committee members, especially Dr. Ruth B. Love, who served as both a spiritual and professional mentor. She never failed to send me *The Word For Today: Changing Lives For Good*, a daily word from God. Additionally, I appreciated the insights of Dr. Bernard Gifford, who diligently served as my critical friend, and Dr. Susan Rasky, who graciously gave of her time and expertise in the area of research and academic writing.

I would be more than remiss if I didn't acknowledge Willie and Sadie Ambrose (both deceased), my parents and first teachers, who supported me all of my life, and James Sims (deceased), my true soul mate, who reprimanded me when I procrastinated in anything, and who truly tried to persuade me to pursue a doctorate long before I began studying for yet another master's degree. And finally, a special thank you for the encouragement received from Eunice Parker and Lucille Martin (both deceased) that birthed my career in education and administration. I know they are looking down from heaven, witnessing this commencement firsthand. The completion of this journey definitely honors their legacy, persistence, and victorious spirits.

In closing, I want to acknowledge and thank the educators in the three districts who took the time to provide me with the data needed for my research.

Curriculum Vitae

WILHELMENA SIMS, MLS, MA
420 Allison Street San Francisco, California 94112
Home: (415) 239-0601 Cellular: (415) 279-3841
Fax: (415) 469-8115 E-mail: wilhelmena_s@yahoo.com

Professional educator with 32 years of experience in diverse education settings

PROFESSIONAL EXPERIENCE

Lecturer, Dept. of Administration and Interdisciplinary Studies Spring 2000–Present
San Francisco State University, San Francisco, California

Teaching various graduate courses in educational administration

- EDAD 743 Educational Planning, Technology, and Evaluation
- EDAD 753 Human Resource Planning
- EDAD 774 Change Processes and Education
- EDAD 784 Special Education Administration Competency
- EDAD 851 Curricular Policy in Multicultural Contexts
- EDAD 852 Policy Analysis for Educational Policy Development

Administrator of State and Federal Programs October 2008–December 2009
San Lorenzo Unified School District, San Lorenzo, California

- Developed Consolidated Applications for Categorical Programs
- Monitored the implementation of the Title I Program

Area Manager February 2005–June 15, 2006
Education Station, a Division of Catapult Learning, Oakland, California

- Supervised a team of Site Managers and provided operational oversight over a group of schools
- Maintained positive relationships between the organization, school staffs, and parents
- Ensured program quality and student achievement

Director of the Department of Accountability 2001–June 2004
Oakland Unified School District, Oakland, California

- Developed Consolidated Applications for Categorical Programs, with budgets ranging from \$2 Million to \$30 Million
- Facilitated projects for over 80 K-12 sites and over 15 private school sites eligible for categorical funding, e.g., Coordinated the California Department of Education Coordinated Compliance Review and School Planning Process (a.k.a. Compliance Program Monitoring)
- Conducted program planning, monitoring, and evaluation, e.g. facilitated the revision of District's Local Improvement Plan
- Provided direct support and supervision to strengthen instructional intervention programs
- Developed School Site Council Training, along with monitoring of parental involvement and education

- Coordinator of Compliance and Monitoring 2000–2001
Oakland Unified School District, Oakland, California
- Acting Director of the Department of State and Federal Programs
December 1, 1999–June 20, 2000
Oakland Unified School District, Oakland, California
- Coordinator of the Department of State and Federal Programs 1998–December 1, 1999
Oakland Unified School District, Oakland, California
- Program Manager of the Department of State and Federal Programs 1997–1998
Oakland Unified School District, Oakland, California
- Coordinated the Annual Title I Parent Conference.
 - Assisted in the coordination of training of instructional assistants needing to meet NCLB paraprofessional requirements
 - Facilitated support services between all school sites, including charter and private schools, and the Department of State and Federal Programs and Accountability
 - Provided leadership and facilitation to the District Advisory and English Learners Advisory Committees and individual School Site Councils and/or advisory committees
 - Communicated with other agencies and administrators, district personnel, and staffs to coordinate activities and programs and resolved issues concerning state and federal programs
 - Collaborated with the California Department of Education and county and district offices to ensure alignment of categorical programs
 - Served as liaison between the district and Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant (HPSG) schools
 - Developed budgets, analyzed and reviewed budgetary and financial data
- Teacher-on-Special Assignment, Department of State and Federal Programs 1990–1997
Oakland Unified School District, Oakland, California
- Teacher-on-Special Assignment, Longfellow Elementary School 1988–1990
Oakland Unified School District, Oakland, California
- Teacher-on-Special Assignment, Area I 1987–1988
Oakland Unified School District, Oakland, California
- Participated in project teams to improve access to the core curriculum through planning and implementation to serve low-performing students
 - Provided in-class coaching to classroom teachers
- Teacher, Emerson Elementary School 1980–1987
Oakland Unified School District, Oakland, California
- Taught academic skills to 1st grade, 4th grade students
- Librarian/Media Specialist, Emerson Elementary School 1976–1980
Oakland Unified School District, Oakland, California
- Assisted staff and students to use library resources.

- Organized library material, equipment, and facilitated effective use.
- Evaluated and selected materials needed to meet the curricular and individual needs of students, teachers and parents.
- Provided basic instruction to staff and students on the use of computers.

Library Assistant

1972–1974

San Francisco Public Library, San Francisco, California

- Maintained records of library materials.
- Assisted patrons to find and use a variety of materials.

EDUCATION

Doctorate of Education in Educational Administration, Expected May 2011
Program for Leadership for Educational Equity
University of California, Berkeley, California

Master of Arts in Educational Administration, 1990
San Francisco State University, San Francisco, California

Master of Arts in Educational Technology, 1983
San Francisco State University, San Francisco, California

Master of Science in Library Science, 1975
University of California, Berkeley, California

Bachelor of Arts, 1974
San Francisco State University, San Francisco, California

CREDENTIALS

California Teaching Credential (K–12)
Professional Clear Administrative Services Credential

PROFESSIONAL AFFILIATIONS

Association of California School Administrators (ACSA)
Association of Supervision and Curriculum Development (ASCD)
Delta Sigma Theta Sorority, Inc.

Introduction

This study sought to investigate the similarities and differences in decision-making processes and practices among principals serving schools identified as in Program Improvement Year 1, Program Improvement Year 3, and Program Improvement Year 5.

The ESEA requires all states to implement statewide accountability systems based on challenging state standards in reading and mathematics, annual testing for all students in grades three through eight, and annual statewide progress objectives ensuring that all groups of students reach proficiency.

Assessment results are disaggregated by socioeconomic status, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. LEAs and schools that fail to make Adequate Yearly Progress (AYP) toward statewide proficiency goals are subject to improvement and corrective action measures. Title I funded schools and local educational agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for Program Improvement (PI) under the Elementary and Secondary Education Act (ESEA). (California Department of Education, 2010)

The purpose of this multi-case study was to investigate purposefully selected principals in specified Program Improvement schools regarding their decision-making processes and practices as they seek to make school improvements according to state and federal legislation and to reduce the low academic performance of students. Design experiment methodology was used for this study. This methodology permitted an iterative information gathering process, used with a small, purposefully selected group of eight (N=8) principals in three different school districts. This methodology allowed data to be examined and re-examined, leading to themes and patterns that later provided a description of elementary school principals' decision making in their natural setting.

Qualitative case study analysis was used to examine collected data to determine categories and major themes, which lead to a better understanding of the similarities and differences in decision-making processes and practices of specified elementary principals. Themes that emerged from the data were the product of grounded theory analysis, developed by Strauss and Corbin (1998), an approach to in-depth data review used to identify relationships among ideas. The findings of this study will help educational leaders working in urban Program Improvement Schools understand decision-making processes and practices. This study will also contribute to the literature on principal behaviors, specifically decision making. Weaknesses that may be inherent in the No Child Left Behind (NCLB) legislation were revealed through this research, and these weaknesses can be addressed by changes in the legislation regarding the consequences of being identified as a school in Program Improvement. Finally, this study may provide schools of educational administration and school districts with questions for further study, and demonstrate the need for training in decision making (Hansen & Roza, 2005; Mullford et al., 2008).

Organization of the Study

This study is organized into five chapters. Chapter One provides the background and context of the research. Chapter Two provides a literature review focused on decision-making processes used by principals, the principals' role in the decision-making process, the impact of leadership style on the decision-making process, the use of decision-making models, stakeholders' involvement in principals' decision-making process, and, finally, characteristics of good decision-making by principal leaders over the issue of providing interventions to underperforming students at low-income schools. Chapter Three presents a description of the

research design and methodology. Chapter Four presents the data and describes the data analysis. Chapter Five comprises this study's summary, conclusions, implications, and recommendations for future research.

Chapter I

Background and Context

The *No Child Left Behind Act of 2001* (NCLB) is the reauthorization of the *Elementary and Secondary Education Act* (ESEA) for K–12 schools (Dee & Jacob, 2009). NCLB, which draws from the report “A Nation at Risk,” establishes external accountability for measuring student data from all subgroups of students and calls on school systems to make improvements in student performance (Shaul & Ganson, 2005). NCLB requires states to test all students in Grades 3 through 8 annually and has increased states’ focus on the academic performance of all student subgroups when determining whether a school or district has made adequate yearly progress (AYP) in the subject areas of English/Language Arts and Mathematics. Education stakeholders and policy makers use results from these assessments to indicate the effectiveness of education practices, thus expanding knowledge of practices that may lead to increased student achievement.

The Title I program, “reauthorized in 1994, introduced Title I, the Federal government’s signature program for targeting financial assistance to schools and districts serving high concentrations of economically disadvantaged students” (Dee & Jacob, 2009, p. 6). Its purpose is to improve academic achievement of low-performing students, and it includes the requirement to meet AYP expectations under NCLB. In order to meet AYP, districts and schools must increase the percentage of students who score at the proficient level or above on state English/Language Arts and Mathematics assessments, not only the entire school population in Grades 3 through 8 but also each student subgroup, such as an ethnic group. “Schools and districts are determined to have met AYP if they meet or exceed each year’s goals” (California Department of Education, 2010). AYP targets increase annually and will continue to do so incrementally until 2014.

A school or district that does not meet AYP targets for two consecutive years is designated as being in Program Improvement (PI), as prescribed by NCLB, and faces sanctions that usher in new processes and procedures. Schools and districts in Program Improvement are required to provide certain types of services and instructional interventions, such as Supplemental Education Services, free tutoring, and after-school assistance; take corrective actions; or, after being in PI for several years, change the school’s governance structure. In response to NCLB, the State of California holds every local educational agency (LEA) accountable for ensuring that all students meet the state’s academic standards. Furthermore, NCLB exacerbates the need for schools to reform not only in their behaviors (what the people do) but also in their characteristics (the nature and beliefs under which they operate). The reform efforts of the United States that started with “A Nation at Risk” intensified demands on a teacher’s knowledge for teaching, a shift from a behavioral perspective to a cognitive perspective. Central to the work of teachers and principals is knowledge of subject matter, pedagogical principles and strategies, learners’ characteristics and how they learn, and the educational contexts. Marzano (2001) posited that “it may come as a surprise to some readers that up until 30 years ago, teaching had not been systematically studied in a scientific manner” (p. 1).

The standards-based reform movement in California did not start with the passage of NCLB in 2001. In 1997, the California legislature created the Standardized Testing and Reporting (STAR) Program, which called for annual testing of students in grades two through eleven. Then, in 1998, the State Board of Education (SBE) adopted content standards in core academic subject areas. Currently, STAR includes the California Alternate Performance Assessment (CAPA) results. The CAPA is the standardized test administered to identified special education students. Student assessment results are classified as *far below basic*, *below*

basic, basic, proficient, and advanced. In 1999, the State of California enacted the Public Schools Accountability Act (PSAA), California's Education Code § 52050. The PSAA is an accountability system of rewards and sanctions based on aggregated scores by school that indicates how many students met or failed to meet specific levels of performance on the standards-based assessment (SBA) for English/Language Arts and Mathematics. The California Department of Education's Academic Performance Index (API) has a rating scale of 200–1000, resulting in decile ranks for schools, statewide ranks, and similar school ranks. By using a growth model per school based on SBA results, the State Department of Education identifies schools not showing adequate progress toward meeting the state academic standards.

The NCLB also has specific targets for academic growth. NCLB requires states to define a level of performance as *proficient* and holds schools accountable for 95% of all students in every identified subgroup to reach this level. The NCLB also sets the time frame for schools to meet performance levels. A school that meets established criteria is labeled as having met Adequate Yearly Progress (AYP). California combined API accountability measures with AYP requirements to designate school status through the Accountability Progress Reporting (California Department of Education, 2010). To make AYP, schools and districts in California are required to meet or exceed the following requirements: (a) test at least 95% of the student population, (b) meet or exceed a set percentage of students scoring proficient or above, and (c) meet or exceed API growth by at least one point or achieve an API score of at least 650. Additionally, a district with high schools must demonstrate at least 0.1 percent improvement over the previous year.

Based on these criteria, the California Department of Education (CDE) and the NCLB *LEA and School Improvement Non-Regulatory Guidance* (USDE, 2006) categorize schools into seven groups: 1) Met AYP, 2) Exited Program Improvement, 3) Year 1 Program Improvement, 4) Year 2 Program Improvement, 5) Year 3 Program Improvement, 6) Year 4 Program Improvement, and 7) Year 5 Program Improvement. Schools in Year 1 and 2 Program Improvement are labeled as being in *School Improvement*. Administrators of schools in School Improvement must revise the school's academic plan, and the district must provide technical assistance. Schools in Year 3 and 4 Program Improvement are labeled as being in *Restructuring* and are subject to state take-over. In this situation, the district administrators must replace the school staff, implement new curricula, decrease management authority at the school level, appoint an outside expert, extend the school day, or restructure the internal organizational structure of the school. Schools in Year 5 Program Improvement are also labeled as being in *Restructuring*. The school may either follow a changed governance structure or be subject to state take-over.

Program Improvement Timeline. The requirements for each level of the school improvement program are as follows, by program year.

Year 1: School Improvement

Local Educational Agency (LEA):

- Provides technical assistance to PI school
- Notifies parents of PI status of school and school choice
- Sets aside minimum 5% for professional development to meet highly qualified staff requirements
- Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs)
- Establishes peer review process to review revised school plan

School:

Revises school plan within 3 months to cover 2-year period
 Uses 10% of Title I school funds for staff professional development
 Implements plans promptly

Year 2: School Improvement

LEA continues:

Technical assistance
 Parent notification of PI status of school, school choice, supplemental services
 Professional development
 School Choice

LEA adds:

Supplemental Education Services to all eligible students

School continues:

Plan implementation
 Professional development

Year 3: Corrective Action

LEA continues:

Technical assistance
 Parent notification of PI status of school, school choice, supplemental services
 Professional development
 School choice
 Supplemental services

LEA adds:

LEA identifies school for corrective action and does at least one of the following:

- Replace school staff
- Implement new curriculum
- Decrease management authority at school level
- Appoint outside expert
- Extend school year or day
- Restructure internal organizational structure of school

LEA informs parents and public of corrective action and allows comment.

LEA may provide direct technical assistance to school site council in developing school plans.

School continues:

Professional development
 Collaboration with district to improve student achievement

Year 4: Restructuring

LEA continues:

Technical assistance
 Parent notification of PI status of school, school choice, supplemental services
 Professional development
 School choice
 Supplemental services

LEA and School add:

Prepare plan for alternative governance of school, selecting one of the following:

- Reopen school as a charter
- Replace all or most staff including principal
- Contract with outside entity to manage school
- State takeover
- Any other major restructuring

LEA provides notice to parents and teachers and allows comment.

School continues:

Professional development

Collaboration with district to improve student achievement

Year 5: Restructuring

LEA continues:

Technical assistance

Parent notification of PI status of school, school choice, supplemental services

Professional development

School choice

Supplemental services

LEA and School add:

Implement alternative governance plan developed in Year 4

School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.

The Effect of Culture on Principal Decision-Making

Under pressure from federal and state legislation, the role of principals in schools is more complex than ever. Since the enactment of NCLB, public visibility and accountability for student achievement has increased for school principals (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Harris, Ballenger, & Leonard, 2004). Harris, Ballenger, and Leonard (2004) posited that “Effective principals must be skilled instructional leaders, change initiators, problem solvers and visionaries” (p. 156). With these conditions, principals are increasingly involved in making instructional decisions, such as deciding which instructional program or intervention is best for his or her school. The principal’s role is further complicated by the need to make decisions in the context of the school restructuring movement. In urban schools serving low-income students, in particular, the decision that a principal makes about the appropriateness of an intervention, and how he or she leads others in the implementation of the program, can be critical in terms of the ultimate success or failure of the intervention. Principals making school improvement decisions encounter issues and challenges in which adequate responses have not been developed. To address these problems, the school may be required to change, and each person in the organization may have to change his or her beliefs and habits. Heifetz and Linsky (2004) posited that principals engage in “an adaptive problem,” managing schools and working to recreate them. As a result, principals must be adept decision-makers.

The demands to meet AYP often change schools’ cultures and principals’ responsibilities (O’Day, 2002). Based on his work in management and leadership, Fullan (2001) called for a change in the culture of schools, such that schools become learning organizations. People in a learning organization have a genuine commitment to change. Indeed, the basis of reform is a vision based on the beliefs held by members of the organization (Caldwell & Hayes, 2007).

Furthermore, school administrators and staff members may need flexibility for change to occur (Hopkins, 2006; Hopkins & Higham, 2007). In this changed school culture, a principal serves as an autonomous manager while developing and supporting collaborative leadership, and articulates long-term goals while being innovative and creative. These conditions affect how principals provide leadership and make decisions. The context of the school is ever-changing in response to state and federal accountability, and this environment makes decision-making difficult, demanding, and, on occasion, risky (Daly, 2009).

According to Leithwood and Riehl (2003), “three aspects of the decision process have been identified to describe and differentiate principals’ decision-making behaviors: designing and clarifying the decision problem, criteria used in decision-making and the use of information” (p. 127). Pressure from external entities may affect how principals make decisions, leading to the hypothesis that principals’ decision-making in schools at higher risk of restructuring or reconfiguration differs from principals’ decision-making in schools meeting annual NCLB targets (Hopkins, 2006; Hopkins & Higham, 2007; Institute of Education Sciences, 2008; Mullford, Kendall, Ewington, Edmunds, Kendall, & Silins, 2008). Elmore (1996) posited that in schools where substantial reform is most needed, improvements are most difficult to make. Leithwood (2001) further described leadership within these conditions as “contingent leadership”. Therefore, this study will provide insight into the similar and different decision-making processes and practices among principals in selective Program Improvement Year 1 schools, Program Improvement Year 3 schools, and Program Improvement Year 5 schools.

Problem Statement

Increased accountability puts pressure on principals. Principals are required to confront the problem of low student achievement at their schools, and the decisions they make can exert indirect and, in some cases, direct influence on student achievement. Coupled with accountability pressure, principals have the responsibility to confront and change the instability at the school caused by being identified as being in Program Improvement (Day, Kington, Strobot, & Sammons, 2006). Although much of the literature addresses leadership behaviors, few research studies address decision-making processes and practices of principals of Program Improvement schools. In particular, the research literature does not provide a clear understanding of decision-making processes and practices of principals serving in schools with students identified as not meeting California State Academic Standards, therefore identifying the school as being in Program Improvement as per NCLB legislation (Leithwood, Harris, & Hopkins, 2008). In addition, only limited research exists on leadership preparation to address real-world complexities and opportunities for individuals to test leadership skills in real situations (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

A report by the The Wallace Foundation (2003) states that “given the complicated picture that emerges of what it takes to lead a school, it is no wonder that university-based training falls short” (p. 39). Furthermore, the research on leadership theories, and contingency theory, in particular, posits that the environment and/or the situation have an impact on decision-making (Hallinger, 2003). Thus, the purpose of this study was to investigate the differences and similarities in decision making among elementary principals in schools identified in Program Improvement stages Year I, Year 3, and Year 5. The processes and pathways to impact school improvement can be described by the following conceptual map.

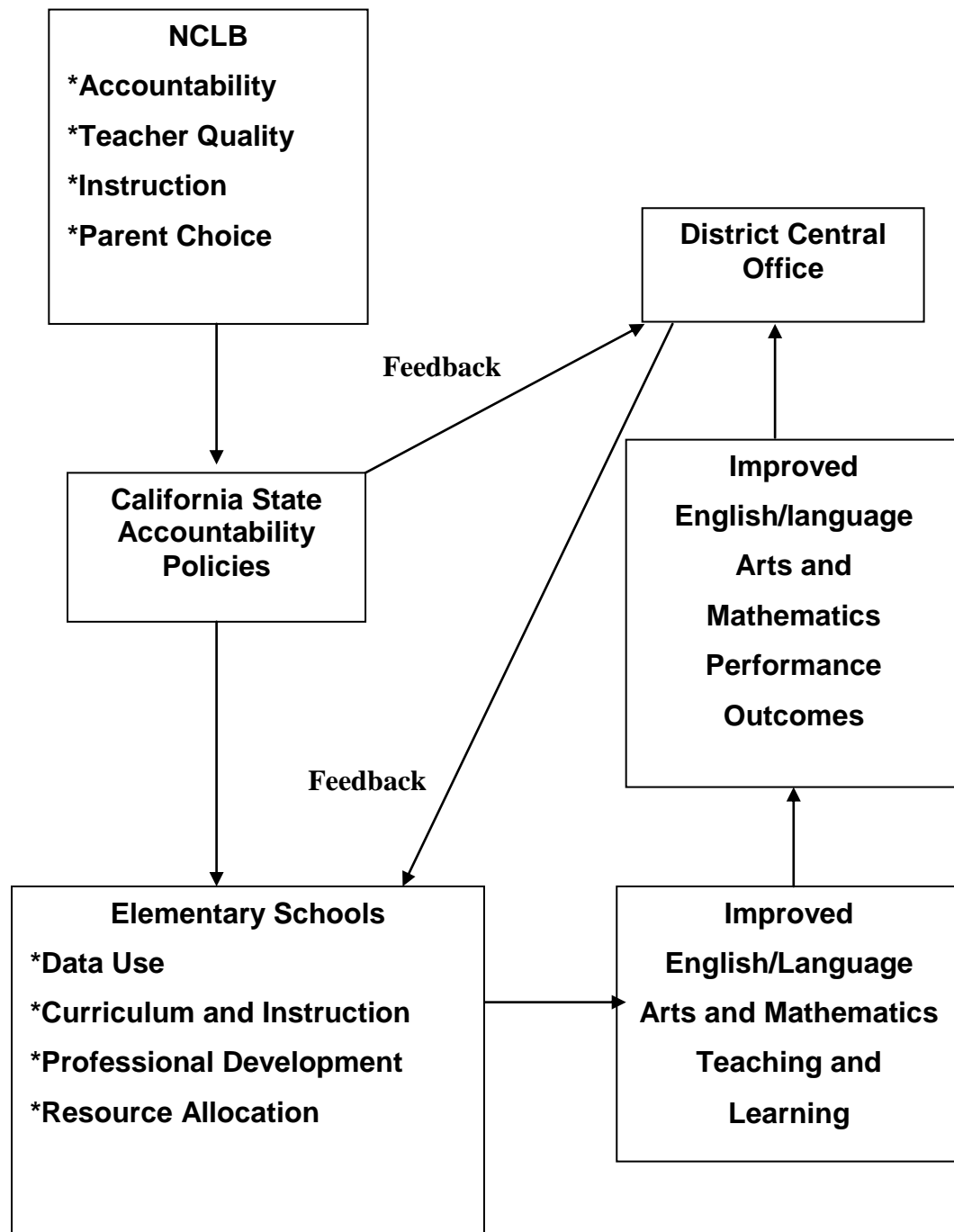


Figure 1. Processes and pathways for decision making.

Research Question

The purpose of this multi-case study was to investigate the similarities and differences in decision-making processes and practices of principals in selected Program Improvement schools as they attempted to make school improvements according to state and federal legislation. Findings from this study may inform schools of educational administration and school districts about the challenge principals face when making decisions with the goal of exiting Program Improvement status and may help them provide training on decision making for school

improvement. In addition, the results of this study may provide an understanding of the decision-making processes and practices employed in elementary schools identified as in Program Improvement. To respond to the problem, this study addressed the following research questions.

1. To what extent are the principals' decision-making processes/practices similar in selected Program Improvement schools? To what extent are they different?
2. Is there a significant difference in decision making between principals in Program Improvement Year 1 and Year 5 schools?
3. Are there major decision-making practices that all principals utilize, regardless of Program Improvement level?

Overview of Methodological Design

Upon approval of the University of California at Berkeley's Committee for the Protection of Human Subjects, I studied eight purposefully selected elementary principals in three urban school districts. This study focuses on elementary principals because elementary principals do not have to respond to the challenges that departments bring at the secondary level in making decisions. Urban schools were selected because principals in these schools confront the complex issues of low achievement and poverty. Of the eight principals interviewed, three principals served in Program Improvement Year 1 schools, three served in Program Improvement Year 3 schools, and two served in Program Improvement Year 5 schools. A principal serving in Program Improvement Year 1, 3, and 5 was selected in each district. All of the principals who participated in the study have been given pseudonyms to protect confidentiality. By studying principals in different NCLB Program Improvement levels, the researcher was better able to understand the challenges peculiar to the NCLB legislation.

The California Accountability Performance Index provides the data used to identify schools for this study, which included school data on

- percent of students classified as low-socioeconomic status,
- percent of students achieving at the Proficient or Advanced level,
- percent of students, by group, achieving at the Proficient or Advanced level,
- school's statewide and similar schools API ranks,
- API growth score, and
- adequate yearly progress for the year 2008–2009.

This investigation used design experiment methodology due to its iterative information gathering process using data from a small population (in this study, N=8) that can be examined and re-examined, leading to emerging themes and patterns. Qualitative case studies are common in the field of education (Merriam, 2009). Qualitative multi-site case study analysis approach was used to understand the similarities and differences in decision-making processes and practices among principals serving in schools identified as being Program Improvement Year 1, Year 3, and Year 5 (Creswell & Plano, 2007). Stake (1995) defined *case study* as a research process using multiple data sources. Multi-site case studies were used to conduct cross-case and within-case analysis.

Data collection tools included the use of a scenario, an interview protocol, and a review of artifacts. The researcher conducted in-depth interviews with each of the eight participants in the office of each participant. Responses to the scenarios and interviews were audiotape recorded to ensure accuracy of data reports and transcribed verbatim. The audiotapes were then returned to each participant for member checking. Artifacts collected consisted of School Site Council (SSC) documentation from each school and the researcher's field notes. All collected data were labeled with the year of Program Improvement and subject number to protect the name of

participants, school, and district. Using the taxonomy of successful leadership behaviors developed by Leithwood and Riehl (2003), data were analyzed to determine similarities and differences in decision-making processes and practices among principals serving in the selected Program Improvement schools. Cross-case and within-case analyses were used to examine the data. Data were compared with findings from the literature review to identify meanings and patterns that could identify the decision-making processes and practices of each principal (Creswell & Plano, 2007; Stake, 1995).

Findings from this study are presented as cross-case findings, within-case findings, and themes that emerged from the eight interviews. Additionally, the cross-case and within-case analyses noted common themes (Stake, 1995). Themes that emerged from the data were the product of grounded theory analysis, developed by Strauss and Corbin in 1998 (Creswell & Plano, 2007), which is an approach to in-depth data review to identify relationships among ideas.

Limitations of the Study

This study focused on elementary schools identified as being in Program Improvement in urban settings; it was bounded by one school year. This research study will add to the literature regarding principal decision making inasmuch as it will assist others to understand decision-making processes and practices by principals in similar situations.

The desired outcome of this study was a set of emerging themes that may provide a basis for similar studies of educational reform relevant to leadership behaviors, specifically decision making in identified Program Improvement schools.

Delimitations of the Study

This study confines itself to interviewing eight elementary school principals in schools identified as being in Program Improvement Year 1, Year 3, or Year 5 in three urban school districts during one school year. However, the findings may be interpreted for other school settings.

Definitions of Terms

Adequate yearly progress (AYP). AYP is mandated under the federal education legislation *No Child Left Behind Act of 2001* and requires meeting annual measurable objectives toward proficiency in the content areas of English/Language Arts and Mathematics. Although all schools need to meet annual performance goals, principals of schools receiving Title I funds are under more intense scrutiny than are those in non-Title I schools.

Exiting Program Improvement. This phrase refers to a school that makes AYP for two consecutive years and can exit Program Improvement.

***No Child Left Behind Act of 2001* (NCLB).** This legislation reauthorized the *Elementary and Secondary Education Act of 1965*. This law holds states accountable for student achievement and for growth targets for low-income students.

Program Improvement (PI). Program Improvement refers to a school receiving Title I funds that makes AYP for two consecutive years in either English/Language Arts or Mathematics.

Title I. Title I is a program under NCLB that provides funding to help educate low-income children. The primary goal of Title I is for all students to be proficient in English/Language Arts and Mathematics.

Summary

Fullan (2009) argued that schools have the civil duty to reduce inequalities in

achievement, especially in light of the fact that schools may fall short of producing citizens who can contribute meaningful to society. To do so, principals need to make decisions that improve student achievement in Reading/Language Arts and Mathematics, as required by both state and federal educational legislation (CDE, 2010; United States Department of Education, 2006).

The focus of this study was to investigate the similarities and differences in decision-making processes and practices of a purposefully selected population of principals. Qualitative multi-site case study research was used to provide analysis of the data collection.

This chapter described the problem, purpose, and research questions, and overview of the research study.

Chapter II: Literature Review

The purpose of this study was to investigate the similarities and differences in decision-making processes and practices among elementary school principals serving in identified NCLB Program Improvement Schools Year 1, Year 3, and Year 5. This chapter provides an overview of literature relevant to principals' decision-making processes, principals' role in the decision-making process, the impact of leadership style on the decision-making process, the use of decision-making models, involvement by stakeholders in the decision-making process, and characteristics of good decision making by principal leaders regarding interventions for underperforming students at low-income schools.

Introduction

Webster's New World Dictionary and Thesaurus (Agnes & Laird, 2002) defines *decision making* as a cognitive process of deciding; making up one's mind; a judgment. Fullan (2002) added to this definition, describing decision making as making choices that lead to organizational change. Some decision-making processes call for a group to provide input after reviewing all alternatives and before making any conclusions either to support or not to support the proposed solution. For example, the process for adopting a new mathematics program may include exploration by a group. Conversely, some decisions do not require a group's consensus, such as when to have a faculty meeting. The principal, in his or her role as the lead decision maker, can make these decisions without input (Gordon & Alston, 2009; Hoy & Miskel, 2008).

The literature search process identified empirical, peer-reviewed, and conceptual articles related to principals' decision making. Keyword searches of various online databases identified articles, government documents, and documents by education and psychology practitioners and professional organizations. Many studies on principals' behavior, especially principals at the elementary level, were published by the National College of School Leaders, a renowned international education organization in England. Similar to the education policy in the United States, the educational policy in England was created to achieve school improvements: raise academic achievement, and close the education gaps among socio-economic groups. Therefore, the international literature reviewed in this chapter is relevant to school improvement efforts in the United States. Additionally, in an effort to compare and contrast literature prior to and after the enactment of NCLB, this literature review includes articles that discuss decision making in the areas of external and internal accountability, teaching practices, and student achievement published from 1996 to 2009.

School Reform and Accountability: Influence upon Decision making

The passage of the *No Child Left Behind Act* placed a new set of demands on school leaders, causing districts to change their district policies. To study this issue in public education, Abel and Hacker (2006) examined the thorny issue of why federal mandates are implemented in differing ways in different locales. They sought to discover where compliance did or did not exist in Texas school districts, how compliance differed, and why those differences occurred. Abel and Hacker posited that the approach to compliance with and implementation of policies depended on educators' values and beliefs and school organizations' norms, at both the school and school district level. They found that policies and practices often contrast and that constraints placed upon decision making at any level can result in failure to comply with policy.

To describe contention in educational policy, Abel and Hacker introduced the concept of *theory-space*. Theory-space, as they defined it, is "a social space created by directing the boundaries of acceptable description and explanation," and they further differentiated between

open-theory space and *closed-theory space*. Open-theory space allows for open discussion, free of constraints, and a closed-theory space does not. Schoen and Fusarelli (2008) extended the idea of closed-theory space because they found a paradox in educational reform under NCLB. They discovered that educators work in unfavorable conditions, which causes the unintended consequences of fear among educators and the feeling that they lack control over their environments (2008).

Findings from Ng's (2006) study of 293 pre-service teachers echoed the concept of open-theory space and close-theory space. He found that many pre-service teachers hold idealistic and vocational-oriented beliefs about teaching. However, they were concerned by the mandates of NCLB because they believed that standardized tests, fixed curriculum, and "defensive teaching practices" instituted in response to the mandates had begun to dominate their teaching (Ng, 2006). In describing where they would like to work, the educators indicated that they would rather work in schools where they were allowed to be innovative and creative and did not have to be concerned about the "occupational purpose of being a teacher" (p. 364). This desire reflects a conflict between what the educators believe is best for their students and what they believe is required of them.

Ng's study suggested that NCLB altered the decision-making processes of one group of educators and, thereby, exacerbated the academic gap between poor and rich schools as teachers choose where they wished to work. Ng (2006) pointed out that by using test scores as an indicator of student learning, creating competitive conditions among school districts and among schools, and placing districts under the threat of external sanctions, NCLB altered the manner in which teachers and other personnel relate to one another. A school's social organization shapes teacher perceptions, and NCLB has begun to shape school organizations in new and not always positive ways.

In contrast, Lane, Bishop, and Wilson-Jones (2005) found that the strategic planning required by NCLB helps school districts and schools make needed changes in decision-making processes, particularly regarding the use of data and data analysis, a major element of strategic planning. For many educators, data are the basis for decision making, and data-driven decision making is popular in today's education accountability climate (Petrides, 2006). Petrides (2006) cited case studies of schools that used data for planning, not only to inform instructional practices but also to inform professional development, such as on strategies to close the achievement gap between English speaking students and students who came from homes where English was not spoken, and on the skills, knowledge, and abilities to support these students. Data were being used to meet accountability demands and to assess student achievement continually. Whether or not principals have the time to analyze data and absorb the lessons of data remains an issue; many principals lack the time needed (Petrides, 2006).

Stover (2003) further argued that NCLB has also positively affected decision making in schools. School administrations are increasingly making data-driven decisions, believing that quantitative achievement data can be the basis for developing appropriate interventions for struggling students. Studies indicate that since NCLB was enacted, many schools have increased the data they collect and their efforts to analyze those data (Stover, 2003). Other researchers conclude that data-driven decisions are better decisions and that, as a result of using data, schools are improving their ability to identify problems and to create solutions to poor student achievement (Stover, 2003).

Researchers believe that the education field, in general, has fallen behind other fields in applying relevant research when seeking those practices that may best improve the organization's performance. Fusarelli (2008) expanded on Fullan's (2001) discussion of the

learning organization by interviewing educators on their use of research when making decisions. Fusarelli's (2008) study of the Los Angeles school district administrators found that most school officials made decisions about improving student performance without reflecting on program evaluation findings and, as a result, failed to reproduce successful programs. Decisions were often based on existing bureaucratic processes, personnel preferences, and not student data (Fusarelli, 2008). In fact, studies showed that new data were often adjusted to fit current practices or that leaders focused on research that supported the school and district budget. Finally, Fusarelli agreed with Petrides (2006) that the factors that impair decision making are lack of expertise, lack of time, questions about relevance, and distractions caused by continuous crisis management. Given their myriad responsibilities in the typical day, principals do not have time to collaborate with colleagues, consider what their data indicate or what research studies recommend, or engage in strategic planning for interventions (Fusarelli, 2008).

However, other studies have found that more principals are making data-driven decisions in accordance with *No Child Left Behind* and that these decisions result in quantifiable and significant improvements in student achievement (Fusarelli, 2008). Some superintendents actively support data-driven decisions by providing incentives to principals who use data in decision making and by providing training to those principals who need help with effectively using data in decision making (Fusarelli, 2008).

Bureaucratic Decision Making

Concurrent with the implementation of NCLB is the entrance of business decision-making models into education. Studies indicate that each field or discipline has special problems and that these differences may make the business or managerial style of decision making less applicable in education than in business. The literature does not indicate whether this trend is helpful for increasing student achievement, but these models do tend to support data-driven decision making.

Cray, Inglis, and Freeman (2007) argued that in order for an organization to succeed, the goals and environment of the organization, as a whole, needs to match closely the leaders' leadership and decision-making styles. Still, board members have encouraged schools to adopt strategic planning and total quality management processes to improve the performance of schools (Cray & Inglis et al., 2007). As they noted, research on strategic decision making reveals that many decision-making processes depend on both the conditions within the organization and the context of the organization (Cray & Inglis et al., 2007).

Along similar lines, Ruby (2006) examined the extent to which various factors influence a *moral targeting decision* in a military context. A moral targeting decision is "one in which a senior principal specifically determines whether foreseeable non-combatant and combatant casualty rates are proportional to the necessity of any given objective issued by senior military or civilian leadership" (p. 14). Ruby (2006) found that variations in bureaucratic principal-agent motivations and in administrative structures and processes had a major negative impact on the salience of moral targeting decisions in any given situation. Although this particular study was not in an education environment, it is relevant inner city school principals, who often find that various institutional and administrative issues interfere with their decision making. Ruby's (2006) study suggests that both contextual and situational factors impact the decision-making process.

Jones (2005) examined this issue in the broad context of an urban school trying to educate low-income children. However, the issue of factors that affect decision-making was examined in the specific context of a school undergoing take-over by an outside agency. The St. Louis school board granted a New York turnover corporation full power over the curriculum,

governance, and finances of the school district. As a result of this decision, the district closed numerous schools, many of them educating primarily African American students. Local school personnel, including principals, were not consulted in these decisions. Given the influx of corporations hired to manage schools, this is especially relevant to school reform policies. This outcome reinforces the worst fears expressed in the literature regarding the complexity of the policy environment in public schools.

To describe the complex environment of urban schools, Jones (2005) noted that parents and personnel consider any actions against the school community by outside organizations to be hostile or threatening, i.e., a threat to their way of life. As an example, Jones (2005) noted that the St. Louis public school system was a hierarchical decision-making organization, resulting in unpredictable, inconsistent, and punitive policies in a contentious environment. One principal in the study reported that the decision to grant governance to the take-over corporation made a “devastating impact on the school due to the elimination of the site-based management philosophy.” The principal further noted that he, and the school in general, had to “give up decision making that was contextual in nature and abide by generic policy actions and decisions that were not necessarily appropriate for all schools” (p. 15). One principal complained of central office arrogance, while others described how they struggled to arrive at *garbage can* decisions. In this context, the school board provided no long-range perspective on any decisions, which created an unpredictable, stressful climate.

Decision Making

Administrative decision making. Theories of how administrators make decisions changed dramatically in the 1940s when the administrative model of decision making began to replace the classic rational model of decision making. At that time, Simon's studies of administrators' decision-making processes indicated that most administrators made decisions in a manner inconsistent with the classic rational model. The rational approach involves gathering data and using them to make decision about how to solve a problem. The model assumes that the person making the decision has all the information needed to consider possible alternatives and that the alternatives will address the problem. Instead, Sellers (2005) and Ariely (2008) found that many decisions are based on bounded *rationality* or *satisficing*. This approach to decision making occurs when the decision maker does not have access to all the information needed to make a rational decision or to measure the costs and benefits of various alternatives.

According to the concept of bounded rationality, the search for a solution is constrained by cognitive, informational, and resource limitations (Randall & Martelli et al., 2007). Decisions are flawed due to the inadequate treatment of decision-making stages. When the theory of bounded rationality was introduced, researchers in decision making devoted their efforts to demonstrating that people making decisions are not as rational as they claim (Randall & Martelli et al., 2007). Because the criteria for making a good decision are often vague and because managers' information is often incomplete, most managers settle for a “good enough” decision, rather than an ideal, or perfect, decision. Given the wide variety of needs, personalities, and constraints on decision makers, decision makers are willing to compromise, i.e., make sacrifices, if they understand the reason or accept the purpose. In the context of bounded rationality, a decision maker will choose an incremental option and not create a novel solution (Sellers, 2005).

Sellers (2005) also described an *interpretative approach* to decision making, which involves making decisions based upon *gut feelings*. A person makes a decision based on internal factors, such as subconscious memories. The final approach Sellers describes is the *garbage can* approach to decision making. Garbage can decision making occurs when policies and goals are not clear and when participation in the decision is erratic (Sellers, 2005). The garbage can

decision-making approach can create the sense of fear and insecurity noted by Abel and Hacker (2006) and Ng (2006). However, even with garbage can decision making, school principals can develop creative solutions to the problems they face.

Various administrative factors can influence a decision-making process (Ruby, 2006). According to Ruby (2006), circumstances can affect the decision-making process, both the context in which the decision is made, such as the expectations of peers, and the clarity of the goals involved. Decision makers' personal beliefs and interests also impact decision making. Variations in these factors can cause decision makers to place different value or, even, moral weight on the decision-making process (Ruby, 2006). Constraints are often placed around the motivations of the decision maker, created by the methods leaders use to establish objective standards and a clear understanding of the mission (Ruby, 2006).

Organizations and decision making. The culture and structure of the organization affect how decisions are made. Some organizations espouse the philosophy that problems are challenges and that members of organizations can learn to recognize novel problems. However, the decision-making processes and constraints, as well as the personal characteristics of individuals involved, also affect decision making. Klein (2005) argued that unexpected decisions in an organization make creating balance and order difficult. Similar to Wieck, Klein argued that good decision making can occur when an organization is "loosely coupled" and allows all members some autonomy in their decisions making. However, more often than not, school bureaucracies are closely knit structures with tightly linked internal units, which hinders individuals' abilities to make decisions. Thus, by their nature, education organizations inhibit productive decision-making.

Fortunately, with the multiple influences on education organizations, principals, and educators, multiple solutions are possible. As an example, Klein (2005) studied and demonstrated different approaches to school discipline. He found that differing decisions produced the same desired results and that no decision was superior. However, Klein (2005) concluded that the nature of the decision corresponded with the values of the decision makers. In this context, therefore, the term *rationality* refers to the ability to translate underlying principles into appropriate decisions.

Del Favero (2006) examined how policy environments can compromise the leadership capacity of leaders. To offset the negative effects of organizational complexity, he argued that leaders must develop complex thinking and the ability to view the organization from a variety of perspectives. Multiple perspectives allow a leader to have a broader sense of the organization, which expands the decision-making process and increases decision-making options. Effective leaders apply a variety of frames to interpret their actions and decisions, and their decisions tend to be more beneficial. In a study of college presidents, Del Favero found that although the presidents used multiple frames to discuss their decisions, community college presidents more often used only one frame to describe their decisions. In general, the more experience a president had, the more frames he or she used to describe decisions. In addition to using more frames, complex thinkers in complex environments move from one frame to another, progressively, in the course of their careers

To support this assertion, Del Favero (2006) examined the administrative behaviors of academic deans in research and doctoral institutions to understand the relationship between academic discipline and cognitive complexity. Findings suggest that being from an applied field does contribute to a relationship and that the degree of exposure to a disciplinary paradigm is more important than affiliation with the paradigm. Overall, the findings indicate that any

conclusions about administrators' perceptions of their leadership context must take into consideration the effects of discipline (Del Favero, 2006).

In contrast, Buchanan and O'Connell (2006) found that the most subtle, yet strongest, contexts are hidden within the decision makers, often in the form of constraints. They reported that some researchers, such as Howard Raiffia and Peter Drucker, espouse the philosophy that internal members cannot make effective decisions, whether due to organization constraints or lack of personal decision-making abilities; therefore, internal members seek external assistance. Human constraints that affect decisions include complex circumstances, limited time to make decisions, and inadequate computation power. Emotions, moods, and intuition also affect one's ability to make good decisions, leading to erroneous framing, bounded awareness, and excessive optimism (Buchanan & O'Connell, 2006).

Within these contexts, and with these constraints and influences, leaders are expected to make decisions that benefit the organization and support the organization's goals and mission. The degree to which these conditions are addressed is an individual attribute of the decision maker. Researchers (Buchanan & O'Connell, 2006) concluded that intuition needs to be balanced with analysis of the situation. Thus, individuals need to analyze not only the problem at hand but also the context in which the decision must be made.

Leadership and Management

Leadership is primarily about sense-making or exercising power through decision-making processes (Grisoni & Beeby, 2007). The literature has begun to acknowledge that leadership and decision-making styles are instrumental to management. Wieck's model of sense-making includes seven characteristics: identity, retrospect, enactment, social, ongoing, extracted cues, and plausibility (Grisoni & Beeby, 2007). Through sense-making, a leader assesses the current environment to provide a sense of organization and to determine effects of the decision-making process (Grisoni & Beeby, 2007) and then constructs reality through authoritative acts.

Further studies also suggest a relationship between leadership style and problem-solving skills. A leader who is a conventional thinker tends to simplify situations and craves the "certainty of choosing between well-defined alternatives and the closure that comes when a decision has been made" (Martin, 2007). Leaders who are integrated thinkers, on the other hand, seek broader, less obvious factors and consider multi-directional relationships. To this type of leader, the connection between a decision and an action is not strict and linear but, rather, loose and interactive (Klein, 2005).

Studies have attempted to demonstrate a relationship between the leadership style and problem-solving skills. Izgar (2008) surveyed 268 principals using the Leadership Behavior Scale and the Problem Solving Inventory to determine whether this relationship exists. Izgar found various approaches to problem-solving, including impulsive, reflective, avoidant, monitoring, problem-solving confidence, and planned approaches. Izgar (2008) found no significant differences among subscales of the Leadership Behavior Scale with regard to either a gender variable or a school-related variable. However, the upward communication subscale differed significantly based on school type, with principals at vocational schools having higher scores and demonstrating more communication problems as leaders (Izgar, 2008). The study also found that authoritarian leaders make decisions in a more rational way, while non-authoritarian leaders appear to have difficulties making decisions. One overall conclusion, therefore, is that leadership and decision-making skills are correlated.

Threat-Rigidity

Threat-rigidity focuses on how adversity affects individual, group, and organizational

behavior (Day, 2002). When faced with a threat (e.g., identification of Program Improvement), an individual may reduce his or her flexibility, restrict new information, or control responses that differ from his or her own (Mintrop & Trujillo, 2005). Individuals in non-stressful situations perform better than individuals in stressful situations (Buchanan & O'Connell, 2006). Research into disasters, e.g., coal mining accidents, provided most data on this concept. Martin (2007) noted that individuals making decisions under threat tend to adopt a single approach to problem solving by simplifying the situation. As the threat increases, such as the school being labeled as Program Improvement Year 5, the search for information may appear to decrease. Weick and Sutcliffe (2001) and Roberts and Bea (2001) noted that some individuals and groups have attempted to cope with adversity by adjusting internal structures. Other researchers have found that individuals confronted with crisis decisions solicit advice from subordinates, though they may only solicit this information to confirm their decisions.

When an organization, such as a school district, is threatened, the leadership tends to centralize authority and standardize procedures. Decisions become increasingly important and are made at a progressively higher organizational level. Outcomes of this process may include increased control by upper management of lower organizational units (such as the district administrators having greater control over school-level activities), the required use of a scripted curriculum, greater budget controls and restrictions, and intensified accountability (Day, 2002).

In spite of Jones's (2005) rather bleak view of the decision-making authority of principals in urban schools, a few studies suggest ways in which principals retain some decision-making authority and describe how the principals make sound decisions. Whether or not the environment causes principals to make garbage can decisions, as described by Sellers (2005), remains an issue.

Principals and Decision Making

Data-driven decision making is increasingly being seen as one of the most important skills a principal can have (Klein, 2005; Petrides, 2006; Reeves, 2007; Ruby, 2006; Selart & Kuvaas et al., 2006; Sellers, 2005). As a result, many superintendents are beginning to test prospective principals in new ways, including asking candidates to review and analyze student achievement and demographic data for different classrooms (Reeves, 2007). This is an attempt to determine how candidates analyze and interpret data and how they make informed decisions about what programs to introduce as a result of the data.

Parallel to this development, studies have examined the various factors, models, and procedures that inform good decision making. Most decision making now deals with data and their interpretation. Data are believed to improve decision making, while also making the decision-making process more onerous (Petrides, 2006). Whether or not a principal can make good use of data is often determined by the bureaucratic and institutional contexts in which the principal operates.

Klein (2005) described additional complexities to decision making in an educational context. His study was consistent with the administrative decision-making focus of many studies. He argued that multiple factors affect decisions, and, in education, this makes formulating a balanced and orderly process difficult (Klein, 2005).

The literature discusses the problem of finding an optimal decision and describes the degree to which expressed commitments to specific principles correspond to decisions (Klein, 2005). A decision that corresponds with the decision maker's values is said to be more rational than other decisions. Here, *rationality* means translating principles into objective decisions (Klein, 2005). The variability resulting from personal discretion disturbs some researchers, but other researchers contend that such discretion, rooted in experience, is what makes a principal's

involvement in decision making critical (Jones, 2005). A principal's ability to make decisions that influence instructional practices and teacher supervision and evaluation depends upon internal and external factors. Internal factors are the challenges unique to a particular school. For example, school councils and parent-teacher associations may constrain the decision-making processes and practices of principals. External factors include the accountability context at the local, state, and federal levels (Marks & Nance, 2007).

Policy makers assume that state and federal policies will filter down to the school site level. However, given the multiplicity of actors, interpretations of these policies may conflict, and their implementation may differ. As a result, a coherent, consistent understanding of the policies may not exist among all education stakeholders (Marks & Nance, 2007). To examine this issue, Marks and Nance (2007) analyzed data collected by the National Center for Education Statistics (NCES) on 8,524 principals in the United States. The principals worked in public elementary, middle, and high schools in all 50 states. The data had been collected through quantitative and qualitative methods: a school staff member survey with a 5-point Likert-type scale and interviews. The principal was the unit of analysis. Although principals are viewed as the agents of change, their ability to exercise discretionary authority may be compromised through formal lines of relationships. Marks and Nance hypothesized that effective school reform requires decisions to be made at the local level where the circumstances and needs are better known, based on the idea that the principal is charged with implementing policy initiatives at the local level.

Marks and Nance's analysis of the data compared principals' influences in hiring, supervising and evaluating teachers, and school budgets. They also analyzed data on instruction and supervision: setting performance standards for students in their schools, establishing curricula at their schools, determining the content of in-service professional development for teachers, and deciding how school budgets would be spent. Mark and Nance grouped these concepts into two categories: curriculum and instruction, and supervision. Marks and Nance began analyzing the data with the belief that principals work with, and are accountable to, school site councils, whose role is to assist principals in mediating state policies, and the belief that teachers have an increasing voice in school decision making. Groups influencing principals' decisions included the local school board, the school site council, district staff members, and parent associations.

Marks and Nance (2007) further questioned the effectiveness of school reform, asking, "How can top-down policy result in bottom-up planning and implementation?" (p. 6). With the requirement for local school districts to meet student performance standards, districts and school sites are forced to question how schools are organized, what curricula are taught, what is considered high-quality instruction, and how the needs of diverse learners are being met. These requirements require collaboration among stakeholders at the local level. Marks and Nance's findings suggest that schools must modify their cultures into environments in which curriculum and instruction are at the highest level. Based on their findings, the school's improvement efforts will be stronger and more effective when all stakeholders work together in professional learning communities.

Marks and Nance's study found that although supervisory policies varied across states, school site councils positively influence principals' decision making in most states, especially in schools where state control is tighter. School site councils were introduced as a decentralization mechanism. They are vested with authority by each state and can challenge decisions made by the principal. In the supervisory domain, however, influences on decision making were mixed. Across states, principals felt that their supervisory decision-making abilities had been reduced.

Marks and Nance concluded that principals felt that their decision-making authorities were reduced in the supervisory domain because teachers had a voice in the site councils.

Klein (2005) reaffirmed that many decisions are complex, that a number of solutions are possible, and that many different stakeholders are present to respond to decisions. Given these factors, decision makers in education must be able to communicate how their decisions are reasonable and reflect their principles (Klein, 2005). To support this idea, Klein (2005) studied the decision-making process of principals regarding enrichment programs for at-risk students. This type of decision is complex because decision makers have many options and a limited budget (Klein, 2005). For example, a school can offer more group activities, after school programs, or individualized instruction.

Principals Making Decisions

Gibbs and Slate's (2004) examined how principals in secondary schools make decisions. Their study divided principals into two groups based on their governing styles, either bureaucratic or democratic. Bureaucratic principals put everything in writing, made clear directives, and were in complete charge of the school. By contrast, democratic principals shared their authority with various administrative teams and gave these teams a high degree of autonomous authority (Gibbs & Slate, 2004). Although the principals' leadership skills determined which model was chosen for decision making, this case study found that school size impacted how the principal delegated authority in decision making. They determined that, in general, the size of the school affected communication patterns and hierarchies, which were often established according to which responsibilities were delegated to others and which job responsibilities were held at the school or district levels (Gibbs & Slate, 2004). In large urban schools, in particular, their findings indicated that student issues requiring administrative leadership, such as guns in schools, alcohol use, gang activities, and the dropout rate, affected the nature of decision making (Gibbs & Slate, 2004).

The mandates of school-based management demand that principals be knowledgeable and politically astute, able to lead effectively within macro- and micro-contextual influences on them, and able to reach ethically defensible decisions when problems occur (Dempster, Carter, Freakley, & Parry, 2004). Some researchers argued that principals must use research-based knowledge to reach decisions in these instances (Boscardin, 2005). Boscardin (2005) recommended that principals seeking to make consistently effective decisions use Deno's problem-solving based model.

Case studies examined how different principal leadership styles sent mixed messages to teachers at target schools. Educators and education leaders need professional development to introduce each stage of the decision-making process, such as by providing clear definitions, illustrative examples, and ongoing opportunities to practice decision making (Boscardin, 2005). Dempster and Carter et al. (2004) argued that principals will more often than not have to make decisions that involve trade-offs between internal and external interests (Dempster & Carter et al., 2004). This somewhat unsatisfying outcome occurs because many of the problems principals face today cannot be solved, only managed (Dempster & Carter et al., 2004).

The problems principals encounter can range from disciplining students to providing additional educational services to at-risk children (DiPaola & Walther-Thomas, 2003). Inasmuch as principals are faced with such decentralized, intensified, and more complex jobs, they must be more people-focused in their decision making. Dempster and Carter et al. (2004) found that many principals make decisions by consulting close allies, including professional mentors, personal friends, and other professional consultants, though most turn to professional mentors for help.

Participatory Leadership and Decision Making

With both an increasing scale of operations and a locus of control, decision-making processes add a layer of complexity to the education environment (Abel & Hacker, 2006; Brown Henig, Lacireno-Paquer, & Holyoke, 2004; Del Favero, 2006; Jones, 2005; Petrides, 2006). Scale remains a major issue in education because of the legacy of school reformers in the 20th century. While many urban schools struggle under NCLB mandates, districts are seeking to reform the decision-making process. They are calling for smaller schools and are devolving the decision-making authority from the central office to the school level through site-based management (Brown, & Henig et al., 2004). This movement is informed by research suggesting that shared responsibility and decision making can be associated with higher student achievement.

The literature on the linkage between leadership style and decision-making effectiveness generally proposes that shared leadership contributes most positively to decision making. However, constraints in real schools often inhibit reaching the goal of developing shared leadership. Some administrators and teachers prefer administration and teaching to remain separate. Some principals find the task of developing shared leadership in schools difficult, and some would rather retrench to solitary decision making than resolve the difficulties of collaborative decision making (Brown & Anfara, 2002). Nonetheless, most principals today believe that leadership must be shared, and they seek to create a collaborative environment in which better decisions can be made on behalf of student achievement. Frattura and Capper (2007) described how schools can better involve teachers in decision making by creating decision-making teams at various levels. For example, the school administration can create a grade-level design team in which the principal and teachers determine what and how students in that grade will be taught.

With regard to the complications of providing services to at-risk students, Usinger found that principals make better decisions when they encourage parental involvement and learn from parents the educational or professional aspirations of the students involved (Usinger, 2005). Usinger's study was the first phase of a longitudinal, interpretative study that focused on parents or guardians of seventh graders. Participants were drawn from 13 urban and rural middle schools implementing the state's GEAR UP project (Usinger, 2005). The sample included students who were doing well, less well, or struggling academically or socially in an academically low-achieving school. The study explored how those students established their academic and career aspirations (Usinger, 2005).

Walpole, Justice, and Invernizzi (2004) studied a school with a large number of at-risk students and found that the principal always chose to make decisions with the assistance of a building-level curriculum specialist. The principal also made decisions by consulting and analyzing data with the teachers to determine what interventions to provide. In short, in spite of Kajs's (2005) and Jones's (2005) bleak outlook with regard to urban principals and their decision-making authority, this study suggested that principals can find creative ways to make important decisions on behalf of students' education.

Problems with Shared Leadership and Decision Making

Teachers and parents often express that they lack clarity about their roles and power in shared decision-making. Their experiences conflict with literature that stresses the importance of roles and responsibilities on shared decision-making teams (Turnbull, 2005). Role articulation can also be clarified by having some team members serve on subcommittees. However, in some studies, team members acted on their perceived power in inopportune ways. The literature

accounts for this possibility, suggesting that delegation of power establishes new actors in the decision-making process (Gehring, 2004). However, when the political actors withhold information, they limit the ability of decision makers (Erbes, 2006).

Erbes (2006) used Gutmann and Thompson's notion of deliberative democracy and Mansbridge's concept of adversarial democracy to examine how the shared decision-making process was implemented by a school in Hawaii trying to implement a dress code. Erbes concluded that although decision making was shared, the process was marked by repeated decisions, deadlock, and social coercion (Erbes, 2006), thus suggesting why some team members failed to participate fully in shared decision making. The literature warns of this possibility, noting that when authority or influence is delegated to decision-making teams, some members may pursue their own interests and not the interests of the administration (Gehring, 2004). In this situation, administrators may need to take action to ensure that the team, as a whole, accomplishes the purposes for which it was established (Gehring, 2004).

Summary

This literature review examined how principals make decisions in today's complex educational environment. The literature indicates that a shared leadership style is most likely to result in effective and consistent decisions (Brown & Anfara, 2002; Erbes, 2006). A discussion of decision making in public schools, urban public schools in particular, must also consider complexities that result from decisions made by district, state, and federal educational bureaucracies. The multilevel nature of decision making in education generally compromises the principal's decision-making authority and flexibility. However, some studies found that principals remain creative to make strong decisions that help students learn better, often combining shared leadership with special responses to the unique problems of urban public school students. Although a plethora of studies describe administrative forces that compromise decision making, others indicate that the data-driven decision making is instrumental to school improvement.

Chapter III: Methodology

The purpose of this study was to investigate the similarities and differences in decision-making processes and practices of eight elementary principals who served in schools identified by California Progress Monitoring Report as being in Program Improvement Year 1, 3, or 5. Literature related to the study suggests that practicing elementary principals incorporate three elements when making daily decisions: school accountability, school change/reform, and shared decision making. These concepts, which are embodied by the five dimensions of successful leadership developed by Leithwood and Riehl (2003), informed the design of this study. The five dimensions are 1) setting directions, 2) developing people, 3) redesigning the organization, 4) managing the instructional program, and 5) responding productively to accountability.

Setting directions describes how leaders develop shared goals, which ensures that the school community has a common purpose. In setting directions, the leader articulates a vision for the school to all stakeholders that sets high expectations for stakeholders.

Developing people addresses the skills and knowledge needed to meet high expectations. To help members of the organization meet high expectations, the leaders must offer both group and individual support through mentoring and modeling.

Redesigning the organization describes the culture of the organization. This includes the internal processes and external relationships to which the principal must attend while supporting and sustaining the use of professional learning communities, a collaborative process leading to school improvement.

Managing the instructional program describes the manner by which leaders plan and implement the instructional program; mentor and supervise staff members; and work to convince staff members, community members, and administrators outside of the school of the necessity of curriculum and assessment coherence.

Responding productively to accountability describes the manner in which principals address diverse policies that hold schools accountable, such as by creating opportunities for teachers' professional growth and by implementing and monitoring strategic plans.

Research Study Subjects

The research population (N=8) comprised principals from similar small school districts in California, three each from Title I Program Improvement Year 1 schools and Title I Program Improvement Year 3 schools, and two from Title I Program Improvement Year 5 schools. The original research study consisted of nine principals. However, the principal in District 3, Program Improvement Year 5 had to take an unexpected personal leave that prevented her from participating. The absence of the third Program Improvement Year 5 school principal directly impacted the sample size, data collection, and data analysis. Procedures were appropriately modified to accommodate the decreased sample size. The participating districts had similar student characteristics, including ethnicity, socioeconomic status, and achievement, and each was identified as being in Program Improvement.

I used a purposive sampling method to identify the study participants from elementary school principals of schools in various levels of Program Improvement and to investigate similarities and differences in decision making in such areas as professional development, instructional program, and resource allocation. A purposive sampling strategy was appropriate for answering the research questions posed (Creswell, 2003). The principals in this study were selected for case study because their schools represented the types of schools targeted for the study, with similar academic achievement, diversity, programs, and pressure to make Adequate Yearly Progress (AYP).

By reviewing the California Department of Education online DataQuest portal for each district level, the “School Performance 2009 AYP – List of Schools in the District Report,” I was able to determine which schools were in Program Improvement Year 1, Year 3, and Year 5. Participants were initially contacted by e-mail, with a request for their participation in the study, followed by a telephone call to confirm the time for the interview. Table 1 provides an overview of the eight participants, including gender, the number of years in education, and the number of years they had served at the school.

Table 1
Description of Principal Participants

District	Program Improvement Year	Gender	No. of Years in Education	No. of Years at School
District 1	1	F	30	13
	3	F	27	6
	5	F	15	2
District 2	1	F	20	2
	3	F	25	4
	5	M	30	2
District 3	1	F	20	3
	3	M	33	1
	5*	F		

* The principal of this school had an unexpected emergency and had to take a leave of absence, thus preventing me from interviewing her.

Prior to the each interview, principals were given a scenario to read, which provided a simulation of decision making in a real life situation regarding resource allocation. Before they responded to questions from the scenario and the interview questions, I asked each of them to refer to the year of Program Improvement for their school rather than the name of their schools. I maintained principals’ confidentiality by coding each interview subject by Program Improvement year and subject number.

Human Subject Protection

Prior to beginning data collection, I completed the Collaborative Institutional Training (CIT) in the area of Social and Behavioral Sciences course for protecting human subjects. Following the training, and before conducting this research study, I applied to and received approval from the University of California at Berkeley’s Institutional Review Board for the Protection of Human Subjects (IRBPHS). Upon receiving IRB approval, I contacted each participant via telephone to request his or her participation and to schedule an appointment for a face-to-face interview. The telephone call was followed by a letter to inform them of the research study and to make a formal request for participation, along with the approved Informed Consent Form of the University of California (see Appendix B). The letter described my association with the University of California and described the study as an investigation of the similarities and

differences in decision-making processes and practices among principals serving in schools identified as being in Program Improvement Year 1, Year 3, and Year 5. The letter further explained that participation was fully voluntary and described how all data collected would be coded and kept confidential.

Instrumentation and Data Collection

The rationale for analyzing school leadership, i.e. the principal, is that school improvement is attributed indirectly or directly to the decision behaviors of the principal (Fullan, 2002; Leithwood, Harris, & Hopkins, 2008). The data collection process included triangulating data from a scenario (Appendix C), a semi-structured interview protocol (Appendix D) with a purposefully selected subject of principals, and an artifact review. The principals were selected from specific Program Improvement schools, based on the California State Accountability Progress Reporting, in selected urban school districts.

This investigation was based on design experiment methodology due to its iterative information gathering process using a small population (in this case, N=8) that can be examined and re-examined. After completing a pilot study, I revised the interview protocol using the four phases of the design experiment process. Based on this process, I

1. Defined the goal of investigating the decision-making practices of specified principals;
2. Solved the problem through interviews;
3. Refined further data collection and analysis by learning from errors found in the interview protocol; and
4. Verified the collected data through “member checking” and re-interviewing principals, during which more probing questions were asked to deepen my understanding of principals’ decision-making processes and practices.

Each principal was provided a real-life issue in the form of a scenario to read. Later, they responded to questions about how they would resolve the issue. The purpose of using the scenario was to elicit their decision-making processes and practices using real-world factors in regards to budget allocation. The scenario allowed each principal to be flexible in his or her thinking about the school without stress or risk. Principals’ responses varied. For example, one principal (Year 3, Subject 1) responded, “My reaction would be, my decision, without consulting other people would have to do with technology . . . so I would take all the money and put it into teacher training and improving the technology at the school with the emphasis on student programs” Another principal (Year 1, Subject 1) responded differently, stating, “First and foremost, make sure that the teachers were a part of the decision-making process as to how money was spent. I would involve School Site Council because School Site Council, that is your governing board for the school”

Development of the interview protocol was informed by “LEA and School Improvement,” a non-regulatory guidance document published by the United States Department of Education (revised July 21, 2006), and by “2009 Adequate Yearly Progress Report: Information Guide,” published by the California Department of Education. I used the interview protocol to conduct the semi-structured interviews with the eight principals who agreed to participate in the study. (See Appendix D for the interview protocol.) The interviews were designed to last approximately 50 minutes. By using a semi-structured interview process, I was able to probe for additional information as needed for clarification or for a deeper understanding of a principal’s decision-making processes and practices.

The interviews with principals elicited their decision-making processes and practices in regards to curriculum and instruction, professional development, staff member and parental

involvement, and involvement by external entities. By using face-to-face interviews with each of the participants, I was able to ask each participating principal the same questions, with some impromptu questions as a follow-up or to clarify responses. For example, in response to question 18, "Describe technical assistance provided by the district to improve achievement to meet NCLB requirements," one principal of a school in Program Improvement Year 5 responded, "There's none." However, a different principal of a school in Program Improvement Year 5 responded, "Our district office has been very supportive . . . they have been onsite . . . they have observed in classrooms and given me feedback." This variation in responses led to a discussion, possibly due to the semi-structured nature of the interviews, regarding district-level administrators' involvement in decision making and school improvement efforts. The discussion was relevant to the issue under study, given the U.S. Department of Education's mandate that "the LEA is responsible to provide technical assistance . . . throughout the school improvement plan implementation" (USDE, 2006, p. 8).

Each semi-structured interview was audiotape recorded to ensure accuracy of data reporting and was later transcribed verbatim. The transcripts were returned to each participant for member checking. Additionally, I wrote field notes to capture thoughts while collecting and reflecting on the data. Conducting the interviews in the offices of the school principals helped to build rapport and trust between me and the principals.

The 19 artifacts collected from each school described decision-making issues, practices, and processes, such as what issues were resolved, who was involved in the decision-making process, when people solved the decisions, and what decisions were made. These artifacts included School Site Council flyers, agendas, sign-in sheets, and meeting minutes. The artifacts provided a historical view of decision making at each school.

I collected and analyzed School Site Council artifacts because the California Education Code § 64001 (a), (d) requires the School Site Council to develop a *Single Plan for Student Achievement* for consolidated application programs operated at the school or in which the school participates. The School Site Council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At a minimum, the School Site Council must revise the plan annually. The plan includes proposed expenditures allocated to the school through the Consolidated Application, as well as many other issues related to the use of the funds (California Department of Education, 2010).

Data Analysis

To understand the similarities and differences in decision-making processes and practices among principals serving in schools identified as being in Program Improvement Year 1, Year 3, and Year 5, I used a qualitative multi-site case study analysis approach (Creswell, 2007). Qualitative case studies are common in the education field. This research process allows a researcher to use people's own words to tell a story (Merriam, 2009). Stake (1995) defined *case study* as a research process using multiple data sources that ask "how and why" questions. This study used multi-site case studies to conduct both cross-case and within-case analyses. In this study, design experiment methodology resulted in a description of elementary school principals' decision-making processes and practices in their natural settings.

Various theories of leadership explain the process by which decisions are made in diverse situations (Hoy & Miskel, 2008). For example, contingency theories suggest that decisions depend primarily on the situation, such as the autonomy or flexibility of the organization and the unique characteristics of an administrator's school. Contingency theories also posit that some decision-making processes may be the same across all situations, such as those that involve staff members in decisions that may affect them (Hoy & Miskel, 2008).

While analyzing the data, I focused on identifying common themes and patterns that emerged from the principals’ responses and the artifact review. By using a table (see Table 2), I attempted to capture transcript data relevant to the research question and to determine themes and patterns in the interview responses and responses to the scenario that may indicate differences and similarities in decision-making processes and practices among the study participants. Once I had identified the themes and patterns, I re-read each transcript and noted themes and patterns in the margin of the text.

Table 2
Interview Themes by Question Number

Year in Program Improvement	Setting Directions	Developing People	Redesign the Organization	Managing the Instructional Program	Responding Productively to Accountability
	Scenario, Q5 to Q18, SSC doc	Scenario, Q5 to Q18, SSC doc	Q4 to Q18, SSC doc	Q4 to Q18, SSC doc	Q4 to Q18, SSC doc

Themes that emerged from the data were the product of grounded theory analysis, developed by Strauss and Corbin (1998), which is an approach to in-depth data review used to identify relationships among ideas. Throughout this process, I continuously reflected on the data collected in light of the literature review findings to understand decision making at the eight schools. Transcript data and artifact review data were classified, sorted, and analyzed using the five dimensions that contribute to successful leadership, as proposed by Leithwood and Riehl (2003). Although this process was tedious and resulted in several iterations of themes and patterns of decision-making processes and practices, it enabled me to conduct cross-Program Improvement school comparisons and within-Program Improvement school comparisons based on the literature on decision making and effective leadership behaviors. The results of these comparisons were then used to determine commonalities that shape the decision-making processes and practices of principals in Program Improvement Year 1, Year 3, and Year 5.

The themes that emerged through this iterative process indicated not only decision-making processes and practices but also influences on the decision-making processes and practices of the eight principals. The themes are presented as cross-case [Program Improvement levels] and within-case [Program Improvement levels] comparisons, along with the contextual similarities and differences among the cases.

Using Leithwood and Riehl’s five dimensions of successful leadership, I examined and labeled responses with subcategories under each dimension. Table 3 is a visual representation of the labels assigned to segments of transcripts during the coding process. A complete list of the codes and their description appears in Appendix E.

Table 3
Labels Assigned to Segments of Transcripts

<i>Code</i>	<i>Setting Directions</i>	<i>Developing People</i>	<i>Redesigning the Organization</i>	<i>Managing the Instructional Program</i>	<i>Responding Productively to Accountability</i>
(1)	High Expectations	Professional development	Parental involvement	Positive relationship	SSC & other parent committees
(2)	Vision	Curriculum teams	Internal processes	Nurturing families/parent education	Creating conditions for professional development
(3)	Goal Setting	Structure, i.e., grade level teams	External relationships	Planning/ implementing instructional programs	Monitoring school performance
(4)	Reviewing	Data walls	PLCs	Accommodating families	Planning for improvement [strategic planning]
(5)	Reflection	Encouragement / Support	Trust (culture)	Identifying programs	
(6)			Resource Allocation	Assessing current conditions	
(7)			Staffing	Collaboration	
(8)			Time	Using students' social capital	
(9)			Connections	Climate of trust / innovation	
(10)				Developing sense of community	

This is a process of open coding, which later led to identifying categories that are interrelated (Merriam, 2009).

The next step was axial coding, which is a process of regrouping related data into major themes, such as *Setting Directions* or *Responding Productively for Accountability*. The purpose of this data analysis was to determine when, how, and why a decision occurred. The challenge was to identify, or develop, themes that were reflected across data from each data collection process. As indicated by design experiment methodology, the categories went through several iterations as I searched for increased relevancy and alignment to the research questions. Once the final themes had been selected, I applied selective coding, the last part of the analysis process, to place relevant findings from the interviews in “folders” using the word processor on my computer. Following grounded theory practices, I used inductive and deductive thinking to integrate and relate categories and themes (i.e., axial coding). This process provided the

framework to write the narrative using quotations from each of the principals as evidence to support findings. The following table shows axial and selective codes, with subject responses from the principals. A complete list of the responses appears in Appendix F.

Table 4
Axial and Selective Codes

Page/Narrative [PI 3 Subject 3]	Concept	Dimension
P1: ...as a rule, I like to utilize the shared decision-making process. I have a leadership team @my school...I retired after 33 years – 32 years, I was asked by the school district to come and work here. I found that it’s a lot easier to get your staff on board and start moving forward with your vision and the mission...put out the info. to your staff and...have them join in...they will assist you with bringing in the rest of the staff on board. It makes that decision process easier...especially when you’re a PI 3 school like mine...my experience of being more successful when you have everybody on board at the site.	Vision	Setting Direction
	Encouragement	Developing People
	Communications	
	Internal Processes	Redesigning the Organization
	Collaboration	Managing the Instructional Program
P2 in response to scenario -- ..my experience for PI schools...you need to present to the SSC. In many cases the principal will guide the SSC through the process of viable possibilities...when you present to the teacher...other people...secretaries, the counselors...they’re all part of the operation in the school. I would guide them through understanding...equitable.	Planning for Improvement	Responding Productively to Accountability
	Vision	Setting Direction
	High Expectation	Developing People
	Reflection [experience]	
	Structure [teams]	Redesigning the Organization
	Internal Processes	Managing the Instructional Program
	Culture/Trust	
	Resource Allocation	
	Assessing Current Condition	
	Developing a Sense of Community	Responding Productively to Accountability
SSC/Planning for Improvement		
P4 re: decision making authority – it depends upon the community...the relationship that you have built with them...the community knows you, you tend to have less resistance...when you’re new...you’re constantly being challenged...make myself accountable...it is high stakes accountability.	High Expectation	Setting Directions
	Reflection [experience]	Redesigning the Organization
	Parent	
	Involvement/Culture	Managing the Organization
	Positive Relationships	Responding Productively to Accountability
	Planning for Improvement	

Data analysis was further supported by the use of Microsoft Excel, which I used to compile, order, and sort codes. The major categories of findings were derived from the 39 codes. The following table displays a subject of how codes were assigned to concepts and answers to who, what, when, how, and why decisions were made. Throughout the process, I compared and contrasted text, asking “What are the similarities?” and “What are the differences?” Using

Microsoft Excel, I completed a quantitative statistical inferences.

Table 5
Subject Assignment of Code to Concepts and Meanings

		Setting Directions					Developing People							
		1	2	3	4	5	1	2	3	4	5	6		
PI 1 District 1	in regards to the scenario questions...I'd reflect on previous experience...					X								
PI 1 District 3	I make recommendations. I have a Leadership Team, and we present to staff together. We discuss and then we vote.		X	X				X	X					
PI 3 District 1	In making decisions, we look at our data...consider our school plan...focus our support on our students and staff		X						X					
PI 5 District 2	we use data all of the time. We look at benchmark data and we have accountability conferences. I have grade levels come together and change targets based on the d	X								X				

Note. See Appendix F for an alignment of principals' responses with the five dimensions of leadership.

Some findings were unexpected, and I attempted to discover how they were addressed in the research literature. Furthermore, some responses did not fit neatly into categories. They, too, are included in the findings, and the reason they are relevant to the study is explained. Through the in-depth interviews, I was able to discover the interconnection of decision-making processes and practices among principals who are working in a shared context. Figure 2 represents the analysis procedure.

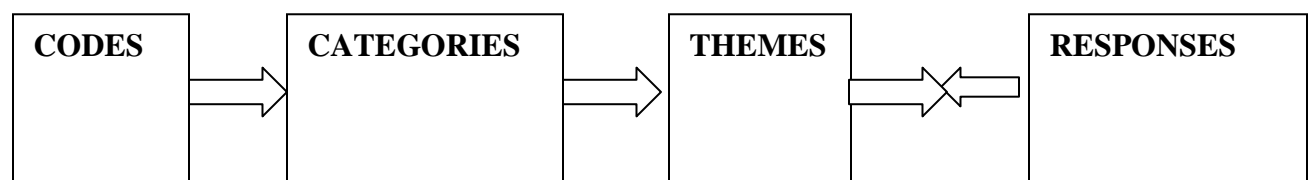


Figure 2. Data analysis procedure.

Limitations

The intent of this study is to help practicing principals and scholars understand decision making within elementary schools identified as being in Program Improvement. This study may prompt questions that foster additional research of decision making in the area of school reform. Limitations to this study design include the small subject size (N=8) and the demographic concentration of the research environments: all research sites were schools in Program Improvement.

Validity

Participants in the study were sent an electronic copy of the audiotape transcript of the interview in which they participated, as well as a hard copy of the transcript via the United States Postal Service. They were invited to comment on the accuracy of the scenario responses and interview responses. None of the participants commented that any changes were needed, thus establishing credibility by member checks.

Chapter IV: Findings

The purpose of this study was to investigate the similarities and differences in decision-making processes and practices among principals serving in Program Improvement Year 1, Year 3, and Year 5 schools, as identified by California Progress Monitoring Report. Although I received information late regarding the participation of the District 3, Program Improvement Year 5 school, there was ample information from District 3's participation from Program Improvement Year 1 and Year 3 schools. The questions specifically addressed in this study were as follows.

1. To what extent are principals' decision-making processes and practices similar in Program Improvement schools? To what extent do they differ?
2. Is there a significant difference in decision-making processes and practices of principals in Program Improvement Year 1 and Year 5 schools?
3. Are there major decision-making practices that all principals utilize, regardless of Program Improvement level?

The dimensions of successful school leadership developed by Leithwood and Riehl (2003) (i.e., setting directions, developing people, redesigning the organization, managing the instructional program, and responding productively to accountability) were used as the basis of identifying and understanding principals' decision-making processes and practices as they attempted to implement strategies to meet school improvement requirements. The chapter presents research findings, reports the themes gleaned from the eight interviews with the principals, and reports themes identified cross-case and within-case.

School Profiles

Using each school's *School Accountability Report Card* and California State Department of Education Accountability reports for the 2008–2009 school year, which document student performance, I developed individual school profiles. Each elementary school serves students in grades Kindergarten through Grade 5. To protect participant confidentiality, schools and principals are identified only by the district subject number (e.g., District 1) and the schools' year in the Program Improvement process (i.e., Year 1, Year 3, Year 5). Findings also present schools' API ranks and the demographic characteristics of the eight schools selected for this study, as well as student enrollment, ethnicity, socioeconomic status, and proficiency from the 2006–2007 through 2008–2009 school years.

Program Improvement Year 1 Schools

District 1, Program Improvement Year 1 school is located in an urban school district located in an unincorporated city. It is nestled between single-family homes and apartment complexes. Many of the school community members are retirees whose children attended the school over forty years ago but who still take pride in the school and participate in many of the school activities. The school principal, a White female, had been a principal for 13 years and an educator for 30 years. She planned to retire at the end of the 2009–2010 school year. Her focus for the 2008–2009 school was to build teacher leadership.

District 2, Program Improvement Year 1 school was part of the district's reform effort to increase academic achievement through redesigning some of the schools to reduce disparities between more affluent schools and the city's lower-income schools by establishing "small" schools that reduced overcrowding. The school shares its facilities with another elementary school. Program Improvement Year 1 school is located in a neighborhood that seemed to be undergoing an ethnic division of African-American and Hispanic/Latino, as evidenced by the

enrollment of the two schools sharing the same campus. The principal, a Hispanic female, had served as the principal at the school for 2 years and had been an educator for 20 years. Upon accepting the position, she was given increased autonomy in such areas as hiring, budget, and instruction. She had worked with each teacher to develop an “individualized learning plan” for each student, unlike the required plans developed for identified special education students. She maintained a chart in her office wall with names of students not yet proficient in English/Language Arts and/or Mathematics as a reminder of her vision to increase all student achievement towards proficiency.

District 3, Program Improvement Year 1 school is easily accessible for any parent wishing to enroll his or her child in the school. It is in walking distance of a Bay Area Rapid Transit station (BART) and across the street from a local bus station. Most students lived in single-family homes, most of which had three or four generations living together. The principal, an Asian female, had been the principal of this school for 3 years and an educator for 33 years, starting as a paraprofessional in the district. She used strategic alliances to access resources for the schools. She focused on meeting the California Academic Performance Index.

See Table 6 for an overview of the Program Improvement Year 1 schools.

Table 6
Demographic Characteristics of Program Improvement Year 1 Schools

Dist	Enr	% EL	% SWD	% F/R	% Hisp.	% AA	% White	% Asian	% Filipino	% NCLB Teach	% NC Teach
D1	631	51%	8%	63%	61.81%	11.25%	10.46%	3.17%	5.71%	82.8%	17.2%
D2	325	93%	2%	82%	83.69%	4.92%	*	62%	*	100%	0.00%
D3	566	54%	11%	64%	31.98%	4.24%	2.12%	25.27%	30.57%	92.3%	7.7%

* Denotes that the school did not have a significant number of students in this subgroup.

Analysis of three years of results on the California State Standardized tests indicates that in District 1, approximately 31% of students were proficient or advanced in English/Language Arts; in District 2, approximately 29%; and in District 3, approximately 50.7%. The approximate percent of student proficient or advanced in Mathematics in District 1 was 47%; in District 2, 34%; and District 3, 65.3%. Specific results, by year, are displayed below in Table 7.

Table 7
Three-Year Comparison of Proficiency Rates by Subject Area for Program Improvement, School Year 1

Academic Subject	2006-2007 School Year			2007-2008 School Year			2008-2009 School Year		
	Dist.1 PI 1	Dist.2 PI 1	Dist.3 PI 1	Dist.1 PI 1	Dist.2 PI 1	Dist.3 PI 1	Dist.1 PI 1	Dist.2 PI 1	Dist.3 PI 1
English/Language Arts	30%	18%	50%	29%	35%	51%	35%	34%	51%
Mathematics	43%	18%	62%	44%	41%	70%	53%	43%	64%

Furthermore, the 2008–2009 school year standardized test results indicated that proficiency test results (i.e., the percentage of students who achieved at the proficient or advanced levels) among various student subgroups differed. The following table indicates proficiency rates for English/Language Arts and Mathematics for each significantly numerical student subgroup at each of the Program Improvement, Year 1 schools.

Table 8
Proficiency Rates per Subject, by Student Subgroup Program Improvement Year 1 Schools

Group	ELA Dist. 1	ELA Dist. 2	ELA Dist. 3	Math Dist. 1	Math Dist. 2	Math Dist. 3
African American	28%	29%	32%	43%	42%	34%
Asian	46%	*	*	77%	*	*
Filipino	45%	*	*	55%	*	*
Hispanic/Latino	32%	36%	38%	52%	41%	55%
White	47%	*	*	63%	*	*
F/R Lunch	31%	33%	32%	49%	43%	46%
English Learners	25%	26%	33%	48%	38%	50%
Students with Disabilities	29%	41%	32%	43%	18%	15%

*Denotes that the school did not have a significant numerical number of students in this subgroup.

The California statewide API rank ranges from 1 to 10. The table below indicates each school's statewide API rank compared to all schools, regardless of unique characteristics, and each school's statewide API rank, as compared to schools with similar characteristics, for three years.

Table 9
Program Improvement Year 5 Schools Three-year Statewide API Ranks Compared to Schools with Similar Characteristics

API Rank	2006			2007			2008		
	Dist.1 PI 1	Dist.2 PI 1	Dist.3 PI 1	Dist.1 PI 1	Dist.2 PI 1	Dist. 3 PI 1	Dist.1 PI 1	Dist.2 PI 1	Dist.3 PI 1
Statewide for individual school	3	1	8	3	1	8	3	2	7
Similar School	2	3	6	1	1	9	1	2	8

Program Improvement Year 3 Schools

District 1, Year 3 school, like District 1, Year 1, is located in an unincorporated city. Tall trees surround the school property, giving the property a park-like atmosphere. Additionally, picnic area-type seating is available outside each classroom. These outside areas are used for instruction, completion of class work, and meals. Most students live in apartment complexes, with a few students living in single-family homes. The principal, a White female, had been the principal for 6 years and had been an educator for 27 years. Dr. Sharoky Hollie had influenced her philosophy on how to improve the academic success and climate of the school. She believed that instituting a dress code requiring school uniforms would make a significant difference in the culture and climate of the school, thus leading to higher academic performance. Additionally, partnerships with various businesses had brought positive attention to the school.

District 2, Year 3 school is located on a very busy street, and the school personnel are often required to implement additional safety practices. Most students live in single-family residencies, although a few duplexes and apartment structures are nearby. The principal was an African-American female. This was her second assignment at an identified Program Improvement school. Her philosophy was aligned with Michael Fullan's moral imperative to "have the right people on the bus." She carefully assigned teachers in classrooms based on the needs of the students. Furthermore, she carefully monitored student participation in academic

and/or behavioral intervention programs to determine the efficacy of the interventions for particular students.

District 3, Year 3 school is located in a high crime area of the city. It is surrounded by low-income housing and a few single-family homes. The facility had recently been refurbished, improving the school environment. The principal was a White male. He had been an educator for 35 years and had recently retired from a high poverty school district in another state. He was personally recruited to come to this California district and had been the principal of the school for 5 months. He was selected based on his experience in Program Improvement schools and expertise in curriculum and instruction. He was focused on using the social capital of the students to raise academic achievement. See Table 10 for an overview of the Program Improvement Year 3 schools.

Table 10
Overview of Program Improvement Year 3 Schools

Dist	Enr	% EL	% SWD	% F/R	% Hisp	% AA	% White	% Asian	% Filipino	% NCLB Teach	% NC Teach
1	579	58%	10%	70%	72.71%	.35%	7.77%	3.63%	4.66%	82.8%	17.2%
2	427	50.59%	7%	64%	50.59%	39.58%	.23%	1.64%	.23%	100%	0%
3	266	5%	6%	84%	5.26%	67.67%	1.13%	2.26%	*	100%	0%

*Denotes that the school did not have a significant number of students in this subgroup.

Analysis of three years of results on the state standardized test indicate that approximately 28.3% of students were proficient or advanced in English/Language Arts in District 1, in District 2 approximately 29% were proficient or advanced, and in District 3, approximately 24.3% were proficient or advanced. In regards to mathematics, the approximate percent of students who were proficient are as follows: District 1, 40%; District 2, 34%; District 3, 29%. Table 11 below shows the specific results.

Table 11
Three-Year Comparison of Proficiency Rates, by Subject Area for Program Improvement Year 3 Schools

Academic Subject	2006-2007 School Year			2007-2008 School Year			2008-2009 School Year		
	Dist.1 PI 3	Dist.2 PI 3	Dist.3 PI 3	Dist.1 PI 3	Dist.2 PI 3	Dist.3 PI 3	Dist.1 PI 3	Dist.2 PI 3	Dist.3 PI 3
English-Language Arts	26%	18%	22%	31%	35%	21%	28%	34%	30%
Mathematics	39%	18%	24%	40%	41%	30%	41%	43%	33%

The percent of students who achieved at the proficient level among various student subgroups differed in Program Improvement Schools Year 3 across the districts for 2008–2009. The following table indicates proficiency rates for English/Language Arts and Mathematics for each student subgroup.

Table 12
Proficiency Rates per Subject by Student Subgroup for Program Improvement Year 3 Schools

Group	ELA Dist.1	ELA Dist.2	ELA Dist.3	Math Dist.1	Math Dist.2	Math Dist.3
African American	31%	29%	29%	31%	42%	33%
Asian	50%	*	*	79%	*	*
Filipino	40%	*	*	55%	*	*
Hispanic/Latino	26%	36%	*	40%	41%	*
White	31%	*	*	34%	*	*
Pacific Islander	*	*	16%	*	*	32%
F/R Lunch	27%	33%	30%	38%	43%	32%
English Learners	24%	26%		39%	38%	
Students with Disabilities	27%	41%		33%	18%	

*Denotes that the school did not have a significant numerical number of students in this subgroup.

The California statewide API rank ranges from 1 to 10. The table below indicates each school's statewide API rank compared to all schools, regardless of unique characteristics, and each school's statewide API rank, as compared to schools with similar characteristics, for three years. Unlike Program Improvement Year 1 schools, the API rank of Program Improvement Year 3 schools are more similar.

Table 13
Program Improvement Year 5 Schools Three-year Statewide API Ranks Compared to Schools with Similar Characteristics

API Rank	2006			2007			2008		
	Dist.1 PI 3	Dist.2 PI 3	Dist.3 PI 3	Dist. 1 PI 3	Dist.2 PI 3	Dist. 3 PI 3	Dist.1 PI 3	Dist.2 PI 3	Dist.3 PI 3
Statewide for individual school	3	1	2	3	1	1	2	2	1
Similar School	2	3	2	3	1	1	2	2	5

Program Improvement Year 5 Schools

District 1, Program Improvement Year 5 school is situated in an unincorporated city, and its students have the highest poverty level in the school district. Many of the students live with people other than a family member and witness many instances of crime. The school had been restructured according to NCLB mandates. The principal was the second principal assigned to the school since the school had been identified as being in Program Improvement. The current principal was a White female. She had served at the school for three years and had been in an educator for 15 years. This was her first administrative position. She reflected on the guidance she had received from her administrative coach assigned to her during her first year as a principal through the administrative program at University of California at Berkeley. She shared that the guidance she received helped her make decisions leading to school improvement.

District 2, Program Improvement Year 5 school is nestled in the most southern part of the school district. Most students live in single-family dwellings. A senior center and community center are within walking distances and can be used by the school for various events. The school

was once known by the number of students that “in spite of the odds” continued their education by graduating from college. The principal, an African-American male, had served as the principal for 2 years and had been an educator for 30 years. He was the second administrator assigned to the school since it had been identified as a Program Improvement school. The principal believed that increased community involvement and engagement would positively affect school improvement efforts. See Table 14 for an overview of the Program Improvement Year 5 schools.

Table 14
Overview of the Program Improvement Year 5 Schools

Dist.	Enrl	% EL	% SWD	% F/R	% Hisp	% AA	% White	% Asian	% Filipino	% NCLB Teach	% NC Teach
1	485	52%	8%	83%	52.9 9%	32.16 %	3.09 %	3.63 %	3.51%	78.3%	21.7%
2	405	47%	15%	82%	55.8 %	35%	.49%	1.23 %	.25%	95.8%	4.2%
3	*	*	*	*	*	*	*	*	*	*	*

*Denotes data not recorded for the school due to the fact that the principal had an unexpected emergency and was unable to participate in the study.

Although I was not able to collect data for District 3, Program Improvement Year 5 School, ample information was available from District 3’s participation from Program Improvement Year 1 and Year 3 schools.

The California statewide API rank ranges from 1 to 10. The table below indicates each school’s statewide API rank compared to all schools, regardless of unique characteristics, and each school’s statewide API rank, as compared to schools with similar characteristics, for three years.

Table 15
Program Improvement Year 5 Schools Three-year Statewide API Ranks Compared to Schools with Similar Characteristics

API Rank	2006			2007			2008		
	Dist.1 PI 5	Dist.2 PI 5	Dist.3 PI 5	Dist.1 PI 5	Dist.2 PI 5	Dist.3 PI 5	Dist.1 PI 5	Dist.2 PI 5	Dist.3 PI 5
Statewide for individual school	2	2	*	2	2	*	1	1	*
Similar School	2	4	*	4	4	*	1	4	*

*Denotes data not collected for this school.

Cross-District Analysis of Principals’ Responses

I analyzed the data across district Program Improvement schools and cross Program Improvement levels. In analyzing the principals’ (N=8) responses, I considered their responses to each category within each dimension. I looked at the pattern of responses for each category. Quantitative inferences were used to augment the descriptive data provided. The answers are shown in the tables and the discussion that follows. Tables 16 and 17 display the number and percent of responses that fit each category, and the total percent for each category response. A

complete data analysis by dimension appears in Appendix G.

From the in-depth interviews with eight elementary principals, the number of responses for *responding productively to accountability* was 122; for *redesigning the organization*, 107; for *managing the instructional program*, 93; for *setting directions*, 71; and for *developing people*, 44.

Table 16
Total Number of Responses for Each Dimension (Category)

Dimension	PI 1	PI 3	PI 5	# of Responses
Responding Productively to Accountability				
Sub-Total	42	51	29	122
Redesigning the Organization				
Sub-Total	30	47	30	107
Managing the Instructional Program				
Sub-Total	34	43	16	93
Setting Directions				
Sub-Total	27	33	11	71
Developing People				
Sub-Total	22	14	8	44

Responding productively to accountability describes the manner in which principals address diverse policies that hold schools accountable, such as creating opportunities for professional growth for teachers and implementing and monitoring strategic plans. Interestingly, across the Program Improvement levels within the dimension *responding productively to accountability*, *improvement planning* was an important issue. The principals in this study made 63.1% of their decisions in the area of *improvement planning*. The dimension of *developing people* yielded the next greatest percent of responses. *Developing people-structure* (grade level teams) addresses the skills and knowledge needed by the members of the organization to meet high expectations by offering both group and individual support through mentoring and modeling. Based on interview responses, 40.9% of the principals made responses that were aligned with the use of *structure* (grade-level teams). Finally, the issue of *setting directions* and *managing the instructional program* yielded a similar number of responses: 36.6%. *Setting directions* describes how the leader articulates a vision for the school to all stakeholders, which ensures that the school community has a common purpose. *Managing the instructional program-assessing current conditions* describes strategies and processes for planning and implementing the instructional program. In this case, decisions are made regarding assessing current conditions. Table 17 displays the number of responses and percent of total responses per sub-category.

Table 17
Number of Responses and Percent of Total Responses per Sub-Category

Dimension / Subcategory	# of Responses	% of Total Responses
Responding Productively to Accountability		
• Improvement Planning/Strategic Planning	77	63.1%
Developing People		
• Structure (Grade Level Teams)	18	40.9%
Setting Directions		
• Vision	26	36.6%
Managing the Instructional Program		
• Assessing Current Conditions	34	36.6%

Each of these themes influenced the decision-making processes and practices of the eight principals interviewed. These themes also informed the findings related to the first research question, which will be discuss further in the following subsections.

Research question 1. To what extent are the decision-making processes and practices of principals in Program Improvement schools similar? How do they differ?

The analysis of interview data with all District 1 Program Improvement school principals indicated that principals employed similar decision-making processes and practices to promote school improvement. More responses addressed *responding productively to accountability* than other themes, with the Year 1 principals making 25 responses to the theme, the Year 3 principals making 32 responses, and the Year 5 principal making 20, with most responses in the subcategory of *improvement planning/strategic planning*. Sample responses are as follows.

We’ve had staff and leadership team meetings where we’ve reviewed our school plan...we got money and wanted GLAD training . . . professional development is important to me and my staff, i.e. coaching and modeling . . . (Program Improvement Year 1, District I Principal)

. . . this year we have a PLC that looks at student data. Teachers are leaders, working collaboratively and plan . . . (Program Improvement Year 1, District 2 Principal)

. . . my school’s response to intervention pyramid is upside down . . . we have very few kids who are proficient . . . so the decision with the use of Title I funds is regarding obtaining additional support with the hiring of a Teacher-on-Special Assignment . . . (Program Improvement Year 3, District 1 Principal)

Regarding the scenario – first and foremost, I would make sure the teachers were part of the decision-making process as to how money would be spent. (Program Improvement Year 3, District 2 Principal)

I rely on the Instructional Leadership Team . . . we’re going to add Reading Partners to our school instructional program next year . . . we’re able to outsource some of our interventions . . . (Program Improvement Year 5, District I Principal)

Regarding the scenario – I going to put together a plan and present it to my literacy . . . Instructional Leadership Team. I would also present it to my Faculty Council, then I would put it out there for the bigger population [SSC] to provide input . . . they are providing consultation. I would make the decision as to what to do. (Program Improvement Year 5, District 2 Principal)

The *theme of redesigning the organization* yielded the next greatest number of responses. This theme indicates differences among the principals, with the Year 3 and Year 5 principals making the most responses in the subcategory of *external relationships*. The Year 1 principals made most responses in the subcategory of *internal processes*. The least number of responses was made to support the theme of *managing the instructional program*, in which each principal made most responses in the subcategory of *assessing the current condition*.

Research question 2. Is there significant difference between the decision-making processes and practices of principals in Program Improvement Year 1 and Year 5 schools?

Accounting for lack of data for District 3, Program Improvement school Year 5, data analysis was conducted for District 1 and District 2 Program Improvement Year 1 and Year 5 schools to address this question. Data analysis indicates that there are no significant differences between the decision-making processes and practices in Program Improvement Year 1 and Year 5 schools. Both the principals in Program Improvement Year 1 and Year 5 schools made the most responses in the area of *redesigning the organization*: 17 responses were recorded for Year 1 principals, and 15 responses were recorded for the Year 5 principal, with *managing the instructional program* and *setting directions* having the next greatest number of responses, respectively. The following sample statements reflect their comments.

In making decisions, we look at our data . . . consider our school plan . . . focus our support on our students and staff. (Program Improvement Year 1, District 1)

This year we have a PLC that looks at student data. Teachers are leaders, working collaboratively and plan . . . (Program Improvement Year 1, District 2)

I came up with some ideas and polled some our Instructional Leadership Team. After we meet, we take it to our staff. Note: we have done some consensus building within our schools. (Program Improvement Year 5, District 1)

Response to the scenario – I going to put together a plan and present it to my literacy . . . Instructional Leadership Team. I would also present it to my Faculty Council, then I would put it out there for the bigger population [SSC] to provide input . . . they are providing consultation. I would make the decision as to what to do. (Program Improvement Year 1, District 2)

Research question 3: Research question three asks, “Are there major decision making-processes and practices that all principals utilize regardless of Program Improvement level?” Cross-data analysis found that the decision-making process and practice of all principals are influenced by three themes: *redesigning the organization*, *managing the instructional program*, and *responding productively to accountability*.

Within-Case [Districts] Analysis

The data collected and categorized from each of the eight principals formed the basis for

within-case analysis. Summaries of the three major themes facilitated the within-case analysis, and the interview responses of the principals provided evidence to support the themes.

At the time of the study, the participating principals in each of the Program Improvement schools had varied levels of experience in education, as well as varied levels of administrative experience, as noted by the researcher that two of the participating principals appeared to be unfamiliar with the difference between API and AYP as they affected the school's academic progress.

Within-Case Analysis of Subject District 1

Subject District 1 had three schools in Program Improvement and had been identified as a Program Improvement District. The district was receiving technical support from a County Office of Education and a paid an external support provider approved by the California State Department of Education Statewide System of School Support (S4).

Program Improvement Year 1, Subject 1's case reflected the three themes related to decision-making processes and practices, with *redesigning the organization* yielding the most responses, and with *developing people* and *managing the instructional program* following, respectively. These themes are explained below.

- *Redesigning the organization*: Encouraging parent involvement, implementing internal processes, establishing external relationships, PLCs, gaining trust, allocating resources, building staffs, managing time, and creating connections.
- *Developing people*: Addressing the skills and knowledge needed to meet high expectations; helping members of the organization meet high expectations. The leaders must offer both group and individual support through mentoring and modeling.
- *Managing the instructional program*: The manner by which leaders plan and implement the instructional program; mentor and supervise staff members; and work to convince staff members, community members, and administrators outside of the school of the necessity of curriculum and assessment coherence.

The principal of Year 1, Subject 1 school planned to retire at the end of the school year and shared that she had worked to have teachers work in a collegial manner and that the positive changes taking place would continue after her retirement. She had created a culture in which classroom teaches were being innovative and were collaboratively. To address the continuing decline in student achievement, she implemented the following process.

I decided to convene a literacy team to work on a plan . . . we started the year working as a whole staff . . . we . . . came up with common values . . . we got input from everybody . . . if I hadn't taken the leadership . . . we wouldn't get there

(Teachers' efforts to develop a literacy plan that responded to students' needs could be considered action research.) The principal's decision was aligned with the theme of *redesigning the organization* through involving staff members in problem solution, i.e. decision-making and providing direction. This category yielded the most responses among all participants.

Furthermore, the principal described the process and practice she employed to motivate organizational change at the classroom level. While discussing instructional practices, her responses to these issues also fit with the theme of *developing people*, particularly in the area of *empowerment*, as illustrated here:

. . . this year we have a PLC that looks at student data. Teachers are leaders, working collaboratively and plan

The third theme that received the most responses was *managing the instructional program*, particularly in the area of *assessing the instructional program*. As this principal noted,

In making decisions, we look at our data . . . consider our school plan . . . focus our support on our students and staff. . . we also look at equity . . . which is important to me and I believe my staff would concur—different grade levels, different needs and different groups of students

Finally, her responses regarding decision-making process and practices were equally distributed between the themes of *developing people* (within the category of *structure*) and *redesigning the organization* (within the category of *internal process*).

Program Improvement Year 3, Subject 1's case also reflected the themes of *redesigning the organization*, *managing the instructional program*, and *responding productively to accountability*. Interestingly, the themes of *redesigning the organization* and *responding productively to accountability* yielded an equal number of responses from the principal of the Subject 1, Year 3 school.

The principal of the Year 3, Subject 1 school was cognizant of the need to improve student achievement. Regarding how to make those improvements, the principal noted the following.

I think the district expects more stakeholders to be consulted, but at the end of the day, it's my decision, my accountability. So, I have everyone's opinion under advisement, but it's my responsibility to make the best decision.

In this case, although the Local Educational Agency (LEA), the external relationship, was required by the State of California Board of Education to ensure the involvement of the School Site Council (SSC) and other parent committees, which constitutes *responding productively to accountability*, the principal's practice was to take "opinion under advisement."

In regards to addressing the low performance of students in English Language Arts, the principal indicated that she emphasized professional development. She described the various manners in which she had created the opportunity for teacher professional development by engaging in assessing current conditions (i.e., *managing the instructional program*).

Teachers analyze the student assessment results . . . we have growth charts posted in the Faculty Room . . . Teachers are expected to use these charts to develop their lesson plan which are aligned to the District Pacing Guides . . . I look at the data and their lesson plans and provide individual feedback.

The interview concluded with the principal describing various constraints and inhibitors to decision making.

. . . state budgets restrict my decision making . . . fear of decisions being made at other levels . . . in regards to federal accountability, it is very demoralizing. I would like to be a cheerleader . . . encourage people. I like the party line . . . and I'll deliver . . . I try to make sure 'it' is enforced . . . however, are we instructional leaders or cheerleaders?

Program Improvement Year 5, Subject 1's case also reflected the same three themes noted by principals of the Year 1 and Year 3 Program Improvement schools: *redesigning the organization*, *responding productively to accountability*, and *managing the instructional program*. The interview of this principal yielded the most responses under the theme of *redesigning the organization*.

The principal of Year 5, Subject 1 school described the process to restructure the school to meet NCLB Program Improvement mandates, noting that district office administrators, the Statewide System of School Support (S4) coordinator from the Alameda County Office of Education, and the district-selected external support provider (i.e., *external relationships*) met with staff members and the school community to discuss next steps, which also constrained the principal's decision making ability. According to this principal,

. . . I have very narrow decision authority. I have no authority as to who is placed [personnel] at my school

Additionally, the above response identified decisions that were aligned with *responding productively to accountability* under the category of *planning for improvement*. However, the principal of the Year 5, Subject 1 school also described how *planning for improvement* decision-making processes and practices (i.e., *responding productively to accountability*) were being addressed, noting

I think decision making should be an open process . . . The Instructional Leadership Team meets and they are representative of each grade level . . . it is a transparent Process

. . . .

The principal added that

In terms of money [decisions], I work with parent groups and my staff.

Within-Case Analysis of District 2

District 2 has 5 schools in Program Improvement Year 1, 4 in Year 3, and 13 in Year 5. The district had also been identified as in Program Improvement. Program Improvement Year 1, Subject 2's case yielded three major themes regarding decision making processes and practices:

Responding productively to accountability: Collaborating with SSC and other parent committees, and creating conditions for professional development;

Redesigning the organization: Encouraging parent involvement, implementing internal processes, developing external relationships, PLCs, building trust, allocating resources, determining staffing, managing time, and making connections; and

Managing the instructional program: Building positive relationships, nurturing families and supporting parent education, planning and implementing instructional programs, accommodating families, identifying programs, assessing current conditions, collaborating, using the social capital of students, creating a climate of trust and innovation, and developing a sense of community.

The theme of *responding productively to accountability* yielded the most responses.

The 2008–2009 school year was the second year for the principal of the Year 1, Subject 2 school. The principal's decision-making processes and practices were largely due to the restructuring of the school by the school district in accordance with the State of California Academic Performance requirements. In addition, the principal's responses included managing the instructional program by assessing current conditions and making changes towards school improvement, as the principal noted.

The district reorganized the school to low performance, and they took our top students . . . I had everybody change their ways [the scheduling of the instructional program and school organization].

The comment "they took our top students" relates to that portion of NCLB legislation whereby parents are provided the option of transferring their children to a non-Program Improvement school. The principal voiced concern about this provision of NCLB in terms of it causing re-segregation of students.

While discussing decisions to improve student achievement, the principal responded that research suggests an approach to build a powerful learning environment.

. . . a PLC looks at student data . . . teachers work collaboratively and plan . . . we align the standards with the textbook

However, the principal admitted she wasn't sure what a PLC was. In describing who makes decisions, the principal's response was as follows.

My style of decision making is assertive . . . I had to make sure there were regular

meetings for teachers

Program Improvement Year 3, Subject 2's case reflected the same three themes that were addressed by the Year 1, Subject 2 principal regarding decision-making processes and practices: *responding productively to accountability*, *redesigning the organization*, and *managing the instructional program*. In the interview with this principal, the theme of *responding productively to accountability* yielded the most responses, particularly in the subcategory of *planning for improvement*, with *redesigning the organization* and *managing the instructional program* having an equal number of responses. However, under the theme of *redesigning the organization*, *external relationships* seemed to have the most influence on decision-making processes and practices. Under the theme of *managing the instructional program*, *assessing current conditions* seemed to have the most influence.

The principal of the Year 3, Subject 2 school had served in two Program Improvement schools in the same district. The principal commented that the decision-making processes and practices regarding curricular issues were built on consensual understandings.

I would involve the SSC . . . I would also involve my teachers . . . we make decisions together . . . I like the idea of involving people as long as it is based on student needs.

. . . we revisit our school vision often . . . we use data all of the time, comparing CST and CELDT for our EL and AED.

However, the principal also shared challenges experienced in making decisions, as reflected by the following comments.

I put a teacher PAR [Performance _____ Review] had all of my documentation to have the teacher either released or transferred, but the bargaining unit had the final say.

. . . federal accountability . . . it doesn't make sense. I try to do what we need to do. We're blocked in a lot of areas.

The principal of the Year 5, Subject 2 school believed that being "authentic" and transparent about how decisions at the school were made was important. The practice of having more control of the school operation, academic program, and administration was clearly communicated to the staff and school community.

Program Improvement Year 5, Subject 2's case reflected two of the same themes and subcategories as the previous two Subject 2 schools: *responding productively to accountability* and *redesigning the organization*. However, a new theme emerged from the interview with this principal: *setting directions*, with the subcategories of *high expectations*, *vision*, *goal setting*, *reviewing*, and *reflection*. The theme of *responding productively to accountability* yielded more responses than the other themes, especially in the category of *planning for improvement*.

I put together a plan and present it to my Instructional Leadership Team. I would also present it to my Faculty Council . . . then the SSC. They are providing consultation. I would make the decision as to what to do.

I'm more of a 'Joe Clark' – you are going to do what I tell you, when I tell you. Interestingly, the Year 5, Subject 2 principal was the only principal interviewed in this district who commented that the demographics of the student population were a consideration when making decisions, which also falls in the category of *planning for improvement* in the theme of *responding productively for accountability*:

I think the demographics of the school . . . staff doesn't necessarily see the same urgency for change

This principal next alluded to the theme of *redesigning the organization*, and the subcategory of *external relationships*, when describing influences on decision-making processes and practices, as illustrated here.

Union contracts and lack of support of district level support . . . The district tells you that you need to make a change, but you figure out how you are going to do it . . . There is no one coming

Further discussion regarding decision making centered on constraints and hindrances to decision making.

. . . you get bogged down with timelines because the District requires a lot. . . . as a PI 5 school, we were not reconstituted. They [district administrators] let the previous principal go, but they did not allow me to make any staff changes.

Research question 1. To what extent are decision-making processes and practices of principals in Program Improvement schools similar and different?

Based on analysis of the interview data with Year 1, Year 3, and Year 5 principals within this district, all interviewed principals indicated similar influences on their decision-making processes and practices. Their responses fit within the theme of *responding productively to accountability: SSC and other parent committees, creating conditions for professional development, monitoring school performance, and planning for improvement*. Sample subject responses reflecting this theme, and these subcategories follow.

My style of decision making is assertive. When I arrived, there was a lack of consistency. I had to make sure there were regular meeting times for teachers and provide support. (Program Improvement Year 1, Subject 2 principal)

. . . we use data all the time. We're looking at benchmark data . . . we have accountability conferences . . . I have grade levels come together and we look at the data and we change our targets based on these meetings (Program Improvement Year 3, Subject 2 principal)

Our instructional strategies are aligned to our vision. We collect data every 6–8 weeks and review benchmark Assessments. The data guides our instruction and determine our intervention groups. (Program Improvement Year 5, Subject 2 principal)

The next theme that seemed to significantly influence the decision-making process and practice was *redesigning the organization*, with the subcategories of *parent involvement, internal processes, external relationships, PLCs, trust, resource allocation, staffing, time, and connections*. This was followed by the theme of *managing the instructional program*, with the subcategories of *building positive relationships, nurturing families/parent education, planning and implementing instructional programs, accommodating families, identifying programs, assessing current conditions, collaborating, using the social capital of students, establishing a climate of trust, and developing a sense of community*.

Analysis of the interview data revealed differences among the other categories. Responses by Year 1 and Year 3 principals seemed to address *managing the instructional program*, and responses by the Year 5 principal seemed to address more closely the theme of *setting directions*.

Research question 2. Are there significant differences between decision-making processes and practices of principals in Program Improvement Year 1 and Year 5 schools?

Analysis of the interview data revealed no significant difference between the decision-making processes and practices of principals in the Program Improvement Year 1 school and Program Improvement Year 5 school. In fact, both principals seemed to use the sub-category of *vision* to the same degree when making decisions.

Within-Case Analysis of District 3

District 3 (Subject 3) is also a Program Improvement district. The district has 4 schools in Program Improvement Year 1, 3 in Program Year 3, and 13 in Year 5. The principal of Program Improvement Year 1, Subject 3 school had held several positions within the district, beginning her education career in the district as a paraprofessional. She shared that her time in the district was her biggest asset because she had met people who could provide external assistance to her school, such as professional development opportunities and a snack program for the children.

The interview with the principal of the Program Improvement Year 1, Subject 3 school reflected all five themes, with approximately the same number of responses per theme:

Setting directions: High expectations, vision, goal setting, reviewing and reflection, developing people, professional development, curriculum teams, structure, data walls, and encouragement;

Redesigning the organization: Parent involvement, internal processes, external relationships, PLCs, trust, resource allocation, staffing, time, and connections;

Managing the instructional program: Building positive relationships, nurturing families and supporting parent education, planning and implementing instructional programs, accommodating families, identifying programs, assessing current conditions, collaborating, using the social capital of students, creating a climate of trust, and developing a sense of community; and

Responding productively to accountability: Collaborating with the SSC & other parent committees, creating conditions for professional development, monitoring school performance, and planning for improvement.

Although each theme was supported by approximately the same number of responses, *responding productively to accountability* had the most responses, particularly in the subcategory of *planning for improvement*. The principal commented as follows.

I've been in this system for over 20 years . . . Every time that the district is providing a workshop with paid substitutes, I'll talk to the person in charge, and . . . our whole staff goes

While discussing the proficiency rate for the student sub-group that caused the school to be identified for Program Improvement, the principal shared the following.

We are identifying more resources for students, especially those that may need special education services, this group has been under-identified in this school. We will have a full-time person next year.

The decision to identify students more accurately for services falls in the category of *assessing current conditions*, a subcategory of the theme *managing the instructional program*. The principal alluded to the other themes nearly as significantly while discussing other decision-making processes and practices.

I have specific performance requirement to meet [by the district]. I make the teachers accountable. Each teacher has "focal" students.

. . . my form of leadership is collaborative. I provide positive feedback to people. I make

recommendations to the Leadership Team and we present to staff together. Similar to the Program Improvement Year 5, Subject 2 principal's response regarding influences on the decision-making process, the principal alluded to the subcategory of *using the social capital of students*, as illustrated by the following comment.

I use my experience [instructional practices] to affirm the culture of the children – where they're coming from.

The principal of Program Improvement Year 3, Subject 3 school was a retired administrator from another state. Most of his career had been in low-performing schools, where he was noted for “turning around” schools with low student achievement. He was contacted by the district superintendent, who requested that he come out of retirement to assist with improving the school. Program Improvement School Year 3, Subject 3's case reflected four of the five themes on decision-making processes and practices: *redesigning the organization*, *managing the instructional program*, *responding productively to accountability*, and *setting directions*.

The principal of the Program Improvement School Year 3, Subject 3 indicated that he was “hand-picked” to turn the school around. Accordingly, the theme of *redesigning the organization* seemed likely to elicit the most responses. However, his responses reflected four themes, including *responding productively to accountability* and *setting directions*, as indicated by the following comments.

When it comes to making changes, I take it in small pieces . . . it is more successful to use shared decision making. I have a Leadership Team.

I present to SSC . . . other people including secretaries and counselors because they're all part of the operation of the school. I would guide them through understanding the needs of the school and providing equity.

Similar to the principals in Program Improvement Year 5, Subject 2 and Program Improvement Year 1, Subject 3, the principal discussed the demographics of the students as important considerations while making decisions that fit in the subcategory of *using the social capital of students*, under the theme of *monitoring the instructional program*. The following comment reflected this consideration.

I was hired because of my expertise in working with low-performing schools, predominately African American and Latino, so I understand the culture . . . that's a big part of being able to do this work and having a staff that understands that community and knowing where the children come from and where they go home to every day is a big part of success in the classroom . . . doesn't matter what color you are . . . you need to understand the child.

In contrast to the other principals in the Subject 3 district, this principal had a different perspective of his decision-making authority and processes, as illustrated by this comment:

I basically was told, “You know what you need to do. Do it. You are not going to have any obstacles from us . . . any barriers”. That was a real plus for me.

Research question 1. To what extent are the principal's decision-making processes and practices similar in Program Improvement schools? To what extent are they different?

As indicated by the data analysis results, within District 3, Year 1 and Year 3 schools, principals' responses suggested that two themes had the greatest affect on their decision-making processes and practices: *redesigning the organization* and *responding productively to accountability*.

We discussed a pilot program . . . I talked to the Leadership Team . . . we present it to the

staff . . . try to get people to accept new initiatives there was consensus . . . to do this . . . I think it's really important to give a lot of service and support . . . find out what it is they want and need . . . (Program Improvement Year 1, Subject 3 principal)

When it involves curricular changes, staff development, budgetary issues . . . I have a Leadership Team . . . I like my staff to be well informed of what's going on. I do the same with my SSC . . . I want them to understand the process . . . I like to have other people involved . . . (Program Improvement Year 3, Subject 3 principal)

The Year 1 principal used *managing the instructional program* more frequently than the Year 3 principal, and the Year 3 principal referred to *developing people* least frequently when describing decision-making processes and practices.

Within-Case Analysis of Program Improvement Levels

The within-case analysis of Program Improvement levels used the same data from each of the eight principals. The within-case findings of Year 1 levels were summarized. Analysis of data for all Program Improvement Year 1 principals indicated that their decision-making processes and practices fit the theme of *responding productively to accountability*. In response to research question 1, all principals of Program Improvement Year 1 schools used similar decision-making processes and practices. Responses that reflected the other themes all differed.

Regarding similarities and differences in decision-making processes and practices among Year 3 principals, the data analysis indicated no similarities in the themes that seemed to have the greatest affect on the decision-making processes and practices. However, the principals of Year 3 schools in Program Improvement Subjects 1 and 3 both referred significantly to the theme of *managing the instructional program*, particularly in the subcategory of *assessing the current conditions*.

The two Year 5 principals responded differently regarding their decision-making processes and practices. The Subject 1 principal's responses most reflected the theme of *redesigning the organization*, and the Subject 2 principal's responses most reflected the theme of *responding productively to accountability* as the basis for decision making.

Cross-Case [District] Analysis

All interviewed principals in districts 1, 2, and 3 were influenced similarly by the theme of *redesigning the organization*. The principals in Subject 1 and Subject 2 made approximately the same number of responses under the theme of *managing the instructional program*. The greatest difference among the subject districts was the number of responses related to the theme of *developing people*.

Cross-Case [Program Improvement Levels] Analysis

Based on the analysis of all data for the three Year 1 schools, all Year 1 principals implemented the same two decision-making themes: *managing the instructional program* and *redesigning the organization*. The greatest difference among responses was that the Subject 3 principals also responded significantly to other categories, such as *setting direction* and *developing people*. A review of the data in reference to Program Improvement Levels provided the following findings.

Principals of Program Improvement Year 3 schools used a similar category in their decision-making processes and practices: *redesigning the organization*. The one notable difference was found in Subject 1 and Subject 3, where both principals significantly used *setting direction* to influence their decision-making processes and practices.

The two principals of Program Improvement Year 5 schools had one category in common regarding their decision-making processes and practices: *redesigning the organization*. However, they differed in the number of responses that reflected this theme. The Year 5 principal in Subject 1 more often alluded to *designing the instructional program*, whereas the Year 5 principal in Subject 2 more often referred to *responding productively to accountability*.

Regarding research question 2, the decision-making processes and practices of principals in Program Improvement Year 1 and Program Year 5 schools were significantly different, as indicated by the differing number of responses reflecting each theme. Principals of Year 1 schools seemed to be most influenced by *redesigning the organization*, followed by *responding productively to accountability*, and *managing the instructional program*, respectively. In contrast, principals of Year 5 schools seemed to be most influenced by *responding productively to accountability*, followed by *redesigning the organization* and *managing the instructional program*, respectively.

Validity

Merriam (2009) suggested that validity may be improved by collecting data from multiple sources, such as from different people. To increase the validity of this study, I interviewed eight principals and collected 19 artifacts. Furthermore, triangulation, i.e., collecting and analyzing data from multiple sources, ensures both validity and reliability. In addition to triangulating the data, I conducted member checks and personally delivered the audiotape transcriptions to the eight principals to solicit their feedback and to prevent or correct any misinterpretations. Finally, during the interview process, I determined that I had collected sufficient data when the principals began referring to the same concept, e.g., "I consult with my leadership team."

Chapter V: Summary, Discussion, Implications and Recommendations

Summary of the Study

This study investigated the decision-making processes and practices of eight elementary school principals serving in Program Improvement schools, three in Year 1 schools, three in Year 3 schools, and two in Year 5 schools. The research questions addressed by this study are as follows.

1. To what extent are the principals' decision-making processes/practices similar in Program Improvement schools? To what extent are they different?
2. Is there a significant difference in decision making between principals in Program Improvement Year 1 and Year 5 schools?
3. Are there major decision-making practices that all principals utilize regardless of Program Improvement level?

This chapter summarizes the study, discusses the findings, and presents implications of the findings.

Research Design

Over the course of one year, I conducted eight face-to-face interviews with each of the principals in their offices. I used design experiment methodology to conduct this investigation and collect data, and I used a qualitative case study approach to analyze the data collected. Finally, I coded the data and emerging themes using the five dimensions describing successful leadership behavior, which were developed by Leithwood and Riehl (2003).

Discussion

State and federal reforms are calling for higher achievement for all students, based on defined academic goals. Schools with students who do not reach those goals may be placed in School Improvement, depending on the number of consecutive years this occurs. This study resulted in insights into decision making among principals in Program Improvement Schools Year 1, Year 3, and Year 5.

Researchers contend that principals' decisions directly and indirectly affect student achievement. Therefore, the behavior (i.e., processes and practices) of the principal is important in transforming schools. Findings for this study were based on the dimensions of successful leadership developed by Leithwood and Riehl (2003). Chapter 4 reported study findings cross and within cases. The three major themes that emerged were as follows.

Managing the instructional program. This theme addresses the ways in which leaders plan and implement the instructional program; mentor and supervise staff members; and work to convince staff members, community members, and administrators outside of the school of the necessity of curriculum and assessment coherence. All participants noted using classroom observations and collecting and analyzing formal student performance data to assess conditions in their schools (Stover, 2003), as exemplified by one principal.

District 1, P5 our student objectives were identified by the district. However, we have identified our own [student objectives, as indicated by data walls present in the principal's office]. Our data walls are explicit regarding which students are improving are need additional support.

Some principals used collected data to request transferring a teacher to another school, taking advantage of the opportunity to fulfill the vision of school improvement (Marks & Nance, 2007). One principal explained the situation as follows.

District 3, PI 3: a recent decision – a hard decision involved a staff member. I let the person know that she will not be rejoining us next year . . . I need people in ‘those’ positions that are going to handle ‘situations’ without having to be confrontational.

Grisoni and Beeby (2007) noted that a leader must assess the current environment to determine decision-making processes and practices. To manage the instructional program and lead school improvement efforts, principals were required to *read* the context of the school (Fusarelli, 2008; Petrides, 2006; Stover, 2003). All principals interviewed understood their schools’ needs and were working to meet those needs. They understood that their decision-making processes and practices depended on the conditions of their school organizations, i.e., the Program Improvement level (Cray & Inglis et al., 2007). Del Favero (2006) suggested that experiences influence decision-making, and interview findings indicated that more experienced principals used more components of Leithwood and Riehl’s dimensions in their decision-making processes and practices than less experienced principals. Two of the principals with the most experience discussed how previous success in working in schools identified as being in Program Improvement informed their current position, and they shared the importance of learning about the school context before making decisions.

Redesigning the organization. This theme describes the culture of the organization, the internal processes and external relationships to which principals must attend, and the use of professional learning communities, a collaborative process leading to school improvement. As Ng (2006) stated, the school’s social organization is shaped by perceptions of the staff. Interviews of the principals indicated that shared knowledge among all educators was important, and, as personnel strove to improve the schools, ongoing collaboration among colleagues was critical. Most participants stated they used *teams*, grade-level and/or cross-grade-level teams of colleagues, to make decisions, which is a component of professional learning communities. They had created structures that promoted a positive culture, as the following statements by principals indicate.

District 1, PI 3: This year we have a PLC that looks at student data. Teachers are leaders, working collaboratively and plan

District 2, PI 5: We have a Schoolwide Student Success Team and we have a Leadership Team. Both meet every week and we schedule one day for follow-up.

One principal indicated that she brought new norms to her school by establishing a schedule that was built around grade-level teams. Others indicated that the school schedule provided time for individual and team planning and for reflection. The staff member relationships created from this collaboration contributed to a culture of trust. Furthermore, one principal indicated the importance of creating and using close allies and noted that a professional mentor had influenced her decision-making practices (Dempster & Carter et al., 2004). In contrast, one principal implementing professional learning communities indicated that, like the principal in the study conducted by Jones (2005), the hierarchical decision making of making one school into two schools resulted in the unpredicted and unintended consequence of segregating students. Furthermore, creating a smaller school produced some contention in the external relationships among the school, the central office, and the community, thus increasing the difficulty of implementing a professional learning community (Brown & Henig et al., 2004).

Cray, Inglis, and Freeman (2007) argued that in order for an organization to succeed, the goals and environment of the organization need to match the leaders’ leadership and decision-making styles. Interview findings suggest that the principals interviewed also support this

concept. Each of the principals discussed the importance of redesigning (i.e., transforming) the organization either to increase or to incorporate the use of collaboration through professional learning communities (Marks & Nance, 2007).

Responding productively to accountability. This theme addresses the manner in which principals respond to the diverse policies that hold schools accountable, such as by creating opportunities for teacher professional growth and by implementing and monitoring strategic plans. Most principals shared their focus on improving student achievement by continuous monitoring of school performance—implementing effective instructional practices and facilitating collaboration among staff members. Two principals explained these actions as follows.

District 3, PI 1: Our focus is on Language Arts, in particular the Latino, low income and ELL students. I have specific performance requirements to meet. I make the teachers accountable. I am focused on the 3rd and 5th grade because they need to bring up at least three students from Below Basic to Basic. Each teacher has “focal” students.

District 1, PI 3: As a principal, I think it is really important to give a lot of service and support to teachers, find out what they need and want. In addition, try to get people to accept new initiatives.

Professional development was often informed by walk-through observations of instructional practices, which is also a process. Lane and Bishop et al. (2005) and Petrides (2006) argued that the best way to address NCLB was found in strategic planning. Principals noted that they modified the Site Plan for Student Achievement according to benchmark assessments, thus changing how resources were allocated, noting strengths and weaknesses in curriculum and instruction, as well as in teacher practices.

Research suggests that decisions are *bounded* by what needs to be decided, who makes the decision, and what time is available for making the decision. Accordingly, although interview responses indicated commonalities across and within cases, interviews and the review of School Site Council documentation also identified differences in who makes decisions. Based on the analysis of these data sources, internal and external factors influenced the decision-making processes and practices of principals. Internal factors were characterized by principals' beliefs and authority, participatory decision-making, and availability of resources. The external factors included the school district, i.e., the central office, and state and federal mandates.

State and federal policy mandates require parents and parent committees to be involved in decision making. Principals in several schools described parent and other committee participation in decision making once or twice per year. Furthermore, in many cases, principals maintained considerable discretion. They were left with little support or guidance for their school improvement efforts, and they attempted to redesign the school system without micro-management by school district administrators. As such, they often made decisions contingent on the circumstances of their school (Leithwood, Aitken & Jantzi, 2006). As Abel and Hacker (2006) indicated, various mandates, such as implementing a School Site Council, were addressed in differing ways, not only cross districts but also within districts. Thus, despite federal directives, state and local school districts did not consistently provide the required technical assistance or did so minimally.

Given the fact that the federal government only issued guidance on the implementation of NCLB, compliance with the law was mixed, as apparent from the analysis of principals' decision-making and leadership behaviors when compared with Leithwood and Riehl's five

dimensions of successful leadership: setting direction, developing people, redesigning the organization, managing the instructional program, and responding productively accountability. As interview results suggested, decision making allowed members of the organization some autonomy in making decisions (Klien, 2005).

Implications

Given the current accountability climate in regards to instruction, principals must be grounded in the context of their schools, continuously revisiting their visions and the schools' missions as they make decisions. All interviewed principals described meetings focused on reviewing student data. Through these meetings, the school community knew what the school was doing and what plans were in place for the future. Furthermore, the findings of this study showed that although there were similarities across schools, those similarities were not exact, and each school was unique. Each principal considered the context of his or her school to make decisions leading to school improvement.

School governance, often seen as an external influence, can affect school improvement. Most principals did not present themselves as instructional experts and noted they relied on the classroom teachers to provide leadership and helped others teach well. Oftentimes, what was learned about student performance was useful in designing professional development. Although state and federal policies require principals to share decision-making responsibilities with others, e.g., the School Site Council (SSC) and other parent committees, and to base decisions on research, findings of this study showed variations in the level of the shared decision making (Marks & Nance, 2007). Principals' support for shared decision making may be limited by their experiences and training, as suggested by findings of interviews with principals in Subject 3, Program Improvement Years 1 and 3 schools. However, the Program Improvement Year 5, Subject 1 school principal indicated that her training in facilitation helped her involve others in decision making.

Consequently, the results of this study have direct implications for professional development of school principals at the district level and for institutions preparing school leaders in the area of decision-making, especially participatory decision-making. To achieve the goals defined in both the state and federal accountability plans, principals will need to create a culture that embraces collaboration and shared governance.

Conclusion/Recommendations

Considering the various levels of Program Improvement schools visited and the variety in district leadership, research results were positive. The study did not identify a single formula or map to describe how principals make decisions. Helping principals make decisions requires an understanding of the challenges they face in resource allocation, human capital, and district policies. Three of the core categories emerged as common themes: *responding productively to accountability*, *redesigning the organization*, and *managing the instructional program*. Each category also comprised subcategory themes for each school analyzed.

As Izgar (2008) suggested, leadership and decision making are correlated. Although each principal focused on *planning for improvement*, most interviews suggested that decision-making authority provided by the State Department of Education through the School Site Council (SSC) was limited. Most principals reported that the SSCs met once or twice per year and that most decisions were made by the principals or, when decision-making responsibilities were shared, by the leadership team.

A recurrent subcategory that emerged from this study was that of *external relationships*. In some cases, external relationships involved the policies and procedures established at the

district level. In two schools, external relationships addressed the uncertainty of resource allocation coming from the state level. In both cases, however, principals' decision making was influenced by external relationships. Furthermore, these principals indicated that they preferred solitary decision making (Brown & Anfara, 2002).

All principals understood the importance of data-driven decision making, as evidenced by references to who collected data, who reviewed data, how often data were collected, how data informed classroom instructional practices, and how data informed professional development (Allen, 2005; Klein, 2005; Petrides, 2006; Ruby, 2006; Sellers, 2005). Additionally, most principals indicated that shared decision making would contribute to school improvement, as indicated earlier, and they actualized that belief through their use of teams and collaboration and by forming professional learning communities (Frattura & Capper, 2007).

Principals serve as policy mediators and overall, the majority of the eight principals who participated in this study were not as concerned about the Program Improvement timeline, thus negating the assumption that federal policies, at least in part, filter down to the school level and influence decisions (Marks & Nance, 2007). In fact, one principal was more concerned about meeting API targets than about meeting AYP targets.

The state and federal governments set the direction that schools are to follow in terms of policies, but the manner in which those policies were understood and implemented depended on the districts' and schools' culture. For example, NCLB requires school districts to provide technical assistance once a school is identified as being in Program Improvement, but study findings found that this was not consistently implemented across districts. Other than district administrators determining which external support providers would provide coaching or professional development, or whether coaching would be provided, district administrators left most principals alone to improve their schools (Marks & Nance, 2007). Furthermore, study findings indicated a disconnect among school sites, school districts, and the California Department of Education regarding adherence to some NCLB requirements, confirming the loose coupling that Klein (2005) found in their research.

Experience provided principals interviewed in this study the best preparation for making decisions. Few principals described meeting with peers to discuss complex challenges and how their peers had solved similar challenges. This was particularly apparent with the Program Improvement Year 1, Subject 3 principal who indicated she felt isolated from her peers working in the same school level. None had received training on how to manage the complexity of exiting Program Improvement. As stated prior, only one principal noted that working with a mentor was valuable for building the facilitation skills she used to build consensus at her school. Thus, based on findings from this study, district and university-based training and preparation program can be improved to help principals understand decision-making skills in action, such as determining how to change the culture of a school and how to better involve parents and community members in school improvement efforts.

Findings from this study suggest recommendations for practice:

- Principals need to have more decision-making authority regarding who works in their schools or what trainings they receive. This also holds true for decisions about instruction and budgets.
- Colleges of education should include complex tasks that require decision making in their principal preparation programs, and these tasks/training should be continued by the school district.
- District placement of principals needs to align schools' needs with the knowledge and skills of the principals.

- Revising NCLB in regards to how AYP is defined and measured could reduce the confusion caused by the state and federal accountability systems, e.g., using the API growth model.

Future research, both quantitative and qualitative, can build on the findings of this study. As the number of schools identified as being in Program Improvement grows and the number of schools that exit Program Improvement identification decline, a future study might compare principal decision-making processes and practices among these principals, across districts and within Program Improvement levels. Comparing decision making among principals in schools identified as being in Program Improvement with principals in schools that exited Program Improvement may provide valuable insights into effective decision-making practices. A qualitative study could investigate the relationship between district policies and the decision-making models of principals of Program Improvement schools in the areas of *managing the school instructional program*, *redesigning the school organization*, and *responding to accountability*. Findings from such a study may bridge the gap in capacity building that exists between district and school efforts. Another quantitative and qualitative study on the use of decision-making models, such as participatory decision-making, could investigate decision-making practices of principals who serve in various levels of Program Improvement schools. Additionally, experiencing the involvement of stakeholders and implementing professional learning communities may provide more effective support for decision making.

Each of these areas of investigation has the potential to create a greater understanding of the nature of the school culture in which decisions are made. From these insights, principals can improve decision making that better support school improvement efforts.

References

- Abel, C. F., & Hacker, H. J. (2006, Spring). Local compliance with Supreme Court decisions: making space for religious expression in public schools. *Journal of Church and State*, 48(2), 355–377.
- Agnes, M. & Laird, C. (Ed.) (2002). *Webster's New World Dictionary and Thesaurus, 2nd*. New York: Hungry Minds, Inc.
- Allen, T.T. (2005). Taking a juvenile into custody: situational factors that influence police officers decisions. *Journal of Sociology and Social Welfare*, 23(1), 121-131.
- Ariely, D. (2008). *Predictably irrational: The hidden forces that shape our decisions*. New York: Harper Collins Publisher.
- Boscardin, M. A. (2005). The administrative role in transforming secondary schools to support inclusive evidence-based practices. *American Secondary Education*, 33, 21–35.
- Brown, H., Henig, J., Lacireno-Paquer, N., & Holyoke, T. T. (2004) Scale of operations and locus of control in market- versus mission-oriented charter schools. *Social Science Quarterly*, 1035–1053.
- Brown, K. M., & Anfara, V. A. (2002). The walls of division crumble as ears, mouths, minds and hearts open: A unified profession of middle-level administrators and teachers. *International Journal of Leadership in Education*, 5(1), 33–49.
- Buchanan, L., & O'Connell, A. (2006, January). A brief history of decision making. *Harvard Business Review*.
- Caldwell, C., & Hayes, L. A. (2007). Leadership, trustworthiness and the mediating lens. *Journal of Management Development*, 26(3), 261–281.
- California Department of Education. (2010). *2010 Adequate Yearly Progress report: Information guide*. Sacramento, California: Author. Retrieved November 10, 2010, from <http://www.cde.ca.gov>
- California Department of Education. (2010). *2010 Single Plan for Student Achievement: A Guide and Template for Creating/Updating the Single Plan for Student Achievement*. California Department of Education. Retrieved November, 2010, from <http://www.cde.ca.gov>
- California Department of Education. (2010). *Program improvement*. Retrieved March 4, 2011, from <http://www.cde.ca.gov>
- Cray, D., Inglis, L., & Freeman, S. (2007, Winter). Managing the arts: Leadership and decision making under dual rationalities. *The Journal of Arts Management, Law and Society*, 295–315.
- Creswell, J. W. (2003). *Research Design, Qualitative, Quantitative and Mixed Methods Approaches, 2nd Ed*. Thousand Oaks, California: Sage Publications.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, California: Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.
- Daly, A. J. (2009). Rigid response in an age of accountability: The potential of leadership and trust. *Educational Administration Quarterly*, 45(2).
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *Leadership study: Developing successful principals*. Stanford, CA: Stanford Educational Leadership Institute.
- Day, C. (2002). The challenge to be the best. *Teaching and Learning*, 8(3/4), 421–434.
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, 32(4),

- 601–616.
- Dee, T., & Jacob, B. (2009). *The impact of No Child Left Behind on student achievement*. (National Bureau of Economic Research Working Paper 15531). Massachusetts: Cambridge.
- Del Favero, M. (2006). An examination of the relationship between academic discipline and cognitive complexity in academic deans' administrative behavior. *Research in Higher Education, 47*, 281–317.
- Dempster, N., Carter, L., Freakley, M. & Parry, L. (2004). Contextual influences on school leaders in Australia: some data from a recent study of principal's ethical decision-making. *School Leadership & Management, 24*(1), 165-178.
- DiPaola, M. F., & Walther-Thomas, C. (2003). *Principals and special education: The critical role of school leaders*. Center on Personnel Studies in Special Education, University of Florida. Retrieved on November 5, 2010, from www.copsse.org
- Elmore, R. (1996). Getting to scale with good educational practice. *Harvard Educational Review, 66*(1), 1–27.
- Erbes, K. (2006) The promise and pitfalls of consensus decision making in school management. *Review of Policy Research, 23*(1), 827–845.
- Frattura, E. M., & Capper, C. A. (2007). New teacher teams to support integrated comprehensive services. *Teaching Exceptional Children, 39*(1), 16–21.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M. (2002). Principal as leader in culture of change. *Educational Leadership*.
- Fusarelli, L. D. (2008). School leaders use of research in decision making. *Phi Delta Kappan*.
- Gehring, T. (2004). The consequences of delegation to independent agencies: Separation of powers, discursive governance and the regulation of telecommunication in Germany, *European Journal of Political Research, 43*(1), 677–688.
- Gibbs, A. S., & Slate, J. R. (2004). A meta-ethnographic analysis of the leadership activities of secondary school principals. *Research for Educational Reform, 1*(1), 3–36.
- Gordon, R. A., & Alston, J. A. (2009). *School leadership & administration: Important concepts, case studies, & simulations*. San Francisco: McGraw-Hill Irwin.
- Grisoni, L., & Beeby, M. (2007). Leadership, gender and sense-making. *Gender, Work and Organization, 14*, 191–212.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329–351.
- Hansen, J. S., & Roza, M. (2005). *Decentralized decisionmaking for schools: New promise for an old idea?* (RAND Education Occasional Paper). RAND Corporation.
- Harris, S., Ballenger, J., & Leonard, J. (2004). Aspiring principal perceptions: Are mentor principals modeling standards-based leadership? *Mentoring and Tutoring, 12*(1), 155–174.
- Heifetz, R. A., & Linsky, M. (2004). When leadership spells danger: Leading meaningful change in education takes courage, commitment, and political savvy. *Educational Leadership, 61*(7), 33–37.
- Hopkins, D. (2006). *A short primer on system leadership*. International Conference on School Leadership for Systemic Improvement. University of London, England.
- Hopkins, D., & Higham, R. (2007). System leadership: Mapping the landscape. *School Leadership and Management 27*(2), 147–166.
- Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. New York: McGraw Hill.

- Izgar, H. (2008). Headteachers' leadership behavior and problem-solving skills: A comparative study. *Social Behavior and Personality*, 36, 535–548.
- Jones, B. A. (2005). Forces of failure and genocide: The plantation model of urban educational policy making in St. Louis. *Educational Studies*, 6–34.
- Kajs, L. T. (2006). Reforming the discipline management process in schools: An alternative approach to zero tolerance. *Educational Research Quarterly*, 16–29.
- Klein, J. (2005). The contribution of a decision support system to complex educational decisions. *Educational Research and Evaluation*, 11(1), 221–234.
- Lane, R. J., Bishop, H. L., & Wison-Jones, L. (2005). Creating an effective strategic plan for the school district. *Journal of Instructional Psychology*, 32, 197–205.
- Leithwood, K. (2001). School leadership in the context of accountability policies. *International Journal of Leadership in Education*, 4(3), 217–236.
- Leithwood, K. A., & Riehl, C. (2003). What we know about successful leadership. *National College for School Leadership and Children's Services, Division A of AERA*.
- Leithwood, K. A., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27–42.
- Leithwood, K., Atkins, R., & Jantzi, D. (2006). *Making schools smarter: Leading with evidence*. Thousand Oaks, California: Corwin.
- Marks, H. M., & Nance, J. P. (2007). Contexts of accountability under systemic reform: Implications for principal influence on instruction and supervision. *Educational Administration Quarterly*, 43(3), 3–37.
- Martin, R. (2007). How successful leaders think. *Harvard Business Review*, 85(6).
- Marzano, R. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: John Wiley & Sons, Inc.
- Mintrop H., & Trujillo, T. (2005). Corrective action in low-performing schools: Lessons for NCLB implementation from state and district strategies in first generation accountability systems. *Education Policy Analysis Archives*, 13(48), 1–28.
- Mulford, B., Kendall, D., Ewington, J., Edmunds, B., Kendall, L., & Silins, H. (2008). Successful principalship of high-performance schools in high-poverty communities. *Journal of Educational Administration*, 46(4).
- Ng, J. C. (2006). Understanding the impact of accountability on preservice teachers' decisions about where to teach. *The Urban Review*, 38, 353–374.
- O'Day, J. A. (2002). Complexity, accountability, and school improvement. *Harvard Educational Review*, 72(3), 293–308.
- Petrides, L. A. (2006) Using data to support school reform. *The Journal*, 33, 38–41.
- Randall, T.G., Martelli, P.F., Arrouo, L., R., Graetz, I., Neuwirth, E.B., Curtis, P., Schmitteieil, J., Gibson, M. & Hsu, J. (2007). The informed decisions toolbox: tools for knowledge transfer and performance improvement. *Journal of Healthcare Management*, 52, 325-349.
- Reeves, D. (2007). Experts discuss the world of data-driven decision making. *District Administration*, (2), 21–23.
- Roberts, K. & Bea, R. (2001). Must accidents happen? Lessons from high reliability organizations. *Academy of Management Executive*, 15(3).
- Ruby, T. Z. (2006). Making moral targeting decisions in war: The importance of principal-agent

- motivation alignment and constraining doctrine. *Journal of Military Ethics*, 5, 12–31.
- Schoen, L. & Fusarelli, L.D. (2008). Innovation, NCLB, and the fear factor: The challenge of leading 21st century schools in an era of accountability. *Educational Policy*, 22(1), 181–203.
- Sellers, M. (2005). Moogles, Google and garbage cans: The impact of technology on decision-making. *International Journal of Leadership in Education*, 8, 365–374.
- Shaul, M. S., & Ganson, H. C. (2005). The No Child Left Behind Act of 2001: The federal government's role in strengthening accountability for student performance. *Review of Research in Education*, 29.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publishing.
- Stover, D. (2003). Deep data analysis takes deep understanding. *Education Digest*, 68(7).
- Turnbull, B. (2005). Evaluating school-based management: A tool or team self-review. *International Journal of Leadership in Education*, 8, 73–79.
- United States Department of Education. (2006). *No Child Left Behind LEA and school improvement: Non-regulatory guidance*. Washington, D.C.: Author. Retrieved November 19, 2010, from <http://ed.gov>
- Usinger, J. (2005). Parent/guardian visualization of career and academic future of seventh graders enrolled in low-achieving schools. *The Career Development Quarterly*, 53, 234–247.
- The Wallace Foundation. (2003). *New Wallace Foundation studies reveal increasing supply of principals is not enough*. Retrieved from <http://www.wallacefoundation.org>
- Walpole, S., Justice, L. M., & Invernizzi, M.A. (2004). Closing the gap between research and practice: Case study of school-wide literacy reform. *Reading & Writing Quarterly*, 20, 261–283.
- Weick, K., & Sutcliffe, K. (2001). *Managing the unexpected: Assuring high performance in an age of complexity*. San Francisco: Jossey-Bass.

Bibliography

- Auerbach, C. F., & Silverstein, L. B. (2003). *An introduction to coding and analysis: Qualitative data*. New York: New York University Press.
- Leithwood, K. A., Harris, A., & Strauss, T. (2010). *Leading school turnaround: How successful leaders transform low-performing schools*. San Francisco: Jossey-Bass Publication.
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data analysis*. Thousand Oaks, CA: Sage Publications.
- Weick, K. (1993, December). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*.
- Weick, K. (1995). The substance of sensemaking. *Sensemaking in the Organization*.
- Weick, K. (1996, June). Drop your tools: An allegory for organizational studies. *Administrative Science Quarterly*.

Appendix A
Notice of Approval for Human Research

UNIVERSITY OF CALIFORNIA AT BERKELEY

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO



SAN FRANCISCO • SANTA BARBARA • SANTA CRUZ

COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS
OFFICE FOR THE PROTECTION OF HUMAN SUBJECTS
University of California, Berkeley
2150 Shattuck Avenue, Suite 313
Berkeley, CA 94704 -5940

(510) 642-7461
Fax: (510) 643-6272
Website: <http://cphs.berkeley.edu>
FWA#00006252

NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE: *March 21, 2011*
TO: *Bernard R GIFFORD, Education*
Wilhelmena SIMS, Rosaisela Rodriguez
CPHS PROTOCOL NUMBER: *2011-01-2735*
CPHS PROTOCOL TITLE: *An Investigative Study of Decision-Making Processes and Practices Among Principals Serving in Program Improvement Schools Year 1, 3 and 5.*
FUNDING SOURCE(S): *NONE*

A *new* application was submitted for the above-referenced protocol. The Committee for Protection of Human Subjects (CPHS) or Office for the Protection of Human Subjects (OPHS) has reviewed and approved the application by *expedited* review procedures.

Effective Date: March 19, 2011
Expiration Date: March 18, 2012

This approval is issued under University of California, Berkeley Federalwide Assurance #00006252.

If you have any questions about the above, please contact the Office for the Protection of Human Subjects staff at Tel (510) 642-7461; Fax (510) 643-6272; or Email ophs@berkeley.edu.

Thank you for your cooperation and your commitment to the protection of human subjects in research.

Sincerely,

Shachar Kariv
Committee for Protection of Human Subjects

UNIVERSITY OF CALIFORNIA AT BERKELEY



BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO

SAN FRANCISCO • SANTA BARBARA • SANTA CRUZ

Appendix B Consent to Participate in Research

An Investigative Study of the Similarities and Differences of Decision Making Processes and Practices among Principals Serving In Specific Program Improvement Schools

Introduction and Purpose

My name is Wilhelmena Sims. I am a graduate student in Joint Doctorate Program in Educational Leadership Program in Educational Leadership in the Graduate School of Education at the University of California, Berkeley, working with Dr. Bernard Gifford, my faculty advisor in the Division of Education in Mathematics, Science, Technology, & Engineering in the Graduate School of Education. I would like to invite you to take part in my research study, which concerns the decision-making processes and practices of urban elementary school principals working in Program Improvement Schools Year 1, Year 3 and Year 5. There will be nine (9) principals participating in this study. You are being invited to participate because your school site has been identified as being in Program Improvement.

Procedures

If you agree to participate in my research, I will conduct an interview with you at a time and location of your choice. The interview will involve questions about your decision making processes and practices in regards to resource allocation, curriculum and instruction, professional development and parent involvement. It should take approximately 60-90 minutes. With your permission, I will audiotape and take notes during the interview, along with make copies of some your School Site Council documentation without the identifying names, such as name of school, name of individuals. The taping is to accurately record the information you provide, and will be used for transcription purposes only. After audiotapes are transcribed, the written document will be brought back to you to check for accuracy and/or errors. If you choose not to be audiotaped, I will take notes instead. If you agree to being audiotaped but feel uncomfortable at any time during the interview, I can turn off the tape recorder at your request. Of if you don't wish to continue, you can stop the interview at any time.

A second interview may be necessary as a follow-up to clarify previous responses or to ask additional questions regarding resource allocation, curriculum and instructions, professional development and parent involvement decisions.

Benefits

There is no direct benefit to you from taking part in this study. It is hoped that this research may inform schools of educational administration and school districts about the challenge principals are facing in making decisions to exit Program Improvement status and provide training in the area of decision making towards school improvement. In addition, results of this study may provide an understanding of the decision making processes and practices employed in elementary schools identified as in Program Improvement.

Risks/Discomforts

The risks involved in this study is that you may feel uncomfortable or a threat to your position as an administrator talking about your decisions regarding parent involvement, for example. If at any time you begin to feel uncomfortable, you may decline to answer any questions, you don't wish to, or to stop the interview at any time, either temporarily or permanently.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published, individual names and other personally identifiable information will not be used, unless you give explicit permission.

To minimize the risks to confidentiality you will be asked for oral rather than signed consent. Your name will not be written down anywhere and you will be asked to refer to yourself and your school with a code of words and numbers, for example Program Improvement Year 1, Subject 1. I will link your interview with a code of the same code of words and numbers. The only people who will hear or look at your answers will be my advisor and I, and in any presentation I make, I'll only report data in terms of letters and numbers. I will store all audio tapes and transcripts on my computer which is password protected. When this research study is completed, I will retain the transcripts and study reports on my computer for three (3) years; after which I will delete all information from my computer. The computer is stored in my home office and is password protected.

Compensation

You will not be paid, receive compensation of any kind, or receive any direct or indirect benefit for taking part in this study. The investigators in this research do not have any financial interest in this study.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether or not you choose to answer a question or continue participating in the project, there will be no penalty to you.

Questions

If you have any questions, concerns, or complaints during the study about what something means, I'll be happy to answer them. I can't tell you anything in advance that might influence your answers on the interview, but I will be happy to discuss any questions or thoughts you might have afterwards. If you have any questions or concerns you would like to bring up after the study is over, feel free to contact me or my advisor, Dr. Bernard Gifford. I can be reached at (415) 279-3841 or via email: wilhelmena_s@yahoo.com. Dr. Gifford can be reached at (510) 643-4733 or via email: berniegifford@hotmail.com.

If you have any questions about your rights or treatment as a research participant in this study, please contact the University of California at Berkeley's Committee for Protection of Human Subjects at (510) 642-7461, or e-mail subjects@berkeley.edu.

CONSENT

If you agree to participate, please say so. You will be given a copy of this form to keep for your

own records.

Appendix C

Scenario

Scenario

Principal Houston has a problem. What started out as a celebration of achievement for students, staff, and parents has turned into discontent. Over the past 3 years, Ambroise Manor Elementary School has been in Program Improvement, as rated by the State of California Accountability Performance Index. During the previous school year, however, after much hard work on the part of the teachers and innovative literacy intervention programs instituted by the principal, Ambroise Manor was exited from Program Improvement for the 2010-2011 school year. After the congratulations died away, the work began. Because Ambroise Manor raised its scores from being in Program Improvement to exiting Program Improvement, the school was awarded monies to be divided as the administration saw fit. The award money can go back into the school's funds to finance existing programs or can be portioned among the faculty and staff. Your good friend, Dr. Canada, at Friendly Elementary School was awarded money last year from exiting their school from Program Improvement. He related to you that significant infighting and hurt feelings resulted, causing the climate of the school to catapult from warm and collegial to cold and "warlike." The academic focus of Friendly Elementary School shifted away from the students to the teachers and their fight for their "fair share" of the award money. You do not want this to happen at your institution. Given that the amount of money from the state totals over 100,000 dollars, this decision cannot be made lightly. What are you going to do?

(After the participant has had time to read the scenario, I asked the following questions.)

1. Now that you have read this scenario, please describe how you solve this problem at your school?
2. Who and to what extent would you involve others in the decision-making process? Why or why not?
3. How will you communicate the decision?
4. How will you respond to the sociopolitical influence such as the poverty level of your school and high stakes accountability?

Appendix D

Interview Protocol

Welcome and Opening

Good morning. Thank you for taking the time to participate in a discussion about decision-making practices of principals serving in schools with a high population of students eligible for Title I services. My name is Wilhelmena Sims. I am a doctoral candidate at the University of California in Berkeley, and I am interested in your views regarding principal decision-making practices and processes. Your participation in my study will aid my understanding of the complexities associated with principal decision-making and its role in facilitating school improvement.

I am going to tape record our sessions for my own research purposes. However, your anonymity and confidentiality and that of your staff, students, and/or parents will be maintained throughout our meetings and my observations.

If you don't have any questions, let's get started.

1. How many years have you been in your present position?
2. How many years have you been in the field of education?
3. I have reviewed some demographic information about your school, but can you tell me some things I should know to understand your school better?
4. In terms of the scope of your decision-making authority in your school, describe how you perceive it to be in terms of narrow, broad, or something in between.
5. Think of the last major decision you made. Can you describe it for me? When was it made? What was the problem? And, what did you decide?
6. Can you describe the processes you used to make that decision?
7. How would you describe your decision-making style?
8. What factors, if any, restrict your decision-making?

Review of School Progress:

9. Describe your annual measurable objectives for student success? How were they identified?
10. Tell me about the criteria used in making decisions about students?
11. Describe how federal accountability impacts your role as school manager and instructional leader.

School Improvement Plan:

12. What relationships, if any, exist between instructional practices and the school vision?
13. Describe the types of data collected? When? Who is involved in analyzing data?
14. How is the data used to inform decision-making regarding curriculum and instruction?
15. Describe the policies and guideline in place that outline how data should be used?
16. In what ways does professional development improve school performance?
17. Describe how your school has encouraged parents to support learning at home?

and, fostered two-way communication with parents/families?

Technical Assistance:

18. Describe how persons outside the school evaluate school progress?
19. Describe technical assistance provided by the district to improve achievement to meet NCLB requirements.
20. Does your school have partnerships with other public organizations and/or institutions? If so, please describe how these partnerships have been provided.

Corrective Action:

21. . What menu of actions was given to restructure the school? Who was involved in the decision-making?

I want to thank you again for your time. Please feel free to contact me if you have any follow up thoughts and/or questions that might come up later.

Appendix E

Explanation of Codes

Setting Direction (SD) 1-5:

- (1) High Expectation
- (2) Vision
- (3) Goal Setting
- (4) Reviewing
- (5) Reflection

Developing People (DP) 1-5:

- (1) Professional Development
- (2) Curriculum Teams
- (3) Structure (Grade Level Teams)
- (4) Data Walls
- (5) Encouragement/Support

Redesigning the Organization (RO) 1-9:

- (1) Parent Involvement
- (2) Internal Processes
- (3) External Relationships
- (4) PLCs
- (5) Trust (Culture)
- (6) Resource Allocation
- (7) Staffing
- (8) Time
- (9) Connections

Managing the Instructional Program (MIP) 1-9:

- (1) Positive Relationships
- (2) Nurturing Families/Parent Education
- (3) Planning and Implementing Instructional Programs
- (4) Accommodating Families
- (5) Identifying Programs
- (6) Assessing Current Conditions
- (7) Collaboration
- (8) Using Student's Social Capital
- (9) Climate of Trust/Innovation
- (10) Developing Sense of Community

Responding Productively to Accountability (RPA)

- (1) SSC & other Parent Committees
- (2) Creating Conditions for Professional Development
- (3) Monitoring School Performance
- (4) Improvement Planning/Strategic Planning

Appendix F
Matrix Representation of Responses to Scenario/Interview Questions to All Dimensions

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
PI 1 Sample 1	P2 in regards to the scenario questions...I'd reflect on previous experience...					X														
PI 1 Sample 1	P2 I strongly believe in involving the staff and the stakeholders in the process											X								
PI 1 Sample 1	P2 In making decisions, we look at our data...consider our school plan...focus our support on our students and staff		X						X			X								
PI 1 Sample 1	P2 we've had staff and leadership team meetings where we've reviewed our school plan...we got money and wanted GLAD training...professional development is important to me and my staff, i.e. coaching and modeling.						X		X			X								
PI 1 Sample 1	P 2...we also consult with the SSC and other parent groups																			
PI 1 Sample 1	P3 in making decisions, we also look at equity...which is important to me and I believe my staff would concur – different grade levels, different needs and different groups of students																			
PI 1 Sample 2	P1 re: scenario –I would buy a couple of computers...that will serve everybody. I would involve the SSC, parents, other staff [after proding]		X																	
PI 1 Sample 2	P1 re: technical assistance – the district reorganized the school and												X							

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
Sample 2	textbook ...the entire curriculum to improve curriculum and instruction																			
PI 1 Sample 2	P8 we have data nights with parents											X								
PI 1 Sample 2	P7 re: technical assistance – well I think the support from the district is to ensure every teacher is credentialed and they have professional development.													X						
PI 1 Sample 3	P2 re: Decision authority – I think we can make decisions here. We do make decisions. Being the principal enables me to have a great impact on being a facilitator for change.		X			X														
PI 1 Sample 3	P2 re: response to scenario – My form of leadership is collaborative. I do get consensus. It is amazing that every major decision we've made has been unanimous.															X				
PI 1 Sample 3	P2 I provide positive feedback to people.									X						X				
PI 1 Sample 3	P2 I make recommendations. I have a leadership team, and we present to staff together. We discuss and then we vote.		X	X				X	X				X			X				
PI 1 Sample 3	P2 re: decisions about programs – as a principal, I think it is really important to give a lot of service and support to teachers, find out what they need and want. In addition, try to get people to accept new initiatives.		X							X						X				
PI 1 Sample 3	P2 re: last major decision – we discussed a pilot program. I talked	X	X					X	X				X			X				

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	with the leadership team, then together we presented to staff. There was a consensus to do this, although there were some hold-outs. I told those that didn't want to implement the program they didn't have to, and the more I said, they didn't have to do it, the more they wanted to do it. Eventually the decision became unanimous.																			
PI 1 Sample 3	P3 we do demonstration lessons in order to bring on other people to new initiatives.						X				X									
PI 1 Sample 3	P4 re: decision style – when it's a schoolwide decision, it is collaborative; but when it is instructional, I utilize my experience –it is top-down. You have to be able to affirm the culture of the children—where they're coming from. It is a leadership specialist decision.	X				X							X			X				
PI 1 Sample 3	P5 re: what influences decisions – we are data oriented. We look at who's doing well. I talk to teachers. They are required to analyze data. Our discussion is about who they brought us from Basic to Proficient in Language Arts. What did they do to cause this increase? We share. I found the more you affirm teachers, the more they will back you.				X				X	X	X		X			X				
PI 1 Sample 3	P6 re: district technical assistance – our focus is on Language Arts, in particular the Latino, low income and ELL students. I have specific	X			X									X						

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
PI 3 Sample 1	P3 after probing ---I would probably involve my Technology Team. People who would be forward thinking...and my Leadership Team, staff and parent committees, i.e. SSC																			
PI 3 Sample 1	P5 I have many people who don't have a global vision...they are only focused on their classroom		X																	
PI 3 Sample 1	P6 a lot of decisions, I make...I will ask for input from the Leadership Team and the SSC. I'll ask for their advice, but ultimately, it's my job performance. It's my evaluation. I'll make the best decisions.		X																	
PI 3 Sample 1	P7 In regards to decision authority-I think the district expects more stakeholders to be consulted, but at the end of the day, it's my decision, my responsibility. So, I have everyone opinion under advisement, but it is my responsibility to make the best decision.													X						
PI 3 Sample 1	P8 I am in the process of making a decision regarding a Teacher-on-Special Assignment. ...my school's Response to Intervention pyramid is upside down... we have very few kids who are proficient...so the decision I am grappling with is regarding the use of title I funds.																X			
PI 3 Sample 1	P10 State budgets restrict my decision making. There are many unknowns, such as how we will have professional development days for our teachers; fear of decisions being made at other levels...													X						

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
PI 3 Sample 1	Teachers meet and articulate between grades																			
PI 3 Sample 1	P25 in regards to parent involvement...the SSC meetings times are changed and we hire ½ day substitutes for teachers to attend meetings											X								
PI 3 Sample 1	P25 in regards to constraints in decision making – inadequate information.													X						
PI 3 Sample 1	P29 in regards to technical support...we never get time to talk to and share with each other [principals].													X						
PI 3 Sample 1	P3 when making decision...it is wonderful to talk to colleagues...have conversations...													X						
PI 3 Sample 1	P4 in making a decision regarding curriculum and instruction...we're working on a literacy plan. We convened a Literacy Team...we had a facilitator to...work with us...[we now have a small group working together to develop the plan.]		X	X																
PI 3 Sample 1	P5 my decision making style in general is collaborative. I also like to have decisions to be seen as not coming the top-down...but more grass roots. I have really tried to nurture teacher leaders...		X						X		X		X							
PI 3 Sample 1	P5 restrictions to my decisions are the contracts, i.e. planning time													X						
PI 3 Sample 1	P5 the 9 EPC [district focus ad directed by the state due to the				X									X						

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	district being in Program Improvement] inform our instructional practices																			
PI 3 Sample 1	P6 in regards to federal accountability...I follow the federal guidelines... I have to have a Title I meetings and sort of check off the boxes to meet the letter of the law...													X						
PI 3 Sample 1	P6 the SSC reviews our Title I program in regards to how funds will be utilized to support students. We also work with our SAC and our ELAC			X								X	X				X			
PI 3 Sample 1	P6 the SSC reviews continued from page 21																			
PI 3 Sample 1	P8 my grade level teams put assessment results on Data Director [district supported web-based program] in order to keep track of student achievement								X				X	X						
PI 3 Sample 2	P1 re: scenario – first and foremost, I would make sure the teachers were part of the decision-making process as to how money would be spent.												X				X			
PI 3 Sample 2	P1 in sharing with staff...using the data that we collect on students, what are the needs			X																
PI 3 Sample 2	P1 I would involve the SSC, which includes some of our 5 th grade students, because they are our governing board and they have a lot of say over the money. I would also involve my teachers.												X				X			
PI 3	P2 re: decision making authority – in												X			X				

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
Sample 2	regards to school operation, my decisions are broad. In regards to finances/money, we make decisions together...the SSC																			
PI 3 Sample 2	P2 In regards to curriculum and programs, I make the decisions. I make them based upon the needs of the students; along with personnel decisions.		X																	
PI 3 Sample 2	P3 in regards to some personnel decisions, there are constraints. I put a teacher on Peer Assistance Review (PAR) and my documentation was disregarded. The bargaining unit had the final say.													X						
PI 3 Sample 2	P4 re: decision making style – when it involves money – I have a team. I want people to know how money is being spent. I think it is an accountability piece too. I like the idea of involving people as long as it is based on student needs.												X							
PI 3 Sample 2	P4 I don't make quick decisions. I try to think through things and get feedback from people.					X														
PI 3 Sample 2	P5 we use data all of the time. We look at benchmark data and we have accountability conferences. I have grade levels come together and change targets based on the data.	X							X				X							
PI 3 Sample 2	P5 re: federal accountability – it doesn't always make sense. So we have to find ways to do what we need to do. I try to do what is needed for kids, even if the federal													X						

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	government says, “you can’t”. We’re blocked in a lot of areas...it hurts kids.																			
PI 3 Sample 2	P6 re: instructional practices – our school vision is out there and we revisit it often. When we in our professional development, we revisit our vision.				X		X						X			X				
PI 3 Sample 2	P6 the grade level chairs [are involved in data reviews]. We compare our CST, CELDT scores with the standards for our EL and AED students.				X				X											
PI 3 Sample 2	P7 professional development for the whole year has been around our targets; so we the district says we need to do professional development in a certain area, but we prioritize.				X									X						
PI 3 Sample 2	P7 re: parent involvement – we have parents meet the first Friday of each month with our parent liaison and myself – they share their concerns and we provide training																			
PI 3 Sample 2	P8-9 re: technical assistance –I wasn’t given any menus of action to restructure, but I know restructuring had to happen. It will affect the school culture and climate...													X						
PI 3 Sample 3	P1: ...as a rule, I like to utilize the shared decision-making process . I have a leadership team @my school...I retired after 33 years – 32 years, I was asked by the school district to come and work here. I found that it’s a lot easier to get your		X							X			X							

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	involvement...you have to plan these things out...what is going to be your approach? [note: wanting to encourage and empower, but not have them interfere with school instruction/operation.]																			
PI 3 Sample 3	P6 re: a recent decision – a hard decision involved a staff member. I let the person know that she will not be rejoining us next year...I need people in ‘those’ positions that are going to handle ‘situations’ without having to be confrontational.	X			X													X		
PI 3 Sample 3	P6 my hard decisions are dealing with new staff and communities...when it comes to my staff...I take it in small pieces...it is more successful to use the shared decision-making process...when it involves curriculum changes, staff development, budgetary issues, I have a Leadership Team. I like my staff to be well-informed of what’s going on. I do the same with my SSC. I want them to understand the process. I am capable of making a decision, but I’d like to have other people involved.		X							X							X			
PI 3 Sample 3	P7-8 in making decisions regarding changing curriculum --I am in the process of doing that now. I’ve been observing since August [note: 5 months] you do a needs assessment. I involved the union representative. We are a Turnaround School. [note: Turnaround schools are identified for	X	X	X									X	X		X				

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	closure. Transitional schools are PI 1 and are in need of improvement.]..up to 50% of the staff could be released...I would rather work hard and have my teachers work hard and not have any be part of the 50%...it's a very accountable situation. It's a hard job for me. A lot of observations, meetings, staff meetings, grade level curriculum meetings.																			
PI 3 Sample 3	P8 I was hired because of my expertise in working with low-performing schools, predominately African American and Latino, so I understand the culture...that's a big part of being able to do this work and having a staff that understands that community and knowing where the children come from and where they go home to every day is a big part of success in the classroom...doesn't matter what color you are...you need to understand the child.	X																		
PI 3 Sample 3	P8 re: district mandates/technical assistance...I basically was told, "you know what you need to do. Do it. You are not going to have any obstacles from us...any barriers". That was a real plus for me.													X						
PI 3 Sample 3	P8 because of my wealth of knowledge, it doesn't take long when you walk into a classroom. So, I did a lot of observations...I had many conversations...I had staff go and do walk throughs...see...and get their	X	X				X						X							

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	input.																			
PI 3 Sample 3	P9 the district has been very supportive. You don't change things that fast, so I need three years. They said, "well we figured three to five." They don't really affect my decision-making. I don't really see many barriers.													X						
PI 3 Sample 3	P9 my children need to be in the 21 st century...computers. Teachers need tools...																			
PI 3 Sample 3	p.10 re: NCLB impact – it's made decisions tougher...budgets have dwindled...it's very hard.													X						
PI 3 Sample 3	P11 next year I want to see different types of programs...I am going to bring in more partnerships for funding.													X						
PI 3 Sample 3	P12 I have recently been able to hire some instructional coaches. In addition, I hired an Assistant Principal. I have set up my own monitoring process for keeping track of assessing student improvement. I have my instructional coaches meet weekly with grade level teams. The teams get an hour of release time per week to sit with and plan with the instructional coaches –they have developed a comfort level analyzing and interpreting data. I am constantly monitoring.						X		X								X	X		
PI 3 Sample 3	P13 I have the SSC meet every month. I share information because I want them to be aware of the needs											X				X				

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
Sample 1	continued																			
PI 5 Sample 1	P3 my last major decision was applying for the federal school improvement grant. Grant information was shared with staff and our school community to ensure support. We discussed what we needed, what was working well. We even met with our union groups to establish a memoranda of understanding. It was a transparent process.				X	X						X		X						
PI 5 Sample 1	P4 lack of experience impacts my decision making ability. I don't have the experience to fall on and the district tells me, "well, it takes time."													X						
PI 5 Sample 1	P4 because of our role as a PI 5 school and persistently lowest achieving school that is implementing alternative governance, the identification shapes a lot of what we do...but it helps me focus on instruction, expectations and data.													X						
PI 5 Sample 1	P4 we have a district benchmark assessments and we use CSTs. Our Collaboration Time is used to review data and to conduct data analysis. We use PLCs that use inquiry questions.							X	X				X		X					X
PI 5 Sample 1	P5 we do a lot of work with an outside consultant [recommended by the district] who coach our teachers and also assists me with accountability walks. We look at						X							X						

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	trends across classrooms regarding instructional practices...																			
PI 5 Sample 1	P5 the district has been helpful. The external support entity provides coaching and feedback. Next year we will continue with the plans they help us to develop.													X						
PI 5 Sample 1	P6 part of the federal school improvement grant includes home connections – home visits. Teachers will receive training. Currently we have a lot of parent involvement, i.e. coffee with the principal.		X								X		X							
PI 5 Sample 1	P7 the district has been supportive. They have been onsite and observed in classrooms giving me feedback. They are available for information whenever I have questions.													X						
PI 5 Sample 1	P7 We have gone through the process of alternative governance with our school community and the support of the district office. We decided on implementing new curriculum and change the organizational structure of the school, i.e. added a preschool.													X						
PI 5 Sample 2	P1 re: scenario – I going to put together a plan and present it to my literacy...Instructional Leadership Team. I would also present it to my Faculty Council, then I would put it out there for the bigger population [SSC} to provide input...they are providing consultation. I would make the decision as to what to do.		X						X				X							

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
PI 5 Sample 2	P2 re: influencing decisions – I think one thing regarding the demographics of the school is that the staff doesn't necessarily see the same urgency for change that I see for children.		X			X														
PI 5 Sample 2	P1 re: decision authority – I am doing new assignments for teachers for next year. I don't have to explain to anyone and I make sure teachers understand that I report to the district office and they report to me.																	X		
PI 5 Sample 2	P1 ...creating a vision...I put my piece together, give it to a group who then expand upon it. Then I let them know that they then own it.	X	X						X				X							
PI 5 Sample 2	P2 re: district accountability/mandates – you get bogged down with timelines because the district requires a lot.													X						
PI 5 Sample 2	P2 re: influences on decisions – I look at data – academic, office referrals and teacher attendance.																			
PI 5 Sample 2	P2 re: decision style – I'm more of a Joe Clark –you are going to do what I tell you, when I tell you.	X																		
PI 5 Sample 2	P2 re: constraints/technical assistance ---union contracts and lack of district-level support. The district tells you that you need to make a change, but you figure out how you are going to do it. There is no one coming. As a PI 5 school, we were not reconstituted. They let the principal go, but they did not allow													X						

		Setting Directions					Developing People					Redesigning the Organization								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	me that make any staff changes. I was told absolutely not.																			
PI 5 Sample 2	P3 re: federal accountability – It’s like having a noose around your neck, with all the hoops and everything...compliance documents that have to be sent downtown.													X						
PI 5 Sample 2	P4 our instructional strategies are aligned to our vision. We collect data every 6-8 weeks and review benchmark assessments. The data guides our instruction and determine our intervention groups.																			
PI 5 Sample 2	P5 re: parent involvement – we are weak in that area right now. Next year we are going to start with a data conference...so that parents are really learning.										X		X							
PI 5 Sample 2	P5 re: technical assistance – technical assistance? What’s that? We don’t get a lot. We get a lot of mandates, a lot of directives, a lot of changes, but the actual support is not there. We were told that we would restructure governance. But what that means, I still don’t know to this day. If that means the SSC doesn’t have control, the district needs to tell me. I don’t have SSC meetings anymore, even though they were valuable.													X						
TOTALS		15	26	10	9	9	8	4	20	3	9	13	28	39	2	16	9	3	3	0

Data Analysis by Dimensions for All PI Schools, Part II

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
PI 1 Sample 1	P2 in regards to the scenario questions...I'd reflect on previous experience...														
PI 1 Sample 1	P2 I strongly believe in involving the staff and the stakeholders in the process														X
PI 1 Sample 1	P2 In making decisions, we look at our data...consider our school plan...focus our support on our students and staff						X								X
PI 1 Sample 1	P2 we've had staff and leadership team meetings where we've reviewed our school plan...we got money and wanted GLAD training...professional development is important to me and my staff, i.e. coaching and modeling.						X						X		X
PI 1 Sample 1	P2...we also consult with the SSC and other parent groups										X	X			X
PI 1 Sample 1	P3 in making decisions, we also look at equity...which is important to me and I believe my staff would concur – different grade levels, different needs and different groups of students						X							X	
PI 1 Sample 2	P1 re: scenario –I would buy a couple of computers...that will serve everybody. I would involve the SSC, parents, other staff [after prodding]														
PI 1 Sample 2	P1 re: technical assistance – the district reorganized the school and they took our top students...														
PI 1 Sample 2	P1 my decision authority is broad, but it still has the acceptance of the teachers													X	X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
PI 1 Sample 3	P2 re: Decision authority – I think we can make decisions here. We do make decisions. Being the principal enables me to have a great impact on being a facilitator for change.														
PI 1 Sample 3	P2 re: response to scenario – My form of leadership is collaborative. I do get consensus. It is amazing that every major decision we've made has been unanimous.							X							
PI 1 Sample 3	P2 I provide positive feedback to people.						X							X	
PI 1 Sample 3	P2 I make recommendations. I have a leadership team, and we present to staff together. We discuss and then we vote.						X				X				X
PI 1 Sample 3	P2 re: decisions about programs – as a principal, I think it is really important to give a lot of service and support to teachers, find out what they need and want. In addition, try to get people to accept new initiatives.			X						X			X		X
PI 1 Sample 3	P2 re: last major decision – we discussed a pilot program. I talked with the leadership team, then together we presented to staff. There was a consensus to do this, although there were some hold-outs. I told those that didn't want to implement the program they didn't have to, and the more I said, they didn't have to do it, the more they wanted to do it. Eventually the decision became unanimous.	X		X						X			X		X
PI 1 Sample 3	P3 we do demonstration lessons in order to bring on other people to new initiatives.												X		X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
PI 1 Sample 3	P4 re: decision style – when it’s a schoolwide decision, it is collaborative; but when it is instructional, I utilize my experience –it is top-down. You have to be able to affirm the culture of the children—where they’re coming from. It is a leadership specialist decision.			X					X						X
PI 1 Sample 3	P5 re: what influences decisions – we are data oriented. We look at who’s doing well. I talk to teachers. They are required to analyze data. Our discussion is about who they brought us from Basic to Proficient in Language Arts. What did they do to cause this increase? We share. I found the more you affirm teachers, the more they will back you.			X			X						X	X	X
PI 1 Sample 3	P6 re: district technical assistance – our focus is on Language Arts, in particular the Latino, low income and ELL students. I have specific performance requirements to meet. I make the teachers accountable. I am focused on the 3 rd and 5 th grade because they need to bring up at least three students from Below Basic to Basic. Each teacher have “focal” students.						X							X	X
PI 1 Sample 3	P6 we have a Schoolwide Student Success Team and we have a Leadership Team. Both meet every week and we schedule one day for follow-up.						X			X				X	X
PI 1 Sample 3	P7 our students come in low. We have a lot of workshops and orientations for parents.		X								X				X
PI 1 Sample 3	P1 of 8 we are a PI school. . .in second grade we are flat. There has to be a foundation. As a leader, I make people						X							X	X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	accountable...														
PI 1 Sample 3	P2 of 8 I identified parent leaders...they go to conferences...they speak up		X												
PI 1 Sample 3	P4 of 8 re: district technical assistance – “assistance” comes from networking...because I know people. I’ve been in this system [district] for over 20 years. Every time I hear that the district is providing a workshop with paid substitutes, I’ll talk to the person in charge... Our whole staff goes. Everyone has gone to ELL training.												X		X
PI 1 Sample 3	P8 of 8 re: technical assistance – I like to be under the radar because it allows us to do things. We use to meet as a total group, but now meet by regions—smaller group. The sharing is missed.														X
PI 1 Sample 3	P6 of 8 re: technical assistance -- we have a Leadership Action Plan and our site improvement plan. The district responds by asking questions such as how we will monitor improvement for accountability.														X
PI 1 Sample 3	P6 of 8 The SSC meets whenever we need to meet [no regular time]...4x or 5x a year. People are very cooperative here – they are happy. When I came, I brought a lot of experience. I put in a computer lab by begging, borrowing and got whatever it took for the children to come in early or stay late. In addition, we are training parents.			X											X
PI 1 Sample 3	P6 of 8 re: instructional programs – we are identifying more resources for students, especially those that may need						X								X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	special education services – this group has been under-identified in this school. We will have a full-time person next year.														
PI 3 Sample 1	P1 I've worked a lot to build community and students as the heart of decisions. My reaction to the scenario is to make a decision without consulting other people...putting the money into teacher training – a web-based program that kids can access...get rid of this drill and kill...and my vision for my...														
PI 3 Sample 1	P3 after probing ---I would probably involve my Technology Team. People who would be forward thinking...and my Leadership Team, staff and parent committees, i.e. SSC											X			
PI 3 Sample 1	P5 I have many people who don't have a global vision...they are only focused on their classroom														
PI 3 Sample 1	P6 a lot of decisions, I make...I will ask for input from the Leadership Team and the SSC. I'll ask for their advice, but ultimately, it's my job performance. It's my evaluation. I'll make the best decisions.														X
PI 3 Sample 1	P7 In regards to decision authority-I think the district expects more stakeholders to be consulted, but at the end of the day, it's my decision, my responsibility. So, I have everyone opinion under advisement, but it is my responsibility to make the best decision.														X
PI 3 Sample 1	P8 I am in the process of making a decision regarding a Teacher-on-Special Assignment. ..my school's Response to						X								X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	Intervention pyramid is upside down... we have very few kids who are proficient...so the decision I am grappling with is regarding the use of title I funds.														
PI 3 Sample 1	P10 State budgets restrict my decision making. There are many unknowns, such as how we will have professional development days for our teachers; fear of decisions being made at other levels...														
PI 3 Sample 1	P11 in regarding to determining student objectives for the purpose of our school plan – teachers analyze the student results. We have growth charts indicating CST, CELDT and NWEA results for all students. Teachers are expected to use in developing lesson plans and are aligned with district provided pacing guides. However, the pacing guides are not aligned with our instructional program.						X							X	X
PI 3 Sample 1	P16 we are working with an outside consultant recommended by the district.														
PI 3 Sample 1	P16 if there is a question of replacing the principal or trying another curriculum [re: restructuring] I would hope the district would go with a different curriculum.														
PI 3 Sample 1	P16 in regards to federal accountability, it is very demoralizing. I would like to be the cheerleader. I want to encourage people. I take the party line...and I'll deliver...I try to make "it" is enforced...However, are you an instructional leader, or cheerleader? There is a lot of room for creativity, i.e. coloring outside the lines.														X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
PI 3 Sample 1	P21 I look at data and provide feedback to teachers, such as commenting on students that have improved...I ask questions such as what informed your decision to use... what are your next steps?														
PI 3 Sample 1	Teachers meet and articulate between grades						X	X					X	X	
PI 3 Sample 1	P25 in regards to parent involvement...the SSC meetings times are changed and we hire ½ day substitutes for teachers to attend meetings		X		X						X	X			
PI 3 Sample 1	P25 in regards to constraints in decision making – inadequate information.														
PI 3 Sample 1	P29 in regards to technical support...we never get time to talk to and share with each other [principals].														
PI 3 Sample 1	P3 when making decision...it is wonderful to talk to colleagues...have conversations...														X
PI 3 Sample 1	P4 in making a decision regarding curriculum and instruction...we're working on a literacy plan. We convened a Literacy Team...we had a facilitator to...work with us...[we now have a small group working together to develop the plan.]			X				X		X					X
PI 3 Sample 1	P5 my decision making style in general is collaborative. I also like to have decisions to be seen as not coming the top-down...but more grass roots. I have really tried to nurture teacher leaders...							X							X
PI 3 Sample 1	P5 restrictions to my decisions are the contracts, i.e. planning time														

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
PI 3 Sample 1	P5 the 9 EPC [district focus ad directed by the state due to the district being in Program Improvement] inform our instructional practices														X
PI 3 Sample 1	P6 in regards to federal accountability...I follow the federal guidelines... I have to have a Title I meetings and sort of check off the boxes to meet the letter of the law...														
PI 3 Sample 1	P6 the SSC reviews our Title I program in regards to how funds will be utilized to support students. We also work with our SAC and our ELAC	X				X	X				X				
PI 3 Sample 1	P6 the SSC reviews continued from page 21											X		X	X
PI 3 Sample 1	P8 my grade level teams put assessment results on Data Director [district supported web-based program] in order to keep track of student achievement						X							X	X
PI 3 Sample 2	P1 re: scenario – first and foremost, I would make sure the teachers were part of the decision-making process as to how money would be spent.														X
PI 3 Sample 2	P1 in sharing with staff...using the data that we collect on students, what are the needs						X								
PI 3 Sample 2	P1 I would involve the SSC, which includes some of our 5 th grade students, because they are our governing board and they have a lot of say over the money. I would also involve my teachers.											X			X
PI 3 Sample 2	P2 re: decision making authority – in regards to school operation, my decisions are broad. In regards to finances/money,											X			

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	we make decisions together...the SSC														
PI 3 Sample 2	P2 In regards to curriculum and programs, I make the decisions. I make them based upon the needs of the students; along with personnel decisions.			X										X	
PI 3 Sample 2	P3 in regards to some personnel decisions, there are constraints. I put a teacher on Peer Assistance Review (PAR) and my documentation was disregarded. The bargaining unit had the final say.														
PI 3 Sample 2	P4 re: decision making style – when it involves money – I have a team. I want people to know how money is being spent. I think it is an accountability piece too. I like the idea of involving people as long as it is based on student needs.							X							
PI 3 Sample 2	P4 I don't make quick decisions. I try to think through things and get feedback from people.														X
PI 3 Sample 2	P5 we use data all of the time. We look at benchmark data and we have accountability conferences. I have grade levels come together and change targets based on the data.						X	X							X
PI 3 Sample 2	P5 re: federal accountability – it doesn't always make sense. So we have to find ways to do what we need to do. I try to do what is needed for kids, even if the federal government says, "you can't". We're blocked in a lot of areas...it hurts kids.														X
PI 3 Sample 2	P6 re: instructional practices – our school vision is out there and we revisit it often. When we in our professional						X							X	X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	development, we revisit our vision.														
PI 3 Sample 2	P6 the grade level chairs [are involved in data reviews]. We compare our CST, CELDT scores with the standards for our EL and AED students.						X							X	X
PI 3 Sample 2	P7 professional development for the whole year has been around our targets; so we the district says we need to do professional development in a certain area, but we prioritize.														X
PI 3 Sample 2	P7 re: parent involvement – we have parents meet the first Friday of each month with our parent liaison and myself – they share their concerns and we provide training				X										X
PI 3 Sample 2	P8-9 re: technical assistance –I wasn’t given any menus of action to restructure, but I know restructuring had to happen. It will affect the school culture and climate...														X
PI 3 Sample 3	P1: ...as a rule, I like to utilize the shared decision-making process . I have a leadership team @my school ...I retired after 33 years – 32 years, I was asked by the school district to come and work here. I found that it’s a lot easier to get your staff on board and start moving forward with your vision and the mission...put out the info. to your staff and...have them join in...they will assist you with bringing in the rest of the staff on board. It makes that decision process easier ...especially when you’re a PI 3 school like mine... my experience of being more successful when you have							X							X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	everybody on board at the site.														
PI 3 Sample 3	P2 in response to scenario -- .my experience for PI schools...you need to present to the SSC. In many cases the principal will guide the SSC through the process of viable possibilities...when you present to the teacher...other people...secretaries, the counselors...they're all part of the operation in the school. I would guide them through understanding...equitable.						X				X				X
PI 3 Sample 3	P4 re: decision making authority – it depends upon the community...the relationship that you have built with them...the community knows you, you tend to have less resistance...when you're new...you're constantly being challenged...make myself accountable...it is high stakes accountability.	X													X
PI 3 Sample 3	P5 one of the biggest challenges I have is decisions regarding parent involvement...you have to plan these things out...what is going to be your approach? [note: wanting to encourage and empower, but not have them interfere with school instruction/operation.]										X				
PI 3 Sample 3	P6 re: a recent decision – a hard decision involved a staff member. I let the person know that she will not be rejoining us next year...I need people in 'those' positions that are going to handle 'situations' without having to be confrontational.						X							X	X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
PI 3 Sample 3	P6 my hard decisions are dealing with new staff and communities...when it comes to my staff...I take it in small pieces...it is more successful to use the shared decision-making process...when it involves curriculum changes, staff development, budgetary issues, I have a Leadership Team. I like my staff to be well-informed of what's going on. I do the same with my SSC. I want them to understand the process. I am capable of making a decision, but I'd like to have other people involved.										X				X
PI 3 Sample 3	P7-8 in making decisions regarding changing curriculum --I am in the process of doing that now. I've been observing since August [note: 5 months] you do a needs assessment. I involved the union representative. We are a Turnaround School. [note: Turnaround schools are identified for closure. Transitional schools are PI 1 and are in need of improvement.]..up to 50% of the staff could be released...I would rather work hard and have my teachers work hard and not have any be part of the 50%...it's a very accountable situation. It's a hard job for me. A lot of observations, meetings, staff meetings, grade level curriculum meetings.			X			X							X	
PI 3 Sample 3	P8 I was hired because of my expertise in working with low-performing schools, predominately African American and Latino, so I understand the culture...that's a big part of being able to do this work and having a staff that understands that community and knowing								X		X				X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>				
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	
	my own monitoring process for keeping track of assessing student improvement. I have my instructional coaches meet weekly with grade level teams. The teams get an hour of release time per week to sit with and plan with the instructional coaches –they have developed a comfort level analyzing and interpreting data. I am constantly monitoring.															
PI 3 Sample 3	P13 I have the SSC meet every month. I share information because I want them to be aware of the needs of the school.	X		X							X	X	X			
PI 5 Sample 1	P1 I came up with some ideas and polled some our Instructional Leadership Team. After we meet, we take it to our staff. NOTE: we have done some consensus building within our schools.															X
PI 5 Sample 1	P2 I've had facilitation training which has helped me in doing a lot of consensus building. I put a survey out to staff around options so that they can give input							X		X				X		X
PI 5 Sample 1	P2 I think decision making should be an open process...any staff member is welcome to attend meetings. The Instructional Leadership Team meets and there are representatives from each grade level who goes back and shares information during their collaboration time. ...it is a transparent process.	X													X	X
PI 5 Sample 1	P2 I have very narrow decision making authority. I have no authority as to who is placed at my school. In terms of spending money, we [staff and community] shared decision-making authority. I rely on the Leadership Team to support my ideas, i.e.			X												X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	the implementation of the Reading Partners Program, which will be an outsourced intervention program.														
PI 5 Sample 1	P2 in terms of money, I work with parent groups and my staff		X								X				
PI 5 Sample 1	P2 in terms of money from page 15 continued										X	X			X
PI 5 Sample 1	P3 my last major decision was applying for the federal school improvement grant. Grant information was shared with staff and our school community to ensure support. We discussed what we needed, what was working well. We even met with our union groups to establish a memoranda of understanding. It was a transparent process.						X								X
PI 5 Sample 1	P4 lack of experience impacts my decision making ability. I don't have the experience to fall on and the district tells me, "well, it takes time."														
PI 5 Sample 1	P4 because of our role as a PI 5 school and persistently lowest achieving school that is implementing alternative governance, the identification shapes a lot of what we do...but it helps me focus on instruction, expectations and data.														
PI 5 Sample 1	P4 we have a district benchmark assessments and we use CSTs. Our Collaboration Time is used to review data and to conduct data analysis. We use PLCs that use inquiry questions.						X							X	X
PI 5 Sample 1	P5 we do a lot of work with an outside consultant [recommended by the district] who coach our teachers and also assists me with accountability walks. We look at						X								X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	trends across classrooms regarding instructional practices...														
PI 5 Sample 1	P5 the district has been helpful. The external support entity provides coaching and feedback. Next year we will continue with the plans they help us to develop.														X
PI 5 Sample 1	P6 part of the federal school improvement grant includes home connections – home visits. Teachers will receive training. Currently we have a lot of parent involvement, i.e. coffee with the principal.		X												X
PI 5 Sample 1	P7 the district has been supportive. They have been onsite and observed in classrooms giving me feedback. They are available for information whenever I have questions.														
PI 5 Sample 1	P7 We have gone through the process of alternative governance with our school community and the support of the district office. We decided on implementing new curriculum and change the organizational structure of the school, i.e. added a preschool.														X
PI 5 Sample 2	P1 re: scenario – I going to put together a plan and present it to my literacy...Instructional Leadership Team. I would also present it to my Faculty Council, then I would put it out there for the bigger population [SSC] to provide input...they are providing consultation. I would make the decision as to what to do.						X					X			X
PI 5 Sample 2	P2 re: influencing decisions – I think one thing regarding the demographics of the school is that the staff doesn't necessarily								X					X	X

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	see the same urgency for change that I see for children.														
PI 5 Sample 2	P1 re: decision authority – I am doing new assignments for teachers for next year. I don't have to explain to anyone and I make sure teachers understand that I report to the district office and they report to me.														X
PI 5 Sample 2	P1 ...creating a vision...I put my piece together, give it to a group who then expand upon it. Then I let them know that they then own it.														X
PI 5 Sample 2	P2 re: district accountability/mandates – you get bogged down with timelines because the district requires a lot.														
PI 5 Sample 2	P2 re: influences on decisions – I look at data – academic, office referrals and teacher attendance.						X							X	X
PI 5 Sample 2	P2 re: decision style – I'm more of a Joe Clark –you are going to do what I tell you, when I tell you.														X
PI 5 Sample 2	P2 re: constraints/technical assistance --- union contracts and lack of district-level support. The district tells you that you need to make a change, but you figure out how you are going to do it. There is no one coming. As a PI 5 school, we were not reconstituted. They let the principal go, but they did not allow me that make any staff changes. I was told absolutely not.														
PI 5 Sample 2	P3 re: federal accountability – It's like having a noose around your neck, with all the hoops and everything...compliance documents that have to be sent														

		<i>Managing the Instructional Program</i>										<i>Responding Prod. to Accountability</i>			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
	downtown.														
PI 5 Sample 2	P4 our instructional strategies are aligned to our vision. We collect data every 6-8 weeks and review benchmark assessments. The data guides our instruction and determine our intervention groups.						X							X	X
PI 5 Sample 2	P5 re: parent involvement – we are weak in that area right now. Next year we are going to start with a data conference...so that parents are really learning.														X
PI 5 Sample 2	P5 re: technical assistance – technical assistance? What’s that? We don’t get a lot. We get a lot of mandates, a lot of directives, a lot of changes, but the actual support is not there. We were told that we would restructure governance. But what that means, I still don’t know to this day. If that means the SSC doesn’t have control, the district needs to tell me. I don’t have SSC meetings anymore, even though they were valuable.											X			X
Totals		5	6	14	2	2	34	8	3	7	13	11	10	24	77

Appendix G
Quantitative Inferences of Data Analysis by Dimensions for Cross District and Within PI Levels

Dimension 1 Responses, Within PI 1

<i>Setting Directions</i>	PI Sample 1		PI Sample 2		PI Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. High Expectations	-	0.0%	1	3.7%	4	14.8%	5	18.5%
2. Vision	1	3.7%	3	11.1%	6	22.2%	10	37.0%
3. Goal Setting	2	7.4%	2	7.4%	1	3.7%	5	18.5%
4. Reviewing	-	0.0%	-	0.0%	4	14.8%	4	14.8%
5. Reflection	1	3.7%	-	0.0%	2	7.4%	3	11.1%
Sub-totals	4	14.8%	6	22.2%	17	63.0%	27	100.0%

Dimension 2 Responses, Within PI 1

<i>Developing People</i>	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of total Dimension Responses per Response</i>
1. Professional Development	1	4.5%	-	0.0%	2	9.1%	3	13.6%
2. Curriculum Teams	-	0.0%	1	4.5%	2	9.1%	3	13.6%
3. Structure (Grade Level Teams)	2	9.1%	2	9.1%	5	22.7%	9	40.9%
4. Data Walls	-	0.0%	1	4.5%	1	4.5%	2	9.1%
5. Encouragement/Support	-	0.0%	1	4.5%	4	18.2%	5	22.7%
Sub-totals	3	13.6%	5	22.7%	14	63.6%	22	100.0%

Dimension 3 Responses, Within PI 1

<i>Redesigning the Organization</i>	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. Parent Involvement	-	0.0%	1	3.3%	3	10.0%	4	13.3%
2. Internal Processes	3	10.0%	2	6.7%	5	16.7%	10	33.3%
3. External Relationships	-	0.0%	2	6.7%	2	6.7%	4	13.3%
4. PLCs	-	0.0%	1	3.3%	-	0.0%	1	3.3%
5. Trust (Culture)	-	0.0%	-	0.0%	9	30.0%	9	30.0%
6. Resource Allocation	-	0.0%	1	3.3%	-	0.0%	1	3.3%
7. Staffing	-	0.0%	-	0.0%	-	0.0%	-	0.0%
8. Time	-	0.0%	1	3.3%	-	0.0%	1	3.3%
9. Connections	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Sub-totals	3	10.0%	8	26.7%	19	63.3%	30	100.0%

Dimension 4 Responses, Within PI 1

<i>Managing the Instructional Program</i>	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. Positive Relationship	-	0.0%	-	0.0%	1	2.9%	1	2.9%
2. Nurturing Families / Parent Education	-	0.0%	1	2.9%	2	5.9%	3	8.8%
3. Planning / Implementing Instructional Programs	-	0.0%	3	8.8%	5	14.7%	8	23.5%
4. Accommodating Families	-	0.0%	-	0.0%	-	0.0%	-	0.0%
5. Identifying Programs	-	0.0%	1	2.9%	-	0.0%	1	2.9%
6. Assessing Current Conditions	3	8.8%	3	8.8%	7	20.6%	13	38.2%
7. Collaboration	-	0.0%	-	0.0%	1	2.9%	1	2.9%
8. Using Students' Social Capital	-	0.0%	-	0.0%	1	2.9%	1	2.9%
9. Climate of Trust / Innovation	-	0.0%	-	0.0%	3	8.8%	3	8.8%
10. Developing Sense of Community	1	2.9%	-	0.0%	2	5.9%	3	8.8%
Sub-totals	4	11.8%	8	23.5%	22	64.7%	34	100.0%

Dimension 5 Responses, Within PI 1

<i>Responding Productively to Accountability</i>	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. SSC & Other Parent Committees	1	2.4%	1	2.4%	-	0.0%	2	4.8%
2. Creating Conditions for Professional Development	1	2.4%	-	0.0%	5	11.9%	6	14.3%
3. Monitoring School Performance	1	2.4%	3	7.1%	5	11.9%	9	21.4%
4. Improvement Planning / Strategic Planning	4	9.5%	6	14.3%	15	35.7%	25	59.5%
Sub-totals	7	16.7%	10	23.8%	25	59.5%	42	100.0%

Dimension 1 Responses, Within PI 3

<i>Setting Directions</i>	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. High Expectations	1	3.0%	1	3.0%	6	18.2%	8	24.2%
2. Vision	5	15.2%	1	3.0%	6	18.2%	12	36.4%
3. Goal Setting	3	9.1%	3	9.1%	1	3.0%	7	21.2%
4. Reviewing	1	3.0%	1	3.0%	1	3.0%	3	9.1%
5. Reflection	-	0.0%	1	3.0%	2	6.1%	3	9.1%
Sub-totals	10	30.3%	7	21.2%	16	48.5%	33	100.0%

Dimension 2 Responses, Within PI 3

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Developing People</i>								
1. Professional Development	-	0.0%	-	0.0%	3	21.4%	3	21.4%
2. Curriculum Teams	-	0.0%	1	7.1%	-	0.0%	1	7.1%
3. Structure (Grade Level Teams)	2	14.3%	-	0.0%	2	14.3%	4	28.6%
4. Data Walls	1	7.1%	2	14.3%	-	0.0%	3	21.4%
5. Encouragement/Support	1	7.1%	-	0.0%	2	14.3%	3	21.4%
Sub-totals	4	28.6%	3	21.4%	7	50.0%	14	100.0%

Dimension 3 Responses, Within PI 3

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Redesigning the Organization</i>								
1. Parent Involvement	2	4.3%	-	0.0%	3	6.4%	5	10.6%
2. Internal Processes	3	6.4%	-	0.0%	4	8.5%	7	14.9%
3. External Relationships	12	25.5%	4	8.5%	5	10.6%	21	44.7%
4. PLCs	-	0.0%	-	0.0%	-	0.0%	-	0.0%
5. Trust (Culture)	-	0.0%	2	4.3%	3	6.4%	5	10.6%
6. Resource Allocation	2	4.3%	2	4.3%	3	6.4%	7	14.9%
7. Staffing	-	0.0%	-	0.0%	2	4.3%	2	4.3%
8. Time	-	0.0%	-	0.0%	-	0.0%	-	0.0%
9. Connections	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Sub-totals	19	40.4%	8	17.0%	20	42.6%	47	100.0%

Dimension 4 Responses, Within PI 3

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Managing the Instructional Program</i>								
1. Positive Relationship	1	2.3%	-	0.0%	2	4.7%	3	7.0%
2. Nurturing Families / Parent Education	1	2.3%	-	0.0%	-	0.0%	1	2.3%
3. Planning / Implementing Instructional Programs	1	2.3%	1	2.3%	3	7.0%	5	11.6%
4. Accommodating Families	1	2.3%	1	2.3%	-	0.0%	2	4.7%
5. Identifying Programs	1	2.3%	-	0.0%	-	0.0%	1	2.3%
6. Assessing Current Conditions	5	11.6%	4	9.3%	6	14.0%	15	34.9%
7. Collaboration	3	7.0%	2	4.7%	1	2.3%	6	14.0%
8. Using Students' Social Capital	-	0.0%	-	0.0%	1	2.3%	1	2.3%
9. Climate of Trust / Innovation	1	2.3%	-	0.0%	1	2.3%	2	4.7%
10. Developing Sense of Community	2	4.7%	-	0.0%	5	11.6%	7	16.3%
Sub-totals	16	37.2%	8	18.6%	19	44.2%	43	100.0%

Dimension 5 Responses, Within PI 3

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Responding Productively to Accountability</i>								
1. SSC & Other Parent Committees	3	5.9%	2	3.9%	1	2.0%	6	11.8%
2. Creating Conditions for Professional Development	1	2.0%	-	0.0%	2	3.9%	3	5.9%
3. Monitoring School Performance	4	7.8%	3	5.9%	3	5.9%	10	19.6%
4. Improvement Planning / Strategic Planning	11	21.6%	10	19.6%	11	21.6%	32	62.7%
Sub-totals	19	37.3%	15	29.4%	17	33.3%	51	100.0%

Dimension 1 Responses, Within PI 5

	Sample 1		Sample 2		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Setting Directions</i>						
1. High Expectations	-	0.0%	2	18.2%	2	18.2%
2. Vision	1	9.1%	3	27.3%	4	36.4%
3. Goal Setting	-	0.0%	-	0.0%	-	0.0%
4. Reviewing	2	18.2%	-	0.0%	2	18.2%
5. Reflection	2	18.2%	1	9.1%	3	27.3%
Sub-totals	5	45.5%	6	54.5%	11	100.0%

Dimension 2 Responses, Within PI 5

	Sample 1		Sample 2		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Developing People</i>						
1. Professional Development	1	12.5%	-	0.0%	1	12.5%
2. Curriculum Teams	1	12.5%	-	0.0%	1	12.5%
3. Structure (Grade Level Teams)	3	37.5%	2	25.0%	5	62.5%
4. Data Walls	-	0.0%	-	0.0%	-	0.0%
5. Encouragement/Support	1	12.5%	-	0.0%	1	12.5%
Sub-totals	6	75.0%	2	25.0%	8	100.0%

Dimension 3 Responses, Within PI 5

	Sample 1		Sample 2		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Redesigning the Organization</i>						
1. Parent Involvement	3	10.0%	1	3.3%	4	13.3%
2. Internal Processes	3	10.0%	2	6.7%	5	16.7%
3. External Relationships	9	30.0%	5	16.7%	14	46.7%
4. PLCs	1	3.3%	-	0.0%	1	3.3%
5. Trust (Culture)	2	6.7%	-	0.0%	2	6.7%
6. Resource Allocation	1	3.3%	-	0.0%	1	3.3%
7. Staffing	-	0.0%	1	3.3%	1	3.3%
8. Time	2	6.7%	-	0.0%	2	6.7%
9. Connections	-	0.0%	-	0.0%	-	0.0%
Sub-totals	21	70.0%	9	30.0%	30	100.0%

Dimension 4 Responses, Within PI 5

	Sample 1		Sample 2		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Managing the Instructional Program</i>						
1. Positive Relationship	1	6.3%	-	0.0%	1	6.3%
2. Nurturing Families / Parent Education	2	12.5%	-	0.0%	2	12.5%
3. Planning / Implementing Instructional Programs	1	6.3%	-	0.0%	1	6.3%
4. Accommodating Families	-	0.0%	-	0.0%	-	0.0%
5. Identifying Programs	-	0.0%	-	0.0%	-	0.0%
6. Assessing Current Conditions	3	18.8%	3	18.8%	6	37.5%
7. Collaboration	1	6.3%	-	0.0%	1	6.3%
8. Using Students' Social Capital	-	0.0%	1	6.3%	1	6.3%
9. Climate of Trust / Innovation	2	12.5%	-	0.0%	2	12.5%
10. Developing Sense of Community	2	12.5%	-	0.0%	2	12.5%
Sub-totals	12	75.0%	4	25.0%	16	100.0%

Dimension 5 Responses, Within PI 5

	Sample 1		Sample 2		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Responding Productively to Accountability</i>						
1. SSC & Other Parent Committees	1	3.4%	2	6.9%	3	10.3%
2. Creating Conditions for Professional Development	1	3.4%	-	0.0%	1	3.4%
3. Monitoring School Performance	2	6.9%	3	10.3%	5	17.2%
4. Improvement Planning / Strategic Planning	11	37.9%	9	31.0%	20	69.0%
Sub-totals	15	51.7%	14	48.3%	29	100.0%

Dimension 1 Responses, Across PI Levels

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Setting Directions</i>								
1. High Expectations	5	7.0%	8	11.3%	2	2.8%	15	21.1%
2. Vision	10	14.1%	12	16.9%	4	5.6%	26	36.6%
3. Goal Setting	5	7.0%	7	9.9%	-	0.0%	12	16.9%
4. Reviewing	4	5.6%	3	4.2%	2	2.8%	9	12.7%
5. Reflection	3	4.2%	3	4.2%	3	4.2%	9	12.7%
Sub-totals	27	38.0%	33	46.5%	11	15.5%	71	100.0%

Dimension 2 Responses, Across PI Levels

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Developing People</i>								
1. Professional Development	3	6.8%	3	6.8%	1	2.3%	7	15.9%
2. Curriculum Teams	3	6.8%	1	2.3%	1	2.3%	5	11.4%
3. Structure (Grade Level Teams)	9	20.5%	4	9.1%	5	11.4%	18	40.9%
4. Data Walls	2	4.5%	3	6.8%	-	0.0%	5	11.4%
5. Encouragement/Support	5	11.4%	3	6.8%	1	2.3%	9	20.5%
Sub-totals	22	50.0%	14	31.8%	8	18.2%	44	100.0%

Dimension 3 Responses, Across PI Levels

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Redesigning the Organization</i>								
1. Parent Involvement	4	3.7%	5	4.7%	4	3.7%	13	12.1%
2. Internal Processes	10	9.3%	7	6.5%	5	4.7%	22	20.6%
3. External Relationships	4	3.7%	21	19.6%	14	13.1%	39	36.4%
4. PLCs	1	0.9%	-	0.0%	1	0.9%	2	1.9%
5. Trust (Culture)	9	8.4%	5	4.7%	2	1.9%	16	15.0%
6. Resource Allocation	1	0.9%	7	6.5%	1	0.9%	9	8.4%
7. Staffing	-	0.0%	2	1.9%	1	0.9%	3	2.8%
8. Time	1	0.9%	-	0.0%	2	1.9%	3	2.8%
9. Connections	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Sub-totals	30	28.0%	47	43.9%	30	28.0%	107	100.0%

Dimension 4 Responses, Across PI Levels

<i>Managing the Instructional Program</i>	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. Positive Relationship	1	1.1%	3	3.2%	1	1.1%	5	5.4%
2. Nurturing Families / Parent Education	3	3.2%	1	1.1%	2	2.2%	6	6.5%
3. Planning / Implementing Instructional Programs	8	8.6%	5	5.4%	1	1.1%	14	15.1%
4. Accommodating Families	-	0.0%	2	2.2%	-	0.0%	2	2.2%
5. Identifying Programs	1	1.1%	1	1.1%	-	0.0%	2	2.2%
6. Assessing Current Conditions	13	14.0%	15	16.1%	6	6.5%	34	36.6%
7. Collaboration	1	1.1%	6	6.5%	1	1.1%	8	8.6%
8. Using Students' Social Capital	1	1.1%	1	1.1%	1	1.1%	3	3.2%
9. Climate of Trust / Innovation	3	3.2%	2	2.2%	2	2.2%	7	7.5%
10. Developing Sense of Community	3	3.2%	7	7.5%	2	2.2%	12	12.9%
Sub-totals	34	36.6%	43	46.2%	16	17.2%	93	100.0%

Dimension 5 Responses, Across PI Levels

<i>Responding Productively to Accountability</i>	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. SSC & Other Parent Committees	2	1.6%	6	4.9%	3	2.5%	11	9.0%
2. Creating Conditions for Professional Development	6	4.9%	3	2.5%	1	0.8%	10	8.2%
3. Monitoring School Performance	9	7.4%	10	8.2%	5	4.1%	24	19.7%
4. Improvement Planning / Strategic Planning	25	20.5%	32	26.2%	20	16.4%	77	63.1%
Sub-totals	42	34.4%	51	41.8%	29	23.8%	122	100.0%

Dimension 1 Responses, Across Sample Levels

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Setting Directions</i>								
1. High Expectations	1	1.4%	4	5.6%	10	14.1%	15	21.1%
2. Vision	7	9.9%	7	9.9%	12	16.9%	26	36.6%
3. Goal Setting	5	7.0%	5	7.0%	2	2.8%	12	16.9%
4. Reviewing	3	4.2%	1	1.4%	5	7.0%	9	12.7%
5. Reflection	3	4.2%	2	2.8%	4	5.6%	9	12.7%
Sub-totals	19	26.8%	19	26.8%	33	46.5%	71	100.0%

Dimension 2 Responses, Across Sample Levels

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Developing People</i>								
1. Professional Development	2	4.5%	-	0.0%	5	11.4%	7	15.9%
2. Curriculum Teams	1	2.3%	2	4.5%	2	4.5%	5	11.4%
3. Structure (Grade Level Teams)	7	15.9%	4	9.1%	7	15.9%	18	40.9%
4. Data Walls	1	2.3%	3	6.8%	1	2.3%	5	11.4%
5. Encouragement/Support	2	4.5%	1	2.3%	6	13.6%	9	20.5%
Sub-totals	13	29.5%	10	22.7%	21	47.7%	44	100.0%

Dimension 3 Responses, Across Sample Levels

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Redesigning the Organization</i>								
1. Parent Involvement	5	4.7%	2	1.9%	6	5.6%	13	12.1%
2. Internal Processes	9	8.4%	4	3.7%	9	8.4%	22	20.6%
3. External Relationships	21	19.6%	11	10.3%	7	6.5%	39	36.4%
4. PLCs	1	0.9%	1	0.9%	-	0.0%	2	1.9%
5. Trust (Culture)	2	1.9%	2	1.9%	12	11.2%	16	15.0%
6. Resource Allocation	3	2.8%	3	2.8%	3	2.8%	9	8.4%
7. Staffing	-	0.0%	1	0.9%	2	1.9%	3	2.8%
8. Time	2	1.9%	1	0.9%	-	0.0%	3	2.8%
9. Connections	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Sub-totals	43	40.2%	25	23.4%	39	36.4%	107	100.0%

Dimension 4 Responses, Across Sample Levels

	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Managing the Instructional Program</i>								
1. Positive Relationship	2	2.2%	-	0.0%	3	3.2%	5	5.4%
2. Nurturing Families / Parent Education	3	3.2%	1	1.1%	2	2.2%	6	6.5%
3. Planning / Implementing Instructional Programs	2	2.2%	4	4.3%	8	8.6%	14	15.1%
4. Accommodating Families	1	1.1%	1	1.1%	-	0.0%	2	2.2%
5. Identifying Programs	1	1.1%	1	1.1%	-	0.0%	2	2.2%
6. Assessing Current Conditions	11	11.8%	10	10.8%	13	14.0%	34	36.6%
7. Collaboration	4	4.3%	2	2.2%	2	2.2%	8	8.6%
8. Using Students' Social Capital	-	0.0%	1	1.1%	2	2.2%	3	3.2%
9. Climate of Trust / Innovation	3	3.2%	-	0.0%	4	4.3%	7	7.5%
10. Developing Sense of Community	5	5.4%	-	0.0%	7	7.5%	12	12.9%
Sub-totals	32	34.4%	20	21.5%	41	44.1%	93	100.0%

Dimension 5 Responses, Across Sample Levels

<i>Responding Productively to Accountability</i>	Sample 1		Sample 2		Sample 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. SSC & Other Parent Committees	5	4.1%	5	4.1%	1	0.8%	11	9.0%
2. Creating Conditions for Professional Development	3	2.5%	-	0.0%	7	5.7%	10	8.2%
3. Monitoring School Performance	7	5.7%	9	7.4%	8	6.6%	24	19.7%
4. Improvement Planning / Strategic Planning	26	21.3%	25	20.5%	26	21.3%	77	63.1%
Sub-totals	41	33.6%	39	32.0%	42	34.4%	122	100.0%

Dimension 1 Responses, Across PIs, Sample 1

<i>Setting Directions</i>	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. High Expectations	-	0.0%	1	5.3%	-	0.0%	1	5.3%
2. Vision	1	5.3%	5	26.3%	1	5.3%	7	36.8%
3. Goal Setting	2	10.5%	3	15.8%	-	0.0%	5	26.3%
4. Reviewing	-	0.0%	1	5.3%	2	10.5%	3	15.8%
5. Reflection	1	5.3%	-	0.0%	2	10.5%	3	15.8%
Sub-totals	4	21.1%	10	52.6%	5	26.3%	19	100.0%

Dimension 2 Responses, Across PIs, Sample 1

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Developing People</i>								
1. Professional Development	1	7.7%	-	0.0%	1	7.7%	2	15.4%
2. Curriculum Teams	-	0.0%	-	0.0%	1	7.7%	1	7.7%
3. Structure (Grade Level Teams)	2	15.4%	2	15.4%	3	23.1%	7	53.8%
4. Data Walls	-	0.0%	1	7.7%	-	0.0%	1	7.7%
5. Encouragement/Support	-	0.0%	1	7.7%	1	7.7%	2	15.4%
Sub-totals	3	23.1%	4	30.8%	6	46.2%	13	100.0%

Dimension 3 Responses, Across PIs, Sample 1

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Redesigning the Organization</i>								
1. Parent Involvement	-	0.0%	2	4.7%	3	7.0%	5	11.6%
2. Internal Processes	3	7.0%	3	7.0%	3	7.0%	9	20.9%
3. External Relationships	-	0.0%	12	27.9%	9	20.9%	21	48.8%
4. PLCs	-	0.0%	-	0.0%	1	2.3%	1	2.3%
5. Trust (Culture)	-	0.0%	-	0.0%	2	4.7%	2	4.7%
6. Resource Allocation	-	0.0%	2	4.7%	1	2.3%	3	7.0%
7. Staffing	-	0.0%	-	0.0%	-	0.0%	-	0.0%
8. Time	-	0.0%	-	0.0%	2	4.7%	2	4.7%
9. Connections	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Sub-totals	3	7.0%	19	44.2%	21	48.8%	43	100.0%

Dimension 4 Responses, Across PIs, Sample 1

<i>Managing the Instructional Program</i>	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. Positive Relationship	-	0.0%	1	3.1%	1	3.1%	2	6.3%
2. Nurturing Families / Parent Education	-	0.0%	1	3.1%	2	6.3%	3	9.4%
3. Planning / Implementing Instructional Programs	-	0.0%	1	3.1%	1	3.1%	2	6.3%
4. Accommodating Families	-	0.0%	1	3.1%	-	0.0%	1	3.1%
5. Identifying Programs	-	0.0%	1	3.1%	-	0.0%	1	3.1%
6. Assessing Current Conditions	3	9.4%	5	15.6%	3	9.4%	11	34.4%
7. Collaboration	-	0.0%	3	9.4%	1	3.1%	4	12.5%
8. Using Students' Social Capital	-	0.0%	-	0.0%	-	0.0%	-	0.0%
9. Climate of Trust / Innovation	-	0.0%	1	3.1%	2	6.3%	3	9.4%
10. Developing Sense of Community	1	3.1%	2	6.3%	2	6.3%	5	15.6%
Sub-totals	4	12.5%	16	50.0%	12	37.5%	32	100.0%

Dimension 5 Responses, Across PIs, Sample 1

<i>Responding Productively to Accountability</i>	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. SSC & Other Parent Committees	1	2.4%	3	7.3%	1	2.4%	5	12.2%
2. Creating Conditions for Professional Development	1	2.4%	1	2.4%	1	2.4%	3	7.3%
3. Monitoring School Performance	1	2.4%	4	9.8%	2	4.9%	7	17.1%
4. Improvement Planning / Strategic Planning	4	9.8%	11	26.8%	11	26.8%	26	63.4%
Sub-totals	7	17.1%	19	46.3%	15	36.6%	41	100.0%

Dimension 1 Responses, Across PIs, Sample 2

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Setting Directions</i>								
1. High Expectations	1	5.3%	1	5.3%	2	10.5%	4	21.1%
2. Vision	3	15.8%	1	5.3%	3	15.8%	7	36.8%
3. Goal Setting	2	10.5%	3	15.8%	-	0.0%	5	26.3%
4. Reviewing	-	0.0%	1	5.3%	-	0.0%	1	5.3%
5. Reflection	-	0.0%	1	5.3%	1	5.3%	2	10.5%
Sub-totals	6	31.6%	7	36.8%	6	31.6%	19	100.0%

Dimension 2 Responses, Across PIs, Sample 2

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Developing People</i>								
1. Professional Development	-	0.0%	-	0.0%	-	0.0%	-	0.0%
2. Curriculum Teams	1	10.0%	1	10.0%	-	0.0%	2	20.0%
3. Structure (Grade Level Teams)	2	20.0%	-	0.0%	2	20.0%	4	40.0%
4. Data Walls	1	10.0%	2	20.0%	-	0.0%	3	30.0%
5. Encouragement/Support	1	10.0%	-	0.0%	-	0.0%	1	10.0%
Sub-totals	5	50.0%	3	30.0%	2	20.0%	10	100.0%

Dimension 3 Responses, Across PIs, Sample 2

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Redesigning the Organization</i>								
1. Parent Involvement	1	4.0%	-	0.0%	1	4.0%	2	8.0%
2. Internal Processes	2	8.0%	-	0.0%	2	8.0%	4	16.0%
3. External Relationships	2	8.0%	4	16.0%	5	20.0%	11	44.0%
4. PLCs	1	4.0%	-	0.0%	-	0.0%	1	4.0%
5. Trust (Culture)	-	0.0%	2	8.0%	-	0.0%	2	8.0%
6. Resource Allocation	1	4.0%	2	8.0%	-	0.0%	3	12.0%
7. Staffing	-	0.0%	-	0.0%	1	4.0%	1	4.0%
8. Time	1	4.0%	-	0.0%	-	0.0%	1	4.0%
9. Connections	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Sub-totals	8	32.0%	8	32.0%	9	36.0%	25	100.0%

Dimension 4 Responses, Across PIs, Sample 2

	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Managing the Instructional Program</i>								
1. Positive Relationship	-	0.0%	-	0.0%	-	0.0%	-	0.0%
2. Nurturing Families / Parent Education	1	5.0%	-	0.0%	-	0.0%	1	5.0%
3. Planning / Implementing Instructional Programs	3	15.0%	1	5.0%	-	0.0%	4	20.0%
4. Accommodating Families	-	0.0%	1	5.0%	-	0.0%	1	5.0%
5. Identifying Programs	1	5.0%	-	0.0%	-	0.0%	1	5.0%
6. Assessing Current Conditions	3	15.0%	4	20.0%	3	15.0%	10	50.0%
7. Collaboration	-	0.0%	2	10.0%	-	0.0%	2	10.0%
8. Using Students' Social Capital	-	0.0%	-	0.0%	1	5.0%	1	5.0%
9. Climate of Trust / Innovation	-	0.0%	-	0.0%	-	0.0%	-	0.0%
10. Developing Sense of Community	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Sub-totals	8	40.0%	8	40.0%	4	20.0%	20	100.0%

Dimension 5 Responses, Across PIs, Sample 2

<i>Responding Productively to Accountability</i>	PI 1		PI 3		PI 5		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. SSC & Other Parent Committees	1	2.6%	2	5.1%	2	5.1%	5	12.8%
2. Creating Conditions for Professional Development	-	0.0%	-	0.0%	-	0.0%	-	0.0%
3. Monitoring School Performance	3	7.7%	3	7.7%	3	7.7%	9	23.1%
4. Improvement Planning / Strategic Planning	6	15.4%	10	25.6%	9	23.1%	25	64.1%
Sub-totals	10	25.6%	15	38.5%	14	35.9%	39	100.0%

Dimension 1 Responses, Across PIs, Sample 3

<i>Setting Directions</i>	PI 1		PI 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. High Expectations	4	12.1%	6	18.2%	10	30.3%
2. Vision	6	18.2%	6	18.2%	12	36.4%
3. Goal Setting	1	3.0%	1	3.0%	2	6.1%
4. Reviewing	4	12.1%	1	3.0%	5	15.2%
5. Reflection	2	6.1%	2	6.1%	4	12.1%
Sub-totals	17	51.5%	16	48.5%	33	100.0%

Dimension 2 Responses, Across PIs, Sample 3

	PI 1		PI 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Developing People</i>						
1. Professional Development	2	9.5%	3	14.3%	5	23.8%
2. Curriculum Teams	2	9.5%	-	0.0%	2	9.5%
3. Structure (Grade Level Teams)	5	23.8%	2	9.5%	7	33.3%
4. Data Walls	1	4.8%	-	0.0%	1	4.8%
5. Encouragement/Support	4	19.0%	2	9.5%	6	28.6%
Sub-totals	14	66.7%	7	33.3%	21	100.0%

Dimension 3 Responses, Across PIs, Sample 3

	PI 1		PI 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
<i>Redesigning the Organization</i>						
1. Parent Involvement	3	7.7%	3	7.7%	6	15.4%
2. Internal Processes	5	12.8%	4	10.3%	9	23.1%
3. External Relationships	2	5.1%	5	12.8%	7	17.9%
4. PLCs	-	0.0%	-	0.0%	-	0.0%
5. Trust (Culture)	9	23.1%	3	7.7%	12	30.8%
6. Resource Allocation	-	0.0%	3	7.7%	3	7.7%
7. Staffing	-	0.0%	2	5.1%	2	5.1%
8. Time	-	0.0%	-	0.0%	-	0.0%
9. Connections	-	0.0%	-	0.0%	-	0.0%
Sub-totals	19	48.7%	20	51.3%	39	100.0%

Dimension 4 Responses, Across PIs, Sample 3

<i>Managing the Instructional Program</i>	PI 1		PI 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. Positive Relationship	1	2.4%	2	4.9%	3	7.3%
2. Nurturing Families / Parent Education	2	4.9%	-	0.0%	2	4.9%
3. Planning / Implementing Instructional Programs	5	12.2%	3	7.3%	8	19.5%
4. Accommodating Families	-	0.0%	-	0.0%	-	0.0%
5. Identifying Programs	-	0.0%	-	0.0%	-	0.0%
6. Assessing Current Conditions	7	17.1%	6	14.6%	13	31.7%
7. Collaboration	1	2.4%	1	2.4%	2	4.9%
8. Using Students' Social Capital	1	2.4%	1	2.4%	2	4.9%
9. Climate of Trust / Innovation	3	7.3%	1	2.4%	4	9.8%
10. Developing Sense of Community	2	4.9%	5	12.2%	7	17.1%
Sub-totals	22	53.7%	19	46.3%	41	100.0%

Dimension 5 Responses, Across PIs, Sample 3

<i>Responding Productively to Accountability</i>	PI 1		PI 3		Totals	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i># of Responses</i>	<i>% of Total Dimension Responses per Response</i>
1. SSC & Other Parent Committees	-	0.0%	1	2.4%	1	2.4%
2. Creating Conditions for Professional Development	5	11.9%	2	4.8%	7	16.7%
3. Monitoring School Performance	5	11.9%	3	7.1%	8	19.0%
4. Improvement Planning / Strategic Planning	15	35.7%	11	26.2%	26	61.9%
Sub-totals	25	59.5%	17	40.5%	42	100.0%