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Instructional and organizational effectiveness in selected PREPS-identified value added and PREPS-identified value subtracted elementary schools in Mississippi

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INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS IN SELECTED PREPS-IDENTIFIED VALUE ADDED AND PREPS-IDENTIFIED VALUE SUBTRACTED ELEMENTARY SCHOOLS IN MISSISSIPPI

By

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This study examined the perceptions of principals, teachers, and support staff at 3 PREPS-identified value added and three PREPS-identified value subtracted elementary schools in Mississippi to determine if there were *effective schools* practices in the areas of instructional and organizational systems that were unique to either group. The *Survey of Instructional and Organizational Effectiveness* from the National Study of School Evaluation was used to measure strengths and limitations of the effectiveness of the instructional practices and organizational conditions of each school. Descriptive statistics and comparative analysis were used to analyze responses to the 24-item survey. Results showed there were statistically significant differences between the value added and value subtracted schools for the categories of curriculum, instructional design, assessment, and leadership for school improvement. There were no significant differences in the categories of educational agenda, community-building, and culture of continuous improvement and learning.

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CHAPTER I

INTRODUCTION

Globalization has created many challenges as well as opportunities for students. However, data from sources such as the National Assessment of Educational Progress (NAEP) show that what students do in schools remains basically the same as a decade ago (Jackson, 2009). The United States trails other industrialized countries when comparing student scores on various achievement tests (U.S. Department of Education, 2009). U.S. Secretary of Education Arne Duncan (U.S. Department of Education, 2009) reported that school reform was so important that the federal government set aside $10 billion dollars for educational reforms. This amount was more than all his predecessors combined had ever appropriated for educational reform.

The United States is facing difficult times as it competes in the global economy. America's leadership role in the world in the areas of science and technology depends on whether or not students demonstrate an interest in the cutting edges of these fields (Subotnik, Tai, Rickoff, & Almarode, 2010). This affects the U.S.'s overall well being and its citizens' ability to maintain an acceptable standard of living. Students who drop out of high school are at greater risk of living at a lower standard of living than are students who graduate or receive a General Educational Development (GED) certificate (Cataldi & KewalRamani, 2009). Median income, for example, for persons ages 18

through 65 with a high school diploma or equivalent is approximately $16,000 more than for persons of the same age without a high school diploma or GED.

Statement of the Problem

One of the major problems facing the nation's school systems is the struggle to prepare students for the educational and economic challenges. Schools appear to be losing ground as No Child Left Behind (NCLB) legislation puts schools in a no-win situation by requiring them to achieve 100% student proficiency by 2014 (Granger, 2008). Achieving this level of success will require highly effective schools (Berends, 2004; Taylor, 2002).

High-stakes testing may be increasing inequality in the educational system (Ou, 2010). Pressure to perform does not stop at the district or the school level. Students failing high-stakes tests report a wide range of negative emotional reactions including the desire to drop out of school (Cornell, Krosnick, & Chang, 2006).

Moreover, schools are struggling to meet the goal of 100% of their students reaching proficiency on standardized tests by 2014. The Center on Education Policy (2010) reported that about one third of the nation's public schools did not make annual yearly progress (AYP) in the school year 2008-2009. AYP measures the academic growth of students over a year.

The literature on student achievement and accountability indicates that multiple factors within and outside the school influence its ability to be effective. Common to student achievement and successful schools is the implementation of effective instructional practices and organizational conditions (Fitzpatrick, 1998). Administrators, teachers, and

staff have a direct stake in school practices and outcomes and play a significant role in school environments. Identifying factors or practices used in effective schools has become a local, state, national and international research problem. This research seeks to further investigate this problem.

Purpose of the Study

The purpose of the study was to examine perceptions of schools' instructional and organizational effectiveness held by principals, teachers, and instructional support staff to determine if there were characteristics of elementary schools that were unique based on a value added and value subtracted model. More specifically, this research intended to determine how principals, teachers, and instructional support staff of Program for Research and Evaluation for Public Schools (PREPS)-identified value added elementary schools and PREPS-identified value subtracted elementary schools in Mississippi perceived their schools were performing in specific areas of school effectiveness.

PREPS conducted research to identify value added school districts and value subtracted school districts in Mississippi (Johnson, 1998). The researchers at PREPS developed a value added model to identify exemplary school districts in terms of their performances based on the districts' Mississippi Department of Education (MDE) accreditation ratings. The MDE derived the ratings from districts' performances on state standardized tests. A value added model was used to predict how school districts were likely to perform given the particular socioeconomic conditions within the district's student population. PREPS-identified value added schools are schools which fell above the prediction band in regression analysis using free and reduced lunch count as the

predictor, the independent variable, and reading achievement results as the predicted, or dependent, variable. The PREPS-identified value added schools are those who were performing better than predicted given their socioeconomic status. PREPS-identified value subtracted schools are schools which fell below the prediction band in regression analysis using free and reduced lunch count as the prediction or independent variable and predicted or reading achievement results as the dependent variable. The PREPS-identified value subtracted schools are those who were performing lower than predicted given their socioeconomic status (Johnson, 1998). Educators, administrators, and policy makers may use the findings of this research to determine what, if any, characteristics are associated with PREPS-identified value added schools and value subtracted schools.

The value added and value subtracted model of identifying schools' performances (the process of measuring school influences on student learning) is considered by many researchers to be fair when comparing the academic performances of schools and districts of various sizes, locations, and demographics than simply using raw test scores (Ballou, Sanders, & Wright, 2004; 2001; Tymms, 1999). This study used three PREPS-identified value added schools and the three PREPS-identified value subtracted schools based on the PREPS value added model analysis. This study extends the research in what public schools can do to improve the performance of their students.

Research Questions

The following research questions guided the study:

1. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of instructional effectiveness as perceived by

principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

2. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
3. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
4. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
5. Are there differences between the strengths and limitations of PREPS-identified value added elementary schools and PREPS-identified value subtracted schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
6. Are there differences between the strengths and limitations of PREPS-identified value added schools and PREPS-identified value subtracted schools in the area of organizational effectiveness as perceived by principals, teachers,

and support staff on the *Survey of Instructional and Organizational Effectiveness*?

Theoretical Framework

This study is grounded in the theoretical work of Edmonds (1970) and Levin and Lezotte (1990) in the area of effective schools research, and Sanders, Saxton, and Horn (1997) and Johnson (1998) in the area of value added schools. Edmonds (1970) and Lezotte's (1990) work, part of the effective schools research movement, identified specific correlates found in effective schools. Sanders et al. (1997) applied the theory of value added modeling found in economics to schools to help identify which teachers and schools were meeting the learning goals set by district leaders.

Edmonds' (1979) research of effective schools serving poor inner-city students in New York, Chicago, St. Louis, New Haven, and Milwaukee led to the first real identification of what is known as correlates of effective schools. Edmonds wrote that the large performance differences between what were considered effective and ineffective schools could not be ascribed to social or family background but to what happens within the school. Lezotte (1991), working with Edmonds and Brookover with the Michigan School District, helped to refine and standardize the correlates associated with effective schools. The correlates were instructional leadership, clear and focused mission, safe and orderly environment, climate of high expectations, frequent monitoring of student progress, positive home–school relations, opportunity to learn, and student time on task. Lezotte's (2009) research was and remains based on the beliefs that all students can learn,

that the individual school can assure such learning, and that schools are accountable for whether or not they do so.

Sanders et al. (1997), developed the use of value added analysis to analyze school effectiveness using student test scores. Sanders' and colleagues' value added assessment methods have gained popularity with schools and districts in this era of high stakes testing. Sanders' and colleagues' value added approach to assessment helps principals and teachers seeking diagnostic information about their schools.

Johnson's (1998) work on the PREPS Occasional Papers explained the work PREPS began with its value added model. Johnson's research further raised awareness for the need to identify characteristics of PREPS-identified value added schools in the hopes of putting PREPS-identified value subtracted schools on a track to becoming more effective.

The current study advances the work started by these researchers by combining effective schools research and PREPS-identified value added research. This study seeks to determine differences in principals,' teachers,' and staff members' perceptions of school effectiveness at PREPS-identified value added schools and PREPS-identified value subtracted schools.

Definition of Terms

The following is a list of terms used in this study. These definitions or classifications offer meaning and clarification to unique terms.

Assessment of student learning refers to the collection of comprehensive and representative samples of student performance that is sufficient to permit confident

conclusions about student academic achievement and to produce generalizable results (Fitzpatrick, 1998).

Community-building refers to a school's ability to foster positive and productive working relationships among students, teachers, support staff, and principals while also creating collaborative networks of support with members of the community (Fitzpatrick, 1998).

Correlates of effective schools are leading organizational and contextual indicators that have been shown to influence student learning. The correlates include instructional leadership, clear and focused mission, safe and orderly environment, climate of high expectations, frequent monitoring of student progress, positive home–school relations, opportunity to learn, and student time on task (Lezotte, 2009).

Culture of continuous improvement and learning refers to a school's commitment to build the skills, capacity, and conditions of ongoing improvement through professional development focused on goals of productive change and improvement (Fitzpatrick, 1998).

Curriculum refers to clearly defined standards for student learning that aligns teaching strategies and learning activities, instructional support and resources, and assessments of student learning (Fitzpatrick, 1998).

Educational agenda refers to a school's ability to facilitate a process, in collaboration with the school community, to develop the school's vision, beliefs, mission, and goals focused on improving student learning (Fitzpatrick, 1998).

Instructional design refers to teaching strategies and learning activities aligned with the goals and expectations based on data-driven instructional decision making for student learning (Fitzpatrick, 1998).

Instructional effectiveness refers to critical dimensions of the school's instructional capacity to support students' achievement of the desired results for their learning. These dimensions are (a) curriculum, (b) instructional design, and (c) assessment of student learning (Fitzpatrick, 1998).

Leadership for school improvement refers to the school's ability to foster an academic learning climate that supports teaching and learning focused on student achievement. The school uses data-driven, researched-based decision making while monitoring progress of improving student achievement and instructional effectiveness through assessment and reflection (Fitzpatrick, 1998).

Organizational effectiveness refers to the dimensions of the school's organizational capacity to support students' achievement. These dimensions are (a) educational agenda of the school, (b) leadership for school improvement, (c) community-building, and (d) culture of continuous improvement and learning (Fitzpatrick, 1998).

PREPS-identified value added schools are schools which fell above the prediction band in regression analysis using free and reduced lunch count as the predictor, the independent variable, and reading achievement results as the predicted, or dependent, variable. That is, PREPS-identified value added schools are those who were performing better than predicted given their socioeconomic status (Johnson, 1998).

PREPS-identified value subtracted schools are schools which fell below the prediction band in regression analysis using free and reduced lunch count as the

prediction or independent variable and predicted or reading achievement results as the dependent variable. That is, PREPS-identified value subtracted schools are those who were performing lower than predicted given their socioeconomic status (Johnson, 1998).

Conceptual Framework of the Study

Figure 1 shows the conceptual framework for the study. The illustration provides a visual display of the major components of the study.

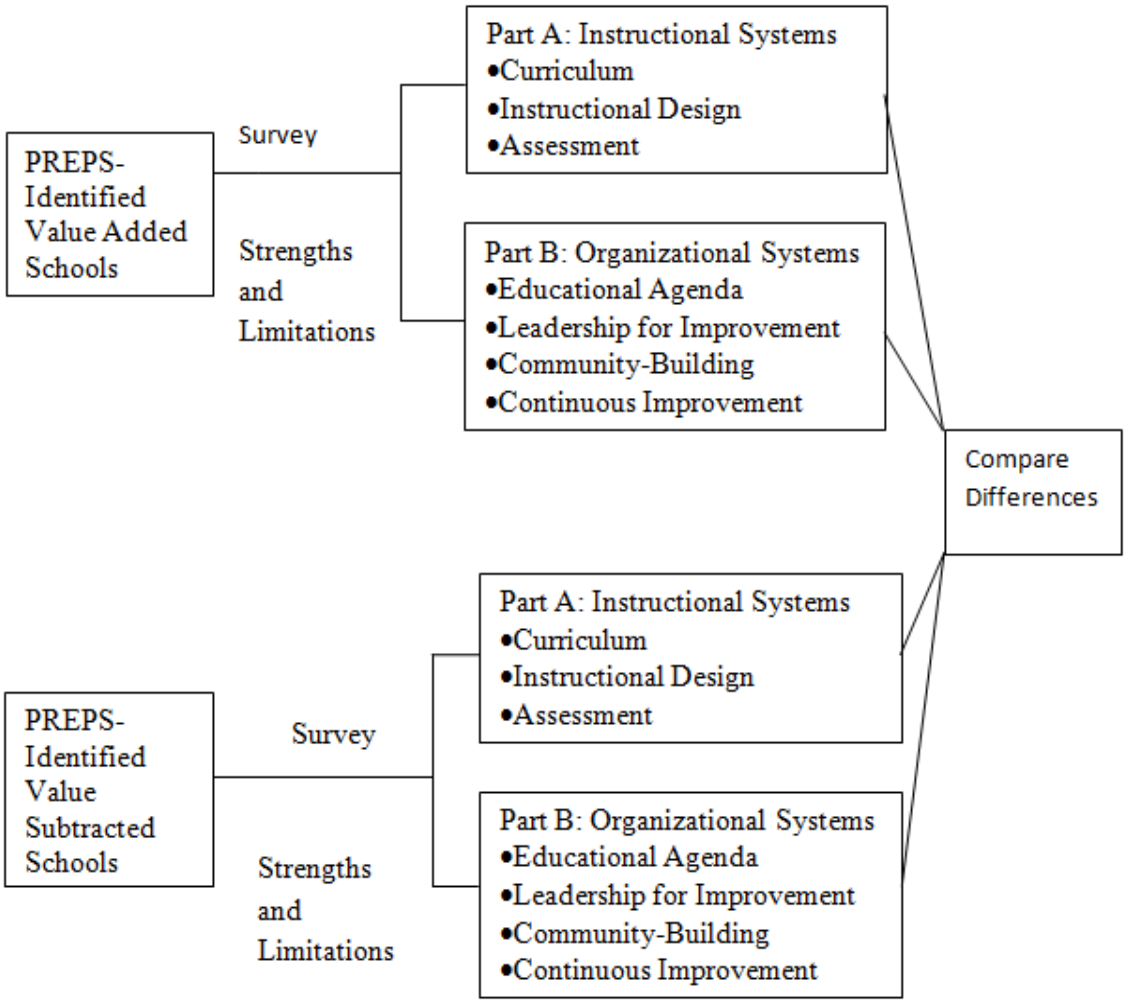

Figure 1 Conceptual Framework of the Study

The conceptual framework of the study shows the design consisted of two groups: participants from PREPS-identified value added schools and participants from PREPS-identified value subtracted schools. The researcher collected data through the

administration of the survey that consisted of two major parts. Part A, entitled *Indicators of Quality Instructional Systems*, included the categories of (a) curriculum, (b) instructional design and (c) assessment. Part B, entitled *Indicators of Quality Organizational Systems*, included the categories of (a) educational agenda, (b) leadership for school improvement, (c) community-building, and (d) continuous improvement. The purpose of the study was to examine perceptions of schools' instructional and organizational effectiveness held by principals, teachers, and instructional support staff to determine if there were characteristics of elementary schools that were unique based on a value added and value subtracted model.

Research Design and Methodology

This study used a survey research design combining descriptive research with a comparative analysis. Participants from selected PREPS-identified value added and PREPS-identified value subtracted schools responded to the National Study of School Evaluation's (NSSE) *Survey of Instructional and Organizational Effectiveness*. Participants were surveyed to determine how they perceived their schools demonstrated strengths or limitations of instructional and organizational effectiveness characteristics. Means and standard deviations were determined to answer the first four research questions. Independent sample *t*-tests were used to compare survey responses of the PREPS-identified value added and PREPS-identified value subtracted schools to answer the fifth and sixth research questions.

Limitations

The purpose of the study was to examine perceptions of schools' instructional and organizational effectiveness held by principals, teachers, and instructional support staff to determine if there were characteristics of elementary schools that were unique based on a value added and value subtracted model. More specifically, this research intended to determine how principals, teachers, and instructional support staff of PREPS-identified value added elementary schools and PREPS-identified value subtracted elementary schools in Mississippi perceived their schools were performing in specific areas of school effectiveness. There were three main limitations of the study noted.

1. A major limitation of this study was the inability to conduct interviews with participants from the schools. Such interviews could suggest implications for future study.
2. A limitation of this study was the relative small sample size of schools and participants. A larger sample size from a wider selection of schools from across the state could yield results that may be generalized to other schools.
3. A limitation of this study was that survey responses were dependent on the honesty of the participants. The responses to the survey were the opinions of the participants. The responses on the survey were based on the participants' understanding of the survey rubric and their knowledge of their schools.

Delimitations

Only Mississippi elementary schools that were PREPS members and were PREPS-identified as value added and value subtracted schools for three consecutive years

participated in the study. Of these, only schools with grade configurations of kindergarten through fifth grade participated. These schools were selected because their grade configurations were considered to represent the greatest number of elementary schools statewide.

Significance of the Study

School and district level educators are under increasing pressure to produce academic results on state standardized tests. These test results are becoming widely reported to the public in an effort to hold schools accountable for student performance. This study seeks to extend the body of research of what schools can do to improve their performance. The combination of effective schools correlates and the power of the PREPS-identified value added model of school assessment is predicted to help policy makers identify what PREPS-identified value added schools are doing in terms of instructional practices and organizational conditions of their schools. The findings from this study will give guidance to educators in schools as they seek ways to improve their schools' overall performance. The results of this study suggest actions and practices teachers, administrators, and policy makers may implement to improve their schools.

Organization of the Study

Chapter I provided an overview of the study beginning with a discussion of the concepts of effective schools research and the PREPS' value added model for schools. The statement of the problem, purpose of the study, and definitions of selected terms were included in Chapter I. Chapter II contains a review of the literature of effective

schools research and the PREPS' value added approach to identifying school effectiveness. Chapter III describes the methodology used to conduct the research study. The results of this study are summarized in Chapter IV. Finally, Chapter V presents a discussion of the findings, conclusions, implications, and recommendations for future research.

CHAPTER II

REVIEW OF THE RELEVANT LITERATURE

This chapter presents a review of the research on effective schools and the value added approach to school evaluation. The review of the literature begins with a focus on effective schools research, assessing school effectiveness, and curriculum. Other topics include instructional design, assessment, and leadership for school improvement. Finally, this chapter provides a discussion of the PREPS value added approach to school evaluation and accountability.

Effective Schools Research

The effective schools movement began with a government study of the effects of schools on student achievement. In 1966, Coleman's *Equality of Educational Opportunity* report, a study commissioned by Congress to find the effects of schools and educational opportunities for minority students, concluded that schools themselves had little effect on students' success in the classroom. The influence of the home on the child, Coleman reported, was a greater determining factor in predicting students' success in school than were school and classroom influences. This spurred researchers who fundamentally disagreed with this premise to conduct their own studies. These works

included the seminal research by Weber (1971), Edmonds and Frederiksen (1979), Lezotte (1991), and Purkey and Smith (1985).

Weber (1971) was one of the first researchers to identify characteristics commonly found in the successful schools he studied. Weber studied four inner-city schools that showed proficiency in teaching reading while also serving minority and poor student populations. The four schools included two in Manhattan, one in Kansas City, and one in Los Angeles. The eight success factors, as he called them, of these schools included (a) strong school leadership, (b) high expectations, (c) good atmosphere, (d) strong emphasis on reading, (e) additional reading personnel, (f) use of phonics, (g) individualization, and (h) careful evaluation of pupil progress. Weber's study of schools that were good at teaching all students began to identify and list those characteristics of schools that were considered effective.

Edmonds and Frederiksen (1979), after applying Weber's factors while working with Detroit and other Michigan school districts, wrote that social or family background did not cause the large differences in the performances between effective and ineffective schools. Edmonds and Frederiksen argued that schools could not be excused of their responsibility to teach effectively all students because of the homes and communities of the students. Edmonds (1979) identified five characteristics that he found common in schools that were effective when working with poor and urban students. They were (a) high expectations for students, (b) strong administrative leadership, (c) emphasis on student learning of basic skills, (d) frequent monitoring of student progress, and (e) orderly climate conducive to learning.

Purkey and Smith (1983) reviewed previous studies in the effective schools research and developed a list of 13 characteristics (correlates) of effective schools. The first nine correlated on their list included (a) school site management, (b) leadership, (c) staff stability, (d) curriculum articulation and organization, (e) staff development, (f) parental involvement, (g) school-wide recognition of academic success, (h) maximized learning time, and (i) district support from the central office. Purkey and Smith called the remaining four correlates "process variables." These dealt with the school's culture and seemed responsible for creating the environment that nurtures student achievement. These four process variables were (a) a sense of community, (b) collaborative planning and (c) collegial relationships, commonly shared and clearly stated goals and high expectations, and (d) order and discipline.

The research on effective schools reached a level of maturity and prevalence in the education field by 1990 (Jansen, 1995). Johnson, Livingston, Schwartz, and Slate (2000) conducted an extensive search of journal articles, textbooks, and online materials from databases and web-based search engines in an effort to discover the beliefs that parents, teachers, and others had of the characteristics of effective schools. Across these groups, the researchers found the effective school indicators remained consistent with earlier studies. The literature has settled on the most common characteristics of effective schools (Berends, 2004; Creemers & Reezigt, 2005; Taylor, 2002), though studies of effective schools continue.

Schools working with growing populations of students for which English was a second language reported that the correlates of effective schools gave them a useful model to follow. Enrollment of Limited English Proficiency (LEP) students dramatically

increased at Virginia's Harrisonburg City Public Schools since the early 1990s. In one study, Nesselrodt (2007), gathered data of the program targeting LEP students, the community, and the school from selected written descriptions of the program. Harrisonburg City Public Schools was able to use the correlates as a framework for its school improvement plan. The schools' efforts to reform its English Second Language program showed it was effective, and English Language Learners' performance on standardized tests, attendance rate, and graduation rate all improved (Nesselrodt, 2007). In another study, Liu and Teddlie (2009) conducted school effectiveness research in China and used the correlates of effective schools to compare rural and urban schools. They conducted multiple case studies of what they described as effective and ineffective schools. They found the correlates were present in the effective urban schools, but less apparent in the less effective rural schools.

Research has advanced from Coleman's (1966) *Equality of Educational Opportunity* report, which concluded that schools and what happens in them have little effect on student achievement compared to out-of-school influences. The current view is there are definite in-school influences that are common in all successful schools. These influences, or correlates of effective schools, were (a) clearly stated and focused school mission, (b) safe and orderly environment, (c) high expectations of student performance, (d) strong administrative leadership, (e) focus on student acquisition of basic skills and opportunities to learn, (f) frequent monitoring of student progress, and (g) positive home/school relations (Lezotte, 2009). These seven correlates continued to rank as the most critical characteristics found in schools considered to have a dramatic, positive effect on student achievement.

Assessing School Effectiveness

The *Survey of Instructional and Organizational Effectiveness* (Fitzpatrick, 1998) provided a means for assessing a school's effectiveness. The survey instrument included two components: (a) instructional systems and (b) organizational systems. Three categories were included under Part A: Indicators of Quality Instructional Systems of the survey instrument. The categories were (a) curriculum, (b) instructional design, and (c) assessment. Twelve indicators were included within the three categories. The four categories under Part B: Indictors of Quality Instructional Systems include (a) educational agenda, (b) leadership for school improvement, (c) community-building, and (d) culture of continuous improvement. There were 12 indicators under Part B. Existing research related to the 24 indicators under Part A and Part B of the *Survey of Instructional and Organizational Effectiveness* provided evidence of their continued influence on successful schools.

Indicator of Quality Instructional Systems - Curriculum

An effective school's curriculum was based on clearly defined standards that supported and challenged students to excel (Fitzpatrick, 1998). The implementation of the curriculum helped to render certain the alignment of teaching strategies and learning activities. The communication of the curriculum to teachers, parents, and community members led to a shared vision for student learning. Three indicators made up the category of curriculum. The indicators included (a) develops a quality curriculum, (b) ensures effective implementation and articulation of the curriculum, and (c) evaluates and renews curriculum.

Develops Quality Curriculum

Effective schools identified essential knowledge and skills students must have and then prioritized them in the development of their curriculum. A study by Beecher and Sweeny (2008) examined the eight-year process an elementary school went through to develop its curriculum. They sought to answer the question of what were the essential elements of curriculum and instruction that would transform their school from failure to success. This guiding question helped stakeholders in this study understand what strengths and weaknesses were at their school. Teachers, parents, administrators and community members were involved from the beginning. Stakeholders decided to work towards closing the achievement gaps between high achieving and low achieving groups in reading, writing, and mathematics. Stakeholders also worked to enrich students' school day by adding extra curricula activities after school. Student achievement went up dramatically as the changes took place over time.

Ensures Effective Implementation and Articulation of the Curriculum

Drake and Sherin (2006) observed two teachers as they implemented a pilot math curriculum in schools in an inner city school district. They found that the teachers had pre-established patterns of adaptation when implementing the new math curriculum. The types of adaptations teachers had played an important role in the success of the reform. The teachers made the curriculum work despite their different adaptations.

Evaluates and Renews Curriculum

This indicator was evident when the curriculum was evaluated then continued based on the extent to which it supported students achieving their academic goals. Kulinna, Kuntzleman, and DeJong (2002) conducted a study involving 92 elementary physical education teachers who were to use a new physical education curriculum. Some teachers, those who reported they were not implementing the curriculum at a high level, were modifying the curriculum. Teachers explained they made the modifications because of the degree to which the new curriculum complemented the existing curriculum, and because the new curriculum was too complex. Teachers said they had an inadequate knowledge of how to use the curriculum. Researchers found that teachers needed long-term professional development to implement new curriculum.

Indicator of Quality Instructional Systems - Instructional Design

Schools with strong instructional design aligned their instructional strategies and learning activities with expected standards and performance for student learning. The routines of the teaching process supported data-driven decisions about instruction. The school day was organized to maximize student learning with effective classroom management and organization, positive classroom climate, and emphasizing knowledge and skill attainment to bring about student learning. Such schools provided students with opportunities to receive additional help beyond the classroom to improve their learning (Fitzpatrick, 1998). There were four indicators in this category: (a) aligns instructions with goals and expectations for student learning, (b) employs data-driven instructional

decision making, (c) actively engages students in their learning, and (d) expands instructional support for student learning.

Aligns Instruction with the Goals and Expectations for Student Learning

Schools that showed evidence of this indicator based the design and selection of their instructional strategies on essential knowledge and skills for student learning. Mohamud and Fleck (2010) studied how Ohio and 21 other states, under the direction of the Council of Chief State School Officers, jointly developed an assessment tool for English Language Pupils (ELP) aligned with member states' ELP standards. The researchers stated that when assessment and standards were aligned schools could tell when student learning took place. Ohio's participation in the process enabled the state to use graphic data representations to review levels of alignment among their instructional practices.

Employs Data-Driven Instructional Decision Making

Hosp and Ardoin (2008) reviewed research in the use of assessment by teachers in day-to-day practice. In this research, they created a framework for how to use assessment data to plan instruction. Universal screenings assessment produced a quick and valid assessment of students in a school or district. Teachers used the screenings to evaluate each student's relative standing to peers with similar school experiences or to performance in relation to a criterion of performance. Assessment was needed, the findings showed, to know what to teach and how to teach it.

Actively Engages Students in Their Learning

Seonjin, Brownell, Bishop, and Dingle (2008) examined 14 special education teachers from an elementary school in Florida. The researchers found that student engagement differed depending on how teachers taught reading and how the teachers created climate in their classrooms. The researcher also found that teachers achieved these two aspects of classroom practice depending on four instructional themes: (a) instructional quality, (b) responsiveness to student deeds, (c) the socioemotional climate of the classroom, (d) and the fostering of student autonomy. The researchers observed the teachers over a six-month period and identified them as most engaging, highly engaging, moderately engaging, or low engaging. The teachers identified as most engaging or highly engaging were able to implement all four of the instructional themes. The moderately engaging and the low engaging teachers were not able to implement effectively all four themes. The researchers stated the teachers' engagement made the difference in student performance.

Expands Instructional Support for Student Learning

Schussler (2009) conducted a case study of a student from an affluent high school to explain how students become disengaged in school behaviorally, emotionally, and cognitively. Schussler examined ways teachers manage classrooms to ensure that intellectual engagement of students occurs. Teachers brought about student intellectual engagement when the students perceived there were opportunities for them to succeed, when they had optional avenues through which learning could take place, and when their teachers perceived them as learners. Findings showed these teachers utilized multiple

methods of instruction because no single technique worked for increasing student interest in course material. Formative assessments were another way teachers expanded opportunities for students to succeed.

Indicator of Quality Instructional Systems - Assessment

Assessments at effective schools were aligned with clearly identified and appropriate student learning goals. The purpose of assessments was to improve instruction. Good assessments were usually created by methods that allow inferences to be drawn from the results. Such assessments provide for the sampling of students' work or performance. This enabled teachers to draw conclusions about student achievement while leading to results generalized to other students. There were five indicators in this category. The categories included (a) clearly defines the expectations for student learning, (b) establishes the purpose of the assessment, (c) selects the appropriate methods of assessment, (d) collects a comprehensive and representative sample of student achievement, and (e) develops fair assessments and avoids bias and distortion.

Clearly Defines the Expectations for Student Learning to Be Assessed

Roach, Niebling, and Kurz (2008) discussed important federal policies that stressed the importance of alignment of curriculum and assessment in contributing to student achievement. The researchers concluded that alignment concepts and tools could provide a framework for reviewing and defining instructional content and assessment in a manner that produced feedback for bringing about student learning.

Establishes the Purpose of the Assessment

The research by Goertz and Lawrence (2010) involved two studies of the Philadelphia School District's implementation of assessments aligned with its district-wide curriculum. One study, conducted with the Consortium for Policy Research in Education (CPRE), focused on mathematics curriculum, instruction, and assessment. The CPRE researchers interviewed regional superintendents and central office leaders in the areas of curriculum, assessment, and technology. CPRE researchers asked about the school officials' benchmark assessment system, the district's expectations for the benchmarks, the mathematics curriculum, data analysis and use, and professional development. The second study, conducted with Research for Action (RFA), contained interviews of administrators from the central office of the Philadelphia school system as well as principals and teachers from 10 elementary schools identified as low performing. RFA researchers also collected documents and observed leadership teams meetings and grade group meetings where benchmarks and data were discussed. The district used its assessment of curriculum benchmarks as both an evaluation of student progress and as a predictor of student success. Providing teachers and principals with the information linked between the benchmarks and the assessment gave them valuable information to plan for remediation or extended learning opportunities.

Selects the Appropriate Method of Assessment

Doganay and Bal (2010) investigated elementary school teachers who prepared assessments for fifth grade mathematics classes. The assessments were intended to measure the level of learning that students were to obtain. Researchers used the

Measurement and Evaluation Questionnaire, semi-structured interview forms, and examination materials. Findings showed that teachers prepared assessments with the students' ability levels in mind when preparing traditional and alternative measurement tools.

Collects a Comprehensive and Representative Sample of Student Achievement

Falk, Ort, and Moirs (2007) examined an assessment created for students in grades kindergarten through third in the state of New York. The assessment monitored students' progress toward state standards and provided teachers with useful instructional information. The assessment contained a number of tasks that was small enough that collecting evidence of student work was manageable but also large enough to be a good sample of students' learning. The assessment instrument, the Early Literacy Profile, and the process of data collection proved to provide valid information about student progress that was useful for instruction and reporting purposes.

Develops Fair Assessments and Avoids Bias and Distortion

Young, et al. (2008) examined several standards-based assessments in math and science given to fifth and eighth grade students. The assessments were unidimensional, equally difficult, in their underlying factor structure for English speaking students as well as for English language learners. The researchers reported that the study served as an example of the type of investigation that should be done routinely to check the validity and fairness of Title I assessments used by states to meet the requirements set by NCLB

for English Language Learners. The study also found that linguistically appropriate accommodations could be beneficial without changing the construct being measured.

Indicator of Quality Organizational Systems - Educational Agenda

Part B: Indicators of Quality Organizational Systems contained survey items related to how schools organize themselves to carry out the operations of school. The first category under Part B, educational agenda, related to examples of schools with organizational systems that supported teaching and learning. This category included three indicators: (a) facilitates a collaborative process, (b) shared vision, beliefs and mission, and (c) measurable goals.

Facilitates a Collaborative Process

In Lamperes' (2004) study, the principal at a Centennial High School developed a program to create an environment where teachers and parents were encouraged to work in collaboration as they improved their school. Two of his ten strategies included creating a collaborative process to develop a common vision for their school and developing shared beliefs.

Shared Vision, Beliefs, and Mission

Williamson and Zimmerman (2009) examined how the shared vision of teachers helped a school infuse visual and performing arts in its curriculum. The teachers employed the use of a question to guide them in their efforts. The question was, "How can we offer well-rounded curriculum integrating the visual and performing arts in every classroom, and verify that this benefits students?" After implementing the new curriculum, teachers saw evidence of students' improved learning in their writing, presentations, and performance. Students also improved their thinking skills as part of routine classroom discussions.

Measureable Goals

Butler (2006) studied more than 300 students in Grades 7 and 8. Teachers assigned to the students normative evaluations, evaluations over time, or no evaluations at all. The teachers asked students for their opinions about their anticipated mastery and ability goals before working on challenging problems. The researcher measured the students' intrinsic motivation and beliefs at the assignment. The study found that the type of evaluation planned at the beginning of a course determined the students' achievement and their motivation at a task.

Indicator of Quality Organizational Systems - Leadership for School Improvement

The category related to leadership for school improvement referred to four indicators. These indicators included evidence of schools that foster learning environments while supporting teaching and learning. Other components included

making school wide plans for improving student performance, monitoring progress of student learning, and managing the organization and resources for a safe, efficient environment.

Promotes Quality Instruction

Zevenbergen and Lerman (2008) studied the use of interactive white boards in Australian schools to see whether or not the new technology enhanced or impeded instruction and learning. In the process, they looked at how schools adopted the use of technology, specifically the interactive white board, to enhance mathematics instruction. Researchers used purposive sampling to select schools that represented the diversity found in Australian schools as they collected data on how these schools used interactive white boards in math instruction. Researchers used running records and lesson plans to compare what was planned by the teacher to what happened in the delivery of the lesson. In addition to the classroom observations, the researchers used a quantitative measure to document the use of the interactive white boards in instruction. The study concluded that good teaching strategies and skills mediate the use of technology in teaching any subject thus improving the quality of instruction.

Develops Schoolwide Plans for Improvement

Weems and Rogers (2010) examined current trends in teacher evaluations. The researchers reviewed the use of principal observations, peer mentoring, teacher portfolios, and student evaluations and reviews as part of the school's plan to meet the requirements of teacher evaluation and to encourage teachers to improve their current

level of performance. The authors concluded peer and student evaluations along with the use of teacher portfolios should supplement traditional principal observations to evaluate teachers better. This process, they concluded, was designed to help schools when planning for improvement by placing and keeping highly qualified teachers in the classrooms.

In another study, Fien, Kame'enui, and Good (2008) examined 57 schools in the Hawaiian Islands to analyze their efforts at teaching reading improvement skills. The purpose of the study was to find the existence and magnitude of school effects on student reading in the lower elementary grades. Programs such as Reading First and Response to Intervention stressed schoolwide planning for reading instruction. The study also called for directing resources to helping students in early grades who need help in reading.

Employs Effective Decision Making

Luo (2008) studied 183 principals from a Midwestern state. The researcher surveyed principals about their data-driven decision making practices. Using the theoretical framework of information use environments (IUE), the study identified factors influencing the principals' decision-making skills. Findings showed that principals used data more often in instructional and organization operational leadership than for creating school visions and collaborative partnerships. The findings also revealed that data driven decision making was situational and subject to the perceptions of the principal of data quality and their data analysis skill.

Monitors Progress

Stecker (2006) examined how curriculum based monitoring was used to measure the progress of one student's overall reading achievement. Stecker conducted a case study of a student who received differentiated reading instruction. The teacher graphed the student's progress and monitored it monthly to determine if the reading interventions were working. The teacher used the graph to summarize and communicate the student's progress for the year to his parents and teachers. The school later expanded the use of the curriculum based monitoring to check the progress of other students in the reading program.

Provides Skillful Stewardship

Kelley, Thornton, and Daugherty (2005) examined the perceptions of teachers and their views of principal effectiveness at their schools. The study included 31 schools that had only one principal and no assistants each so that no other leader influence would be present. The 155 teachers in the study reported that principals who were consistent when dealing with personnel created a more favorable environment at school. The principals' self-rating of leadership styles and effectiveness were not related to the teachers' rating of school climate or of the effectiveness of the principal. The findings also stated that the principals were a key element in creating a stable environment at school. The researchers noted that highly skilled principals can develop the atmosphere of trust, open communications, collegiality, and promote effective feedback among their teachers.

Indicator of Quality Organizational Systems - Community-Building

The category community-building related to schools that created productive, working relationships among students, teachers, support staff, and principals. The two indicators in this category related to building relationships between stakeholders in and outside the school building.

Fosters Community-Building

DiCamillo and Pace (2010) reported in a case study, which was part of a larger qualitative research project, how an esteemed high school American history teacher involved a heterogeneous group of 34 students in building a community among students and the teacher in the classroom. The teacher used a variety of pedagogies meant to engage students in critical thinking. Culminating projects by students were most effective in teaching student's content, creativity, and a willingness to work together. The researchers conducted classroom observations and interviews with teachers and students. The researchers found that building a diverse community and open climate for learning was a necessary foundation for the work assigned in class.

Extends the School Community

Bosma et al. (2010) examined how a school-based learning program for urban middle school students aimed to reduce school violence and school failure, extended the school community through partnerships with community groups. The program, called Lead Peace, involved four elementary schools, all with ethnically diverse and economically disadvantaged student bodies, in the Minneapolis Public School District.

The program involved facilitators from Lead Peace as well as school staff working with 130 students to complete 45 weekly class sessions a year from 2006 to 2008. The researchers conducted interviews with program facilitators and school principals. The study identified 10 common and emerging themes that contributed to the success of the school-based program. Findings also included such partnerships required planning and continued attention to be successful. Implications for schools were that school leaders should take sufficient time to get to know community organizations before asking them to partner with the school for collaborative projects. Schools needed to know what the needs and goals are of the outside organization. All parties prepared to share decision making responsibilities. All parties allowed for sufficient time for regular meetings and ongoing communications, also.

Indicator of Quality Organizational Systems - Culture of Continuous Improvement and Learning

The two indicators in the category related to culture of continuous improvement and learning showed evidence of how well the school created conditions that support productive change and ongoing improvement. The indicators also showed evidence of how well the school built skills and capacity of its members for improvement through professional development programs.

Commitment to Professional Development

Musanti and Pence (2010) examined teachers who participated in a program, the Collaboration Centers Project (CCP), which created collaboration centers where two

trained teachers team-taught and served as professional development resources to other teachers at their school. The school district entered into a three-year partnership with a large southwestern university. University facilitators taught teachers who then became co-facilitators. Over the life of the partnership, classrooms were established for teachers to share and practice pedagogical strategies for meeting the needs of English Language Learners in their own classrooms. A longitudinal qualitative study that integrated elements of narrative inquiry was used to collect the data. The researchers reported that teachers and administrators should conduct professional development collaboratively for the best results. The researchers concluded that their findings provided evidence of the power of on-going collaborative professional development.

Supports Productive Change and Improvement

Sturko and Gregson (2009) conducted a multi-case study of six Career and Technical Education (CTE) teachers, their learning, and their collaboration during two professional development experiences. One was a course on integrating reading, writing, and mathematics skills into the CTE curriculum. The other was a teacher study group that met regularly for the purpose of improving their teaching skills. This study found that a course that allowed CTE teachers to experiment, reflect, and model integration strategies within their classrooms, and provided them with opportunities to collaborate with colleagues in the process, was an effective way for teachers to learn and share what they learned for school improvement. The findings of the study stressed the need for teachers to assume new roles as educators and change their teaching practices to implement reforms that will better prepare students for the future.

In general, the *Survey of Instructional and Organization Effectiveness* was a tool for self-assessment that focuses on the quality of schoolwork. The instrument was used to identify strengths and limitations of the school's effectiveness in the areas of quality instructional and organizational systems.

Value Added Research

The research of value added schools and the literature of effective schools correlates, found in effective schools research, were reviewed for this study. In an attempt to identify schools that added value to their students' educational experiences, different models for studying and identifying what makes schools effective were developed (Griffith, 2003). One such model was the value added model (Schagen & Schagen, 2003).

Value added analysis of schools' performances grew out of the effective schools research movement, and the value added analysis received widespread attention in light of the school accountability movement (Doran & Lockwood, 2006). In an effort to avoid making erroneous conclusions by comparing raw data scores, there was a shift from comparing raw test scores of students to using the value added approach when evaluating schools (Fulcher & Willse, 2007; Gray, 2004).

These value added measures of performance were considered relatively well developed (Keeves, Hungi, & Afrassa, 2005; Saunders, 2000; Schagen & Schagen, 2003). The term *value added*, referring to inputs and outputs, originated in economics and began to be widely used in education circles in the 1980s (Saunders, 1999). In relationship to schools, the term *value added* referred to a quantitative measure of

relative progress pupils make in school over a period of time in comparison to similar students in other similar schools after accounting for varying levels of achievement and out-of-school influences (Amrein-Beardsley, 2008; Jung, Thomas, Yang, & Li, 2006).

Data were collected and reported in the media in the early years of high-stakes testing and school accountability. Politicians and a public that wanted the most return for their tax dollars placed pressure on schools to perform (Merrifield, 2009). As a result, data appeared in tables that led to making comparisons of one school to that of others. Such comparisons of raw scores led people to draw conclusions that a school with high scores must be doing a better job educating students than a school with low scores (Petegem, Vanhoff, Daems, & Mahieu, 2005). Calculating for value added analysis of schools helped create equity for all schools when making comparisons (Hoyle & Robinson, 2002; Sammons et al., 1998). One of the most prominent examples of using value added analysis of school data was a study by William Sanders of the Tennessee Value-Added Assessment System (Sanders et al. 1997). In this study, Sanders—using no student data other than test scores and names of the schools and the teachers—showed how student test scores serve as an estimation of the impact schools had on the students' learning. The test data included student scores on the Tennessee Comprehensive Assessment Program that was administered to all Tennessee students in Grades 3 through 8. Students' test data were accumulated over time and linked to the respective teacher, school, and school district. By tracking student data over time, the student served as his or her own control. This enabled the partitioning of teacher, school and district effects that influence student learning. Critics said the TVAAS did not do enough to control for socioeconomic status of the student (Kupermintz, 2002; Linn, 2001), but later studies by

Sanders sought to correct this deficiency. The researchers filtered out external factors, such as the socioeconomic levels of students and that of their families, to make traditional school-to-school comparisons (Hill, 2000).

This value added approach to examining test data was meant to help explain to parents and the public about schools' performances (Callender, 2004) and to hold schools and teachers accountable for learning gains of the students they served (Raudenbush, 2004). Notwithstanding the challenges that value added analysis presented, value added data became a major tool for measuring performance in education, and value added data analyses were reported in numerous school studies (Kyriakides, 2002, 2005; Potter, 2002; Thum, 2003). The value added approach delivered to teachers and principals, in a uniquely powerful way, information they could understand and use. Mississippi began to consider more value added like approaches to school accountability as a result (Johnson, 1998).

Historical Perspective of Mississippi School Accountability

MDE (2009) developed a new curriculum framework and assessment program following the enactment of the Education Reform Act of 1982. The first statewide testing based on these frameworks took place in 1987. The MDE released results the following year. School districts received ratings, Level 1 to Level 3, based on these results. The state utilized this first version of the accountability from 1988 through 1994.

The state implemented a more rigorous accountability system in 1994 (MDE, 2009). The new systems again yielded results on the district level, this time classifying districts on levels from Level 1 to Level 5. Schools did not receive levels or ratings.

During this second accountability era in Mississippi, PREPS began to develop its value added model of analyzing school performance.

By 1999, the state again revised its curriculum and created new criterion-referenced assessments (MDE, 2009). This new accountability system produced results at the school level. Each school received a classification form Level 1 to Level 5 and an accountability level index ranging from 100 to 600. This provided information on how schools performed within their given accountability level. The state used this third accountability system from 2003 to 2007.

The state is now in its fourth revised accountability system. The current statewide accountability model includes the achievement component, the overall school academic performance, the growth model, the degree to which a school met its expected performance and the high school completion rate (MDE, 2009). Along the way, PREPS has played a role in helping the state with research of alternative methods of school evaluation (Johnson & Zhang, 1999).

PREPS Value Added Awards Program

In 1998, PREPS began its Value Added Awards Program to recognize and award school districts that demonstrated exemplary and outstanding performance (Johnson, 1998). In this analysis, PREPS began to develop its own method for identifying value added schools. The approach involved the creation of a prediction band using simple linear regression analysis where there was one independent variable and one dependent variable (Dilworth, Johnson, & Divyakolu, 2000). Ultimately, the PREPS model used academic performance as measured by fifth grade reading achievement tests results for

the predicted variable and free and reduced lunch count as the prediction variable. Schools with performance index numbers above the prediction band were, in essence, adding value to their students' educational experiences (Johnson, 1998). These schools were identified by PREPS as value added. Schools with performance index numbers below the prediction band were considered not meeting expected progress and were identified by PREPS as value subtracted. The analysis identified the PREPS-identified value added and PREPS-identified value subtracted schools from which participants for this study were selected.

The PREPS model first identified exemplary school districts in terms of their performance based on the districts' MDE accreditation ratings (Johnson, 1998). The ratings came from data of the districts' performance on state standardized tests. The PREPS research team examined 30 variables (i.e. attendance as a percentage of enrollment, classroom teacher-to-student ratio, percentage of teachers with emergency certificates, etc.) and their relationship to school districts' performance index numbers. From this, PREPS determined which variable or combination of variables had the highest correlations with the school districts' performance index numbers. The percentage of students eligible for free or reduced lunches proved to be the one variable, among the 30 variables examined, most highly related to the school districts' performance index numbers. PREPS' finding was consistent with the findings and analysis of Coleman Report (1966) which concluded that factors outside the school were more influential on student success in the classroom than where factors within the school.

The PREPS value added model was able to predict how school districts were likely to perform given the particular socioeconomic conditions within the district's

student population. This model eliminated or controlled for the influence of the students' socioeconomic circumstances on academic performance on state standardized tests. The model used regression analysis and created a prediction band that represented the range of scores, which a district could be expected to score (Johnson, 1998). Given the socioeconomic circumstances in which the district was operating, it performed as well as expected if its actual performance index value fell within the prediction band. Within-the-band school districts were value neutral. Those districts whose performance scores were above the band were designated PREPS-identified value added districts, and those districts whose performance scores fell below the band were designated PREPS-identified value subtracted districts (Johnson, 1998).

The Mississippi Student Achievement Improvement Act of 1999 (MDE, 2009) created a state-of-the-art school evaluation and improvement system. It required the State Board of Education to implement a performance-based accreditation system for individual schools and districts. PREPS then extended the value added research to include school level analysis as well.

In 1999, PREPS developed a model to evaluate the performance of Mississippi elementary schools (Johnson & Zhang, 1999). State test scores were often used to compare groups of students to make evaluations of schools, teachers, and teaching methods (Smith & Smith, 2005), and PREPS used data from Mississippi state test scores in its value added model to compare elementary schools. By using the value added model, valid comparisons of a school's performance could be made to the performance of other schools in a district (Petegem et al., 2005; Schagen, 2006; Schagen & Schagen, 2005; and Thompson, 2004). The use of value added assessment data to determine a

school's effect on student learning continued gaining acceptance across the country (Martineau, 2006; Misco, 2008).

Summary

This chapter began with a review of the effective schools research literature. Coleman's (1966) *Equality of Educational Opportunity* report concluded that schools themselves had little effect on students' success in the classroom. Home influences, Coleman reported, was a greater determining factor in predicting students' success in school. Weber (1971) identified the first characteristics commonly found in successful schools. Edmonds and Frederiksen's (1979) research found that schools in fact did influence student success, and their work established the major correlates of effective schools. Lezotte's (1990) continued work in the area of effective schools resulted in these commonly accepted correlates: (a) clearly stated and focused school mission, (b) safe and orderly environment, (c) high expectations of student performance, (d) strong administrative leadership, (e) focus on student acquisition of basic skills and opportunities to learn, (f) frequent monitoring of student progress, and (g) positive home/school relations.

The *Survey of Instructional and Organizational Effectiveness* (Fitzpatrick, 1998), was developed, based on the effective schools correlates, to help schools identify strengths and limitations in their overall programs. Research of effective schools continued to prove the importance of the 12 indicators of instructional systems and the 12 indicators of organizational systems measured by the survey instrument. The chapter

included literature that corresponded to the indicators found on the *Survey of Instructional and Organizational Effectiveness.*

A summary of Mississippi's (2009) accountability system of school evaluation was included. The state's accountability system has moved its focus from the district level down to the individual schools in those particular districts. The state's accountability system continues to evolve to evaluate schools and their efforts to adequately assess student academic growth. Sanders et al. (1998) developed a value added model of school evaluation to determine the influence a school or teacher has had on students. PREPS utilized a value added model to evaluate first school districts (Johnson, 1998) and later schools (Dilworth et al., 2000).

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology and design used in the study. The chapter includes a description of the research design selected to gather data of the perceptions of principals, teachers, and support staff of value added and value subtracted schools. An explanation of sampling, data collection, instrumentation, data analysis, and procedures of the study are included in the chapter.

The purpose of the study was to examine perceptions of schools' instructional and organizational effectiveness held by principals, teachers, and instructional support staff to determine if there were characteristics of elementary schools that were unique based on a value added and value subtracted model. This research examined how principals, teachers, and instructional support staff of PREPS-identified value added elementary schools and PREPS-identified value subtracted elementary schools in Mississippi perceived their schools were performing in specific areas of school effectiveness.

The following is a list of the research questions. These questions guided the study.

1. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

2. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
3. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
4. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
5. Are there differences between the strengths and limitations of PREPS-identified value added elementary schools and PREPS-identified value subtracted schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
6. Are there differences between the strengths and limitations of PREPS-identified value added schools and PREPS-identified value subtracted schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

Research Design

The research design selected for the study was a survey research design. The descriptive research analysis was selected for questions one through four so the data collected could be presented to determine what indicators and categories of the survey were reported as strengths or weaknesses at the participating schools. A comparative analysis for questions five and six was chosen to test whether or not there were differences in the responses from PREPS-identified value added and PREPS-identified value subtracted school personnel.

Participants

The criteria used to select the participants for the study were that the participants must be principals, teachers, or support staff and must have worked at PREPS-identified value added or PREPS-identified value subtracted schools in the state of Mississippi. Furthermore, the schools had to be included on the list of PREPS-identified value added and PREPS-identified value subtracted schools for at least three consecutive years. The six schools selected were among those that PREPS identified as value added or value subtracted for at least three years consecutively for 2000–2001, 2001-2002, and 2002–2003. The participants from the schools were 6 principals, 101 teachers, and 49 support staff members. Schools PREPS identified as value added were those with 3 principals, 45 teachers, and 24 support staff. Schools PREPS identified as value subtracted were those with 3 principals, 56 teachers, and 25 support staff.

Each participant responded to the *Survey of Instructional and Organizational Effectiveness*. Table 1 shows that all surveys were distributed and returned.

Table 1 Frequencies of Surveys Distributed and Returned

	Value Added		Value Subtracted	
	Distributed	Returned	Distributed	Returned
Principals	3	3 3 3		
Teachers	45	45 56 56		
Support Staff	24	24 25 25		
Unidentified	0	0 1 1		

The surveys were distributed on site at each school. Three principals, 45 teachers, and 24 support staff from the value added schools received and returned the surveys. The 3 principals, 56 teachers, and 25 support staff from the value subtracted schools received and returned the surveys. One survey was distributed at one of the value subtracted schools in which the participant did not mark demographic information. However, other survey items were marked and included in this study. Overall, there was a 100% response rate.

Instrumentation

The *Survey of Instructional and Organizational Effectiveness*, developed by the NSSE, was used for this study. AdvancED granted permission for the use of this survey (Appendix B). The developers of this instrument began with a review of the literature related to high-performing systems of teaching and learning (NSSE, 2003). Researchers, scholars, and educational leaders from across the nation, using findings from literature related to high-performing schools, developed the indicators in this instrument (Fitzpatrick, 1998). The survey was a tool that helped schools identify their strengths and weaknesses of instructional practices and organizational conditions.

The survey instrument included a comprehensive set of research-based categories and indicators that identified the work of high-performing schools (NSSE, 2003). The three categories of quality instructional systems were (a) curriculum, (b) instructional design, and (c) assessment. Under the category curriculum, the three indicators were (a) develops a quality curriculum, (b) ensures effective implementation and articulation of the curriculum, and (c) evaluates and renews curriculum. There were four indicators under the category of instructional design: (a) aligns instruction with the goals and expectations for student learning, (b) employs data-driven instructional decision making, (c) actively engages students in their learning, and (d) expands instructional support for student learning. The category of assessment included five indicators: (a) clearly defines the expectations for student learning to be assessed, (b) establishes the purpose of the assessment, (c) selects the appropriate method of assessment, (d) collects a comprehensive and representative sample of student achievement, and (e) develops fair assessments and avoids bias and distortion.

The four categories of quality organizational systems were (a) educational agenda, (b) leadership for school improvement, (c) community-building, and (d) culture of continuous improvement and learning. Under the category of educational agenda, the three indicators were (a) facilitates a collaborative process, (b) shared vision, beliefs and mission, and (c) measurable goals. The category of leadership for school improvement contained five indicators: (a) promotes quality instruction, (b) develops schoolwide plans for improvement, (c) employs effective decision making, (d) monitors progress, and (e) provides skilful stewardship. The category of community-building contained the indicators related to (a) fosters community-building and (b) extends the school

community. The last category related to culture of continuous improvement and learning had two indicators: (a) commitment to professional development and (b) supports productive change and improvement. The responses to all survey items were analyzed to determine the extent to which these research-based principles were reflected in the work of each school on behalf of student learning.

The survey included two general sections. Table 2 displays Part A: Indicators of Quality Instructional Systems. This section was used to identify strengths and limitations of the effectiveness of instructional practices. Table 3 displays Part B: Indicators of Quality Organizational Systems. This part of the survey was used to identify strengths and limitations of organizational conditions at their schools. Overall, the instrument measured 24 indicators within seven categories. The response options for the indicators were as follows: 4, exemplary level; 3, fully functioning; 2, evidence of progress but not fully operational; 1, low level of development and/or implementation; and 0, no evidence of the indicators of quality. Survey participants, using a rubric, marked one of these responses to each indicator according to their perceptions of how prevalent each was in his or her school. Responses for each group of categories and for each indicator were averaged to compare the responses from participants of the PREPS-identified value added and PREPS-identified value subtracted schools.

Table 2 Part A: Indicators of Quality Instructional Systems Categories and Indicators

Category	Indicator
Curriculum	Develops a Quality Curriculum Ensures Effective Implementation and Articulation of the Curriculum Evaluates and Renews Curriculum
Instructional Design	Aligns Instructions with the Goals and Expectations for Student Learning Employs Data-Driven Instructional Decision Making Actively Engages Students in Their Learning Expands Instructional Support for Student Learning
Assessment	Clearly Defines the Expectations for Student Learning to Be Assessed Establishes the Purpose of the Assessment Selects the Appropriate Methods of Assessment Collects a Comprehensive and Representative Sample of Student Achievement Develops Fair Assessments and Avoids Bias and Distortion

The three categories for Part A were curriculum, instructional design, and assessment. Part A included a total of 12 indicators. Table 3 shows the categories and indictors for Part B.

Table 3 Part B: Indicators of Quality Organizational Systems Categories and Indicators

Category	Indicator
Educational Agenda	Facilitates a Collaborative Process Shared Vision, Beliefs and Mission Measurable Goals
Leadership for School Improvement	Promotes Quality Instruction Develops Schoolwide Plans for Improvement Employs Effective Decision Making Monitors Progress Provides Skillful Stewardship
Community-Building	Fosters Community-Building Extends the School Community
Culture of Continuous Improvement	Commitment to Professional Development Supports Productive Change and Improvement

The four categories for Part B were (a) educational agenda, (b) leadership for school improvement, (c) community-building, and (d) culture of continuous improvement. Part B included a total of 12 indicators.

Validity and Reliability

NSSE established the validity and reliability of the survey based on a sample of 750 teachers, principals, and support staff from across the country (NSSE, 2003). Cronbach's coefficient alphas were determined using the data collected in the current study.

Table 4 shows Cronbach's alphas for the data collected for the study. The category related to curriculum had the lowest score with .550. The category related to leadership for school improvement had the highest score with .890. According to Santos (1999), alpha coefficient ranges in values from 0 to 1 and may be used to describe the reliability of factors extracted from multi-point formatted questionnaire or scales. The

higher the score, the more reliable the instrument. Nunnaly (1978) indicated 0.7 to be an acceptable reliability coefficient, however, lower thresholds may be acceptable.

Table 4 Cronbach's Alpha Scores for Data Collected in the Current Study

Category	Cronbach's Alpha
Curriculum	.550
Instructional Design	.789
Assessment	.703
Educational Agenda	.828
Leadership for School Improvement	.890
Community-Building	.723
Culture of Continuous Learning	.818

The researchers at NSSE used an exploratory factor analysis to determine the extent to which the items in the instrument's two parts and the entire survey were clustered together (NSSE, 2003). An analysis accounted for 52% of the variance in the one component solution in Part A: Indicators of Quality Instructional Systems. An analysis for Part B: Indicators of Quality Organizational Systems, accounted for 58% of the variance. When analyzing Part A and Part B together, a two-component solution, the first component containing instructional systems items and the second component containing organizational systems items, a varimax rotation accounted for 55% of the variance (NSSE, 2003). In addition to the reliability estimates, researchers, scholars, and educational leaders from across the country in the field of education have established the construct validity of the instrument by conducting specific research related to each indicator (NSSE, 2003). They focused on the quality of the work of schools when developing the indicators of quality schools.

Data Collection

The researcher and the director of PREPS searched the PREPS's listings of Mississippi elementary schools with the kindergarten-through-fifth-grade configuration to find schools that were PREPS members and were listed as either value added or value subtracted for at least three consecutive years. PREPS used data from state test scores in their value added model to compare elementary schools. There were eleven different types of elementary school organizations, or grade configurations, found within the PREPS member school districts. This variety of organization types, or grade configurations, within PREPS paralleled the variety of elementary organization types statewide (Johnson, 1999). Of the 11 organization types, 32 were K-4 and PK-4; 117 were PK-6, K-6, 1-6, 2-6, 3-6, K4-6, and 5-6; and 77 were PK-5 and K-5.

PREPS, in an effort to provide fairness and consistency when comparing schools, decided to obtain a sample of elementary schools from the PK-5 and K-5 school groups when creating its prototype value added model. This was done based on the criterion that these schools could be considered collectively as representative of elementary school districts statewide (Johnson, 1999).

The PREPS director and the researcher found only three elementary schools that were on the value added list for three consecutive years between 2000 and 2003. PREPS also found only three value subtracted schools that were on the list for three consecutive years. The researcher sought Institutional Review Board (IRB) approval from Mississippi State University (Appendix C). The director of PREPS contacted each of the superintendents of the school districts where the elementary schools were located and asked them for permission to seek participation of the administrators of the selected

schools for the study. The researcher then contacted the principals in each of the six schools and scheduled dates and times to travel to the schools and administer the surveys.

The principal at each school allowed time for the staff to meet with the researcher in the schools' library or cafeteria. The researcher handed out pencils, surveys, survey rubrics, and consent information. The researcher informed participants of the purpose of the study and instructions for completing the survey. Participants were informed of their right not to participate. Participants remained anonymous since there was no identifying information on the surveys that directly linked the instrument with the individual. The instrument did allow for participants to report their job title (i.e. administrator, teacher, and instructional support staff) and their years of experience (i.e. less than one year, one to three years, four to 10 years, 11 to 20 years, and more than 20 years). Only the principals, teachers, and support staff who were present on the days of the surveys participated. The participants were volunteers in the study, and they received no incentives for their participation. The responses to each item on the survey were entered into a database using a software package for statistical analysis.

Data Analysis

Data were analyzed by using descriptive statistics to answer questions one through four. Statistics were used to describe the basic features of what the data show and are often used when data are collected when using a questionnaire (Twycross & Shields, 2004). Data were presented using frequency distribution tables and mean scores to report the responses of the participants to the survey questions on the *Survey of Instructional and Organizational Effectiveness*. An advantage of using frequency distribution tables,

means, and standard deviations, commonly used descriptive techniques, was that it presented the entire set of scores rather than just a single descriptive value, and it allowed for the organization of the data in a logical order (Howell, 1997). Strengths were identified as survey items that received an average score of 3 or higher. A score of 3 meant the respondent considered the item fully functioning and operational at the school. Limitations were identified as survey items that averaged scores lower than 3. These items were considered less than fully functional and operational at the school. For questions five and six, the independent-measures *t*-test was used. The independent-measures *t*-test used data from two separate samples to test a hypothesis about the difference between two population means (Gravetter & Wallnau, 2009). The two groups were those from PREPS-identified value added schools and those from PREPS-identified value subtracted schools.

Summary

This study utilized a survey research design. The descriptive research analysis was selected to answer questions one through four. A comparative analysis was used to answer questions five and six. Participants for the study were principals, teachers, and support staff of PREPS-identified value added and PREPS-identified value subtracted elementary schools in Mississippi. Schools selected were PREPS-identified value added or subtracted for three consecutive years from 2000 to 2003.

Participants responded to the *Survey of Instructional and Organizational Effectiveness*. The instrument was divided into Part A: Indicators of Quality Instructional Systems, and Part B: Indicators of Quality Organizational Systems. There were three

categories for Part A: (a) curriculum, (b) instructional design, and (c) assessment. There were five categories for Part B: (a) educational agenda, (b) leadership for school improvement, (c) community-building, and (d) culture of continuous improvement and learning. There were a total of 24 questions on the survey. The response options for the indicators were as follows: 4, exemplary level; 3, fully functioning; 2, evidence of progress but not fully operational; 1, low level of development and/or implementation; and 0, no evidence of the indicators of quality. Responses for each group of categories and for each indicator were averaged to compare the responses from participants of the PREPS-identified value added and PREPS-identified value subtracted schools. NSSE established the validity and reliability of the survey. Cronbach's coefficient alphas were determined using the data collected in the current study.

Data were collected with the *Survey of Instructional and Organizational Effectiveness*. Participants were from three PREPS-identified value added schools and three PREPS-identified value subtracted schools. Data were presented using frequency distribution tables and mean scores to report the responses of the participants to the survey questions. Strengths were identified as survey items that received an average score of 3 or higher. A score of 3 meant the respondent considered the item fully functioning and operational at the school. Limitations were identified as survey items that averaged scores lower than 3.

Data were presented using frequency distribution tables and mean scores to report the responses of the participants to the first four survey questions. The independent-measures *t*-test was used to analyze questions five and six.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this chapter is to present the results of the research study. The purpose of the study was to determine the perceptions of strengths and limitations of selected PREPS-identified value added and PREPS-identified value subtracted schools using the *Survey of Instructional and Organizational Effectiveness*. Survey categories and indicators receiving a mean score of 3.0 or higher were considered strengths. Survey categories and indicators receiving a mean score of less than 3.0 were considered limitations. The researcher recorded the participants' responses manually into the Statistical Package for Social Sciences version 19 for Windows. This chapter begins with a description of the demographic characteristics of the participants. The findings as they relate to the specific research questions are presented in the chapter.

Demographic Characteristics

The results of the study included the demographic characteristics of principals, teachers, and support staff of three selected PREPS-identified value added and three selected PREPS-identified value subtracted Mississippi elementary schools. Table 5 described all respondents by their current positions. Table 5 also shows the participants frequencies and percentages of their current positions.

Table 5 Frequencies and Percentages of Participants by Current Positions

Position	Frequency	Percent
Administrators	6	3.82
Teachers	101	64.33
Support Staff	49	31.21
Unidentified	1	0.64
Total	157	100

The majority of the respondents were teachers (n = 101, 64.74%). Of the 157 participants, 3.85% (n = 6) of the respondents were principals, and 31.41% (n = 49) were support staff. One response was missing for this survey item, and the participant's position was unidentified.

Table 6 shows the number of years of experience of the respondents by current positions. The number of years ranged from less than one year to more than twenty years.

Table 6 Frequencies and Percentages of All Participants by Years of Experience

Experience	Administrator		Teacher		Staff	
	f	%	*f*	%	*F*	%
Less than 1 year	1	16.7	4	4.04	2	4.16
1-3 years	0	0.0	24	24.24	9	18.75
4-10 years	0	0.0	12	12.12	14	29.16
11-20 years	2	33.3	18	18.18	15	31.25
Over 20 years	3	50.0	41	41.41	8	16.66
Total	6	100	99	100	48	100

One administrator was new and had less than 1 year of experience while 83.3% (n = 5) of the principals had 11-20 years or more experience. Only 4.04% of teachers (n = 4) and 4.16% of support staff (n = 2) had less than 1 year of experience. There were four missing responses for this survey item.

Table 7 shows the specific demographics of the PREPS-identified value added school participants by current position and years of experience. There were 72 participants from the value-added schools.

Table 7 Frequencies and Percentages of Participants from PREPS-Identified Value Added Schools by Position and Years of Experience

	Position					
	Administrator		Teacher		Support Staff	
Years of Experience	*f*	%	*f*	%	*f*	%
Less than 1 year	0	0	0	0	2	8.7
1-3 years	0	0	12	26.7	3	13.1
4-10 years	0	0	6	13.3	10	43.5
11-20 years	0	0	9	20.0	7	30.4
Over 20 years	3	100	18	40.0	1	4.3
Total	3	100	45	100	23	100

Of the PREPS-identified value added schools' participants, all administrators 100% (n = 3) had over 20 years experience. No teacher had less than 1 year of experience. Teachers with 11 to over 20 years experience (n = 27) made up 60% of the teacher group. More than 70% of the support staff (n = 17) had between 1 and 20 years experience. One response was missing for survey question.

Table 8 shows the demographics of the PREPS-identified value subtracted school participants. The table provides frequencies and percentages for the positions of the participants, and years of experience.

Table 8 Frequencies and Percentages of Participants from PREPS-Identified Value Subtracted Schools by Position and Years of Experience

	Position					
Years of Experience	Administrator		Teacher		Support Staff	
	f	%	*f*	%	*f*	%
Less than 1 year	1	33.3	4	7.4	0	8.7
1-3 years	0	0.0	12	22.2	5	13.1
4-10 years	0	0.0	5	9.3	5	43.5
11-20 years	2	66.7	10	18.5	7	30.4
Over 20 years	0	0.0	23	42.6	8	4.3
Total	3	100	54	100	25	100

Of the PREPS-identified value subtracted schools' participants, 33.3% (n = 1) of the principals had less than 1 year of experience as an administrator. There was a sizeable group of teachers with three years or less experience, 29.6% (n = 16). However, there was a large portion of the teachers, 42.6 % (n = 23), with more than 20 years experience. There were three responses missing for these survey items.

Summary

Principals, teachers, and support staff made up the three groups from PREPS-identified value added and PREPS-identified value subtracted schools that participated in the survey. Teachers (n = 101, 64.74%) made up the largest share of all the participants. Slightly more than one-half of the participants from both PREPS-identified value added (n = 37, 51.38%) and PREPS-identified value subtracted (n = 51, 62.19%) schools had more than 11 years experience. Both groups were very similar in terms of current positions and years of experience.

Data Analysis of Research Question 1

1. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

The first research question examined the indicators of quality instructional systems in the categories of (a) curriculum, (b) instructional design, and (c) assessment systems for three PREPS-identified value added schools. Tables 9 through 12 provide displays of the data for PREPS-identified value added schools in response to the first research question. Strengths are defined as categories and indicators that received a 3.0 or higher mean score rate from survey participants. Limitations are defined as categories and indicators that received a mean score of 2.9 or less.

Table 9 shows the means and standard deviations of indicators for the categories in Part A: Quality Instructional Systems of PREPS-identified value added schools. The categories and indicators included (a) curriculum (develops a quality curriculum, ensures effective implementation and articulation of the curriculum, and evaluates and renews curriculum), (b) instructional design (aligns instruction with the goals and expectations for student learning, employs data-driven instructional decision making, actively engages students in their learning, and expands instructional support for student learning), and (c) assessment (clearly defines the expectations for student learning to be assessed, establishes the purpose of the assessment, selects the appropriate method of assessment, collects a comprehensive and representative sample of student achievement, and develops fair assessments and avoids bias and distortion).

Table 9 Means and Standard Deviations of Categories in Part A: Quality Instructional Systems of PREPS-Identified Value Added Schools

Category	*M*	*SD*
Curriculum Development	3.17	0.76
Instructional Design	3.24	0.60
Assessment Systems	3.35	0.82
Overall Score	3.30	0.69

The overall mean score for Part A: Quality Instructional Systems for PREPS-identified value added schools was 3.30 with a standard deviation of 0.69. The highest mean score (*M* = 3.35, *SD* = 0.82) was for the assessment category. The lowest mean score (*M* = 3.24, *SD* = 0.60) was for the instructional design category. In general, the participants perceived their schools to be performing at the level of fully functioning and operational for all three indicators with the indicator related to assessment receiving the highest mean score. Participants perceived all three categories to be strengths at their schools.

Table 10 shows the means and standard deviations of the indicators of curriculum in quality instructional systems of the PREPS-identified value added schools. The curriculum category included three indicators: (a) develops a quality curriculum, (b) ensures effective implementation and articulation of the curriculum, and (c) evaluates and renews curriculum.

Table 10 Means and Standard Deviations of Indicators of Curriculum in Quality Instructional Systems of PREPS-Identified Value Added Schools

Indicator	*M*	*SD*
Develops a quality curriculum	3.32	0.69
Implementation and articulation	3.15	0.73
Evaluates and renews curriculum	3.15	0.73
Total	3.17	0.76

The overall mean score for the category related to develops a quality curriculum was 3.17 with a standard deviation of 0.76. The highest mean score (M = 3.32, SD = 0.69) was for the indicator related to develops a quality curriculum. The lowest mean score (M = 3.15, SD = 73) was for the indicators related to both the indicators related to evaluates and renews curriculum and to implementation and articulation. Participants perceived all three indicators to be strengths at their schools. Specifically, the participants perceived that the curriculum implementation plan aligned teaching strategies and learning activities. In addition, the participants perceived the schools provided support for the effective use of researched-based instructional practices in delivering the curriculum, and selected instructional support materials and resources based on the essential knowledge and skills for student learning. The participants perceived that teachers, parents, and community members shared a vision for student learning because of the coordination and articulation of the curriculum. Members of the PREPS-identified value added schools perceived their schools' curriculum as being based on well defined standards that reflect high expectations for student learning. They also perceived their schools as evaluating the curriculum with an ongoing process.

Table 11 shows the means and standard deviations of the instructional design category in quality instructional systems of PREPS-identified value added schools. The

instructional design category included four indicators: (a) aligns instruction with the goals and expectations for student learning, (b) employs data-driven instructional decision making, (c) actively engages students in their learning, and (d) expands instructional support for student learning.

Table 11 Means and Standard Deviations of Indicators of Instructional Design in Quality Instructional Systems of PREPS-Identified Value Added Schools

Indicator	*M*	*SD*
Aligns instruction	3.38	0.62
Data-driven decision making	3.11	0.76
Actively engages students	3.24	0.78
Expands instructional support	3.25	0.78
Overall Scores	3.24	0.60

The participants perceived all indicators as strengths for the category instructional design. The overall mean score for the category related to instructional design was 3.24 with a standard deviation of 0.60. The highest mean score (M = 3.38, SD = 0.62) was for the indicator related to aligns instruction. Participants perceived instructional strategies and learning activities were strongly aligned with goals and performance standards for student learning. The lowest mean score (M = 3.11, SD = .076) was for the indicator related to data-driven decision making. Participants viewed their schools as reviewing results of assessments of student learning as part of an improvement process for instructional effectiveness. They perceived their schools provided a variety of opportunities for students to receive additional assistance to improve their learning.

Table 12 shows the means and standard deviations of indicators of assessments in quality instructional systems of PREPS-identified value added schools. The category of the assessment category included the indicators (a) clearly defines the expectations for

student learning to be assessed, (b) establishes the purpose of the assessment, (c) selects the appropriate method of assessment, (d) collects a comprehensive and representative sample of student achievement, and (e) develops fair assessments and avoids bias and distortion.

Table 12 Means and Standard Deviations of Indicators of Assessment in Quality Instructional Systems of PREPS-Identified Value Added Schools

Indicator	*M*	*SD*
Clearly defines expectations	3.34	.65
Establishes purpose of assessment	3.29	0.57
Selects appropriate assessment	3.18	0.64
Collects sample of student achievement	3.19	0.66
Develops fair assessments	3.31	0.68
Overall Scores	3.35	0.82

Participants perceived all five indicators of assessment as strengths. The overall mean score for the category related to assessment was 3.35 with a standard deviation of .82. There were five indicators in this category. The highest mean score (*M* = 3.34, *SD* = .65*)* was for the indicator related to clearly defines expectations. Participants perceived a strength in terms of their schools developing student assessments based on a clear understanding of the type of achievement to be assessed and the performance standards for determining the level of the quality of achievement. The lowest mean score (*M* = 3.18, *SD* = 0.64*)* was for the indicator related to selects appropriate assessment. This indicator focused on schools' selection of the method of assessing student learning being based on the learning to be measured, the targeted performance standards for assessing pupil achievement, and the purpose of the evaluation.

For the first research question, all three categories of instructional systems, (a) curriculum development, (b) instructional design, and (c) assessment systems, were perceived as strengths of PREPS-identified value added elementary schools. Principals, teachers, and support staff perceived all indicators under each category of Part A: Indicators of Quality Instructional Systems as strengths at their schools.

Data Analysis of Research Question 2

2. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

The second research question examined the indicators of instructional effectiveness systems in three categories for three PREPS-identified value subtracted schools. Tables 13-16 provide displays of the data for PREPS-identified value subtracted schools in response to the research question. Table 13 shows the means and standard deviations of categories in Part A. Part A included the categories (a) curriculum, (b) instructional design, and (c) assessment.

Table 13 Means and Standard Deviations of Categories in Part A: Indicators of Quality Instructional Systems of PREPS-Identified Value Subtracted Schools

Category	*M*	*SD*
Curriculum	2.86	0.50
Instructional Design	2.89	0.48
Assessment	2.96	0.81
Overall Score	2.90	0.45

The overall mean score for Part A was 2.90 with a standard deviation of 0.60. There were three categories in Part A. The highest score was for the category related to assessment (M = 2.96, SD = 0.81). The lowest score was for the category related to curriculum (M = 2.86, SD = .51). In general, the participants perceived their schools to have evidence of but not to be fully operational in the three categories of (a) curriculum, (b) instructional design, and (c) assessment. They perceived their schools as showing evidence of progress in these areas, but they also have room for development. Participants from PREPS-identified value subtracted schools perceived all three categories to be limitations at their schools.

Table 14 shows the means and standard deviations of the category curriculum in quality organizational system of PREPS-identified value added schools. The category related to curriculum includes the following indicators: (a) develops a quality curriculum, (b) ensures effective implementation and articulation of the curriculum, and (c) evaluates and renews curriculum.

Table 14 Means and Standard Deviations of Indicators of Curriculum in Quality Instructional Systems of PREPS-Identified Value Subtracted Schools

Indicator	*M*	*SD*
Develops a quality curriculum	2.96	0.61
Implementation and articulation	2.82	0.76
Evaluates and renews curriculum	2.76	0.72
Overall Score	2.86	0.50

The overall mean score for curriculum was 2.85 with a standard deviation of 0.50. There were three indicators in this category. The highest score was for the indicator develops a quality curriculum (M = 2.96, SD = 0.61). The lowest score was for the

indicator evaluates and renews curriculum (M = 2.76, SD = 0.72). In general, the participants from PREPS-identified value subtracted schools perceived that their schools only partly based the development of their curriculum on established standards for student learning. They do not have fully developed plans for supporting the implementation of the curriculum. Their schools conduct periodic but limited reviews and evaluations of the curriculum. Participants perceived that their schools had limitations in terms of all three indicators.

Table 15 shows the means and standard deviations of the indicators for the instructional design category in quality instructional systems of PREPS-identified value subtracted schools. The indicators of instructional design included the indicators (a) aligns instruction with the goals and expectations for student learning, (b) employs data-driven instructional decision making, (c) actively engages students in their learning, and (d) expands instructional support for student learning.

Table 15 Means and Standard Deviations of Indicators of Instructional Design in Quality Instructional Systems of PREPS-Identified Value Subtracted Schools

Indicator	*M*	*SD*
Aligns instruction	2.87	0.74
Data-driven decision making	2.79	0.60
Actively engages students	2.91	0.63
Expands instructional support	3.01	0.70
Overall Score	2.89	0.48

The overall mean score for instructional design was 2.89 with a standard deviation of 0.48. There were four indicators in this category. The highest mean score in this category was for the indicator expands instructional support (M = 3.01, SD = 0.70). Participants perceived expands instructional support to be a strength at their schools.

Participants from PREPS-identified value subtracted schools reported their schools provided students consistent opportunities for academic help. The lowest score for this category was for the indicator related to data-driven decision making ($M = 2.79$, $SD = 0.60$). They perceived their schools to show evidence of but not to be fully operational in relations to the indicators (a) aligns instruction, (b) data-driven decision making, and (c) actively engages students. Participants perceived these as limitations at their schools. Participants reported their schools align instructional strategies and learning activities with most of their instructional goals but do not fully support students' attainment of the expectations for their learning. Instructional time was not protected, and classroom management strategies were not consistently practiced. Participants perceived their schools offered a limited scope of alternative opportunities for extending support for student learning.

Table 16 shows the means and standard deviations of indicators of assessment in quality instructional systems of PREPS-identified value subtracted schools. The indicators in the assessment category included (a) clearly defines the expectations for student learning to be assessed, (b) established the purpose of the assessment, (c) selects the appropriate methods of assessment, (d) collects a comprehensive and representative sample of student achievement, and (e) develops fair assessments and avoids bias and distortion.

Table 16 Means and Standard Deviations of Indicators of Assessment in Quality Instructional Systems of PREPS-Identified Value Subtracted Schools

Indicator	*M*	*SD*
Clearly defines expectations	3.00	0.64
Establishes purpose of assessment	2.87	0.53
Selects appropriate assessment	2.91	0.61
Collects sample of student achievement	2.75	0.67
Develops fair assessments	2.99	0.75
Overall Scores	2.96	0.81

The overall mean score for assessment was 2.96 with a standard deviation of 0.81. There were five indicators for this category. The highest mean score for this category was for the indicator related to clearly defines expectations ($M = 3.00$, $SD = 0.64$). Participants perceived clearly defines expectations as a strength. Survey participants viewed their schools to develop student assessments with a clear understanding of the type of skills assessed. The lowest score for this category was for the indicator related to collects sample of student achievement ($M = 2.75$, $SD = 0.67$). Participants perceived the indicators related to (a) establishes purpose of assessment, (b) selects appropriate assessment, (c) collects sample of student achievement, and (d) develops fair assessments as limitations at their schools. In general, the participants from PREPS-identified value subtracted schools perceived that their schools collect only a limited sample of student performance. Their assessments do not cover all the essential knowledge and skills to be measured.

Overall, the survey results indicated that in answer to the second research question, the participants from the PREPS-identified value subtracted schools perceived most indicators in all three categories of instructional systems were limitations at their schools. Within two of the categories, the participants perceived some of the indicators to

be strengths at their schools. For the category curriculum, participants perceived all three indicators to be limitations. Participants perceived three indicators in the category of instructional design to be limitations at their schools. These were (a) aligns instruction, (b) makes data-driven decisions, and (c) actively engages students. Expands instructional support was the one indicator in the category of instructional design that the participants perceived as being a strength at their schools. In the category of assessment, participants perceived the indicator related to clearly defines expectations as a strength while the other four indicators as limitations. They were (a) establishes purpose of assessment, (b) selects appropriate assessment, (c) collects sample of student achievement, and (d) develops fair assessments.

Data Analysis of Research Question 3

3. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

The third research question examined the indicators of quality organizational systems in PREPS-identified value added schools. Tables 17 through 21 provide displays of the data in response to the research questions. Table 17 shows the means and standard deviations for categories in Part B: Indicators of Quality Organizational Systems of PREPS-identified value added schools. The categories included educational (a) agenda, (b) leadership for school improvement, (c) community-building, and (d) culture of continuous improvement.

Table 17 Means and Standard Deviations of Categories in Part B: Indicators of Quality Organizational Systems of PREPS-Identified Value Added Schools

Category	*M*	*SD*
Educational Agenda	3.16	0.75
Leadership for School Improvement	3.17	0.68
Community-Building	2.82	0.78
Culture of Continuous Improvement	3.10	0.82
Overall Score	3.06	0.64

The overall mean score for Part B: Indicators of Quality Organizational Systems of PREPS-identified value added schools was 3.06 with a standard deviation of 0.64. There were four categories for this system. Two categories, educational agenda *(M* = 3.16*, SD* = 0.75*)* and leadership for school improvement (*M* = 3.16, *SD* = 0.69*),* had the same mean score. The lowest mean score (*M* = 2.82*, SD* = 0.78*)* was for the category related to community-building. Participants perceived as strengths the categories related to (a) educational agenda, (b) leadership for school improvement, and (c) culture of continuous improvement. The participants perceived that their schools were fully functional and operational for the indicators educational agenda, leadership for school improvement, and culture of continuous improvement. They believed their schools adequately facilitated a collaborative process of developing the schools' visions, beliefs, missions, and goals with the help of all stakeholders. They perceived their schools did an adequate job at defining measurable goals focused on improving student learning. Participants perceived the category related to community-building to be a limitation. The participants viewed their schools to have evidence of but not to be fully operational for the indicator community-building. They reported their schools still have room to improve with building working relationships within the school and with extending the school

community through collaborations with community groups and members that support student learning.

Table 18 shows the means and standard deviations of educational agenda in quality organizational systems of the PREPS-identified value added schools. The educational agenda category included the indicators (a) facilitates a collaborative process, (b) maintains a shared vision, beliefs and mission, and (c) sets measurable goals.

Table 18 Means and Standard Deviations of Indicators of Educational Agenda in Quality Organizational Systems of PREPS-Identified Value Added Schools

Indicator	*M*	*SD*
Facilitates collaborative process	2.93	1.03
Shared vision, beliefs, and mission	3.19	0.85
Measurable goals	3.36	0.72
Overall Score	3.16	0.75

The overall mean score for educational agenda was 3.16 with a standard deviation of 0.75. There were three indicators in this category. The highest score for this category was for the indicator measurable goals ($M = 3.36$, $SD = 0.72$). The participants believed their schools' goals strongly addressed the priorities for improving student learning and school effectiveness through clearly articulated goals. The next highest score, for shared vision, beliefs, and mission ($M = 3.19$, $SD = 0.85$), showed participants viewed their schools' belief statements and mission statements were comprehensive and addressed necessary issues as they relate to decision-making and policy development in their schools. The lowest mean was for the indicator facilitates collaborative process ($M = 2.93$, $SD = 1.03$). The participants' score indicates they believed their schools have consensus-building processes in place, but there is a limited role in the process for

parents, students, and community members. Participants perceived the indicators related to shared vision, beliefs, and mission and to measurable goals to be strengths at their schools. They also perceived the indicator related to facilitates collaborative process to be a slight limitation.

Table 19 shows the means and the standard deviations of indicators of leadership for school improvement in quality organizational systems of PREPS-identified value added schools. The indicators of leadership for school improvement included (a) promotes quality instruction, (b) develops schoolwide plans for improvement, (c) employs effective decision making, (d) monitors progress, and (e) provides skillful stewardship.

Table 19 Means and Standard Deviations of Indicators of Leadership for School Improvement in Quality Organizational Systems of PREPS-Identified Value Added Schools

Indicator	*M*	*SD*
Promotes quality instruction	3.29	0.74
Develops schoolwide plans	3.26	0.71
Employs effective decision making	2.95	0.91
Monitors progress	3.19	0.78
Provides skillful stewardship	3.13	0.92
Overall Score	3.17	0.68

The overall mean score for leadership for school improvement was 3.17 with a standard deviation of 0.68. This category had five indicators. The highest score for this category was for the indicator related to promotes quality instruction ($M = 3.29$, $SD = 0.74$). Participants perceived the indicators (a) promotes quality instruction, (b) develops schoolwide plans, (c) monitors progress, and (d) provides skillful stewardship as strengths at their schools. Survey participants perceived their schools' academic climate

supports teaching and learning. They felt their schools made students and staff feel valued by recognizing their accomplishments. The lowest score was for the indicator employs effective decision making ($M = 2.95$, $SD = 0.91$). Participants perceived this indicator to be a limitation for their schools. Respondents believed their schools were limited in making decisions collaboratively with stakeholders as well as aligning decisions based on the schools' beliefs, mission, and goals. In general, the participants also perceived that their schools aligned the action steps of their improvement plans with their goals for improving student learning thus were fully functional and operational for the indicator develops schoolwide plans ($M = 3.26$, $SD = 0.71$). Participants also felt their schools regularly assessed the effectiveness of their student progress, instructional practices, and organizational conditions and rated their performance for the indicator related to monitors progress ($M = 3.19$, $SD = 0.78$) as fully functioning and operational. Finally, respondents perceived their schools as providing skillful stewardship ($M = 3.13$, $SD = 0.92$) for allocating resources, such as human talent, time for learning, instructional and financial resources, in alignment with their visions, mission, and goals.

Table 20 shows the means and standard deviations of indicators of community-building in quality organizational systems of PREPS-identified value added schools. The indicators of the community building category included the indicators fosters community-building and extends the school community.

Table 20 Means and Standard Deviations of Indicators of Community-Building in Quality Organizational Systems of PREPS-Identified Value Added Schools

Indicator	*M*	*SD*
Fosters community-building	2.75	0.90
Extends school community	2.90	0.88
Overall Score	2.82	0.78

The overall mean score for community-building was 2.82 with a standard deviation of 0.78. There were two indicators in this category. The highest score for this category was the indicator extends school community ($M = 2.90$, $SD = 0.88$). The lowest mean was for the indicator fosters community-building (M = 2.75, SD = 0.90). Participants perceived both indicators to be limitations at their schools. In general, the participants perceived that their schools showed evidence of progress but were not fully operational in both of the indicators in this category. The participants responded through the survey that their schools did not fully develop or sustain an environment for students that cultivated a sense of caring and belonging. Responses showed that these schools had reached out to most but not all parents, families, and community agencies to include them as partners in the educational process.

Table 21 shows the means and standard deviations for indicators of culture of continuous improvement and learning in quality organizational systems of PREPS-identified value added schools. The culture of continuous improvement and learning included two indicators. The indicators were professional development and supports productive change.

Table 21 Means and Standard Deviations of Culture of Continuous Improvement and Learning in Quality Organizational Systems of PREPS-Identified Value Added Schools

Indicator	*M*	*SD*
Professional development	3.08	0.90
Supports productive change	3.11	0.88
Overall Score	3.10	0.82

The overall mean score for culture of continuous improvement was 3.10 with a standard deviation of 0.82. The highest score for this category was for the indicator related to supports productive change ($M = 3.11$, $SD = 0.88$). The lowest score was for professional development ($M = 3.08$, $SD = 0.90$). The participants perceived both indicators were strengths. They perceived their schools to be fully functional and operational. They viewed their schools' professional development programs for principals, teachers, and support staff focused on the training to provide the performance expectations of their roles and to ensure the achievement of the schools' goals. The participants perceived their schools were sustaining the commitment to continuous improvement and renewal.

Overall, response to research question three, participants from PREPS-identified value added schools perceived the categories of (a) educational agenda, (b) leadership for school improvement, and (c) culture of continuous improvement to be strengths. However, they perceived the category of community-building as a limitation.

Under the category of educational agenda, the indicator related to facilitates collaborative process and the indicator related to measurable goals were perceived to be limitations. The participants from PREPS-identified value added schools perceived the indicator of shared vision, beliefs, and mission to be a strength.

The participants perceived as strengths, under the category of leadership for school improvement, the indicators of (a) promotes quality instruction, (b) develops schoolwide plans, (c) monitors progress, and (d) provides skillful stewardship. They perceived as a limitation the indicator of employs effective decision making.

Participants from the PREPS-identified value added schools perceived both indicators under the category community-building as limitations. The indicators were fosters community-building and extends school community.

Data Analysis of Research Question 4

4. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

The fourth research question examined the indicators of quality organizational systems. Tables 22 through 26 provide displays of the data for PREPS-identified value subtracted schools in response to the research question. Table 22 shows the means and standard deviations of educational agenda in quality organizational systems of value subtracted schools. The educational agenda indicators included (a) facilitate a collaborative process, (b) maintains a shared vision, beliefs and mission, and (c) sets measurable goals.

Table 22 Means and Standard Deviations of Categories in Part B: Indicators of Quality Organizational Systems of PREPS-Identified Value Subtracted Schools

Category	*M*	*SD*
Educational Agenda	3.00	0.63
Leadership for School Improvement	2.85	0.62
Community-Building	2.83	0.68
Culture of Continuous Improvement	2.91	0.59
Overall Score	2.90	0.54

The overall mean score for Part B: Indicators of Quality Organizational Systems of PREPS-identified value subtracted schools was 2.90 with a standard deviation of 0.54. There were four categories for Part B. The category related to educational agenda *(M* = 3.00*, SD* = 0.63*)* had the highest score. The lowest score was for the category related to community-building (*M* = 2.83*, SD* = 0.68*)*. Participants perceived the category related to educational agenda as a slight strength. They perceived as limitations the categories of (a) leadership for school improvement, (b) community-building, and (c) culture of continuous improvement. In general, the participants of PREPS-identified value subtracted schools perceived that their schools were fully functional and operational in the categories related to educational agenda (*M* = 3.00, SD = 0.63). They perceived their schools to show evidence of but not to be fully operational in the categories related to (a) leadership for school improvement (*M* = 2.85, *SD* = 0.62), (b) community-building (*M* = 2.83, *SD* = 0.68), and (c) culture of continuous improvement (*M* = 2.91, *SD* = 0.59).

Table 23 shows the means and standard deviations for indicators of educational agenda in quality organizational systems of PREPS-identified value subtracted schools. The indicators related to educational agenda included (a) facilitates a collaborative process, (b) shares vision, beliefs and mission, and (c) sets measurable goals.

Table 23 Means and Standard Deviations of Indicators of Educational Agenda in Quality Organizational Systems of PREPS-Identified Value Subtracted Schools

Indicator	*M*	*SD*
Facilitates collaborative process	2.89	0.82
Shared vision, beliefs, and mission	3.07	0.77
Measurable goals	3.05	0.62
Overall Score	3.00	0.63

The overall mean score for the category educational agenda was 3.00 with a standard deviation of 0.63. There were three indicators for this category. The highest mean score for this category was for the indicator related to shared vision, beliefs, and mission (M = 3.07, SD = 0.77). Participants perceived the indicators related to shared vision, beliefs, and mission and measurable goals as strengths. They perceived the indicator related to facilitates collaborative process as a limitation at their schools. Participants perceived their schools as doing a good job at developing and sharing with stakeholders comprehensive and purposeful belief and mission statements. The lowest mean score was for facilitates collaborative process (M = 2.89, SD = 0.82). Though respondents reported that the schools may do a good job at sharing vision and mission statements, they do not believe the schools fully involve students, parents, and community members in a consensus-building process.

Table 24 shows the means and standard deviations of leadership for school improvement in quality organizational systems of PREPS-identified value subtracted schools. The indicators of leadership for school improvement included the indicators (a) promotes quality instruction, (b) develops schoolwide plans for improvement, (c)

employs effective decision making, (d) monitors progress, and (e) provides skillful stewardship.

Table 24 Means and Standard Deviations of Indicators of Leadership for School Improvement in Quality Organizational Systems of PREPS-Identified Value Subtracted Schools

Indicator	*M*	*SD*
Promotes quality instruction	2.87	0.77
Develops schoolwide plans	2.88	0.80
Employs effective decision making	2.75	0.79
Monitors progress	2.90	0.69
Provides skillful stewardship	2.84	0.69
Overall Score	2.85	0.62

The overall mean score for leadership for school improvement was 2.85 with a standard deviation of 0.62. This overall score indicates participants from PREPS-identified value subtracted schools perceived their schools to be operating only in a limited manner for these indicators. There were five indicators for this category, and participants perceived all five indicators to be limitations at their schools. The highest mean score for this category was for the indicator related to monitors progress ($M = 2.90$, $SD = 0.69$). Principals, teachers, and support staff viewed their schools as making only limited use of periodic assessments and evaluation data to improve student learning and teacher instruction. The lowest mean for this category was for the indicator related to employs effective decision making ($M = 2.75$, $SD = 0.79$). Participants indicated most but not all decisions were aligned with the schools' beliefs, mission, and goals. Not all decisions were made by school decision makers collaboratively, nor were they based on researched-based practices and analysis of school data.

Table 25 shows the means and standard deviations of indicators of community-building in quality organizational systems of PREPS-identified value subtracted schools. The indicators of community-building included indicators related to fosters community-building, and extends the school community.

Table 25 Means and Standard Deviations of Indicators of Community-Building in Quality Organizational Systems of PREPS-Identified Value Subtracted Schools

Indicator	*M*	*SD*
Fosters community-building	2.82	0.76
Extends school community	2.82	0.78
Overall Score	2.83	0.68

The overall mean score for community-building was 2.82 with a standard deviation of 0.68. There were two indicators in this category. The indicators related to fosters community-building *(M* = 2.82*, SD* = 0.76*)* and extends school community *(M* = 2.82*, SD* = 0.78*)* had equal means. Participants perceived both indicators, fosters community-building and extends school community, were limitations at their schools. In general, the participants perceived their schools to show evidence of limited or partial positive and productive working relationships among all students, teachers, support staff, and principals. They reported their schools only periodically used collaborative and interdependent teams to achieve school goals. Also, they viewed their schools as not having fully developed networks of support with groups in the community and across the K-16 levels of education.

Table 26 shows the means and standard deviations for the indicators of culture of continuous improvement and learning in quality organizational systems of PREPS-

identified value subtracted schools. The category of culture of continuous improvement and learning included the indicators commitment to professional development and supports productive change and improvement.

Table 26 Means and Standard Deviations of Indicators of Culture of Continuous Improvement and Learning in Quality Organizational Systems of PREPS-Identified Value Subtracted Schools

Indicator	*M*	*SD*
Professional development	2.92	0.68
Supports productive change	2.89	0.62
Overall Score	2.91	0.59

The overall mean score for culture of continuous improvement was 2.91 with a standard deviation of 0.59. There were two indicators for this category. The indicator with the highest mean was related to professional development ($M = 2.92$, $SD = 0.68$). Though close to level 3, participants' scores showed they perceived their schools' professional development provided inconsistent support for school improvement and teacher training. The lowest mean was for the indicator related to supports productive change ($M = 2.89$, $SD = 0.62$). Participants perceived both indicators to be limitations at their schools. Participants perceived their schools as not making adequate efforts to foster a full understanding of the change process among stakeholders. Participants also viewed their schools as not staying focused on school goals for improvement but getting side-tracked on unrelated issues.

In general, for the fourth research question, participants from PREPS value subtracted schools perceived the category of educational agenda to be a strength for their schools. The participants perceived the categories of (a) leadership for school

improvement, (b) community-building, and (c) culture of continuous improvement to be limitations.

Moreover, participants perceived the indicator related to facilitates collaborative process, under the category of educational agenda, to be a limitation. They perceived the indicators related to shared vision, beliefs, and mission and measurable goals as strengths.

Participants perceived all indicators under the category of leadership for school improvement as limitations. These indicators were (a) promotes quality instruction, (b) delays schoolwide plans, (c) employs effective decision making, (d) monitors progress, and (e) provides skillful stewardship.

Participants perceived the remaining two categories and their indicators to be limitations. These included the indicators of fosters community-building and extends school community, under the category of community-building, and the indicators of professional development and supports positive change, under the category of culture of continuous improvement.

Data Analysis of Research Question 5

5. Are there differences between the strengths and limitations of PREPS-identified value added elementary schools and PREPS-identified value subtracted schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

The fifth research question examined the differences between the perceptions of the participants from PREPS-identified value added elementary schools and PREPS-identified value subtracted elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. Table 27 shows the means and standard deviations and the *t* statistic of PREPS-identified value added and PREPS-identified value subtracted schools for Part A: Indicators of Quality Instructional Systems.

Table 27 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for Part A: Indicators of Quality Instructional Systems

School	*M*	*SD*	*T*	*df*	*p*
Value Added	3.30	0.69	4.19	151	0.00*
Value Subtracted	2.90	0.45			

*p<.05

The results indicate that there was a significant difference in the mean scores of the participants' perceptions of instructional systems between PREPS-identified value added and PREPS-identified value subtracted schools, $t(151) = 4.19$, $p = 0.00$. That is, the average score for PREPS-identified value added schools ($M = 3.30$, $SD = 0.69$) was significantly different from that of PREPS-identified value subtracted schools ($M = 2.90$, $SD = 0.45$). In general, the participants from PREPS-identified value added schools perceived their schools to be fully functioning and operational for Part A in relations to the over-all indicators of quality instructional systems. These participants viewed their schools as having a process for collaboration, articulation, implementation, and review of instructional practices with stakeholders. Participants from PREPS-identified value

subtracted schools perceived their schools to show evidence of progress but not to be fully operational for Part A in relation to the over-all indicators of quality instructional systems.

Table 28 shows the means and standard deviations and the *t* statistic of PREPS-identified value added and PREPS-identified value subtracted schools for the category of curriculum. The indicators of curriculum included (a) develops a quality curriculum, (b) ensures effective implementation and articulation of the curriculum, and (c) evaluated and renews curriculum.

Table 28 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for the Category of Curriculum in Part A: Indicators of Quality Instructional Systems

School	*M*	*SD*	*t*	*df*	*p*
Value Added	3.17	.76	3.35	136	0.001*
Value Subtracted	2.86	0.50			

*p<.05

The results indicate that there was a significant difference in the mean scores of the participants' perceptions of the category curriculum between PREPS-identified value added and PREPS-identified value subtracted schools, $t(136) = 3.35$, $p = .001$. In general, the participants of PREPS-identified value added schools perceived their schools to have a process in which they develop, implement, articulate, evaluate, and renew curriculum at a fully functioning and operational level. The participants of PREPS-identified value subtracted schools perceived their schools to have evidence of progress but not to be fully operational in relation to the category of curriculum.

Table 29 shows the means and standard deviations and the *t* statistic of PREPS-identified value added and PREPS-identified value subtracted schools for the category of instructional design. The indicators of instructional design included (a) aligns instruction with the goals and expectations for student learning, (b) employs data-driven instructional decision making, (c) actively engages students in their learning, and (d) expands instructional support for student learning.

Table 29 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for the Category of Instructional Design in Part A: Indicators of Quality Instructional Systems

School	*M*	*SD*	*t*	*df*	*p*
Value Added	3.24	0.60	3.98	154	0.000*
Value Subtracted	2.89	0.48			

*p<.05

The results indicate that there was a significant difference in the mean scores of the participants' perceptions for the category instructional design between PREPS-identified value added and PREPS-identified value subtracted schools, $t(154) = 3.98$, $p = .000$. There was one missing response from the value subtracted schools. The participants of the PREPS-identified value added schools perceived their schools to fully align instruction with the goals and expectations for student learning while using data in the decision making process. They also perceived their schools as actively involving students in their learning while also providing a variety of opportunities for student learning. Participants of the PREPs-identified value subtracted schools perceived their schools to show evidence of but not to be fully operational for the category related to instructional design.

Table 30 shows the means and standard deviations of indicators of assessment in quality organizational systems between PREPS-identified value added and PREPS-identified value subtracted schools. The assessment category included indicators (a) clearly defines the expectations for student learning to be assessed, (b) establishes the purpose of the assessment, (c) selects the appropriate method of assessment, (d) collects a comprehensive and representative sample of student achievement, and (e) develops fair assessments and avoids bias and distortion.

Table 30 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for the Category of Assessment in Part A: Indicators of Quality Instructional Systems

School	*M*	*SD*	*t*	*df*	*p*
Value Added	3.35	0.82	2.94	153	0.004*
Value Subtracted	2.96	0.81			

*p<.05

PREPS-identified value added schools had the higher mean score *(M* = 3.35*, SD* = 0.82*)*. PREPS-identified value subtracted schools had the lower mean score *(M* = 2.96*, SD* = 0.81*)*. The results indicate that there was a significant difference in the mean scores of the participants' perceptions for the category assessment between PREPS-identified value added and PREPS-identified value subtracted schools, $t(153) = 2.94$, $p = .004$. There was one missing response from the value added schools and one missing response from the value subtracted schools. In general, the participants of PREPS-identified value added schools perceived their schools to define clearly the expectations for student learning to be assessed while also using assessments to serve instructional purposes. They

also viewed their schools as developing appropriate and fair assessments, collecting comprehensive and representative samples of student work. Participants of PREPS-identified value subtracted schools perceived their schools to show evidence but not to be fully operational for the category related to assessment.

The fifth research question asked if there were differences between the strengths and limitations of PREPS-identified value added elementary schools and PREPS-identified value subtracted schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. The results show that participants from PREPS-identified value added schools rated the categories and indicators significantly higher on Part A of the survey than did participants from PREPS-identified value subtracted schools.

Data Analysis of Research Question 6

6. Are there differences between the strengths and limitations of PREPS-identified value added schools and PREPS-identified value subtracted schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

The sixth research question examined the differences between the perceptions of PREPS-identified value added elementary schools and PREPS-identified value subtracted elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. Table 31 shows the means, the standard deviations, and the *t* statistic of

PREPS-identified value added and PREPS-identified value subtracted schools for Part B: Indicators of Organizational Instructional Systems.

Table 31 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for Part B: Indicators of Quality Organizational Systems

School	*M*	*SD*	*t*	*df*	*p*
Value Added	3.06	0.64	1.60	137.87	0.11
Value Subtracted	2.90	0.54			

p<.05

The results indicate that there was not a significant difference in perceptions of organizational systems between PREPS-identified value added and PREPS-identified value subtracted schools, $t(137.87) = 1.60$, $p = .11$. That is, the average score for PREPS-identified value added schools ($M = 3.06$, SD = 0.64) was not significantly different from that of PREPS-identified value subtracted schools ($M = 2.90$, SD = .54). There was one missing response from the value added schools and seven missing responses from the value subtracted schools. Overall, the participants from the PREPS-identified value added schools perceived their schools to be fully functional and operational at developing shared visions, beliefs, mission and goals. They also viewed their schools as adequately providing appropriate leadership for school improvement while fostering a culture of continuous improvement and learning. Participants from PREPS-identified value subtracted schools perceived their schools to show evidence of progress but not to be fully operational for Part B in relation to the over-all indicators of quality organizational systems.

Table 32 shows the means, standard deviations, and *t* statistic for the category educational agenda in quality organizational systems between PREPS-identified value added and PREPS-identified value subtracted schools. The category educational agenda included the indicators (a) facilitates a collaborative process, (b) shared vision, beliefs and mission, and (c) measurable goals.

Table 32 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for the Category of Educational Agenda in Part B: Indicators of Quality Organizational Systems

School	*M*	*SD*	*t*	*df*	*p*
Value Added	3.16	0.75	1.41	139.27	.160
Value Subtracted	3.00	0.63			

p<.05

The results indicate that there was a not significant difference in perceptions of educational agenda between PREPS-identified value added and PREPS-identified value subtracted schools, $t(139.27) = 1.41$, $p = .160$. In general, the participants from PREPS-identified value added schools ($M = 3.16$, $SD = 0.75$) and the participants from PREPS-identified value-subtracted schools ($M = 3.00$, $SD = 0.63$) perceived their schools to be fully functioning and operational for the category related to educational agenda. However, respondents from PREPS-identified value added schools perceived their schools to be doing a better job than PREPS-identified value subtracted schools at collaborating with stakeholders as they develop vision, beliefs, mission, and goals.

Table 33 shows the means, standard deviations, and *t* statistic for the category of leadership for school improvement in quality organizational systems between PREPS-identified value added and PREPS-identified value subtracted schools. The category for

leadership included indicators (a) promotes quality instruction, (b) develops schoolwide plans for improvement, (c) employs effective decision making, (d) monitors progress, and (e) provides skillful stewardship.

Table 33 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for the Category of Leadership for School Improvement in Part B: Indicators of Quality Organizational Systems

School	*M*	*SD*	*t*	*df*	*p*
Value Added	3.17	0.68	3.03	150	.003*
Value Subtracted	2.85	0.62			

*p<.05

The results indicate that there was a significant difference in perceptions of organizational systems between PREPS-identified value added and PREPS-identified value subtracted schools, $t(150) = 3.03$, $p = .003$. That is, the average score for PREPS-identified value added schools ($M = 3.17$, SD = 0.68) was significantly higher than that of PREPS-identified value subtracted schools ($M = 2.85$, SD = 0.62). In general, the participants from PREPS-identified value added schools perceived their schools to foster an academic climate supporting teaching and learning. They also viewed their schools to develop schoolwide plans for improvement targeting student performance, to use effective decision making strategies, to monitor continuously student achievement, and to manage resources to ensure a safe, efficient, and effective learning environment. The participants from PREPS-identified value subtracted schools perceived their schools to show evidence of but not to be fully operational for the category related to leadership for school improvement.

Table 34 shows the means, standard deviations, and *t* statistic for the category community-building in quality organizational systems between PREPS-identified value added and PREPS-identified value subtracted schools. The community building category included indicators fosters community-building and extends the school community.

Table 34 T-test of PREP-Identified Value Added and PREPS-Identified Value Subtracted Schools for the Category of Community-Building in Part B: Indicators of Quality Organizational Systems

School	*M*	*SD*	*t*	*df*	*p*
Value Added	2.82	0.78	-.062	152	.950
Value Subtracted	2.83	0.68			

p<.05

The results indicate that there was no significant difference in perceptions of community-building between PREPS-identified value added and PREPS-identified value subtracted schools, $t(152) = -.062$, $p = .950$. There was one missing response from the value added schools. There were seven missing responses from the value subtracted schools. In general, the participants from PREPS-identified value added schools ($M = 2.82$, $SD = 0.78$) and the participants from PREPS-identified value subtracted schools ($M = 2.82$, $SD = 0.68$) perceived their schools to show evidence of but not to be fully operational for the category related to community-building. Both groups of respondents perceived their schools to be limited in fostering community-building conditions and working relations within their schools as well as in extending the school community through community networks of support for opportunities for students learning.

Table 35 shows the means, standard deviations, and *t* statistics for the category culture of continuous improvement and learning in quality organizational systems

between PREPS-identified value added and PREPS-identified value subtracted schools. The category for culture of continuous improvement and learning included the indicators commitment to professional development and supports productive change and improvement.

Table 35 T-test of PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools for the Category of Culture of Continuous Improvement and Learning in Part B: Indicators of Quality Organizational Systems

School	*M*	*SD*	*T*	*df*	*p*
Value Added	3.10	0.82	1.60	126.86	.111
Value Subtracted	2.91	0.59			

p<.05

The results indicate that there was not a significant difference in perceptions of culture of continuous improvement and learning between PREPS-identified value added and PREPS-identified value subtracted schools, $t(126.86) = 1.60$, $p = .111$. There was one missing response from the value subtracted schools. In general, the participants from the PREPS-identified value added schools ($M = 3.10$, $SD = 0.82$) perceived their schools to be better than the PREPS-identified value subtracted schools at building the skills and capacity needed to improve through professional development and at creating conditions that support productive change and continuous improvement. The participants from the PREPS-identified value subtracted schools ($M = 2.91$, $SD = 0.59$) perceived their schools to show evidence but not to be fully operational for the category related to culture of continuous improvement.

The sixth research question asked if there were differences between the strengths and limitations of PREPS-identified value added schools and PREPS-identified value

subtracted schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. The results show that there was not a significant difference in the means scores between the two groups for Part B for three of the categories. There were no differences in the means scores for the categories of (a) educational agenda, (b) community-building, or (c) culture of continuous improvement. However, there was a significant difference between the two groups for the category leadership for school improvement. Participants from PREPS-identified value added schools perceived the category of leadership for school improvement higher than did participants form PREPS-identified value subtracted schools.

Summary

This chapter presented results from the descriptive analysis used in the first four research questions and the results of the comparison of means for the two groups for the last two research questions. Research questions one and two focused on what survey participants from the PREPS-identified value added schools and PREPS-identified value subtracted schools perceived to be strengths or limitations of their schools related to the indicators of instructional effectiveness. Research questions three and four focused on what survey participants from the PREPS-identified value added and PREPS-identified value subtracted schools perceived to be strengths or limitations of their schools related to the indicators of organizational effectiveness. Research question five compared the mean scores of the PREPS-identified value added schools and the PREPS-identified value subtracted schools for Part A of the *Survey of Instructional and Organizational*

Effectiveness. Finally, research question six compared the mean scores of the PREPS-identified value added schools and the PREPS-identified value subtracted schools on Part B of the *Survey of Instructional and Organizational Effectiveness*.

Instructional Effectiveness Indicators

In general, the findings indicated that participants from the PREPS-identified value added schools perceived the categories related to (a) curriculum, (b) instructional design, and (c) assessment as strengths. They perceived their schools to be fully functional and operational for these three categories. The respondents perceived the category assessment as being their strongest category. Participants from PREPS-identified value added schools perceived all indicators under all three categories to be strengths at their schools, though there were indicators that they scored higher than others in each category.

In the category curriculum, participants from PREPS-identified value added schools perceived the indicator related to implementation and articulation of the curriculum as their greatest strength. In the category of instructional design, participants from PREPS-identified value added schools perceived the indicator related to aligns instruction as their greatest strength. In the category of assessment, participants from PREPS-identified value added schools perceived the indicator related to clearly defines expectations as its greatest strength.

For PREPS-identified value subtracted schools, the findings indicated that participants perceived the overall categories related to (a) curriculum, (b) instructional design, and (c) assessment to be limitations. They perceived their schools to show

evidence of progress but not to be fully functional in these categories. In the category of curriculum, the participants from PREPS-identified value subtracted schools perceived all three indicators, (a) develops a quality curriculum, (b) implements and articulates curriculum, and (c) evaluates and renews curriculum, as limitations.

In the category related to instructional design, the participants from PREPS-identified value subtracted schools perceived the indicator related to expands instructional support as a strength. They perceived the indicators (a) aligns instruction, (b) data-driven decision making, and (c) actively engages students as limitations.

In the category of assessment, the participants from PREPS-identified value subtracted schools perceived the indicator related to clearly defines expectations as a strength. They perceived the indicators (a) establishes purpose of assessment, (b) selects appropriate assessment, (c) collects samples of student achievement, and (d) develops fair assessments as limitations.

Organizational Effectiveness Indicators

Research questions three and four focused on what survey participants from the PREPS-identified value added schools and the PREPS-identified value subtracted schools perceived to be strengths and limitations of their schools related to the indicators of organizational effectiveness. In general, the findings showed that participants from the PREPS-identified value added schools perceived the categories related to (a) educational agenda, (b) leadership for school improvement and (c) culture of continuous improvement to be strengths in their schools. They perceived these categories as being

fully functioning and operational in their schools. The category related to community-building was perceived as a limitation.

In the category educational agenda, participants from PREPS-identified value added schools perceived the indicators related to measurable goals and shared vision, beliefs, and mission to be strengths. The participants perceived the indicator related to facilitates collaborative process as a limitation.

In the category leadership for school improvement, participants from PREPS-identified value added schools perceived the indicators related to (a) promotes quality instruction, (b) develops schoolwide plans, (c) monitors progress, and (d) provides skillful stewardship as strengths. They perceived the indicator related to employs effective decision making as a limitation.

In the category of community-building, participants from PREPS-identified value added schools perceived the indicators related to fosters community-building and to extends school community as limitations. In the category of culture of continuous improvement, participants from PREPS-identified value added schools perceived the indicators related to supports productive change and to professional development as strengths.

For PREPS-identified value subtracted schools, in general, the findings indicated that participants perceived their schools to be fully functioning and operational in the category related to educational agenda. They perceived educational agenda as a strength. They perceived the categories (a) leadership for school improvement (b) community-building, and (c) culture of continuous improvement as limitations.

In the category of educational agenda, the participants from PREPS-identified value subtracted schools perceived the indicators related to shared vision, beliefs and mission, and to measurable goals as strengths. They perceived the indicator related to facilitates collaborative process as a limitation.

In the category of leadership for school improvement, participants from PREPS-identified value subtracted schools perceived all the indicators as limitations. They were (a) promotes quality instruction, (b) develops schoolwide plans, (c) employs effective decision making, (d) monitors progress, and (e) provides skillful stewardship.

In the category of community-building, participants from PREPS-identified value subtracted schools perceived indicators related to fosters community-building and extends the school community as limitations. In the category of culture of continuous improvement and learning, participants from PREPS-identified value subtracted schools perceived indicators related to professional development and supports productive change as limitations.

Quality Instructional Systems

Research question five compared the mean scores of the PREPS-identified value added schools and the PREPS-identified value subtracted schools on Part A of the *Survey of Instructional and Organizational Effectiveness*. The findings showed significant differences between the mean scores of the two groups for Part A. Participants from PREPS-identified value added schools perceived their schools to be fully functional and operational whereas the participants from value subtracted schools perceived their schools to be showing progress but not to be fully operational in the three categories

related to Part A of the survey, (a) curriculum, (b) instructional design, and (c) assessment.

For the category curriculum, findings indicate participants from PREPS-identified value added schools perceived the indicators as strengths. They perceived their schools to be fully functioning and operational. The participants from the PREPS-identified value subtracted schools perceived the category curriculum as a limitation. They perceived their schools to show evidence of progress but not fully operational for this category. There was a significant difference between the mean scores of these two groups.

In the category related to instructional design, participants from PREPS-identified value added schools perceived the indicators as strengths. They perceived their schools to be fully functioning and operational for this category. Participants from PREPS-identified value subtracted schools perceived the category related to instructional design to be a limitation. They perceived their schools to be showing progress but not to be fully operational for this category. There was a significant difference between the mean scores of these two groups for this category.

For the category related to assessment, participants from PREPS-identified value added schools perceived the indicators as strengths. They perceived their schools to be fully functioning and operational. Participants from PREPS-identified value subtracted schools perceived the category related to assessment as a limitation. They perceived their schools to be showing progress but not to be fully operational for this category. There was a significant difference between the means of these two groups, also.

Quality Organizational Systems

Research question six compared the mean scores of the PREPS-identified value added schools and the PREPS-identified value subtracted schools on Part B of the *Survey of Instructional and Organizational Effectiveness*. The results indicated there was no significant difference between the two groups of participants. Findings indicated that in the category related to educational agenda, participants from PREPS-identified value added schools and participants from PREPS-identified value subtracted schools perceived their schools as fully functioning and operational with no significant difference between their mean scores.

Findings indicated that participants from PREPS-identified value added schools perceived their schools to be fully functioning and operational in the category related to leadership for school improvement, whereas participants from PREPS-identified value subtracted schools perceived their schools to show progress but not to be fully operational. There was a significant difference in the mean scores between the two groups for the category related to leadership for school improvement.

In the category related to community-building, the participants from PREPS-identified value added schools and PREPS-identified value subtracted schools perceived their schools to show progress of but not to be fully functional. There was no significant difference between the mean scores for the two groups.

In the category related to culture of continuous improvement and learning, the participants for PREPS-identified value added schools perceived their schools to be fully functioning and operational, whereas the participants from PREPS-identified value

subtracted schools perceived their schools as showing progress but not to be fully operational. There was not a significant difference between their mean scores.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations of the research study. The first section of this chapter provides a summary of the study, including the research questions that guided the study. The second section focuses on the findings of the study organized by research questions. In addition, the second section presents conclusions of the study followed by a discussion of the results with regard to theory and literature. The third section of the chapter covers the implications for practice, general recommendations of the study, and recommendations for further research.

The purpose of the study was to examine perceptions of schools' instructional and organizational effectiveness held by principals, teachers, and instructional support staff to determine if there were characteristics of elementary schools that were unique based on a value added and value subtracted model. More specifically, this research intended to determine how principals, teachers, and instructional support staff of Program for Research and Evaluation for PREPS-identified value added elementary schools and PREPS-identified value subtracted elementary schools in Mississippi perceived their schools were performing in specific areas of school effectiveness.

Summary of the Study

Participants from six elementary schools were included in the study. Three PREPS-identified value added schools were selected from PREPS reports that showed these schools, of all PREPS K–6 elementary schools in Mississippi, earned value added status for at least three consecutive years. The three PREPS-identified value subtracted schools were selected because PREPS reported they, also of all PREPS K–6 elementary schools in the state, were among those that earned value subtracted status for at least three years consecutively between 2000 and 2003. The participants from the schools were 6 principals, 101 teachers, and 49 support staff members. Participants from the selected PREPS-identified value added schools and PREPS-identified value subtracted schools responded to the NSSE's *Survey of Instructional and Organizational Effectiveness*. The following research questions guided the study.

1. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
2. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
3. What are the strengths and limitations of PREPS-identified value added elementary schools in the area of organizational effectiveness as perceived by

principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

4. What are the strengths and limitations of PREPS-identified value subtracted elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
5. Are there differences between the strengths and limitations of PREPS-identified value added elementary schools and PREPS-identified value subtracted schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?
6. Are there differences between the strengths and limitations of PREPS-identified value added schools and PREPS-identified value subtracted schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*?

Discussion of Findings and Conclusions

This study utilized a survey to collect data. This section provides a summary of the interpretation of the results obtained during the data analysis phase of the study. As shown in the conceptual framework in Figure 1, this study investigated differences between PREPS-identified value added schools and PREPS-identified value subtracted schools utilizing the indicators of instructional and organizational effectiveness as

measured by the *Survey of Instructional and Organizational Effectiveness*. The findings from the study provide the basis for the conclusions.

Perceptions of PREPS-Identified Value Added Schools in the Area of Instructional Effectiveness

The first research question focused on the perceptions of the principals, teachers, and staff of PREPS-identified value added schools in the area of instructional effectiveness as measured on the *Survey of Instructional and Organizational Effectiveness*. The findings from this study indicate that, in general, participants from PREPS-identified value added schools perceived their schools to be fully functioning and operational in the three categories related to (a) curriculum, (b) instructional design, and (c) assessment. All three categories were perceived as strengths. The participants perceived the category related to assessment as their strongest category. The participants perceived the category related to instructional design to be their weakest category, though not a limitation.

For the category related to curriculum, participants from PREPS-identified value added schools perceived their organizations to be fully functioning and operational in all three indicators: (a) develops a quality curriculum, (b) ensures effective implementation and articulation of the curriculum, and (c) evaluates and renews the curriculum. Participants perceived the three indicators as strengths. Of these three indicators, participants from PREPS-identified value added schools perceived the indicator related to ensures effective implementation and articulation of the curriculum as their strongest indicator in the category of curriculum. The participants from PREPS-identified value

added schools perceived the indicator related to evaluates and renews curriculum as their weakest indicator, though they did not perceive it as a limitation.

The findings from this study indicated that, in general, the participants from PREPS-identified value added schools perceived the category related to instructional design as a strength. They perceived their schools to be fully functioning and operational for this category. The participants perceived all four indicators related to this category, (a) aligns instruction with goals and expectations for student learning, (b) employs data-driven instructional decision making, (c) actively engages students in their learning, and (d) expands instructional support for student learning, as strengths. The participants perceived the indicator related to aligns instruction with the goals and expectations for student learning as their strongest indicator. They perceived the indicator related to employs data-driven instructional decision making as their weakest indicator, though they did not perceive it as a limitation.

The participants from PREPS-identified value added schools perceived their schools to be fully functioning and operational for the category related to assessment. They perceived assessment as a strength. The participants perceived all five indicators related to this category, (a) clearly defines the expectations for student learning to be assessed, (b) establishes the purpose of the assessment, (c) selects the appropriate method of assessment, (d) collects a comprehensive and representative sample of student achievement, and (e) develops fair assessments and avoids bias and distortion, as strengths. The participants perceived the indicator related to clearly defines the expectations for student learning to be assessed as their strongest indicator. They

perceived the indicator related to selects the appropriate method of assessment as their weakest indicator, though they did not perceive it as a limitation.

Conclusion No. 1: The PREPS-identified value added schools' responses on the survey showed they had in place fully functioning practices for instruction consistent with effective schools research.

Their responses showed their curriculum standards focused on helping all students achieve. The participants perceived they aligned their instruction with the curriculum, identified essential knowledge and skill students need, and then prioritized them in their curriculum. This is consistent with the study by Beecher and Sweeny (2008) where student achievement went up dramatically when the school in their study worked to improve its curriculum. The PREPS-identified value added schools participants' perceptions that they were strong in implementation and articulation of the curriculum as well as in evaluating and modifying their curriculum is consistent with the findings of Drake and Sherin's (2006) study and Kulinna et al.'s (2002) study. They found that effective schools do ensure implementation and communication of their school's curriculum while also evaluating its effectiveness and making changes when needed.

PREPS-identified value added schools participants' perceptions that they are strong in the indicators of the category of instructional design are consistent with the findings of Mohamud and Fleck (2010). Effective schools know that, when they align their assessments with standards, student learning takes place. Participants, consistent with Hops and Ardoin (2008), reported that instructional decisions were made based on data. In addition, participants from PREPS-identified value added schools were consistent

with Seonjin et al. (2008) and perceived actively engaging students as important to making the difference in student performance.

PREPS-identified value added schools reported they worked to actively engage students through multiple classroom strategies and organizational strategies. This was in line with the findings of Schussler (2009) who reported that no single technique or methods of instruction worked as well as multiple techniques or methods.

For the category of assessment, participants from PREPS-identified value added schools perceived it as a strength. In addition, they perceived all five indicators under assessment to be strengths. Participants from PREPS-identified value added schools perceived they clearly defined the expectations for student learning to be assessed. This was consistent with the findings of Roach et al. (2008) who found it was important for schools to review and define instruction and content assessment. Participants from PREPS-identified value added schools were consistent with research by Goertz and Lawrence (2010) who found that schools establish the purpose and use of assessment. Participants were in agreement with Doganay and Bal (2010) with selecting the appropriate method of assessment. Participants from PREPS-identified value added schools were consistent with research for the indicators related to collects a comprehensive and representative sample of student achievement (Falk et al., 2007) and develops fair assessments and avoids bias and distortion (Young, et al., 2008).

Perceptions of PREPS-Identified Value Subtracted Schools in the Area of Instructional Effectiveness

The second research question focused on the strengths and limitations of value subtracted elementary schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. Participants from PREPS-identified value subtracted schools perceived their schools showed progress but not to be fully operational in the area of instructional effectiveness. For the instructional systems, Part A of the *Survey of Instructional and Organizational Effectiveness*, the participants from PREPS-identified value subtracted schools did not perceive their schools as highly as did the participants from PREPS-identified value added schools in the three categories related to curriculum, instructional design, and assessment. Participants from PREPS-identified value subtracted schools perceived all three categories to be limitations at their schools. However, the PREPS-identified value subtracted schools perceived their schools' strongest category to be assessment.

For the category related to curriculum, participants from PREPS-identified value subtracted schools perceived their schools to be showing progress but not to be fully functioning and operational in the three indicators related to develops a quality curriculum. Of these three indicators, participants from PREPS-identified value subtracted schools perceived the indicator related to develops a quality curriculum as their schools' strongest indicator. The participants from PREPS-identified value subtracted schools perceived their schools as weak in evaluating and working with curriculum. These findings were not consistent with the literature. Beecher and Sweeny

(2008) found that developing a quality curriculum was characteristic of effective schools, but participants from the PREPS-identified value subtracted schools perceived this indicator to be a limitation at their schools. The findings of Drake and Sherin (2006) and Kulinna et al. (2002) reported the need for schools to ensure implementation and articulation of the schools' curriculum and the evaluation and renewal of the curriculum. The PREPS-identified value subtracted schools were not consistent with these studies because they reported these indicators as limitations at their schools.

For the category of instructional design, the PREPS-identified value subtracted schools were not consistent with previous research when they reported they perceived as limitations the indicators related to aligns instruction with goals and expectations for student learning (Mohamud & Fleck, 2010), employs data-driven instructional decision making (Hosp & Ardoin, 2008), and actively engages students in their learning (Seonjin et al., 2008).

There was one indicator under instructional design that the PREPS-identified value subtracted schools participants perceived their schools to be a strength. They perceived the indicator related to expands instructional support for student learning to be a strength at their schools. Expanding instructional support by providing a variety of opportunities to students to receive assistance is consistent with the findings of Schussler (2009) for effective schools.

Participants from PREPS-identified value subtracted schools perceived the remaining three indicators under the category instructional design to be limitations at their schools. The findings of this study were inconsistent with the Mohamud and Fleck (2010) in that the indicator related to aligning instruction with the goals and expectations

for student learning was also perceived as a limitation at the PREPS-value subtracted schools. Mohamud and Fleck found that this indicator should be present in effective schools.

Participants from PREPS-value subtracted schools also were inconsistent with Hosp and Ardoin (2008) concerning the indicator related to employs data-driven instructional decision making. PREPS-value subtracted schools participants perceived this indicator was a limitation at their schools.

Perceptions were that PREPS-value subtracted schools did not actively engage students in their learning as did the school in the study by Seonjin et al. (2008). Participants from the PREPS-value subtracted schools perceived this indicator to be a limitation.

The participants from PREPS-identified value subtracted schools perceived their schools to be doing an adequate job in only one out of five indicators of the category related to assessment. They perceived the indicator related to clearly defines the expectations for student learning to be assessed as a strength. This is consistent with the research of Roach et al. (2008) who found that alignment of curriculum and assessment to define student learning goals is essential to bring about student learning.

The participants from PREPS-identified value subtracted schools perceived as limitations the remaining four indicators. They perceived their schools as not fully functioning for the indicator related to establishes the purpose of the assessment. This was not consistent with the findings of Goertz (2010) who found that teachers and students of effective schools needed to provide purpose of assessments for planning and learning by linking it with the curriculum benchmarks.

PREPS-identified value subtracted schools' participants perceived the indicator related to selects the appropriate method of assessment as a limitation. This was not consistent with the findings of Doganay and Bal (2010) who found effective teachers prepared assessments with the abilities of their students in mind.

Another limitation perceived by participants from PREPS-value subtracted schools was the indicator related to collects a comprehensive and representative sample of student achievement. Falk et al. (2007), on the other hand, found that effective schools collected representative samples of student work. This was useful for instruction and reporting purposes.

Participants from PREPS-value subtracted schools perceived the indicator related to develops fair assessments and avoids bias and distortion perceived as a limitation. This was inconsistent with the findings of Young et al. (2008). Their study found that effective teaching practices included making efforts to develop assessments of student learning that were fair and unbiased.

Conclusion No.2: The responses from the PREPS-identified value subtracted participants showed the PREPS-identified value subtracted schools were not fully functioning and operational for instructional systems related to effective schools.

Participants perceived all three categories were as limitations of their schools. This was in contrast to PREPS-identified value added schools that reported they were fully functional and operational in all three categories of quality instructional systems. PREPS-identified value added schools perceived all three categories as strengths.

Perceptions of Participants from PREPS-Identified Value Added Schools in the Area of Organizational Effectiveness

The third research question sought the strengths and limitations of PREPS-identified value added elementary schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. The findings from this study indicated that, in general, participants from PREPS-identified value added schools perceived their schools to be fully functioning and operational in three of four categories related to organizational effectiveness. Participants from PREPS-identified value added schools perceived as strengths at their schools the categories related to educational agenda, leadership for school improvement, and culture of continuous improvement. PREPS-identified value added schools rated community-building as a limitation.

PREPS-identified value added schools reported they were fully functioning and operational in two out of three indicators in the category related to educational agenda. Participants perceived as a strength the indicator related to shared vision, beliefs, and mission. This was consistent with the findings of Williamson and Zimmerman (2009) who reported that a strong vision of curriculum implementation was essential to effective schools. A second strength perceived was the indicator related to measurable goals. This was consistent with Butler (2006) who found establishing measurable goals were incentives for student achievement and can influence their motivation at a task.

The participants from PREPS-identified valued added schools perceived their schools as showing progress but not to be fully operational for the indicator related to facilitates a collaborative process. Lamperes (2004) found that the use of vision building

and belief development among staff and students were two strategies that improved the school environment. The participants from PREPS-identified value added schools perceived the indicator related to measurable goals as their strongest indicator. The participants perceived their weakest indicator to relate to facilitates a collaborative process.

Findings revealed that participants from PREPS-identified value added schools perceived their organizations to be fully functioning and operational in four out of five indicators of the category related to leadership for school improvement. The participants from PREPS-identified value added schools perceived as strengths the indicators related to (a) promotes quality instruction, (b) develops schoolwide plans for improvement, (c) monitors progress, and (d) provides skillful stewardship. Zevenbergen and Lerman (2008) found that effective schools mediated the use of technology in teaching with good teaching strategies. Weems and Rogers (2010) reported that effective schools developed ongoing plans for improvement. Stecker (2006) found that effective schools monitored progress at their schools by checking student achievement against curriculum taught. The research of Kelley et al. (2005) found that highly skilled principals had much influence on the atmosphere and well being of the school.

These participants perceived the indicator related to employs effective decision making as a limitation. Though this was a limitation, it was consistent with the work of Luo (2008) who found principals used data driven decision making more in a situational manner, not in a comprehensive manner for all situations.

PREPS-identified value added schools participants perceived the category of community-building and the two indicators of fostering community-building and

extending the school community to be limitations. This was not consistent with Bosma et al. (2010), whose study found that, though difficult, schools could extend the school community by allowing for time for parties to share decision making responsibilities. This also was not consistent with DiCamillo and Pace (2010) whose research found that fostering community-building built the foundation for work assigned in class.

The PREPS-identified value added school participants, in general, viewed as strengths the category of culture of continuous improvement and learning and the two indicators related to commitment to professional development and supports productive change and improvement. The perceived strength related to the indicator commitment to professional development was consistent with Musanti and Pence (2010) who found that effective schools conducted ongoing and collaborative professional development. The perceptions of the PREPS-indentified value added schools participants that they support productive change and improvement was consistent with Sturko and Gregson's (2009) study that stressed the need for teachers to be able to assume new roles as educators as they change teaching practices to implement new reforms. The PREPS-identified value added schools participants perceived the indicator relating to supports productive change and improvement as the stronger of the two indicators.

Conclusion No.3: The PREPS-identified value added schools reported they were fully functioning and operational in only three of four categories of organizational systems. The categories of (a) educational agenda, (b) leadership for school improvement, and (c) culture of continuous improvement and learning were perceived as strengths by the participants.

The PREPS-identified value added schools participants perceived their schools favorably in the light of the *Survey of Instructional and Organization* Effectiveness. Only the category of community-building was perceived as a limitation of these PREPS-identified value added schools.

Perceptions of Participants from PREPS-Identified Value Subtracted Schools in the Area of Organizational Effectiveness

The fourth research question focused on the perceptions principals, teachers, and support staff of participants from PREPS-identified value subtracted schools measured by the *Survey of Instructional and Organizational Effectiveness*. This study indicated that participants from PREPS-identified value subtracted schools perceived the category related to educational agenda as a strength. The participants reported the categories related to (a) leadership for school improvement, (b) community-building, and (c) culture of continuous improvement and learning as limitations for their schools.

For the category of educational agenda, participants from PREPS-identified value subtracted schools perceived the indicators related to shared vision, beliefs, and mission and measurable goals as strengths. Of these two indicators, participants perceived their schools to be strongest for the indicator related to shared vision, beliefs, and mission. Williamson and Zimmerman (2009) found that sharing vision, beliefs, and mission with stakeholders existed in the effective schools they studied. Butler (2006) found the practice of defining measurable goals for student learning was an effective schools practice. However, the PREPS-identified value subtracted participants perceived their schools to be fully functioning and operational in for these indicators. The participants

perceived the indicator related to facilitating collaboration as a limitation. Lamperes (2004) found that using a collaborative process with teachers and parents to develop plans for school improvement was a practice of effective schools.

The findings from this study indicated that participants from PREPS-identified value subtracted schools perceived all five indicators under the category of leadership for school improvement to be limitations for their schools. This was consistent with the findings from the effective schools research that showed these indicators, (a) promotes quality instruction (Zevenberg & Lerman, 2008), (b) develops schoolwide plans (Weems & Rogers, 2010), (c) employs effective decision making (Luo, 2008), (d) monitors progress (Stecker, 2006), and (d) provides skillful stewardship (Kelley et al., 2005), were fully functioning and operational in effective schools. Of these limitations, the participants perceived their schools' strongest indicator related to monitors progress. The participants perceived their schools' weakest indicator was related to employs effective decision making.

PREPS-identified value subtracted schools, in general, perceived the category of community building and the indicators of fosters community-building and extends the school community as limitations for their schools. Participants perceived their schools as not being fully functioning for both of these indicators. DiCamillo and Pace's (2010) study found that the indicator related to fosters community building was an indicator of an effective school practice. The same can be said of the indicator related to extends school community (Bosma et al., 2010).

Participants from PREPS-identified value subtracted schools perceived their schools to be progressing but not fully operational for the indicators related to

commitment to professional development and supports productive changes and improvement. Participants perceived the indicator related to commitment to professional development as the stronger of the two indicators for their schools.

> Conclusion No. 4: PREPS-identified value subtracted schools reported their schools were fully functioning and operational for the category of educational agenda but only showing evidence of progress for the indicators related to (a) leadership for school improvement, (b) community-building, and (c) culture of continuous improvement.

PREPS-identified value subtracted schools perceived their schools to be lower in the latter three categories of organizational effectiveness. Even though the correlates of effective schools did not guarantee a school's success (Levine & Lezotte, 1990), they were usually evident in such schools.

Differences Between Perceptions of Instructional Effectiveness at PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools

The fifth question examined the differences between the strengths and limitations of PREPS-identified value added elementary schools and PREPS-identified value subtracted schools in the area of instructional effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. The findings from this study indicated that there was a significant difference in the mean score of PREPS-identified value added schools and the mean score of PREPS-identified value subtracted schools for Part A: Indicators of Quality Instructional Systems on the *Survey of Instructional and Organizational Effectiveness*.

The mean score of the perceptions of the categories (a) curriculum, (b) instructional design, and (c) assessment reported by the participants from PREPS-identified value added schools was significantly higher for than the mean score of perceptions reported by the participants from PREPS-identified value subtracted schools.

> Conclusion No. 5: The study found that participants from PREPS-identified value added schools perceived their schools to practice the correlates of effective schools related to quality instructional systems in a consistent and adequate for the categories of (a) curriculum, (b) instruction, and (c) assessment.

Differences Between Perceptions of Organizational Effectiveness at PREPS-Identified Value Added and PREPS-Identified Value Subtracted Schools

The sixth question explored the differences between the strengths and limitations of PREPS-identified value added schools and PREPS-identified value subtracted schools in the area of organizational effectiveness as perceived by principals, teachers, and support staff on the *Survey of Instructional and Organizational Effectiveness*. This study revealed there was not a significant difference in the mean scores of PREPS-identified value added schools and PREPS-identified value subtracted schools for Part B: Indicators of Quality Organizational Systems on the *Survey of Instructional and Organizational Effectiveness*. The mean score of the perceptions of the participants from PREPS-identified value added schools was significantly higher than the mean score of perceptions of the participants from PREPS-identified value subtracted schools for the category related to leadership for school improvement. There were no significant

differences between the two groups for the categories of education agenda, community-building, or culture of continuous improvement and learning.

Conclusion No. 6: There was no significant difference between the PREPS-identified value added schools participants' perceptions and the PREPS-identified value subtracted schools participants' perceptions related to quality organizational systems.

There was a significant difference between the perceptions of PREPS-identified value added schools participants and the perceptions of PREPS-identified value subtracted schools participants for the category of leadership for school improvement. The PREPS-value added schools participants perceived their schools to exhibited strengths for this indicator more than did the participants from the PREPS-value subtracted schools. Lou and Teddlie (2009) found that schools might exhibit or practice some of the effective schools correlates better at some times than at others for various reasons.

Findings

The findings of this study showed that there were differences in the perceptions between the participants from PREPS-identified value added schools and PREPS-identified value subtracted schools. For the first research question, the study found that PREPS-identified value added schools participants perceived that all three categories, (a) curriculum, (b) instructional design, and (c) assessment, were strengths. All 12 indicators under these three categories were perceived by PREPS-identified value added schools participants to be strengths.

For the second research question, participants from PREPS-value subtracted schools perceived all three categories under indicators of quality instructional systems, (a) curriculum, (b) instructional design, and (c) assessment, to be limitations at their schools. They perceived all but two indicators in these three categories to be limitations. They perceived only the indicators related to expands instructional support for student learning and clearly defines the expectations for student learning as strengths at their schools.

For the third research question, the study found that participants from PREPS-identified value added schools perceived as strengths the categories: (a) educational agenda, (b) leadership for school improvement, and (c) culture of continuous improvement and learning. They perceived the category related to community-building was a weakness. They perceived the indicators related to (a) facilitates a collaborative process, (b) employs effective decision making, (c) fosters community-building and (d) extends the school community as limitations.

The results of the fourth research question showed that the participants from the PREPS-identified value subtracted schools perceived three of the categories under indicators of quality organizational systems as limitations at their schools. The participants perceived as limitations the categories: (a) leadership for school improvement, (b) community building, and (c) culture of continuous improvement and learning. They perceived the category for educational agenda as a strength. All but two indicators under the categories were perceived as weaknesses. The indicators related to shared vision, beliefs, and mission and to measurable goals were the only indicators they perceived to be strengths.

Participants from PREPS-identified value added schools and PREPS-identified value subtracted schools shared the perception that the category of educational agenda was a strength. Both groups of participants shared the perceptions that the indicators related to shared vision, beliefs, and mission and to measurable goals were strengths. Both groups of participants shared the perception that the category of community building was a limitation. They shared the perceptions that the indicators related to (a) employs effective decision making, (b) fosters community-building, and (c) extends the school community were limitations.

For the fifth research question, the study found there was a significant difference in the perceptions between PREPS-identified value added schools and PREPS-identified value subtracted schools regarding the indicators of quality instructional systems. PREPS-identified value added schools perceived their schools to exhibit the practices in the three categories of (a) curriculum, (b) instructional design, and (c) assessment, and they scored themselves significantly higher on the survey for these categories than did the PREPS-identified value subtracted schools' participants.

For the sixth research question, there was not a significant difference between perceptions of the PREPS-identified value added and PREPS-identified value subtracted schools for organizational systems. There was not a significant difference between the groups' perceptions for the categories of (a) educational agenda, (b) community building, and (c) culture of continuous improvement and learning. However, PREPS-identified value added schools' participants did perceive their schools to be significantly higher for the category of leadership for school improvement.

Implications of the Study

The findings of this study provided several implications for schools seeking to improve their schools and to become a PREPS-identified value added school. First, there were practices and systems that were distinguishable between PREPS-identified value added and PREPS-identified value subtracted schools in the areas of instructional systems. Second, the *Survey of Instructional and Organizational Effectiveness* served as an instrument to identify these characteristics of PREPS-identified value added schools that were also effective at helping all students learn. Third, schools wishing to use the PREPS-identified value added model for accountability purposes can be confident that this model was effective in identifying effective schools in the area of instructional systems. Third, schools wishing to become a PREPS-identified value added school should look to include the correlates of effective schools in their school improvement plans.

General Recommendations

This study suggested recommendations for policy makers and educational professionals to consider. Schools should look at the areas of instruction where the PREPS-identified value added schools distinguished themselves from the PREPS-identified value subtracted schools. Differences were found to exist between the two groups for the following categories of (a) curriculum development, (b) instructional design, and (c) assessment. All three categories should be viewed as equally important to the overall effectiveness of the school. The participants' perceptions were highest for the indicator related to aligns instruction under the category of instructional design . Schools

should practice selecting and designing teaching strategies and student activities based on the essential knowledge and skills students need. Participants also identified as a strength the indicator, under the category of assessment, related to clearly defines expectations for student learning to be assessed. Participants from PREPS-identified value added schools perceived their schools were operating near the exemplary levels for the indicators related to aligns instruction and clearly defines expectations for student learning to be assessed. Other schools seeking to improve their effectiveness can focus on ensuring that their curriculum is based on clearly defined standards that are rigorous, challenging, and reflect expectations for student learning.

School policy makers at the state, district level, and school level should consider using the value added model of school assessment as they seek ways to show growth and progress of student learning to satisfy the goals of NCLB. This is a better way to measure teacher and school influence on student achievement while also meeting the accountability requirements to measure growth of students' academic progress.

The PREPS value added model of school accountability can make the comparisons between schools and districts with varying populations more equitable for teachers, schools, and communities across this state. College and universities should consider developing classes, and programs to train teachers and administrators in using a combination of value added accountability model and effective schools practices as a school improvement model. Teachers and building principals could revisit the effective schools literature to expand their repertoire of tools and skills to add value to their students' learning. School districts could work with PREPS to further their research in using the PREPS-identified value added model for school improvement.

Research Recommendations

Based on the findings of this study, the following are suggestions for further research. First, this study involved three PREPS-identified value added schools and three PREPS-identified value subtracted schools in Mississippi. There were 6 principals, 101 teachers and 49 support staff that participated in this study. Future research should be broadened to include more schools and more principals, teachers, and support staff. The six schools involved in this study were located from north Mississippi to the delta region and the southwestern part of the state. Schools from a larger geographic area of the state should be included in future studies. The coastal school districts along with central Mississippi school districts should be included.

Second, future research should use survey data more currently available. NSSE's *Survey of Instructional and Organizational Effectiveness* is being updated by AdvancED, the new parent company that owns NSSE's copyrighted materials, and the new survey should be available for use soon.

Finally, this study utilized survey data only. Future research may include data from interviews with participants as well as and other qualitative data. In depth interviews with and direct observations of principals, teachers, and support staff may lead to greater insight and deeper understanding into what effective and ineffective schools do to prepare students to succeed.

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APPENDIX A

PERMISSION LETTER FROM AdvancED TO USE THE SURVEY OF

INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

ADVANCED
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2520 Northwinds Parkway, Suite 600 • Alpharetta, GA 30009 • 888.41ED NOW (888.413.3669) • 678.392.2285 phone • 770.346.9260 fax

August 12, 2010

To Whom It May Concern:

This letter grants permission and a limited license to Jimmy Henderson to utilize the identified resources and data for the sole purpose of using the information in a dissertation in the manner outlined in his request. The following conditions must also be met:

1. AdvancED® must be cited as the source of the survey questions and data.
2. AdvancED has the right to use research and conclusions from the dissertation that are congruent with our intellectual property.
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Thank you in advance for your consideration and support.

Sincerely,

Heather Kinsey

Mrs. Heather Kinsey
Vice President of Knowledge Management
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APPENDIX B

APPROVAL LETTER FROM THE OFFICE OF REGULATORY COMPLIANCE AND SAFETY

MISSISSIPPI STATE UNIVERSITY

Compliance Division
Administrative Offices
Animal Care and Use (IACUC)
Human Research Protection Program (IRB)
1207 Hwy 182 West, Suite C
Starkville, MS 39759
(662) 325-3496 - fax

Safety Division
Biosafety (IBC)
Radiation Safety
Hazardous Waste
Chemical & Lab Safety
Fire & Life Safety
70 Morgan Avenue
Mississippi State, MS 39762
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compliance@research.msstate.edu
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August 31, 2004

Jimmy Henderson
519 Northwest Street
Carthage, MS 39051

Re: IRB Docket #04-114: Instructional and Organizational Effectiveness in Selected High Performing Value-Added and Low-Performing Value Subtracted Elementary Schools in Mississippi

Dear Mr. Henderson:

The above referenced project was reviewed and approved via expedited review for a period of August 30, 2004 through August 15, 2005 in accordance with 45 CFR 46.110 #7. Please note the expiration date for approval of this project is August 15, 2005. If additional time is needed to complete the project, you will need to submit a Continuing Review Request form 30 days prior to the date of expiration. Any modifications made to this project must be submitted for approval prior to implementation. Forms for both Continuing Review and Modifications are located on our website at http://www.msstate.edu/dept/compliance.

Any failure to adhere to the approved protocol could result in suspension or termination of your project. Please note that the IRB reserves the right, at anytime, to observe you and any associated researchers as they conduct the project and audit research records associated with this project.

Please refer to your docket number (#04-114) when contacting our office regarding this project.

We wish you the very best of luck in your research and look forward to working with you again. If you have questions or concerns, please contact me at 325-3294 or at tarwood@research.msstate.edu.

Sincerely,

[For use with electronic submissions]

Tracy S. Arwood
Director, Regulatory Compliance

cc: Anthony Olinzock