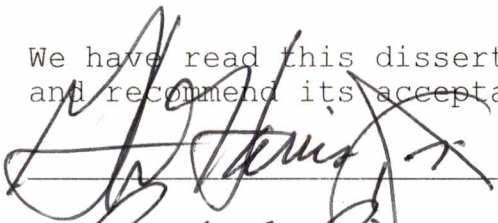
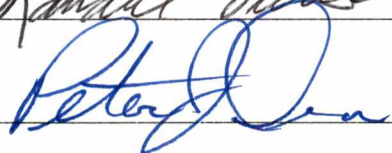


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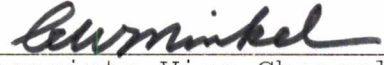
I am submitting herewith a dissertation written by Joyce Ann Wogoman entitled "Instructional Leadership as Perceived by Principals Involved with Restructuring Kentucky High Schools and Area Technology Centers." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment for the degree of Doctor of Philosophy, with a major in Human Ecology.


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INSTRUCTIONAL LEADERSHIP AS PERCEIVED BY PRINCIPALS
INVOLVED WITH RESTRUCTURING KENTUCKY
HIGH SCHOOLS AND AREA TECHNOLOGY CENTERS

A DISSERTATION
PRESENTED FOR THE
DOCTOR OF PHILOSOPHY
DEGREE
THE UNIVERSITY OF TENNESSEE, KNOXVILLE

JOYCE A. WOGOMAN

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A concluding thought: This is not the end of the journey, but a new beginning.

ABSTRACT

The primary purpose of this study was to examine the relationship between schools' Kentucky Instructional Results Information System (KIRIS) scores and the principals' instructional leadership. The Bossert, Dwyer, Rowan, and Lee (1982) theoretical model was adapted for this study. This model expresses the importance of the principal as the instructional leader of a school.

A survey instrument was used to collect the data. The population consisted of 65 area technology center principals, under both state and local control, and 212 high school principals of grades 9 through 12, in the state of Kentucky. Therefore, the total population was 277. Of these 242 responded, producing a response rate of 87.36% on the two-part instrument. Part one contained statements pertaining to the various aspects of the Kentucky Education Reform Act (KERA) and KIRIS. The principals were asked to rank these statements on a 5-point Likert scale. Part two consisted of two sections: section one contained demographics as they related to the principal, and section two contained demographics as they related to the school/center.

Parametric statistics were used to analyze the data. An analysis of variance (ANOVA) was used to determine

significant differences and Pearson's r was used to determine significant relationships.

The major findings revealed:

1. There were differences found in: (a) the principals' perception of the importance of the KERA goals; (b) the KIRIS mean scores of the schools/centers.

2. There were no differences found in: (a) the principals' perception of the importance of the KIRIS rating scores; (b) the importance of the goals of KERA of the principals in regard to their demographics; (c) the perceived importance of the goals of KERA and the academic expectations of the principals in regard to location in the state and enrollment of the school/center.

3. There were no relationships found in the principals' perceived importance of the goals of KERA in regard to the schools/centers KIRIS scores.

The conclusions of this study were based on the statistical analyses of the data provided by the principals.

1. The school/center in which the principal works is an indicator of the perceived importance of KERA and its goals.

2. Principals, regardless of where they work, believe that KIRIS rating scores are important. Their demographics in relation to highest degree earned, years in administration, and years in present position are reflected

in their responses.

3. The principals who believe KERA is important were not reflected in the school/center KIRIS scores. Also, the high schools and area technology centers KIRIS scores were different.

Implications of the study are the following: 1. Professional development needs to continue to be provided to the principals to encourage their leadership development. 2. Principals should be knowledgeable of instructional leadership and how the influence of the individual's leadership affects the school/center. 3. The ultimate responsibility of the instructional leadership of a school/center rests on the shoulders of the principal.

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CHAPTER I

INTRODUCTION

In his remarks at the presentation of the national education strategy in 1991, the President of the United States, George Bush (1991) noted that, "Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise" (p. 1). Clendenin (1994) has added that, "Education is Business' Bottom Line" (p. 14). In order for a free enterprise system to be successful, there must be changes in American education. "Making sure that all students achieve at high levels means that curriculum has to change, teaching has to change, teacher education has to change, and school organization has to change" (Rothman, 1995, p. 17).

The changes that must take place should be met head-on. "Don't treat change with kid gloves. Don't assume that 'they' (or you) can't cope with it. Do realize change is as normal as breathing, and that we want lots of it (along with lots of constancy)" (Peters, 1994, p. 82). There will be resistance to change from the educational community.

"Resistance to change is neither capricious nor mysterious. It almost always arises from threats to traditional norms and ways of doing things. Often these norms are woven into the fabric of established power relationships" (Senge, 1990, p. 88).

"Principals are important! Indeed, no other school position has greater potential for maintaining and improving quality schools" (Sergiovanni, 1995, p. 83). The principal must be the change agent in the school.

The way learning takes place in high schools has changed dramatically in the last decade. In Kentucky, this change was necessary to enable students to function in today's ever changing world. This change was prompted by the Kentucky Education Reform Act (KERA) of 1990. Miller, Noland, & Schaaf (1991) describe the court case which led to this reform, Judge Corns' ruled that Kentucky's public schools were ineffective and discriminating.

Richardson, Short, and Prickett (1993) believe that the person within the school building who is ultimately responsible for change is the principal. Numerous research studies have confirmed that principals' leadership abilities are receiving significant attention. One finding of the research is that the principal must be a people oriented person (Mazzarella & Grundy, 1989). Another finding of

principal leadership is that of Sergiovanni (1995) who believes that there are "five 'forces of leadership' technical, human, educational, symbolic, and cultural" (p. 84).

Of the varied leadership roles of the principal, the one of instructional leader is the most significant. Editors Keefe and Jenkins (1984) state, "Instructional leadership is the principal's role in providing direction, resources, and support to teachers and students for the improvement of teaching and learning in the school" (p. introduction). Bamburg and Andrews (1990) also convey the belief that the principal is the instructional leader of the school and that the principal must recognize and assume this responsibility.

This chapter includes the statement of the problem, purpose, theoretical framework, importance, the null hypotheses, assumptions, delimitations, and definition of terms.

Statement of the Problem

Currently, some schools in Kentucky are not meeting the goals and academic expectations mandated by the Kentucky Education Reform Act (KERA). The schools have a minimum threshold level to meet as outlined by KERA. Schools

meeting their thresholds are rewarded, while schools that do not are sanctioned.

The problem investigated in this study was to determine if the principals' perceptions of the goals and academic expectations of the Kentucky Education Reform Act (KERA) affected the schools' propensity to achieve their minimum threshold level. A related problem in this study was to determine if the principals' instructional leadership abilities affected the schools' meeting their minimum threshold levels.

Purpose of the Study

This study will identify and compare the perceived importance of the goals and academic expectations of the Kentucky Education Reform Act (KERA) of selected high school principals with those of principals of area technology centers (ATCs) within the Commonwealth of Kentucky. Secondarily, the study will determine if the Kentucky Instructional Results Information System (KIRIS) scores of the schools are reflective of the principals' perceived importance of the goals and academic expectations. Therefore, the purpose of the study is to examine the schools' KIRIS scores as related to the principals' instructional leadership.

Theoretical Framework

The theoretical method as described by Morse (1974) is the following: "This method terminates in theory or speculation rather than a practical basis or application" (p. 27). Snow (1973) reported, "Building theories and models is not only respectable but extremely useful, perhaps even indispensable, in pursuing research on teaching" (p. 77). Kaplan (1964) pointed out:

A theory is a way of making sense of a disturbing situation so as to allow us most effectively to bring to bear our repertoire of habits, and even more important, to modify habits or discard them altogether, replacing them by new ones as the situation demands. In the reconstructed logic, accordingly, theory will appear as the device for interpreting, criticizing, and unifying established laws, modifying them to fit data unanticipated in their formulation, and guiding the enterprise of discovering new and more powerful generalizations. To engage in theorizing means not just to learn by experience but to take thought about what is there to be learned. (p. 295)

The theoretical framework for this study is not a new framework but an adaption of the Bossert, Dwyer, Rowan, and

Lee (1982) model of the instructional leadership role of the principal. As Bossert et al. (1982) state,

Despite major conceptual and methodological advances in classroom instructional research during the last few years, little is known about how instructional management at the school level affects children's schooling experiences. Yet, recent work on 'successful schools' underscores the importance of instructional leadership, especially the role of the principal (p. 34).

The frameworks developed by Duckworth (1983) and Ellett and Walberg (1979) interpret the effect of the principal as indirect to student outcomes. The Bossert et al. (1982) framework depicts that "Personal Characteristics, District Characteristics and External Characteristics influence the Principal Management Behavior which in turn influence the School Climate and the Instructional Organization which influence each other as well as Student Learning" (p. 40). This framework has been adopted with the theory in mind that the principal as the instructional leader in the school can make the Kentucky Education Reform Act's goals and academic expectations work.

Importance of the Study

The Kentucky Education Reform Act has mandated that schools change the way that they assess their performances. Therefore, this study could provide information which will lead to a more effective way of planning and providing professional development and assistance to the Area Technology Center principals.

Hypotheses

The following null hypotheses will serve as the focus of this study:

1. There is no significant difference between perceived importance of the KERA goals of high school principals and area technology center principals.
2. There is no significant difference between the perceived importance of KIRIS rating scores of high school principals and area technology center principals.
3. There is no significant difference in the perceived importance of the goals of KERA and the principals' demographic variables.
4. There are no significant relationships between the principals' perceived importance of KERA goals and their schools' KIRIS scores.
5. There is no significant difference in the mean

KIRIS rating scores of high schools and area technology centers.

6. There is no significant difference between the principals' perceived importance of goals/academic expectations of KERA and the demographic variables of schools/centers.

Assumptions

The following assumptions are made for this study:

1. The principals will supply information on the survey in a truthful and timely manner.
2. Principals are committed to leadership and are constantly striving to be better leaders.

Delimitations

The following delimitations are applied to this study:

1. The population for this study will be delimited to Kentucky high school and area technology center principals.
2. The findings of this study are delimited due to the non-significant number of female principals.
3. Some principals may not respond to the survey instrument because the Kentucky Education Reform Act is a very controversial issue.

Definition of Terms

The following terms are defined as they are used in this study:

Academic Expectations - the specific explanation of what students should know and be able to do. The academic expectations are based on the six learning goals identified in the Kentucky Education Reform Act.

Academic and Vocational Integration - connecting academic and vocational subject areas in order to train the whole student.

Advisor/Advisee Program - a program of career advisement in which teachers become the students' advisors.

Application of What is Learned to a Real World Setting - students engaged in lessons that enable them to apply what they have learned to real world activities. Teaching students to use higher-level thinking skills and solve real life problems.

Applied Academics - teaching of academics in a setting that is realistic to the students.

Area Technology Center - a facility which primarily serves secondary students from at least one high school for the purpose of providing technical education.

Block Scheduling - reorganizing time in the school's instructional day; reorganizing the usual six or seven

period day into four by four, four periods per day per semester.

Career Planning for All Students - an individual plan of study which reflects the student's career plan and goals, developed and maintained by all students.

Culminating Project Required for Graduation - a final project presented by the student as a part of the requirements for graduation. The project must include a written document of the project supported by research, as well as an oral presentation of the project to a panel of experts.

Distinguished Educators - Kentucky teachers and administrators having significant degrees of professional expertise who have been trained to assist schools that have not met their improvement plans.

Educational Technology (KETS) - an electronic network for instructional and administrative use; linking every local district, higher education, and state agencies.

Extended School Services - local school programs providing extra learning time for students needing the extra help.

Family Resource and Youth Service Centers - centers founded to help student's capability to be successful in school. Family resource centers serve elementary students and their families, and youth service centers serve middle

and high school students and their families. Centers offer social type services.

High School - public schools in Kentucky which include grades 9, 10, 11, and 12 as the total student population.

Individual Graduation Plans, or Individual Career Plans, etc. - a student's plan of study, developed by the student, parents, and school personnel, to prepare the student not only for graduation but also a career.

Jobs For Kentucky's Graduates - a school-to-work, dropout prevention program that is affiliated at the national level with Jobs for America's Graduates.

Kentucky Education Reform Act (KERA) Goals - a vision of what students should know and be able to do.

KERA - Kentucky Education Reform Act.

Kentucky Instructional Results Information System (KIRIS) Scores - schools' scores in reading, mathematics, science and social studies as reported by the Department of Education. These scores are part of the determining factors for rewards or sanctions.

KIRIS - Kentucky Instructional Results Information System; the legislated assessment system that measures the performance of selected students in Kentucky's public schools.

National Alliance For Restructuring Education - a group of states and school districts who exchange information to enhance restructuring efforts. Restructuring efforts refer to changes in assessment, curriculum, instruction, higher student performance standards, and high-performance management.

Non-Cognitive Index (Attendance, Retention, Dropout Rate, and Successful Transition) - the weighted sum of attendance, retention, dropout, and transition to adult life data (Kentucky Department of Education, 1995, p. 20).

Performance-based Assessments - items or tasks that dictate students to perform in simulated authentic situations.

Portfolio Entries for Math or Writing - a collection of the student's best work for both math and writing that will be included as a part of the scoring for the statewide assessments.

Principal - the individual holding the legal authority in high schools and technology centers.

Professional Development for All Certified Staff - instructional programs provided for all certified staff in all aspects of the education reform act.

Regional Service Centers or Regional Offices - regional service centers provide technical assistance to local school

districts. Regional offices are part of the KY Tech system and provide technical support to the state-controlled area technology centers.

Restructuring (High School and/or Area Center) - a variety of suggestions and strategies to regenerate the basic foundations of the school.

Rewards for Surpassing Threshold - a monetary sum given to a school that surpasses its improvement goal by at least one point on their accountability index scale.

Sanctions for not Meeting Threshold - repercussions for schools not able to meet their improvement goals.

School Based Decision Making Councils - councils for each school building who make decisions pertaining to discipline, instruction, curriculum, professional development, and other matters. The council is made up of three teachers, two parents, and the principal of the school.

School-To-Work - a strategy of school-based learning, work-based learning, and connecting activities that help provide a constant and connected transition for all students to postsecondary education, work, or the military.

Southern Region Education Board's "High Schools That Work" - a program that combines rigorous academic courses and vocational courses to raise the achievement of all high

school students.

Teacher Salaries - the average salary for Kentucky teachers. In local school districts, salaries increased by more than 15%, as a result of implementation of KERA.

Tech Prep - a sequence of both academic and vocational courses that lead to a specific two-year diploma or associate degree in a vocational/technical field.

Threshold - the improvement goal calculated by subtracting the index from 100, dividing the answer by 10, and adding to the index figure; a school is rewarded or offered assistance based on its success in reaching this goal (Kentucky Department of Education, 1995, p. 46).

Transformations: Kentucky's Curriculum Framework - a Kentucky Department of Education two-volume publication that gives guidance to teachers, administrators, parents, and community representatives as they develop curriculum for schools to implement KERA.

Work-Based Learning (Co-Op, Shadowing, Registered Pre-Apprenticeships, etc.) - experiences that are gained in a work or work-type atmosphere. These experiences must be directly related to students' career majors/clusters.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The following review has been compiled after an extensive search of books, journal articles, dissertation abstracts, government publications, and newspapers. The first section deals with education reform nationally, with respect to all aspects of the community, of business and industry, parents, and schools. This information continues to change since educational processes are constantly being changed. The second section looks at education reform in Kentucky. The third section is a brief look at assessment and the implications it has on education reform. The fourth section considers leadership and its importance in the school. The fifth and final section reviews the importance of the instructional leadership of the school building in regard to change.

Education Reform

The United States Department of Education's publication America 2000, included excerpts from a speech by President Bush (1991) about education reform. In this speech,

President Bush concluded that education has been treated much like a manufacturing plant. If everything works just right, including teachers' pay and appropriate class size, then good students will emerge from the schools. Unfortunately, this has not been the case. Therefore, legislation has been enacted to force schools to change. Students and standards must be the main focus of change for the school. Once focused, the personnel in each school can then decide what changes need to be made and how to make them.

In the Department of Education's America 2000, President Bush (1991) was quoted as saying,

By 2000, we've got to, first, ensure that every child starts school ready to learn; second one, raise the high school graduation rate to 90 percent; the third one, ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate competence in core subjects; four, make our students first in the world in math and science achievements; fifth, ensure that every American adult is literate and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and sixth, liberate every American school

from drugs and violence so that schools encourage learning. (p. 4)

Most states are now involved in some type of educational reform. Olson (1993) reported that the Tennessee State Board of Education eliminated the General Track for high school students. Other states which have undertaken this type of reform include Maryland, Oregon, Massachusetts, California, Maine, New York, Washington, and Kentucky. This is just one of several reform efforts in Kentucky.

Another factor influencing reform concerns the relationship between school learning and the real world. Betsy Brand (1992) reported that young people must see the relevance of what they learn in school to what they need to know to go to work in the real world. These students are bored with high school and want to get out of school as soon as possible. Approximately one-third of those who begin high school will drop out before they graduate. Schools and communities working together can help students reach the goal of finishing high school and being self-sustaining.

Trussell (1994) stated a similar finding: "Among the toughest to crack is the deep division that still exists in most American schools between learning and doing, between

abstract and applied knowledge, between school and work. Effective learning and effective work, in most cases, involve both the head and the hand" (p. 44).

Many of America's manufacturers feel that today's public education system prepares students to go to college or prepares them for nothing (Trussell, 1994). Most students who are going to work after high school instead of going to college are allowed to wander through high school with little guidance in regard to what classes they should take. Hull and Parnell (1991) refer to these students as the "neglected majority."

Robinson (1994) also describes a similar situation. Since the end of the first World War, American education has concentrated its efforts only on college-bound students. He asks for a new model of education reform, one that includes how to successfully prepare the majority of students for the world after high school. The model needs to provide rigorous academic courses that are structured to meet real world demands, such as problem solving, critical thinking ability, and lifelong learning.

Another leader in education reform, John O'Neil (1995), in an interview with Willard Daggett, reported that Daggett said, "A curriculum that combines rigor and relevance is the

ticket to success for students entering today's competitive job market" (p. 46).

Too many students graduate from high school to find the only thing they are qualified for is a minimum wage job. College graduates are also finding that the jobs they studied for four years are not there. The world has changed dramatically since the 1950s and 1960s. No longer can a young person go to work in a manufacturing plant and expect to retire from there. Also, no longer can you just use simple tools, such as a screwdriver or a hammer. You must now be computer literate (O'Neil, 1995).

Business and industry no longer want employees who check their brains at the door. They want employees who know how to think.

The education community, as well as business and industry, is concerned about education reform. Smith (1994) reported that what is taught in today's high school is totally disjointed as to what's needed in today's businesses and industries. Students for the most part decide on their own which classes to take during their high school years, unlike the German system in which a student is put on a career path and expected to perform. To quote Smith (1994), "America may have the worst school-to-work transition system

of any advanced industrial country" (p. 25).

John R. Hall (1995), Chairman and Chief Executive Officer of Ashland Oil, Inc., is also concerned about education reform. At a recent educational meeting he stated the following:

We strongly believe education is the best investment we can make for our shareholders' future. The future of education, the future of our children, the future of our economy--they're all the same.

Investing in education is an investment in a strong economy down the road, and if all of us who are here today to do the job right, the returns will be immense.

Kentucky was not alone in seeking to improve its education system. At about the same time that Kentucky was moving toward reform, President Bush developed his Education 2000 goals designed to develop world class schools and world class student performance by the year 2000.

Education 2000 resulted in the national Business Roundtable's adopting education as a major focus and deciding to make a 10-year commitment to work with educators to improve education in all 50

states. The BRT, as it is known, is an organization of the chief executives of the top 200 companies in America.

It is no accident, nor should it be any surprise, that the BRT goals, the Education 2000 goals and KERA objectives are similar in intent. All were driven by a recognition that the nature of work is changing dramatically, so the skills of the work force must change as well.

For example, in a recent survey, Louisville area employers said the skills employees need the most include logical reasoning, decision-making, information-gathering, communicating, listening, reading, writing and team participation. (p. E2)

Many workers enter the workplace without the necessary skills. Bottoms (1995) reported career-bound students graduate from high school lacking the academic base they need to be life-long learners. Schools can help to change this by reforming what they teach, how they teach, and expecting the students to accept responsibility for their own learning.

Khan (1995) stated, "Since redesigning educational systems requires systemic change, not the piecemeal

tinkering that dominated the previous decade of educational 'reform,' the individuals (i.e., teachers, administrators, etc.) involved in any redesign process may encounter new kinds of obstacles" (p. 43). One of those obstacles is identified by Ravitch (1995a). The missing part of the education system is that a challenging education is not provided for everyone. Many people still believe that only the brightest or the wealthiest deserve an excellent education. "Seat time" is all the other students need.

Business and industry, especially those companies like BellSouth, where technology is constantly changing, are concerned about America's education system. Educators, government, employers, and parents must all work together to make clear the type of skills students need to be successful in the Information Age economy (Clendenin, 1994).

There are now education reform efforts in the nation that involve Total Quality Management (TQM) in the schools. Peak (1995) described TQM in education as a systematic method of constant improvement. TQM contributes statistical instruments to help determine causes of problems. TQM necessitates quality not quantity work, and provides the same language for business, industry, and educators.

Ravitch (1995a) expressed that all children can learn

when the appropriate conditions exist. Children need to know that school and what they do in school are important. Parents must realize that they are also integral to their child's education and continually stress the importance of education.

Education Reform in Kentucky

In Kentucky, the reform effort was brought about by a judicial judgement. Miller, Noland, and Schaaf (1991) explain the judgement as follows:

Judge Ray Corns of Franklin Circuit Court issued a judgement in October, 1988, stating that the General Assembly has failed to provide an efficient system of common schools, and that the system of school financing was inefficient, in the constitutional sense, and discriminatory.

In his final judgement, Judge Corns also ruled that the Governor has a constitutional duty to make appropriate recommendations, the General Assembly must devise a new funding system, and that the Court sees "no viable alternative" for additional new funds except through new taxes. (p. 4)

In June 1989, the judgement was appealed. The Kentucky

Supreme Court upheld Judge Corn's ruling. Miller, Noland, and Schaaf (1991) reported that:

The high court said the essential, and minimal, characteristics of an efficient system of common schools may be summarized:

1. Its establishment, maintenance and funding are the sole responsibility of the Legislature.
2. It is free to all.
3. It is available to all Kentucky children.
4. It is substantially uniform throughout the state.
5. It provides equal educational opportunities to all Kentucky children.
6. It is monitored by the General Assembly to assure there is no waste, no duplication, no mismanagement, and no political influence.
7. Schools are operated under the premise that an adequate education is a constitutional right.
8. Sufficient funding provides each child an adequate education.
9. An "adequate education" is defined as one which develops the following seven capacities:
 - A. Communication skills necessary to function in a complex, changing civilization.

B. Knowledge to make economic, social, and political choices.

C. Understanding of governmental processes as they affect the community, state and nation.

D. Sufficient self-knowledge and knowledge of one's mental and physical wellness.

E. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.

F. Sufficient preparation to choose and pursue one's life's work intelligently.

G. Skills enabling students to compete successfully with students from other states. (pp. 4-6)

The high court's statement led to the formation of the Legislative Task Force, who then formed three committees: Finance, Curriculum, and Governance. From these three committees several proposals and concepts were offered as possibilities for restructuring the Kentucky public schools.

The three committees hired consultants to help them with their roles. One consultant hired by the Curriculum Committee was David Hornbeck. In Hornbeck's (1990) report, he stated,

What I propose will result in a very substantial

restructuring of the way education business is conducted. What follows is bold, not timid. The recommendations flow directly from the Statement of Principals. They would result in Kentucky's conforming with the court decision. They also reflect my understanding that the Committee is prepared to seize this opportunity to assure a bright future for the state. I recommend that the goals set forth in The Report of the Council on School Performance Standards be framed in outcome terms that can be measured and adopted as the outcomes which schools are expected to produce with their students (pp. 1-2).

Hornbeck's proposal was accepted by the Curriculum Committee and by the Legislative Task Force on Education Reform and then, as part of the reform package, by the Kentucky Legislature.

The Kentucky Department of Education (1995) reported these subsequent events:

7/90 to 12/91 - Council on School Performance Standards [CSPS] creates eleven task forces of 150 educators and citizens to elaborate the six goals into "valued outcomes" specific enough to base curriculum and assessment on them. Many meetings, statewide

focus groups, and hearings are conducted.

12/91 - The Kentucky Board of Education adopts the "valued outcomes" proposed by the CSPA.

1/94 - The Kentucky Board of Education creates an advisory panel to review the "valued outcomes" to make the language less technical and more understandable to the general public. The name was changed to "academic expectations." (p. 27)

Another section of the reform package addressed the development of a statewide assessment program. This program is intended to measure the success of each school in achieving the goals and academic expectations. This section, in essence, holds the schools accountable for their success. The Prichard Committee for Academic Excellence and The Partnership for Kentucky School Reform (1994) reported the following in KERA Updates: Watch For...

THE BASICS OF THE LAW...

1. The Kentucky Education Reform Act establishes student learning as the key to school success. This is called a performance-based approach.
2. Student learning goals were established by the legislature and were further defined by the Council on School Performance Standards as 75 learner

outcomes. In May 1994, the State Board for Elementary and Secondary Education adopted a shorter and clearer list of Academic Expectations for the public.

3. The Kentucky Instructional Results Information System (KIRIS) student performance assessments are being used to determine if schools are helping students meet the expected performance goals. They are performance-based, that is, they are different from the standardized achievement tests of the past.

4. Each spring, beginning in 1992, performance-based assessments are used to test students' abilities in the areas of reading, mathematics, writing, science and social studies. They had been administered in grades 4, 8, and 12 but the 1994 General Assembly changed the assessments beginning in 1994-95 as follows:

Grade 4 writing portfolio

transitional paper and pencil test
performance events

Grade 5 mathematics portfolio

Grade 8 writing and mathematics portfolios
transitional paper and pencil test
performance events

Grade 11 transitional paper and pencil test
performance events

Grade 12 writing and mathematics portfolios
transitional paper and pencil test
for the purpose of equating to
11th grade in 1994-95 only.

5. The 1992 assessments established a baseline for schools and will be compared with results from 1993 and 1994 to see if schools are making progress.

6. Successful school performance will also include consideration of student attendance, dropout rates and successful transition to college, jobs or the military. These are called the non-cognitive indicators of school success.

7. Each school has been given a threshold or goal for improving from the 1992 baseline scores. In 1994 schools that improve one point or more above the threshold will receive financial rewards. Scores will be finalized, and rewards given in the winter of 1995.

8. In 1994-95, schools that do not reach the threshold but exceed the baseline must develop improvement plans. Schools that drop below the baseline by no more than five points must develop

an improvement plan, will be assigned a Kentucky Distinguished Educator, and will qualify for improvement grants. Originally, schools that drop more than five points below that baseline would become schools in crisis. However, the 1994 legislature delayed the school in crisis sanctions until the 1995-96 school year. In these schools, plans must be developed, a Distinguished Educator is assigned, improvement grants available, teachers and principals are placed on probation, and students will have the option of moving to other more "successful" schools. These schools now will be offered assistance from Distinguished Educators. (pp. 1-2)

The Kentucky Department of Education (1995) in the summer edition of the Kentucky Teacher reported the following:

The Kentucky Education Reform Act provided for the development of comprehensive, statewide assessments that were to be implemented as early as 1993-94 and no later than 1995-96. While that large-scale program was being made final, the Kentucky Board of Education was directed to implement an interim testing program in reading, mathematics, writing, science, and social studies in grades four, eight, and twelve,

beginning in the 1991-92 school year. (In 1994-95, the elementary school mathematics portfolio was moved from grade four to grade five, and the high school on-demand assessment was moved from grade twelve to grade eleven.) These assessments were to provide a national comparison and establish a baseline for determining school success during the 1993-94 school year. The resulting statewide test was named the Kentucky Instructional Results Information System, or KIRIS. (p. A-6)

Information concerning the reform act has appeared in many professional journals one of those was by Ramsay W. Selden (1995), Director of State Education Assessment Center, Council of Chief State School Officers. He wrote the following letter to the Editor of Education Week to clarify information reported in a previously published article, "New Forms of Assessment Receiving Scrutiny" (March 22, 1995):

The article indicated that Kentucky, Maryland, and California, all of which have developed innovative assessment programs, did not report individual scores for individual students. While that is true for Maryland and for the design of the California

Learning Assessment System (CLAS), it is not true in Kentucky.

While Kentucky does not report something which would be called a student's score on its assessment, it does report a student's result, which is based on a combination of common and matrix-sampled items. This result has been found by school officials in Kentucky to be reliable enough to report on individual students.

This information is important because it demonstrates that assessments can be both innovative and able to tap deeper kinds of learning on the one hand and generate results at the level of the individual student on the other. It may not be particularly easy to do at this point in time, but at least one state is doing it. (p. 36)

The same issues related to KERA are still an important topic in Kentucky. Many newspaper articles and editorials have been and continue to be published. A commentary by Robert F. Sexton (1995) of the Prichard Committee appeared in the Appalachian News-Express, "By any fair measure it's indisputable that thousands of Kentucky educators have been trying and succeeding at what people in the school business

think is an almost impossible challenge--implementing the nation's most rigorous and demanding educational reform program" (p. 5-A).

The Office of the Governor commissioned an independent evaluation of KIRIS. The study was conducted by The Evaluation Center at Western Michigan University (1995).

The following is the summation from the Executive Summary:

We are mindful of the Kentucky Department of Education's important responsibility of informing Kentucky citizens about the outcomes of the Kentucky Education Reform Act. We fully support the goal of developing more effective ways to inform the public, educational policymakers, and educators about the progress of Kentucky students. We commend the state legislature, the state school board, the Department of Education, and the KIRIS contractors, Advanced Systems for Measurement and Evaluation (ASME), for starting this bold innovation aimed at breaking the mold of using only multiple-choice tests to assess school outcomes and installing instead an open-ended and performance-based assessment system aimed at furthering educational reform. We think that much of the new assessment system is conceptually consistent with the aims of

the legislation but that many critical problems and issues must be effectively addressed. We endorse the Department's continuing effort to assure that KIRIS will fulfill its important role for driving curriculum and classroom instruction so that all students in Kentucky will meet the state's standards for educational achievement.

The Kentucky Department of Education and ASME have achieved much and are to be commended. They need more time to resolve a range of difficult technical, utility, and communication issues in KIRIS. We hope this report will be used in that process. (p. 12)

The Kentucky General Assembly (1990) realized that individual schools would need a way to assess issues specific to their schools. One section of the reform act, KRS160.345, stated that "school-based decision making must be implemented in all schools by July 1, 1996" (p. 13). The Kentucky Department of Education (1995) stated that:

Framers of the Kentucky Education Reform Act of 1990 instituted a high-stakes accountability system that placed responsibility directly on schools for the education and performance of their students. Because school personnel were to be held accountable, the

framers decentralized authority to give three teachers, two parents, and the principal in each school the authority to make that school's decisions and policies concerning curriculum, instruction, discipline, professional development, and other matters. (p. 101)

This form of participatory management is essential for the state to be successful with education reform. The Reform Act gave the power to make decisions to the local level rather than the state.

As a result of KERA, the Kentucky Department of Education (1993) adopted a new mission statement. "The mission of the Kentucky Department of Education, as the national catalyst for educational transformation, is to ensure for each child an internationally superior education and a love of learning through visionary leadership, vigorous stewardship and exemplary services in alliance with schools, school districts and other partners" (p. ii).

Assessment: A Major Part of Education Reform

American education must change curriculum, instruction, and assessment in order to be competitive in the 21st

century. Ravitch (1995) declares that national standards and assessments are necessary for students to perform at greater degrees. Wolf, LeMahieu, and Eresh (1992) believe that setting more advanced national standards and demanding performance assessments will improve accountability. Those accountable will be school districts, teachers, and students.

Birenbaum and Dochy (1996) believe that the traditional approach of assessment concentrates for the most part on basic skills. These tests assess what is learned through rote, routine, and drills. Alternative assessments measure what is learned through active learning, which includes creative thinking or problem solving. Standardized tests, which are the traditional type of test, are norm-referenced, and performance tests are criterion-referenced tests. The difference in the two is that criterion-referenced tests are not normed (Berlak, 1992). Darling-Hammond (1991) asserts that norm-referenced tests are widely used to place students because they are inexpensive and practical.

Lieberman (1991) reported, "So far, most policy discussions have not dealt seriously with the harm that standardized testing may already have done. For example, ample evidence shows that, while the low-level skills of

U.S. students have increased, higher-order skills have declined" (p. 219).

Performance assessment, also known as authentic assessment, has several different forms: portfolios, group activities, and performance of a specific task during a specified time frame. Maeroff (1991) stated, "This kind of assessment does not drive the curriculum; it grows out of the curriculum and is part and parcel of the curriculum" (p. 274). Authentic assessment is described by Steffy (1993) as inviting students to perform assessments that would be similar to acquiring their driver's license. They are required to pass a written test based on the rules of driving, as well as a performance test of actually driving the vehicle according to the requirements of the law.

Darling-Hammond (1991) affirmed that the students who would benefit from performance-type assessments are the students who are placed in the low-level tracks. These students are for the most part only given multiple-choice tests. They rarely are given the chance to write or talk about what they know.

Portfolios are characterized by Valencia (1991) as a collection of the student's work. The portfolios contain all kinds of materials and all levels of performance.

Assessment must be a part of school reform. Wiggins (1992) stated, "We badly need better definitions of mastery or *understanding* to guide assessment design, curriculum design, and teacher job descriptions and performance appraisal. Circling 'correct' answers to problems that only the test-makers care about is not 'knowing,' nor is it the aim of teaching" (p. 33).

Leadership

Today numerous authors define leadership in different ways. Bennis and Nanus (1985) reported that there have been more than 300 interpretations of leadership. Yet, there is no clear distinction between leaders and non-leaders. Drucker (1992), author of many leadership books, believes that leadership is more than magnetism or leadership characteristics; it is based on performance.

Father Theodore Hesburgh (1987) reported, "The very essence of leadership is [that] you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet" (p. 68).

Leadership described by Senge (1990) is building a shared vision. A leader must share his/her vision for the

future with the organization. After the vision is shared it should become the basis of the mission, goals, and values of the organization. When the vision is truly shared there is a common identity and an understanding of the future. The leader must remember not to dictate the vision.

Drucker (1992) points out that effective leaders take their leadership seriously by accepting the responsibility of others' actions. If something negative or bad happens, the leader takes the blame. Bennis and Nanus (1985) stated a new idea in an effective organization is successful if it is communicated clearly by the leader.

Leadership has not only numerous definitions but also many different styles. These styles vary from effective, to organizational, to principle-centered, to intrapreneurs/entrepreneurs, and to open/closed. An effective leader is described by Drucker (1992) as contemplating the mission of the organization, defining the mission, and then initiating the mission and making it constantly visible to the organization. The effective leader will introduce the goals, priorities, and sustain the standards. This leader knows he/she does not control the world.

The organizational leader as reported by Bennis and Nanus (1985) is a leader who "pulls" followers instead of

"pushes." The organizational leader who "pulls" draws his/her followers by enticing them to see the vision of the organization's future.

Covey (1991) expressed that principle-centered leadership occurs when individual input creates purpose. The organization regards its employees as priceless capital. Employees have the freedom to excel to their utmost capability. An organization that focuses on principle-centered leadership will use "process" not "product" oriented training methods for its employees.

The leadership style of intrapreneurs/entrepreneurs is described by Kouzes and Posner (1995) as the leader being able to alter and reform both people and things connected to the corporation. The leader becomes the owner both inside and outside the corporation.

The last style of leadership is described as open/closed. This style is defined by Blase and Anderson (1995) as follows: open is a sharing of power, and closed is not sharing power. The open leader communicates and participates with followers. The closed leader is unapproachable and uncertain.

A major problem in an organization is the difference between leadership and management. Bennis and Nanus (1985)

reported the following:

The problem with many organizations, and especially the ones that are failing, is that they tend to be overmanaged and underled. They may excel in the ability to handle the daily routine, yet never question whether the routine should be done at all. There is a profound difference between management and leadership, both are important. "To manage" means "to bring about, to accomplish, to have charge of or responsibility for, to conduct." "Leading" is "influencing, guiding in direction, course, action, opinion." The distinction is crucial. *Managers are people who do things right and leaders are people who do the right thing.* The difference may be summarized as activities of vision and judgement-effectiveness versus activities of mastering routines-efficiency. (p. 21)

When describing the difference between leadership and management, Covey (1990) conveys that everyone in the organization has a role to play. Every employee in the organization must realize that this role is important to the success of the organization. A simple example of this is in industry where there is a plant manager, the leader; a plant superintendent, the manager; and the laborers, who are the

producers. All must work in concert with each other to make their plant a viable one. They must keep their eyes on the mission of the plant.

Successful leaders possess many different qualities. Peters (1987) reported, "The most effective leaders, political or corporate, empower others to act--and grow--in support of a course that both leaders and followers find worthy. The leader's job is at once to articulate the empowering vision" (p. 435). Bennis and Nanus (1985) stated, "For successful leadership to occur there has to be a fusion between positive self-regard and optimism about a desired outcome. And this was clearly the case for our effective leaders" (p. 79). Drucker (1992) points out that an effective leader will help followers to trust their leader. He will also help his colleagues to become his predecessors. The leader will see that subordinates use their energy to be as successful as possible.

Kouzes and Posner (1987) gave the simplest definition of a successful leader: "Leadership is not a spectator sport. Leaders don't sit in the stands and watch. Neither are leaders in the game substituting for the players. Leaders coach" (p. 200).

Instructional Leadership

The instructional leadership role of the principal as described by Bossert et al. (1982) stated, "It is known that there are successful schools where principals are perceived as strong, programmatic leaders; but there are many unresolved questions concerning how a principal should exercise this leadership to coordinate and control the instructional program effectively" (p. 36). Guthrie and Reed (1991) feel that educational leaders must realize that in the educational system the only continual activity will be the reshaping of the educational setting. The educational leader must understand that there are external forces that will impact the change in the school. Cohen (1987), Jensen (1989), and Keefe and Jenkins (1984) all describe research on school effectiveness. The research reinforces the importance of instructional leadership by the principal. Morris, Crowson, Porter-Gehrie, and Hurwitz (1984) believe that the principal is the instructional leader. The supposition of the building principal as the instructional leader evolved from the role of the head teacher who once served as the instructional leader.

Duke (1982) points out, "Principals may be expected to influence instructional effectiveness directly by

interacting with teachers, as well as indirectly by creating an organizational structure that facilitates instructional effectiveness" (p. 2). Blank (1987) states, "leadership by principals may be an important and influential concept for improving schools. But there is relatively little data available on the role of principals and the characteristics of their leadership, particularly in high schools" (p. 71). Greenfield (1987) described a vision for the school as the obligation of the building principal to help fulfill. As the instructional leader the principal can help to produce a conducive learning and working environment for both students and teachers, thereby providing the atmosphere for a successful school. Sagnor and Barnett (1994) conclude that a quality school can be achieved when the instructional leader and the teachers have a distinct vision of that school.

Deal and Celotti (1980) believe that "educational administrators are encouraged to be instructional leaders, and often they take this definition of their role to heart. At the same time, administrators are asked to influence instruction in organizations that seem to be structured to defy--rather than encourage--their efforts" (p. 473).

Leadership skills are just as important in a school

setting as they are in a business setting. Bossert et al. (1982) noted that the instructional and social organization of the school is affected by the principal's leadership.

The National Association of Secondary School Principals is concerned enough about instructional leadership that it published a handbook. Editors Keefe and Jenkins (1984) stated:

More and more research on the principalship affirms that certain skills are necessary for the principal to be effective. No more complex or dynamic set of skills exist than those of instructional leadership. And none more necessary.

Familiarity with instructional knowledge and skills diminishes after a teacher leaves the classroom. The same is true of a principal who neglects the skills of instructional leadership. As personal teaching skills diminish and college training becomes dated, school administrators often find themselves increasingly uncomfortable as instructional leaders. All too frequently, principals seek consolation in the less demanding tasks of day-to-day building supervision. (p. Forward)

Conclusion

The conclusions drawn from the preceding review of literature were as follows. Secondary education in Kentucky as well as across the nation is in a reform mode. All students leaving the secondary setting must be ready to face the real world that lies ahead of them, whether that be postsecondary education, work, or the military. The secondary school must have them prepared. Reform in the secondary setting must start with the principal. He/she must be the one providing the leadership to reform the school. That leadership must include developing and maintaining the vision for the school, overseeing instructional changes, and maintaining the standards.

Business and industry continue to tell secondary schools that students leaving their buildings are not ready to enter the workplace. Students do not have the critical-thinking or problem-solving skills needed to be employees. They also lack work ethic and basic academic skills. Principals must work with business and industry as well as the community to address these problems. The result of the collaboration between principals and business and industry will usually be instructional changes which meet business and industry's needs.

The principal in the school setting is the main force behind any restructuring, reorganizing, reengineering, or paradigm shift. If he/she does not support the effort, it is doomed to fail.

CHAPTER III

METHODOLOGY

This chapter describes the methods and procedures utilized for this study. The sections contained in the chapter are as follows: (a) research design, (b) description of the population, (c) development of the survey instrument, (d) description of the survey instrument, (e) independent variables, (f) dependent variables, (g) procedures for data collection, and (h) data analysis.

Research Design

The research design of this study was descriptive, ex post facto, using the mail survey method to collect data. The data were then organized and summarized statistically in order to describe the importance of goals and academic expectations of high school and area technology center principals.

Description of Population

The population of the study consisted of 65 Kentucky area technology center principals, under both state and local control, and 212 Kentucky high school principals of

grades 9 through 12, as indicated by the Kentucky Schools Directory. The total population was 277; 46 were females and 231 were males. The names and addresses of the principals were accessible to the researcher because of her job. There are, however, two publications available for the general public's use: the Kentucky Schools Directory and a Kentucky Tech School listing.

Development of the Survey Instrument

An attempt to locate a standardized instrument for the investigation of instructional leadership, through both a library and electronic search, proved futile. Therefore, the writer produced a survey instrument based on research, as suggested by Dillman (1978), and an exercise using the delphi method. Linstone and Turoff (1975) define delphi: "Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (p. 3). During the first round of the development of the survey instrument, three University of Tennessee professors made recommendations for changes to the survey instrument. The survey instrument was revised per the professors' recommendations. The survey instrument was then sent to a team of experts which consisted of seventeen

members: three members from the Kentucky Department of Education, three members from the Kentucky Department for Technical Education, three local school district Instructional Supervisors, three teacher educators, two local school district superintendents, and a combination of three teachers from high schools and area technology centers. The team members were selected on the basis of their extensive involvement with education reform efforts. The team of experts reviewed the survey instrument for clarity, organization, and content validity. After sixteen of the team reviewed and returned the survey instrument, suggested revisions were made. The new survey instrument was then given to a smaller group of the original team to review. There were no additional changes.

The resulting instrument has two parts containing three sections. Part one of the survey instrument is titled "Principals Perceived Importance of KERA and KIRIS," which contained statements pertaining to various aspects of KERA and KIRIS. The respondents were asked to rank the statements by their importance on a 5-point Likert scale, with a 1 being Not Important and a 5 being Extremely Important. Part two is titled "Principals' Demographic Questionnaire." This part was divided into two sections. Section one contained demographics as they related to the

principals. Section two contained demographics as they related to the school.

The survey instrument was printed on 8 1/2 x 14 paper and collated into booklet form. Each survey instrument was coded prior to mailing to the respondents for follow-up mailing purposes and to verify the randomness of the returns. To assure confidentiality, the code was known only to the investigator. The code also provided information as to region of the state, identification as to high school or area technology center, and KIRIS scores. A copy of the survey instrument can be found in Appendix A.

Description of the Survey Instrument

Part one of the survey instrument contained statements pertaining to various aspects of KERA and KIRIS. The statements were selected during a review of the literature, Bottoms (1995); Hornbeck (1990); Hull (1991); Kentucky Department of Education (1993, 1995); Kentucky General Assembly (1990); and Miller, Noland, and Schaaf (1991). The statements were used as the items for the survey instrument. The items were: Kentucky Instructional Results Information System (KIRIS) Scores, Portfolio Entries for Math, Portfolio Entries for Writing, Performance Assessment, Non-Cognitive Index (Attendance), Non-Cognitive Index

(Retention), Non-Cognitive Index (Dropout Rate), Non-Cognitive Index (Successful Transition), Rewards for Surpassing Threshold, Sanctions for not Meeting Threshold, Restructuring (High School and/or Area Center), Tech Prep, School-to-Work, Southern Regional Education Board's "High Schools That Work", National Alliance for Restructuring Education, Work-Based Learning (Co-Op, Shadowing, Registered Pre-Apprenticeships, etc.), Job's for Kentucky's Graduates, Academic and Vocational Integration (High School Teacher and Area Center Teacher or High School Teacher and High School Teacher), Block Scheduling, Career Planning for All Students, Applied Academics, Transformation: Kentucky's Curriculum Framework, Application of What Is Learned to a Real World Setting, School Based Decision Making Councils, Individual Graduation Plans or Individual Career Plans, Culminating Project Required for Graduation, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff, Educational Technology (KETs), Regional Service Centers or Regional Offices, Teacher Salaries, and Advisor/Advisee Program. These items were grouped by the researcher into four categories. These categories were: Restructuring Programs, Restructuring Initiatives, KERA Initiatives, and KIRIS Components.

Part two of the survey instrument contained demographics related to the principals and the schools. The demographic items were used to weigh the differences of the principal's gender, age, highest degree earned, administrative experience, and years in present position. The school's demographic items were KIRIS scores, location in the state and number of students in the school.

A blank half page was included as a part of the survey instrument to allow the principals a space to voice their unsolicited opinions. The other part of this page contained appreciation for their time and participation.

The reliability of the survey instrument was concluded by using the Cronbach Alpha statistical method. Reliability is described by Wiersma (1991) as the "consistency of the instrument in measuring whatever it measures" (p. 24). The alpha for the survey instrument was .8947. The Cronbach Alpha was also used to determine the reliability alpha's for the survey instrument's four sub-categories. Restructuring Programs was .8611, Restructuring Initiatives was .7786, KERA Initiatives was .5452, and KIRIS Components was .8169.

Independent Variables

The independent variables in this study were school/center, highest degree earned, administrative

experience, present position, school/center location in the state, and school/center enrollment.

Dependent Variables

The dependent variables in this study were the categories of the survey instrument: Restructuring Programs, Restructuring Initiatives, KERA Initiatives, and KIRIS Components. The category for Restructuring Programs consisted of: Restructuring, Tech Prep, School-to-Work, SREB's High Schools That Work, National Alliance for Restructuring Education, Work-Based Learning, Jobs for Kentucky's Graduates, and Academic and Vocational Integration. The category for Restructuring Initiatives consisted of: Block Scheduling, Career Planning for All Students, Applied Academics, Application of What Is Learned to a Real World Setting, Individual Graduation Plans, Culminating Project Required for Graduation, and Advisor/Advisee. The category for KERA Initiatives consisted of: Transformation: Kentucky's Curriculum Framework, School Based Decision Making Councils, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff, Educational Technology (KETS), Regional Service Centers or Regional Offices, and Teacher Salaries. The category for

KIRIS Components consisted of: KIRIS Scores, Portfolio Entries for Math, Portfolio Entries for Writing, Performance Assessment, Non-Cognitive Index (Attendance), Non-Cognitive Index (Retention), Non-Cognitive Index (Dropout Rate), Non-Cognitive Index (Successful Transition), Rewards for Surpassing Threshold, Sanctions for Not Meeting Threshold, Kentucky Education Reform Act Goals and Academic Expectations.

The KIRIS scores for this study were determined by using the same procedures as the Kentucky accountability system. The schools' scores for the 1994-95 test were used. To calculate the score there are four levels of student performance, Novice, Apprentice, Proficient, and Distinguished. Each of these levels has a numerical weight, Novice equals 0, Apprentice equals .4, Proficient equals 1, and Distinguished equals 1.4. For each academic area of Reading, Math, Science, and Social Studies the score is calculated, and then totaled. An example is 45 students took the science test, 21 score in the novice level, 24 score in the apprentice level, there are no students in the proficient or distinguished levels. Twenty-one is .4666 of forty-five times 0 equals 0. Twenty-four is .5333 of forty-five times .4 equals .2133. The .2133 is then multiplied by 14 which equals 2.986. This process is completed for each

of the academic areas. The numbers for each are then added together for the total KIRIS rating score. The score is used to determine if the school has met or exceeded their threshold. For this study only the four aforementioned were used, because the area technology centers do not have non-cognitive indexes. Also, not included in this study were the writing scores. They were not publicly available at the time of the data collection for this study.

Procedures for Data Collection

Written permission for collection of the data was obtained from the Office of Research at The University of Tennessee, Knoxville (see Appendix B). A permission letter from the Kentucky Department for Technical Education was obtained (see Appendix B). The cover letter was printed on Kentucky Department for Technical Education stationary. The respondents were informed in a cover letter contained with the survey instrument that return of the survey instrument was considered permission to use the information (see Appendix C). A self-addressed, stamped envelope was included to facilitate return of the survey instrument.

For various reasons, returns for mail surveys are typically low. To solicit responses and to draw attention to the survey a small reward of candy was included.

Survey instruments containing data were received over a five week period of time. Approximately two weeks after the initial mailing to the participants, 162 of the survey instruments had been returned to the writer. Another letter, instrument, and return envelope were mailed to those who had not responded (see Appendix D). At the end of the five week period, 242 of the survey instruments had been returned.

Participants were allowed to obtain a summary of the results by printing their name and address on the return envelope. The results were mailed to 38 participants who had requested them.

Data Analysis

The returned survey instruments were analyzed using the Statistical Analysis System (SAS) (Cody & Smith, 1991). This information furnished the basis for the testing of the following six hypotheses.

H₀₁: There is no significant difference between the perceived importance of the KERA goals of high school principals and area technology center principals.

H₀₂: There is no significant difference between the perceived importance of KIRIS rating

scores of high school principals and area technology center principals.

H₀3: There is no significant difference in the perceived importance of the goals of KERA and the principals' demographic variables.

H₀4: There are no significant relationships between the principals' perceived importance of KERA goals and their schools' KIRIS scores.

H₀5: There is no significant difference in the mean KIRIS rating scores of high schools and area technology centers.

H₀6: There is no significant difference between the principals' perceived importance of goals/academic expectations of KERA and the demographic variables of schools.

Parametric statistical tests were selected based on the following information. Balian (1988) noted the following:

1. The assumption of sampling normality: samples upon which the data is (sic) collected must be selected from populations which are at least approximately normally distributed, with scores normally distributed.
2. The assumption of homogeneity of variance: this means that the spread of dependent variable scores

within the group tested must be statistically equal. This does not mean that the mean score values between groups to be tested need to be equal, but that the spread of such scores should be equal.

3. The assumption of a continuous dependent variable: Parametric statistical methods require that dependent variables score(s) to be analyzed are of a continuous form with equal intervals of quantity measurement. Therefore, categorical dependent variables cannot be tested by parametric techniques. (p. 212)

Since parametric procedures were used, an analysis of variance (ANOVA) was chosen to determine significant differences. This decision was based on the information provided by Balian (1988): "Testing for group mean differences, ANOVA can test three or more group means utilizing a single statistical operation" (p. 219). An ANOVA can be described as either a one-way or two-way ANOVA. The one-way ANOVA was used to test hypotheses one, two, and five. A two-way ANOVA is defined by Jaeger (1990) as having "more than one independent variable" (p. 285). The two-way method was used to test hypotheses three and six.

The Pearson r which is also known as product-moment correlation coefficient, was used to test the significant relationship hypotheses. The decision to use a Pearson r was

based on the information provided by Sprinthall (1990):

"statistical technique introduced by Karl Pearson for showing the degree of relationship between two variables. It is also used to test the hypothesis of association, that is, whether or not there is a relationship" (p.460). The Pearson r method was used to test hypothesis four.

CHAPTER IV

ANALYSIS OF DATA AND RESULTS

The intent of this study was to examine the schools' KIRIS scores as related to the principals' instructional leadership. This chapter presents the results of the survey instrument described in the previous chapter.

Survey Results

Survey instruments were mailed to 277 principals, which was the total of the known population. Of the 277 surveys mailed, 242 were returned to the writer, producing a response rate of 87.36%.

Of the survey instruments which were returned, 182 (75%) were from high school principals, and 60 (25%) were from area center principals. Tables 1-14 identify the demographic data collected which included gender, age, highest degree earned, total years of teaching experience, total years in administration, number of years in current position, professional development attendance in the last two years, access to KERA materials, perception of sufficient retraining, enrollment of school, educational changes in the school, school type, region of the state, and KIRIS scores.

Table 1 displays the gender of the principals. There were 242 survey instruments returned, of these 202 (83.47%) were male, 39 (16.12%) were female, and 1 (.41%) missing response.

Table 2 displays the age of the principals. There were 242 survey instruments returned, of these 18 (7.44%) were 30 to 39 years of age, 127 (52.48%) were 40 to 49 years of age, 79 (32.64%) were 50 to 59 years of age, 11 (4.55%) were 60 years of age and above and 7 (2.89%) were missing responses.

Table 3 displays the highest degree earned by the principals. There were 242 survey instruments returned, of these 1 (.41%) has an Associate's Degree, 5 (2.07%) have a Bachelor's Degree, 131 (54.13%) have a Master's Degree, 95 (39.26%) have an Educational Specialist Degree, 9 (3.72%) have a Doctoral Degree, and 1 (.41%) missing response.

Table 4 displays the total years teaching experience of the principals. There were 242 survey instruments returned, of these 28 (11.57%) have 1 to 5 years, 68 (28.10%) have 5.5 to 10 years, 55 (22.73%) have 11 to 15 years, 52 (21.49%) have 15.5 to 20 years, 22 (9.09%) have 21 to 25 years, 14 (5.79%) have 26 years and above, and 3 (1.23%) missing responses.

Table 5 displays the total years administrative experience of the principals. There were 242 survey

Principals' Demographic of Respondents

Table 1

Gender of Principal

Gender	Frequency	Percent
Male	202	83.47
Female	39	16.12
Missing Response	1	.41
Total	242	100.00

Table 2

Age of Principal

Age	Frequency	Percent
30 to 39 Years of Age	18	7.44
40 to 49 Years of Age	127	52.48
50 to 59 Years of Age	79	32.64
60 Years of Age and Above	11	4.55
Missing Response	7	2.89
Total	242	100.00

Table 3**Highest Degree Earned by Principal**

Degree	Frequency	Percent
Associate's	1	.41
Bachelor's	5	2.07
Master's	131	54.13
Educational Specialist	95	39.26
Doctorate	9	3.72
Missing Response	1	.41
Total	242	100.00

Table 4**Total Years Teaching Experience**

Teaching Experience	Frequency	Percent
1 to 5 Years	28	11.57
5.5 to 10 Years	68	28.10
11 to 15 Years	55	22.73
15.5 to 20 Years	52	21.49
21 to 25 Years	22	9.09
26 Years and Above	14	5.79
Missing Response	3	1.23
Total	242	100.00

Table 5

Total Years Administrative Experience

Administrative Experience	Frequency	Percent
1 to 4 Years	49	20.25
5 to 9.5 Years	64	26.45
10 to 14 Years	42	17.36
15 to 19 Years	36	14.87
20 Years and Above	50	20.66
Missing Response	1	.41
Total	242	100.00

instruments returned, of these 49 (20.25%) have 1 to 4 years, 64 (26.45%) have 5 to 9.5 years, 42 (17.36%) have 10 to 14 years, 36 (14.87%) have 15 to 19 years, 50 (20.66%) have 20 years and above, and 1 (.41%) missing response.

Table 6 displays the number of years the principals have in their present positions. There were 242 survey instruments returned, of these 122 (50.42%) have 1 to 4 years, 70 (28.93%) have 5 to 9 years, 23 (9.50%) have 10 to 14 years, 26 (10.74%) have 15 years and above, and 1 (.41%) missing response.

Table 7 displays the attendance of the principals at professional development activities in the past two years.

Table 6

Number of Years in Present Position

Present Position	Frequency	Percent
1 to 4 Years	122	50.42
5 to 9 Years	70	28.93
10 to 14 Years	23	9.50
15 Years and Above	26	10.74
Missing Response	1	.41
Total	242	100.00

Table 7

Professional Development Attendance in the Past Two Years

Attendance	Frequency	Percent
Yes	230	95.04
No	7	2.89
Missing Response	5	2.07
Total	242	100.00

There were 242 survey instruments returned, of these 230 (95.04%) have attended, 7 (2.89%) have not attended, and 5 (2.07%) missing responses.

Table 8 displays the access of the principals to KERA materials. There were 242 survey instruments returned, of these 234 (96.69%) have access, 3 (1.24%) did not have access, and 5 (2.07%) missing responses.

Table 9 displays the perception of the principals that sufficient retraining was provided. There were 242 survey instruments returned, of these 153 (63.23%) have received sufficient retraining, 74 (30.58%) have not received sufficient retraining, and 15 (6.19%) missing responses.

Table 10 displays the enrollment of the principals' school. There were 242 survey instruments returned, of these 163 (67.36%) have 1 student to 1000 students, 48 (19.83%) have 1001 students and above, and 31 (12.81%) missing responses.

Table 11 displays the perception of the principals that educational changes in their school is a result of KERA. There were 242 survey instruments returned, of these 203 (83.88%) feel the changes were a result of KERA, 15 (6.20%) feel the changes were not a result of KERA, and 24 (9.92%) missing responses.

Table 12 displays the type of school in which the

Table 8

Access to KERA Materials

Access	Frequency	Percent
Yes	234	96.69
No	3	1.24
Missing Response	5	2.07
Total	242	100.00

Table 9

Perception of Sufficient Retraining Provided

Retraining	Frequency	Percent
Yes	153	63.23
No	74	30.58
Missing Response	15	6.19
Total	242	100.00

Table 10

Enrollment of School

Enrollment	Frequency	Percent
1 Student to 1000 Students	163	67.36
1001 Students and Above	48	19.83
Missing Responses	31	12.81
Total	242	100.00

Table 11

Educational Changes in the High School as a Result of KERA

Changes	Frequency	Percent
Yes	203	83.88
No	15	6.20
Missing Response	24	9.92
Total	242	100.00

Table 12

Type of School

School	Frequency	Percent
High School	182	75.21
Area Technology Center	60	24.79
Total	242	100.00

principal works. There were 242 survey instruments returned, of these 182 (75.21%) work in a high school, and 60 (24.79%) work in an area technology center.

Table 13 displays the vocational region of the state where the principals' school is located. There were 242 survey instruments returned, of these 40 (16.53%) are in Region 1, 43 (17.77%) are in Region 2, 35 (14.46%) are in Region 3, 52 (21.48%) are in Region 4, 39 (16.12%) are in Region 5, and 33 (13.64%) are in Region 6.

Table 14 displays the KIRIS scores of the principals' school. There were 242 survey instruments returned, of these 14 (5.79%) were .00 to 10.00, 99 (40.91%) were 10.01 to 20.00, 103 (42.56%) were 20.01 to 30.00, 12 (4.96%) were 30.01 to 40.00, 1 (.41%) was 40.01 and above, and 13 (5.37%) missing responses.

Table 13**Vocational Region of the State**

Region	Frequency	Percent
Region 1	40	16.53
Region 2	43	17.77
Region 3	35	14.46
Region 4	52	21.48
Region 5	39	16.12
Region 6	33	13.64
Total	242	100.00

Table 14**Schools' KIRIS Scores**

Scores	Frequency	Percent
.00 to 10.00	14	5.79
10.01 to 20.00	99	40.91
20.01 to 30.00	103	42.56
30.01 to 40.00	12	4.96
40.01 and Above	1	.41
Missing Response	13	5.37
Total	242	100.00

Null Hypothesis One

H_{01} : There is no significant difference between the perceived importance of the KERA goals of high school principals and area technology center principals.

The statistical method chosen for analysis of null hypothesis one was the one-way analysis of variance (ANOVA). The ANOVA is the statistical procedure which, according to Gay (1976), "is used to determine whether there is a significant difference between two or more means at a selected probability level" (p. 287). The ANOVA tests "variance between groups" and "variance within groups" (Kerlinger & Pedhazur, 1973, p. 22).

Consistent with Collyer and Enns (1986), there are four characteristics of an ANOVA. The characteristic used for this hypothesis was partitioning of variation which looks at the whole data set; "a useful measure of variation in a set of data is the sum of the squared deviations of the scores from their mean" (Collyer & Enns, 1986, p. 11).

Examination of this hypothesis used the survey instrument responses to decide if there was a difference between the school/center in which the principals worked and their perceived importance of the KERA goals. A one-way analysis of variance (ANOVA) statistical procedure was employed to test this hypothesis. Table 15 displays the F

Table 15

Analysis of Variance Of Principals' Scores as Classified by
School/Center as Related to Restructuring Programs

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	259.6	259.6	5.92*	.02
Error	221	9691.8	43.9		

* $p < .05$

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 221, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

and $Pr>F$ -values for comparison of the independent variable, School/Center, and the dependent variables for Restructuring Programs were: Restructuring, Tech Prep, School-to-Work, SREB's High Schools That Work, National Alliance for Restructuring Education, Work-Based Learning, Jobs for Kentucky's Graduates, and Academic and Vocational Integration for 1 and 221 degrees of freedom. The F -value was 5.92 in conjunction with a $Pr>F$ -value of .02. The F -value was greater than 3.9201 signifying that the sample means are significantly different from each other.

Table 16 displays the F - and $Pr>F$ -values for comparison of the independent variable, School/Center, and the dependent variables for Restructuring Initiatives were: Block Scheduling, Career Planning for All Students, Applied Academics, Application of What Is Learned to a Real World Setting, Individual Graduation Plans, Culminating Project Required for Graduation, and Advisor/Advisee for 1 and 226 degrees of freedom. The F -value was 0.50 in conjunction with a $Pr>F$ -value of .48.

Table 17 displays the F - and $Pr>F$ -values for comparison of the independent variable, School/Center, and the dependent variables for KERA Initiatives were: Transformation: Kentucky's Curriculum Framework, School Based Decision Making Councils, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff, Educational Technology (KETS), Regional Service Centers or Regional Offices, and Teachers Salaries for 1 and 232 degrees of freedom. The F -value was 15.14 in conjunction with a $Pr>F$ -value of .0001. The F -value was greater than 3.9201 signifying that the sample means are significantly different from each other. Null hypothesis one was rejected, indicating that the school/center in which the principal works was an indicator of the perceived importance of the KERA goals.

Table 16

Analysis of Variance of Principals' Scores as Classified by
School/Center as Related to Restructuring Initiatives

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	11.1	11.1	0.50	.48
Error	226	4965.0	22.0		

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 226, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

Table 17

Analysis of Variance of Principals' Scores as Classified by
School/Center as Related to KERA Initiatives

Source	df	Sum of Squares	Mean Square	F-Value	Pr>F
School	1	418.2	418.2	15.14*	.0001
Error	232	6409.0	27.6		

* $p < .05$

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 232, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

Null Hypothesis Two

H_02 : There is no significant difference between the perceived importance of KIRIS rating scores of high school principals and area technology center principals.

The statistical method chosen for analysis of null hypothesis two was the one-way analysis of variance (ANOVA). The ANOVA is the statistical procedure which, according to Gay (1979), "is used to determine whether there is a significant difference between two or more means at a selected probability level" (p. 287). The ANOVA tests "variance between groups" and "variance within groups" (Kerlinger & Pedhazur, 1973, p.22).

Consistent with Collyer and Enns (1986), there are four characteristics of an ANOVA. The characteristic used for this hypothesis was partitioning of variation which looks at the whole data set; "a useful measure of variation in a set of data is the sum of the squared deviations of the scores from their mean" (Collyer & Enns, 1986, p.11).

Examination of this hypothesis used the survey instrument responses to decide if there was a difference between the school in which the principals worked and their perceived importance of the KIRIS rating scores. A one-way analysis of variance (ANOVA) statistical procedure was employed to test this hypothesis.

Table 18 displays the F - and $Pr>F$ -values for comparison of the independent variable, School/Center, and the dependent variables for KIRIS Components were: KIRIS Scores, Portfolio Entries for Math, Portfolio Entries for Writing, Performance Assessment, Non-Cognitive Index (Attendance), Non-Cognitive Index (Retention), Non-Cognitive Index (Dropout Rate), Non-Cognitive Index (Successful Transition), Rewards for Surpassing Threshold, and Sanctions for Not Meeting Threshold for 1 and 222 degrees of freedom. The F -value was 2.31 in conjunction with the $Pr>F$ -value of .13. The F -value was less than 3.9201 signifying that the sample means are not significantly different from each other. Null hypothesis two was not rejected, indicating that the school/center in which the principal works was not an indicator of the perceived importance of the KIRIS rating scores.

Null Hypothesis Three

H_{03} : There is no significant difference in the perceived importance of the goals of KERA and the principals' demographic variables.

The statistical method chosen for analysis of null hypothesis three was a two-way analysis of variance (ANOVA). The ANOVA is the statistical procedure which according to Gay (1976), "is used to determine whether there is a

Table 18

Analysis of Variance of Principals' Scores as Classified by
School/Center as Related to KIRIS Components

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	161.8	161.8	2.31	.13
Error	222	15513.0	69.9		

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 222, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

significant difference between two or more means at a selected probability level" (p. 287). The two-way ANOVA tests the "interaction effect" as well as the variance between groups and within groups (Jaeger, 1990).

Consistent with Collyer and Enns (1986), there are four characteristics of an ANOVA. The characteristic used for this hypothesis was partitioning of variation which looks at the whole data set; "a useful measure of variation in a set of data is the sum of the squared deviations of the scores from their mean" (Collyer & Enns, 1986, p.11).

Examination of this hypothesis used the survey

instrument responses to decide if there was a difference between the demographic variables of the principals and their perceived importance of the goals of KERA. A two-way analysis of variance (ANOVA) statistical procedure was employed to test this hypothesis. Table 19 displays the F - and $Pr>F$ values for comparison of two independent variables, Highest Degree Earned and School/Center, and the dependent variables for Restructuring Programs were: Restructuring, Tech Prep, School-to-Work, SREB's High Schools That Work, National Alliance for Restructuring Education, Work-Based Learning, Job's for Kentucky's Graduates, and Academic and Vocational Integration for 1 and 209 degrees of freedom and 3 and 209 degrees of freedom respectively. The F -value for School was 3.69 in conjunction with a $Pr>F$ -value of .06. The F -value for the Highest Degree Earned was .80 in conjunction with a $Pr>F$ -value of .50. The F -value for the School by Highest Degree was .01 in conjunction with a $Pr>F$ - value of .99.

Table 20 displays the F - and $Pr>F$ -values for comparison of two independent variables, Highest Degree and School/Center, and the dependent variables for Restructuring Initiatives were: Block Scheduling, Career Planning for All Students, Applied Academics, Application of What Is Learned to a Real World Setting, Individual Graduation Plans,

Table 19

Analysis of Variance of Principals' Scores as Classified by
Highest Degree as Related to Restructuring Programs

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	136.5	136.5	3.69	.06
High Deg	3	88.6	29.5	0.80	.50
Sch by D	3	1.45	0.485	0.01	.99
Error	209	7730.0	37.0		

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 209, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.6802 is necessary for significance at the $p < .05$ level of 3 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 3 and 209, so the entry for 3 and 120 was used; therefore, the error would be on the conservative side.

Table 20

Analysis of Variance of Principals' Scores as Classified by
Highest Degree as Related to Restructuring Initiatives

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	24.2	24.2	1.09	.30
High Deg	3	36.7	12.2	0.55	.65
Sch by D	3	77.6	25.9	1.17	.32
Error	214	4746.2	22.2		

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 214, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.6802 is necessary for significance at the $p < .05$ level of 3 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 3 and 214, so the entry for 3 and 120 was used; therefore, the error would be on the conservative side.

Culminating Project Required for Graduation, and Advisor/Advisee for 1 and 214 degrees of freedom and 3 and 214 degrees of freedom respectively. The F -value for the School was 1.09 in conjunction with a $\text{Pr}>F$ -value of .30. The F -value for the Highest Degree was .55 in conjunction with a $\text{Pr}>F$ -value of .65. The F -value for the Highest Degree and School was 1.17 in conjunction with a $\text{Pr}>F$ -value of .32. Table 21 displays the F - and $\text{Pr}>F$ -values for comparison of two independent variables, Highest Degree Earned and School/Center, and the dependent variables for KERA Initiatives were: Transformation: Kentucky's Curriculum Framework, School Based Decision Making Councils, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff, Educational Technology (KETS), Regional Service Centers or Regional Offices, and Teachers Salaries for 1 and 219 degrees of freedom and 3 and 219 degrees of freedom respectively. The F -value for the School was 13.12 in conjunction with a $\text{Pr}>F$ -value of .0004. The F -value for Highest Degree was .06 in conjunction with a $\text{Pr}>F$ -value of .98. The F -value for Highest Degree and School was .69 in conjunction with a $\text{Pr}>F$ -value of .56.

Table 22 displays the F - and $\text{Pr}>F$ -values for comparison of two independent variables, Highest Degree Earned and

Table 21

Analysis of Variance of Principals' Scores as Classified by
Highest Degree as Related to KERA Initiatives

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	292.7	292.7	13.12*	.0004
High Deg	3	4.3	1.4	0.06	.98
Sch by D	3	46.0	15.4	0.69	.56
Error	219	4888.0	22.3		

* $p < .05$

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 219, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.6802 is necessary for significance at the $p < .05$ level of 3 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 3 and 219, so the entry for 3 and 120 was used; therefore, the error would be on the conservative side.

Table 22

Analysis of Variance of Principals' Scores as Classified by
Highest Degree as Related to KIRIS Components

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	145.0	145.0	2.01	.16
High Deg	3	128.4	42.8	0.59	.62
Sch by D	3	113.6	37.9	0.52	.67
Error	209	15071.7	72.1		

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 209, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.6802 is necessary for significance at the $p < .05$ level of 3 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 3 and 209, so the entry for 3 and 120 was used; therefore, the error would be on the conservative side.

School/Center, and the dependent variables for KIRIS Initiatives were: KIRIS Scores, Portfolio Entries for Math, Portfolio Entries for Writing, Performance Assessment, Non-Cognitive Index (Attendance), Non-Cognitive Index (Retention), Non-Cognitive Index (Dropout Rate), Non-Cognitive Index (Successful Transition), Rewards for Surpassing Threshold, and Sanctions for Not Meeting Threshold for 1 and 209 degrees of freedom and 3 and 209 degrees of freedom respectively. The F -value for the School was 2.01 in conjunction with a $Pr>F$ -value of .16. The F -value for the Highest Degree was .59 in conjunction with a $Pr>F$ -value of .62. The F -value for the School and Highest Degree was .52 in conjunction with a $Pr>F$ -value of .67.

Table 23 displays the F - and $Pr>F$ -values for comparison of two independent variables, Administrative Experience and School/Center, and the dependent variables for Restructuring Programs were: Restructuring, Tech Prep, School-to-Work, SREB's High Schools That Work, National Alliance for Restructuring Education, Work-Based Learning, Job's for Kentucky's Graduates, and Academic and Vocational Integration for 1 and 213 degrees of freedom and 4 and 213 degrees of freedom respectively. The F -value for the School was 6.00 in conjunction with a $Pr>F$ -value of .02. The F -value for Administrative Experience was .97 in conjunction

Table 23

Analysis of Variance of Principals' Scores as Classified by
Administrative Experience as Related to Restructuring
Programs

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	259.6	259.6	6.00*	.02
Adm Ex	4	167.3	41.8	0.97	.43
Sch by AE	4	308.7	77.2	1.78	.13
Error	213	9215.7	43.3		

* $p < .05$

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 213, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.4472 is necessary for significance at the $p < .05$ level of 4 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 4 and 213, so the entry for 4 and 120 was used; therefore, the error would be on the conservative side.

with a $Pr>F$ -value of .43. The F -value for the School and Administrative Experience was 1.78 in conjunction with a $Pr>F$ value of .13.

Table 24 displays the F - and $Pr>F$ -values for comparison of two independent variables, Administrative Experience and School/Center, and the dependent variables for Restructuring Initiatives were: Block Scheduling, Career Planning for All Students, Applied Academics, Application of What Is Learned in a Real World Setting, Individual Graduation Plans, Culminating Project Required for Graduation, and Advisor/Advisee for 1 and 218 degrees of freedom and 4 and 218 degrees of freedom respectively. The F -value for the School was .50 in conjunction with a $Pr>F$ -value of .48. The F -value for Administrative Experience was 1.02 in conjunction with a $Pr>F$ -value of .40. The F -value for the School and Administrative Experience was .71 in conjunction with a $Pr>F$ -value of .58.

Table 25 displays the F - and $Pr>F$ -values for comparison of two independent variables, Administrative Experience and School/Center, and the dependent variables for KERA Initiatives were: Transformation: Kentucky's Curriculum Framework, School Based Decision Making Councils, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff,

Table 24

Analysis of Variance of Principals' Scores as Classified by
Administrative Experience as Related to Restructuring
Initiatives

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	11.1	11.1	0.50	.48
Adm Ex	4	90.0	22.5	1.02	.40
Sch by AE	4	62.8	15.7	0.71	.58
Error	218	4812.1	22.1		

Note. An F ratio of 3.9201 is necessary for significance at the $P < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 218, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.4472 is necessary for significance at the $p < .05$ level of 4 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 4 and 218, so the entry for 4 and 120 was used; therefore, the error would be on the conservative side.

Table 25

Analysis of Variance of Principals' Scores as Classified by
Administrative Experience as Related to KERA Initiatives

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	418.2	418.2	15.20*	.0001
Adm Ex	4	187.6	46.9	1.70	.15
Sch by AE	4	57.2	14.3	0.52	.72
Error	224	6164.2	27.5		

* $p < .05$

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 224, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.4472 is necessary for significance at the $p < .05$ level of 4 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 4 and 224, so the entry for 4 and 120 was used; therefore, the error would be on the conservative side.

Educational Technology (KETS), Regional Service Centers or Regional Offices, and Teacher Salaries for 1 and 224 degrees of freedom 4 and 224 degrees of freedom respectively. The F -value for the School was 15.20 in conjunction with a $\text{Pr}>F$ -value of .0001. The F -value for Administrative Experience was 1.70 in conjunction with a $\text{Pr}>F$ -value of .15. The F -value for the School and Administrative Experience was .52 in conjunction with a $\text{Pr}>F$ -value of .72.

Table 26 displays the F - and $\text{Pr}>F$ -values for comparison of two independent variables, Present Position and School/Center, and the dependent variables for Restructuring Programs were: Restructuring, Tech Prep, School-to-Work, SREB's High Schools That Work, National Alliance for Restructuring Education, Work-Based Learning, Jobs for Kentucky's Graduates, and Academic and Vocational Integration for 1 and 203 degrees of freedom 3 and 203 degrees of freedom respectively. The F -value for the School was 4.32 in conjunction with the $\text{Pr}>F$ value of .04. The F -value for Present Position was 2.13 in conjunction with a $\text{Pr}>F$ -value of .10. The F -value for School and Present Position was 2.30 in conjunction with a $\text{Pr}>F$ -value of .08.

Table 27 displays the F - and $\text{Pr}>F$ values for comparison of two independent variables, Present Position and School/Center, and the dependent variables for Restructuring

Table 26

Analysis of Variance of Principals' Scores as Classified by
Present Position as Related to Restructuring Programs

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	182.7	182.7	4.32*	.04
Pres Pos	3	270.3	90.1	2.13	.10
Sch by PP	3	292.0	97.3	2.30	.08
Error	203	8591.6	42.3		

*p < .05

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 203, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.6802 is necessary for significance at the $p < .05$ level of 3 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 3 and 203, so the entry for 3 and 120 was used; therefore, the error would be on the conservative side.

Table 27

Analysis of Variance of Principals' Scores as Classified by
Present Position as Related to Restructuring Initiatives

Source	df	Sum of Squares	Mean Square	F-value	Pr>F
School	1	2.2	2.2	0.11	.74
Pres Pos	3	28.7	9.6	0.49	.69
Sch by PP	3	143.3	47.8	2.44	.07
Error	208	4072.0	19.6		

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 208, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.6802 is necessary for significance at the $p < .05$ level of 3 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 3 and 208, so the entry for 3 and 120 was used; therefore, the error would be on the conservative side.

Initiatives were: Block Scheduling, Career Planning for All Students, Applied Academics, Application of What Is Learned to a Real World Setting, Individual Graduation Plans, Culminating Project Required for Graduation, and Advisor/Advisee for 1 and 208 degrees of freedom and 3 and 208 degrees of freedom respectively. The F -value for the School was .011 in conjunction with a $Pr>F$ -value of .74. The F -value for Present Position was .49 in conjunction with a $Pr<F$ -value of .69. The F -value for School and Present Position was 2.44 in conjunction with a $Pr>F$ -value of .07.

Table 28 displays the F -and $Pr<F$ -values for comparison of two independent variables, Present Position and School/Center, and dependent variables for KERA Initiatives were: Transformation: Kentucky's Curriculum Framework, School Based Decision Making Councils, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff, Educational Technology (KETS), Regional Service Centers or Regional Offices, and Teacher Salaries for 1 and 214 degrees of freedom and 3 and 214 degrees of freedom respectively. The F -value for the School was 16.75 in conjunction with a $Pr>F$ -value of .0001. The F -value for Present Position was 2.73 in conjunction with a $Pr>F$ -value of .04. The F -value of the School and Present Position was .65 in conjunction with a $Pr>F$ -value of

Table 28

Analysis of Variance of Principals' scores as Classified by
Present Position as Related to KERA Initiatives

Source	df	Sum of Squares	Mean Squares	F-value	Pr>F
School	1	460.9	460.9	16.75*	.0001
Pres Pos	3	225.6	75.2	2.73	.04
Sch by PP	3	53.6	17.9	0.65	.58
Error	214	5890.0	27.5		

*p < .05

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 214, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.6802 is necessary for significance at the $p < .05$ level of 3 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 3 and 214, so the entry for 3 and 120 was used; therefore, the error would be on the conservative side.

.58. The F -value was less than 2.6802 and 2.4472 respectively, therefore, signifying that the sample means are not significantly different from each other. Null hypothesis three was not rejected, indicating that demographics of the principal were not an indicator of the perceived importance of the goals of KERA.

Null Hypothesis Four

H_{04} : There are no significant relationships between the principals' perceived importance of KERA goals and their schools' KIRIS scores.

The statistical method chosen for analysis of null hypothesis four was the Pearson r . The Pearson r is the statistical procedure which, according to Gay (1979), "is usually the appropriate coefficient for determining relationship" (p. 232). The Pearson r test is the "most often used and most precise coefficient of correlation" (Best, 1981, p. 247).

The relationship is assumed to be linear; therefore, it may have a positive or negative number (Mantzopoulos, 1995). The positive number represents a positive relationship and the negative number represents a negative relationship. The closer the number is to 1 either positive or negative, the stronger the relationship.

Examination of this hypothesis used the survey instrument responses to decide if there was a relationship between the schools' KIRIS scores and the principals' perceived importance of the KERA goals. A Pearson's r statistical procedure was employed to test this hypothesis.

Table 29 displays the r -value for the comparison of the independent variable, schools' KIRIS scores, and the dependent variables for Restructuring Programs were: Restructuring, Tech Prep, School-to-Work, SREB's High Schools That Work, National Alliance for Restructuring Education, Work-Based Learning, Jobs for Kentucky's Graduates, and Academic and Vocational Integration for $n = 210$. The r -value was $-.06$ in conjunction with a p -value of $.39$. Table 30 displays the r -value for the comparison of the independent variable, schools' KIRIS scores, and the dependent variables for Restructuring Initiatives were: Block Scheduling, Career Planning for All Students, Applied Academics, Application of What Is Learned to a Real World Setting, Individual Graduation Plans, Culminating Project Required for Graduation, and Advisor/Advisee for $n = 214$. The r -value was $-.03$ in conjunction with a p -value of $.65$.

Table 31 displays the r -value for the comparison of the independent variable, schools' KIRIS scores, and the dependent variables for KERA Initiatives were:

Table 29

Pearson's r of Principals' Scores as Classified by KIRIS
Scores as Related to Restructuring Programs

$n = 210$

$r = -0.06$

$p = .39$

Note. Not significant at the $p < .05$ level

Table 30

Pearson's r of Principals' Scores as Classified by KIRIS
Scores as Related to Restructuring Initiatives

$n = 214$

$r = -0.03$

$p = .65$

Note. Not significant at the $p < .05$ level.

Table 31

Pearson's r of Principals' Scores as Classified by KIRIS
Scores as Related to KERA Initiatives

$n = 220$

$r = 0.10$

$p = .14$

Note. Not significant at the $p < .05$ level.

Transformation: Kentucky's Curriculum Framework, School Based Decision Making Councils, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff, Educational Technology (KETS), Regional Service Centers or Regional Offices, and Teacher Salaries for $n = 220$. The r -value was .10 in conjunction with a p -value of .14.

Table 32 displays the r -value for the comparison of the independent variable, schools' KIRIS scores, and the dependent variables for KIRIS Components were: Portfolio Entries for Math, Portfolio Entries for Writing, Performance Assessment, Non-Cognitive Index (Attendance), Non-Cognitive Index (Retention), Non-Cognitive Index (Dropout Rate), Non-Cognitive Index (Successful Transition), Rewards for Surpassing Threshold, and Sanctions for Not Meeting Threshold for $n = 210$. The r -value was -.001 in conjunction with the p -value of .99. The r -value was less than 1.0 signifying that the sample means are not significantly related to each other. Null hypothesis four was not rejected, indicating that the schools' KIRIS scores were not an indicator of principals' perceived importance of the KERA goals.

Table 32

Pearson's r of Principals' Scores as Classified by KIRIS
Scores as Related to KIRIS Components

$n = 210$	$r = -0.001$	$p = .99$
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Note. Not significant at the $p < .05$ level.

Null Hypothesis Five

H_{05} : There is no significant difference in the mean KIRIS scores of high schools and area technology centers.

The statistical method chosen for analysis of null hypothesis five was the one-way analysis of variance (ANOVA). The ANOVA is the statistical procedure which, according to Gay (1976), "is used to determine whether there is a significant difference between two or more means at a selected probability level" (p. 287). The ANOVA test "variance between groups" and "variance within groups" (Kerlinger & Pedhazur, 1973, p.22).

Consistent with Collyer and Enns (1986), there are four characteristics of an ANOVA. The characteristic used for this hypothesis were partitioning of variation which looks at the whole data set; "a useful measure of variation in a set of data is the sum of the squared deviations of the scores from their mean" (Collyer & Enns, 1986, p.11).

Examination of this hypothesis used the survey instrument responses to decide if there was a difference between the KIRIS scores of the high schools and the KIRIS scores of the area technology centers. A one-way analysis of variance (ANOVA) statistical procedure was employed to test this hypothesis. Table 33 displays the F - and $Pr>F$ value for comparison of the independent variable, School/Center, and the dependent variable, mean KIRIS scores for 1 and 236 degrees of freedom. The F -value was 58.0 in conjunction with a $Pr>F$ -value of .0001. The F -value was greater than 3.9201 signifying that the sample means are significantly different from each other. Null hypothesis five was rejected, indicating that the School/Center was an indicator of the KIRIS mean scores.

Null Hypothesis Six

H₀6: There is no significant difference between the principals' perceived importance of goals/academic expectations of KERA and the demographic variables of the schools.

The statistical method chosen for analysis of null hypothesis six was a two-way analysis of variance (ANOVA). The ANOVA is the statistical procedure which, according to Gay (1976), "is used to determine whether there is a

Table 33

Analysis of Variance for Schools/Centers as Classified by
Their KIRIS Scores

Source	df	Sum of Squares	Mean Squares	F-value	Pr>F
School	1	2227.4	2227.4	58.0*	.0001
Error	236	9062.0	38.40		

*p < .05

Note. An *F* ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 236, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

significant difference between two or more means at a selected probability level" (p. 287). The two-way ANOVA tests the "interaction effect" as well as the variance between groups and within groups (Jaeger, 1990).

Consistent with Collyer and Enns (1986), there are four characteristics of an ANOVA. The characteristic used for this hypothesis was partitioning of variation which looks at the whole data set; "a useful measure of variation in a set of data is the sum of the squared deviations of the scores from their mean" (Collyer & Enns, 1986, p. 11).

Examination of this hypothesis used the survey instrument responses to decide if there was a difference between demographic variables of the schools in which the principals worked and their perceived importance of goals/academic expectations of KERA. A two-way analysis of variance (ANOVA) statistical procedure was employed to test this hypothesis. Table 34 displays the F - and $Pr>F$ -values for comparison of the independent variables, School/Center and Location in the State, and the dependent variable, Kentucky Education Reform Act Goals for 1 and 228 degrees of freedom and 5 and 228 degrees of freedom respectively. The F -value for the School was 3.39 in conjunction with a $Pr>F$ -value of .07. The F -value for the Region was .91 in conjunction with a $Pr>F$ -value of .47. The F -value for the School and Region was 3.16 in conjunction with the $Pr>F$ -value of .009.

Table 35 displays the F - and $Pr>F$ -values for comparison of the independent variables, School/Center and Location in the State, and the dependent variable, Academic Expectations, for 1 and 227 degrees of freedom and 5 and 227 degrees of freedom respectively. The F -value for the School was .23 in conjunction with a $Pr>F$ -value of .63. The F -value for the Region was 1.39 in conjunction with a $Pr>F$ -value of .23. The F -value for the School and Region was

Table 34

Analysis of Variance of School's Demographics (Location) as
Classified by Kentucky Education Reform Act Goals

Source	df	Sum of Squares	Mean Squares	F-value	Pr>F
School	1	2.7	2.7	3.39	.07
Region	5	3.6	0.7	0.91	.47
Sch by Reg	5	12.5	2.5	3.16*	.009
Error	228	180.9			

* $p < .05$

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). the table does not have 1 and 228, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.2899 is necessary for significance at the $p < .05$ level of 5 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 5 and 228, so the entry for 5 and 120 was used; therefore, the error would be on the conservative side.

Table 35

Analysis of Variance of School's Demographics (Location) as
Classified by Academic Expectations

Source	df	Sum of Squares	Mean Squares	F-value	Pr>F
School	1	0.24	0.24	0.23	.63
Region	5	7.1	1.4	1.39	.23
Sch by Reg	5	6.8	1.4	1.33	.25
Error	227	231.7			

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degree of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 227, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

An F ratio of 2.2899 is necessary for significance at the $p < .05$ level of 5 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 5 and 227, so the entry for 5 and 120 was used; therefore, the error would be on the conservative side.

1.33 in conjunction with the $\text{Pr}>F$ -value of .25.

Table 36 displays the F -value for comparison of the independent variables, School/Center and Enrollment, and the dependent variable, Kentucky Education Reform Act Goals for 1 and 236 degrees of freedom. The F -value for the School was 3.32 in conjunction with a $\text{Pr}>F$ -value of .07. The F -value for Enrollment was 5.57 in conjunction with a $\text{Pr}>F$ -value of .02. The F -value for the School and Enrollment was 1.64 in conjunction with the p -value of .20. Table 37 displays the F - and $\text{Pr}>F$ -values for comparison of the independent variables, School/Center and Enrollment, and the dependent variable, Academic Expectations, for 1 and 235 degrees of freedom. The F -value for the School was .23 in conjunction with a $\text{Pr}>F$ -value of .63. The F -value for Enrollment was in conjunction with a $\text{Pr}>F$ -value of .06. The F -value for the School and Enrollment was 1.71 in conjunction with the $\text{Pr}>F$ -value of .19. The F -value was less than 3.9201 signifying that the sample means are not significantly different from each other. Null hypothesis six was not rejected, indicating that location and enrollment were not indicators of the principals' perceived importance of goals/academic expectations of KERA.

Table 36

Analysis of Variance of Schools' Demographics (Enrollment)
as Classified by Kentucky Education Reform Act Goals

Source	df	Sum of Squares	Mean Squares	F-value	Pr>F
School	1	2.7	2.7	3.32	.07
Enrollment	1	4.5	4.5	5.57*	.02
Sch by En	1	1.3	1.3	1.64	.20
Error	236	191.2	0.8		

* $p < .05$

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 236, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

Table 37

Analysis of Variance of Schools' Demographics (Enrollment)
as Classified by Academic Expectations

Source	df	Sum of Squares	Mean Squares	F-value	Pr>F
School	1	0.24	0.24	0.23	.63
Enrollment	1	3.5	3.5	3.45	.06
Sch by En	1	1.7	1.7	1.71	.19
Error	235	240.3	1.0		

Note. An F ratio of 3.9201 is necessary for significance at the $p < .05$ level of 1 degrees of freedom (Mantzopoulos, 1995, p.A.6c). The table does not have 1 and 235, so the entry for 1 and 120 was used; therefore, the error would be on the conservative side.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

This chapter includes a summary of the study, the primary findings of the study, conclusions that were drawn from the findings, recommendations for further research, as well as implications of the study.

Summary

The purpose of this study was to examine the schools' KIRIS scores as related to the principals' instructional leadership. A theoretical framework and review of the related literature was developed that supports the role of the principal as the instructional leader of the school. The literature also revealed that educational reform is an ongoing process.

The population selected for this study was the public school principals in Kentucky high schools including grades 9 through 12, and all area technology centers, both local and state controlled.

Six null hypotheses were developed to determine where significant differences or significant relationships

existed. Null hypotheses one and two focused on the significant differences between principals categorized by school/center. Null hypothesis three concentrated on the significant differences of demographic variables of the principals. These variables were school/center in which the principal works, highest degree earned by the principal, years of administrative experience, and years in the present position. Null hypothesis four centered on the significant relationships of the principals' schools' KIRIS scores and KERA goals. Null hypothesis five focused on significant differences among the KIRIS scores of the principals' school/center. Null hypothesis six concentrated on significant differences of demographic variables of the school/center. These variables were the location of the school/center in the state and the enrollment of the school/center.

A survey instrument developed by the researcher was used to collect data for the study. The survey instruments were mailed to 277 selected principals in Kentucky. The survey instrument contained two parts; the first part consisted of statements pertaining to the various aspects of KERA and KIRIS. The second part contained two sections: the first section consisted of demographics related to the principals, and section two consisted of demographics related to the school.

The coded survey instruments were mailed to the principals with a return envelope. Two weeks later a reminder letter, another survey instrument, and another envelope were mailed to the principals who had not responded. The researcher received a total return of 242 survey instruments, which was a response rate of 87.36%.

The returned survey instruments were verified and compiled as usable information. The statistical analyses were performed using the Statistical Analysis System (SAS).

The demographic data produced information in regard to frequency data of gender, age, highest degree earned, teaching experience, administrative experience, years in present position, professional development attendance in the past two years, KERA materials access, retraining provided, school enrollment, type of school, location of the school in the state, and schools' KIRIS scores. Analysis of variance (ANOVA), both one-way and two-way, were used to determine if there were significant differences between the high school principals and the area technology center principals. Pearson's r was used to find out if there were significant relationships between the high school principals and the area technology center principals.

Major Findings

The ensuing are the major findings which resulted from the statistical methods used to discover whether the principals differed in their perceptions of the importance of reform issues.

1. There were differences found between the perceived importance of the KERA goals of the principals and the school/center in which they work. However, there was not a difference in the importance of the restructuring initiatives which were: block scheduling, career planning for all students, applied academics, application of what is learned to a real world setting, individual graduation plans, culminating projects required for graduation, and advisor/advisee.

2. There were no differences found in the importance of the KIRIS rating scores of the principals in regard to the school/center in which they work.

3. There were no differences found in the importance of the goals of KERA of the principals in regard to their demographics. However, there was a difference in the importance of Restructuring Programs which were: Restructuring, Tech Prep, School-to-Work, SREB's High Schools That Work, National Alliance for Restructuring Education, Work-Based Learning, Jobs for Kentucky's

Graduates, and Academic and Vocational Integration in relation to the school in which the principal worked. There was also a difference in the importance of KERA initiatives which were: Transformation: Kentucky's Curriculum Framework, School Based Decision Making Councils, Extended School Services, Family Resource and Youth Service Centers, Professional Development for All Certified Staff, Educational Technology (KETS), Regional Service Centers or Regional Offices, and Teacher Salaries in relation to the school in which the principal worked.

4. There were no relationships found in the importance of the goals of KERA of the principals in regard to their schools/centers KIRIS scores.

5. There were differences found in the KIRIS mean scores of the schools/centers.

6. There were no differences found in the importance of the goals of KERA and the academic expectations of the principals in regard to location in the state and enrollment of the school/center. However, there were differences in the importance of the goals of KERA of the principals in regard to location in the state. There was also a difference in the importance of the goals of KERA of the principals in regard to enrollment of the school in which they worked.

Conclusions

Within the boundaries of the delimitations of this study, and with the limit that the findings and data were reliable and valid, the ensuing conclusions have been inferred. The conclusions are based on the statistical analyses of the data provided by the principals and the review of the related literature.

1. The school/center in which the principal works is an indicator of the perceived importance of the Kentucky Education Reform Act and its goals. However, the data showed there is no difference in respect to the importance of changing the school day's structure (block scheduling), career planning for all students, teaching all academics in an applied method (applied academics), applying what is learned to the real world (application of what is learned to a real world setting), individual graduation plans, culminating projects required for graduation and the advisor /advisee program. This directly relates to the theory that the principal is the instructional leader of the school.

2. Principals, regardless of where they work, believe that KIRIS rating scores are important. This directly relates to meeting the minimum threshold levels. This group of questions prompted the largest number of write-in responses from the principals. From those responses most

principals believe that the testing system (KIRIS) is invalid.

3. The principals' demographics in relation to highest degree earned, years in administration, and years in present position are reflected in their responses. There were differences in restructuring programs and KERA initiatives in regard to which school the principal worked. However, principals with fewer years in administration and few years in their present positions were more accepting of change.

4. The principals who believe KERA is important were not reflected in the school/center KIRIS scores. The scores were not higher.

5. The high schools and area technology centers KIRIS scores were different; therefore, it could be concluded that high schools do necessarily score higher on KIRIS than area technology centers score on KIRIS.

6. Principals in different locations of the state do believe that their location in the state is related to the Kentucky Education Reform Act but not to the importance of the academic expectations. Enrollment of the school relates to the importance of both the Kentucky Education Reform Act and the academic expectations. The size of the school affects the importance of the Kentucky Education Reform Act

and the academic expectations.

7. Almost one-third of the principals who responded reported that they had not received sufficient state provided retraining to be the kind of school leader expected by KERA.

8. To have a successful school, organizational change is necessary. The change must be a total school effort being led by the principal.

Recommendations

With the review of related literature, findings, and conclusions, the following recommendations are presented in regard to this study:

1. Further research is necessary to explore the possibility of significant differences in instructional leadership abilities of high school principals and area technology center principals.

2. An in-depth study of the KIRIS testing system is needed to determine if the test is valid and reliable.

3. Because of the differences in the principals' demographics, an expanded analysis of the principals who participated in this study is needed to find out if there are other contributing factors.

4. Further research should be conducted to determine

and compare other factors that contribute to the schools/centers KIRIS scores.

5. There is a need to conduct further research in regard to the demographics of the schools/centers and the goals of the Kentucky Education Reform Act, in which the main purpose of the reform act was to equalize schools in the state.

6. A similar study could be replicated on a national level to determine if instructional leadership abilities are related between high school principals and vocational school principals.

7. A longitudinal study of the principals who participated in this study could be interesting to see if their instructional leadership abilities change over the years.

8. A longitudinal study of the same schools/centers could be interesting to see if their curriculums are more reflective of business and industry's needs.

9. Further research should be conducted to determine whether a relationship exists between certification requirements of principals and their instructional leadership abilities.

10. There is a need to conduct further research to determine whether the professional development provided for

principals is effective and beneficial to the principals.

11. Further research should be conducted to determine whether a difference exists in schools/centers where educational reform changes have taken place.

12. Further research is necessary to determine if successful schools have undergone organizational change.

Implications

1. Professional development needs to continue to be provided to the principals to encourage their leadership development.

2. Principals should be knowledgeable of instructional leadership and how the influence of the individual's leadership affects the school/center.

3. Universities should provide more instructional leadership instruction for principals during their internships.

4. The ultimate responsibility for instructional leadership in a school/center rests on the shoulders of the principal.

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APPENDICES

Appendix A

Code No. _____



SECONDARY
PRINCIPALS'
PERCEPTIONS
OF THE KENTUCKY
EDUCATION REFORM
ACT AND KENTUCKY
INSTRUCTIONAL
RESULTS INFORMATION
SYSTEM

This survey is designed to enable us to better understand how Principals perceive the importance of the Goals and Academic Expectations of KERA and KIRIS. Please answer all the questions. If you wish to comment on any question, please feel free to use the margins. Your comments will be read and taken into consideration. Please return to:

Secondary Services Branch
Department for Technical Education
Workforce Development Cabinet
2036 CPT, 500 Mero St.
Frankfort, KY 40601

Thank you for your help.

Appendix A

PRINCIPALS PERCEIVED IMPORTANCE OF KERA AND KIRIS

Following are a number of issues dealing with your perceived importance of KERA and KIRIS issues. Please circle the number you feel appropriate, 1 = NOT IMPORTANT; 2 = SOMEWHAT IMPORTANT; 3 = IMPORTANT; 4 = VERY IMPORTANT; and 5 = EXTREMELY IMPORTANT.

	NOT IMPORTANT	SOMEWHAT IMPORTANT	IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
1. The Kentucky Education Reform Act (KERA) Goals	1	2	3	4	5
2. Academic Expectations (Learner Outcomes)	1	2	3	4	5
3. Kentucky Instructional Results Information System (KIRIS) Scores	1	2	3	4	5
4. Portfolio Entries For Math	1	2	3	4	5
5. Portfolio Entries For Writing	1	2	3	4	5
6. Performance Assessment	1	2	3	4	5
7. Non-Cognitive Index (Attendance)	1	2	3	4	5
8. Non-Cognitive Index (Retention)	1	2	3	4	5
9. Non-Cognitive Index (Dropout Rate)	1	2	3	4	5
10. Non-Cognitive Index (Successful Transition)	1	2	3	4	5
11. Rewards For Surpassing Threshold	1	2	3	4	5
12. Sanctions For Not Meeting Threshold	1	2	3	4	5
13. Restructuring (High School And/Or Area Center)	1	2	3	4	5
14. Tech Prep	1	2	3	4	5
15. School To Work	1	2	3	4	5
16. Southern Region Education Board's "High Schools That Work"	1	2	3	4	5
17. National Alliance For Restructuring Education	1	2	3	4	5

Appendix A

	NOT IMPORTANT	SOMEWHAT IMPORTANT	IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT
18. Work-Based Learning (Co-Op, Shadowing, Registered Pre-Apprenticeships, etc.)	1	2	3	4	5
19. Jobs For Kentucky's Graduates	1	2	3	4	5
20. Academic and Vocational Integration (High School Teacher and Area Center Teacher or High School Teacher and High School Teacher)	1	2	3	4	5
21. Block Scheduling	1	2	3	4	5
22. Career Planning For All Students	1	2	3	4	5
23. Applied Academics	1	2	3	4	5
24. Transformation: KY's Curriculum Framework	1	2	3	4	5
25. Application of What Is Learned To A Real World Setting	1	2	3	4	5
26. School Based Decision Making Councils	1	2	3	4	5
27. Individual Graduation Plans, or Individual Career Plans, etc.	1	2	3	4	5
28. Culminating Project Required For Graduation	1	2	3	4	5
29. Extended School Services	1	2	3	4	5
30. Family Resource and Youth Service Centers	1	2	3	4	5
31. Professional Development For All Certified Staff	1	2	3	4	5
32. Educational Technology (KETS)	1	2	3	4	5
33. Regional Service Centers or Regional Offices	1	2	3	4	5
34. Teacher Salaries	1	2	3	4	5
35. Advisor/Advisee Program	1	2	3	4	5

PRINCIPALS' DEMOGRAPHIC QUESTIONNAIRE

Please provide the following information about yourself and your school. All replies will be kept strictly confidential. No individuals, schools or school systems will be identified. The Code No. which appears on the cover page of this questionnaire will be used only for follow-up mailing and to assure the random character of the returns.

The immediate return of the completed questionnaire in the enclosed self-addressed envelope will be greatly appreciated.

Section I

1. Gender: ☐ Male ☐ Female

2. Age:

3. Highest Degree earned:
 ☐ No Degree
 ☐ Associate's
 ☐ Bachelor's
 ☐ Master's
 ☐ Educational Specialist
 ☐ Doctorate

4. Number of formal graduate hours earned in Educational Administration:
 Semester hours or
 Quarter hours

5. Total number of years teaching experience: (non-administrative) Years.

6. Total number of years administrative experience: Years.

7. Number of years in your present position: Years.

Appendix A

8. Have you attended professional development activities, or conferences related to KERA, KIRIS or Restructuring within the last two years? ☐ Yes ☐ No
If yes, how many .
9. Have you had access to visual or printed material about KERA, KIRIS, or Restructuring within the last two years?
☐ Yes ☐ No
10. Have you had sufficient state provided retraining to be the kind of school leader expected by KERA?
☐ Yes ☐ No

Section II

1. Please list the enrollment of students by grade level:
 9th grade
 10th grade
 11th grade
 12th grade
2. Have the educational changes helped your school?
 If Yes, Please cite one example of how.
 If No, Please cite one reason why not.

Appendix B

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



05/07/96

Office of Research
404 Andy Holt Tower
Knoxville, Tennessee 37996-0140
PHONE: (423) 974-3466
FAX: (423) 974-2805
URL: <http://www.ra.utk.edu/ora>

IRB # : 4977 B

Title : Importance of Goals & Academic Expectations of High School
Principals & Area Technology Center Principals for the Kentucky
Education Reform Act

Wogoman, Joyce A.
Human Resources
1825 Ranier Dr.
Lexington, KY 40505

Cheek, Dr. Gerald
Human Resources
367 HPER Bldg.
Campus

Your project listed above was reviewed. It qualified for expedited review and has been approved.

This approval is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #3 below).

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. To retain signed consent forms from subjects for at least three years following completion of the project.
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

The Committee wishes you every success in your research endeavor. This office will send you a renewal notice on the anniversary of your approval date.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven B. Pulik".

Steven B. Pulik
Coordinator of Compliances

cc: Dr. Peter J. Dean, II



Cabinet for Workforce Development
Department for Technical Education

Rodney S. Cain
Secretary

500 Mero Street • Capital Plaza Tower • Frankfort, Kentucky 40601
(502) 564-4286 FAX (502) 564-5316

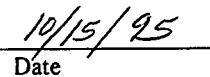
William D. Huston
Commissioner

Permission Letter from Department for Technical Education

As Division Director of School Operations, Department for Technical Education, I hereby grant permission to Joyce A Wogoman, Doctoral Candidate at University of Tennessee-Knoxville, to conduct a survey of secondary principals' in our system who are involved in the implementation of KERA.

I understand that the survey is part of her dissertation and that the results will be kept in the strict confidence, with only a summary of the results published.


Division Director


Date



Cabinet for Workforce Development
Department for Technical Education

Rodney S. Cain
Secretary

500 Mero Street • Capital Plaza Tower • Frankfort, Kentucky 40601
(502) 564-4286 FAX (502) 564-5316

William D. Huston
Commissioner

Dear Principal:

Recognizing the critical role of the principal in making the Kentucky Education Reform Act effective, we feel it is imperative that professional development programs for principals provide the needed information and activities. Therefore, I am requesting your help with the enclosed questionnaire. This information will help with my dissertation research project at The University of Tennessee-Knoxville.

This questionnaire was designed to obtain information regarding your perceptions of the importance of goals and academic expectations of the Kentucky Education Reform Act and the Kentucky Instructional Results Information System. Please be assured that your responses will be held strictly confidential. Neither your name nor that of your school will appear in any report of the study. The Code No. which appears on the questionnaire will be used for follow-up mailing only and to verify the randomness of the returns. Your consent to participate in this study will be indicated by your return of the completed questionnaire.

The results of this research project will help us plan your future professional development programs. You may receive a summary of the results by printing your name and address on the back of the return envelope.

I know that you are extremely busy and that your time is very valuable. However, I feel confident that you will find time to assist us. Your assistance in completing the questionnaire is very valuable to us in planning future programs.

Sincerely,

Joyce A. Wogoman, Manager
Secondary Services



Cabinet for Workforce Development
Department for Technical Education

Rodney S. Cain
Secretary

500 Mero Street • Capital Plaza Tower • Frankfort, Kentucky 40601
(502) 564-4286 FAX (502) 564-5316

William D. Huston
Commissioner

Dear Mr. :

Approximately two weeks ago, I requested your assistance in completing the enclosed questionnaire. To date I have not received your response. If your response has crossed with this letter in the mail please accept my apology.

I realize that you are extremely busy, but your response to the questionnaire is very important to us. Please take a few minutes to complete the enclosed questionnaire. In case you misplaced the first one, I have included another for your convenience. Please be assured that your responses will be held strictly confidential.

Thank you for your time and assistance.

Sincerely,

Joyce A. Wogoman, Manager
Secondary Services

VITA

The writer, Joyce Ann Wogoman, was born July 15, 1957, in Greenville, Ohio. The writer attended Morehead State University where she received a BS degree in Industrial Arts in 1979, and a MS degree in Vocational Education in 1981. In 1988, the writer received the equivalent to a Rank I from the University of Tennessee-Knoxville, where she is currently a doctoral candidate.

The writer has held several positions in education and industry. She has been a teacher in both the secondary and postsecondary systems, and administrator for the State Departments of Education and Technical Education. In industry she has worked as a general laborer, a field technician, and a supervisor. The writer is currently working for the State Department for Technical Education as a Coordinator for "HSTW", Tech Prep, and "STW".

Joyce has presented at local, state, and national conferences, workshops, and seminars. She has served as President of Kentucky's Applied Technology Education Association which serves teachers in the state. She is an avid collector of Barbie Dolls and Merry Miniatures.

Upon completion of her doctoral degree she plans to enroll at Eastern Kentucky University to finish her principals certification.