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A Contextual Examination Of Mississippi's Principal Preparation Programs And Their Impact On Student Achievement

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A CONTEXTUAL EXAMINATION OF MISSISSIPPI'S PRINCIPAL PREPARATION
PROGRAMS AND THEIR IMPACT ON STUDENT ACHIEVEMENT

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ABSTRACT

Principal preparation programs have faced increased scrutiny concerning their effectiveness in preparing K-12 administrators (Bennet, Gooden, Lindauer, & Petrie, 2001). Due to consistently stagnant academic performance of schools across the nation and reported shortages of quality school leaders, principals have been pushed front and center as the targeted school leader responsible for school failure. Because principals received their preparation from either a traditional or alternate route principal program, there is a need to re-exam the effectiveness of these programs to enhance principal practice and principal performance.

The purpose of this quantitative study, *A Contextual Examination of Mississippi's Principal Preparation Programs and their Impact on Student Achievement*, is to determine whether a difference exist between Mississippi's traditional and alternate route principal preparation programs. The study also determines if there is a difference between Mississippi's eight principal preparation programs and student achievement. Mississippi's principal preparation programs include the following: Delta State University; Jackson State University; Mississippi College, Mississippi State University; The University of Mississippi; University of Southern Mississippi; William Carey University; and the Mississippi Alternate Path to Quality School Leaders. The 384 principals in the study are graduates of Mississippi's principal preparation programs who served three consecutive years as a principal during the 2010-2011 to 2012-2013 school years.

Using the independent t-test, the study finds no significant difference in student achievement scores of traditional and alternate route principal preparation programs. Using an

ANOVA, the study finds significant differences that exist between the eight Mississippi's principal preparation programs. Providing that the results are based on principal preparation programs and student achievement, the following recommendations are put forward: 1) Examine the alignment between the types of principal preparation program as it relates to rural and urban populations served; 2) Establish professional learning communities of faculty in principal preparation programs to identify collective practices best serve the needs of school districts; 3) Revisit the mission of principal preparation programs to determine if and how student achievement gets integrated within the delivery of the curriculum; and 4) Explore the covariant factors of how student socioeconomic status, parental involvement, and years of experience as a school leader affects leadership performance. The study concludes with a newly proposed conceptual framework in which further research would expose in greater details the impact principal preparation programs have on student achievement.

DEDICATION

Venita Kaye Bolden

my wife, my friend, my heart

and

Annie Louise Nelson

my mother, my inspiration, my rock

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

The delivery of American education for increased student achievement is influenced by the quality and practices of school leaders. Due to consistently stagnant academic performance of schools across the nation, principal preparation programs have faced increased scrutiny concerning their effectiveness in preparing K-12 administrators (Bennet, Gooden, Lindauer, & Petrie, 2001). These principals leading our nation's schools graduated or received certification to practice school administration from either a traditional or alternate route principal preparation program (Shelton, 2010). Traditional principal preparation programs are defined as completing an accredited college or university leadership program; whereas, alternate route principal preparation programs are certification programs approved by their state departments of education. Furthermore, alternate route programs operate completely outside the collegial setting but may collaborate with a local university or college to meet certification requirements. Regardless the program type, principals are expected to assume administrative roles with the necessary skills to improve overall student achievement (Davis & Jazzar, 2005). Thus, an examination of principal preparation programs becomes critically important on understanding their impact for the practice of leadership.

Research clearly indicates principals are critical to school improvement and student academic success (Branch, Hanushek, & Rivkin, 2013). A school principal is responsible for leading the transformational processes and assisting in developing a strong academic program

by providing the necessary support needed for overall school improvement. Shelton (2010) explains the need for effective leadership:

> Nearly 60 percent of a school's influence on student achievement is attributable to principal and teacher effectiveness: principals account for as much as a quarter and teachers over a third of a school's total impact on achievement. Research also suggests that there are virtually no documented instances of troubled schools being turned around without an effective leader. Investments in effective principals can be a cost-effective way to improve teaching and learning, and these investments have the ability to dramatically improve student achievement. (p. 1)

Therefore, school enhancement through measurable results in student achievement has pushed principals front and center as the targeted leaders responsible for ensuring students' acceptable academic performance (Herrington & Willis, 2005).

Due to demands placed on school stakeholders to improve the quality of education, a variety of principal preparation programs for school principals have evolved. Currently, eighty-four percent of all principal preparation programs in the country are traditionally based (Briggs, Cheny, Davis, & Moll, 2013). These college or university programs prepare and graduate the majority of all school leaders currently working in K-12 schools today. Although several schools have not reached the level of achievement as defined by of No Child Left Behind (NCLB), there are documented cases where low performing public schools in high risk areas have shown increases in their academic performance as it relates to school leadership. Recognizing effective school leadership is a necessity for turning around low-performing schools. In response to this need, state legislators have approved a variety of options to obtain principal certification in order to cultivate a steady supply of principals who can dramatically increase achievement.

2

Problem Statement

As educators with administration degrees are relinquishing the principal's office or moving into central office roles of administration, a shortage of quality school leaders has swept the nation. The shortage is due to the increased pressure for higher levels of student achievement, along with organizational management demands, salary inadequacy, unreasonable parent demands, and lengthy working hours (Hewitt, Denny, & Pijanowski, 2011; Goff, 2001). Because of these demands, educators with a license to practice school administration are choosing not to enter the principalship (Hewitt et al., 2011; Goff, 2001; Whitaker, 2003). A vast quantity of educators have obtained credentials to practice administration, but many of them remain in the classroom, assume another role in the school system, or retire from education rather than face the demands of a school principal. The shortage has not only resulted in fewer and less qualified candidates but has also stimulated the need to create principal alternate route programs to fill vacant principal positions quickly (Hewitt et al., 2011; Goff, 2001).

School districts are looking for principals with exceptional skills to transform schools and increase student achievement. Due to the urgency to fill principal positions where needed, the creation of alternate route programs has increased as a strategy to eliminate the principal shortage and improve student achievement, particularly in low performing urban and rural schools across the nation (Goff, 2001; Whitaker, 2003). School district leaders find it difficult to hire effective principals at schools with consistently low-test scores situated in high-poverty areas. Therefore, state officials have authorized departments of education to approve alternative methods to certify school leaders without completing a college or university K-12 leadership program.

Alternate route principal preparation programs use curricula focusing on leadership practices similar to traditional programs while different in program design (Hale & Mormoon, 2003). The alternate route programs mainly focus on the practical aspect of leadership as opposed to the traditional model, which includes theory. A reliable measurement of which type of principal preparation program (traditional or alternate route) yields the greatest impact on leadership effectiveness for student achievement has yet to be determined. Levine (2005) emphasized the need for examination:

> While there is a good deal of research showing that principals make a difference in the success of students, there is no systematic research documenting the impact of school leadership programs on the achievement of children in the schools and school systems that graduates of these programs leads. (p. 12)

Most current research examines the quality of principal preparation programs and what should be included in the curriculum to produce effective leaders. However, there is a lack of research concerning how principal preparation programs affect student achievement. Recent reports identified a number of individuals who graduated with credentials from traditional and alternate route principal preparation programs, but the quality of these leaders and their training to lead schools effectively based on student achievement has not been examined to determine program effectiveness (Hess & Kelly, 2005). Therefore, there is a need to assess the effectiveness of leaders and examine the principal preparation programs these leaders attended.

Thus, the purpose of this quantitative study is to determine if there is a significant difference between student achievement in schools led by principals who have completed a traditional or alternate route principal preparation program. The independent variable is principal preparation program and the dependent variable is student achievement. Additionally, the study

seeks to determine if there is a significant difference in student achievement between Mississippi's eight principal preparation programs. The independent variable is Mississippi's eight principal preparation programs and the dependent variable is student achievement. A quantitative analysis is used to determine if there is a statistically significant difference between principal preparation programs' impact on student achievement in Mississippi's schools.

Research Questions

1. Is there a significant difference in student achievement between Mississippi's traditional and alternate route principal preparation programs?

2. Is there a significant difference in student achievement between Mississippi's eight principal preparation programs?

Research Hypotheses

1. There is no significant difference in student achievement between Mississippi's traditional and alternate route principal preparation programs.

2. There is no significant difference in student achievement between Mississippi's eight principal preparation programs.

Conceptual Framework

The conceptual framework of the study uses principal preparation programs as the construct for determining differences that might exist in the practices of school leaders. Such differences become the factors for influencing the academic outcomes of students. The following figure is a conceptual model depicting the junctures of the process:

Principal Preparation	→	Principal Practice	→	Principal Performance
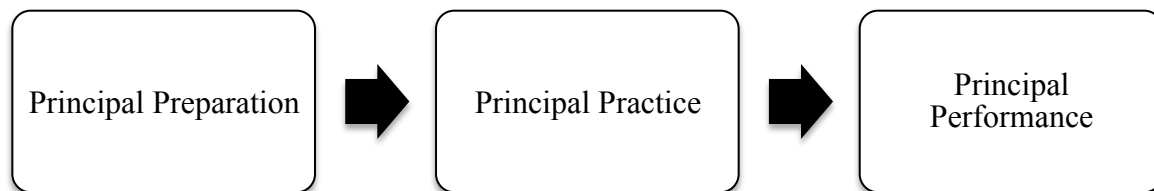
Figure 1. A Linear Model of Principal Preparation, Principal Practice, and Principal Performance

The first construct in the conceptual framework is the type of principal preparation program. There are two common types of programs: traditional and alternate route. The traditional principal preparation program is identified as a college or university leadership program, and the alternate route principal preparation program is considered a non-traditional model that leads to principal certification. Hoy and Miskel (2008) explains the importance of principal practice of school leaders:

> Leaders are important because they serve as anchors, provide guidance in times of change, and are responsible for the effectiveness of the organization. General agreement exists that leadership involves a social influence process. The leader exerts intentional influence over others to structure activities and relationships in a group or organization. A number of personality, motivation, and skill characteristics increase the likelihood that individuals can and will engage in effective leadership efforts to influence others. (p.468)

The type of principal preparation program a school leader completes influences the practices of that leader. In effect, the skills principals learn in their respective programs are put to practice to socially influence its participants, which impact overall student achievement. The conceptual framework is useful for contextualizing influences associated with school leaders who are prepared by traditional or alternate route programs. Therefore, it is essential to examine the characteristics of each program design as they influence leadership practice.

Levine (2005) describes traditional principal preparation programs as being classroom centered and stationed at universities where professors of education lecture on leadership theory and practice. Individuals pursuing a degree in leadership as a requirement for principal licensure attend classes taught by a faculty of doctoral professors on university or college campuses. The courses taught focus on effective practices of school leadership based on research and application of school leaders. After reviewing syllabi from several universities, Hess and Kelly (2005) have realized traditional principal preparation programs on an average spend 29.6% of instructional time during the course of a week on technical knowledge. Technical knowledge is research training, budget, technology, facilities, and law (Hess and Kelly, 2005). In addition, the study has revealed that 17.3% of the class instructional time was spent on managing for success, and 16.8% was spent on managing employees. Managing instructional leadership as an isolated topic was given only 10.9% of the instructional time. Traditional principal preparation programs spent more instructional time on organizational functions and delivered instruction using academic models based on philosophy and theory.

According to Lashway (1999), most alternate route principal preparation programs have been designed on a cohort model in which the candidates progress through the courses together in a pre-arranged sequence and in most cases instructed by non-academia. The structure of most alternate route principal preparation programs is based on job related and problem-based learning. The instruction focuses on the practical application of theory and research by engaging candidates in data analysis activities and requiring them to display specific leadership skills needed to improve school success. Because most alternate route principal candidates occupy a leadership position while progressing through the program, they are able to implement what they have learned through their experiences. According to Bridges and Hallinger (1997), this type of

performance-based learning has been viewed as a way to prepare candidates with a wealth of experiences before assuming a position as a school leader. However, research does not quantitatively identify the impact alternate route principal preparation programs have on student success to determine their effectiveness. See Table 1 for differences between traditional and alternate route principal preparation programs.

Table 1

Descriptions of Traditional and Alternate Route Principal Preparation Programs

Traditional	Alternate Route
• Instruction taught by university professors with more experience centered on research, principal experience may or may not exist.	• Instruction primarily taught by non-profit and for profit entities, usually non-university instructors or formal administrators.
• Academic Course & Cohort Model	• Cohort & Professional Development Model
• Theory and philosophy based curriculum	• Primarily Performance Based Learning
• Primary focus on organizational management	• Primary focus on leadership development
• Participants complete an internship but hold a position within the school other than a building administrator.	• Participants generally work as a school administrator while completing the program.

Traditional and alternate route programs share similarities but are different by design. Both programs use the cohort model. Candidates begin and end the program together as a group.

Traditional principal preparation programs are exclusively taught by instructors who possess a doctoral degree in educational leadership. Alternate route programs are taught by professors of education, principals, or retired administrators. The traditional model curriculum is based on theory and overall management with an emphasis on implementation. Additionally, an internship is required for degree completion. However, this internship must be completed while working in a capacity other than administration. The alternate route program focuses on leadership development and relies on experience as many of its candidates hold a position assisting a principal of a school. They serve as an assistant or full time intern of the principal as they complete the program requirements. At the completion of a traditional route program, candidates are awarded an advanced degree while alternate route programs only award certificates for completion and may attribute credit hours toward a leadership degree if partnered with a university.

Because of design differences, this study analyzes the interaction between type of principal preparation program and student achievement. The study sought to determine if there is a significant difference between Mississippi's traditional and alternate route principal preparation programs and if there is a significant difference between Mississippi's eight principal preparation programs. By using school student achievement, it provides a measureable method to determine which principal preparation programs disclose the greatest impact on student learning.

Research Limitations

There are several limitations in the study. The study only uses school level student achievement data retrieved from the Mississippi Accountability Assessment Reporting System (MAARS). This system is currently the only known source for retrieving data concerning school assignments and student performance. Also, The Quality of Distribution Index (QDI) is used to

determine principal preparation program effectiveness, as this is the method the Mississippi Department of Education uses to measure student academic performance. To control for variance between and among groups, practicing leaders who served as a Mississippi public school principal from 2010-2011 school year (SY) to 2012-2013 SY, graduated from a Mississippi traditional principal preparation program, or completed the requirements of the Mississippi alternate route principal preparation program were selected as participants for the study. The number of principals completing a particular program or the retention rate of principals during the three consecutive years of the study affected the population size. For instance, The Mississippi University for Women yielded no graduates to fit the characteristics of the target population of the study. Therefore, the study only compares five public and two private traditional principal preparation programs against the one alternate route program instead of the initial eight traditional principal preparation programs.

There are over one thousand principals leading schools in Mississippi. The population size of the study has been reduced to 384 principals. Furthermore, the number of alternate route graduates is smaller than most traditional programs due to the number of alternate route principals produced by the one Mississippi alternate route program in the state. This is also true when looking at each individual principal preparation program in Mississippi, as principals were able to decide which program they wanted to complete. Principals' years of experience is a limitation of the study due to the range of years of experience among administrators within the population. Due to several revisions of principal preparation programs, knowing which principals completed what leadership program design is a limitation of the study.

Research Delimitations

Examining differences between traditional and alternate route programs by studying only Mississippi's principal preparation programs is a delimitation of the study. Principals were excluded from the population who received training from both a Mississippi traditional and alternate route principal preparation program as this conflicts with the conceptual framework. School leaders who did not serve three consecutive years along with those principals who served at a non-tested school were also eliminated from the study. Additionally, principals who served at a school exempted from the Mississippi Accountability School Model, meaning the school did not receive a school QDI each year from 2010-2011 SY to 2012-2103 SY, were exempted from the study as well. According to Hassel, Hassel, Arkin, Kowal, and Steiner (2006), it takes school leaders three or more years to experience school success and turnaround. Therefore, only leaders who served for at least three years at the same school were used in the study.

Definitions of Terms

1. Alternate route principal preparation programs – An experientially based model where participants progress through the program in a cohort model while working at least 50% of the time as a school administrator (Lashway, 1999).

2. Educational Leadership Constituent Council Standards (ELCC) – A list of standards used to evaluate principal preparation programs of colleges of education seeking National Council for Accreditation of Teacher Education (NCATE) sanction (National Policy Board for Educational Administration, 2011).

3. Interstate School Leaders Licensure Consortium Standards (ISLLC) – A list of standards that represent broad high-priority themes education leaders must address to promote the success of every student (Murphy, 2005).

4. Quality Distribution Index (QDI) – A value is calculated using data from the Mississippi Curriculum Test 2 (MCT2) language arts and mathematics tests; Subject Areas Testing Program (SATP) data from the Algebra I, Biology I, English II, and U.S. History tests; and results from the language arts and mathematics sections of the MAAECF (Mississippi Department of Education, 2013)

5. Mississippi Assessment Accountability Reporting System (MAARS) – A public database that provides an annual estimate of instructional effectiveness for each school districts and most schools in the state. The system uses results from statewide assessments administered at certain grades and in certain high school courses. For most districts and for some schools, the system also uses information about high school completions (Mississippi Department of Education, 2013).

6. Mississippi Department of Education (MDE) – The state education agency of Mississippi which provides resources and technical support to Mississippi's public school system. The department also functions as a resource for federal education requirements and funding (Mississippi Department of Education, 2013).

7. National Council for Accreditation of Teacher Education (NCATE) – NCATE assures the quality and supports continuous improvement to strengthen P-12 student learning in educator preparation programs through evidence-based accreditation (National Council for Accreditation of Teacher Education, 2013).

8. No Child Left Behind – No Child Left Behind (NCLB) is the 2002 reauthorization of the Elementary and Secondary Education Act of 1965. This law mandates that all public schools receiving federal funds must implement a standardized testing program. These students are tested once a year across the state. Failure to demonstrate

yearly adequate progress will result in school improvement or possible school restructuring of the school (Perlstein, 2007, p. 32).

9. School Leaders Licensure Assessments (SLLA) – A test developed to provide thorough, fair, and carefully validated assessments for states to use as part the licensure process for principals, superintendents, and school leaders. The test reflects the most current research on professional judgment and experience of educators across the country. It is based on both national job analysis studies and a set of standards for leaders identified by the ISLLC (School Leadership Series, 2013).

10. Traditional Principal Preparation program (TTP) – A principal preparation program being classroom centered stationed at universities where professors of education lecture on leadership theory and practice (Levine, 2005)

Significance of the Study

In recent years, school leaders have been charged with leading in different ways than their predecessors. With increased demands and accountability due to requirements of No Child Left Behind (NCLB), a need for school leaders to focus on results based on student achievement is essential. Effective leadership practices of principals are critical if schools are to be identified as successful in this period of educational reform (Hess & Kelly, 2007). The authors pose the following question: "Are principal preparation programs equipping their charges for this new role"(p. 1)? Lashway (2003) has noted that principal preparation programs are ineffective in the grounding of school leaders. While the success of principal preparation programs is subject to scrutiny, there is limited empirical research undertaken to determine their effectiveness (Azzam, 2005; Lashway, 2003; Levine, 2005).

The literature supports a volume of anecdotal evidence or surveys of researchers stating principal preparation programs are successful based on observations and subjectivity. However, this study uses quantitative statistical analysis results to determine if there is a significant difference between principal preparation programs. Because the actual design of the two programs are different, the researcher is able to measure the impact of the program design as a variable rather than focus on the differences in the quality of the instructors or resources used within the program. This study serves as the groundwork for determining quantitatively the impact principal preparation output has on student achievement. According to Briggs et al. (2013), twenty-eight states reported neither states nor principal preparation programs are required to collect any outcome data on graduates' impact on student achievement. In addition, Briggs et al. (2013) explained thirty-six states do not have data on principal job effectiveness as measured by evaluations of principal preparation programs, and 37 states do not have data on principal job effectiveness as measured by student achievement. Without quantitative research data, states are not able to distinguish successful principal preparation programs from the unsubstantial programs. However, this study supports the need to collect data concerning principal preparation programs' impact on student achievement as they affect the overall quality of education.

The prevalence of missing data concerning program effectiveness impedes the ability of states to plan proactively to influence the quality and quantity of their principal supply to assist districts and schools. Failure to collect and monitor quantitative data of principal preparation programs and licensure investments leaves states to make haphazard decisions and operate in the dark (Briggs et al., 2013). Although studies have been conducted to analyze the perceptions of practicing principals with regard to their training and the requirements of leadership, there has

been limited quantitative research comparing the effectiveness of traditional and alternate route principal preparation programs (Hallinger, 2006). Knowing what principals or educators think about principal preparation programs does not provide concrete evidence of effective leadership. Therefore, the constructs, which guide this study, are types of principal preparation programs and the differences between Mississippi's eight traditional principal preparation programs impact on student achievement.

Summary of the Introduction

The notion that school leaders impact student achievement has continued to surface in the literature and research. Marzano, Waters, and McNulty (2005) confirm correlations do exist between leadership behaviors of principals and the statistical outcome of student achievement. The impact of principal preparation programs on leadership practices of principals and their influence on student achievement have been proposed as a direct link (Gonzalez, Glasman, & Glasman, 2002). Therefore, effective preparation of principals is acknowledged as a crucial component of school reform efforts (Lashway, 2003). Because of several realignments of principal preparation curricula and pushing principals through a fast track program to avert the leadership shortage, it is important to examine what principal preparation programs are positively impacting student achievement.

Structure of the Dissertation Study

Chapter I includes a general overview, problem statement, research questions, hypotheses, conceptual framework, limitations, and delimitations of the study. The chapter concludes with definitions of terms, significance of the study, and the structure of the

dissertation. Chapter II is a review of related literature and begins with historical and current perspectives of school leadership and principal preparation programs in the United States followed by an examination of national standards and policy approaches resulting from national expectations for increases in student achievement. The remaining sections include compelling demands and criticisms of leadership in societal contexts and a review of various principal preparation programs. Chapter III is the methods section and includes the research hypotheses and description of the variables, design of the research study and data collection measures. The chapter concludes with information regarding the research protocol, statistical tests, and data analysis used in the study. Thus, Chapter IV provides overall results for principal preparation programs and their role for student achievement in Mississippi. Forthcoming, in Chapter V, the summary, conclusions, implications, and future recommendations are provided.

CHAPTER II

LITERATURE REVIEW

Chapter II provides a literature review to inform the study's review of the impact of Mississippi's eight principal preparation programs on student achievement. Interest in this area of research has increased in light of the number of states designing and implementing new paths to obtain principal certification without completing a traditional principal preparation program. This review of the literature reflects the historical and current perspectives of educational leadership principal preparation programs and the compelling demands for effective leadership in social contexts (Tyack & Hansot, 1981; Cooper & Body, 1982; Beach & Berry, 2006; Levine, 2005, Beck & Murphy, 1993; Fenske, 1995; Goodwin, Cunningham, & Eagle, 2005) followed by an examination of national standards and policy approaches for school leaders as a result of national expectations for increases in student achievement (Hoyle, 2005; Grogan & Andrews, 2002; Murphy, 2005; Davis & Jazzar, 2005). Finally, the review of the literature provides an overview of the various principal preparation programs due to the call for reform and shortage of qualified administrators (English, 2005; McEwan, 2003; Leithwood & Riehl, 2003; Lashway, 2003; Briggs, Cheny, Davis, & Molly, 2013; Galvin & Sheppard, 2000). Thus, the literature is key to understanding the intricacies of principal preparation as it relates to student achievement.

Current Perspectives of School Leadership and Principal Preparation Programs

Current Perspectives of School Leadership

School discipline and management of school operations were the primary responsibilities of principals (Brown, 2006). Their jobs mainly consisted of correcting behaviors of students and maintaining the physical structures of school facilities. According to Herrington and Willis (2005), the principal's job security rested on public perception and achievement of students who academically performed at the highest level. Today, the principal's role has evolved into a more complex and demanding career with an emphasis placed mainly on educating all students and increasing student achievement (Cooner, Tochterman, & Garrison-Wade, 2005).

This alteration in the role of the administrator demands today's principals to be effective instructional leaders, strategic planners, and cultural builders (Cruzeiro & Morgan, 2006). Principals must have knowledge of curriculum and instructional methods to support and guide teachers. They are subject to completing academic strategic plans focusing on improving student achievement. In addition, they must be able to create efficacious learning environments for faculty, staff, and students. With the increasing responsibilities of school leaders, according to school officials, there is a decline in the number of qualified leaders, and current principals are considering retirement to avoid the added stresses of the job (Hess & Kelly, 2005). Because 25% of a child's academic success has been directly attributed to school leadership, the successful development of principals who can step into the role as an effective leader and perform at extraordinary levels in the areas of instructional leadership and organizational management has now become paramount (Briggs, Cheny, Davis, & Moll, 2013).

Current Perspectives of Principal Preparation Programs

During the second half of the 20th century, an abundance of attention was devoted to the topic of principal preparation programs (Murphy, Young, Crow, & Ogawa, 2009). As academic data were being published concerning American students' performance against their peers from across the seas, stakeholders and policy-makers began to identify those responsible for poor student achievement. Principal preparation programs have been scrutinized today for not properly preparing school leaders for the 21st century (Levine, 2005). There is an abundance of research on school leadership preparation programs indicating they are in need of improvement. However, much of this research is based on subjectivity rather than empirical data (Murphy et al., 2009). In a survey completed by school leaders, 69% of principals' responses indicated traditional leadership preparation programs were "out of touch with the realities of what it takes to run today's school." The general consensus in research literature was principal preparation programs are predominantly theoretical and totally unrelated to the daily demands on contemporary principals (Hale & Moorman, 2003). Furthermore, the course work of current principal preparation programs is considered poorly sequenced and organized, making it impossible to scaffold the learning. Hale and Moorman (2003) also concluded clinical experiences of preparation programs are inadequate due to the lack of effective mentoring opportunities to develop practical competence. Hale and Moorman (2003) explained:

> Admission standards to most accredited programs are too low and few, if any, efforts are made to identify high potential applicants, to target women and minorities for inclusion or to identify individuals interested in working in high needs rural or urban environments. The lack of partnerships between college and universities and school districts affects the selection and admission of candidates and the design and conduct for the preparation

program. Absent partnerships with school districts, there are no easily accessible

mechanisms for identifying the best candidates individuals who have shown the greatest

promise of future success as a principal and who will be likely to return to the school

district and make valuable contributions. (p. 6)

Therefore, to meet the demands of the 21st century, schools and principal preparation programs

must work together to recruit and prepare diverse cohorts of highly qualified candidates who can

serve urban and rural settings. Additionally, they must redesign their curriculum to meet the

needs of current issues of schools and find ways to establish more practical internship

opportunities highly supported by an effective mentor.

Historical Perspectives of School Leadership and Principal Preparation Programs

Historical Perspectives of School Leadership

According to Cooper and Body (1987), schools that existed during the 1600s were lead

by lofty, idealistic, and noble philosophers seeking to define education and pedagogy. In the

early 1800s, the educational administration role was considered to be unskilled. Typically, a

community member took on the responsibility of overseeing the one room schoolhouse. Beach

and Berry (2006) explained this approach was termed the agent system and was referred to as

such until the 1900s. Community agents were town clerks, church bell ringers, gravediggers, or

court messengers. With no formal training to run these schoolhouses, community agents used

common sense and practical skills to secure teachers, students, books, and locations to have

school.

During the 19th and early 20th century, school leaders were teachers with assigned

administrative responsibilities or the "principal teacher" a lost origin of the title (Tyack &

20

Hansot, 1982, p. 256). The principal teacher served as the headmaster of the school, assigned the classes and instruction of all the students, reported any defects of the building to the trustee of the ward or district, and maintained order among the students (Jacobson, Logsdon, & Weigman, 1973). The principal teacher was selected based on their knowledge of teaching methods, children, and common issues in schools. The title of just principal did not evolve until the turn of the 20th century (Fenske, 1995).

Early 20th century schools were rural, one room buildings and were guided by religious values. According to Tyack and Hansot (1982), these schools were mostly situated near family farms reflecting chiefly Protestant-republican ideology with no evidence of bureaucratic influence. During this period, the role of the principal was to ensure students were learning while influencing protestant beliefs. Educational reformers of the 19th and 20th century shared an evangelical confidence in their mission by either the revelation of God's will or the assurance of expert knowledge (Tyack & Hansot, 1982). Therefore, the role of the principal was not just based on the knowledge of schooling but also their faith in God.

During the beginning of the 20th century and the stir of the Great Depression, America transformed from a rural agricultural society into an urban industrialized nation. With this societal change, the role of the school leader changed as well. The principal of this era became dignified and respected inside and outside of the school. Principals progressed from religious influence to preparing students for the business industry. According to Beck and Murphy (1993), religious ideologies vanished around the 1930s, and principals took on the role of being business managers. During the 1940s and early 1950s, after World War II, principals embraced democracy by supporting the idea that all citizens should have access to education (Beck & Murphy, 1993).

The period between 1950s and 1980s represent a time of social justice and progression. After the launch of Sputnik, the court decision of Brown v. Board of Education, and the passage of Title IX and P.L. 94-142 (Education for Handicapped Children Act), principals were now expected to use research-based learning strategies to promote academic excellence (Goodwin, Cunningham, & Eagle, 2005). Public schools had become institutions that served all children, minorities, and the physically and mentally handicapped. Therefore, the role of the principal shifted to meeting the demands of special needs children, learning to lead a diverse group of students, understanding curriculum and instructional issues, and learning to participate actively in political affairs as policy makers influenced the face of education (Portin, Shen, & Williams, 1998).

Policies and laws were being drafted and implemented to respond to the needs of all children by the federal and state government. Legislation, professional organizations, and the media ensured these laws were accessible to the general public. With this access came accountability, which forced principals to practice organizational management for compliance rather than deny services to parents and their children (Brubaker, 1995). The principals became more of a compliance officer to prevent legal ramifications for denial or lack of services schools may not have been providing. Tyack and Hansot (1982) stated:

> Public education in the 1960s became front-page news as a battleground in the War on Poverty and the quest for racial equality. Across the land in the generation following Brown appeared major changes in public education: desegregation, federal aid to schools serving poor children, dozens of state and federal categorical programs aimed at neglected populations, legislation guaranteeing racial and sexual equity, new entitlements for handicapped pupils, state laws demanding accountability and minimum standards for

promotion and graduation, bilingual-bicultural programs, career education, and a host of

other reforms large and small. (p. 238)

Because of the vast amount of programs and initiatives between 1960s and the 1980s, the role of

the principal focused more on organizational management. However, after the report came out

titled *A Nation at Risk* in 1983 (National Commission on Excellence in Education, 1983), the

focus of leadership moved from organizational leadership to instructional leadership. Current

school leaders are expected to function as instructional specialists to meet the high demands of

school accountability set by federal and state policy makers (Bloom, 1999). The principal's role

has evolved from being spiritual leaders, business managers, compliance officers, and now

instructional leaders (MacCorkle, 2004). However, the literature reveals that school leadership

matters and there are no successful schools without effective leadership (Fullan, 1993).

Therefore, it is imperative we have effective principal preparation programs suitable to train

school leaders on effective practices and how to adapt to societal changes as they affect student

achievement. To do that, it is important to understand the historical perspective of principal

preparation and how principals have evolved.

Historical Perspectives of Principal Preparation Programs

There are few documented records about training for school administrators during the

early history of American schools. According to Cooper and Body (1987), it was not until the

1800s when public schools were established in the United States as educational systems. Before

that time, individual colonies governed their own schoolhouse and education curriculum. Yet,

the idea of a principal preparation program to train school leaders during this era was much of a

future development. Cooper and Body (1987) asserted:

The formal training of school administrators is a recent development; superintendents and

principals had been introduced in city school systems for fifty years or more before a

semblance of training programs appeared. Although William H. Payne probably wrote

the first book on administration in 1875 and taught the "first college-level course in

school administration" in 1879. Professors of educational administration were unknown

until the early 1900s, and the first two doctorates were awarded in 1905 at Teachers

College, Columbia University, to Ellwood Cubberley and George Strayer. (p. 6)

The idea of educational leadership training did not develop until schools became more

bureaucratic around the late 1800s. The University of Michigan established the first education

administration class in 1879 (Beach & Berry, 2006). At the time, the title of an administrator was

simply superintendent. The superintendent performed the role of what a principal and

superintendent are expected to do today. In 1866, President Woodrow Wilson published a paper

advocating the idea for science of education administration. Wilson's report encouraged the idea

for the examination of skills needed to manage the growing educational system during the time.

However, it was not until the early 1900s that an educational administration program became a

common, university-based program (Beach & Berry, 2006). Before the late 1800s and early

1900s, there were no defined degree programs to train principals properly to lead academic

programs and manage the overall operation of schools.

According to Levine (2005):

From 1890 to 1910, courses in administration were transformed into full-blown graduate

degree programs in response to the enormous expansion of the public schools. Fueled by

the success of the high school, where enrollments nearly quadrupled and teachers almost

quintupled during this period, graduate education for school administrators took off. (p.

15)

The 20th century marked the beginning of a new era for public school administration. Influenced by the industrial revolution, principal preparation programs followed the business ideology of the time (Harris, Ballenger, & Leonard, 2004). The public school administration preparation curriculum was based on: schools operating like a business or factory, administratively controlled expansion, and a focus on administrator and business leader relationship. In the 1930s, during the Great Depression and the New Deal, the business management approach was discredited. The focus of schools shifted to operating at the highest levels of efficiency and to strengthening democracy (Harris, Ballenger, & Leonard, 2004). Principals were charged to manage the cost of operating schools as a result of the Great Depression and to ensure students were being provided free access to a public education.

After World War II, principal preparation programs experienced severe criticism of the knowledge base and prescriptive content of their programs. As a result of these criticisms, new ideas emerged with a focus on developing stronger cognitive foundations for educational leadership with a pursuit for science of administration (Harris, Ballenger, & Leonard, 2004). Science administration would focus on empirical data versus school leader's focus on job experiences as educators. The science leadership curriculum would evolve into understanding how school works and how children learn through hypothesis-tested ideas. According to Murphy (1995), prescriptions for practice were replaced with theoretical, conceptual, and empirical resources carted from various social sciences. Practical oriented material based on practical experiences of administration fell into disfavor as scholars produced a foundation of scientific supported knowledge for leading schools (Culbertson & Farquhar, 1971). The behavioral science

25

movement interpreted school leadership as an applied science, which linked theory and research directly to principal practice. According to Murphy (1995), despite sporadic warning that practice should not be removed from the curriculum, by the middle of the 1980s, the foundational knowledge of principal preparation programs were anchored in the social science disciplines. Principal preparation programs were now focusing on the study of leadership, supervision, school law, planning, politics, negotiations, budgeting, and finance (Cooper & Boyd, 1987). They abandoned the documented experiences of the day-to-day practice of school administrators for coursework that was more grounded in theory.

According to Murphy (1995), the behavioral science knowledge base approach was highly criticized for being weak and not suitable for the progression of the 21st century. A series of national reports calling for principal preparation programs to reform were published to address the concerns of leadership preparation. The National Commission on Excellence in Educational Administration published a report in 1987 titled *Leaders for America's Schools* brought national attention to the needs and concerns of educational leaders and their preparation programs. In addition, in 1989 a report titled *Improving the Preparation of School Administrators: An Agenda for Reform* from the National Policy Board for Educational Administration identified concerns as well about outdated or out of touch principal preparation programs (Murphy, 1995). Much of the report criticized preparation programs for removing the knowledge base of experienced principals' accounts of managing and operating schools.

Despite the 1980s and early 1990s criticism of the knowledge base of principals completing principal preparation programs, schools of education continued to train aspiring principals as top down building managers. According to Andrews and Grogan (2002), scholars in education believed the knowledge base was considered necessary for school leaders to be

prepared for management functions and supervision rather than creating relationships and environments within schools to promote student achievement. Principal preparation programs were more concerned about mandates, regulations, and focused on supervision as a strategy for working with the faculty and staff (Andrews & Grogan, 2002). However, during the late 1990s, the conceptualization of school principals changed from building manager to instructional leader due to school accountability (Cruzeiro & Morgan, 2006).

National Organizations and Policy Approaches for School Leadership

National Organization Influence on Educational Leadership

Since the 1940s, educational professional organizations and leadership scholars engaged in debates about creating a knowledge base and guidelines for skilled school leaders (Hoyle, 2005). In 1981, Paul Salmon, director of The American Association of School Administrators (AASA) and John Hoyle collaborated with the Committee for the Advancement of School Administrations (CASA) to create the *Guidelines for the Preparation of School Administrators*. The guidelines became the criterion for licensure and the accreditation of educational administration programs from 1983 to 1995 (Hoyle, 2005).

In 1983, *A Nation at Risk: The Imperative for Educational Reform* reported the deficits of how American schools were failing to educate students at a high level of proficiency (NCEE, 1983). The report examined the overall performance of elementary and secondary schools and concluded the mediocre quality of education was threatening the future of the nation. The report ignited a sense of urgency and concern that schools were not equipping students for excellence but instead average performance. The report called for rigorous instruction, improved teaching and learning, and effective school leadership to improve the school (Grogan & Andrews, 2002).

In 1987, the National Commission on Excellence in Educational Administration (NCEAA) published a report titled *Leaders for American's School*. The report criticized the way principal preparation programs focused more on creating school managers and not instructional leaders. The report emphasized the need to refurbish educational leadership programs to improve the skills and knowledge required to improve training for effective school leaders (Levine, 2005).

During the late 1980s, several organizations worked to develop and improve educational leadership in America. The National Policy Board for Educational Administration (NPBEA) noted the need to create a knowledge base for educational administration to advance the preparation of school leaders. Concerned about the insufficiency of the way principals were trained during the late 1900s, the NPBEA in collaboration with the University Council of Educational Administration (UCEA) developed the Interstate School Leaders Licensure Consortium (ISLLC) to strengthen educational leadership for the 21st century (Murphy, 2005). Principal preparation guiding standards were designed to prepare school leaders in various areas essential to school leadership.

Interstate School Leaders Licensure Consortium 1996 and 2006

The ISLLC standards initiative began in August 1994 to strengthen school leadership (CCSSO, 1996). It was a chief effort to restructure the basis of educational leadership affecting the knowledge and practices of preparation programs (CCSSO, 1996). The development of the ISLLC standards comprised effective school research for school improvements. Research findings based on the characteristics of effective schools were used by the consortium to describe leadership, to depict the purpose of school administration, and to recognize the responsibilities of school leaders pertaining to the conditions that promote student achievement. The emphases for

the standards were school administration, student learning, and the results of high student achievement (Murphy, 2005). These three themes served as the foundation for developing aspiring school leaders to become successful school leaders.

The Council of Chief State School adopted the ISLLC standards for school leadership in 1996 (CCSSO, 1996). The standards conveyed a common core of knowledge, dispositions, and performances that suggested effective school leadership for improved learning outcomes. The consortium identified four key outcomes for graduates of educational administration programs: (1) the development of inquiry skills; (2) a high level of knowledge of teaching, learning, and school improvement; (3) the ability to work effectively with stakeholders; and (4) the development of a belief that all students can learn at a high level. The standards developed were freely accepted by most states and were seen as a way to improve school leadership programs, changing from the administration of management to the supremacy of student learning (Murphy, 2005). This change in the standards placed student achievement as priority due to the ongoing demands for better school leaders and academic achievement in America.

The ISLLC standards influenced the structure of curriculum content and performance expectations used by principal preparation programs to develop school leaders. In addition, the standards were used by the Educational Testing Service (ETS) to create the School Leaders Licensure Assessment, which several states use to certify leaders to practice administration. Although educational organizations embraced the ISLLC standards as a means to strengthen principal preparation programs, critics argued that the ISLLC standards were constructed on non-empirical ideals, making it problematic to prove the reliability and validity of the standards (Murphy, 2005). The critics declared the standards alone were not enough alone to make profound changes in the principal preparation programs because they lacked clear delineated

indicators and behavioral goals for effective school leaders. Therefore, a strong commitment from all stakeholders, faculty, universities, districts, students, and state policymakers was essential to ensure restructuring occurred to improve principal preparation programs (Jackson & Kelly, 2002).

In 2006, the process to update the ISLLC standards was completed by the National Policy Board for Educational Administration (NPBEA). The revisions reflected the role of school leaders and the importance of raising student achievement (CCSSO, 2008). The committee included state policymakers, school leaders, professors of education, and other scholars from the organization's membership. In 2008, *Educational Leadership Policy Standards: ISLLC 2008* was embraced by the NPBEA. Each of the ISLLC 2008 standards contained critical functions that clearly delineated the practices and characteristics a school leader should possess and employ (CCSSO, 2008).

The ISLCC 2008 is comprised of six themes: (1) setting a shared vision for learning; (2) creating a school culture and instructional program conducive to student learning and teacher professional growth; (3) ensuring effective organization management, operation, and resources for a safe, efficient, and effective learning environment; (4) collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources; (5) acting with integrity, fairness, and in an ethical manner; and (6) understanding, responding to, and influencing the political, social, legal , and cultural context.

Standard one, setting a shared vision for learning, requires educational leaders to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. It is the school leader's responsibility to ensure all members of the education process follow a common

vision and practice. Standard two requires school leaders to promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. It is the principal's job to ensure students are learning in a positive environment that directly focuses on student achievement, school spirit, and values. Standard three describes how school leaders are to promote student success through management, operations, and resources for a safe, efficient, and effective learning environment. The principal ensures a safe, clean, and productive institution of learning to support the academic success of every student. Standard four requires educational leaders to promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Principals serve as the true liaison between school and the serving community. They deliver messages to the community and secure support from the community to help meet the needs of all students. Standard five focuses on the character of school leaders. The standard requires school leaders to promote success by acting with integrity, fairness, and in an ethical manner. Principals are expected to treat all stakeholders with respect and dignity. Finally, standard six promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. It is the responsibility of the school administrator to protect the rights of children and those he or she presides over (The State Consortium on Educational Leadership, 2008).

The ISLLC Standards can be found in policies and programs and viewed as the national leadership standards. The standards provided the foundation for developing a coherent system of principal preparations, principal certifications, and assessments (The State Consortium on Educational Leadership, 2008).

Educational Leadership Constituent Council Standards

In 2002, the Educational Leadership Constituent Council (ELCC) created standards to evaluate traditional principal preparation programs in colleges and universities. The ELCC standards were used to evaluate principal preparation programs for certification (Davis & Jazzar, 2005). The ELCC standards were a profound influence on the design of traditional principal preparation programs. School leaders who completed a preparation program successfully aligned to the ELCC standards learned the knowledge and skills necessary to promote success for all students. In 2011, the National Policy Board for Educational Administration adopted a revised set of standards for principals, curriculum directors, supervisors, and other educational leaders in school building environments to define clearly what successful learning or performance looks like. The new standards provided guidance for the development of principal preparation based on multiple, high integrated, highly interdependent variables, and assessments (National Policy Board for Educational Administration, 2011).

The new ELCC 2011 standards are as follows:

1. A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2. A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to

student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3. A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies (National Policy Board for Educational Administration, 2002).

NCATE and ISLLC Standards Influence on Mississippi's Preparation Program

The National Council for Accreditation of Teacher Education (NCATE) was founded in 1954 to provide voluntary accreditation for Colleges or Schools of Education as a unit (Hoyle, 2005). Given the need to establish accountability for programs within the unit, the National Policy Board for Education Administration (NPBEA) recognized the importance of creating standards that could influence the improvement of principal preparation programs. In Mississippi, a vast number of consolidated principal preparation reforms were undertaken based

on the suggestions of the Mississippi's Task Force on Administrator Preparation made in 1994 (Cohn et al., 2007). Using the ISLLC standards as a guide, these reforms included significant upgrades in program accreditation and licensing requirements. Based on a survey study completed by Cohen et al, (2007), Mississippi's transformation of their administrator's preparation programs appeared to be unusually successful in contrast with the response from other state participants' attitude about their principal preparation programs. Mississippi administrators were significantly more positive than other administrators nationally concerning the perception of their preparedness for most dimensions of the leadership survey given (Cohen et al., 2007). These outcomes, according to Cohen et al. (2007), may be correlated to the unusual approach Mississippi took to advance the excellence of their principal preparation programs.

In the early 1990s, Mississippi's institutions of higher learning were mandated to apply for college or university accreditation through NCATE and provide evidence as to how they would meet the Mississippi administrator's standards, which were aligned with the national ISLLC standards (Cohen et al., 2007). During the first round, according to Cohen et al. (2007), none of the college or university programs passed accreditation. After the second round, the NCATE council accredited several institutions of higher learning, particularly Colleges or Schools of Education throughout Mississippi. Consequently, Mississippi's institutions redefined or aligned their practices with the expected national and state standards. The use of licensure assessments for principals was implemented as part of this reform to help demonstrate the quality of the program and preparedness of the participants. However, only traditional principal preparation programs have designed and implemented their programs based on the ISLLC and ELCC standards.

Compelling Demands and Criticisms of Leadership in Societal Context

Demands for Effective Leadership

Despite the improvements in principals' preparation programs with ISLLC and ELLC standards, there still existed an unrelenting focus on the need for strong principal leadership. Bottoms, O'Neill, Fry, and Hill, (2003) explained an effective principal was not the only ingredient necessary to have a successful school but it would be difficult to transform a school without strong leadership (Bottoms, O'Neill, Fry, & Hill, 2003). The current eon of school reform placed a focus on increasing student achievement and the number of successful schools across the nation. No Child Left Behind (NCLB) forced school leaders to adjust their focus to improved student achievement (National Conference of State Legislatures, 2002). English (2005) stated as the number of issues faced by school systems continue to grow, local school officials must know and achieve more now than ever in the history education. McEwan (2003) stated without competent leadership, efforts to overcome the challenges schools face would not succeed without the necessary training.

Leithwood and Riehl (2003) affirmed school administrators have been placed under increased scrutiny and pressure to reach acceptable national and state accountability requirements. Through new reforms, educational leaders were now responsible for the learning of all students enrolled at their school (Leithwood & Riehl, 2003). Principals were expected to perform necessary skills and implement strategies to close the achievement gap. However, to ensure principals are obtaining skills needed to complete this difficult task, principal preparation programs must sharpen their focus in the development of administrative practices needed for such success (Lashway, 2003). Research concluded effective school leadership plays a pivotal role in improving student achievement (Bingham & Gottfried, 2003). Therefore, traditional and

alternate route principal preparation programs need to provide effective training for leaders to meet the demands of current education challenges schools face. However, in the last few years, traditional preparation programs have been criticized for ineffectively preparing leaders due to the scarcity of administrators leading successful schools (Lashway, 2003).

Disparagement of Traditional Principal Preparation Programs

According to Roberts (2009), traditional leadership preparation programs are the predominant method that states prepare principals and educational leaders. As such, these programs are at the front line to draw criticism concerning the quality of leaders and student achievement in schools today (Levine, 2005). Insight of the increased plea for accountability and a larger range of skills desired for school leaders, criticisms of traditional principal preparation programs have surfaced in the literature. According to Lashway (2003), the traditional university principal preparation models are being deemed as out of focus with the current leadership needs. Lumsden (1992) explained traditional principal preparation programs focused more on instructional theory with limited opportunities to experience leadership in real-life application. Furthermore, Lumsden noted candidates in traditional principal preparation programs did not develop skills necessary in the areas of communication, daily operations of the job, innumerable expectations, and the emotional strains of the principalship. English (2008) argued traditional principal preparation programs today are mostly centered on the functionalism and managerial ideology of the role with extremely long processes to complete.

When determining what needed to be improved in university-based leadership programs, Bottoms and O'Neill (2001) recommended, "leadership standards must shift away from the traditional pre-occupation with school management and must put the highest priority on results for students" (p. 7). University programs should offer candidates opportunities to utilize

promising strategies that would engage students by demonstrating how to implement these practices within schools in order to increase student achievement. Future school leaders should have gained practical knowledge through hands-on experiences with school teams to help solve student achievement problems while participating in traditional preparation programs.

Shortage of School Principals

Currently, twenty-nine states do not have an alternate-route principal preparation program for individuals outside of education to attain certification as a building principal (Briggs, Cheny, Davis, & Moll, 2013). The remaining states provide an alternate route program with requirements ranging from simple to complex. Generally, veteran teachers, as opposed to non-educators, use the alternate route to acquire positions as school principals or central office staff (Feistritzer, 2003). Alternate route principal certification began to surface, even more as there has been a growing shortage of qualified candidates for principal positions and/or a wiliness of teachers who are administratively licensed to seek principal positions.

According to Whitaker (2003), a study conducted to analyze a possible principal shortage revealed that 50% of surveyed superintendents in California rated the shortage of qualified principals as somewhat extreme-to-extreme. The same survey reported 39.8% of superintendents who responded rated the shortage as moderate. In Mississippi, half of the superintendents surveyed reported trouble filling high school principal openings and more than 40% reported similar difficulties filling principal positions at the middle and elementary school levels (Roza, Celio, Harvey & Wishon, 2003). These shortages are not based on quantity but quality in Mississippi and possibly other states. According to Mississippi Department of Education Office of Communications, as of the school year (SY) 2012-2013, there are 1,058 schools in the state of Mississippi which, equates to the number of practicing head principals. However, according to

Tom Burnham, formal Mississippi State Superintendent of Education, there is an estimated 6,338 certified principals in the state of Mississippi dispelling the definition of principal shortage based on quantity (personal communication, August 15, 2013). Twenty-nine other states across the nation are predicted or experienced shortages of principals. The shortage in Maryland was so severe the state implemented a program to rehire retired principals at full salary with benefits (Hess & Kelly, 2005).

Based on recent publications, a large number of school systems internationally have reported principal shortages. It is both a national and international problem. Grady et al. (1994) conducted a study and found 92% of all Australian government school principals, regardless of location, type, size, level of school, gender, or age had made plans to retire or resign from the principalship. In a study completed in 2000, 88% of 1,400 primary and secondary school teachers, and deputy principals in the Australian state of Victoria stated they were not interested in becoming school principals (Lacey, 2002). Galvin and Sheppard (2000) found in the U.S., the state of Utah experienced a massive shortage due to the mobility rate of school administrators moving from school level administration to central office positions.

Due to principal shortages, states and school districts have developed new strategies for recruiting talented individuals to address longstanding dilemmas, which have historically undermined the way school leaders are originally prepared (Cohen et al., 2007). One key strategy for cultivating both administrator supply and quality has been the creation of alternate route principal certification programs with funding torrents.

Various Principal Preparation Programs

Traditional Principal Preparation Programs (NCATE or ELLC)

Traditional principal preparation programs that are ELCC nationally recognized and exist within a NCATE accredited institution of higher learning have completed a comprehensive reorganization of their educational leadership preparation programs to meet the new challenges of school leadership. Aspirant leaders who are accepted to traditional programs are exposed to a new program framework and coursework proposed to prepare principals to lead a school to success. According to Hess and Kelly (2005), major reforms prevalent in the new programs include: (1) a shift to a cohort model; (2) focused clinical activities with field-based mentor internships; (3) alignment of courses to the national standards ISLLC, NCATE, and ELCC standards; (4) demanding curriculum and participation; and (5) careful screening and selection process.

Cohort models allow candidates to progress through the program together rather than working through the program alone. Clinical activities are a set of defined suggestive experiences candidates encounter while completing field based mentor internships. Courses candidates are taking are based on the ISLLC, NCATE, and ELCC standards, which focus on the role of school leaders (Hess & Kelly, 2005). Finally, more emphasis is placed on the screening and selection process of candidates by revising minimal admission requirements, targeting diverse populations, and reframing from disproportions in school community settings (Hess & Kelly, 2005; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

University and School District Partnerships

Some traditional principal preparation training programs are responding to criticism by collaborating with stakeholders to improve the achievement of students during periods of

accountability. Traditional preparation programs are establishing partnerships with school

districts to find potential effective teachers to be considered for educational leadership training

programs (Perez, Uline, Johnson, James-Ward, & Basom, 2010). School districts working with

universities are able to tailor the curriculum that directly impact the learning outcomes,

experiences, and approaches by means of which the leadership training programs to tackle the

specific needs, challenges, and urgencies of school districts.

In 2003, the Boston Principal Fellowship (BPF) was created in response to the district's

need for qualified new administrators. The School Leadership Institute (SLI) was created to hire,

teach, and help the next generation of principals. SLI also established the New Principal Support

System to provide follow-ups and coaching for new administrators. BPF partnered with the

University of Massachusetts and received funding from the Broad Foundation and the U.S.

Department of Education. Minimum admission requirements for candidates were a bachelor's

degree, three years of experience in teaching, youth development, or management, and a passed

state licensure exam. The BPF program is a twelve-month track program, which includes five

weeks of intensive summer training, a yearlong residency, sixty days of coursework, and two

years of support after school placement. Candidates remain full employees of the school district

with a full salary and benefits. Upon the completion of the residency and course requirements,

fellows have the option of obtaining a master's degree or a certificate of advanced graduate

studies from the University of Massachusetts. The cost of this option is estimated at

$4,000 and the fellows are responsible for tuition. Although BPF has received national

recognition and the Boston School District realized steady improvements in student achievement,

there is no empirical data currently available to suggest these BPF leaders have a greater impact

on student achievement than other administrators in Boston who did not attend BPF (USDE Office of Innovation and Improvement 2005).

School District Principal Preparation Programs

School district principal preparation programs are established to confront the unique needs of a school district. District-based programs partner with a local college or university school of education to develop a curriculum to train its leaders. These programs are often funded by school leadership grants, which alleviate expenses of the school district (Hess & Kelly, 2005). School district principal preparation programs generally serve only their district employees to develop a force of administrators, and practical experiences tailored to a specific school or district. According to Hess & Kelly (2005), the school district based programs are not radically different from traditional principal preparation programs.

In 2003, districts in the Collaborative United Forces with Cleveland State University College of Education developed the First Ring Leadership Academy (FRLA) as a fast-tracked route to principal licensure and certification. Thirteen school districts in 2002 reported a 25% turnover in school leaders along with other negative trends, such as the high student mobility and low overall test scores. Ohio, the U.S. Department of Education, and the Local Foundation Support funded the FRLA. Admission to the program is through the selection process of First Ring superintendents. It has been noted this program is less expensive than traditional pathways to certification. The FRLA participants do have tuition fees that go directly to the university. Participants nominated must possess a teacher's credential and must be employed in a First Ring School with leadership potential. The First Ring Leadership Academy is a 15-month program that includes eleven two and one-half day modules and site based practice in the interim. Upon completion of the program, the candidate will receive a principal licensure and two credit hours

from Cleveland State University for each two and one-half day module. There is no empirical data reported in the study that suggests these leaders have made an impact on student achievement. However, an independent research organization will be evaluating the academy's program against non-participating principals to determine the effect the program has on student achievement (USDE Office of Innovation Improvement, 2005).

Non-traditional Principal Preparation Providers

Non-traditional principal preparation programs that provide training for potential school administrators have developed because of the displeasure of traditional based programs. School administrators were not equipped to handle the new demands of high stakes assessments, accountability, and enhanced student achievement expectations effectively. Non-traditional programs are less regulated and are more likely to create innovative curricula than traditional academic institutions. Therefore, alternate routes to obtain principal certification have altered to include a variation of program structures, such as non-profit or state based.

The non-traditional alternate route programs vary quite differently from university educational leadership preparation programs. New Leaders for New Schools New York, Chicago, Washington D.C., Memphis, and San Francisco Bay Area is a national based nonprofit organization whose mission is to foster high academic achievement for every child by developing outstanding school leaders for the next generation of learners. The program has teamed with public school districts, Broad Foundation, New Schools Venture Fund, and New Profit. Admittance to program requires candidates to possess a bachelor's degree, five years of professional experience, and two years of K-12 teaching and leadership experience. The program lasts for three years, which include five to six weeks of intense summer training each year, a full time residency, four to five days of sessions during residency, two years of coaching and support

following placement. At the completion of the program, candidates receive a principal certification through local universities. Because the program is still relatively new, extensive success data is not yet available to determine if this program has an impact on student achievement (USDE Office of Innovation and Improvement 2005).

According to Cohen et al. (2007), Mississippi offers an alternate-route principal licensure program titled the Mississippi Alternate Path to Quality School Leaders (MAPQSL). In March 2005, the Mississippi Community College Foundation (MCCF) received a request for proposals from the Office of Quality Educators at the Mississippi Department of Education (MDE) for the development of an alternate-route administrator's preparation program. The MCCF prepared and submitted a proposal, which was accepted and funded by MDE. This program has no affiliations with a traditional based principal preparation program. In Mississippi, as in states across the nation, there is a critical shortage of principals who are prepared to provide quality leadership mostly in schools in low performing areas. However, this program is designed to bring these candidates into the principalship and equip them with the highest caliber of research-based instructional leadership preparation. The program facilitates practical learning about teaching and leadership and ensures candidates have practical experience in schools to become grounded administrators (Cohen et al., 2007).

Candidates for MAPQSL are interested business, industry, or organizational leaders with master's degrees in some area of business. The program is also available to K-12 educators holding a master's degree in education with at least three years of teaching experience. These educators must possess at least five years of experience in supervision and obtain a recommendation letter from a school district to participate. The program includes three weeks of summer training and with a secured commitment of an administrative position with a school

district. After the candidate secures an administrative position, the candidate may apply for a

five-year entry-level license with the first year considered as an internship. This internship

includes supervision and mentorship as well as nine practicum sessions during the school year.

The candidates may use the last four years of the entry-license to complete the required

coursework to obtain a career level license. This program is funded through the Mississippi

Department of Education, and tuition fees of $2,800 are required of all participating candidates

(Cohen et al., 2007). It is clear the program has helped to populate administrators for schools in

Mississippi, however, in the literature, there was no evidence found to support the impact

MAPQSL has on the achievement of Mississippi students.

Summary of the Literature Review

Schools have existed in the United States since the first colonists arrived from Europe.

The 19th and 20th century schools were run by what was known as "principal teachers." During

the 20th century, the role of school leaders evolved from advocates of accepted religious values

in the 1920s, assuming a business role in the 1930s, expanding patriotism and democracy in the

1940s and 1950s, promoting societal change in the 1960s and 1970s, to improving schools and

student success during the 1980s up to the present day (Beck & Murphy, 1993; Tyack & Hansot,

1982). As the responsibilities of school leaders evolved, principal preparatory programs faced

their own evolution.

In response to criticisms of the public and the role of the principal from manager to

instructional leader, the creation of national standards for educational leadership followed. The

Interstate School Leaders Licensure Consortium created a set of standards for educational

leadership in 1996 and revised those standards in 2008. In 2002, the Educational Leadership

Constituent Council adopted standards used to evaluate university preparation programs seeking accreditation.

Due to evolving obligations of the principal, educational leadership preparation programs have been forced to progress (Behar-Horenstein, 1995). The call for change in traditional preparation programs and the appearance of non-traditional program types are in response to the shifting role of the principal (Hale & Moorman, 2003). Four types of principal preparation programs emerged from the literature: traditional, district, partnership, and non-traditional principal preparation programs (Barbour, 2005; Davis, Darling- Hammond, LaPointe, & Meyerson, 2005; Hale & Moorman, 2003). However, with so many types of principal preparation programs available, the question remains to be answered concerning what type of program yields the greatest impact on student achievement.

Research has shown alternate route principal preparation programs have become a leading, innovative path to combat against the shortage of school leaders (USDE Office of Innovation and Improvement 2005). However, focusing on quantity and not quality will not provide the impact school leadership must have on student achievement. Therefore, with the demands to reach high standards, the development of skilled leaders must be a priority. According to the Southern Regional Education Board (2004), schools can no longer wait; skilled leaders are needed.

CHAPTER III

REARCH METHODS

Chapter III is a detailed examination of how the study on principal preparation programs is to be conducted. It begins with the research hypotheses and descriptions of the variables as a guide to collect, analyze, and interpret how various principal preparation programs impact student achievement. A detailed description of the research design includes support for the use of quantitative methods, a description of the participants, sampling techniques, and procedures of the study. The chapter concludes with a brief review of how the data will be analyzed and reiterates the significance of the study.

Design of the Study

This study uses quantitative research methodology to determine if there is a difference between traditional and alternate route principal preparation programs based on the Mississippi Statewide Accountability Model (MSAM). Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell, 2008). The design of the study is causal comparative, or ex post facto, which determines the cause or reason for existing differences in the independent variable behavior or status by comparing the dependent variable (Gay, Mills, & Airasian, 2006). The principals in the study have already completed their principal preparation program, and there is no treatment warranted for these principals. They were chosen for their retrospective status as a graduate of a Mississippi traditional or alternate route program and not for their experiences post-graduation in their respective administrative roles.

The MSAM defines how school performance levels are determined based on state tests. The Quality of Distribution Index (QDI) differential mean between the 2010-2011 SY and 2012-2013 SY is used to measure student achievement in the form of a numerical score for state tested schools in Mississippi. The QDI differential is determined by subtracting the 2012-2013 SY QDI score of each school from their 2010-2011 SY QDI score. This difference represent points that increase, decrease, or remain constant from the 2010-2011 SY to 2012-2013 SY. The QDI differential is important because it represents the average increase or decrease in QDI scores respective of the principal preparation program completed by the principal of schools used in the study. According to the MSAM, the increase in QDI score is a result of the number of students who are progressing from minimal, basic, proficient, and advanced at the end of an academic school year after taking the state assessment. The collection of performance data is analyzed using statistical procedures and hypothesis testing to determine is there a significant difference between principal preparation programs' impact on student achievement.

Research Hypotheses and Variables of the Study

According to Creswell (2008), quantitative research is used for testing objective theories by examining the relationship among variables. These variables are typically measured by using instruments so numbered data can be analyzed using statistical procedures. The goal of quantitative research is to provide an assumption about testing theories deductively, to build in protections against bias, to control for alternative explanations, and to be able to generalize and replicate the findings. Assumptions made about Mississippi's principal preparation programs and their impact measured by student achievement of Mississippi's schools between the years of 2011 and 2013 are guided by the following hypotheses and variables:

1. There is no significant difference in student achievement between Mississippi's traditional and alternate route principal preparation programs.

2. There is no significant difference in student achievement between Mississippi's eight principal preparation programs.

The variables for the research study are principal preparation programs and the Quality of Distribution Index (QDI) mean difference between the 2010-2011 SY and 2012-2013 SY. The independent variable is Mississippi's eight traditional preparation programs and the one alternate route program. The dependent variable is student achievement measured by an assigned QDI score.

Participants in the Study

In order to answer the questions posed in the study, data are to be obtained from the Mississippi Department of Education (MDE) Office of Research and Statistics database. The data received for the 2010-2011 SY totaled 940 Mississippi public school principals, 2011-2012 SY totaled 934 Mississippi public school principals, and 2012-2013 SY totaled 955 Mississippi public school principals. These principals attended a traditional or alternate route program and worked as head principals at their designated schools. This database is the only source to retrieve data concerning where principals serve as a school leader in Mississippi and where the participants received principal preparation training. The target population of the study is 384 principals continuously assigned to a Mississippi school between the 2010-2011 SY and 2012-2013 SY. During disaggregation of the data, the remaining principals from the population were identified based on the institution of higher learning or alternate route principal preparation program completed. Figure 2 depicts the population to the target population:

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                    ┌─────────────────────────────────┐
                    │     Mississippi (MS) Principals  │
                    └─────────────────────────────────┘
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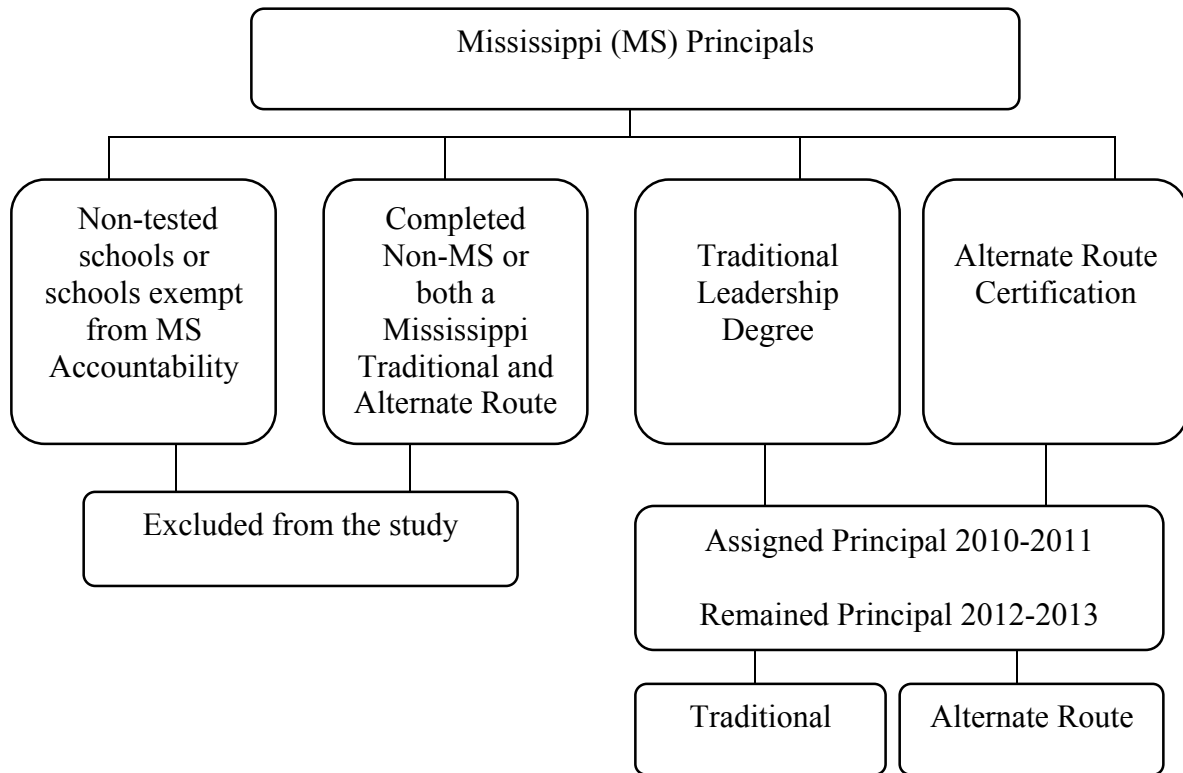

Figure 2. Program Participants of the Study

It is important to note the population identified is based on the following: 1) principals were excluded if they attended both a traditional or alternate route principal preparation program; 2) principals were excluded if they completed a traditional or alternate route principal preparation program outside the state of Mississippi; 3) principals were excluded if they served at a non-tested Mississippi public school; 4) principals were excluded if their school did not receive a QDI score three consecutive years from the 2010-2011 SY to 2012-2013 SY; and 5) principals were excluded if they did not remain at the same school for three consecutive years as head principal from the 2010-2011 SY to 2012-2013 SY. Because the Mississippi University for Women graduates did not remain at the same school for three consecutives years, the principal preparation program was not included. Therefore, the targeted institutions of higher education for the study include five (5) public and two (2) private colleges and/or universities and one (1)

alternate route program. Figure 3 lists totals from each individual principal preparation program indicating the number of principals as a result of the exclusion process:

N= 384 Principals 10-11, 11-12, 12-13 SY

	JSU	UM	DSU	MSU	USM	MUW	WCU	MC	MAPQSL
N=Principals	43	70	42	61	72	0	37	45	14
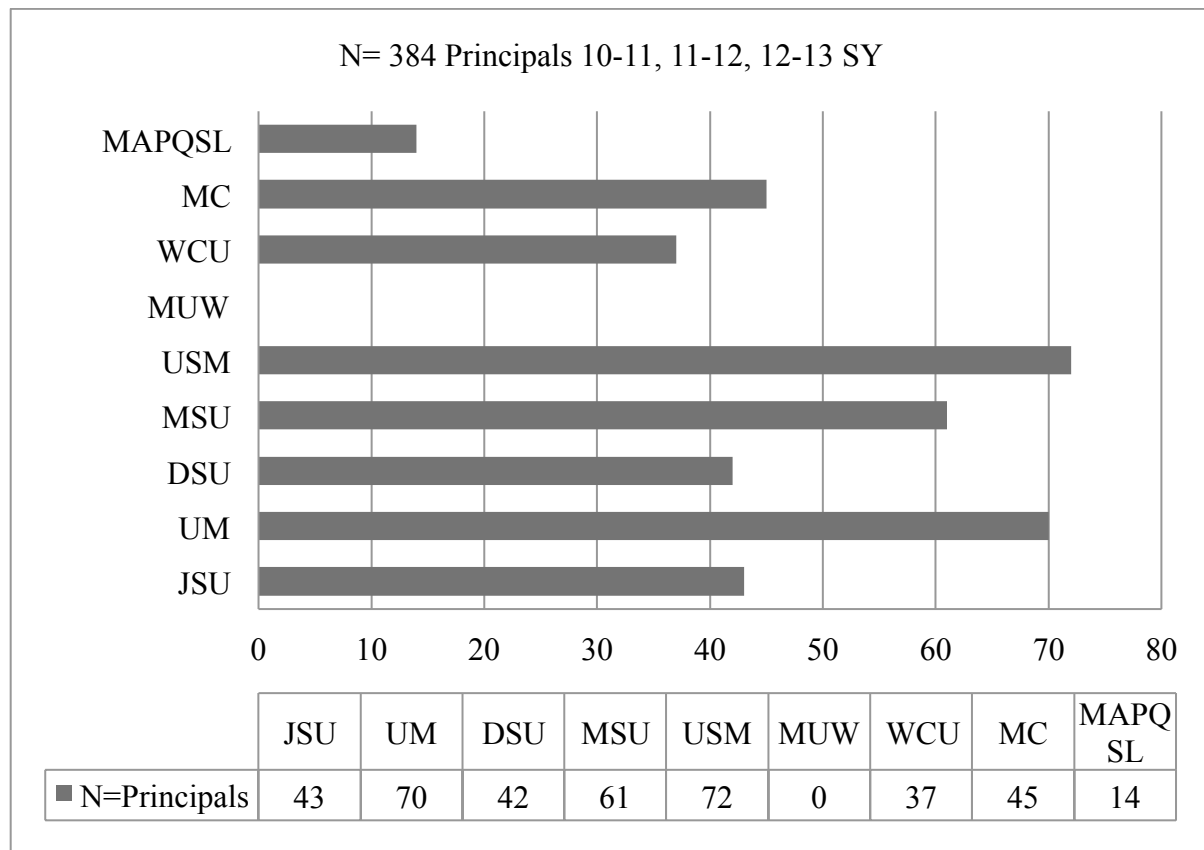
Figure 3. Targeted Population of Principal Preparation Program Graduates

As indicated in Figure 3, The University of Southern Mississippi (n=72) and The University of Mississippi (n=70) have the two highest populations of principals while the alternate route program, MAPQSL, (n=14) has the smallest population of principals. Because there are no principals who graduated from the Mississippi University for Women who fit the characteristics of the population, this traditional principal preparation program is excluded. Figure 3 also demonstrates the graduates of the private institutions of William Carey University (n=37) and Mississippi College (n=45) are as comparable to the graduates of the public institutions, Jackson State University (n=43) and Delta State University (n=42).

Data were retrieved from the Mississippi Department of Education Office of Research and Statistics for the 2011, 2012, and 2013 academic school year. This dataset has a list of all schools and principals assigned to lead those schools for the academic school years of the study. Additional demographics of the population consisted of 90 high schools, 79 middle schools, 196 elementary schools, and 19 attendance centers (K-12 schools) from various geographical regions and socio-economic status areas in Mississippi. A list of leaders and the principal preparation program they completed is recorded along with principals who remained as principal at the same school from 2010-2011 SY to 2012-2013 SY from the Mississippi Department of Education Office of Reporting. Individual schools' QDI scores of principals were obtained from the Mississippi Assessment and Accountability Reporting System (MAARS) database.

Research Sampling and Procedures in the Study

According to Gall, Gall, and Borg (2007), non-probability sampling is used when there is an even distribution of characteristics within the population. In the study, the participants are generalized to a specific population of 384 principals using a purposeful sampling technique referred to as homogeneous sampling. According to Patton (2001), homogeneous sampling is appropriate when the researcher chooses participants who belong to the same subculture or have similar characteristics. In this study, the researcher is only looking at the population of principals completing a Mississippi traditional or alternate route program in the state of Mississippi who remained at the same public school from 2010-2011 SY to 2012-2013 SY and assigned to a school that takes the Mississippi Curriculum Test II or participated in the Subject Area Testing Program II. The study has been submitted to the Institutional Review Board (IRB) at the University of Mississippi and approved as exempt under 45 CFR 46.101(b)(#4).

Data Analysis

  In order to determine if there is a significant difference between traditional and alternate-route leaders based on student achievement, an independent t-test is used to analyze mean scores. The dependent variable of the study is based on QDI differential between 2010-2011 SY and 2012-2013 SY. The dichotomous independent variable is the type of principal preparation program, traditional or alternate-route leader. According to Gall, Gall, and Borg (2007), an independent t-test is appropriate when the researcher is trying to determine whether the mean of a dependent variable is the same in two different groups. The data obtained is entered into the Statistical Package for the Social Sciences (SPSS 22.0). The results of the independent t-test are used to determine if there is a significance difference at an alpha level of .05 between the mean scores of traditional and alternate route principal preparation programs.

  In order to answer the question of whether a significant difference exists among the eight Mississippi's principal preparation programs based on student achievement, an Analysis of Variance (ANOVA) is used to evaluate the mean difference among Mississippi colleges and universities based on the QDI differential between 2010-2011 SY and 2012-2013 SY. An ANOVA is similar to the t-test but used when there are more than two groups in the independent variable. According to Creighton (2007), it is appropriate to use an ANOVA instead of a t-test since repeating a t-test would increase the level of risk of error by 5% with each variable beyond the original two. The ANOVA is set at an alpha level of .05 reducing the possibility of making a Type 1 error. The data obtained is entered into the Statistical Package for the Social Sciences (SPSS 22.0). Because an ANOVA does not inform you which specific groups differ, a post-hoc (Tukey) test will be performed to compare groups (Creighton, 2007). The results of the ANOVA

will determine if a significant difference exists at an alpha level of .05 between the mean scores of Mississippi's eight traditional principal preparation programs.

Conceptual Perspectives on Administration Licensure and Quality of Distribution Index

The independent variable is the type of principal preparation program. The eight Mississippi's colleges and universities make up the traditional principal preparation programs and the MAPQSL accounts for the one alternate route for principal preparation. According to the MDE Office of Educator Licensure (2012), the traditional principal preparation path requires leaders to hold a five year educator license, have three years of education experience, and complete an approved master, specialist, or doctoral degree in educational administration from a state approved regionally or nationally accredited institution of higher learning. In addition, the aspiring leader must successfully pass the School Leaders Licensure Assessment (SLLA) before receiving administrative certification.

The alternate route principal preparation program, Mississippi Alternate Path to Quality School Leaders (MAPQSL), requires leaders be employed in a Mississippi school system and hold a master's degree or higher from an accredited institution of higher learning. The candidate must hold a class AA (master's degree) Mississippi's educator license with a minimum of three years of teaching experience or hold a master's degree in Business Administration. After completing the program, participants must successfully pass the SLLA before receiving an entry-level administrator's license to be an administrator in the state of Mississippi (MDE Office of Educator Licensure, 2012).

The dependent variable in this study is student achievement. A school's achievement level is based on the current year performance of students enrolled in a Mississippi school for at

least 70% of a full academic year. The Quality of Distribution Index (QDI) is used to measure student achievement of all tested schools in Mississippi. The QDI score is one of the three parts to the Mississippi Statewide Accountability System. This continuous variable measures the distribution of student performance on state assessments around the cut points for minimal, basic, proficient, and advanced. These performance level descriptors are used to describe the content and processes a student at a given level is expected to know, demonstrate, or perform (Mississippi Public School Accountability Standards, 2012). Table 2 provides a description of what is expected at each level.

Table 2

General Performance Level Descriptors

Performance Level	Description
Advanced	Students at the advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.
Proficient	Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards. Students who perform at this level are prepared to begin work on even more challenging material that is required in the next

	grade or course in the content area.
Basic	Students at the basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards. Remediation is recommended for these students.
Minimal	Students at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance. These students require additional instruction and remediation in the knowledge and skills that are necessary for success in the grade or course in the content area.

Note. Adapted from MCT2 2013 Interpretative Guide for Teachers and Administrators (p. 4) Mississippi Department of Education, 2013, Pearson, Copyright 2013 by the Mississippi Department of Education

The performance level descriptors are organized into four distinct levels. The higher the QDI score, the more students scoring at the proficient and advanced levels. A QDI value is computed using data from the Mississippi Curriculum Test Second Edition (MCT2) language arts and mathematics benchmark assessments for grades three through eight, Subject Area Testing Program data from the Algebra I, Biology I, English II, and United States History assessments, and Mississippi Alternate Assessment of the Extended Curriculum Frameworks (MAAECF). All three assessments are used to calculate a districts' or a schools' QDI.

The formula for calculating QDI is as follows: QDI = (1 x %Basic) + (2 x %Proficient) + (3 x %Advanced). If a school tested a total of 110 students on the state language arts assessment, and the results yielded 10 students scoring minimum, 30 students scoring basic, 50 students

scoring proficient and 20 students scoring advanced, the first step is to calculate the percentage

of students scoring in each category. The percentages equate to 9% minimum, 27% basic, 45%

proficient, and 18% advanced. According the Mississippi Public School Accountability

Standards (2012), schools do not receive any points for students scoring minimum. Therefore,

the 9% is not used in the calculation of the QDI. The next step is to multiply 27% basic by 1,

which is 27, multiply 45% proficient by 2, which is 90, and multiply 18% advanced by 3, which

is 54. The final step is to calculate the sum of all the products ($27 + 90 + 54 = 171$). Therefore,

the QDI is 171 for language arts. The QDI score for other subject area tests, overall school,

district, and state are all calculated using the same procedures. The QDI value ranges from 0

(100% of students scoring in the lowest proficiency level on the assessments) to 300 (100% of

the students scoring in the highest proficiency level on the assessments). See Table 3 for QDI

scores and corresponding academic labels (Mississippi Public School Accountability Standards,

2012).

Table 3

QDI Ranges and Corresponding Performance Classifications

Cut points on QDI	Inadequate Academic Gains	Appropriate Academic Gains
200-300	B – High Performing	A – Star School
166-199	C – Successful	B – High Performing
133-165	D – Academic Watch	C – Successful
100-132	F – Low Performing	D – Academic Watch
0-99	F – Failing	F – At Risk of Failing

Note. Adapted from the Mississippi Public School Accountability Standards 2012 (p. 30), Mississippi Department of Education

Contextual Descriptions of Mississippi's Principal Preparation Programs

Licensed educators seeking to serve in an administrative role in Mississippi K-12 public or parochial schools must become certified through the Mississippi Office of Licensure. Administrator certification can be obtained by completing either a traditional college or university degree program in educational leadership or complete the alternate route program approved by the Mississippi Department of Education under the direction of the Mississippi Community College Foundation. Mississippi currently has six public and two private institutions of higher learning principal preparation programs and one alternate route program. Mississippi's public universities are as follows: Jackson State University, Delta State University, Mississippi State University, The University of Southern Mississippi, Mississippi University for Women, and The University of Mississippi. William Carey University and Mississippi College are Mississippi's private institutions of higher learning. The Mississippi Alternate Path to Quality School Leaders is the only alternate route program in the state of Mississippi. However, for the purposes of this study, the targeted institutions include five (5) public and two (2) private colleges and/or universities and one (1) alternate route program. This section provides a brief description of Mississippi's principal preparation program requirements, course outline, and the minimum requirements to obtain licensure certification to practice administration in Mississippi. This section is based upon the current descriptions of the targeted institutions. Therefore, given that many of these institutions' programs have engaged in redesign, these program descriptions may or may not reflect the type of principal preparation experienced by the targeted principals in the study.

Jackson State University Educational Leadership Program (Public)

The Educational Leadership Department at Jackson State University offers a Master of Science and Educational Specialist degree in Educational Administration and Supervision. The master's degree requires 39 hours of course work and the specialist's degree requires 36 to 39 hours of course work. Students are admitted each summer for the educational leadership program. The master and specialist's programs are two distinctive degree-offering programs. The master's and doctoral program are both nationally recognized Educational Leadership Constituent Council (ELCC). Both programs suggest a sequence of study for coursework. See Appendix A for course outline.

Delta State University Educational Leadership Program (Public)

The Educational Leadership Department at Delta State University offers a Master of Education and Educational Specialist degree in Educational Administration and Supervision. The master's degree program offers a public school emphasis and independent school emphasis. The public school emphasis requires 48 hours of course work preparing for the School Leadership Licensure Assessment (SLLA) and the independent school emphasis requires 33 hours of course work but does not prepare candidates for content found on the SLLA. Study for this educational administrative degree is through a cohort model with a 14-month full-time program of study. Students are admitted each spring with new cohorts beginning each June. The specialist's degree program offers two options for degree completion, standard and cohort track required courses. The standard degree requires a minimum of 30 hours and the cohort track requires a minimum of 42 hours. The master and specialist's programs are two distinctive degree-offering programs. Both programs are nationally recognized by the ELLC. See Appendix B for course outline.

Mississippi State University Educational Leadership Program (Public)

The Educational Leadership Department at Mississippi State University offers a Master of Science and Educational Specialist degree in Educational Administration and Supervision. The master's degree requires 33 hours of course work and the specialist's degree requires 40 hours of course work. Individuals holding a master's degree in school administration and an administrator's license require a minimum of 30 hours for the specialist's program including two core courses. Individuals without a master's degree in school administration require a minimum of 43 hours of coursework including two core courses. Students are admitted each summer for the master and specialist's program. The masters and specialist's coursework are identical with the exception of two core courses added to the specialist' degree. The master's program is nationally recognized by ELCC. See Appendix C for course outline.

University of Southern Mississippi Educational Leadership Program (Public)

The Educational Leadership Department at the University of Southern Mississippi offers a Master of Education degree in Educational Administration and Supervision and Educational Specialist degree in Education Administration. The master's degree requires a minimum of 34 hours of coursework and the specialist's degree requires a minimum of 36-39 hours of coursework. The University of Southern Mississippi Educational Leadership Program offers three paths for obtaining a master's degree in educational leadership. They are as follow: (1) traditional model where students attend classes on campus, (2) strictly online program, and (3) hybrid program includes four weeks of on campus courses divided between two summers. The educational leadership department offers two specialist's degree options, building, and district level models. The master and specialist's programs are two distinctive degree-offering programs.

The masters, specialists, and doctoral programs are all nationally recognized by ELCC. See Appendix D for course outline.

The University of Mississippi Educational Leadership Program (Public)

The Educational Leadership Department at The University Mississippi offers a Master of Education and Educational Specialist degree in K-12 Educational Leadership. The master and specialist's degree requires 36 hours of course work for 18 months. Individuals holding a master's degree in a designated area seeking an educational leadership degree follow the master's degree cohort program design but receive a specialist's degree upon the successful completion of the program. In addition, the educational leadership department offers a highly competitive traditional principal preparation program, the Mississippi Principal Corps. It is a 13-months program, which includes a full-time internship at two sites. These candidates are full time students who work as administrative interns in schools assigned by the department. Students are admitted each summer for both programs, and the master and specialist's coursework are identical. The master's program is nationally recognized by ELCC. See Appendix E for course outline.

William Carey University Educational Leadership Program (Private)

The Educational Leadership Department at William Carey University offers a Master of Education degree in K-12 Educational Leadership. The master's degree requires a minimum of 36 hours of course work and admits students each summer. The master's program is not nationally recognized by ELCC. See Appendix F for course outline.

Mississippi College Educational Leadership Program (Private)

The Educational Leadership Department at Mississippi College offers a Master of Education and Educational Specialist degree in Educational Leadership. The master's degree

requires 39 hours of course work and the specialist's degree requires 40 hours of course work. Students are admitted each summer for the master's cohort program. The master and specialist's programs are two distinctive degree-offering programs. Both programs suggest a sequence of study for coursework. The master's degree program is nationally recognized by ELCC. See Appendix G for course outline.

Mississippi Alternate Path of Quality School Leaders Program

The Mississippi Alternate Path of Quality School Leaders (MAPQSL) is offered by the Mississippi Community College Foundation, in collaboration with the Institute for Education and Workforce Development. The MAPQSL alternate route principal preparation program includes three consecutive weeks Monday through Friday of summer training beginning in May. In addition, nine Saturday class sessions are required during the upcoming academic school year, which may comprise of webinars, online coursework, and face-to-face trainings. The program includes a one-year internship, completion of a program portfolio, and action-learning project with an approved successful administrator as a mentor. Forty hours of leadership duties are expected per week during the school year. A member of the MAPQSL staff monitors supervision of the internship. Courses are not outlined in the program description.

<div align="center">

Summary of Chapter III

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Chapter III provides the type of statistical tests, including the research design, the population of selection subjects, procedures for collecting data, and the data analysis to determine whether a difference between principal preparation programs impact student achievement. Using an independent t-test and ANOVA will provide important information concerning the effectiveness of Mississippi's leadership preparation programs and their impact

on student achievement. Due to the prevalence of missing empirical data concerning principal preparation program effectiveness as mentioned in Chapter I, this information will be useful for states, leadership departments, and superintendents, as they re-think leadership preparation and hiring practices of school leaders.

CHAPTER IV

RESEARCH FINDINGS

Chapter IV provides research findings of Mississippi principals who completed both traditional and alternate route preparation programs. The study, *A Contextual Examination of Mississippi's Principal Preparation Programs and their Impact on Student Achievement*, is comprised of the 384 principals who remained at their assigned school from the academic year 2010-2011 SY to 2012-2013 SY. Table 4 provides demographical characteristics of the types of preparation programs completed by the principals in this study:

Table 4

Overview of Population Demographics

Category	Descriptors	N = Count
Principal Preparation Program	Mississippi Traditional Preparation Programs	7
	Mississippi Alternate Route Programs	1
Public or Private	Mississippi Public University or Colleges	5
	Mississippi Private University or Colleges	2
K-12 School Level	Mississippi High Schools	90
	Mississippi Middle Schools	79
	Mississippi Elementary Schools	196
	Mississippi Attendance Schools (K-12)	19
Higher Education	Traditional Program Principals	370
MAPQSL	Alternate Route Program Principals	14

As indicated in Table 4, there are two types of principal preparation programs in Mississippi, traditional and alternate route. These programs include the following: Delta State University, Jackson State University, Mississippi State University, The University of Mississippi, University of Southern Mississippi, William Carey University, Mississippi College, and Mississippi University for Women. These programs are strictly based at the university level and taught exclusively by professors or adjunct faculty with an earned doctorate in education. The Mississippi Alternate Path to Quality School Leaders (MAPQSL) is the only existing alternate route program in Mississippi. Functioning outside of the traditional university structure, MAPQSL is a non-degree program used to obtain a Mississippi administration license without completing a traditional principal preparation program. William Carey University and Mississippi College are the only two private institutions in the study. The population of principals in this study includes a total of 370 traditional and 14 alternate route principals in the following breakdown: 19 attendance centers (K-12); 196 elementary schools; 79 middle schools; and 90 high schools in Mississippi. Data for this study is obtained from the Office of Research and Statistics and the Mississippi Assessment Accountability Reporting System (MAARS) at the Mississippi Department of Education.

More specifically, the study uses quantitative methods to examine data on student achievement results from the annual Mississippi Curriculum Test II and Subject Area Testing Program II for third through 12th grades. Such analyses allow more comprehensive insight about the impact of principal preparation programs on student performance in Mississippi's public school systems. Using the independent t-test, an examination of the QDI differential mean of Mississippi's traditional and alternate principal preparation programs determines if a difference

65

exist between program types. The use of the Analysis of Variance (ANOVA) analyzes the QDI

differential means between all Mississippi's principal preparation programs to determine whether

or not a significant difference exists. Once the ANOVA has been used to identify differences

between principal preparation programs, the Tukey's post-hoc test is to be used for identifying

specific programs that are significantly different.

Hypothesis One Results Summary

Hypothesis One

Hypothesis One states there is no significant difference in the QDI differential mean

between traditional and alternate route principal preparation programs in Mississippi. An

independent t-test is used to determine if a mean difference exists between principal preparation

programs based on student achievement results from the Mississippi Curriculum Test II (MCT2)

and Subject Areas Testing Program II (SATP2). Table 5 highlights findings for Hypothesis One:

Table 5

Inferential Statistics for QDI Differential

Principal Preparation Program	N	M	SD	SE
Alternate Route	14	6.286	16.721	4.469
Traditional	370	8.900	18.359	.954

As indicated in Table 5, the mean (*M*) QDI differential for the traditional principal preparation

program is 8.900 with a standard deviation (*SD*) of 18.359. The traditional principal preparation

program data suggest traditional principal preparation programs' graduates assigned to a

Mississippi public school averages a nine-point QDI differential across three consecutive years.

The averages are inclusive of increases and decreases in QDI scores from year to year. Table 6 indicates the findings for average increases and decreases of QDI scores:

Table 6

Traditional Principal Preparation Programs Average Increases and Decreases in QDI Scores

Traditional N=370	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	163	3.612	166	5.288	171	8.900
N=QDI+		256		245		282
N=QDI-		114		125		88

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 6, traditional principal preparation programs average a total of 3.612 QDI points between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, traditional principal preparation programs average a total of 5.288 QDI points. Thus, traditional principal preparation programs principals average a QDI differential of 8.900 QDI points between the 2011-2012 SY and 2012-2013 SY. Additionally, 69% of traditional programs participants increased their QDI score while 31% of the participants QDI score decreased from 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, 66% of traditional programs participants increased their QDI score with a loss of three percentage points from the previous year while 34% of the participants QDI score decreased.

As for the alternate route group (MAPQSL), the *M* QDI differential is 6.286 with a standard deviation *SD* of 16.721. The data for this group indicates the alternate route principal preparation program's graduates assigned to a Mississippi public school averages a 6.286 QDI differential across three consecutive years including increases and decreases in QDI scores from year to year. Table 7 shows the findings for average increases and decreases in QDI scores:

Table 7

MAPQSL Average Increases and Decreases in QDI Scores

Alternate N=14	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	134	2.714	137	3.572	141	6.286
N=QDI +		9		8		8
N=QDI -		5		6		6

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 7, the alternate principal preparation program averages a total of 2.714 QDI points between the 2010-2011SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, the alternate principal preparation program averages a total of 3.572 QDI points. Thus, alternate route principal preparation program principals average a QDI differential of 6.286 points between the 2010-2011 SY and 2012-2013 SY. Additionally, 64% of the alternate route program participants increased their QDI score whereas 36% of the participants QDI score decreased from 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, 57% of alternate route program participants increased their QDI score with a loss of seven percentage points from the previous year yet 43% of the participants QDI score decreased.

Independent t-test

An independent t-test is conducted to determine if a difference exists in student achievement among principals who have attended a traditional or alternate route principal preparation program. The independent t-test is a parametric test of significance used to compare data to test hypotheses concerning population means. The t distribution score represents the statistical difference between population means and standard error (Creighton, 2007). The study finds there is no statistically significant difference in mean QDI differential between traditional

and alternate route principal preparation programs at the significance level of .05. Table 8 indicates the following:

Table 8

Independent t-test Results for QDI Differential

QDI	t	df	Sig.	Mean Difference	Std. Error	95% CI Lower Bound	95% CI Higher Bound
Equal Variances Assumed	-.525	382	.600	-2.614	4.984	-12.413	7.185

Note. The mean difference is significant at the .05 level.

Despite the QDI differential of traditional principal preparation programs ($M = 8.900$, $SD = 18.359$) is higher than the alternate route principal preparation program ($M = 6.286$, $SD = 16.721$), statistically there is no significant difference between their mean QDI differential at the significance level of .05. Because the p – value of 0.600 is not less than the significance level .05, the null hypothesis is accepted. Therefore, the finding suggests there is no statistical significant difference between student achievement of Mississippi's traditional and alternate route principal preparation programs.

Hypothesis Two Results Summary

Hypothesis Two

Hypothesis Two states there is a significant difference between Mississippi's eight principal preparation programs between. An ANOVA is used to determine if a mean difference exists between Mississippi's eight principal preparation programs based on the student achievement results of the MCT2 and SATP2. An ANOVA is comparable to the t-test, but is used when there are more than two groups in the independent variable.

According to Creighton (2007), it is appropriate to use an ANOVA because repeating a t-test increases the level of risk of error by 5% with each variable beyond the original two. Because an ANOVA does not inform which specific groups differ significantly, a post-hoc (Tukey) test is used to compare groups. Table 9 highlights descriptive analyses for Hypothesis Two:

Table 9

Descriptive Analyses for QDI Differential

		QDI Differential		
Type	Principal Preparation	N = Count	Mean	Standard Deviation
Public	Delta State	42	17.262	21.798
	Jackson State	43	3.279	19.597
	Mississippi State	61	8.508	18.026
	University of MS	70	9.928	17.662
	Southern Mississippi	72	8.958	14.169
Private	William Carey	37	9.270	13.692
	Mississippi College	45	5.000	22.187
Alternate route	MAPQSL	14	6.286	16.721
Total/Average		384	8.804	18.287

As indicated in Table 9, the mean (*M*) QDI differential for Mississippi's principal preparation programs is 8.804 with a standard deviation (*SD*) of 18.287. Mississippi's principal preparation program graduates in the study assigned to a Mississippi public school averages 8.804 QDI points across three consecutive years. These findings are inclusive of increases and decreases in

70

QDI scores from year to year. It is also important to note that QDI differential focuses on points gained or lost rather than the academic label of the QDI score.

As indicated in Table 9, the *M* QDI differential for Delta State University (DSU) is 17.262 with a *SD* of 21.798. The data for this group indicates DSU's (public university and traditional principal preparation program) graduates assigned to a Mississippi public school averaged a 17.262 QDI differential across three consecutive years. These findings are inclusive of increases and decreases in QDI scores from year to year. Table 10 reveals the results for DSU's increases and decreases in QDI scores between the academic school years selected for the study:

Table 10

Delta State University QDI Score Increases and Decreases 2011-2013

Principals N=42	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	146	9.905	155	7.357	163	17.262
N=QDI +		34		13		37
N=QDI -		8		29		5

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 10, 81% of DSU's graduates increased their QDI score yet 19% of QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, 31% of DSU's graduates increased their QDI score with a loss of 50 percentage points from the previous year yet 69% of QDI score decreased. The maximum gain in QDI points of DSU's graduates is 45 and the maximum loss is four from the 2010-2011 SY to the 2011-2012 SY. The average gain in QDI points between the 2010-2011 SY and the 2011-2012 SY is 9.905. Between the 2011-2012 SY and 2012-2013 SY, DSU's maximum gain in QDI

points is 65 and the maximum loss is 13. The average gain in QDI points between the 2011-2012

SY and the 2012-2013 SY is 7.357. Therefore, DSU's principals average a QDI differential of

17.262 points between the 2010-2011 SY and 2012-2013 SY. See Appendix H for increases and

decreases of all QDI scores for DSU's graduates.

As indicated in Table 9, the *M* QDI differential for Jackson State University (JSU) is

3.279 with a *SD* of 19.597. The data for this group indicates JSU's (public university and

traditional principal preparation program) graduates assigned to a Mississippi public school

averaged a 3.279 QDI differential across three consecutive years. These findings are inclusive of

increases and decreases in QDI scores from year to year. Table 11 reveals the results for JSU's

increases or decreases in QDI scores between the academic school years selected for the study:

Table 11

Jackson State University QDI Score Increases and Decreases 2011-2013

Principals *N*=43	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	143	2.953	146	0.326	147	3.279
N=QDI +		27		20		27
N=QDI -		16		23		16

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 11, 63% of JSU's graduates increased their QDI score whereas 37% of

QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012

SY and 2012-2013 SY, 47% of JSU's graduates increased their QDI score with a loss of 16

percentage points from the previous year where as 53% of QDI scores decreased. The maximum

gain in QDI points of JSU's graduates is 44 and maximum loss is 72 from the 2010-2011 SY to

the 2011-2012 SY. The average gain in QDI points between the 2010-2011 SY and the 2011-

2012 SY is 3.379. Between the 2011-2012 SY and 2012-2013 SY, JSU's maximum gain in QDI

points is 28 and the maximum loss is 23. The average gain in QDI points between the 2011-2012

SY and the 2012-2013 SY is 0.326. Therefore, JSU's principals average a QDI differential of

3.279 points between the 2010-2011 SY and 2012-2013 SY. See Appendix I for increases and

decreases of all QDI scores for JSU's graduates.

As specified in Table 9, the *M* QDI differential for Mississippi College (MC) is 5.000

with a *SD* of 22.187. MC's (private college and traditional principal program) graduates assigned

to a Mississippi public school averaged a 5.000 QDI differential across three consecutive years.

Included in these findings are increases and decreases in QDI scores from year to year. Table 12

reveals the results for MC's increases or decreases in QDI scores between academic school years

selected for the study:

Table 12

Mississippi College QDI Score Increases and Decreases 2011-2013

Principals N=45	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	158	2.556	161	2.444	163	5.000
N=QDI +		31		28		29
N=QDI -		14		17		16

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011
SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 12, 69% of MC's graduates increased their QDI score whereas 31% of

QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012

SY and 2012-2013 SY, 62% of MC's graduates increased their QDI score with a loss of seven

percentage points from the previous year whereas 38% of QDI scores decreased. The maximum

gain in QDI points of MC's graduates is 29 and the maximum loss is 75 from the 2010-2011 SY

to the 2011-2012 SY. The average gain in QDI points between the 2010-2011 SY and the 2011-2012 SY is 2.556. Between the 2011-2012 SY and 2012-2013 SY, MC's maximum gain in QDI points is 65 and the maximum loss is 58. The average gain in QDI points between the 2011-2012SY and the 2012-2013 SY is 2.444. Therefore, MC's principals average a QDI differential of 5.000 between the 2010-2011SY and 2012-2013 SY. See Appendix J for increases and decreases of all QDI scores for MC's graduates.

As specified in Table 9, the *M* QDI differential of Mississippi State University (MSU) is 8.508 with a *SD* of 18.026. The data for this group indicates MSU's (public university and traditional principal preparation program) graduates assigned to a Mississippi public school averaged an 8.508 QDI differential across three consecutive years. These findings indicate increases and decreases in in QDI scores from year to year. Table 13 reveals the results for MSU's increases and decreases in QDI scores between the academic school years selected for the study:

Table 13

Mississippi State University QDI Score Increases and Decreases 2011-2013

Principals N=61	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	166	1.393	168	7.115	175	8.508
N=QDI +		37		43		49
N=QDI -		24		18		12

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 13, 61% of MSU's graduates increased their QDI score whereas 39% of the QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, 70% of MSU's graduates increased their QDI score with a nine-

point percentage gain from the previous year whereas 30% of the QDI scores decreased. The maximum gain in QDI points of MSU's graduates is 25 and the maximum loss is 44 from the 2010-2011 SY to the 2011-2012 SY. The average gain in QDI points between the 2010-2011 SY and the 2012 SY is 1.393. Between the 2011-2012 SY and 2012-2013 SY, MSU's maximum gain in QDI points is 53 and the maximum loss is 44. The average gain in QDI points between the 2011-2012 SY and 2012-2013 SY is 7.115. Therefore, MSU's principals average a QDI differential of 8.508 points between the 2010-2011 SY and 2012-2013 SY. See Appendix K for increases and decreases of all QDI scores for MSU's graduates.

As specified in Table 9, the *M* QDI differential for The University of Mississippi (UM) is 9.928 with a *SD* of 17.662. UM (public university and traditional principal preparation program) graduates assigned to a Mississippi public school averaged a 9.928 increase in QDI differential across three consecutive years with increases and decreases in QDI scores from year to year. Table 14 reveals the results for increases and decreases in QDI scores between the academic school years selected for the study:

Table 14

The University of Mississippi QDI Score Increases and Decreases 2011-2013

Principals N=70	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	172	3.171	175	6.757	182	9.928
N=QDI +		46		52		50
N=QDI -		24		18		20

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 14, 66% of UM's graduates increased their QDI score whereas 34% of QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 201-2012

SY and 2012-2013 SY, 74% of UM's graduates increased their QDI score with an eight-point

percentage gain from the previous year where as 26% of QDI scores decreased. The maximum

gain in QDI points of UM's graduates is 28 and the maximum loss from the 2010-2011 SY and

the 201-2012 SY. The average gain in QDI points between the 2010-2011 SY and the 201-2012

SY is 3.171. Between the 201-2012 SY and 2012-2013 SY, UM's maximum gain in QDI points

is 99 and the maximum loss is 21. The average gain in QDI points between the 2011-2012 SY

and the 2012-2013 SY is 6.757. Therefore, UM's principals average a QDI differential of 9.928

points between the 2010-2011 SY and 2012-2013 SY. See Appendix L for increases and

decreases of all QDI scores for UM's graduates.

As specified in Table 9, the *M* QDI differential for University of Southern Mississippi

(USM) is 8.958 with a *SD* of 14.169. The data for this group indicates USM's (public university

and traditional principal preparation program) graduates assigned to a Mississippi public school

averaged an 8.958 QDI differential across three consecutive years with increases and decreases

in QDI scores from year to year. Table 15 reveals the results for USM's increases or decreases in

QDI scores between the academic school years selected for the study:

Table 15

University of Southern Mississippi QDI Score Increases and Decreases 2011-2013

Principals N=72	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	170	2.875	173	6.083	179	8.958
N=QDI +		46		55		54
N=QDI -		26		17		18

 Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011
SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

76

As indicated in Table 15, 64% of USM's graduates increased their QDI score while 36% of QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, 76% of USM's graduates increased their QDI score with a 12-point percentage gain from the previous year while 24% of QDI scores decreased. The maximum gain in QDI points of USM's graduates is 44 and the maximum loss is 26 from the 2010-2011 SY to the 2011-2012. The average gain in QDI points between the 2010-2011 SY and the 2011-2012 SY is 2.875. Between the 2011-2012 SY and 2012-2013 SY, USM's maximum gain in QDI points is 30 and the maximum loss is 17. The average gain in QDI points between the 2011-2012 SY and the 2012-2013 SY is 6.083. Therefore, USM's principals average a QDI differential of 8.958 between the 2010-2011 SY and 2012-2013 SY. See Appendix M for increases and decreases of all QDI scores for USM's graduates.

As specified in Table 9, the *M* QDI differential for William Carey University (WCU) is 9.270 with a *SD* of 13.692. WCU's (private university and traditional principal preparation program) graduates assigned to a Mississippi public school averaged a 9.270 increase in QDI differential across three consecutive years. The findings indicate increases and decreases in QDI scores from year to year. Table 16 reveals the results for WCU's increases or decreases in QDI scores between the academic school years selected for the study:

Table 16

William Carey University QDI Score Increases and Decreases 2011-2013

Principals *N*=37	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	165	4.405	170	4.865	175	9.270
N=QDI +		26		26		28
N=QDI -		11		11		9

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 16, 70% of WCU's graduates increased their QDI score whereas 30% of QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012 SY and 2012-2013 SY, 70% of WCU's graduates increased their QDI score with no change in percentage points from the previous year whereas 30% of QDI scores decreased. The maximum gain in QDI points of WCU's graduates is 29 and the maximum loss is 29 from the 2010-2011 SY to the 2011-2012 SY. The average gain in QDI points between the 2010-2011 SY and the 2011-2012 SY is 4.405. Between the 2011-2012 SY and 2012-2013 SY, WCU's maximum gain in QDI points is 30 and the maximum loss is 16. The average gain in QDI points between the 2011-2012 SY and the 2012-2013 SY is 4.865. Therefore, WCU's principals average a QDI differential of 9.270 between the 2010-2011 SY and 2012-2013 SY. See Appendix N for increases and decreases of all QDI scores for WCU's graduates.

As specified in Table 9, the *M* QDI differential for Mississippi Alternate Path to Quality Leaders (MAPQSL) is 6.286 with a *SD* of 16.721. MAPQSL's (public and alternate route principal preparation program) graduates assigned to a Mississippi public school averaged 6.286 in QDI differential across three consecutive years inclusive of increases and decreases in QDI

scores from year to year. Table 17 reveals the results for MAPQSL's increases or decreases in

QDI scores between the academic school years selected for the study:

Table 17

Mississippi Alternate Path to Quality Leaders QDI Score Increases and Decreases 2011-2013

Principals N=14	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
Average	134	2.714	137	3.571	141	6.286
N=QDI +		9		8		8
N=QDI -		5		6		6

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

As indicated in Table 17, 64% of MAPQSL's graduates increased their QDI score while 36% of

QDI scores decreased between the 2010-2011 SY to the 2011-2012 SY. Between the 2011-2012

SY and 2012-2013 SY, 57% of MAPQSL's graduates increased their QDI score with a loss of

seven percentage points from the pervious year while 43% of QDI scores decreased. The

maximum gain in QDI points of MAPQSL's graduates is 29 and the maximum loss is 20 from

the 2010-2011 SY to the 2011-2012 SY. The average gain in QDI points between the 2010-2011

SY and the 2011-2012 SY is 2.714. Between the 2011-2012 SY and 2012-2013 SY, MAPQSL's

maximum gain in QDI points is 20 and the maximum loss is nine. The average gain in QDI

points between the 2011-2012 SY and the 2012-2013 SY is 3.572. Therefore, MAPQSL's

principals average a QDI differential of 6.286 between the 2010-2011 SY and 2012-2013 SY.

See Appendix O for increases and decreases of all QDI scores for MAPQSL's graduates.

One-way ANOVA

The One-way ANOVA is used to determine if there is a significant difference between

the eight Mississippi's principal preparation programs' impact on student achievement. The One-

Way ANOVA is a parametric test of significance which yields the F ratio score distribution. The F distribution score denotes the ratio of differences and error (Gay, Mills, & Airasian, 2006). If the between-group variance is significantly higher than the within-group variance, the F ratio is significant. One-way ANOVA results are presented in Table 18:

Table 18

ANOVA F Ratio Score Distribution for QDI Differential

QDI Diff.	Sum Square	df	Mean Square	F	Sig.
Between Groups	5160.663	7	737.238	2.255	.029
Within Groups	122933.688	376	326.951		
Total	128094.352	383			

Table 18 indicates QDI differential has a between group variance mean square of 737.238. This mean square is considerably higher than the within-group mean square of 326.951. The F ratio score distribution is 2.255. This finding, too, indicates a significant difference in the QDI differential of Mississippi's eight principal preparation programs at the significance level of .05. Because the p-value of 0.029 is less than the significance level .05, the null hypothesis is rejected. Therefore, a significant difference exists between Mississippi's eight principal preparation programs' impact on student achievement in Mississippi's public schools. Because the One-way ANOVA only detects a significant difference between groups but does not determine which groups are significantly different, a Tukey Post-Hoc test is conducted to identify which specific groups are different (Creighton, 2007). Thus, for the purpose of this study, a Tukey Post-Hoc test is required for determining this type of results.

Tukey Post-Hoc Test

A Tukey Post-Hoc test is conducted to determine which Mississippi principal preparation programs' QDI differential is significantly different based on student achievement. Post hoc tests are intended for conditions in which the researcher has obtained a significant omnibus F-test with a factor containing three or more means and additional exploration of the differences among means. Such a statistical approach is needed to provide specific information on which means are significantly different from the other (Creighton, 20070. The Tukey Post-Hoc test results are presented in Table 19:

Table 19

Tukey HSD Post-Hoc Test for QDI Differential

(I) Preparation	(J) Preparation	Mean (I-J) Difference	Std. Error	Sig.	95% Confidence Int. Lower Bound	Upper Bound
Alternate	DSU	-10.97619	5.58016	.506	-27.9850	6.0326
	JSU	3.00664	5.56392	.999	-13.9527	19.9659
	MC	1. 28571	5.53347	1.000	-15.5808	18.1522
	MSU	-2.22248	5.35850	1.000	-18.5556	14.1107
	UM	-3.64286	5.29381	.997	-19.7788	12.4931
	USM	-2.67262	5.28154	1.000	-18. 7712	13.4260
	WCU	-2.98456	5.67364	1.000	-20.2783	14.3092
DSU	JSU	13.98283*	3.92276	.010*	2.0259	25.9398
	MC	12.26190*	3.87945	.036*	.4370	24.0868
	MSU	8.75371	3.62552	.237	-2.2972	19.8046
	UM	7.33333	3.52920	.431	-3.4240	18.0906

	USM	8.30357	3.51078	.262	-2.3976	19.0047
	WCU	7.99163	4.07690	.510	-4.4351	20.4184
JSU	MC	-1.72093	3.85605	1.000	-13.4745	10.0326
	MSU	-5.22913	3.60047	.832	-16.2037	5.7454
	UM	-6.64950	3.50346	.553	-17.3284	4.0294
	USM	-5.67926	3.48490	.732	-16.3015	4.9430
	WCU	-5.99120	4.05463	.819	-18.3501	6.3677
MC	MSU	-3.50820	3.55323	.976	-14.3387	7.3223
	UM	-4.92857	3.45490	.845	-15.4594	5.6022
	USM	-3.95833	3.43607	.945	-14.4318	6.5151
	WCU	-4.27027	4.01274	.964	-16.5015	7.9609
MSU	UM	-1.42037	3.16711	1.000	-11.0740	8.2332
	USM	-0.45014	3.14656	1.000	-10.0411	9.1408
	WCU	-0.76207	3.76781	1.000	-12.2467	10.7225
UM	USM	.97024	3.03508	1.000	-8.2809	10.2214
	WCU	.65830	3.67522	1.000	-10.5441	11.8607
USM	WCU	-0.31194	3.65753	1.000	-11.4604	10.8365

Note. * The mean difference is significant at the .05 level.

Because the results of the One-way ANOVA indicate a significant difference in mean QDI

differential for the Mississippi eight principal preparation programs (F = 2.255, p = .029), post-

hoc analyses using the Tukey Post-Hoc test indicates the QDI differential means scores for Delta

State University is significantly different from Jackson State University (MD = 13.982, SD =

3.922, p = .010). Because the p-value is less than the significance level .05, Delta State

University principal preparation program graduates show a greater impact in student achievement among Mississippi's public schools than Jackson State University principal preparation program graduates.

In addition, the QDI differential mean for Delta State University is significantly different from Mississippi College graduates (MD = 12.261, SD = 3.879, p = .036) Because the p-value is less than the significance level .05, Delta State University principal preparation program graduates show a greater impact on student achievement than Mississippi College principal preparation program graduates.

As for the remaining Mississippi principal preparation programs, there are no significant differences between QDI differentials among the remaining group combinations presented in the study. However, the results do provide information concerning Mississippi's principal preparation programs with the greatest increase in QDI differential across three years. The QDI differential provides the average increase or decrease of points in QDI scores across three consecutive years in respective of the principal preparation program graduates completed. The Mississippi Principal Preparation Rankings by QDI differential are presented in Figure 4:
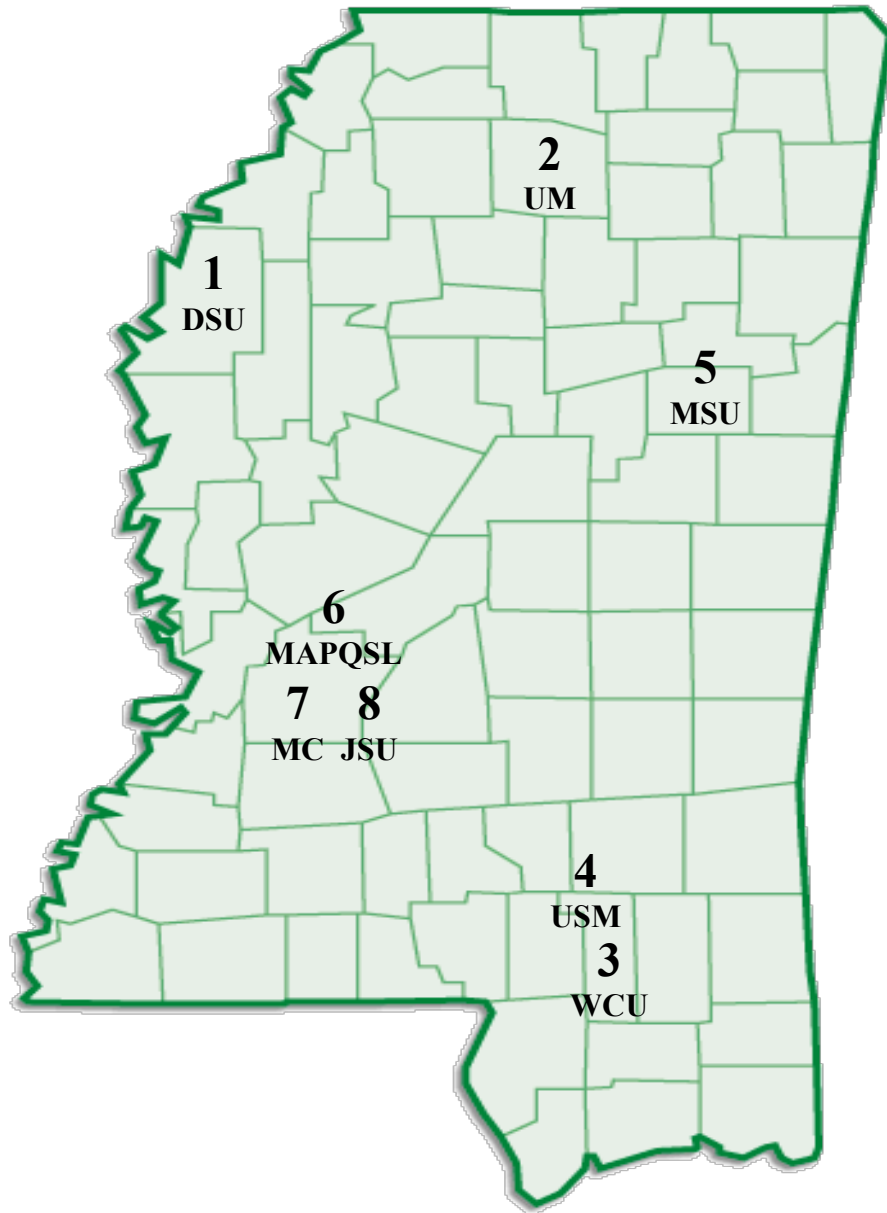
Figure 4: Mississippi Principal Preparation Rankings of QDI Differential 2011, 2012, 2013

Figure 4 illustrates the locations of Mississippi's Principal Preparation Programs and their

rankings based on QDI differential from 2011 to 2013. The map indicates that principal

preparation programs located in the North and South Mississippi have the highest rankings as

compared to principal preparation programs located in Central Mississippi. Table 20 asserts the

following mean scores, program type, and location for the respective principal preparation programs.

Table 20

Mississippi Principal Preparation Rankings of QDI Differential 2011, 2012, 2013

Preparation Program	Location	Program Type	Mean Score
1. Delta State University (DSU)	Cleveland, MS	Public	17. 262
2. University of Mississippi (UM)	Oxford, MS	Public	9.928
3. William Carey University (WCU)	Hattiesburg, MS	Private	9.270
4. University of Southern MS (USM)	Hattiesburg, MS	Public	8.958
5. Mississippi State University (MSU)	Starkville, MS	Public	8.508
6. MAPQSL Alternate Route	Jackson, MS	Public	6.286
7. Mississippi College (MC)	Clinton, MS	Private	5.000
8. Jackson State University (JSU)	Jackson, MS	Public	3. 279

Table 20 indicates Delta State University (DSU) has the highest QDI differential among Mississippi's principal preparation programs between 2010-2011 SY and 2012-2013 SY. DSU graduates who served as a principal at a Mississippi public school averaged a 17-point gain in QDI differential. This increase in QDI score is a combination of negative and positive gains in QDI scores from year to year for three consecutive years. The University of Mississippi (UM) has the second highest QDI differential among Mississippi's principal preparation programs. UM graduates average nearly a 10-point gain in QDI differential. Such a finding is again in combination of negative and positive gains in QDI scores from year to year over three consecutive years. In addition, Table 20 also highlights that Jackson State University (JSU) has

the lowest QDI differential among Mississippi's principal preparation programs. This indicates that JSU graduates who serve as a principal at a Mississippi public school have averaged about a three-point gain in QDI differential from 2010-2011 SY to 2012-2013 SY.

Summary of Chapter IV

Chapter IV offers important findings about the impact of Mississippi's principal preparation programs for student achievement. A statistical significant difference is not found between traditional and alternate route programs. Such findings result in accepting the null hypothesis. As for distinctions between individual Mississippi principal preparation programs, a significant difference exists between Mississippi's eight principal preparation programs. The QDI differential of Delta State University's principal preparation program is higher than Jackson State University and Mississippi College. In addition, based on student achievement, Delta State University and University of Mississippi have experienced the largest increase in QDI differential across three consecutive years (2011, 2012, 2013 SY). The graduates from Jackson State University have the lowest number of points gained in QDI differential across three consecutive years. Thus, Chapter IV provides overall results for principal preparation programs and their role for student achievement in Mississippi. Forthcoming, in Chapter V, the summary, conclusions, implications, and future recommendations are provided.

CHAPTER V

RESEARCH SUMMARY, CONCLUSION, IMPLICATIONS, AND

RECOMMENDATIONS

The pressure placed on principals to be effective leaders has increased and principals are held directly accountable for the academic success of their schools. Thus, the measurement of school success and principal effectiveness is exclusively based on student achievement (Leithwood & Riehl, 2003). With increased expectations of school leaders and the growing shortage of effective principals, questions have surfaced as to those profound ways to prepare aspiring school leaders for the complex obligations of the principalship. Simply put, do traditional principal preparation programs continue to effectively prepare principal candidates to adequately lead schools? Due to the expansion of alternate route principal preparation programs, questions of whether these non-traditional leadership models are better preparing principals have also been raised. Research concerning the success of traditional and alternate route principal preparation programs is important as they are increasingly appearing across the nation. Furthermore, there is a need for new principals to be able to immediately employ effective leadership practices that foster school success (Davis & Jazzar, 2005).

Numerous authors and researchers including Arthur Levine (2005) and Larry Lashway (1999, 2003) have continued to suggest principal preparation programs must be reformed to better equip principal candidates with the necessary skills to lead schools adequately and primarily increase student achievement. Traditional principal preparation programs' academic

preparation models have been criticized for a lack of quality and practical application of skill development for school leaders. The alternate route principal preparation program approach has been identified as a method to provide a greater experiential based model for future principals despite their lack of theoretical focus. The advocates of alternate route principal preparation programs have upheld that a significant restructuring of principal preparation programs is essential to increase the leadership skills of future principals and overall student achievement.

Levine (2005) noted little or no quantitative research has been conducted on the effectiveness of principal preparation programs. Although much has been written with anecdotal data to support logical perspectives, little or no quantitative research exists with regards to the nexus between principal preparation effectiveness and student achievement. Thus, the absence or lack of this research and this ongoing debate has resulted in this current dissertation study, *A Contextual Examination of Mississippi's Principal Preparation Programs And their Impact on Student Achievement*:

1. Is there a difference in student achievement between Mississippi's traditional and alternate route principal preparation programs?

2. Is there a difference in student achievement between Mississippi's eight principal preparation programs?

Summary of the Research Study

The results of Quantitative Hypothesis One indicate there is no significant difference in the QDI differential mean between traditional and alternate route principal preparation programs in Mississippi. Because the QDI differential score of traditional principal preparation programs ($M = 8.900$, $SD = 18.359$) is 2.614 higher than the alternate route principal preparation program

(M = 6.286, SD = 16.721), statistically there is no significant difference in mean QDI differential between traditional and alternate route principal preparation programs at the significance level of .05 (M = 2.614, CI [-12.413, 7.185], t (382) = -.525, p = 0.600). Since the p –value of 0.600 is not less than the significance level .05 the null hypothesis is accepted. There is no significant difference between traditional and alternate route principal preparation programs' impact on student achievement in Mississippi's public schools.

The results of Quantitative Hypothesis Two indicate there is a significant difference in the mean QDI differential among Mississippi's eight principal preparation programs. The QDI differential has a between group variance mean square of 737.238 which is considerably higher than the within group mean square of 326.951. Such findings indicate a difference at the significance level of .05 in QDI differential scores of Mississippi's eight principal preparation programs: F (737.238, 326.951) = 2.255, p = .029. Because the p –value of 0.029 is less than significance level .05, the null hypothesis is rejected. There is a significant difference among group means of Mississippi's principal preparation programs.

A Tukey HSD Post-Hoc Test is also conducted to determine which group means are significantly different for Hypothesis Two. Post-hoc comparisons using the Tukey HSD test indicate the QDI differential mean score for Delta State University is significantly different from Jackson State University (MD = 13.982, SD = 3.922, p = .010) and Mississippi College graduates (MD = 12.261, SD = 3.879, p = .036). Because their p-values are less than the significance level .05, Delta State University principal preparation program graduates show a greater impact on student achievement among Mississippi's public schools than Jackson State University and Mississippi College principal preparation program graduates. No significant difference is yielded in the QDI differential in the remaining principal preparation programs.

Conclusions of the Research Study

The results of this study for Hypothesis One suggest Mississippi traditional principal preparation program principals do not differ from Mississippi Alternate Path to School Leadership principals concerning their impact on student achievement in Mississippi's public schools. Despite no emerging statistically significant difference, it is essential to note Mississippi's traditional principal preparation programs QDI differential mean of 8.900 is 2.614 points more than the MAPQSL principal preparation program of 6.286. The difference in the scores is due to the traditional principal preparation programs' graduates showing more increases in their QDI score than MAPQSL graduates across three consecutive years. Based on the results, it is reasonable to conclude traditional principal preparations programs can anticipate an increase in the school's overall QDI score by nine points within three consecutive years. As for the alternate route program, based on data analyses of this study, these principals can anticipate increase a school's overall QDI score by six points within three consecutive years. The findings are based on the difference between QDI mean scores from year one to year three of both program types in the study. These results are contrary to the arguments that Lashway (1999, 2003) and others have reported that alternate route programs yield higher increases in student achievement. Neither program outperformed the other in the analyses of the variables measured.

The results of this study for Hypothesis Two suggest there are significant differences between Mississippi's eight principal preparation programs. The findings, however, are unique to the principal preparation program at Delta State University. Such findings demonstrate a significant difference from both Jackson State University and Mississippi College principal preparation programs. Delta State University' graduates QDI differential mean of 17 points indicate a stronger impact on student achievement based on growth for the schools they serve,

unlike those schools served by the graduates of Jackson State University and Mississippi College. Jackson State University graduates have a QDI differential mean of three points and Mississippi College graduates have a QDI Differential mean of five points.

As for the remaining Mississippi principal preparation programs, while there are no significant differences between QDI differential scores of the remaining group combinations presented in the study, the results do provide information to determine rank concerning Mississippi's principal preparation programs with the greatest increase in the QDI differential across three consecutive years. Delta State University (DSU) has the highest QDI differential among Mississippi's principal preparation programs. The University of Mississippi (UM) averages a 10-point gain in QDI points across three consecutive years placing the principal preparation program second in having the highest QDI differential. Jackson State University (JSU) yields the lowest QDI differential among Mississippi's principal preparation programs.

Implications of the Research Study

Debates concerning the design of principal preparation programs have been ongoing and will continue beyond this study. Educational researchers have suggested that traditional principal preparation programs are ineffective and need to be redesigned or eliminated altogether (Levine, 2005). This quantitative study, however, finds there is no significant difference between traditional and alternate route models although the traditional principal preparation program scored higher than the alternate route principal preparation program. Both traditional and alternate route programs are statistically showing similar impacts on student achievement. Thus, the first implication is the need to conduct a closer examination at both principal preparation program designs to determine what elements of the programs are more influential toward the

positive impact on principal's performance. After the elements are defined, principal preparation programs may consider elements for future program re-design for the preparation of school leaders. This information is valuable to principal preparation program instructors as they continue to search for more innovative ways to improve and develop effective school leaders.

This study has shown principal preparation programs do impact student achievement based on the knowledge acquired and applied by their graduates as principals. Notwithstanding, a second implication indicates the necessity of considering what constitutes a successful graduate from a principal preparation program. This study suggests the success of principal preparation programs should not solely be based upon graduate completion rates, but these programs need to be expanded to include student achievement as part of an ongoing continuum. Though in 2002, the Educational Leadership Constituent Council (ELCC) created standards to evaluate traditional principal preparation programs in colleges and universities, the evaluation process does not include the use of quantitative data to assess their graduates' impact on student achievement. Currently, public school districts are regulated by federal and state departments using accountability models to evaluate the success of schools through the use of state testing. The ELCC standards are solely used to evaluate principal preparation programs for certification (Davis & Jazzar, 2005). Since principal preparation programs prepare school leaders, the quality of these programs need to be linked to school outcomes and used as part of their evaluation to determine whether or not they receive national recognition.

Given that the current conceptual framework of this study introduced in Chapter I is a linear directional approach, no results of the graduates-turned-principals are considered as part of the overall success of the principal preparation program. The following is the newly proposed conceptual framework as a result of the study:
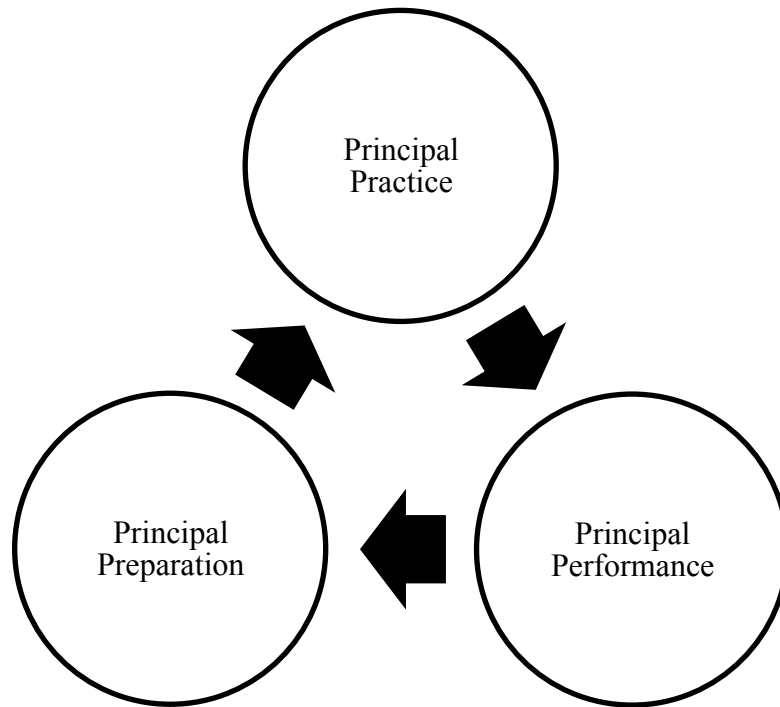
Figure 5. Continuum Model for Principal Preparation, Practice, and Performance

Figure 5 describes a cycle of the conceptual framework, which consists of principal preparation (aspiring leaders), principal practice (administrative leadership), and principal performance (student achievement). As principal preparation programs influence practice of school leaders, knowledge and skills acquired by school leaders in principal preparation programs are used to support student achievement. As a result, school leaders and principal preparation programs are evaluated based on student outcomes. This looping model provides the context for enhancing collaboration, encouraging effective leadership action research projects with school districts, and mandating accountability among all stakeholders for continuous improvements in student achievement.

As suggested by the study, student achievement data in the form of principal performance is an important component to be used to determine the impact principal preparation programs have on school outcomes. Because there is a statistical significant difference between

Mississippi's principal preparation programs, the implication suggests that student achievement can be one way to determine graduates' success and rank principal preparation programs using quantitative data. The ranking would be based on their average expected student achievement growth from year to year under the leadership of the principal who is a graduate of the respective principal preparation program. As for the faculty of principal preparation programs, this data allows them to again to evaluate graduates' success, use this information to better prepare principals for the field of administration, and strengthen partnerships with school districts. Aspiring school leaders entering the program also get the opportunity to choose their program of choice based upon another source of data. Such information allows them to determine the long-term implications of the quality of program chosen in the short-term.

Additionally, as school districts' leaders seek to find the best-qualified candidates to assume principal roles within their schools, it is in the best interest of school districts' human resource departments to examine the quality of the principal preparation programs in which candidates received a degree or certificate of completion. The newly expanded concept of successful principal preparation programs is now inclusive of quality based upon program accreditation (i.e. ELCC) and program rankings (i.e. student achievement). Notwithstanding, educators, researchers, and other public stakeholders need to understand what part of the accountability system is most appropriate for examining academic growth and point allocation for student achievement in relation to the success of principal preparation programs. Examining academic labels solely are not inherently sufficient to demonstrate leadership effectiveness. Academic growth and point allocations need to be considered as part of the equation. Thus, using comprehensive measures to evaluate the effectiveness of principal preparation programs, district leaders are better able to determine what principals are prepared to lead our nation's schools

Recommendations of the Research Study

Research has established a nexus between school leadership and student achievement (Leithwood & Riehl, 2003). Because our nation's schools are not preforming at expected levels, critics believe traditional principal preparation programs are part of the blame and need to be remodeled to provide more effective leadership development for school leaders (Lashway, 2003; Levine, 2005; Lumsden, 1992; National Conference of State Legislatures, 2002). The results of this study, however, indicate traditional models impact student achievement and are more likely to be chosen over alternate route models. Although traditional models are likely to be chosen, the study suggests that they are not significantly different in the performance of those principals who attended alternate route programs. Consequently, in light of this study, to continue to produce more quality school leaders and improve student achievement, the following recommendations are made: 1) Examine the alignment between the types of principal preparation program as it relates to rural and urban populations served; 2) Establish professional learning communities of faculty in principal preparation programs to identify collective practices best serve the needs of school districts; 3) Revisit the mission of principal preparation programs to determine if and how student achievement gets integrated within the delivery of the curriculum; and 4) Explore the covariant factors of how student socioeconomic status, parental involvement, and years of experience as a school leader affects leadership performance. Pursuing these recommendations provides an opportunity to further research the comprehensive dynamics of principal preparation programs.

First, it is recommended to examine the alignment between the types of principal preparation program as it relates to rural and urban populations served. In Mississippi, all schools are located in either a rural or an urban area, according to the Metropolitan Statistical Area

(MSA) data (Mississippi Department of Education, 2014). MSAs are defined by the United States Office of Management and Budget (OMB). An MSA is a county or group of contiguous counties that contains at least a city with a population equal to or more than 50,000 or a metropolitan population of at least 100,000. In addition, to the county encompassing the main city or urbanized area, an MSA may surround other counties that are metropolitan in character and are economically and socially integrated with the central counties. The following counties in Mississippi are considered to be a part of a MSA: DeSoto County, Forrest County, Hancock County, Harrison County, Hinds County, Jackson County, Lamar County, Madison County, and Rankin County (Mississippi Department of Education, 2014). Therefore, Jackson State University, The University of Southern Mississippi, William Carey University, and Mississippi College are all considered urban universities. Based on the analyses of the study, the target population consists principals who graduated from a Mississippi's principal preparation serving in urban and rural communities. These findings offer insights towards substantiating the needs for empirical research to consider Mississippi's rural and urban school principal preparation graduates' impact on student achievement, particularly since this study did not focus on the types of schools Mississippi's principal preparation graduates are leading.

A second recommendation is to establish professional learning communities of faculty in principal preparation programs to identify collective practices best serve the needs of school districts. Thus, it is recommended a reauthorization of the Educational Leadership Program Council (ELPC) in Mississippi to discuss current and new issues in educational leadership as it directly relates to program design and student achievement. In addition, the ELPC can focus on developing strategies that support closing the communication gap between institutions of higher learning and school districts. The ELPC can further generate professional development

opportunities for principal preparation program faculty on best practices in design, instruction, research, and public school knowledge. This approach allows professors and instructors of principal preparation programs to refrain from complacency and provide relevant instruction to produce effective school leaders across the state.

A third recommendation is to revisit the mission of principal preparation programs to determine if and how student achievement gets integrated within the delivery of the curriculum. A current review of the goals of traditional and alternate route programs suggest the purpose is to aid candidates in successfully completing a degree or receiving certification of completion to meet the requirements of becoming a licensed administrator. Thus, once these candidates have completed the program, principal preparation programs immediately discontinue their engagement with their graduates. Such approach leaves school leaders and the employing district with the sole responsibility and accountability of improving student achievement and it is important to ensure that student achievement is met at all phases – preparation, practice, and performance. Therefore, it is recommended that principal preparation programs shift to broaden their reach of preparation toward assuming an active role in helping the graduate-turned-principal increase student achievement. Because professors and/or instructors of principal preparation programs are encouraged to spend clinical hours within schools on a regular basis, they would better understand the complexity and the shift in expectations of the public school system for leadership in a more relevant way.

A final recommendation of the study is to explore the covariant factors of how student socioeconomic status, parental involvement, and years of experience as a school leader affect leadership performance. As states are implementing new evaluation systems for school leaders, it is important to determine how these multiple covariant factors affect principal's performance.

Thus, when viewing the results of the evaluations of school leaders, researchers need to continually to keep similar questions as part of their consideration of the results: 1) How does the socioeconomic status of students impact principal performance? 2) To what extent does parental involvement affect school leaders' performance? 3) How effective is the sole use of test scores to measure principal performance? 4) What role does the principals' years of experiences assume in their performance? 5) These questions and others are important when examining the implications associated with covariant factors that may or may not be considered within the findings of the respective study.

As researchers seek to find the right ingredients to produce effective leaders, it is important to use comprehensive measures to determine the overall effectiveness of principal preparation programs. Currently, school leaders across the country are struggling to improve their schools and, in many, cases losing their jobs because they are not properly equipped to get the job done. Differentiated professional development is needed not just in the classroom, but also in the school setting. Because school districts depend on principal preparation programs for school leaders, they too are encouraged to remain vigilant and non- complacent in their profession to develop school leaders. Ensuring the growing, comprehensive demands of educational leadership today are fulfilled, the role of principal preparation programs need to expand beyond the classrooms in colleges and universities into the classrooms of K-12 education.

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Appendices

Appendix A

Jackson State University Course Outline

Table 21

Jackson State University Master and Specialist's Degree Coursework

Degree	Courses
M.S.	EDFL 512: Evolution of American Education – 3hrs.
	EDFL 513: Elementary Statistics for Urban Setting – 3hrs.
	EDFL 516: Becoming Skillful Consumers of Educational Research – 3hrs.
	EDFL 569: Approaches to Teaching and Learning in Urban Settings – 3hrs.
	EDAD 559: Challenges Facing Urban School Organizations – 3hrs.
	EDAD 560: Fiscal and Economic Leadership – 3hrs.
	EDAD 561: Educational Administration Internship I – 1-3 hrs.
	EDAD 553: Human Resource Leadership – 3hrs.
	EDAD 554: Legal, Ethical, and Policy Leadership – 3hrs.
	EDAD 555: Educational Administration Leadership II – 1-3hrs.
	EDAD 556: School/Community Relation in Urban Setting – 3hrs.
	EDAD 557: Leadership Refinement – 3hrs.
	EDAD 558: Educational Administration III – 1-3hrs.
Ed.S.	EDFL 601: Advanced Research and Statistics – 3hrs.
	EDFL 610: School and Community Relations – 3hrs.
	EDAD 603: Leadership in the Management of Human Resources – 3hrs.
	EDAD 604: Planning for Effective Professional Development – 3hrs.
	EDAD 609: Administration of School Finances – 3hrs.
	EDAD 610: Seminar in Research and Curriculum – 3hrs.
	EDAD 611: Theories of Administration – 3hrs.

EDAD 613: Internship in Educational Administration – 9hrs.

EDAD 615: Legal Issues in Educational Administration – 3hrs.

EDAD 626: School Superintendency – 3 hrs.

EDAD 690: Thesis – 6hrs or EDAD 691: Specialist Project – 3hrs

Note: EDFL 601 has required prerequisites (EDFL 514: Leading Change to Support

School Improvement – 3hrs. and EDFL 515: Legal Issues for School Leaders –

3hrs.)

Candidates who do not hold a Masters degree in Educational Administration must

complete 18 hours of additional prerequisite work:

EDAD 553: Human Resource Leadership – 3hrs.

EDAD 554: Legal, Ethical, and Policy Leadership – 3hrs.

EDAD 560: Fiscal and Economic Leadership – 3hrs.

EDAD 556: School/Community Relation in Urban Setting – 3hrs.

EDAD 559: Challenges Facing Urban School Organizations – 3hrs.

EDFL 569: Approaches to Teaching and Learning in Urban Settings – 3hrs.

Graduation requirement: pass written comprehensive examination and obtain

approval of the thesis or project by a major advisor and two faculty members.

Note: Adapted from Jackson State University Graduate Catalog.

Appendix B

Delta State University Course Outline

Table 22

Delta State University Master and Specialist's Degree Coursework

Degree	Courses
M.Ed.	*Public School Emphasis*

EPY 601: Psychology of Learning – 3hrs.

ELR 605: Methods of Educational Research and Statistics – 3hrs.

CUR 608: Historical Foundations of Educational Thought and Curriculum

Methodology – 3hrs.

EDL 601: Foundations I: Instructional Leadership – 3hrs.

EDL 602: Foundations II: Instructional Leadership – 3hrs.

EDL 603: Foundations III: Instructional Leadership – 3hrs.

EDL 620: Leadership Practices I – 3hrs.

EDL 624: Leadership Practices II – 3hrs.

EDL 628: Leadership Practices III – 3hrs.

EDL 640: Organizational and School Issues I – 3hrs.

EDL 645: (Course name not found in catalog)

EDL 650: Elementary School Leadership Field Experience – 3hrs.

EDL 652: Middle School Leadership Field Experience – 3hrs.

EDL 654: High School Leadership Field Experience – 3hrs.

EDL 655: (Course name not found in catalog)

| Ed.S. | *Independent School emphasis* |

EPY 601: Psychology of Learning – 3hrs.

ELR 605: Methods of Educational Research and Statistics – 3hrs.

CUR 608: Historical Foundations of Educational Thought and Curriculum Methodology – 3hrs.

SUP 631: Supervision and Instruction – 3h SUP 631: Supervision and Instruction – 3hrs.

AED 610: Basic Leadership/Management Skills (Technology) – 3hrs.

AED 634: The Principalship – 3hrs.

AED 638: Basic Principles of Educational Administration – 3hrs.

CUR 592: Special Topics in Curriculum – 1-6 hrs.

AED 636: Practicum I in School Administration – 3 hrs.

SUP 636: Practicum in Supervision – 3hrs.*Standard Program*

CUR 701: Philosophy of Education – 3hrs.

ELR 702: Educational Research Design – 3hrs.

SUP 731: Supervision Roles in Instruction – 3hrs.

AED 701: Introduction to Educational Leadership – 3hrs.

AED 702: The Role of the Principal – 3hrs.

AED 704: Resource Management – 3hrs.

AED 736: Practicum II in School Administration – 3hrs.

CUR703: Dynamic Leadership for Curriculum and Assessment – 3hrs.

AED 739: Seminar in Educational Administration – 3hrs.

AED 725: District Level Leadership Roles and Functions – 3hrs.

AED 721: Leadership of Continuous Improvement – 3hrs.

Cohort Track

CUR 701: Philosophy of Education – 3hrs.

ELR 702: Educational Research Design – 3hrs.

AED 725: District Level Leadership Roles and Functions – 3hrs.

EDL 601: Foundations I: Instructional Leadership – 3hrs.

EDL 602: Foundations II: Instructional Leadership – 3hrs.

EDL 603: Foundations III: Instructional Leadership – 3hrs

EDL 620: Leadership Practices I – 3hrs.

EDL 624: Leadership Practices II – 3hrs.

EDL 628: Leadership Practices III – 3hrs.

EDL 650: Elementary School Leadership Field Experience – 3hrs.

EDL 652: Middle School Leadership Field Experience – 3hrs.

EDL 654: High School Leadership Field Experience – 3hrs.

EDL 740: School and Community Issues I – 3hrs.

EDL 745: School and Community Issues II – 3hrs.

EDL 755: District Level Leadership Field Experience – 3hrs.

Ed.S.   *Standard Program*

CUR 701: Philosophy of Education – 3hrs.

ELR 702: Educational Research Design – 3hrs.

SUP 731: Supervision Roles in Instruction – 3hrs.

AED 701: Introduction to Educational Leadership – 3hrs.

AED 702: The Role of the Principal – 3hrs.

AED 704: Resource Management – 3hrs.

AED 736: Practicum II in School Administration – 3hrs.

CUR703: Dynamic Leadership for Curriculum and Assessment – 3hrs.

AED 739: Seminar in Educational Administration – 3hrs.

AED 725: District Level Leadership Roles and Functions – 3hrs.

AED 721: Leadership of Continuous Improvement – 3hrs.

Cohort Track

CUR 701: Philosophy of Education – 3hrs.

ELR 702: Educational Research Design – 3hrs.

AED 725: District Level Leadership Roles and Functions – 3hrs.

EDL 601: Foundations I: Instructional Leadership – 3hrs.

EDL 602: Foundations II: Instructional Leadership – 3hrs.

EDL 603: Foundations III: Instructional Leadership – 3hrs

EDL 620: Leadership Practices I – 3hrs.

EDL 624: Leadership Practices II – 3hrs.

EDL 628: Leadership Practices III – 3hrs.

EDL 650: Elementary School Leadership Field Experience – 3hrs.

EDL 652: Middle School Leadership Field Experience – 3hrs.

EDL 654: High School Leadership Field Experience – 3hrs.

EDL 740: School and Community Issues I – 3hrs.

EDL 745: School and Community Issues II – 3hrs.

EDL 755: District Level Leadership Field Experience – 3hrs.

Note: Adapted from Delta University Graduate Catalog 2012-2013.

Appendix C

Mississippi State University Course Outline

Table 23

Mississippi State University Master and Specialist's Degree Coursework

Degree	Courses
M.S.	EDL 8413: School Legal and Ethical Perspectives – 3 hrs.
	EDL 8423: School Leadership – 3hrs.
	EDL 8433: Using Data for School Improvement – 3 hrs.
	EDL 8443: Evaluation of School Programs – 3hrs.
	EDL 8513: School Leadership Internship I – 3hrs.
	EDL 8523: Educating Diverse Learners – 3hrs.
	EDL 8613: School Leadership Internship II – 3hrs.
	EDL 8623: Leading, Curriculum, Instruction, and Assessment – 3hrs.
	EDL 8633: Human Resources Leadership for Schools – 3hrs.
	EDL 8713: School Business and Facilities – 3hrs.
	EDL 8723: Leadership for Positive School Culture – 3hrs.
	Culminating Assessment is held during the second summer term.
Ed.S.	EPY 6214: Educational and Psychological Statistics – 4hrs.
	EDL 7000: Directed Individual Study – 3hrs.
	EDL 8413: School Legal and Ethical Perspectives – 3 hrs.
	EDL 8423: School Leadership – 3hrs.
	EDL 8433: Using Data for School Improvement – 3 hrs.
	EDL 8443: Evaluation of School Programs – 3hrs.
	EDL 8513: School Leadership Internship I – 3hrs.
	EDL 8523: Educating Diverse Learners – 3hrs

EDL 8613: School Leadership Internship II – 3hrs.

EDL 8623: Leading, Curriculum, Instruction, and Assessment – 3hrs.

EDL 8633: Human Resources Leadership for Schools – 3hrs.

EDL 8713: School Business and Facilities – 3hrs.

EDL 8723: Leadership for Positive School Culture – 3hrs.

Note: Adapted from the Mississippi State University Graduate Catalog 2013-2014.

Appendix D

The University of Southern Mississippi Course Outline

Table 24

The University of Southern Mississippi Master and Specialist's Degree Coursework

Degree	Courses
M.Ed.	*Traditional*
	EDA 641: Teaching and Learning Organization – 3hrs.
	EDA 642: Administration of an Individual School – 3hrs.
	EDA 643: Ethical and Legal Aspects of P-12 Leadership – 3hrs.
	EDA 651: Principal as Resource Manager – 3hrs.
	EDA 652: P-12 Leadership and Environment – 3hrs.
	EDA 661: Practitioner as P-12 Researcher – 3hrs.
	EDA 662: Evaluation of a P-12 Standards-Based Curriculum – 3hrs.
	EDA 663: Reform for Learning and Accountability in P-12 – 3hrs.
	EDA 671: The Measurable Mission of a School – 3hrs.
	EDA 672: Building a Diverse and Purposeful P-12 Learning Community – 3hrs.
	EDA 636: Administrative Internship – 4hrs.
	Online and Hybrid Cohort
	EDA 631: Landscape of Leadership – 6 hrs.
	EDA 635: Principal as Manager – 9 hrs.
	EDA 633: Principal as Instructional Leader A – 6 hrs.
	EDA 637: Principal as Instructional Leader B – 9 hrs.
	EDA 636: Administrative Internship – 4hrs.

Ed.S.   *Building Level Program*

REF 601: Research

REF 602: Introduction to Educational Statistics – 3hrs.

EDA 600: Introduction to Educational Leadership – 3hrs.

EDA 628: Contextual Dimensions of the Principalship – 3hrs.

EDA 700: Public School Finance – 3hrs.

EDA 704: School Community Relations – 3hrs.

EDA 706: Educational Facilities Development and Management – 3hrs.

EDA 708: Developing and Managing Human Resources – 3hrs.

EDA 710: School Law – 3hrs.

EDA 736: Practicum in Supervision – 3hrs.

REF: 791A: Applied Research – 3hrs.

REF: 791B: Applied Research – 3hrs.

District Level Program

REF 601:Research

REF 602: Introduction to Educational Statistics – 3hrs.

EDA 700: Public School Finance – 3hrs.

EDA 704: School Community Relations – 3hrs.

EDA 708: Developing and Managing Human Resources – 3hrs.

EDA 710: School Law – 3hrs.

EDA 738: Practicum in Supervision – 3hrs.

EDA 742: Consensus Decision-Making in Education – 3hrs.

EDA 755: The Superintendency – 3hrs.

EDA 800: Seminar: Theories in Education Organization and Administration – 3hrs.

REF 791A: Applied Research – 3hrs.

REF 791B: Applied Research – 3hrs.

Note: Adapted from The University of Southern Mississippi Graduate Catalog 2012-2013.

Appendix E

The University of Mississippi Course Outline

Table 25

The University of Mississippi Master and Specialist's Degree Coursework

Degrees	Courses
M.Ed.	EDLD 671: Leading Quality Instruction – 6hrs.
	EDLD 674: Leadership for Supporting Quality Instruction – 6hrs.
	EDRS 673: Data Led Curriculum and Assessment – 6hrs.
	EDLD 641: Law and Ethics of Education – 3hrs.
	EDLD 642: Managing Operations for Learning – 3hrs.
	EDLD 656: Administrative Internship – 6hrs.
	EDLD 676: Leading Change in Educational Organizations – 6hrs.
Ed.S.	EDLD 671: Leading Quality Instruction – 6hrs.
	EDLD 674: Leadership for Supporting Quality Instruction – 6hrs.
	EDRS 673: Data Led Curriculum and Assessment – 6hrs.
	EDLD 641: Law and Ethics of Education – 3hrs.
	EDLD 642: Managing Operations for Learning – 3hrs.
	EDLD 656: Administrative Internship – 6hrs.
	EDLD 676: Leading Change in Educational Organizations – 6hrs.

Note: Adapted from the University of Mississippi Graduate Catalog 2013-2014.

Appendix F

William Carey University Course Outline

Table 26

William Carey University Master's Degree Coursework

Degree	Courses
M.Ed.	EDL 601: Organizational Leadership – 3hrs.
	EDL 602: Roles of the Principal – 3hrs.
	EDL 603: Research-Based Instruction – 3hrs.
	EDL 604: Data Driven Instruction – 3hrs.
	EDL 608: Best Practices – 3hrs.
	EDL 607: Instructional Leadership – 3hrs.
	EDL 617: Human and Student Diversity – 3hrs.
	EDL 605: Human Resources Management – 3hrs.
	EDL 606: Judicial and Ethics Considerations – 3hrs.
	EDL 688: School and Community Climates – 3hrs.
	School Leadership Licensure Assessment (PRAXIS)
	EDL 635 Practicum and Internship – 6hrs.
	Comprehensive Examination

Note: Adapted from William and Carey University Graduate Catalog.

Appendix G

Mississippi College Course Outline

Table 27

Mississippi College Master and Specialist's Degree Coursework

Degree	Courses
M.Ed.	EDU 6517: Introduction to Administrator Preparation – 1hr.
	EDU 6518: Personal/Interpersonal Dimension of Leadership – 3 hrs.
	EDU 6526: Instructional Dimension of Leadership – 1-10 hrs.
	EDU 6527: Organizational Dimension of Leadership – 3hrs.
	EDU 6532: Resource Dimension of Leadership – 1-8 hrs.
	EDU 6533: Information Management Dimension of Leadership – 1-4 hrs.
	EDU 6534: Political Dimension of Leadership – 1-4 hrs.
	EDU 6536: Focused Internship – 1-6 hrs.
Ed.S.	EDU 6519: Teaching and Learning – 3hrs.
	EDU 6520: Basic of Effective Leadership – 3hrs.
	EDU 6521: Organizational School and Community Effectiveness – 3hrs.
	EDU 7501: Advanced Educational Research Applications – 3 hrs.
	EDU 7525: Educational Leadership Practicum –7 hrs.
	Program Anchor 1: Choose any three of the following courses for a total of 9 hours:
	EDU 7527: Leadership Models and Applications – 3hrs.
	EDU 7530: Issues and Concepts of Personnel Management – 3hrs.
	EDU 7531: Seminar in Current Educational Leadership Dilemmas – 3hrs.
	EDU 7560: Advanced Curriculum and Development – 3hrs.
	Program Anchor 2:

EDU 7540: Basics of School Finance and Fiscal Control of Schools – 3hrs.

EDU 7541: Legal Structures and Issues Pertaining to School Operations – 3hrs.

Program Anchor 3: Choose any three of the following courses for a total of 6 hours:

EDU 7550: Central Office Structures, Roles, and Responsibilities – 3 hrs.

EDU 7551: Roles and Functions of the Superintendency – 3hrs.

EDU 7561: Data-Driven Decision-Making – 3hrs.

EDU 7570: Technology Trends in Curriculum and Instruction – 3hrs.

Note: Adapted from Mississippi College Graduate Catalog 2011-2012.

Appendix H

Delta State University QDI Increases and Decreases

Table 28

Delta State University QDI Score Increases and Decreases 2011-2013

Principals	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	120	21	141	-13	128	8
2	140	23	163	9	172	32
3	121	8	129	-13	116	-5
4	109	10	119	20	139	30
5	130	9	139	25	164	34
6	198	2	200	-3	197	-1
7	167	12	179	-9	170	3
8	190	11	201	21	222	32
9	170	-4	166	6	172	2
10	123	20	143	14	157	34
11	137	31	168	-2	166	29
12	116	1	117	33	150	34
13	137	11	148	3	151	14
14	122	45	167	4	171	49
15	162	5	167	7	174	12
16	139	2	141	65	206	67
17	107	9	116	6	122	15
18	105	10	115	-2	113	8
19	162	5	167	2	169	7
20	225	-2	223	3	226	1
21	211	16	227	8	235	24
22	197	-6	191	11	202	5

23	196	11	207	11	218	22
24	216	-3	213	6	219	3
25	107	19	126	-3	123	16
26	138	-13	125	13	138	0
27	88	19	107	9	116	28
28	198	-61	137	-5	132	-66
29	125	12	137	35	172	47
30	115	17	132	-1	131	16
31	150	-1	149	-1	148	-2
32	101	15	116	14	130	29
33	105	42	147	13	160	55
34	126	14	140	13	153	27
35	122	23	145	26	171	49
36	130	8	138	-7	131	1
37	111	15	126	1	127	16
38	214	16	230	-13	217	3
39	173	-1	172	0	172	-1
40	165	17	182	6	188	23
41	128	13	141	-2	139	11
42	115	15	130	-1	129	14
Average	146	10	155	7	163	17

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix I

Jackson State University QDI Increases and Decreases

Table 29

Jackson State University QDI Score Increases and Decreases 2011-2013

Principals	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	158	17	175	7	182	24
2	167	22	189	0	189	22
3	145	6	151	-3	148	3
4	134	-17	117	17	134	0
5	109	19	128	14	142	33
6	115	9	124	-3	121	6
7	127	7	134	-9	125	-2
8	114	17	131	-7	124	10
9	156	-2	154	-23	131	-25
10	142	13	155	3	158	16
11	177	-14	163	-6	157	-20
12	144	17	161	-22	139	-5
13	169	7	176	-9	167	-2
14	131	17	148	-10	138	7
15	200	-4	196	10	206	6
16	203	-21	182	-5	177	-26
17	157	6	163	3	166	9
18	109	35	144	-5	139	30
19	173	-72	101	28	129	-44
20	153	-16	137	-5	132	-21
21	116	10	126	-2	124	8
22	135	7	142	10	152	17

23	136	-3	133	-11	122	-14
24	115	21	136	-3	133	18
25	116	-15	101	2	103	-13
26	128	26	154	9	163	35
27	138	-4	134	9	143	5
28	136	14	150	-3	147	11
29	120	-8	112	17	129	9
30	165	-42	123	10	133	-32
31	169	27	196	7	203	34
32	138	-14	124	-7	117	-21
33	165	3	168	-2	166	1
34	161	17	178	10	188	27
35	129	-8	121	-5	116	-13
36	209	5	214	4	218	9
37	130	14	144	2	146	16
38	156	3	159	6	165	9
39	142	1	143	4	147	5
40	116	17	133	-17	116	0
41	143	-19	124	21	145	2
42	124	-15	109	-16	93	-31
43	100	44	144	-6	138	38
Average	143	3	146	0	147	3

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix J

Mississippi College QDI Increases and Decreases

Table 30

Mississippi College QDI Score Increases and Decreases 2011-2013

Principals	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	221	-75	146	-10	136	-85
2	155	4	159	-27	132	-23
3	206	-4	202	18	220	14
4	173	8	181	0	181	8
5	167	-3	164	0	164	-3
6	177	-1	176	19	195	18
7	188	7	195	4	199	11
8	159	10	169	4	173	14
9	127	1	128	-7	121	-6
10	194	19	213	7	220	26
11	149	-23	126	23	149	0
12	163	7	170	1	171	8
13	229	7	236	5	241	12
14	172	6	178	23	201	29
15	191	11	202	10	212	21
16	147	-22	125	17	142	-5
17	126	9	135	-2	133	7
18	144	6	150	12	162	18
19	154	3	157	-34	123	-31
20	166	5	171	-4	167	1

21	135	9	144	14	158	23
22	140	6	146	7	153	13
23	169	4	173	23	196	27
24	166	-9	157	0	157	-9
25	206	-12	194	-9	185	-21
26	120	10	130	5	135	15
27	143	17	160	-58	102	-41
28	135	18	153	8	161	26
29	97	8	105	11	116	19
30	180	-6	174	0	174	-6
31	113	6	119	14	133	20
32	163	25	188	18	206	43
33	174	-2	172	4	176	2
34	142	8	150	5	155	13
35	144	-11	133	-7	126	-18
36	125	17	142	20	162	37
37	169	-15	154	6	160	-9
38	139	-4	135	1	136	-3
39	127	-3	124	-2	122	-5
40	121	1	122	-6	116	-5
41	145	4	149	13	162	17
42	210	29	239	-6	233	23
43	149	5	154	-3	151	2

44	172	13	185	10	195	23
45	127	22	149	-17	132	5
Average	158	3	161	2	163	5

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix K

Mississippi State University QDI Increases and Decreases

Table 31

Mississippi State University QDI Score Increases and Decreases 2011-2013

MSU	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	162	-6	156	15	171	9
2	130	13	143	-9	134	4
3	148	16	164	6	170	22
4	147	5	152	0	152	5
5	144	14	158	6	164	20
6	179	9	188	-11	177	-2
7	204	-8	196	18	214	10
8	144	-6	138	8	146	2
9	190	-10	180	-11	169	-21
10	139	-3	136	27	163	24
11	228	-8	220	-10	210	-18
12	183	21	204	13	217	34
13	130	19	149	-8	141	11
14	213	-13	200	6	206	-7
15	148	2	150	-6	144	-4
16	132	7	139	-6	133	1
17	201	5	206	-3	203	2
18	198	7	205	-8	197	-1
19	145	1	146	12	158	13
20	189	9	198	-6	192	3

21	191	5	196	10	206	15
22	189	19	208	12	220	31
23	202	8	210	5	215	13
24	169	6	175	8	183	14
25	154	11	165	15	180	26
26	155	1	156	7	163	8
27	170	14	184	7	191	21
28	182	6	188	13	201	19
29	190	12	202	-10	192	2
30	225	-14	211	18	229	4
31	180	11	191	7	198	18
32	184	4	188	11	199	15
33	193	0	193	21	214	21
34	131	25	156	-5	151	20
35	156	-42	114	37	151	-5
36	139	17	156	2	158	19
37	146	-5	141	20	161	15
38	171	-1	170	20	190	19
39	183	-10	173	25	198	15
40	101	9	110	13	123	22
41	162	11	173	-44	129	-33
42	168	13	181	10	191	23
43	162	8	170	0	170	8

44	163	12	175	-11	164	1
45	109	12	121	31	152	43
46	182	-34	148	-19	129	-53
47	168	-3	165	25	190	22
48	121	5	126	31	157	36
49	171	6	177	16	193	22
50	148	-8	140	11	151	3
51	197	8	205	10	215	18
52	196	-6	190	15	205	9
53	151	1	152	10	162	11
54	111	-44	67	53	120	9
55	177	-2	175	12	187	10
56	202	-18	184	-19	165	-37
57	146	-5	141	6	147	1
58	202	-20	182	-12	170	-32
59	164	-12	152	-1	151	-13
60	139	-8	131	18	149	10
61	150	19	169	23	192	42
Average	166	1	168	7	175	9

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix L

The University of Mississippi QDI Increases and Decreases

Table 32

The University of Mississippi QDI Score Increases and Decreases 2011-2013

Principals	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	131	4	135	10	145	14
2	126	11	137	4	141	15
3	205	16	221	0	221	16
4	147	14	161	4	165	18
5	138	-2	136	-13	123	-15
6	239	0	239	-8	231	-8
7	151	1	152	-4	148	-3
8	204	-8	196	-4	192	-12
9	189	1	190	-1	189	0
10	144	2	146	9	155	11
11	171	5	176	10	186	15
12	206	3	209	0	209	3
13	173	10	183	2	185	12
14	206	7	213	11	224	18
15	183	-3	180	4	184	1
16	167	15	182	-2	180	13
17	105	19	124	21	145	40
18	146	16	162	1	163	17
19	177	9	186	-1	185	8
20	128	-1	127	-7	120	-8

21	145	8	153	9	162	17
22	141	-5	136	3	139	-2
23	165	-3	162	-6	156	-9
24	221	4	225	7	232	11
25	185	10	195	99	294	109
26	174	-5	169	15	184	10
27	216	-3	213	-2	211	-5
28	167	6	173	9	182	15
29	178	-2	176	15	191	13
30	180	1	181	13	194	14
31	203	12	215	13	228	25
32	117	8	125	7	132	15
33	152	14	166	14	180	28
34	184	5	189	13	202	18
35	155	1	156	13	169	14
36	144	-1	143	18	161	17
37	179	6	185	19	204	25
38	197	-17	180	16	196	-1
39	159	20	179	9	188	29
40	179	0	179	1	180	1
41	169	13	182	0	182	13
42	125	4	129	18	147	22
43	201	1	202	4	206	5

44	137	4	141	14	155	18
45	164	-9	155	12	167	3
46	162	28	190	-12	178	16
47	169	12	181	3	184	15
48	196	-8	188	6	194	-2
49	156	-11	145	7	152	-4
50	166	24	190	6	196	30
51	124	-1	123	4	127	3
52	219	-19	200	11	211	-8
53	156	1	157	16	173	17
54	202	-3	199	-21	178	-24
55	169	4	173	10	183	14
56	153	-7	146	7	153	0
57	165	4	169	7	176	11
58	161	11	172	4	176	15
59	194	17	211	6	217	23
60	191	2	193	6	199	8
61	224	-3	221	-5	216	-8
62	221	-45	176	16	192	-29
63	198	2	200	-4	196	-2
64	161	5	166	8	174	13
65	200	-5	195	4	199	-1
66	164	16	180	10	190	26

67	175	-7	168	22	190	15
68	172	20	192	-1	191	19
69	220	3	223	-3	220	0
70	171	-9	162	-3	159	-12
Average	172	3	175	7	182	10

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix M

University of Southern Mississippi QDI Increases and Decreases

Table 33

University of Southern Mississippi QDI Score Increases and Decreases 2011-2013

Principals	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	133	6	139	17	156	23
2	201	9	210	4	214	13
3	191	8	199	0	199	8
4	234	-11	223	-17	206	-28
5	181	-16	165	15	180	-1
6	168	-7	161	10	171	3
7	134	0	134	9	143	9
8	176	-6	170	12	182	6
9	193	-14	179	3	182	-11
10	176	7	183	13	196	20
11	196	-20	176	21	197	1
12	197	4	201	4	205	8
13	165	-7	158	14	172	7
14	151	-6	145	-3	142	-9
15	119	28	147	-13	134	15
16	184	1	185	17	202	18
17	189	-19	170	16	186	-3
18	170	6	176	-1	175	5
19	183	1	184	11	195	12
20	134	23	157	14	171	37

21	174	-7	167	-7	160	-14
22	167	13	180	14	194	27
23	208	5	213	-4	209	1
24	129	6	135	27	162	33
25	184	10	194	15	209	25
26	98	44	142	14	156	58
27	166	-3	163	4	167	1
28	202	11	213	4	217	15
29	225	-18	207	7	214	-11
30	188	3	191	8	199	11
31	129	11	140	0	140	11
32	206	11	217	10	227	21
33	172	-3	169	17	186	14
34	184	17	201	9	210	26
35	169	3	172	2	174	5
36	156	2	158	-1	157	1
37	128	14	142	13	155	27
38	213	-2	211	-2	209	-4
39	193	8	201	15	216	23
40	187	-26	161	20	181	-6
41	193	3	196	2	198	5
42	133	32	165	1	166	33
43	229	-13	216	-9	207	-22

154

44	154	2	156	5	161	7
45	210	5	215	8	223	13
46	183	5	188	12	200	17
47	107	14	121	10	131	24
48	143	-17	126	30	156	13
49	169	9	178	1	179	10
50	171	4	175	1	176	5
51	145	2	147	1	148	3
52	159	-6	153	-1	152	-7
53	135	11	146	0	146	11
54	144	-1	143	6	149	5
55	169	3	172	4	176	7
56	149	5	154	-12	142	-7
57	197	5	202	-11	191	-6
58	175	7	182	-12	170	-5
59	184	-4	180	16	196	12
60	190	-2	188	2	190	0
61	152	8	160	18	178	26
62	168	0	168	7	175	7
63	180	11	191	4	195	15
64	146	8	154	19	173	27
65	190	4	194	5	199	9
66	118	7	125	6	131	13

67	203	-7	196	-4	192	-11
68	170	6	176	9	185	15
69	166	-4	162	3	165	-1
70	157	12	169	-4	165	8
71	164	13	177	9	186	22
72	160	-1	159	1	160	0
Average	170	3	173	6	179	9

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix N

William Carey University QDI Increases and Decreases

Table 34

William Carey University QDI Score Increases and Decreases 2011-2013

Principals	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	145	21	166	6	172	27
2	163	6	169	-1	168	5
3	147	-11	136	9	145	-2
4	149	25	174	0	174	25
5	184	7	191	-2	189	5
6	136	-2	134	18	152	16
7	214	2	216	-4	212	-2
8	204	-24	180	2	182	-22
9	161	-11	150	6	156	-5
10	159	10	169	-6	163	4
11	128	18	146	4	150	22
12	191	14	205	0	205	14
13	172	8	180	5	185	13
14	138	10	148	5	153	15
15	134	29	163	-16	147	13
16	184	13	197	-4	193	9
17	171	13	184	2	186	15
18	214	1	215	-4	211	-3
19	191	-11	180	15	195	4
20	168	-15	153	30	183	15

21	152	-7	145	7	152	0
22	162	0	162	2	164	2
23	171	15	186	1	187	16
24	190	-29	161	8	169	-21
25	164	8	172	-6	166	2
26	196	3	199	7	206	10
27	113	27	140	23	163	50
28	241	-23	218	10	228	-13
29	154	-6	148	4	152	-2
30	136	10	146	13	159	23
31	148	12	160	2	162	14
32	145	12	157	10	167	22
33	185	6	191	15	206	21
34	161	13	174	-5	169	8
35	176	7	183	8	191	15
36	135	4	139	2	141	6
37	138	8	146	14	160	22
Average	165	4	170	5	175	9

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix O

Mississippi Alternate Path to Quality Leaders QDI Increases and Decreases

Table 35

Mississippi Alternate Path to Quality Leaders QDI Score Increases and Decreases 2011-2013

Alternate	QDI 11	QDI +/- 11-12	QDI 12	QDI +/- 12-13	QDI 13	QDI Differential
1	122	29	151	9	160	38
2	101	5	106	-4	102	1
3	137	-20	117	20	137	0
4	121	21	142	17	159	38
5	121	4	125	-9	116	-5
6	164	-7	157	13	170	6
7	135	4	139	-9	130	-5
8	117	22	139	-8	131	14
9	141	12	153	-9	144	3
10	149	-18	131	9	140	-9
11	140	-14	126	9	135	-5
12	122	2	124	19	143	21
13	149	8	157	2	159	10
14	163	-10	153	-9	144	-19
Average	134	3	137	4	141	6

Note: QDI +/- is equivalent to the increases and decreases of QDI scores between the 2010-2011 SY to the 2011-2012 SY and the 2011-2012 SY to the 2012-2013 SY.

Appendix P

IRB Letter of Approval

Mr. Bolden:

This is to inform you that your application to conduct research with human participants, "A Contextual Examination of Mississippi's Principal Preparation Programs Impact on Student Achievement" (Protocol #14x-141), has been approved as Exempt under 45 CFR 46.101(b)(#4).

Please remember that all of The University of Mississippi's human participant research activities, regardless of whether the research is subject to federal regulations, must be guided by the ethical principles in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.

It is especially important for you to keep these points in mind:

•   You must protect the rights and welfare of human research participants.

•   Any changes to your approved protocol must be reviewed and approved before initiating those changes.

•   You must report promptly to the IRB any injuries or other unanticipated problems involving risks to participants or others.

If you have any questions, please feel free to contact the IRB at irb@olemiss.edu.

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VITA

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EDUCATIONAL AND PROFESSIONAL CREDENTIALS:

Degrees

Ph.D.	2014	University of Mississippi	Educational Leadership
Ed.S.	2009	University of Mississippi	Educational Leadership
M.Ed.	2005	University of Mississippi	Curriculum & Instruction
B.A.	2002	University of Mississippi	Elementary Education

PROFESSIONAL EXPERIENCES:

2013 – Present   University of Mississippi
UM Mentor/Graduate Assistant K-12 Educational Leadership

2010 – 2013   Walden University
Adjunct Faculty, University Supervisor K-12 Educational Leadership

2012 – 2013   Holly Springs School District
Principal (Primary School)

2008 – 2012   Tunica County School District
Principal (Robinsonville Elementary)

2006 – 2008   Tunica County School District
Assistant Principal (Dundee Elementary)

2003 – 2006   Tunica County School District
Teacher (Dundee Elementary)

2002 – 2003   Quitman County School District
Teacher (Quitman County Middle)

HIGHER EDUCATION EXPERIENCES:

- Serve as a Ph.D. UM/Mentor and Graduate Assistant (2013-2014) for the University of Mississippi Educational Leadership Department. Responsibilities are to serve as a university mentor for Specialist and Master's of Education candidates, collect research data for the Educational Leadership Department, and assist with instruction.

- Served as an Adjunct Faculty member for Walden University. My responsibilities were to mentor and supervise Specialist's of Education candidates pursuing an Educational Leadership Degree in K-12 Administration. In addition, served as a university supervisor for Masters of Art in Teaching.

SCHOOL ADMINISTRATION EXPERIENCES:

I have seven years of successful K-12 leadership experience.

- Served as principal of Holly Springs Primary School (2012-2013) in Holly Springs, MS. Under my leadership, school's Quality Distribution Index (QDI) score increased from **132 to 152** a 20-point gain in one year. QDI score determines the school performance rating based on student achievement issued by the Mississippi Department of Education. Recognized for outstanding performance by the school district.

- Served as principal of Robinsonville Elementary School (2008-2012) in Robinsonville, MS. Under my leadership, school's QDI score increased from **119 (At Risk of Failing) to 166 (High Performing)** in three years. School received numerous of awards and recognition. Invited as a speaker for the Mississippi School Board Association Conference. Received recognition from the state superintendent for outstanding student achievement in a high-risk area. Recognized as one of the top 20 Title I Schools in Mississippi.

- Served as assistant principal of Dundee Elementary School (2006-2008) in Dundee, MS. During my principalship, increased school's academic performance level from **Level 2 (Underperforming) to Level 4 (Exemplary)**. The highest level a school could achieve was Level 5. Our school was 8 points from becoming a Level 5 school during my last year there as assistant principal. My responsibilities were mainly Curriculum, Instruction, and Assessment. Our school received several awards and recognition for outstanding performance in student achievement.

TEACHING EXPERIENCES:

I have four years of successful K-12 experience teaching grades 3, 5, 7, and 8 in the Mississippi Delta.
Specific areas: Reading, Language, Math (K-8 and Pre-Algebra and Algebra), Science (Life Science), and Social Studies

Mississippi Curriculum Test (MCT) Results (Mississippi State Assessment):
- MCT 2005 – 2006 test results: **83%** of my fifth grade students scored **Proficient** or **Advanced** in the mathematics. Recognized by school and district for outstanding student achievement. *Dundee Elementary, Tunica County School District, Tunica, MS.*
- MCT 2004-2005 test results: **100%** of my third grade students scored **Proficient** or **Advanced** in mathematics. Recognized by school and district for outstanding student achievement. *Dundee Elementary, Tunica County School District, Tunica, MS.*
- MCT 2003- 2004 test results: **100%** of my third grade students scored **Proficient** or **Advanced** in mathematics and **93%** scored **Proficient** or **Advanced** in reading and language Arts. Recognized by school and district for outstanding student achievement. *Dundee Elementary, Tunica County School District, Tunica, MS.*
- MCT 2002-2003 test results: Recognized by the state and district for having a **60% gain** in students' academic performance in fifth grade mathematics at *Quitman County Middle School, Marks, MS.*

PRESENTATIONS:

October 2013   Professional Development Facilitator: *Instructional Leadership: A Review of Essential Elements for Sustained Student Achievement*
EDLD 676 – Leading Change in Educational Organizations (Tupelo Cohort)

October 2013   Professional Development Facilitator: *Instructional Leadership: A Review of Essential*

Elements for Sustained Student Achievement
EDLD 676 – Leading Change in Educational Organizations (Oxford Cohort)

July 2013	Professional Development Facilitator: *Handbook of Instructional Leadership: Being Visible, Autonomy, and Professional Learning Communities* EDLD 671 – Leading Quality Instruction, University of Mississippi
June 2013	Professional Development Facilitator: *Handbook of Instructional Leadership: Autonomy, Maintaining Control, and Professional Learning Communities* EDLD 671 – Leading Quality Instruction, University of Mississippi
June 2013	Professional Development Facilitator: *Leading School Change* EDLD 676 – Leading Change in Educational Organizations, University of Mississippi
April 2013	Professional Development Facilitator: *Leading a Data Driven School* EDRS 673 – Data Led Curriculum and Assessment, University of Mississippi
November 2012	Professional Development Facilitator: *Leading a Data Driven School* EDLD 676 – Leading Change in Educational Organizations, University of Mississippi
September 2012	Professional Development Facilitator: *Leading School Change* EDLD 676 – Leading Change in Educational Organizations, University of Mississippi
February 2012	40th Annual Mississippi School Boards Association: Transformational Leadership Best Practices: Making It Happen In Tunica County Schools: A Systematic Approach using research based leadership practices and educational technology to improve student achievement. Mississippi School Board Association, Jackson, MS
August – May 2007	Professional Development Facilitator: Middle School Mathematics (C.P.A.E Model) Trained **Teach for America** instructional practices proven to increase student achievement in low social economic status areas. Quitman Middle School, Quitman County School District
June 2006	Professional Development Facilitator: Effective Math Practices Trained faculty and staff on improving instructional practices proven to increase student achievement in low social economic status areas. Coffeeville Elementary, Coffeeville School District.

PROFESSIONAL SERVICES:

U.S. History Policy Review Committee: Served as a member of the committee to determine cut scores for the Mississippi Department of Education U.S. History Exam based on student past and present performance (2012 & 2013)

Southern Association Colleges and Schools Accreditation Team: Served as an **evaluator** on the SACS review team for Greenville Public School District. My task was to exam the effectiveness of their education program. My assigned area of focus during the review was district and school leadership (2010)

MCT2 Community Workshops: Provided students and parents with educational workshops to help prepare students for the Mississippi Curriculum Test 2 (Robinsonville Elementary 2008 – 2012)

Concerned Citizens of Tunica County: A community organization in Robinsonville, MS that aims to improve the quality of living and education in Tunica County (2008-2012)

Program of Research and Evaluation of Public Schools: Collaborated with several schools across the state of Mississippi. The organization provides administrators and teachers professional development and research-based

data to improve student achievement (Current)

Southern Association of Colleges and Schools: Served as an **evaluator** on the SACS review team for Belzoni Elementary School. My task was to exam the effectiveness of their education program. My assigned areas of focus during the review was curriculum and instruction (2013)

RECOGNITION/AWARDS: (under my leadership as an administrator)

- Mississippi Preps Value Added Award for Mathematics (2010)

- Mississippi Preps Value Added Award "High Performing School Rating" (2010)

- Mississippi Title I Distinguished School Award $25,000 (2011)

- Mississippi Department of Ed. State Superintendent Letter of Recognition for Student Achievement (2011)

- Mississippi School Board Association Recognition "Outstanding School Achievement" (2011)

- Mississippi Preps Value Added Award for Language Arts (2011)

- Mississippi Preps Value Added Award for Mathematics (2011)

- The University of Mississippi Dr. T.P. Vinson Leadership Award Nominee (2012)

- The University of Mississippi Graduate Achievement Award Leadership and Counselor Education (2014)