

DEVELOPMENT OF A PROCESS FOR MARYLAND SCHOOL
DISTRICTS TO ASSESS IMPLEMENTATION OF THE NATIONAL
EDUCATION GOALS AND MARYLAND'S SCHOOL FOR SUCCESS GOALS

by

Joe Allen Hairston

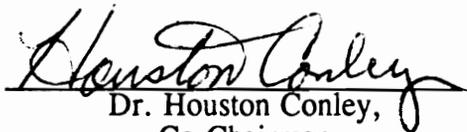
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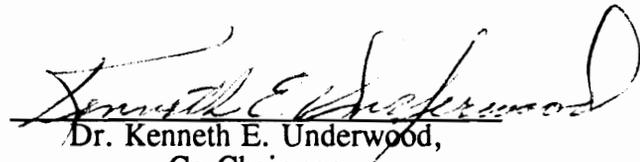
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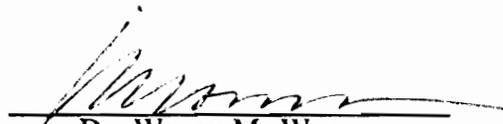
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ABSTRACT

The purpose of this study was to collect information to measure the perceptions of superintendents and principals about the extent to which they: (1) were aware, (2) were supportive, and (3) have implemented the National Education Goals and Maryland's Schools for Success Goals. In addition, the study examined (1) level of implementation and (2) adequacy of funding for the National and Maryland Goals. Superintendents and principals from Maryland's 23 counties and the Baltimore City school district comprised the population in this study. A questionnaire was designed and administered by the researcher to gather data on education awareness, attitudes and involvement of the National and State Goals. It also gathered data about administrators' experience, size of school, school district, race and gender.

A process was described in which the researcher designed and pilot tested a survey questionnaire. The revised questionnaire was used in a survey of 635 Maryland public school principals and 24 superintendents. Of the 635 surveys sent to principals, 443 or 70% were returned and processed. For superintendents, the return rate was 67% (16 of 24). Superintendents and principals responded to five questions for each of the six national goals and ten Maryland goals. The five questions assessed awareness of the goals on the part of the respondents, the extent

to which they supported the goal, the extent to which the goal was currently being implemented, the extent of their personal commitment to implementing the goal and whether adequate funding support for the goal was being supplied. For each of the 16 goals, respondents rated their agreement-disagreement on a 5-point Likert scale. Statistical measures included ANOVA, F-test and t-test.

The results indicated that there were a number of important statistically significant differences between the groups studied. Superintendents and principals differed significantly on level of awareness of the National and Maryland Goals. Superintendents were more informed. Elementary and secondary principals differed significantly on commitment to implementing the goals, secondary principals being more committed. There were statistically significant differences between urban, rural and suburban principals in implementation of Maryland Goals, with suburban principals being more advanced in commitment. Suburban schools were also more in agreement than were rural or urban schools in the area of financial support of Maryland Goals. School size reflected statistically significant differences concerning financial support. Smaller schools were more satisfied than larger ones. Similar differences were found on the basis of race of principal; African-American principals were more content with the level of support of National and Maryland Goals than were Caucasian principals.

The results indicated that questions of awareness, support, degree of implementation, and personal commitment for the National goals correlated significantly with the corresponding Maryland goals. The process and instrument proved to be effective in gathering data related to the research questions.

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CHAPTER I

INTRODUCTION

On September 27 and 28, 1989, then President George Bush convened an historic education summit with the nation's governors at the University of Virginia in Charlottesville, Virginia. Elliott (1989, p.3) noted that this event was only the third time in history that a president had called such a summit with governors and the first time such a conference was called in the education arena. This summit provided the first major national focus on education since the National Commission on Excellence in Education. The commission had declared the United States a "Nation at Risk" six years prior to the summit.

Since then there had not been a substantive movement toward reform in education, although nationally more was invested in education than in defense. (America 2000 as a Strategy, 1991, p. 9)

During the Charlottesville summit, President Bush and the nation's governors agreed that by establishing National Education Goals, they would put before the American people a plan to restructure the schools and radically increase the country's expectations for student performance (Executive Summary, National Goals Report, 1990). America 2000 was aimed at helping the nation meet the six National Education Goals by the year 2000.

In March, 1990, President Bush and the governors of the 50 states approved the six National Education Goals. They agreed that by the year 2000 each goal should be reached (Appendix A). The six goals are broad statements of national purpose. At the historic education summit in Charlottesville, the President and the governors declared, "The time has come, for the first time in U.S. history, to

establish clear national performance goals, goals that will make America internationally competitive" (White House Press Release, March 26, 1990, p.1).

America 2000 was the strategy prescribed by the Bush administration to achieve the National Goals by the year 2000. "It is described as a long-term strategy, not a federal program, for achieving National Education Goals" (America 2000 Source Book, 1991, p.11). America 2000 honored local control, relied on local initiative, affirmed states and localities as the senior partners in paying for education and recognized that the private sector is also a vital partner. It recognized that the real education reform happens community by community, school by school, and only when people come to understand what they must do for themselves and their children and set about to do it (America 2000 Source Book, 1991). The Source_Book identifies four strategies that should be pursued simultaneously (Appendix B).

In September of 1987, Maryland Governor William Donald Schaefer established the Governor's Commission on School Performance to examine how to measure the performance of the public schools in Maryland and to develop strategies to improve Maryland schools. In December, 1989, the Maryland State Board of Education passed a resolution to establish (by 1992) the Maryland School Performance Program, making Maryland one of the first states to develop an action plan for revitalizing its educational system (Shilling, 1990, Executive Summary, p. 1-2).

Purpose Of The Study

The purpose of this study was to collect information to measure the perceptions of superintendents and principals about the extent to which they: (1) were aware, (2) were supportive, (3) have implemented, (4) level of

implementation, and (5) believe funding of the National Education Goals and Maryland's Schools For Success Goals is adequate.

Statement Of The Problem

Hanson (1990) noted the accountability movement of the seventies resulted in establishing minimum competency standards. Hanson also observed "that while test publishers' profits may have benefited, it is not clear that the quality of education has improved" (p.9). He also alleged that evidence of effective implementation of past school reform efforts has been scarce (p.10).

The problem is that the literature contains only limited information regarding the progress of local school districts in implementing America 2000 and Maryland 2000 recommendations to accomplish the National Education Goals. The state of Maryland, for example, does not currently have a sufficient database to determine whether Maryland's schools are progressing toward achievement of the National Education Goals. Four research questions were posed to gather information on superintendents and principals. They are as follows:

1. Is there agreement between superintendents and principals about the National Education Goals and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?
2. What are the perceptions of elementary and secondary principals about the National Education Goals and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?
3. Is there a difference in the perceptions of the National Education Goals and Maryland Goals held by principals based on years of experience,

level of education, school size, and geographic area (urban, suburban, and rural), race and gender in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?

4. What relationship exists between the National Education Goals and Maryland Goals based on perceptions of educators?

Significance Of The Study

Because of the relatively recent implementation of the Maryland School Performance Program (MSPP), scarce data existed relative to the perceptions of implementation of the National Education Goals and Maryland Goals by superintendents and principals in all (24) school districts comprising the Maryland State K-12 public school system.

In addition, no instruments were available to identify areas of alignment between the National Education Goals and Maryland Goals implementation.

Therefore, this study had significance for two major reasons:

1. It established a preliminary data base of information which could be used by school districts throughout the state as a basis for further study and evaluation, particularly of a comparative/causal sort, relative to program development and interventions designed to address the National Education Goals and Maryland Goals.
2. It tested an instrument designed to elicit comparable data concerning the awareness, funding, and effects of state-wide school improvement initiatives. The study piloted this instrument as a basis for future research within this context.

Definitions

For the purpose of this study, the following terms and statements assume specific meanings:

National Education Goals - The nation's Governors and George Bush, then President of the United States, launched an unprecedented ten-year effort to improve education in America's schools. At the heart of this effort were six National Education Goals (Romer, 1991), including the following:

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. (Executive Summary, The National Education Goals Report, 1991)

America 2000 - A national strategy, not a federal program. America 2000 honored local control, relied on local initiative, affirmed states and localities as the senior partners in paying for education and recognized that the private sector is also a vital partner. The America 2000 strategy has four parts that will be pursued simultaneously. The four parts are as follows:

1. For today's students, we must radically improve today's schools, all 110,000 of them--make them better and more accountable for results.
2. For tomorrow's students, we must invent new schools to meet the demands of a new century -- a New Generation of American Schools, bringing at least 535 of them into existence by 1996 and thousands by the decade's end.
3. For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."
4. For schools to succeed, we must look beyond their classrooms to our communities and families. (America 2000 Source Book, 1990, p.12)

Maryland 2000: Schools For Success - This new vision -- Schools for Success -- consists of ten goals and 15 strategies for achieving the goals. Maryland's ten goals encompass the six National Educational Goals. Maryland 2000 envisions that by the year 2000 each Maryland school will be a "New Generation" school. The state will provide financial assistance to meet unique school needs (Maryland's Progress on the National Education Goals, 1991).

Maryland School Performance Program - This term relates to state and local issues such as site-based management, school finance, including performance-based management, school finance, including performance-based evaluation, recruitment

of prospective administrators, technological services, curriculum reform, and planning for performance based evaluation.

Governor's Commission on School Performance - In 1989 Governor William Donald Schaefer of Maryland appointed a commission to examine ways to measure the performance of the public schools in the state and to develop strategies for improvement (Report on the Governor's Commission, 1989).

Recommended Strategies - Those actions proposed in the President's and Governor's National Goals, Maryland Goals and America 2000 (Appendices A and B).

Limitations Of The Study

The limitations of this study were:

1. This study was limited to existing information relative to efforts by the school districts in Maryland to address the six National Education Goals and ten Maryland Goals.
2. This study was limited to the reporting of the perceptions of educators in the state of Maryland as they relate to the National Education Goals and Maryland Goals.
3. The survey responses were assumed to represent the true attitude of the respondents based on their personal observations and experiences.

Organization Of The Study

This study is divided into five chapters:

Chapter 1 includes the Purpose of the Study, Statement of the Problem, Significance of the Study, Definitions, Limitations of the Study, and Organization of the Study.

Chapter 2 consists of the Review of the Literature relevant to what National and State (Maryland) Education Commission Reports have contributed to public education in the past and how our current reform movement compares.

Chapter 3 gives a description of research methodology, selection of sample, instrumentation, collection of data and method of analysis.

Chapter 4 describes the data and the findings of the survey and provide an analysis of data concerning the research questions.

Chapter 5 contains the conclusions and recommendations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter includes a review of the literature relevant to the contributions national and state education commissions on school reform have made to public education in the past and how the current reform movement compares. On September 29, 1992, the National Education Goals Panel reported that the nation had made progress toward reaching the six National Education Goals in the past year (Report on Education Research, 1992). A limited amount of research has been gathered through 1991 on measurement and analysis of the implementation of the National Education Goals and Maryland's Schools for Success Goals.

A student of American life soon learns that confidence in the power of education does not mean blind acceptance by the people of what schools are doing. Schools have been the subject of criticism and controversy from their beginnings (Drucker, 1990, p. 239). Moreover, critics differ on what is good and what is bad about the schools (Bracey, 1991; Howe, 1991; Tye, 1992). They do not agree on the purposes of education or what is good teaching. Tye (1992, p.10) called for a reaffirmation of the importance and universality of public education.

Lieberman and Miller (1990, p.759) observed that discussions of the changes that are needed most often take place in the environment of universities, foundations, and business roundtables. They summarized that these are places where discussions about the schools are abstract and intellectual work is far removed from the social realities of schooling.

According to Piphon (1992, p. 430), an attempt to alter the education system in this country using the terms reform, restructuring or systemic change can cause

reformers to be subjected to strong opposition. Phipps observed that different points of view on public education can create resistance that can sometimes bring suggested changes to a halt.

An explanation was offered by Pierce (1987): "When an individual or a group develops strong convictions that something schools are doing should be stopped or modified, or that something should be added to the curriculum, the results may be an organized effort to bring about the desired change" (p.21). These campaigns, which occur often, are called school reform movements. The term is used loosely to embrace whatever a group thinks will make schools better.

Education Reform

According to Webster's New Collegiate Dictionary, reform means to "amend or improve by change or form or removal of faults or abuses" (p.971). Movement is "an organized effort to promote or attain an end" (p.747). These definitions used together indicate that a reform movement in education is an organized effort to improve education.

Reform movements in education, according to many scholars, have their origin both within the ranks of professional educators and within the ranks of lay persons. Reform movements coming from the public sector tend to be poorly defined, reflecting vague feelings that all is not well with the schools, and to manifest highly generalized notions about solutions to perceived problems. When the public is not satisfied with the schools, they express their views through legislative actions that are not based on sound research as a result.

Reactions that are political in nature can generate some degree of controversy. Pierce (1987) makes the point that "at various times there is a tendency to oversimplify problems and to seek quick solutions to complex issues" (p.37). He further

makes the assumption that public concerns about schools sometimes produce reactions that are generally expressed through legislative actions which are usually not grounded in research.

Research is useful in providing a purpose for education reform. Skill requirements for the work force of the future support the need for education reform because heavy reliance on education for social and economic advancement has been the cornerstone for many Americans and ethnic groups who are participants in the American culture. Documents such as the Scans Report (1991, p.c1-c2) outline the requirements needed in the work force of the future. Reform movements may be triggered also by forces that are external to the nation, i.e., Sputnik, industrial success of the Japanese, new technology and a global economy.

Sizer (1992) observed that 35 years ago, school reform was spurred by exaggerated fears of Soviet scientific prowess. More recently, American concern has centered on economic competition from Japan and Germany. O'Looney (1993, p.375) declared that the education system is declining in quality and performance.

According to O'Looney's observation of the next century schools requested proposals that were received, many of them resembled the same "lock step, factory-style learning programs" that were around during the earlier part of this century (p.375). For the first time schools have been a central part of the presidential campaign. Schools were a topic of debate by the three presidential candidates for the 1992 election. During the election campaign the analysts were interested in what each administration would do to improve radically the quality of education provided by the education system. Although as the schools continue to be a constitutional responsibility of the states and a practical duty of the cities, counties, and towns, the 1992 Presidential campaign made education a topic of political

conversation. As the national policy-makers discussed the direction of education in America, educators themselves wondered when they would have a say on the matter.

As we are beginning slowly to acknowledge, the most important policy makers in education work in classrooms, not in Washington. (Lytle, 1991, p.30)

National Education Goals: Federal Policy Issues

Following the historic 1989 Education Summit in Charlottesville, Virginia, the governors and then-President George Bush created and adopted six ambitious performance goals for the nation. To achieve the goals by the year 2000, the governors committed themselves to restructuring the education system in every state (Romer & Campbell, 1991).

The National Education Goals include improvements in readiness to begin school; high school graduation rates; math and science achievement compared to that of other nations; adult literacy and skills; and elimination of drug abuse and violence in the schools. According to a Congressional Research Service (CRS) report brief (Steadman, July 1992) congressional and public interest in the goals has grown, and they have become an organizing theme for proposals for education reform. The President and the governors also established the National Education Goals Panel to monitor and report on progress toward the Goals. The panel included six governors, four members of the administration, and four members of Congress. According to Romer (1991), in order to reach the six national Education Goals a sustained partnership of government policy and community commitment was required.

The CRS Brief (1992,p.CRS-1) further notes that the Goals present two issues for Congress: (1) identifying and implementing education reform strategies most

likely to help state and local educational agencies achieve the goals; and (2) shaping appropriate federal and congressional roles in this effort. Proposed strategies reflect different conceptions of the educational problems faced by schools and call for different federal and congressional roles.

The strategies included the following: (1) national curriculum standards and testing; (2) comprehensive systemic reform of all state or local policies regarding goals; (3) curriculum, assessment, etc.; (4) new model schools; (5) parental choice of schools; (6) more resources for high need schools; (7) deregulation of schools in return for new forms of outcome-based accountability; and (8) rewards and sanctions for schools. (CRS Brief, 1992:P.CRS-7,CRS-11). According to CRS (1992) legislation under consideration by Congress embraces several of these strategies. Congress would play a more active role in the reform effort. The Senate has passed S. 2, the Neighborhood Schools Improvement Act, which would codify (to arrange or systematize) the goals in statute; authorize \$850 million for a new program of state-level systemic reform, plus grants, to assist individual high need schools and to establish new public school choice programs; authorize waiving of many federal education regulations in up to 300 school districts; change the structure of the National Education Goals Panel to increase congressional influence on its membership and activities; and authorize a new council to certify educational standards and assessments.

National Education Goals: Major Legislation

Considered By The 101st Congress

Riddle (1990) reported the 101st Congress considered a variety of bills with provisions directly related to one of the six National Education Goals that have been

adopted by the President and the nation's governors. This goal was the school readiness goal which involves the Head Start Program.

The legislation that covers this goal is known as "P.L. 101-501 (H.R. 4151). Riddle summarized that the legislation was an extension of the "Educational Excellence Act of 1989" (CRS Report For Congress, 1990, p.1) and related legislation. The 101st Congress adopted, and the President has signed, major legislation to support science and mathematics education, early childhood education, and drug abuse education, plus less extensive bills to aid school completion and adult literacy programs.

Additionally, included in the CRS Report Riddle describes "modified version of the President's proposal -- H.R. 5932, the "Educational Equity and Excellence Act of 1990" was passed by only the House at the end of the 101st Congress, as was legislation on the related topic of teacher preparation. Other major legislation dealing with the goals of adult literacy and school readiness was passed by both the House and Senate in different forms but no conference agreement was reached (CRS, 1990 P.CRS-1).

On October 2, 1992, legislation (bill S-2) to support state and local school-reform efforts and authorize a federal role in developing national education standards died. The bill was approved by the House on September 30, 1992, but the Senate fell one vote short of cutting off debate on the measure two days later, eliminating any chance that a vote on the bill could be taken before Congress recessed.

The writer notes that more recent events found the new administration under President Bill Clinton was preparing to send a major education-reform legislation to Capitol Hill with hopes that the House Democrats would support it as matter of

political loyalty. The proposed legislation was referred to as the Goals 2000: Educate America Act (Miller, 1993, p.1). Miller observed that the proposed legislation consisted of the following three components:

1. A section codifying the national education goals.
2. Provisions establishing national education standards and assessments.
3. Grant programs supporting "systemic reform" efforts at the state and local levels. (Miller, Education Week, 1993, p.1)

America 2000: The President's Education Strategy

According to the CRS update report by Steadman (1991), the U.S. Secretary of Education requested that America 2000 be supported by \$860 million originally requested in the FY 1992 budget for a series of educational excellence initiatives. An additional \$170 million, which has since become part of the new educational strategy, was included in the original FY 1992 budget request for Presidential Achievement Scholarships (See Appendix C). Steadman projected that additional FY 1991 and FY 1992 appropriated funds are likely to be directed to the strategy as well.

In 1990, then-President George Bush and the nation's governors adopted six National Education Goals for the year 2000: (1) to ensure that every child starts school ready to learn; (2) to raise the high school graduation rate to 90 percent; (3) to ensure that students leaving grades 4, 8, and 12 can show competence in core subjects (English, math, science, history and geography); (4) U.S. students will be first in the world in science and math; (5) every adult will be literate and will possess the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship; (6) schools will be free of drugs and violence and will offer an environment that encourages learning (America

2000, 1991, p.3). The Bush administration's strategy to meet those goals is known as America 2000 (See Appendix B).

The four part strategy was visualized by the Bush administration as four giant trains. They were expected to move simultaneously on parallel tracks on the "long journey to educational excellence" (America 2000 Source Book, 1991, p.6). Howe (1991) viewed the four-train scenario as a "bumpy ride" (p.192). Suspicions surfaced in regards to the origins of America 2000. Howe contended that the public should know who worked on America 2000; which ideas were considered and which were rejected; on what basis were the major recommendations adopted; and what was the process the President used to reach the decision to support it (p.193). The strategies described in America 2000 are to be played at various levels.

The President and the administration worked to promote the strategy, identifying where difficulties might occur in implementing the strategy and where the strategy could be successful and rewarding. Congress was called upon to enact the America 2000 Excellence in Education Act. Every member of Congress was encouraged to press for state and local changes to facilitate the strategy, encourage America 2000 communities, and act as mentors to them. Governors were to shoulder the various responsibilities delineated above. The business community was to provide resources to support research and development teams for the new American schools, to utilize achievement tests in its hiring decisions, to create skill standards and act on them, and generally provide additional resources and people as needed. The general public in communities across the country was called upon to support the strategy. Parents were noted as critical to the success of the effort. Evidence of the importance of community involvement was cited in the America 2000 National Updates (1992), a daily on-line bulletin noting community

involvement around the nation was also cited. The daily on-line bulletin can be accessed via computer modem from home or office. The daily bulletin is free to the public with a standard log-in and password command.

America 2000 And Federal Policy Making

America 2000 raises a number of issues for federal policy making. Steadman et al. (1992) summarized that the congressional and public interest in the goals has grown, and the goals have become an organizing theme for proposals for education reform. As noted by the writer, the President and the governors established the National Education Goals Panel to monitor and report on progress toward the goals.

A primary example of the call for public participation was the strategy to reinvent our nation's schools. At the request of then-President Bush, leaders in the business community established the New American Schools Development Corporation (NASDC). NASDC was formed as an independent, non-profit organization to encourage the business sector to work with universities and communities to establish a new generation of schools. Business leaders were expected to establish the private resources for the New American Schools Development Corporation (America 2000, 1991, p.19). The role of NASDC was to establish new designs for the next generation of American schools. Design teams representing communities nationwide were established to help communities create schools that will reach the National Education Goals and world class standards by 1996.

NASDC'S interest lies in the comprehensive reformation of entire schools or sets of schools. NASDC believes that all aspects of the school need to be integrated into a coherent, high-performing learning

environment, a new American school." (A New Generation of American Schools, 1991, p.9)

According to Howe (1991, p.197) the new American schools would receive publicity because of their connection to the President, the governors, business leaders, and members of Congress. He contended that if choice was available to parents living near a school selected to receive NASDC funding, then they would choose that particular school. More recent developments observed by Mecklenburger (1992, p.289) found that NASDC is now bipartisan and is more of an outgrowth of the America 2000 strategy. A request to Congress by then-President Bush for NASDC funding was rejected during the 101st Congress (mentioned in the previous section under Major legislation considered by the 101st Congress).

According to Mecklenburger, because the Bush administration assumed credit for leading the nation forward in improving education and introducing the New American Schools Corporation, NASDC was characterized as a political invention. One year after their introduction, NASDC and the break-the-mold schools had to rely on private contributions. Mecklenburger observed that politically, NASDC could have been a magnet that would attract the expected \$200 million to fund this venture. Unfortunately, businesses did not respond with the level of contribution expected. NASDC had raised between \$35 and \$40 million during the time when proposals were being made and reached the level of \$55 million in contributions (p.283).

Maryland School Performance Program

In September 1987, Governor William Donald Schaefer of Maryland established the Governor's Commission on School Performance to measure school

performance in Maryland's 24 school districts and to develop strategies for their improvement. The commission presented its recommendations to the governor in August, 1989. The recommendations (Sondheim Report, 1989) were based on months of study, testimony, and debate. The commission's report was presented to the governor to be forwarded, at his discretion, to the legislature and the State Board of Education. The commission's report was based on three fundamental premises:

1. All children can learn.
2. All children have the right to attend schools in which they can progress and learn.
3. All children shall have the real opportunity to learn equally rigorous content. (Report of the Governor's Commission on School Performance, 1989, p.3).

Based on these three fundamental premises, the Sondheim Commission, in its report, developed eight recommendations for Maryland schools which if implemented would move forward to high quality education.

The first recommendation said that Maryland needed to establish a comprehensive system of public accountability in each school and in each school district. The Sondheim Commission (1989) stated that Maryland needed to replace its current testing program with a more comprehensive assessment program, and that in order for the recommendations to be carried out, an independent Continuing Oversight Committee would be established to monitor and review accountability procedures.

As a result of America 2000 and the publication of the Sondheim report by the Governor's Commission on School Performance, the Maryland School Performance Program (MSPP) was established by the Maryland State Board of Education on

December 13, 1989. The MSPP is a systemic outcome-based approach for promoting student achievement. Under the MSPP, the success of schools is measured by the success of students. According to Nelson (1993) district performance that is based on student achievement "remained a matter of individual schools and districts to define and measure" (p.40). Maryland public schools are held accountable for their students' success, and they are given increased authority to make decisions about what will work to boost the achievement of their students (Maryland State Board of Education, 1991).

Maryland's Ten Schools for Success Goals encompass the six National Education Goals. The state and National Education Goals are aimed at preparing children for entry into school, enabling students to achieve at the highest levels of academic excellence, ensuring that students graduate from high school, achieving universal adult literacy, and ensuring safe and drug-free schools for learning. Maryland's goals sometimes go beyond the national goals and sometimes target specific aspects of the national goals (See Appendix B).

Information on Maryland's Ten Schools for Success Goals was obtained through minutes of State Board of Education meetings and reports known as Maryland's Progress on the National Education Goals (1991). Only 54 of these reports have been distributed State-wide. The report provides a useful comparison of the National Education Goals and Maryland Goals.

Limited copies of this report have been distributed by the Maryland State Department of Education. Please feel free to photocopy this report and share it with your colleagues and friends. (Maryland State Board Of Education, 1991, p.2)

Chapter Summary

This review of the literature explored information in books, journals, notes, and studies relevant to the National Education Goals and Maryland 2000 Goals. The purpose of the review has been to describe the nature of national and state education reform. The literature examined the impact of previous educational reforms and compared the effects of the current reform movement. Reform movements in education, according to many scholars, have their origin both within the ranks of professional educators and within the ranks of lay persons.

The literature suggests that reform movements coming from the public sector tend to be poorly defined, and to reflect feelings that all is not well with our schools. The literature points out that when the public expresses its views through legislative actions that are often not based on sound research, such a reaction can generate a degree of controversy. The political debate on funding in the 101st Congress was an example of the different position taken on education that affected the Bush Administration's education agenda. Reform movements may also be triggered by forces that are external to the nation. The literature noted that reform implementation is different from program effectiveness. The literature focused on the political involvement of the current education reform effort from the national and state level.

The National Education Goals were incorporated into major legislation considered by the 101st Congress. The legislation (bill S-2) was approved by the house but fell one vote short in the senate. The federal budget for fiscal year 1992 included a series of educational excellence initiatives supporting America 2000.

The implementation strategy targeted various levels of participants. The President and the administration worked to promote the strategy. Congress was

called upon to enact the America 2000 Excellence in Education Act. Governors were asked to support leadership at the state level. The business community was to provide resources for research and development, create skill standards and act on them. The community and parents were to anchor the involvement from the local level through their support of the strategies.

The literature supported the perception that the National Education Goals are clearly legislative reform initiatives. The literature review found that funding issues that support these education initiatives have not been resolved. The literature was consistent with a criticism made by Rose (1993). "We seem to be looking to Congress, the state legislature, or the governors for solution" (p.40). This assertion was based on an assumption by Rose that reports do not bring about changes; people do. The following chapters identified the "people" who are responsible for implementing changes in public education in Maryland. An account of how a process was developed to collect information on the perceptions of superintendents and principals about the six National Education Goals and ten Maryland's Schools for Success Goals was described in Chapter III.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

This chapter describes the methodology and procedures used in the study. The chapter includes discussions of the design of the study, population and sample, administration of the questionnaire, data collecting procedures, and data analysis.

Research Methodology

Descriptive research methodology was used in this study. According to Leedy:

The method of research that simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees is called the descriptive survey. (1980, p.97)

Descriptive research is also known as the normative survey. Again, as Leedy notes, this research follows the assumption that whatever we observe at any one time as normal and under the same conditions could be observed at any time in the future. This assumption follows the notion that a unique event usually follows a common pattern, or norm.

Mouly (1980, p.234) argues that no category of educational research is more widely used than the type known as the survey, the narrative survey, or descriptive research. The survey approach is used if the researcher believes that the answer exists somewhere at present. This approach seeks to cast light on current problems by a further description and understanding of current conditions. Mouly also states that:

Surveys are of the present, and if used simply for the purpose of seeing what has been attained to date, are of limited value (Mouly, 1980, p.237).

Survey research refers to a particular type of empirical research. Babbie (1990) asserts "that a given body of data may be analyzed shortly after collection and found to confirm a particular theory of social behavior." He identified three general objectives of survey research as follows:

1. Description -- the ability to make descriptive assertions about the distribution of traits among a carefully selected sample of respondents and to infer a comparable description of the larger population.
2. Explanation -- the ability to make explanatory assertions about the population.
3. Exploration -- the ability to search for additional possibilities. (p.44)

The current study surveyed a statewide sample by means of a mailed questionnaire (see Appendix E). The sample represented all 24 superintendents and selected principals from the three geographic regions of the state. The regions in the study reflected school districts from (1) Western Maryland, (2) Central Maryland, and (3) the Eastern shore. A survey, according to Fink and Kosecoff (1985), is "a method of collecting information from people about their ideas, feelings, plans, beliefs, social, educational, and financial background" (p.13).

Design Of The Study

The purpose of this study was to collect information to measure the perceptions of superintendents and principals about the extent to which they: (1) were aware, (2) were supportive, (3) have implemented, (4) level of implementation, and (5) believe funding of the National Education Goals and

Maryland's Schools for Success Goals is adequate. A search and review of the literature about school reform, the National Education Goals and Maryland's Schools for Success Goals included information obtained from textbooks, handbooks, periodicals, and unpublished papers. The literature search yielded information about reform efforts, the National Goals and Maryland Goals, but no attempt to look at the degree of implementation of these goals through the perceptions of superintendents and principals was found. Of particular interest to the researcher were the awareness and opinion of Maryland public school superintendents who are responsible for implementing educational programs at the school district level and principals who are responsible for implementing the programs at the school level.

Time Line For The Study

In September 1992, the study was reviewed with members of the doctoral committee to explain the idea of how the pilot study and survey were to be conducted (further discussion will follow in a separate section). In October 1992, initial contacts were made with the Maryland State Superintendent and Associate State Superintendent of Schools. The researcher contacted the United States Department of Education, particularly the Center for Education Statistics (NCES), with questions on survey form design and data collection efforts. A preliminary letter was sent to the 24 superintendents in the state of Maryland outlining the study and seeking their cooperation and permission to use people in their districts. The survey was refined based on the National Education Goals and Maryland's Schools for Success Goals, and discussed with doctoral committee members. By mid-November, the survey was ready for use in a pilot test.

Based on the results from the pilot test, the instrument and its questions were revised and a series of questions was added. The final revised instrument was sent to Minneapolis for printing. Follow-up contacts with superintendents were completed. Letters to the selected superintendents and principals from across the state were completed and made ready for the January mailing.

Superintendents and principals were surveyed for the purpose of eliciting data concerning their perceptions about their: (1) awareness, (2) support, (3) implementation, (4) level of implementation, and (5) adequacy of funding of the National Education Goals and Maryland's Schools for Success Goals in their counties. The survey instrument was mailed on January 4, 6 and 8. During the week of February 15, a post card was sent to each non-respondent; and on the 1st of March, a final follow-up was made by personal phone calls to contacts in the nine counties (principals, assistant superintendents and associate superintendents) asking them to remind principals to return their survey questionnaire. Several principals indicated that they did not receive a survey. A complete survey packet was sent to all non-respondents to provide them with an opportunity to respond in case they lost the original questionnaire. With 68% (408) of the responses returned by March 1, the researcher decided that March 19 would be the final date to accept survey returns for the study. On Friday, March 19, 1993 76.5% (459) of the survey returns were received.

The data were analyzed to evaluate consistency of perceptions and to identify areas that appeared to be in conflict or inconsistent within district analysis concerning the National Education Goals and Maryland's Schools for Success Goals.

Instrumentation And Pilot Test

A survey in the form of a questionnaire was developed and pilot-tested. A survey in the form of a questionnaire has distinct advantages for gathering such data since each respondent receives the same set of questions phrased in the same way. "Questionnaires are, then, supposed to yield more comparable data than do interviews" (Sax, 1979, p. 245).

Questions were designed in the survey which would gather data from Maryland public school educators representing the various economic and demographic areas of the state (see section on population and sample). The survey questionnaire was designed to reflect the National Education Goals and Maryland's Schools for Success Goals. The researcher developed the questionnaire based on concepts shared in the Sage publication "Survey Questions, Handcrafting the Standardized Questionnaire" (Converse & Presser, 1991, p.31-75).

Planning for this pilot study was begun in September of 1992. It was administered to a group of eighteen educators in a Maryland county in October. These educators were not a part of the main survey. Following the development and trial test of the pilot survey, the questions were refined and a variety of changes were made in the final document.

A pilot test validation study was undertaken to determine whether the questionnaire would elicit the desired responses. The study grew out of the writer's interest in school reform and the National Education Goals. Since literature at this time (September 1992) did not reveal the extent to which Maryland county superintendents and principals have implemented the National Education Goals and Maryland's Schools for Success Goals, this study was conducted. The participants in the pilot study consisted of 18 educators in a graduate program in southern

Maryland. Results of the pilot study suggested that the questionnaire was sensitive to issues that the writer wished to explore (see Appendix F). The questionnaire seemed to be reliable based on the responses to the questions and individual comments made by the participants about their knowledge of the National and Maryland Goals. The researcher studied the pattern of responses to the five questions under each set of goals. The pattern seemed consistent. If a respondent said s/he did not know about the national goals then s/he did not appear to know much about any of the goals. The questions were consistent with the purpose of the study. The field test was done in a county school system in southern Maryland. Based on what the researcher learned, a decision was made to administer the questionnaire on a broader level.

Population And Sample

The sample consisted of all 24 Maryland public school superintendents and 576 principals of public schools in the State of Maryland. A total of 600 participants were surveyed for the study. The 576 principals represented elementary and secondary schools in nine selected Maryland counties. The names and addresses of the schools were provided by the Maryland State Department of Education. The superintendents of schools of Baltimore City and 23 Maryland counties were surveyed with the same instrument. Superintendents were selected in this study because they are responsible for leading the school district in implementing the goals. Principals were selected because they are responsible for the actual implementation of the goals in the schools.

Sixteen superintendents indicated a willingness to participate in the study. From those sixteen counties the researcher purposefully chose nine that represented the rural, urban, and suburban areas of the state. These areas reflected the Western,

Central and the Eastern shore geographic regions of the state with their economic and cultural diversity. There were 1,251 public school principals in these counties of which half, 625, were randomly selected for inclusion in the study. The researcher subtracted 49 special schools (i.e., alternative schools and special education schools). The final number of principals was 576, approximately 50% of public school principals in the nine counties.

All principals in the study represented elementary and secondary schools in nine purposefully selected Maryland counties based on geographic regions and economic and cultural diversity. The ethnic identity of the respondents was based on the Maryland State Department of Education ethnic identification categories. The respondents' categories are: (1) Native American, (2) Asian-American, (3) African-American, (4) Caucasian, (5) Hispanic.

Of the usable responses (459) from the population sample surveyed (600), 443 (97%) were from principals and the remaining 16 (3%) were from superintendents. All of the 16 superintendents were Caucasian. Of the 443 principals, 152 (35%) were African-American, 273 (63) were Caucasian, and the rest were Native American, Asian-American and Hispanic. All but one of the superintendents were males. A slightly larger number of the principals were females (221, or 53%) and the rest were males. In terms of principals' school size, a larger proportion (257 or 59%) of the responses came from schools with 400-800 students. Half of the superintendents reported they had served in their current positions between 5 and 10 years. Most principals have served in their positions for five years (161 or 37%), and between 5 and 10 years (134 or 31 %). A majority of the superintendents (11 or 69%) held doctoral degrees, while a majority of the principals (346 or 79%) held masters degrees. All of the superintendents were located in rural (9 or 60%) or

suburban (6 or 40%) areas. Slightly more than half of the principals (223 or 54%) were located in suburban areas, the remainder were located in urban areas (137 or 32%) and rural areas (63 or 14%). Larger proportions of superintendents were in school systems with 5,000-15,000 students (7 or 44%) and school systems with 15,000-35,000 students (5 or 31%). For principals, the majority (330 or 77%) were in school systems with over 35,000 students.

Data Collection Procedures

The questionnaire (see Appendix D) was formatted so that respondents could bubble in their responses to each item with a #2 pencil. The forms were designed and printed to be read by an OMR (Optical Mark Reader) equipment (NCS OpScan 21). Each principal and superintendent received a copy of the survey instrument, a cover letter, and a stamped return envelope via first-class mail. Each survey was pre-coded with a 3-digit number so that returns were monitored and follow-ups could be effected without having to re-survey those who have already responded. Return rate graphs were prepared. Day one on the chart was the day of the initial mailing and the number of returned surveys were logged on the chart each day thereafter. Another chart shows the cumulative percentage of returns. Three mailings were conducted (an original and two follow-ups). Follow-ups included another copy of the survey and an appropriate cover letter. The follow-ups were mailed two weeks after the last mailing or when the cumulative response rate curve leveled off. As completed questionnaires were returned, they were opened, perused and assigned a 3-digit sequence number.

Research Hypotheses

The following four research hypotheses were tested for the current study:

- H₁: There is no statistically significant difference between superintendents and principals on National and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.
- H₂: There is no statistically significant difference in the perceptions of elementary and secondary school principals about National and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.
- H₃: There is no statistically significant difference in the perceptions of the National and Maryland Goals among principals based on years of experience, level of education, school size, gender, race, and geographic area in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.
- H₄: There is no statistically significant correlation between the National and Maryland Goals based on perceptions of educators.

Data Analysis

In order to test the aforementioned hypotheses, the collected data were analyzed by using the One-Way Analysis of Variance (ANOVA) and correlational statistics. These statistics made it possible to compare yielded information about whether the observed differences between groups of respondents represented a chance occurrence or a systematic effect.

The statistical techniques were generated by employing the SPSS (Statistical Package for the Social Sciences) computer software. Three major statistics were used for the data analysis: (1) F-value, (2) t-value and (3) correlation coefficient. The F-value makes it possible to test for differences among variances for all groups combined. This statistic allows a researcher to determine whether or not the differences between groups combined are statistically significant. The t-value allows for the determination of the differences between the mean scores within each group and the differences between the groups (two at a time). The correlation coefficient permits one to test the possibility of an association between variables (Howell, 1987).

Specifically, the analysis centered on the five goal-related, Likert-scale type questions presented in the survey (see Appendix D). Responses on these goal-related questions were also examined for Maryland Goals versus the corresponding National Goals. Each of the six National Goals and ten Maryland Goals addressed the same five questions:

1. Is the respondent aware of the goal?
2. Is the respondent in favor of the goal?
3. Is the goal being implemented in the school system?
4. Is that person actively implementing the goal?
5. Is that person receiving adequate support for that goal (from Federal sources in the case of National Goals or State sources in the case of Maryland Goals)?

In addition, the analysis reflected the various demographic variables respondents were asked to provide about themselves and/or their school or school system:

1. The respondent's years of experience in the position;
2. Type of geographic area (urban, rural or suburban);
3. The school size (number of students in the county);
4. The current position of the respondent;
5. For principals, type of school (elementary or secondary);
6. Respondent's race;
7. Respondent's gender.

CHAPTER IV

DATA ANALYSIS

The results from the SPSS (Statistical Package for the Social Sciences) computer runs of the data collected from the superintendents and principals surveyed for the present study are analyzed in this chapter. The major purpose here is to determine whether or not respondents differed in their perceptions of (a) awareness, (b) support, (c) level of implementation, (d) commitment to implementation, and (e) adequacy of financial support for the National and Maryland 2000 Goals, respectively. The following analysis is divided into four separate sections reflecting the four major research questions posed in chapter three of the present study. Furthermore, pertinent analyses are presented in terms of these demographic variables: (a) type of position, (b) level of education, (c) school size, (d) years of experience, (e) geographic area, (f) race, and (g) gender.

Three statistical techniques were used to analyze the data in this study. They were (1) independent t-test, where only two groups were concerned; (2) analysis of variance (ANOVA) where three or more groups were being studied. Where differences were found, the Scheffé test was used to examine each separate pair of means for significant differences; and (3) Pearson product-moment correlations were computed to examine relationships between the National Goals and the Maryland Goals.

Is there agreement between superintendents and principals on the National and Maryland goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?

H₁: There is no statistically significant difference between superintendents and principals on the National and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.

In order to probe this question, the relevant data were analyzed in two steps. First, composite scores were calculated. For each of the five survey questions (see Appendix D), respondents' scores were averaged across both the six National Goals and the ten Maryland Goals. For each of the 16 goals, respondents rated their agreement-disagreement on a 5-point Likert-type scale for the five survey questions. Strongly Agree was scored 5; Agree was scored 4; Neutral, the mid-point of the scale, was scored 3; Disagree was scored 2; and Strongly Disagree was scored 1. Thus, each respondent had an average score for awareness (question 1) for the six National Goals and an average score for awareness for the ten Maryland Goals; an average score for support (question 2), and so on. A high average score was associated with agreement and a low average score with disagreement. These average scores were calculated for superintendents and principals and are displayed in Tables 1 through 10.

The data analysis that follows examines the paired sample results for the two groups: superintendents and principals. For comparisons, the alpha level was set at .05. All tests were two-tailed. Because of the large difference in sample sizes for the two groups, the following rule of thumb was employed: In cases where neither

variance is twice the size of the other, the t formula that pooled the variances is used, as opposed to using separate variance estimates.

Superintendents' and Principals' Awareness Of Goals

The results for respondents' awareness of the National Goals, summarized in Table 1, show that the mean for the sample of 16 superintendents is 4.90 as compared to the mean for the sample of 418 principals of 4.41. The sample standard deviations are not close (superintendents = .19 and principals = .69). Because of the large difference in sample variances stated (the variance of the principals is more than twice as large as that for superintendents), the t formula for separate variances is used. The t value, which equals 8.32 with 432 degrees of freedom, has a value of $P = .001$. Since P is less than .05, it is concluded that the difference between superintendents and principals in terms of their awareness of the National Goals is statistically significant.

For superintendents' and principals' awareness of Maryland Goals, Table 2 shows that the mean for the sample of 15 superintendents is 4.90 and the mean for the sample of 416 principals is 4.39. The sample standard deviations are not close (.28 for superintendents and .68 for principals), indicating clearly that the variances cannot be pooled. The t-value for separate variances is 6.30, which with 429 degrees of freedom is significant ($P = .001$ which is less than .05). The difference between superintendents and principals in terms of their awareness of Maryland Goals is statistically significant.

Table 1

Superintendents' and Principals' Awareness Of National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	16	4.90	.19	.05
Principals	418	4.41	.69	.03

t-Value = 8.32
Degrees of Freedom = 432
2-Tail Probability = .001

Table 2

Superintendents' and Principals' Awareness Of Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	15	4.90	.28	.07
Principals	416	4.39	.68	.03

t-Value = 6.30
Degrees of Freedom = 429
2-Tail Probability = .001

Superintendents' and Principals' Support For Goals

In terms of respondents' support for the National Goals, as Table 3 reveals, the mean for the sample of 16 superintendents is 4.67 and that for the sample of 415 principals is 4.57. The sample standard deviations here are very close (.48 and .46, respectively), indicating that the variances can be pooled. The t-value for the pooled variances is .79, which with 429 degrees of freedom is not significant ($P = .429$ which is not less than .05). Thus, the null hypothesis that there is no significant statistical difference between the two groups is accepted.

In the case of respondents' support for Maryland Goals, the results in Table 4 indicate that the mean for the sample of 15 superintendents is 4.76 and that for the sample of 412 principals is 4.57. The sample standard deviations are quite close (.34 for superintendents and .46 for principals), indicating that the variances can be pooled. The t-value for the pooled variances is 1.54 with 425 degrees of freedom. Thus, the difference between the two groups is not statistically significant at the .05 level (given $P = .124$).

Superintendents' and Principals' Perceptions Of Level Of Implementation

Table 5 shows that, in relationship to respondents' perceptions of whether the National Goals are being implemented, the mean for the sample of 16 superintendents is 4.14 and that for the sample of 406 principals is 4.02. The sample standard deviations are relatively close (.46 and .65, respectively). This means that the variances can be pooled. The t-value is .71, which with 420 degrees of freedom is not significant ($P = .477$ which is not less than .05). In short, the null hypothesis that there is no significant difference between the two groups is accepted.

Table 3

Superintendents' and Principals' Support For National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	16	4.67	.48	.12
Principals	415	4.57	.46	.02

t-Value = .79
Degrees of Freedom = 429
2-Tail Probability = .429

Table 4

Superintendents' and Principals' Support For Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	15	4.76	.34	.09
Principals	412	4.57	.46	.02

t-Value = 1.54
Degrees of Freedom = 425
2-Tail Probability = .124

Table 5
Superintendents' and Principals' Perceptions Of Whether
National Goals Are Being Implemented

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	16	4.14	.46	.11
Principals	406	4.02	.65	.03

t-Value = .71

Degrees of Freedom = 420

2-Tail Probability = .477

For respondents' perceptions of whether the Maryland Goals are being implemented, the results in Table 6 indicate that the mean for the sample of 15 superintendents is 4.23 and that for the sample of 402 principals is 4.06. The sample standard deviations for the two groups are close (.46 and .62, respectively), indicating that the variances can be pooled. The t-value for pooled variances is 1.09 with 415 degrees of freedom. The P value of .278 (which is greater than .05) clearly suggests that the null hypothesis of no population differences can be accepted.

Superintendents' and Principals' Commitment To Implementation

Table 7 reveals that, when it comes to respondents' commitment to implementing the National Goals, the mean for the sample of 16 superintendents is 4.02 and that for the sample of 404 principals is 3.96. The sample standard deviations are very close (.61 and .60, respectively), a definite indication that the variances can be pooled. The t-value is .39, which with 418 degrees of freedom is not significant ($P = .695$ which is not less than .05). Therefore, the null hypothesis of no population difference can be accepted.

In terms of respondents' commitment to implementing the Maryland Goals, as shown in Table 8, the mean for the sample of 15 superintendents is 4.14 and that for the sample of 399 principals is 4.03. These groups' sample standard deviations are both .53, indicating that the variances can be pooled. The t-value for pooled variances is .81 with 412 degrees of freedom. The P value of .416 clearly suggests that the null hypothesis of no population differences at the .05 significance level is accepted.

Table 6

**Superintendents' and Principals' Perceptions Of Whether
Maryland Goals Are Being Implemented**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	15	4.23	.46	.12
Principals	402	4.06	.62	.03

t-Value = 1.09
Degrees of Freedom = 415
2-Tail Probability = .278

Table 7

**Superintendents' and Principals' Commitment To
Implementing National Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	16	4.02	.61	.15
Principals	404	3.96	.60	.03

t-value = .39
Degrees of Freedom = 418
2-Tail Probability = .695

Table 8
Superintendents' and Principals' Commitment To
Implementing Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	15	4.14	.53	.14
Principals	399	4.03	.53	.03

t-Value = .81

Degrees of Freedom = 412

2-Tail Probability = .416

Superintendents' and Principals' Receipt Of Adequate Financial Support

The results for respondents' receipt of adequate Federal financial support to implement National Goals, summarized in Table 9, indicate that the mean for the sample of 16 superintendents is 1.73 and that for the sample of 407 principals is 2.02. The sample standard deviations of both groups are not much different (.56 and .82, respectively), suggesting that there will be no harm in pooling the variances. The t-value for pooled variances is -1.38, which with 421 degrees of freedom is not significant ($P = .167$ which is not less than .05). Thus, the null hypothesis of no population differences cannot be rejected.

In terms of receiving adequate State financial support to implement Maryland Goals, the results of respondents' perceptions, presented in Table 10, reveal that the mean for the sample of 15 superintendents is 2.27 and that for principals is 2.08, respectively. The sample standard deviations are very close (.90 and .87, respectively), pointing to the fact that the variances can be pooled. The t-value for pooled variances is .82, which with 414 degrees of freedom is not significant ($P = .410$ which is greater than .05). Consequently, the null hypothesis of no group differences cannot be rejected.

In summary, in terms of the first major research question presented in Chapter three, and probed in this section, superintendents and principals differed significantly in their awareness of the National and Maryland Goals. Superintendents were more aware of both the National and Maryland Goals than were the principals. However, the two groups did not differ significantly in their perceptions of support, degree of implementation, personal commitment, and adequacy of financial support for these goals. Thus, the first hypothesis stated in Chapter three cannot be accepted in all cases.

Table 9

**Adequacy of Superintendents' and Principals' Receipt Of Federal
Financial Support To Implement National Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	16	1.73	.56	.14
Principals	407	2.02	.82	.04

t-Value = -1.38

Degrees of Freedom = 421

2-Tail Probability = .167

Table 10

**Adequacy of Superintendents' and Principals' Receipt Of State
Financial Support To Implement Maryland Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Superintendents	15	2.27	.90	.23
Principals	401	2.08	.87	.04

t-Value = .82

Degrees of Freedom = 414

2-Tail Probability = .410

As the following summary tables (Tables 11 and 12) indicate, the composite mean scores for both the superintendents and the principals are relatively high (in terms of the 5-point Likert scale), indicating strongly positive perceptions about the National and Maryland goals, except for adequacy of financial support, to which they give low mean ratings. For superintendents, these were 1.73 for Federal support and 2.27 for State support; for principals they were 2.02 for Federal support and 2.08 for state support.

Table 11
Means Of Administrators' Responses
To The National Goals

RESPONDENTS	SURVEY QUESTIONS				
	NG-Q1	NG-Q2	NG-Q3	NG-Q4	NG-Q5
Superintendents	4.90	4.67	4.14	4.02	1.73
Principals	4.41	4.57	4.02	3.96	2.02
P =	.001*	.429	.477	.695	.167

where NG-Q is National Goal Question

* indicates statistically significant difference

Table 12
Means Of Administrators' Responses
To The Maryland Goals

RESPONDENTS	SURVEY QUESTIONS				
	MG-Q1	MG-Q2	MG-Q3	MG-Q4	MG-Q5
Superintendents	4.90	4.76	4.23	4.14	2.27
Principals	4.39	4.57	4.06	4.03	2.08
P =	.001*	.124	.278	.416	.410

where MG-Q is Maryland Goal Question

* indicates statistically significant difference

What are the perceptions of elementary and secondary school principals about the National and Maryland goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?

H₂: There is no statistically significant difference in the perceptions of elementary and secondary school principals about the National and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.

The approach used to examine the second major research question was similar to that for Research Question one. The results are shown in Tables 13 through 22.

Principals' Awareness Of Goals

In Table 13, the results of the statistical analysis for elementary and secondary school principals' awareness of National Goals reveal that the mean for the 266 elementary school principals is 4.39 and for the 120 secondary school principals is 4.47. The sample standard deviations for both groups are quite close (.69 and .60, respectively), indicating clearly that the variances can be pooled. The t-value is -1.12, which with 384 degrees of freedom is not significant ($P = .649$) at the .05 level. Hence, the null hypothesis of no group differences is accepted.

For elementary and secondary school principals' awareness of Maryland Goals, Table 14 shows that the mean for the 266 elementary school principals is 4.37 and that for secondary school principals is 4.43. The sample standard deviations, .69 and .63, respectively, are close. This means that the variances can be pooled. With a t-value of -.71, 384 degrees of freedom, and $P = .481$, the difference between the two groups is not statistically significant at the .05 level.

Table 13

Principals' Awareness Of National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	266	4.39	.69	.04
Secondary School Principals	120	4.47	.60	.05

t-Value = -1.12
Degrees of Freedom = 384
2-Tail Probability = .265

Table 14

Principals' Awareness Of Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	266	4.37	.69	.04
Secondary School Principals	120	4.43	.63	.06

t-Value = -.71
Degrees of Freedom = 384
2-Tail Probability = .481

Principals' Support For Goals

Table 15 points out that in terms of elementary and secondary school principals' support for National Goals, the mean for the sample of 264 elementary school principals is 4.56 and that for secondary school principals is 4.59. The sample standard deviations for these groups are quite close (.47 and .44, respectively). This shows that the variances can be pooled. The t-value for pooled variances is -.45 with 381 degrees of freedom. The P value of .649 indicates that the null hypothesis of no group differences can be accepted.

For elementary and secondary school principals' support for Maryland Goals, the results in Table 16 show that the mean for the sample of 263 of the former group is 4.56 and that for the sample of 119 of the latter group is 4.60. The sample standard deviations are very close (.47 and .45, respectively), therefore the variances can be pooled. The t-value for pool variances is -.67 with 380 degrees of freedom. With $P = .506$, the null hypothesis of no group differences cannot be rejected at the .05 significance level.

Principals' Perceptions Of Level Of Implementation

In terms of elementary and secondary school principals' perceptions of the implementation of National Goals, the results summarized in Table 17 suggest that the mean for the sample of 258 elementary school principals is 4.00 and that for the sample of 117 secondary school principals is 4.10. The sample standard deviations are the same (.66 for each group), a clear indication that the variances can be pooled. The t-value for pooled variances is -1.81, which with 373 degrees of freedom is not significant ($P = .072$ which is not less than .05). Hence, the null hypothesis of no group differences cannot be rejected.

Table 15
Principals' Support For National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	264	4.56	.47	.03
Secondary School Principals	119	4.59	.44	.04

t-Value = -.45

Degrees of Freedom = 381

2-Tail Probability = .649

Table 16
Principals' Support For Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	263	4.56	.47	.03
Secondary School Principals	119	4.60	.45	.04

t-Value = -.67

Degrees of Freedom = 380

2-Tail Probability = .506

Table 17

Principals' Perceptions Of Whether
National Goals Are Being Implemented

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	258	4.00	.66	.04
Secondary School Principals	117	4.10	.66	.06

t-Value = -1.81
Degrees of Freedom = 373
2-Tail Probability = .072

From Table 18, it can be noted that the mean for the sample of 259 elementary school principals is 4.01 and that for the sample of 117 secondary school principals is 4.13 in terms of their perceptions of whether the Maryland Goals are being implemented. The sample standard deviations are very close (.63 and .61, respectively). This means that the variances can be pooled. The t-value is -1.69, which with 374 degrees of freedom is not significant ($P = .091$ which is greater than .05). Thus, the null hypothesis of no group differences is accepted.

Principals' Commitment To Implementation

As can be seen from Table 19, the mean for the sample of 259 elementary school principals is 3.91 and that for the sample of 115 secondary school principals is 4.08 in relationship to their commitment to implementing the National Goals. The sample standard deviations for the two groups are quite close (.61 and .59, respectively), indicating that the variances can be pooled. The t-value for pooled variances is -2.52 with 372 degrees of freedom, which carries a probability under the null hypothesis of $P = .012$. Since P is less than .05, the difference between the means is statistically significant.

In terms of respondents' commitment to implementing the Maryland Goals, the results in Table 20 demonstrate that the mean for the sample of 254 elementary school principals is 4.00 and that for the sample of 118 secondary school principals is 4.13. The sample standard deviations are very close (.53 and .54, respectively), which with 370 degrees of freedom is quite significant ($P = .012$ which is less than .05). Therefore, the null hypothesis of no population differences is rejected.

Table 18

**Principals' Perceptions Of Whether
Maryland Goals Are Being Implemented**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	259	4.01	.63	.04
Secondary School Principals	117	4.13	.61	.06

t-Value = -1.69
Degrees of Freedom = 374
2-Tail Probability = .091

Table 19

Principals' Commitment To Implementing National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	259	3.91	.61	.04
Secondary School Principals	115	4.08	.59	.06

t-Value = -2.52
Degrees of Freedom = 372
2-Tail Probability = .012

Table 20

Principals' Commitment To Implementing Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	254	4.00	.53	.03
Secondary School Principals	118	4.13	.54	.05

t-Value = -2.52

Degrees of Freedom = 370

2-Tail Probability = .012

Principals' Receipt Of Adequate Financial Support

Table 21 indicates that in terms of respondents' perceptions of adequate financial support from the Federal government in implementing National Goals, the mean for the sample of 262 elementary school principals is 2.04 and that for the sample of 115 secondary school principals is 1.94. The sample standard deviations are relatively close (.85 and .79, respectively). The variances can be pooled. The t-value is 1.05 with 375 degrees of freedom. A P-value of .292 shows acceptance of the null hypothesis of no population differences at the .05 level of significance.

In relationship to respondents' perceptions of adequate financial support from the State to implement Maryland Goals, the results presented in Table 22 reveal that the mean for the sample of 257 elementary school principals is 2.11 and that for the sample of 116 secondary school principals is 2.01. The sample standard deviations are relatively close (.91 and .80, respectively), indicating that the variances can be pooled. The t-value for pooled variances is .96, which with 371 degrees of freedom is not significant ($P = .336$ which is not less than .05). Consequently, the null hypothesis of no group differences cannot be rejected.

The statistical analysis of the second major research question presented in Chapter three, and probed in this section, indicates that elementary school principals and secondary school principals do not differ significantly in their awareness, support, perceptions of level of implementation, and perceptions of adequate financial support from both the Federal and State governments of the National and Maryland Goals. The only significant difference between the two groups hinges on their commitment to the implementation of both the National and the Maryland Goals. Thus, the second statistical hypothesis presented in Chapter three can be

Table 21

Adequacy of Principals' Receipt Of Federal Financial Support To Implement National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	262	2.04	.85	.05
Secondary School Principals	115	1.94	.79	.07

t-Value = 1.05
Degrees of Freedom = 375
2-Tail Probability = .292

Table 22

Adequacy of Principals' Receipt Of State Financial Support To Implement Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Elementary School Principals	257	2.11	.91	.06
Secondary School Principals	116	2.01	.80	.07

t-Value = .96
Degrees of Freedom = 371
2-Tail Probability = .336

accepted as it reflects the perceptions of elementary and secondary school principals about the National and Maryland Goals in terms of awareness, support, level of implementation, and adequacy of financial support. It is rejected in terms of commitment to implementation, where secondary school principals are more committed to implementation than are elementary school principals. As was true in the case of the superintendents and principals, financial support received a much lower mean rating than the other four areas. The mean ratings for elementary school principals were 2.04 for Federal support and 2.11 for State support; for secondary school principals they were 1.94 for Federal support and 2.01 for State support.

Table 23 shows that there is only one set of P values less than .05. The null hypothesis that there is no statistically significant difference between the mean scores of the elementary and secondary school principals in terms of their responses to the National Goals is accepted, except for commitment to implementation. Table 24 also reveals only one P value less than .05. The null hypothesis that there is no statistically significant difference between the mean scores of the elementary and secondary school principals in relationship to the Maryland Goals is accepted, except for commitment to implementation.

Table 23

**Means Of Principals' Responses
To The National Goals**

RESPONDENTS	SURVEY QUESTIONS				
	NG-Q1	NG-Q2	NG-Q3	NG-Q4	NG-Q5
Elementary School Principals	4.39	4.56	4.00	3.91	2.04
Secondary School Principals	4.47	4.59	4.10	4.08	1.94
P =	.265	.649	.072	.012*	.292

where NG-Q is National Goal Question

* indicates statistically significant difference

Table 24

**Means Of Principals' Responses
To The Maryland Goals**

RESPONDENTS	SURVEY QUESTIONS				
	MG-Q1	MG-Q2	MG-Q3	MG-Q4	MG-Q5
Elementary School Principals	4.37	4.56	4.01	4.00	2.11
Secondary School Principals	4.43	4.60	4.13	4.13	2.01
P =	.481	.506	.091	.012*	.336

where MG-Q is Maryland Goal Question

* indicates statistically significant difference

Is there a difference in the perceptions of the National and Maryland Goals among principals based on level of education, geographical area, school size, years of experience, gender and race in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?

H₃ There is no statistically significant difference in the perceptions of the National and Maryland Goals among principals based on level of education, geographical area, school size, years of experience, gender, and race in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.

The data analysis for this question proceeded in many steps. Average composite scores were used to compare principals in terms of their educational level, geographical area, number of students in the county, size of the school, number of years in their current position, ethnic identity, and gender. For comparisons, the Alpha level was set at .05. All tests were two-tailed. The results from the computer runs are presented in Tables 25 through 75.

The composite scores on National and Maryland Goals of principals holding Masters degrees (79% of the sample) were compared with principals who had earned Doctorates (19% of the sample). Principals who reported their highest degree as being a Bachelors (N = 2) and other degree (N = 7) were dropped from the analysis because these individuals are not certified to be principals.

Composite scores on National and Maryland Goals for principals whose school systems were considered urban (32%), rural (14%), or suburban (54%) were analyzed using one-way analysis of variance. Where the F-ratio was significant at

the .05 level (two-tailed), a post-hoc analysis was performed using the Scheffé technique -- a multiple range test (Hanushek & Jackson, 1977):

Respondents indicated the size of their school system in one of four categories: fewer than 5,000 students (3%), between 5,000 and 15,000 students (9%), between 15,000 and 35,000 students (11%), or more than 35,000 students (77%). For the purpose of analysis, the first two categories were combined and a one-way analysis of variance was performed on the composite means. Where the F-ratio was significant at the .05 level (two-tailed), a post-hoc analysis was performed using the Scheffé technique.

On the questionnaire, principals classified the size of their school into one of four categories: fewer than 400 students (21%), between 400 and 800 students (59%), between 800 and 1400 students (16%), or more than 1400 students (5%). For purpose of analysis, categories 3 and 4 were combined and the one-way analysis of variance was performed on the composite means. Where the F-ratio is significant at the .05 level (two-tailed), a post-hoc analysis was performed using the Scheffé technique.

Respondents indicated the number of years they have served in their current position as follows: fewer than 5 years (37%), between 5 and 10 years (31%), between 10 and 15 years (14%), or more than 15 years (14%). Mean composite scores were calculated for National and Maryland Goals for principals in these categories and one-way analysis of variance was applied. Where the F-ratio was significant at the .05 level (two-tailed), a post-hoc analysis was performed using the Scheffé technique.

Respondents indicated their ethnic identities by one of the following: Native American (1%), Asian/Pacific Islander (0.2%), African American (35%), Caucasian

(63%), or Hispanic (0.8%). Composite scores of the National and Maryland Goals were calculated for these groups. Principals who reported their ethnic identities as Native American, Asian/Pacific Islander, or Hispanic were dropped from the analysis because of small sample sizes. Independent t-tests were calculated on composite means for the two remaining groups: African American and Caucasian.

Respondents indicated their gender on the questionnaire. Females made up 53% of the sample of principals. The composite scores on National and Maryland Goals of male and female principals were calculated, and t-tests for the independent groups were performed on the composite means.

Level of Education and Respondents' Awareness Of Goals

In terms of level of education and awareness of National Goals, Table 25 displays a mean of 4.43 for the sample of 328 principals with masters degrees and for the sample of 75 principals with doctoral degrees, it is 4.45. The sample standard deviations are quite close (.67 and .57, respectively), indicating that the pooled variance estimate can be used. The t-value for pooled variances is -.31, which with 401 degrees of freedom is not significant ($P = .758$ which is less than .05). Thus, the null hypothesis of no group differences is accepted.

For principals' awareness of Maryland Goals in terms of their educational levels, the data summarized in Table 26 indicate that the mean for the sample of 328 principals with masters degrees is 4.41 and that for the sample of 74 principals with doctoral degrees is 4.44. The sample standard deviations are almost identical (.65 and .66, respectively). Therefore, the pooled variance estimate can be used. The t-value is -.36 with 400 degrees of freedom. A P-value of .722 clearly shows that the null hypothesis of no sample differences cannot be rejected at the .05 significance level.

Table 25

Respondents' Level of Education and Awareness Of National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	328	4.43	.67	.04
Doctoral	75	4.45	.57	.07

t-Value = -.31
Degrees of Freedom = 401
2-Tail Probability = .758

Table 26

Respondents' Level of Education and Awareness Of Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	328	4.41	.65	.04
Doctoral	74	4.44	.66	.08

t-Value = -.36
Degrees of Freedom = 400
2-Tail Probability = .722

Level of Education and Respondents' Support For Goals

The results from the computer analysis of principals' support of national goals in terms of their educational levels are presented in Table 27. The data indicate that the mean for the sample of 328 principals with masters degrees is 4.60 and that for the sample of 73 principals with doctoral degrees is 4.53. The sample standard deviations for the groups are very close (.44 and .49, respective), suggesting that the variances can be pooled. The t-value for pooled variances is 1.06 with 399 degrees of freedom. With $P = .289$, the null hypothesis of no population differences at the .05 significance level is accepted.

Table 28 shows that the mean for the sample of 324 principals with masters degrees is 4.58 and that for principals with doctoral degrees is 4.56 in terms of their support for Maryland Goals. The sample standard deviations are very close (.45 and .49, respectively). This points to the fact that the pooled variance estimate can be used. The t-value is .42, which with 396 degrees of freedom is not significant ($P = .665$ which is greater than .05). Hence, the null hypothesis of no group differences is accepted.

Level of Education and Respondents' Perceptions Of

Level Of Implementation

In terms of principals' perceptions of the level of implementation of National Goals as they pertain to their levels of education, Table 29 indicates that the mean for the sample of 318 principals with masters degrees is 4.04 and that for principals with doctoral degrees is also 4.04. The sample standard deviations are close (.64 and .54, respectively), a clear indication that the variances can be pooled. The

Table 27

Respondents' Level of Education and Support For National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	328	4.60	.44	.03
Doctoral	73	4.53	.49	.06

t-Value = 1.06
Degrees of Freedom = 399
2-Tail Probability = .289

Table 28

Respondents' Level of Education and Support For Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	324	4.58	.45	.03
Doctoral	74	4.56	.49	.06

t-Value = .43
Degrees of Freedom = 396
2-Tail Probability = .665

Table 29

**Respondents' Level of Education and Perceptions Of Whether
National Goals Are Being Implemented**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	318	4.04	.64	.04
Doctoral	73	4.04	.54	.06

t-Value = -.05
Degrees of Freedom = 389
2-Tail Probability = .962

t-value for pooled variances is $-.05$ with 389 degrees of freedom. A P-value of $.962$, which is greater than $.05$, indicates that the null hypothesis of no group differences must be accepted.

In terms of principals' perceptions of the level of implementation of Maryland Goals vis-a-vis their levels of education, Table 30 reveals that the mean for the sample of 314 principals with masters degrees is 4.08 and that for the sample of 73 principals with doctoral degrees is 4.07 . The sample standard deviations are very close ($.59$ and $.54$, respectively), indicating that the variances can be pooled. The t-value is $.14$ with 385 degrees of freedom. The P-value is $.885$, which is not less than $.05$. The null hypothesis of no sample differences in this case must be accepted.

Level of Education and Respondents' Commitment To Implementation

From Table 31, it can be seen that the mean for the sample of 318 principals with masters degrees is 4.00 and that for the sample of 73 principals with doctoral degrees is 3.91 in terms of their commitment to implementing National Goals. The sample standard deviations are close ($.58$ and $.54$, respectively). The pooled variance estimate can be used. The t-value is 1.10 , which with 387 degrees of freedom is not significant ($P = .270$) at the $.05$ level. The null hypothesis of no group differences cannot be rejected.

In terms of principals' commitment to implementing Maryland Goals as it relates to their educational levels, Table 32 shows that the mean for the sample of 316 principals with masters degrees is 4.05 and that for the sample of 71 principals with doctoral degrees is 4.00 . The sample standard deviations of $.51$ and $.53$, respectively, are very close, indicating that the variances can be pooled. The t-value

Table 30

**Respondents' Level of Education and Perceptions Of Whether
Maryland Goals Are Being Implemented**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	314	4.08	.59	.03
Doctoral	73	4.07	.54	.06

t-Value = .14
Degrees of Freedom = 385
2-Tail Probability = .885

Table 31

**Respondents' Level of Education and Commitment To
Implementing National Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	318	4.00	.58	.03
Doctoral	71	3.91	.54	.06

t-Value = 1.10
Degrees of Freedom = 387
2-Tail Probability = .270

Table 32

**Respondents' Level of Education and Commitment To
Implementing Maryland Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	316	4.05	.51	.03
Doctoral	71	4.00	.53	.06

t-Value = .74

Degrees of Freedom = 385

2-Tail Probability = .461

for pooled variances is .74 with 385 degrees of freedom. A P-value of .461, which is greater than .05, means that the null hypothesis of no sample differences must be accepted.

Level of Education and Respondents' Receipt Of Financial Support

As can be seen from Table 33, the mean for the sample of 319 principals with masters degrees is 2.05 and that for the sample of 74 principals with doctoral degrees is 2.00, in relationship to the financial support they received from the Federal government to implement the National Goals. The sample standard deviations are quite close (.84 and .73, respectively). Therefore the pooled variance estimate should be used. The t-value is 1.49, which with 391 degrees of freedom is not significant ($P = .137$ which is greater than .05). Therefore, the null hypothesis of no sample differences cannot be rejected.

In terms of principals' receipt of State financial support to implement Maryland Goals, the results in Table 34 show that the mean for the sample of 315 principals with masters degrees is 2.10 and that for the sample of 74 principals with doctoral degrees is 2.04. The sample standard deviations of .88 and .84, respectively, are very close, indicating that the pooled variance estimate should be used. The t-value for pool variances is .49, which with 387 degrees of freedom is not significant ($P = .623$ which is not less than .05).

In sum, no significant differences were found between principals with masters degrees vs principals with doctoral degrees on either the National or Maryland Goals. There were no significant differences among principals in terms of awareness, support, level of implementation, commitment to implementation, and

Table 33

**Respondents' Level of Education and Receipt Of Federal
Financial Support To Implement National Programs**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	319	2.05	.84	.05
Doctoral	74	2.0	.73	.08

t-Value = 1.49
Degrees of Freedom = 391
2-Tail Probability = .137

Table 34

**Respondents' Level of Education and Receipt Of State
Financial Support To Implement Maryland Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Masters	315	2.10	.88	.05
Doctoral	74	2.04	.84	.10

t-Value = .49
Degrees of Freedom = 387
2-Tail Probability = .623

financial support based on their levels of education. Here again the mean for financial support is much lower than for the other four areas. The more educated the respondent, the lower their rating.

Geographical Area And Respondents' Awareness Of Goals

In terms of principals' awareness of National Goals and the geographical locations of their schools, Table 35 indicates that the variation among the three groups (urban, rural, and suburban) is not significant at the .05 level. This is confirmed by an F-ratio of 1.80 with $P = .17$.

As Table 36 reveals, the variation among principals in terms of their awareness of Maryland Goals vis-a-vis the geographical locations of their schools is not significant. An F-ratio of 2.09 signifies that the variation is not statistically significant ($P = .13$) at the .05 level.

Geographical Area and Respondents' Support For Goals

For principals' support of National Goals in terms of the geographical locations of their schools, the results in Table 37 indicate that the variation among them is not statistically significant at .05 level. This is affirmed by an F-ratio of .24 with $P = .79$.

Looking at Table 38, it can be noted that the variation among principals in their support for Maryland Goals as it relates to the geographical locations of their schools is not statistically significant at the .05 level. An F-ratio of 1.58 with $P = .21$ confirms this assertion.

Table 35

**Respondents' Geographical Area and Awareness
Of National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	1.65	.82	1.80	.17
Within Groups	405	185.63	.46		
Total	407	187.28			

The Groups are: Urban
Rural
Suburban

Table 36

**Respondents' Geographical Area and Awareness
Of Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	1.90	.94	2.09	.13
Within Groups	403	182.02	.45		
Total	405	183.92			

The Groups are: Urban
Rural
Suburban

Table 37

**Respondents' Geographical Area And Support
For National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	.10	.05	.24	.79
Within Groups	402	84.04	.21		
Total	404	84.14			
The Groups are:	Urban Rural Suburban				

Table 38

**Respondents' Geographical Area and Support
For Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	.67	.33	1.58	.21
Within Groups	400	84.67	.21		
Total	402	85.34			
The Groups are:	Urban Rural Suburban				

Geographical Area and Respondents' Perceptions Of

Level Of Implementation

Table 39 shows that the variation among principals' perceptions of the implementation of National Goals as it reflects the geographical locations of their schools is significant (F-ratio = 3.14) at the .04 level, at first glance. However, the Scheffé procedure, which is a multiple range test, reveals that no two groups are significantly different at the .05 level.

Table 40 presents the variation among principals' perceptions of the level of implementation of Maryland Goals based on the geographical locations of their schools. There is a statistically significant difference at the .01 level. This significant difference is confirmed by the Scheffé test. The significant differences are found between principals of urban and rural schools, and urban and suburban school areas.

Geographical Area and Respondents' Commitment

To Implementation

Table 41 shows that in terms of principals' commitment to implementing National Goals as it pertains to the geographical locations of their schools, the variation among them is not significant at the .05 level. The F-ratio here is .87 with a $P = .42$.

The results summarized in Table 42 reveal that the variation among principals' commitment to implementing Maryland Goals in terms of the geographic locations of their schools is not statistically significant at .05 level. This is confirmed by an F-ratio of 2.47 with $P = .09$.

Table 39

**Respondents' Geographical Area and Perceptions Of Whether
National Goals Are Being Implemented**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	2.63	1.32	3.15	.04
Within Groups	393	164.43	.42		
Total	395	167.06			

Multiple Range Test Scheffé Procedure:
No two groups are significantly different at the .05 level.

The Groups are: Urban
Rural
Suburban

Table 40

Respondents' Geographical Area and Perceptions Of Whether Maryland Goals Are Being Implemented

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	4.21	2.10	5.60	.01
Within Groups	388	145.69	.38		
Total	390	149.90			

Multiple Range Test Scheffé Procedure:

Mean	Group	Group 1
3.91	Group 1	
4.11	Group 3	*
4.19	Group 2	*

The Groups are: Urban
Rural
Suburban

Table 41

**Respondents' Geographical Area and Commitment To
Implementing National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	.63	.31	.87	.42
Within Groups	391	141.99	.36		
Total	393	142.62			
The Groups are:	Urban Rural Suburban				

Table 42

**Respondents' Geographical Area and Commitment To
Implementing Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	1.37	.69	2.47	.09
Within Groups	386	107.13	.28		
Total	388	108.50			
The Groups are:	Urban Rural Suburban				

Geographical Area and Respondents' Receipt

Of Financial Support

In terms of principals' receipt of Federal financial support to implement National Goals in relationship to the geographic locations of their schools, Table 43 indicates that the variation among them is not statistically significant at the .05 level. An F-ratio of 2.50 with $P = .08$ confirms this statement.

The results presented in Table 44 reveal that in terms of principals' receipt of State financial support to implement Maryland Goals as it pertains to the geographic locations of their schools, the variation among them is quite significant at the .05 level. This is verified by an F-ratio of 3.35 with $P = .04$. The Scheffé test reveals that the variation is between principals at urban schools and those at rural schools.

Given the foregoing analysis, it can be stated that some differences existed between principals in their perceptions of the National and Maryland Goals based on the geographic locations of their schools. The significant differences identified included (a) urban vs rural and urban vs suburban principals' perceptions about the level of implementation of the Maryland Goals, and (b) urban vs rural principals' receipt of state financial support to implement Maryland Goals. Urban principals did not feel as strongly as suburban and rural principals that the Maryland and National Goals are being implemented. Although the means for financial support were not high, suburban principals felt more positive about receiving adequate state funding than did urban or rural principals.

Respondents' School Size And Awareness Of Goals

The group discussed in the following tables includes principals at school sizes of less than 400 (Group 1), 400 - 800 (Group 2), 800 - 1,400 (Group 3), and over

Table 43

**Respondents' Geographical Area and Receipt Of Federal
Financial Support To Implement National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	3.37	1.68	2.5	.08
Within Groups	394	264.74	.67		
Total	396	268.11			
The Groups are:	Urban Rural Suburban				

Table 44

**Respondents' Geographical Area and Receipt Of State
Financial Support To Implement Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	2	5.07	2.54	3.35	.04
Within Groups	388	293.61	.76		
Total	390	298.68			

Multiple Range Test Scheffé Procedure:

Mean	Group	Group 1
2.01	Group 1	
2.06	Group 3	
2.36	Group 2	*

The Groups are: Urban
Rural
Suburban

1,400 (Group 4). Table 45 indicates that the variation between principals' awareness of National Goals in terms of school size is not significant at the .05 level. An F-ratio of .51 with $P = .68$ supports this assertion.

As can be gleaned from Table 46, there is no significant variation among principals in terms of their awareness of Maryland Goals and their school sizes. An F-ratio of .86 with $P = .46$ means that the variation is not significant at the .05 level.

Respondents' School Size And Support For Goals

In terms of principals' support for national goals and their school sizes, the results in Table 47 indicate that the variation among them is not significant. The f-ratio of 2.17 with a $p = .09$, which is greater than .05, confirms this assertion.

An examination of the results in Table 48 reveals that the variation between principals' support for Maryland Goals in terms of their school sizes is significant at the .01 level. This is confirmed by an F-ratio of 5.05, a $P = .01$. The Scheffé test indicates that the variation is between principals in school sizes of 400-800 students (Group 2), and those in school sizes of 800-1,400 students (Group 3) and more than 1,400 students (Group 4).

Respondents' School Size And Perceptions Of

Levels Of Implementation

In terms of principals' perceptions of whether the National Goals are being implemented vis-a-vis their school sizes, Table 49 indicates that there is no significant variation among them at the .05 level. The F-ratio here is 1.69 with $P = .17$.

Table 45**Respondents' School Size And Awareness
Of National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.73	.24	.51	.68
Within Groups	399	189.23	.47		
Total	402	189.96			

Table 46**Respondents' School Size And Awareness Of Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	1.21	.40	.86	.46
Within Groups	397	186.46	.47		
Total	400	187.67			

Table 47

Respondents' School Size And Support For National Goals

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	1.37	.46	2.17	.09
Within Groups	396	83.05	.21		
Total	399	84.42			

Table 48

Respondents' School Size And Support For Maryland Goals

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	3.16	1.05	5.05	.01
Within Groups	393	81.88	.21		
Total	396	85.04			

Multiple Range Test Scheffé Procedure:

Mean	Group	
4.31	Group 2	
4.58	Group 1	
4.59	Group 4	*
4.68	Group 3	*

Table 49

**Respondents' School Size And Perceptions Of Whether
National Goals Are Being Implemented**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	2.07	.69	1.69	.17
Within Groups	387	157.87	.41		
Total	390	159.94			

In Table 50, it can be noted that, at first glance, there is significant variation between principals in terms of their perceptions of whether Maryland Goals are being implemented and their school sizes (F-ratio = 3.28 with P = .02). The results from the Scheffé test indicate that no two groups are significantly different at the .05 level.

Respondents' School Size And Commitment To Implementation

Table 51 shows that in terms of principals' commitment to the implementation of National Goals as it pertains to their school sizes, the variation between them is not significant at the .05 level. This result is indicated by an F-ratio of .15 with P = .92.

As it relates to principals' perceptions of whether the Maryland Goals are being implemented and their school sizes, Table 52 reveals that there is no significant variation between them at the .05 level. The F-ratio for this result is .53 with P = .66.

Respondents' School Size And Receipt Of Adequate Financial Support

Table 53 shows that in terms of principals; receipt of adequate Federal financial support to implement National Goals and their school sizes, there is significant variation between them at the .05 level (F = 3.2 and P = .02). The Scheffé test indicates that the variation is between principals in schools with fewer than 400 students (Group 1) and those in schools with over 1,400 students (Group 4).

It can be seen from Table 54 that there is significant variation between principals in terms of their receipt of adequate State financial support to implement

Table 50

**Respondents' School Size And Perceptions Of Whether
Maryland Goals Are Being Implemented**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	3.56	1.19	3.28	.02
Within Groups	382	138.18	.36		
Total	385	141.74			

Multiple Range Test Scheffé Procedure:
No two groups are significantly different at the .05 level.

Table 51

**Respondents' School Size And Commitment To
Implementing National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.16	.05	.15	.92
Within Groups	385	136.27	.35		
Total	388	136.43			

Table 52

Respondents' School Size And Perceptions Of Whether Maryland Goals Are Being Implemented

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.42	.14	.53	.66
Within Groups	380	100.11	.26		
Total	383	100.53			

Table 53

Respondents' School Size And Receipt Of Federal Financial Support To Implement National Goals

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	6.28	2.09	3.21	.02
Within Groups	389	253.76	.65		
Total	392	260.04			

Multiple Range Test Scheffé Procedure:

Mean	Group	Group 4
1.97	Group 4	
1.98	Group 2	
2.11	Group 3	
2.70	Group 1	*

(where Group 1 is less than 400, Group 2 400 - 800, Group 3 800 - 1400 and group 4 over 1400)

Table 54

Respondents' School Size And Receipt Of State Financial Support To Implement Maryland Goals

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	11.29	3.76	5.16	.01
Within Groups	383	279.14	.73		
Total	386	290.43			

Multiple Range Test Scheffé Procedure:

Mean	Group	Group 4
2.01	Group 4	
2.09	Group 2	
2.31	Group 3	
2.91	Group 1	*

Maryland Goals and their school sizes. An F-ratio of 5.16 with $P = .01$ is quite significant at the .05 level. The Scheffé test indicates that the variation is between principals in schools with less than 400 students and those in schools with more than 1,400 students.

No differences existed in the perceptions of the National and Maryland Goals among principals based on school size in terms of awareness and commitment to implementation. The significant differences were in the areas of (a) support for Maryland Goals, (b) support to implement Maryland Goals, and (c) National and State financial support to implement Goals. In all cases, the smaller schools gave a higher mean rating than did the two largest groups of schools.

Respondents' Years Of Experience And

Awareness Of Goals

The data presented in Table 55 indicate that the variations between principals in their awareness of National Goals in relationship to their years of experience in their current positions is not significant at the .05 level. This is confirmed by an F-ratio of .55 with $P = .65$.

Table 56 indicates that the variation among principals in terms of their awareness of Maryland Goals as it pertains to the number of years in their current positions is not significant. An F-ratio of .87 with $P = .46$ clearly indicates that the differences are not significant at the .05 level.

Table 55

**Respondents' Years Of Experience And
Awareness Of National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.77	.26	.54	.65
Within Groups	410	193.71	.47		
Total	413	194.48			

Table 56

**Respondents' Years Of Experience And
Awareness Of Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	1.19	.40	.87	.46
Within Groups	408	187.73	.46		
Total	411	188.92			

Respondents' Years Of Experience And Support For Goals

The results summarized in Table 57 show that in terms of principals' number of years in their current positions vis-a-vis their support for National Goals, the variation among them is not statistically significant at the .05 level. The F-ratio here is 1.95 with $P = .12$.

Table 58 reveals that the variation between principals in terms of their number of years in current positions and their support for Maryland Goals is not statistically significant at the .05 level. This notion is confirmed by an F-ratio of 1.57 with $P = .20$.

Respondents' Years Of Experience And Perceptions Of Level Of Implementation

The results from the computer printouts summarized in Table 59 show that in terms of principals' number of years in their current positions and their perceptions of whether National Goals are being implemented, the variation among them is not statistically significant at the .05 level. This is affirmed by an F-ratio of 2.16 with $P = .09$.

Based on the number of years principals have been in their current positions and their perceptions of whether Maryland Goals are being implemented, the results in Table 60 signify that the variation between them is not significant. The F-ratio here is 1.0 with $P = .39$, which is greater than .05.

Table 57

**Respondents' Years Of Experience And
Support For National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	1.19	.40	1.95	.12
Within Groups	408	83.49	.20		
Total	411	84.68			

Table 58

**Respondents' Years Of Experience And
Support For Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.99	.33	1.57	.20
Within Groups	404	85.28	.21		
Total	407	86.27			

Table 59

**Respondents' Years of Experience and Perceptions Of Whether
National Goals Are Being Implemented**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	2.70	.90	2.16	.09
Within Groups	398	165.61	.42		
Total	401	168.31			

Table 60

**Respondents' Years of Experience and Perceptions Of Whether
Maryland Goals Are Being Implemented**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	1.15	.39	1.00	.39
Within Groups	393	150.05	.38		
Total	396	151.20			

Respondents' Years Of Experience And Commitment

To Implementation

In terms of principals' commitment to implementing National Goals in relationship to their number of years in their current positions, Table 61 clearly shows that the variation between them is not significant at the .05 level. This is confirmed by looking at the F-ratio which is .97 with $P = .41$.

Table 62 indicates that in terms of principals' number of years in their current positions and their commitment to implementing Maryland Goals, the variation between them is not significant at the .05 level. The F-ratio for this finding is .40 with $P = .75$.

Respondents' Years Of Experience And Receipt Of

Adequate Financial Support

In terms of principals' receipt of adequate Federal financial support to implement National Goals as it pertains to their number of years in their current positions, the results presented in Table 63 show that the variation between them is not significant at the .05 level. An F-ratio of .36 with $P = .78$ supports this suggestion.

As can be seen from Table 64, the variation among principals in terms of their number of years in their current positions as they relate to their receipt of adequate State financial support to implement Maryland Goals is not significant at the .05 level. The F-ratio of .35 with $P = .79$ affirms this fact.

Table 61

**Respondents' Years of Experience and Commitment To
Implementing National Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	1.05	.35	.97	.41
Within Groups	396	142.49	.36		
Total	399	143.54			

Table 62

**Respondents' Years of Experience and Commitment To
Implementing Maryland Goals**

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.34	.11	.40	.75
Within Groups	392	109.03	.28		
Total	39	109.37			

Table 63
Respondents' Years of Experience and Receipt Of Adequate
Federal Financial Support To Implement National Goals

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.74	.25	.36	.78
Within Groups	400	270.71	.68		
Total	403	271.45			

Table 64
Respondents' Years of Experience and Receipt Of Adequate State
Financial Support To Implement Maryland Goals

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
Between Groups	3	.81	.27	.35	.79
Within Groups	394	300.06	.76		
Total	397	300.87			

The preceding analysis clearly indicates that there is not a single case where there existed a statistically significant difference in the perceptions of the National and Maryland Goals among principals based on their number of years in their current positions. In short, there was relative congruence among principals regardless of their years of experience in their current positions and their awareness, support, perceptions of level of implementation, commitment to implementation, and receipt of Federal and State financial support for the National and Maryland Goals.

Respondents' Gender And Awareness Of Goals

As can be seen in Table 65, the mean for the sample of 189 male principals in terms of their awareness of National Goals is 4.4 and that for the sample of 207 female principals is also 4.4. The sample standard deviations are relatively close (.62 and .70, respectively), indicating that the variances can be pooled. The t-value of pooled variances is -.23, which with 394 degrees of freedom is not quite significant ($P = .82$, which is not less than .05). Hence, the null hypothesis of no group differences is accepted.

The results in Table 66 indicate that in terms of gender and principals' awareness of Maryland Goals, the mean for the sample of 187 male principals is 4.4 and that for the sample of 208 female principals is also 4.4. The sample standard deviations are quite close (.62 and .68, respectively). This means that the variances can be pooled. The t-value of pooled variances is -.34 with 393 degrees of freedom and $P = .73$. Thus, the null hypothesis of no sample differences at the .05 significance level must be accepted.

Table 65
Respondents' Gender and Awareness
Of National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	189	4.4	.62	.05
Female	207	4.4	.70	.05

t-Value = -.23
 Degrees of Freedom = 394
 2-Tail Probability = .82

Table 66
Respondents' Gender And Awareness Of Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	187	4.4	.62	.05
Female	208	4.4	.68	.05

t-Value = -.34
 Degrees of Freedom = 393
 2-Tail Probability = .73

Respondents' Gender and Support for Goals

Table 67 reveals that in terms of principals' support for National Goals as it pertains to gender, the mean for the sample of 190 male principals is 4.6 and that for the sample of 206 female principals is also 4.6. The sample standard deviations are identical (.45 for both groups), indicating that the variances can be pooled. The t-value for pooled variances is -.11, which with 394 degrees of freedom is not significant ($P = .91$) at the .05 level. Therefore, the null hypothesis of no group differences cannot be rejected here.

In terms of principals' support for Maryland Goals as it relates to gender, Table 68 shows that the mean for the sample of 186 male principals is 4.6 and that for the sample of 206 female principals is also 4.6. The sample standard deviations are very close (.49 and .41 respectively). Therefore, the pooled variance estimate is used. The t-value of pooled variances is -1.01, which with 390 degrees of freedom is not significant ($P = .31$) at the .05 level. As a consequence, the null hypothesis of no sample differences is accepted.

Respondents' Gender and Perceptions Of

Level Of Implementation

In terms of principals' perceptions of whether National Goals are being implemented as they relate to gender, Table 69 indicates that the mean of the sample of 185 male principals is 4.1 and that for the sample of 201 females is 4.0. The sample standard deviations are almost the same (.63 and .64, respectively), indicating that the variances can be pooled. The t-value of pooled samples is 1.20 with 384 degrees of freedom. This is not statistically significant ($P = .23$) at the .05 level. Thus, the null hypothesis of no sample differences cannot be rejected.

Table 67

Respondents' Gender And Support For National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	190	4.6	.45	.03
Female	206	4.6	.45	.03

t-Value = -.11
Degrees of Freedom = 394
2-Tail Probability = .91

Table 68

Respondents' Gender And Support For Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	186	4.6	.49	.04
Female	206	4.6	.41	.03

t-Value = -.101
Degrees of Freedom = 390
2-Tail Probability = .31

Table 69

**Respondents' Gender And Perceptions Of Whether
National Goals Are Being Implemented**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	185	4.1	.63	.05
Females	201	4.0	.64	.05

t-Value = 1.20
Degrees of Freedom = 384
2-Tail Probability = .23

Table 70 reveals that in terms of principals' perceptions of whether Maryland Goals are being implemented and gender, the mean for the sample of 183 male principals is 4.1 and that for the sample of 197 female principals is 4.0. The sample standard deviations are very close (.58 and .62, respectively), indicating that the variances can be pooled. The t-value of pooled variances is 1.54. This is not significant ($P = .13$) at the .05 level. As a result, the null hypothesis of no group differences cannot be rejected.

Respondents' Gender And Commitment To Implementation

As it pertains to principals' commitment to implementing National Goals as it relates to gender, Table 71 shows that the mean for the sample of 184 male principals is 3.4 and that for the sample of 199 female principals is also 4.0. The sample standard deviation is very close (.59 and .57, respectively). This suggests the use of the pooled variance. The t-value of pooled variances is .63, which with 381 degrees of freedom is not significant ($P = .53$ which is not less than .05). Therefore, the null hypothesis of no sample differences is accepted.

Table 72 indicates that in terms of principals' gender and their commitment to implementing Maryland Goals, the mean for the sample of 184 male principals is 4.1 and that for the sample of 194 female principals is 4.0. The sample standard deviations are almost equal (.53 and .52, respectively), indicating that the pooled variance estimate should be used. The t-value of pooled variances is 1.30, which with 376 degrees of freedom is not significant ($P = .13$) at the .05 level. Hence, the null hypothesis of no group differences is accepted.

Table 70

**Respondents' Gender And Perceptions Of Whether
Maryland Goals Are Being Implemented**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	182	4.1	.58	.04
Female	197	4.0	.62	.04

t-Value = 1.54
Degrees of Freedom = 377
2-Tail Probability = .13

Table 71

**Respondents' Gender And Commitment To Implementing
National Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	184	4.0	.59	.04
Female	199	4.0	.57	.04

t-value = .63
Degrees of Freedom = 381
2-Tail Probability = .53

Table 72

**Respondents' Gender And Commitment To Implementing
Maryland Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	182	4.1	.58	.04
Female	197	4.0	.62	.04

t-Value = 1.54
Degrees of Freedom = 377
2-Tail Probability = .13

Respondents' Gender And Receipt Of Adequate Financial Support

As can be gleaned from Table 73, it can be stated that in terms of principals' receipt of adequate Federal financial support to implement National Goals vis-a-vis gender, the mean for the sample of 185 male principals is 2.0 and that for the female principals is also 2.0. The sample standard deviations are relatively close (.79 and .85, respectively). This means that the variances can be pooled. The t-value of pooled variances is -.04 with 385 degrees of freedom. This is not significant ($P = .97$) at the .05 level, making it impossible to reject the null hypothesis of no sample differences.

Table 74 reveals that as it pertains to principals' receipt of adequate State financial support to implement Maryland Goals in terms of gender, the mean for the sample of 184 male principals is 2.1 and that for the sample of 196 female principals is also 2.1. The sample standard deviations are close (.81 and .91, respectively), meaning that the sample variances can be pooled. The t-value for pooled variances is -.03 with 378 degrees of freedom. This is not significant ($P = .98$) at the .05 level. Thus, the null hypothesis of no sample differences cannot be rejected.

The preceding analysis clearly demonstrates that there was no significant difference in the perceptions of the National and Maryland Goals among principals based on gender in terms of awareness, support, level of implementation, commitment, and adequacy of financial support. In essence, a principal's gender was not a significant influence on his or her perceptions of the National and Maryland Goals.

Table 73

Respondents' Gender And Receipt Of Federal Financial Support To Implement National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	185	2.0	.78	.06
Female	202	2.0	.85	.06

t-value = -.04
Degrees of Freedom = 385
2-Tail Probability = .97

Table 74

Respondents' Gender And Receipt Of State Financial Support To Implement Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
Male	184	2.1	.81	.06
Female	196	2.1	.91	.07

t-Value = -.03
Degrees of Freedom = 378
2-Tail Probability = .98

Respondents' Race And Awareness Of Goals

As can be seen from Table 75, which summarizes the results for principals' awareness of National Goals in relationship to their ethnic identities, the mean for the sample of 136 African American principals is 4.3 and that for the sample of 266 Caucasian principals is 4.5. The sample standard deviations are .75 and .63, respectively, indicating that the pooled variance estimate should be used. The t-value for pooled variances is -2.87, which is quite significant ($P = .01$) at the .05 level. Thus, the null hypothesis of no group differences is rejected.

From Table 76, it can be noted that in terms of principals' awareness of Maryland Goals as it pertains to their ethnicities, the mean for the sample of 141 African American principals is 4.3 and that for the sample of 260 Caucasian principals is 4.4. The sample standard deviations are close (.71 and .65, respectively). This suggests that the variances can be pooled. The t-value for pooled variances is -1.14, which is not significant ($P = .25$) at the .05 level. Therefore, the null hypothesis of no group differences is accepted.

Respondents' Race And Support For Goals

The results in Table 77 show that in terms of principals' support for National Goals and ethnicity, the mean for the sample of 135 African American principals is 4.6 and that for the sample of 266 Caucasian principals is 4.6. The sample standard deviations are very close at .44 and .46, respectively. Therefore, the pooled variance estimate should be used. The t-value for pooled variances is -.84 with 399 degrees of freedom. This is not significant ($P = .40$) at the .05 level. The null hypothesis of no sample differences is accepted.

Table 75

Respondents' Race And Awareness Of National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	136	4.3	.75	.06
Caucasian	266	4.5	.63	.04

t-Value = -2.87

Degrees of Freedom = 400

2-Tail Probability = .01

Table 76

Respondents' Race And Awareness Of Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	141	4.3	.71	.06
Caucasian	260	4.4	.65	.04

t-Value = -1.14

Degrees of Freedom = 399

2-Tail Probability = .25

Table 77

Respondents' Race And Support For National Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	135	4.6	.44	.04
Caucasian	266	4.6	.46	.03

t-Value = -.84

Degrees of Freedom = 399

2-Tail Probability = .40

In terms of principals' support for Maryland Goals vis-a-vis their ethnicities, the results presented in Table 78 indicate that the mean for the sample of 138 African American principals is 4.6 and that for the sample of 259 Caucasian principals is also 4.6. The sample standard deviations for the two groups are very close (.40 and .48, respectively), indicating that the variances can be pooled. The t-value of pooled variances is .64, which with 395 degrees of freedom is not significant ($P = .53$). Hence, the null hypothesis of no group differences at the .05 level is accepted.

Respondents' Race And Perceptions Of Level Of Implementation

Table 79 indicates that in terms of principals' perceptions of whether the National Goals are being implemented as they relate to their ethnicities, the mean for the sample of 131 African American principals is 4.0 and that for the sample of 261 Caucasian principals is the same. The sample standard deviations are relatively close (.59 and .67, respectively). Thus, the variances can be pooled. The t-value of pooled variances is -.48, which with 390 degrees of freedom is not significant ($P = .63$ which is not less than .05). Therefore, the null hypothesis of no sample differences is accepted.

For principals' perceptions of whether Maryland Goals are being implemented and their ethnicities, Table 80 shows the mean for the sample of 133 African American principals as 4.0 and that for the sample of 252 Caucasian principals as 4.1. The sample standard deviations are .57 and .64, thus, close. Therefore, the pooled variance estimate should be used. The t-value of pooled variances is -.52 with 383 degrees of freedom. This is not significant ($P = .60$) at the .05 level. The null hypothesis of no sample differences can, thus, not be rejected.

Table 78

Respondents' Race And Support For Maryland Goals

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	138	4.6	.40	.03
Caucasian	259	4.6	.48	.03

t-Value = .64
Degrees of Freedom = 395
2-Tail Probability = .53

Table 79

Respondents' Race And Perceptions Of Whether National Goals Are Being Implemented

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	131	4.0	.59	.05
Caucasian	261	4.0	.67	.04

t-Value = -.48
Degrees of Freedom = 390
2-Tail probability = .63

Table 80

**Respondents' Race And Perceptions Of Whether
Maryland Goals Are Being Implemented**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	133	4.0	.57	.05
Caucasian	252	4.1	.64	.04

t-Value = -.52

Degrees of Freedom = 383

2-Tail Probability = .60

Respondents' Race And Commitment To Implementation

As it pertains to principals' commitment in implementing National Goals and their ethnicities, Table 81 illustrates that the mean for the sample of 129 African American principals is 3.9 and that for the sample of 260 Caucasian principals is 4.0. The sample standard deviations are .61 and .60, respectively, indicating that they are very close. As a result, the variances for these groups can be pooled. The t-value of pooled variances is -.88, which with 387 degrees of freedom is not significant ($P = .39$). In short, the null hypothesis of no sample differences at the .05 level is accepted.

Table 82 reveals that in terms of principals' commitment to implementing Maryland Goals and their ethnicities, the mean for the sample of 132 African American principals is 4.0 and that for the sample of Caucasian principals is 4.1. The sample standard deviations for these groups are very close (.54 and .52, respectively), suggesting that the variances can be pooled. The t-value of pooled variances is -.88 with 381 degrees of freedom. This means that the differences between the groups are not significant ($P = .38$) at the .05 level. Therefore, the null hypothesis of no group differences is accepted.

Respondents' Race And Receipt Of Adequate Financial Support

Looking at Table 83, which summarizes the results for principals' receipt of adequate Federal financial support to implement National Goals in terms of ethnicity, it can be seen that the mean for the sample of 132 African American principals is 2.2 and that for the sample of 260 Caucasian principals is 2.0. The sample standard deviations are close (.85 and .80, respectively), indicating that

Table 81

**Respondents' Race And Commitment To Implementing
National Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	129	3.9	.61	.05
Caucasian	260	4.0	.60	.04

t-Value = -.86
Degrees of Freedom = 387
2-Tail probability = .39

Table 82

**Respondents' Race And Commitment To Implementing
Maryland Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	132	4.0	.54	.05
Caucasian	251	4.1	.52	.03

t-value = -.88
Degrees of Freedom = 381
2-Tail Probability = .38

Table 83

**Respondents' Race And Receipt Of Federal Financial
Support To Implement National Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	132	2.2	.85	.07
Caucasian	260	2.0	.80	.05

t-Value = 2.47
Degrees of Freedom = 390
2-Tail Probability = .01

the variances can be pooled. The t-value for pooled variances is 2.47, which with 390 degrees of freedom is quite significant ($P = .01$ which is less than .05). Thus the null hypotheses of no sample differences here is accepted.

In terms of principals' receipt of adequate State financial support to implement the Maryland Goals as it relates to ethnicity, the results presented in Table 84 indicate that the mean for the sample of 135 African American principals is 2.2 and that for the sample of 250 Caucasian principals is 2.0. The sample standard deviations for these groups are relatively quite close (.91 and .83, respectively). This signifies that the variances can be pooled. The t-value of pooled variances is 2.42, which with 383 degrees of freedom is quite significant ($P = .01$ which is less than .05). Thus, the null hypothesis of no differences between sample means can be rejected here.

The foregoing analysis indicates that no differences existed in the perceptions of the National and Maryland Goals among principals based on race in terms of support, level of implementation, and commitment to implementation. The significant differences are in the areas of: (a) awareness of National Goals, (b) receipt of adequate Federal financial support to implement National Goals, and (c) receipt of adequate State financial support to implement Maryland Goals.

In sum, in terms of the third major research question posed in chapter three, and examined in this section, it can be stated that there were a number of significant differences in the perceptions of the National and Maryland Goals among principals in terms of geographic location, school size, and race. As a result, the third hypothesis suggested in Chapter three cannot be accepted in its entirety.

Table 84

**Respondents' Race And Receipt Of State Financial
Support To Implement Maryland Goals**

GROUP	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR
African American	135	2.2	.91	.08
Caucasian	250	2.0	.83	.05

t-Value = 2.42

Degrees of Freedom = 383

2-tail Probability = .01

Is there a relationship between the National and Maryland goals based on perceptions of educators?

H₄: There is no statistically significant correlation between the National and Maryland Goals based on perceptions of educators.

Table 85 shows a matrix of Pearson Product-Moment correlation coefficients for all respondents, principals and superintendents. Of the 45 correlations presented in the table, 37 are statistically significant at less than .01. Questions of awareness, support, level of implementation, personal commitment to implementation, and adequate financial support for National Goals (NG-Q) are correlated with the corresponding Maryland Goals (MG-Q) questions.

The five National Goals correlate highly with the similar five Maryland Goals, $r = .80$ or higher. The other correlations in the matrix are in the .40 to .60 range. The lowest correlations are found between National Goal five and Maryland Goals one through four. This is also true for Maryland goal five against National Goals one through four. This is not surprising, when one remembers that National Goal five and Maryland Goal five deal with financial matters, which were given low ratings by the respondents, while they gave generally higher ratings to questions one through four. In 37 out of 45 cases, the statistical hypothesis of no significant correlation can be rejected.

Table 85

Correlation Matrix For National Vs Maryland Goals

	NG-Q1	NG-Q2	NG-Q3	NG-Q4	NG-Q5	MG-Q1	MG-Q2	MG-Q3	MG-Q4	MG-Q5
NG-Q1		.54**	.32**	.35**	-.08	.87**	.54**	.34**	.36**	-.06
NG-Q2			.39**	.45**	-.04	.55**	.86**	.39**	.44**	-.05
NG-Q3				.77**	.28**	.33**	.42**	.90**	.76**	.28*
NG-Q4					.15*	.36**	.46**	.71**	.87**	.14*
NG-Q5						-.07	-.04	.23**	.14**	.89**
MG-Q1							.61**	.37**	.42**	-.03
MG-Q2								.48**	.52**	-.02
MG-Q3									.83**	.25**
MG-Q4										.16*

NG-Q is National Goal Question; MG-Q is Maryland Goal Question

No. of cases = 379

2-Tailed Significance = * -.01; ** - .001

CHAPTER V

SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter presents a summary of the research procedures and findings, draws conclusions, highlights limitations, and offers recommendations for future research and policy-making based on a process designed to collect information to measure the perceptions of superintendents and principals about the extent to which they were aware, were supportive, had a commitment to implementation, level of implementation, and adequacy of level of funding of the National Education Goals and Maryland Schools for Success Goals. The review of pertinent literature on the evolution of education reform in chapter two helped in establishing the foundation of the study. A process and instrument (detailed in chapter three) were developed, pilot tested, and refined before being employed for the survey.

Summary of Research Procedures and Findings

Given the findings from the literature review (see chapter two) and the major purpose of the study, the following major research questions were raised and examined:

1. Is there agreement between superintendents and principals on the National Goals and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?
2. What are the perceptions of elementary and secondary school principals about the National Goals and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?

3. Is there a difference in the perceptions of the National Goals and Maryland Goals among principals based on years of experience, level of education, school size, geographic area (urban, suburban, and rural), gender, and race in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support?
4. Is there a relationship between the National Goals and Maryland Goals based on the perceptions of educators?

In light of these research questions, the following statistical hypotheses were tested:

- H₁: There is no statistically significant difference between the superintendents and principals on National and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.
- H₂: There is no statistically significant difference in the perceptions of elementary and secondary school principals about National and Maryland Goals in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.
- H₃: There is no statistically significant difference in the perceptions of the National and Maryland Goals among principals based on years of experience, level of education, school size, gender, race, and geographic area in terms of awareness, support, level of implementation, commitment to implementation, and adequacy of financial support.

H₄: There is no statistically significant correlation between the National and Maryland Goals based on perceptions of educators.

In order to examine the preceding questions and test the attendant hypotheses, a descriptive research methodological approach (outlined in chapter three) was used. The collected data were analyzed by using independent t-tests, one-way analysis of variance (ANOVA), and correlational statistical techniques (see chapter three for details).

The substantive findings derived after the data were analyzed can be summarized as follows:

1. Superintendents and principals differed significantly in their awareness of the National and Maryland Goals. However, the two groups did not differ significantly in their perceptions of support, degree of implementation, personal commitment, and receipt of adequate financial support for the Goals. Thus, the first null hypothesis could not be accepted in its entirety.
2. Elementary school and secondary school principals did not differ significantly in their awareness, support, perceptions of level of implementation, and perceptions of adequacy of financial support from both the Federal and State governments of the National and Maryland Goals. The two groups did differ significantly in their commitment to the implementation of both the National and Maryland Goals. As a result, the second null hypothesis was not accepted in its entirety.
3. There were a number of significant differences in the perceptions of the National and Maryland Goals among principals in terms of geographic

location, school size, and race. Hence, the third null hypothesis was not entirely accepted.

4. There was a high statistically significant correlation between most National and Maryland Goals at $P < .01$. This was true in 37 out of 45 correlations. The lowest correlations were found between National Goal five and Maryland Goals one through four, as well as for Maryland goal five against National Goals one through four.

Based on these results and observations made throughout the research process, a number of conclusions can be drawn. The most important ones are presented in the following section.

Conclusions

While probing the statistical analysis, some differences in perceptions between superintendents and principals were found while addressing research question number 1. There was a statistically significant difference between superintendents and principals in terms of their awareness of both National and Maryland Goals. Superintendents were more aware of the National and Maryland Goals than principals. One can make the assumption that superintendents, by their position of leadership, are more aware of the National Goals because:

1. They have more opportunities for exposure to broader issues that impact their work.
2. The very nature of the superintendency provides accessibility to national and state policy makers and funding agencies.

The Maryland Goals were not publicized as dramatically as the National Education Goals. There were only 54 copies of Maryland Schools for Success initially distributed state-wide. This is what we might expect from the leadership of any

organization. Superintendents should at least have a greater conceptual awareness of current trends and practices in their field of operation. One recommendation to narrow the gap in flow of information to principals is for the State and local superintendents to improve coordination of information and objectives by strategic opportunities to reintroduce priority goals and objectives of their respective organizations (state or local school district).

The statistical analysis did not look for differences between the five means for the different groups but it is important to note that for questions 1-4, the means for both superintendents and principals ranged from 4.0 to 4.9. For question 5, concerned with adequacy of financial support, the means ranged from 1.73 to 2.27. This is certainly a statistically significant difference and an educationally important difference.

Statistical analysis for the second major research question indicated that elementary school principals and secondary school principals do not differ on perceptions about the National Goals and Maryland Goals in their awareness, support, and level of implementation. However, there were statistically significant differences between the two groups in terms of their commitment to the implementation of both the National and Maryland Goals. The data indicate that secondary school principals are more committed to implementation of the National Goals and Maryland Goals than are elementary principals with the exception of goal Number 1 (readiness). National Goals 2-6 are actively applied at the secondary level through departmental (subject) curriculum and program designs. There were no statistically significant differences between the elementary and secondary principals concerning adequacy of financial support. It is, however, worth noting

that the principals again gave question 5 much lower mean ratings than they did for the other four questions.

There was a variation in research question 3 among principals' perceptions of implementation of Maryland Goals as it reflects the geographical location of their school. Significant differences in the means were found between principals of urban and rural schools, and urban and suburban school areas. The significant differences were identified in Table 40, showing urban v rural and urban v suburban principals' perceptions about the level of implementation of Maryland Goals. Urban principals did not feel as strongly as suburban and rural principals that the Maryland Goals were being implemented. Table 44 shows urban v. rural principals' receipt of state financial support to implement Maryland Goals. Although the means in Table 44 were not high for principals' receipt of adequate state financial support to implement the Maryland Goals, suburban principals felt stronger about receiving adequate funding than urban and rural principals. In this case the assumption can be made that the social and economic level of support is higher in suburban areas than in urban and rural areas. Thus, suburban principals have a much greater opportunity to receive supplemental support for their schools by serving communities and families with higher economic and educational backgrounds.

In examining respondents' perceptions based on school size (Table 48, 53-54) significant differences were noted in the areas of : (a) support for Maryland Goals, (b) adequacy of Federal financial support to implement National goals, and (c) adequacy of State financial support to implement Maryland Goals. In all cases, smaller schools gave a higher rating than did the two largest sized groups of schools. These differences probably reflect the different amounts of resources needed to operate a large school. The per pupil expenditure formula which is the same for

state funding of larger urban schools does not reflect the fact that these schools require a greater share of the financial resources allotted for several reasons. Urban schools are likely to experience particular fiscal strain, both because they must make expenditures that are not necessary in other areas and because they can secure less for their education dollar. The unfortunate cost of vandalism, loss of computer equipment and the purchase of new technological instructional tools have greatly increased operating cost in urban schools.

Some differences were found based on Respondents' Race and Awareness of Goals. Table 75 in Chapter 4 summarizes the results for principals' awareness of National Goals in relationship to their ethnic identities. African-American principals were less aware of the National Goals than Caucasian principals. The findings could be attributed to the larger number of Caucasian principals with greater access to resources that provide current information than African-American principals.

The respondents' differences on Receipt of Financial Support based on Race were significant (Tables 83-84). African-American Principals gave a higher rating than did Caucasian principals in the areas of: (a) receipt of Federal financial support to implement the National Goals and (b) receipt of state financial support to implement the Maryland Goals. The interpretation of findings in this instance relates to the historical lack of access to upper economic levels that African-Americans (Blacks) were exposed to as compared to Caucasians (Whites). Though much has changed with the social economic status for African-Americans, the economic psychic still exists with regard to who has access to and control of how much and where the money will go. Greater attention in this area is strongly advised.

The fact that all four null hypotheses tested were not accepted should not lead the reader to claim wildly that the absence of statistically significant differences between administrators in every case is proof that the National and Maryland Goals are being successfully implemented. The failure to 'prove' that there existed statistically significant differences in all cases is not proof that the Goals are being successfully implemented. This position is akin to the presupposition that the failure to reject a null hypothesis should not necessarily lead an analyst to accept the null hypothesis.

Second, the absence of significant differences between the perceptions of the administrators surveyed may hinge on the fact that the differences in their educational levels are not very significant. As stated in Chapter three, 79% of the principals and 31% of the superintendents had masters degrees, 21% of the principals and 69% of the superintendents had doctoral degrees. Thus, one cannot rule out the congruence in their responses to be partly explained by a shared world view which has been enhanced by their educational backgrounds. This is because education is an instrument of socialization, a universal social process by which a cultural heritage is transmitted from generation to generation. While some socialization takes place in virtually every area of social life, the institution of education is devoted specifically to teaching and learning.

Third, the National and Maryland Goals examined are relatively new. New approaches, in most cases, usually generate a high level of enthusiasm. Thus, a relatively deeper assessment of the successful implementation of the goals is possible after a number of years.

Limitations Of The Study

This study is a beginning study. As expected, a number of limitations can be cited in terms of this first study on The National Education Goals and Maryland's Schools For Success Goals. These limitations are:

1. **Statistical Limitation:** A weakness in the elementary ANOVA design employed for this study is the assumption that the perceptions of respondents hinged solely on the effects of the National and Maryland Goals. In the absence of a post-test study, it is difficult to preclude other independent variables that could explain the differences between respondents.

2. **External Validity Limitation:** Because the study was limited to administrators in the state of Maryland, the results of the National Goals, in particular, cannot be generalized across the United States. Generalizing to well-explicated target populations should be clearly distinguished from generalizing across populations. The former is crucial for ascertaining whether the research goals of the present study have been met, and the latter is crucial for ascertaining which different populations have been affected by the National Goals, i.e. for assessing how far one can generalize.

3. **Time Limitation:** The study was conducted at a particular point in time. Thus, it cannot be generalized over time. The results generated from the study could as well be due to certain effects which were prevalent in the Maryland educational system at the time.

In light of these limitations, the following recommendations can be useful to future researchers interested in the topic. Again, the recommendations offered here are not exhaustive.

Recommendations For Future Research

While the present study can serve as a basis for comparison, future researchers will be well served by noting the following recommendations:

1. It is important that future research seek to find out whether or not the findings generated in this study would be the same if each National and Maryland Goal was examined individually rather than as a whole, as was done in this study. This calls for the use of post-hoc research approaches to delineate answers from the respondents who participated in the research exercise. These alternative approaches must embody the view that interview is a form of discourse. The contrast between this view and the assumptions of mainstream survey interviewing (i.e. standardized procedures, experimental control, quantitative measures, and statistical analysis) is to be used to develop a framework for systematic exposition of the alternatives. One such approach that could prove quite useful in this vein, and is relatively quite inexpensive, is the focus-group method.

2. It would be important to do longitudinal research to see if change occurs over time. This study could be replicated in 1995, 1997, and 2000. ANOVA can be used in a two-step procedure which employs both the pretest and post-test and repeated measures of administrators' and the other groups' perceptions of the National Goals and a state's educational goals. First, the data collected with the pretest survey instrument are to be analyzed with the elementary ANOVA model. If the result is not statistically significant, the groups can be assumed to be equivalent. A result of "no difference" can then be used to justify the second step where the ANOVA method is applied to the post-test data.

3. In order to generalize the perceptions of administrators and the other groups about the National Goals nation-wide, a stratified national sample is called

for. Rather than selecting a sample from the total population of administrators at large, a researcher can simply insure that appropriate numbers of elements are drawn from representative subsets of that population.

4. It is important that a reasonable amount of time elapses before a post-test is conducted. Familiarity with the survey instrument could lead respondents not to read the questions carefully.

Policy Recommendations

The substantive findings and other experiences that emerged throughout this study made it possible to delineate the following policy recommendations:

1. That efforts should be strengthened to secure additional Federal and state funding to implement the National and Maryland Goals.

2. That State funding be increased to support small, rural school districts in the implementation process of the Maryland Goals.

3. That information dissemination about the National and Maryland Goals be increased to elementary schools, rural districts, and African-American principals.

4. That this study be replicated by the Maryland School Department of Education to elicit the perceptions of central office staff, parents and teachers, who are more directly responsible for the successful implementation of the National and Maryland Goals.

Indeed, it is quite obvious that this is a preliminary study, and thus, is not without its limitations. However, the process and survey instrument pilot-tested and employed yielded information that can be used by future researchers. We now know more about a group of Maryland administrators' perceptions about the National Education Goals and Maryland's Schools for Success Goals than we did before.

As the summary tables (i.e., Tables 11 and 12) in Chapter four indicate, the composite mean scores for both the superintendents and the principals are relatively quite high (in terms of the 5-point Likert scale), indicating strongly positive perceptions about the National and Maryland Goals. In addition, the differences between the means of the composite scores of the principals and the superintendents are quite negligible in terms of both the National and Maryland Goals. Given the preceding discussion, however, one should not conclude that all of the differences are not statistically significant, since the sample sizes of the superintendents and the principals are quite skewed. Simple comparisons based on the means are not appropriate in cases where there are unequal distributions. An analyst must always be aware of the amount of variation in the data. If the comparison between any two groups is to be meaningful, the averages must arise from comparable data bases. One significant finding did strongly support the need for greater attention in the area of funding the implementation of programs that relate to the National Goals and Maryland Goals. Funding should be aimed at the local school districts where superintendents (who are more aware of the National Goals and Maryland Goals) will be able to enhance their effort to move their school districts toward reaching the National and Maryland Goals. Although the National Education Goals and Maryland's Schools for Success Goals are legislated there is no guarantee of the source of adequate funding to implement the Goals at closest level of participation. The question to be answered by policy makers are: How is Education Reform to be financed, and do the dollars spent on education reform make a difference? There must be an appropriate balance between local, state, and federal partnership in education funding before these questions can be effectively addressed. The results of this study will contribute to Federal, local and state education agencies on

education reform policy issues. Information gained from this study will be useful as a foundation for further studies to monitor implementation and funding of the National Education Goals and Maryland's Schools for Success Goals.

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Appendix A

National Education Goals

THE WHITE HOUSE

OFFICE OF THE PRESS SECRETARY

EMBARGOED FOR RELEASE
AT 9:00 PM (EST)
WEDNESDAY, JANUARY 31, 1990

NATIONAL EDUCATION GOALS

At the historic President's Education Summit with Governors in Charlottesville, Virginia four months ago, President Bush and the nation's Governors declared that, "the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive." In his State of the Union message, the President announced six national goals for education:

1. By the year 2000, all children in America will start school ready to learn.
2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.
3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
5. By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

Appendix B

School Reform Implementation

APPENDIX B

SCHOOL REFORM IMPLEMENTATION 1990 - 1992

NATIONAL GOALS	AMERICA 2000 STRATEGIES	MARYLAND 2000 GOALS
<p>1. All children will start school ready to learn.</p> <p>2. The high school graduation rate will increase to at least 90 percent.</p> <p>3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.</p> <p>4. U. S. students will be first in the world in science and mathematics achievement.</p> <p>5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.</p> <p>6. Every school in American will be free of drugs and violence and will offer a disciplined environment conducive to learning.</p>	<p>1. For today's students we must radically improve today's schools, all 110,000 of them - make them better and more accountable for results.</p> <p>2. We must invent new schools to meet the demands of a new century - a New Generation of American schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.</p> <p>3. We must keep learning if we are to live and work successfully in today's world. A "Nation-at-Risk" must become a "Nation of Students."</p> <p>4. We must look beyond their classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.</p>	<p>1. 95 percent of Maryland's students will start first grade ready to learn as demonstrated by readiness assessments.</p> <p>2. Maryland will rank in the top five states in the national and international comparisons of student achievement and other measures of students' success.</p> <p>3. 100 percent of Maryland's students will be functionally literate in reading, writing, mathematics, and citizenship.</p> <p>4. 95 percent of students will achieve satisfactory levels of achievement in mathematics, science, reading, assessment measures.</p> <p>5. 50 percent of students will achieve excellence levels of achievement in mathematics, science, reading, social studies, and writing/language arts on state-developed assessment measures.</p> <p>6. The number of Maryland students pursuing post-secondary studies in mathematics, science, and technology will increase by 50 percent.</p> <p>7. 95 percent of Maryland's students will achieve a high school diploma and will be prepared for post-secondary education, employment, or both.</p> <p>8. 90 percent of students who drop out of school will secure a high school diploma by age 25.</p> <p>9. 100 percent of Maryland's citizens will be literate.</p> <p>10. Maryland schools will be free of drugs and alcohol and will provide a safe environment conducive to learning.</p>

Appendix C

FY 1992 Appropriations Requested

APPENDIX C

TABLE 1. FY 1992 Appropriations Requested for AMERICA 2000

Initiative	FY 1992 Request (in millions of dollars)
New World Standards in core subjects; American Achievement Tests	\$12.4*
Interim American Achievement Tests	6.0
Presidential Achievement Scholarships	170.0**
National Report Cards	2.0
Education Certificate Program Support Fund	200.0
National School Choice Demonstration	30.0
Merit Schools Program	100.0
Districts Demonstrating Math and Science Achievement Gains	40.0
Governors' Academies for School Leaders	12.5
Governors' Academies for Teachers	40.0
Alternative Certification	25.0
New American Schools	180.0
America On-Line	6.0
Testing Workplace Literacy Skills	2.0
National Adult Literacy Survey	1.1
National Conference on Education for Adult Americans and related activities	10.0
Commission on Time, Study, Learning, and Teaching***	1.0
Endowment Building for Historically Black Colleges***	10.0
Fund for the Improvement and Reform of Schools and Teaching***	10.7
Program Administration****	3.3
TOTAL	\$860.0

* Unspecified portion of the funding for each activity.

** Discussed in Apr. 18, 1991 documents on AMERICA 2000 but not identified in the Secretary's correspondence with the Appropriations Committee. The amount shown was requested in the FY 1992 budget.

*** These activities not identified as part of AMERICA 2000 in the Apr. 18, 1991 documents.

**** This will cover salaries and expenses related to supporting NEOP, Presidential Citations for Educational Excellence, information dissemination concerning AMERICA 2000, and establishing a skills clinic in ED.

Appendix D

Survey

National Goals/Maryland 2000 Survey

DIRECTIONS: Please indicate your agreement/disagreement with each item below. USE ONLY A NO. 2 PENCIL. Erase cleanly any answer you wish to change. Bubble in either Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) or Strongly Agree (SA).

NATIONAL GOAL 1

By the year 2000, all children in America will start school ready to learn.

1. I am aware of this National Goal.
SD D N A SA
2. I am in favor of this National Goal.
SD D N A SA
3. This National Goal is being implemented in our System.
 SD D N A SA
4. I am actively implementing this National Goal.
 SD D N A SA
5. I am receiving adequate Federal support for this National Goal.
 SD D N A SA

MARYLAND GOAL 1 (relates to National Goal 1)

By the year 2000, 95% of Maryland's students will start first grade ready to learn as demonstrated by readiness assessments.

Objective

* All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare for school.

* Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

* Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birth weight babies will be significantly reduced through enhanced prenatal health systems.

6. I am aware of this Maryland Goal.
 SD D N A SA
7. I am in favor of this Maryland Goal.
SD D N A SA
8. This Maryland Goal is being implemented in our school system.
 SD D N A SA
9. I am actively implementing this Maryland Goal.
SD D N A SA
10. I am receiving adequate State support for this Maryland Goal.
SD D N A SA

NATIONAL GOAL 2

By the year 2000, the high school graduation rate will increase to at least 90 percent.

11. I am aware of this National Goal.
 SD D N A SA
12. I am in favor of this National Goal.
 SD D N A SA
13. This National Goal is being implemented in our school system.
 SD D N A SA
14. I am actively implementing this National Goal.
 SD D N A SA
15. I am receiving adequate Federal support for this National Goal.
 SD D N A SA

MARYLAND GOAL 7 (relates to National Goal 2)

95% of Maryland's students will achieve a high school diploma and will be prepared for post-secondary education, employment, or both.

16. I am aware of this Maryland Goal.
 SD D N A SA
17. I am in favor of this Maryland Goal.
 SD D N A SA
18. This Maryland Goal is being implemented in our school system.
SD D N A SA
19. I am actively implementing this Maryland Goal.
SD D N A SA
20. I am receiving adequate State support for this Maryland Goal.
SD D N A SA

APPENDIX D

MARYLAND GOAL 8 (relates to National Goal 2)

90% of students who drop out of school will receive a high school diploma by age 25.

* The National must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.

* The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

21. I am aware of this Maryland Goal.

SD D N A SA

22. I am in favor of this Maryland Goal.

SD D N A SA

23. This Maryland Goal is being implemented in our schools.

SD D N A SA

24. I am actively implementing this Maryland Goal.

SD D N A SA

25. I am receiving adequate State support for this Maryland Goal.

SD D N A SA

NATIONAL GOAL 3

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

26. I am aware of this National Goal.

SD D N A SA

27. I am in favor of this National Goal.

SD D N A SA

28. This National Goal is being implemented in my school system.

SD D N A SA

29. I am actively implementing this National Goal.

SD D N A SA

30. I am receiving adequate Federal support for this National Goal.

SD D N A SA

MARYLAND GOAL 4 (relates to National Goal 3)

95% of Maryland's students will achieve satisfactory levels of achievement in mathematics, science, reading, social studies, and writing-language arts on state developed assessment measures.

* The academic performance of elementary and secondary will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

* The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

* The percentage of students who are competent in more than one language will substantially increase.

* All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

31. I am aware of this Maryland Goal.

SD D N A SA

32. I am in favor of this Maryland Goal.

SD D N A SA

33. This Maryland Goal is being implemented in our schools.

SD D N A SA

34. I am actively implementing this Maryland Goal.

SD D N A SA

35. I am receiving adequate State support for this Maryland Goal.

SD D N A SA

NATIONAL GOAL 4

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

36. I am aware of this National Goal.

SD D N A SA

37. I am in favor of this National Goal.

SD D N A SA

38. This National Goal is being implemented in our school system.

SD D N A SA

39. I am actively implementing this National Goal.

SD D N A SA

40. I am receiving adequate Federal support for this National Goal.

SD D N A SA

MARYLAND GOAL 2 (relates to National Goal 2)

Maryland will rank in the top five states in the Nation on national and international comparisons of student achievement and other measures of student success.

41. I am aware of this Maryland Goal.
 SD D N A SA
42. I am in favor of this Maryland Goal.
 SD D N A SA
43. This Maryland Goal is being implemented in our school system.
 SD D N A SA
44. I am actively implementing this Maryland Goal.
 SD D N A SA
45. I am receiving adequate State support for this Maryland Goal.
 SD D N A SA

MARYLAND GOAL 5 (relates to National Goal 4)

50% of Maryland's students will achieve excellence levels in mathematics, science, reading, social studies, and writing-language arts on State developed assessment measures.

46. I am aware of this Maryland Goal.
 SD D N A SA
47. I am in favor of this Maryland Goal.
 SD D N A SA
48. This Maryland Goal is being implemented in our school system.
 SD D N A SA
49. I am actively implementing this Maryland Goal.
 SD D N A SA
50. I am receiving adequate State support for this Maryland Goal.
 SD D N A SA

MARYLAND GOAL 6 (relates to National Goal 4)

The number of Maryland students pursuing post-secondary studies in mathematics, science, and technology will increase by 50%.

51. I am aware of this Maryland Goal.
 SD D N A SA
52. I am in favor of this Maryland Goal.
 SD D N A SA
53. This Maryland Goal is being implemented in our school system.
 SD D N A SA
54. I am actively implementing this Maryland Goal.
 SD D N A SA
55. I am receiving adequate State support for this Maryland Goal.
 SD D N A SA

NATIONAL GOAL 5

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

56. I am aware of this National Goal.
 SD D N A SA
57. I am in favor of this National Goal.
 SD D N A SA
58. This National Goal is being implemented in our school system.
 SD D N A SA
59. I am actively implementing this National Goal.
 SD D N A SA
60. I am receiving adequate Federal support for this National Goal.
 SD D N A SA

61. Your highest earned degree:

- Bachelor's Doctorate
 Master's Other

FIELD _____

62. Your county is considered:

- Urban Rural Suburban

63. The number of students in your county:

- Fewer than 5,000 students
 Between 5,000 and 15,000 students
 Between 15,000 and 35,000 students
 Over 35,000 students

64. Your current position:

- School Superintendent
 Elementary Principal
 Secondary Principal
 Other: _____

If you are a principal, the size of your school:

- Fewer than 400 students
 Between 400 and 800 students
 Between 800 and 1400 students
 More than 1400 students

65. Number of years in this position (including this year):

- Fewer than 5 years
 Between 5 and 10 years
 Between 10 and 15 years
 Over 15 years

66. Your ethnic identity:

- Native American
 Asian/Pacific Islander
 African-American (not Hispanic)
 White (not Hispanic)
 Hispanic

67. Gender: Female Male

Please continue on next page

MARYLAND GOAL 3 (relates to National Goal 5)

100% of Maryland's students will be functionally literate in reading, writing, mathematics, and citizenship.

68. I am aware of this Maryland Goal.
 SD D N A SA

69. I am in favor of this Maryland Goal.
 SD D N A SA

70. This Maryland Goal is being implemented in our school system.
 SD D N A SA

71. I am actively implementing this Maryland Goal.
 SD D N A SA

72. I am receiving adequate State support for this Maryland Goal.
 SD D N A SA

MARYLAND GOAL 9 (relates to National Goal 5)

100% of Maryland citizens will be literate.

* Every major American business will be involved in strengthening the connection between education and work.

* All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

73. I am aware of this Maryland Goal.
 SD D N A SA

74. I am in favor of this Maryland Goal.
 SD D N A SA

75. This Maryland Goal is being implemented in our school system.
 SD D N A SA

76. I am actively implementing this Maryland Goal.
 SD D N A SA

77. I am receiving adequate State support for this Maryland Goal.
 SD D N A SA

FOR OFFICE USE ONLY	<input type="radio"/> 1	<input type="radio"/> 1
	<input type="radio"/> 2	<input type="radio"/> 2
	<input type="radio"/> 4	<input type="radio"/> 4
	<input type="radio"/> 6	<input type="radio"/> 6

NATIONAL GOAL 6

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

78. I am aware of this National Goal.
 SD D N A SA

79. I am in favor of this National Goal.
 SD D N A SA

80. This National Goal is being implemented in our school system.
 SD D N A SA

81. I am actively implementing this National Goal.
 SD D N A SA

82. I am receiving adequate Federal support for this National Goal.
 SD D N A SA

MARYLAND GOAL 10 (relates to National Goal 6)

Maryland schools will be free of drugs and alcohol and will provide a safe environment conducive to learning.

* Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

* Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.

* Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

83. I am aware of this Maryland Goal.
 SD D N A SA

84. I am in favor of this Maryland Goal.
 SD D N A SA

85. This Maryland Goal is being implemented in our school system.
 SD D N A SA

86. I am actively implementing this Maryland Goal.
 SD D N A SA

87. I am receiving adequate State support for this Maryland Goal.
 SD D N A SA

Appendix E

Variables That Influence Education

Appendix F

Executive Summary

Report of the Governor's Commission on School Performance EXECUTIVE SUMMARY

The Governor's Commission on School Performance began meeting in September, 1987, to study ways of measuring school performance and to develop strategies for improvement. The impetus was the realization that the public schools in Maryland, as in the rest of the nation, were failing in their duty of educating all of their children to lead rewarding and productive lives and become the skilled workforce needed for economic survival in the decades to come.

The Commission met regularly in public for nearly two years. It analyzed research and heard testimony from a wide variety of experts from within and outside the State. The final report contains eight major recommendations based on the premise that all children can learn and have the right to attend schools in which they will succeed, no matter where in Maryland they may live.

The recommendations range from the adoption of new ways of measuring the achievement of students to the ultimate step of subjecting every public school in the state to an accreditation process. There would be rewards for those schools that do well and assistance -- as well as sanctions -- for those who do not. The specific recommendations follow:

1. The establishment of a comprehensive system of public accountability in which each school, each school system and the state are held responsible for student performance.

This would involve state and local boards of education in gathering data and making judgments about the quality of their schools based on individual student achievements. To ensure that the new accountability program is concerned with more than just test scores, the Commission suggests that it be focused on five categories of student skills, knowledge and behavior: Communication; Citizenship and Culture; Mathematics, Science and Technology; Personal Growth; and Student Participation and Other Outcomes.

The Commission selected from among the many responsibilities of schools a "vital core" of student achievements. They can be measured statewide and thus form the foundation for the new accountability system. They are:

- Post-secondary attainment -- The accomplishments of graduates.
- Academic attainment -- Students completing a rigorous academic program.
- Minimum progress toward graduation -- Students passing competency tests that are prerequisites for graduation by the end of tenth grade.

- Attendance and dropout rates
- Student knowledge -- Tested levels of performance in reading, mathematics, writing, science and social studies.

The State Board of Education should set standards and use them for reporting student and school performance as "satisfactory," "excellent" or not meeting standards on this "vital core" of measures. The Commission urges that high expectations be set for every student and school because low expectations invariably produce poor results.

2. The establishment of more comprehensive assessment programs at the state and local levels to identify excellence and recover problem areas.

This two-tiered -- state and local -- system starts in the classroom where traditional teacher evaluations will continue as the key to tracking individual student progress. The Commission, however, recommends that some of this data available in schools be collected and analyzed by every school system to determine what actions are necessary for each child to succeed. Local boards of education should set standards for student achievements beyond the "vital core" measured and reported by the state, and regularly inform their communities how well students and schools are meeting local standards.

A new statewide testing program should replace the existing accountability testing program. Norm-referenced tests, currently used, do not show what students learned or did not learn in the curriculum but, instead, compare a student's scores with those of an anonymous norm group. In their place, the Commission urges the use of criterion-referenced tests that are based upon the content of a strong curriculum from kindergarten through grade 12. The scores will show how well the student has mastered the specified body of knowledge taught.

The key to this system is that testing takes place not as a means of comparing the average student's score from school to school, but as the basis for improving instruction for each student. Decisions about competency prerequisites for graduation now made with proposed new criterion-referenced tests.

3. The establishment of a reporting system that collects and reports information about the "vital core" of student achievements for schools, school systems and the state, and also on factors that may influence those results.

The State Board of Education should report to the public annually, for each school, student performance on the "vital core" of measures in relation to desired levels of achievement, or standards. This would prevent a child's poor performance -- and need for help -- from ever again being hidden behind a school's high "average" scores, or a child's high performance being denied recognition because it is obscured among low

Appendix G

National Goals and Maryland Goals

Survey Process

National Goals and Maryland Goals Survey Process

APRIL 1992

- Discussed Public Policy and Issues.
- Conceptualized the impact of the National Educational Goals on the debate of decentralization vs. centralization.
- Inquiries made about policy issues at the State and National levels of Government on Education.
- Reviewed literature on School Reform.

MAY 1992

- Gained access to U.S. Department of Education Computer Bulletin Board.
- Developed the idea of a study on the National Goals Implementation in Maryland.
- Reviewed the National Goals Report (Made personal visit to the National Goals Office (Downtown Washington, D.C).
- Began (ERIC search for literature on Education Reform).

JUNE - JULY 1992

- Intense review of literature on School Reform.
- July review of literature on National Education Goals and America 2000.
- Upgrade computer equipment to make efficient use of time in processing information. (Downloading data processing, etc.)

AUGUST 1992

- Subscribed to online computer service to gain access to current information on education and public policy. (Knowledge-Index, CompuServe)
- Several telephone contacts with state legislators to get information on attitude toward support for education in Maryland.

Appendix H

Study Correspondence



Prince George's County Public Schools

14201 SCHOOL LANE
UPPER MARLBORO, MARYLAND 20772

January 19, 1993

EDWARD M. FELEGY
Superintendent
952-6008

JEROME CLARK
Deputy Superintendent
952-6011

LOUISE F. WAYNANT
Associate Superintendent
Instruction
952-6381

GLORIA S. BOLDS
Associate Superintendent
Pupil Services
952-6380

JESSE L. FREEMAN
Associate Superintendent
Personnel
952-6020

ROBERT E. SLADE
Associate Superintendent
Supporting Services
952-6520

MEMORANDUM

TO: Principals
FROM: Edward M. Felegy
Superintendent of School
RE: Survey on National Goals and Maryland's "Schools for Success" Goals

In an effort to enhance our instructional program as we move toward the 21st century, I am requesting that you complete the enclosed survey. The results, I feel, will prove to be enlightening to our school system. Information from this study will add to the knowledge of the extent to which administrators are implementing strategies to reach the National Goals and Maryland's "Schools for Success" Goals. This study will also provide a means to assess staff development, financial, and administrative needs for reaching these goals.

Please return the completed survey prior to January 30, 1993. Your immediate response is crucial. This survey was designed by Joe Hairston, Assistant Superintendent Area V, in collaboration with Virginia Polytechnic Institute and State University, and should take approximately seven minutes to complete.

A postage-paid, self-addressed envelope is included for your convenience. All individual responses will be kept confidential.

EMF:amk

Enclosure

Board of Education of Prince George's County



Prince George's County Public Schools

14201 SCHOOL LANE
UPPER MARLBORO, MARYLAND 20772

Edward M. Felegy, Superintendent of Schools
Jerome Clark, Deputy Superintendent

Joe A. Hairston
Assistant Superintendent
Area V Administrative Office
7711 Livingston Road
Oxon Hill, MD 20745

January 26, 1993

Telephone: (301) 567-8165
FAX: (301) 567-0612

Dear Fellow Educator,

Your Superintendent has allowed me to ask for a few minutes of your time to respond to a brief questionnaire about the goals of education both here in Maryland and in the County as a whole. I am interested in your perceptions and experiences as a professional educator and instructional leader.

In the survey, please indicate your agreement/disagreement with several statements relative to educational goals. Please use a *No. 2 pencil only*. Be assured that your responses are confidential and results will be released in aggregate form only.

Please complete the survey and return it in the white envelope *no later than February 5, 1993*. I plan to share the results of my research with the Maryland State Department of Education as well as your Superintendent. If you would like a personal copy, enclose your business card with the survey.

I understand the appropriateness for time management in your position. This survey will take approximately 7 minutes to complete. Your immediate response is crucial.

Thank you in advance for your cooperation and timely response.

Sincerely,

Board of Education of Prince George's County



Prince George's County Public Schools

14201 SCHOOL LANE
UPPER MARLBORO, MARYLAND 20772

Edward M. Felegy, Superintendent of Schools
Jerome Clark, Deputy Superintendent

Joe A. Hairston
Assistant Superintendent
Area V Administrative Office
7711 Livingston Road
Oxon Hill, MD 20745

December 15, 1992

Telephone: (301) 567-8165
FAX: (301) 567-0612

Dr. Bonnie S. Copeland
Deputy State Superintendents of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. ^{Bonnie}Copeland:

I am an Assistant Superintendents (Area V) in the Prince George's County Public School System, currently enrolled in a doctoral program at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. My dissertation topic is: "A Study To Develop And Test A Model For Maryland School Districts To Assess Implementation Of America 2000 and Maryland 2000 Recommendations." To complete my research I need permission to conduct a survey involving Superintendents and Principals in Maryland's Public Schools. I request your support and endorsement of my survey. Your support of my survey is critical in that the results may be used by state and local educators to plan activities that will contribute to meeting the National and State Education Goals.

In order to meet my deadline this survey must be completed prior to March 1, 1993. Your immediate response is crucial.

Thank you in advance for your cooperation.

Sincerely,


Joe A. Hairston
Assistant Superintendents
Area V

cc: Governor William Donald Schaefer
Dr. Nancy S. Grasmick
State Superintendent of Schools

Board of Education of Prince George's County



Prince George's County Public Schools

14201 SCHOOL LANE
UPPER MARLBORO, MARYLAND 20772

Edward M. Felegy, Superintendent of Schools
Jerome Clark, Deputy Superintendent

Joe A. Hairston
Assistant Superintendent
Area V Administrative Office
7711 Livingston Road
Oxon Hill, MD 20745

December 15, 1992

Telephone: (301) 567-8165
FAX: (301) 567-0612

Dr. Nancy S. Grasmick
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Grasmick:

I am an Assistant Superintendent (Area V) in the Prince George's County Public School System, currently enrolled in a doctoral program at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. My dissertation topic is: "A Study To Develop And Test A Model For Maryland School Districts To Assess Implementation Of America 2000 and Maryland 2000 Recommendations." To complete my research I need permission to conduct a survey involving Superintendents and Principals in Maryland's Public Schools. I request your support and endorsement of my survey. Your support of my survey is critical in that the results may be used by state and local educators to plan activities that will contribute to meeting the National and State Education Goals.

In order to meet my deadline this survey must be completed prior to March 1, 1993. Your immediate response is crucial.

Thank you in advance for your cooperation.

Sincerely,

Joe A. Hairston
Assistant Superintendent
Area V

cc: Governor William Donald Schaefer
Dr. Bonnie S. Copeland
Deputy State Superintendents of Schools

Board of Education of Prince George's County



Prince George's County Public Schools

14201 SCHOOL LANE
UPPER MARLBORO, MARYLAND 20772

Edward M. Felegy, Superintendent of Schools
Jerome Clark, Deputy Superintendent

Joe A. Hairston
Assistant Superintendent
Area V Administrative Office
7711 Livingston Road
Oxon Hill, MD 20745

December 15, 1992

Telephone: (301) 567-8165
FAX: (301) 567-0612

Governor William Donald Schaefer
State House
Annapolis, Maryland 21401

Dear Governor Schaefer:

I am an Assistant Superintendent (Area V) in the Prince George's County Public School System, currently enrolled in a doctoral program at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. My dissertation topic is: "A Study To Develop And Test A Model For Maryland School Districts To Assess Implementation Of America 2000 and Maryland 2000 Recommendations." To complete my research I need permission to conduct a survey involving Superintendents and Principals in Maryland's Public Schools. I request your support and endorsement of my survey. Your support of my survey is critical in that the results may be used by state and local educators to plan activities that will contribute to meeting the National and State Education Goals.

In order to meet my deadline this survey must be completed prior to March 1, 1993. Your immediate response is crucial.

Thank you in advance for your cooperation.

Sincerely,

Joe A. Hairston
Assistant Superintendent
Area V

cc: Dr. Nancy S. Grasmick
State Superintendent of Schools
Dr. Bonnie S. Copeland
Deputy State Superintendent of Schools

Board of Education of Prince George's County



850 Hungerford Drive • Rockville, Maryland • 20850-1747
TELEPHONE: 279-3381

January 25, 1993

Mr. Joe A. Hairston
Assistant Superintendent
Area V Administrative Office
Prince George's County Public Schools
7711 Livingston Road
Oxon Hill, MD 20745

Dear Mr. Hairston:

Your request to administer the National Goals/Maryland 2000 Survey to Montgomery County Public School principals is approved with the condition that principals be told that their response is voluntary.

Good luck with your dissertation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Paul L. Vance".

Paul L. Vance
Superintendent of Schools

PLV:lrk

Vita

Joe A. Hairston
3204 Marcando Lane
Upper Marlboro, Maryland

Place of Birth: Danville, Virginia

Education:

1976	M.A.	Physical Education American University Washington, D.C.
1969	B.S.	Physical Education Maryland State College Princess Anne, Maryland

Professional Experience:

1991 -	Assistant Superintendent, Area V Prince George's County Public Schools Upper Marlboro, Maryland
1989 - 1991	Assistant Superintendent, Area IV Prince George's County Public Schools Upper Marlboro, Maryland
1986-1989	Principal, Suitland High School Forestville, Maryland
1982 - 1986	Principal, Crossland High School Temple Hills, Maryland
1981 - 1982	Principal, Benjamin Stoddert Jr. High School Temple Hills, Maryland

<u>Honors:</u>	1986	Was one of thirty principals in the United States to participate in the Urban Principals Project sponsored by NASSP and Matsushita Foundation.
	1986	Trained by the Maryland State Department of Education and NASSP to be an assessor for the Principal's Assessment Center in the Southern Region of Maryland for four school districts and monitored by Dr. Paul Hersey, National Director.
	1987	One of ten Urban Principals in the United States to participate in the Urban Principals' Conference at Harvard University.

Honors: (continued)

- 1988 Winner of The Distinguished Educational Leadership Award sponsored by *The Washington Post* Newspaper.
- 1988 Recipient of the Prince Georgian of the Year Award.
- 1988 Profiled by the *Baltimore Sun Magazine* (picture appeared on cover of magazine).
- 1988 Profiled in the *Maryland Magazine*, Autumn 1988, in the article, "Marylanders Reflect on 20 Years of Change."
- 1988 Recipient of the Distinguished Leadership and Innovative Educational Program Award from the State of Maryland Board of Education Black Caucus Legislation.
- 1989 Received an award from President George Bush at a White House ceremony for Suitland High School for winning one of the ten National Exemplary Secondary Schools awards while he was principal of the school.
- 1989 Honored at a reception by the Governor of the State of Maryland for Suitland High School's recognition as National Exemplary Secondary School.
- 1989 Recipient of the Special Merit Award of 1989 from the National Association of School Security Directors for outstanding contribution as a school administrator who has targeted school security issues as a high priority in schools and for implementing strategies that have ensured a safe and secure educational environment.
- 1990 Recipient of the National Association for Equal Opportunity in High Education's Distinguished Alumni Citation of the Year. Nominated by University of Maryland Eastern Shore.
- 1991 Referenced in *Life Magazine* education article, "Revolutionary Steps to Better Education," by John Weisman.

Professional Memberships:

Maryland National Education Association
American Management Association
National Association of Secondary School Principals
American Association of School Administrators
Association of School Curriculum and Development
NASSP, Maryland State Certified Assessor of Principals
Prince George's County Chamber of Commerce - Committee on
Business and Education
Association of School Administrators and Supervisors -
Prince George's County Past President
Kappa Alpha Psi Fraternity
Phi Delta Kappa Fraternity