Summer 6-16-2023

Case Study on increasing the amount of High School EL students college and career ready

Octavio Patino
opatino@mail.umassglobal.edu

High School Principals Working With Their Staff to Close the College and Career Readiness Gap of English Language Learners

A Dissertation by

Octavio C. Patiño

University of Massachusetts Global

A Private Nonprofit Affiliate of the University of Massachusetts

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

April 2023

Committee in charge:

Timothy McCarty, Ed.D., Committee Chair

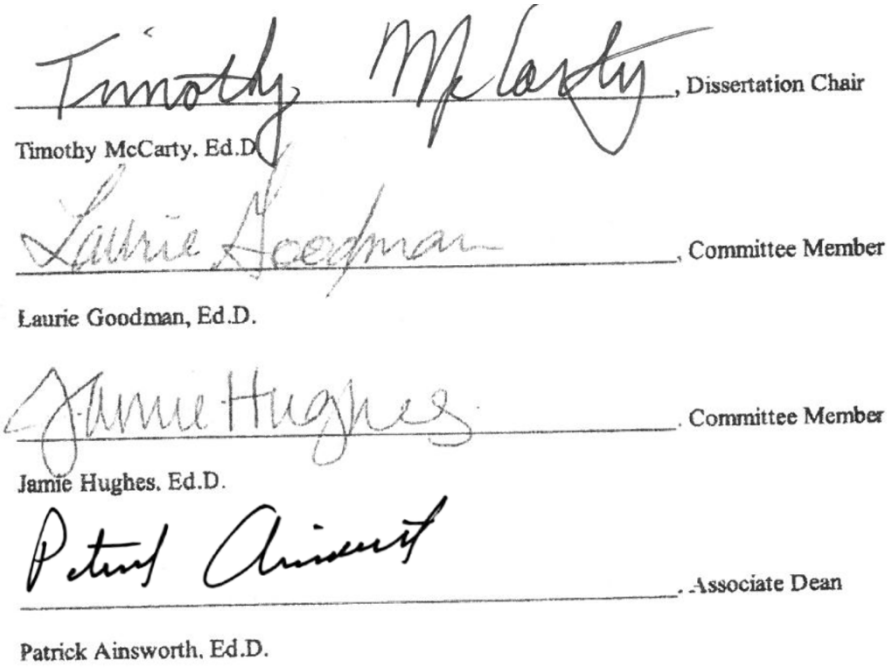
Laurie Goodman, Ed.D.

Jaime Hughes, Ed.D.

UMASSGLOBAL UNIVERSITY

Doctor of Education in Organizational Leadership

The dissertation of Octavio C. Patiño is approved.



April 2023

High School Principals Working With Their Staff to Close the College and Career Readiness Gap of English Language Learners

ACKNOWLEDGEMENTS

I would like to acknowledge my two sons, Nicholas and Jacob Patiño. They are my purpose; therefore, I need to make sure that they understand the power of education. They will be college graduates, but hopefully, watching their dad on a nightly basis work on his dissertation will instill in them that a doctorate is within their grasp.

I want to acknowledge my parents, Joaquin and Eva Patiño. They instilled in me a positive work ethic as I watched them work all hours of the day to help students of underprivileged circumstances see that higher education can change their perceived trajectory. As they would say, “Hasta La Victoria! Siempre.”

I want to acknowledge my sister, Felisa Patiño-Longoria. She is the best older sister any sibling could have. She has always been very smart and works hard at becoming smarter. I would like to make it official that I earned a doctorate before you did.

I would like to acknowledge my girlfriend, Jennifer Lafever. We met each other in high school, but it was not until our adult days that we started hanging out and having fun. Thank you for understanding that I needed hours upon hours to write. Few would have understood.

Finally, I would like to acknowledge Dr. Timothy McCarty. Not only was he the best cohort mentor, but he also was the reason I was able to finish my dissertation. As my dissertation chair, he guided me along the dissertation path with comedy and many basketball talks. I will now talk Warriors basketball because of him. I am a Laker fan, so I think that will explain itself.

ABSTRACT

High School Principals Working With Their Staff to Close the College and Career Readiness Gap of English Language Learners

by Octavio C. Patiño

Purpose: The purpose of this qualitative multicase study was to describe the leadership practices of high school principals who work with their staff to close the college and career achievement gap for English language learners (ELLs) based on Anderson and Ackerman Anderson's (2010) change model (mindset, behavior, culture, and systems).

Methodology: This qualitative multicase study was conducted through interviews with four high school principals of Title I schools in California. I selected qualitative methods because they describe the leadership practices that worked with their staff to close ELLs' college and career readiness (CCR) gap.

Findings: Close examination of data from interviews and artifacts yielded 99 frequencies for the leadership practices of high school principals, and four themes emerged regarding the principals' lived experiences, strategies, and recommendations. Five key findings were identified to describe the leadership practices of high school principals who work with their staff to close the college and career achievement gap for ELLs. This study used Anderson and Ackerman Anderson's change leadership model of mindset, behavior, culture, and systems.

Conclusions: The study supports the key findings resulting in five conclusions based on the data collected from the lived experiences of current high school principals who described their leadership practices as they work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's

leadership change model (mindset, behavior, culture, and systems). The five conclusions have supporting evidence gathered from the qualitative data and the literature.

Recommendations: Further research is recommended to replicate this qualitative multiple-case study for elementary, middle, and junior high school principals. A future Delphi study is recommended for schools that have shown higher rates of ELLs gaining in CCR. Also, a study is recommended on whether cultural backgrounds significantly affect positive behavior changes.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I: INTRODUCTION

The more education students attain in the United States, the more earnings they will make over their lifetime (Tamborini et al., 2015). Conversely, the less educational attainment students earn, the fewer earnings they will make over their lifetime (Tamborini et al., 2015). Over a lifetime, a person with less than a high school diploma will earn $1.13 million compared to a high school graduate who will earn $1.54 million (Tamborini et al., 2015). A person with a bachelor's degree will earn $2.43 million over a lifetime compared to a person with a graduate degree who will earn $3.05 million (Tamborini et al., 2015).

To gain a higher level of education, the student must at least graduate from high school and have college and career-ready skills (Conley, 2012). The national public high school graduation rate from 2017 to 2018 was 85% (California Department of Education [CDE], 2022). Of all the students who began work toward a bachelor's degree in the United States, 62% graduated (CDE, 2022). In 2015, only 12% of adults ages 25 and older completed graduate degrees in the United States (CDE, 2022). Lusardi and Mitchell (2014) argued that lifetime earnings are low in the United States, and many Californians' lifetime earnings are worse than others.

Ethnic groups and non-English native speakers have different and often lower graduation rates in California. The majority, 55.3%, of California high school-aged students are Hispanic (CDE, n.d.-c). Of those Hispanic students, 17% are English language learners (ELLs). ELLs in California graduate from high school at a rate of 72.6% (CDE, n.d.-c). Of those ELLs who graduate from high school, only 16.8% are college and career ready (CDE, n.d.-c).

Some high schools led by their principals are bridging the college and career readiness (CCR) gap in California. Principals of these high schools have worked with their teachers and staff to achieve goals that have not been examined on how they have closed the gap for their ELLs being college and career ready upon graduation. Of the few districts that have prepared their ELL students for CCR, there is a gap in the research about how they have accomplished this goal. This study provides insight into how high school principals lead their staff through transformational change efforts resulting in their ELL students achieving CCR. Specifically, there needs to be insight about how high school principals lead their staff to develop the proper mindset, establish the necessary systems, develop the most effective instructional behaviors, and make positive changes that lead to a more productive culture. In all of these areas, this study investigated how high school principals lead to help their teachers enable their students to become college and career ready.

California Comprehensive High Schools

Conley (2012) defined a comprehensive high school as a school designed to provide all students with sufficient knowledge and skills to succeed after high school. In California, there are 1,322 comprehensive high schools (CDE, n.d.-c). The overall goal of comprehensive high schools is to prepare students for life after graduation (Conley, 2012). The comprehensive high school's goal is to provide the course work needed for each student to succeed after high school, whether entering a 4-year university, vocational junior college, or the workforce (Conley, 2012). Comprehensive high schools are led by a principal who endeavors to help all students be prepared for life after high school (Wallace, 2013).

Comprehensive High School Principals

The principal is the instructional leader on campus (Wallace, 2013). The principal is responsible for shaping the school's vision for academic success for all students, creating a favorable climate for student learning; building leadership among the staff; and overseeing the staff, data, and systems to enable school improvement (Wallace, 2013).

The principal works with the school's education stakeholders, including students, parents, staff, and community members, to create shared goals for the high school students (Goldring et al., 2021). The role of the principal is to be the change agent for student success (Buffum & Erkens, 2009). The principal's sole duty is to lead the high school staff in believing all students can learn at high levels regardless of their backgrounds (Buffum & Erkens, 2009). In this environment, the goal for all stakeholders should be for all students to graduate from high school with a diploma and to be college and career ready; unfortunately, this is not the case (Conley, 2012).

High School College and Career Readiness

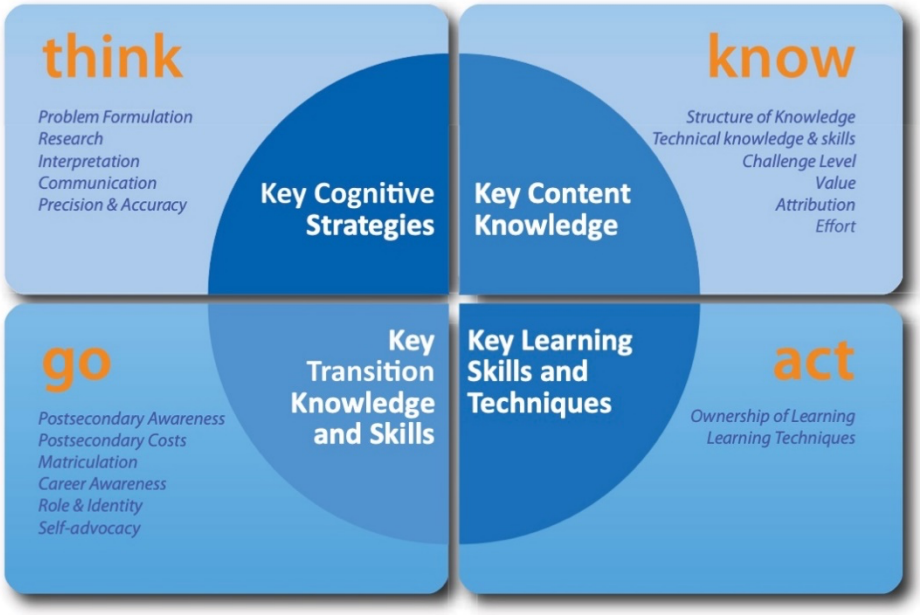
Conley (2012) defined CCR as a student with content knowledge, key cognitive strategies, learning strategies, and transition knowledge and skills upon graduation from high school (see Figure 1). Farrington et al. (2012) agreed with Conley (2012); however, they added that a student's psychosocial beliefs aligned with academic mindsets are fundamental. Farrington et al. (2012) elaborated by stating a student's sense of belonging and self-efficacy is a part of a student being college and career ready.

In 2014, California implemented the California School Dashboard as a tool that makes student performance user friendly to the public (Polikoff et al., 2018). One of the areas that the dashboard concentrates on is the CCR of high school graduates (CDE,

n.d.-c). According to the California School Dashboard, 85% of the students in 2019 earned a high school diploma (CDE, n.d.-b).

Figure 1

High School College and Career Key Readiness Skills



Note. From *A Complete Definition of College and Career Readiness*, by D. T. Conley, 2012, p. 2, Educational Policy Improvement Center (https://eric.ed.gov/?id=ED537876).

English Language Learners

Gupta (2019) defined an ELL as a student whose mother tongue is not English. Straubhaar and Portes (2022) added to the definition by stating ELL students' language at home is not English, and they are working toward English fluency. There are 1,127,648 ELLs in California's public schools (CDE, n.d.-c). Of those ELLs, 65.9% are in Grades K–6, and 34.1% are in Grades 7–12 (CDE, n.d.-c). The percentage of ELLs whose home language is Spanish is 82.03% (CDE, n.d.-c). Eighty-five percent of high school-aged students graduated, and only 44% were college and career ready (CDE, n.d.-b). Forty-

four percent of high school-aged ELLs graduated from high school, and of those students, only 16% were prepared for college and career upon graduation (CDE, n.d.-c). Despite the low percentage of ELLs graduating college and career ready, some California high schools are improving the number of ELLs being college and career ready upon graduation.

California's Poverty Rate and College and Career Readiness

Wolff (2020) defined poverty as lacking the financial resources for basic human needs. Of all 50 states in the nation, California has the highest poverty rate of 19% (Hamblin, 2018). According to Hamblin (2018), 7 million people living in California live below the federal poverty level (FPL). The FPL is defined as a specific dollar amount a person or household earns financially in a year (Lee, 2018). In 2017, the poverty threshold for two parents and two children was $24,858 (Lee, 2018).

Kimberlin (2017) argued that the high poverty rate is due to the many areas in the state with high housing costs. However, Lusardi and Mitchell (2014) of the Urban Institute disagreed that the high poverty rate is due to high housing costs. Lusardi and Mitchell argued that the lack of lifetime earnings decreases for those not highly educated. Nodine (2019) agreed that individuals trying to earn a middle-class wage to afford a middle-class life need to have a postsecondary education. However, not all those graduating from high school have the CCR skills necessary for postsecondary education (CDE, n.d.-b).

To increase the living wage and for a successful career, students in California must earn diplomas and degrees, beginning with high school students (Lusardi & Mitchell, 2014). According to the California School Dashboard, 85% of the students in

2019 earned a high school diploma (CDE, n.d.-b). However, of those 85% who graduated, only 44% were college and career ready (CDE, n.d.-b). The state of California has a method for measuring CCR. Those measures are the following: career technical education (CTE) pathway completion, Grade 11 Smarter Balanced Summative Assessments in English language arts and mathematics, advanced placement exams, college credit course work (dual enrollment), A-G completion, State Seal of Biliteracy, and military science leadership (CDE, n.d.-b). The state takes the number of graduates, determines which measure mentioned was met, and then divides it by the total number of students in the graduation rate (CDE, n.d.-b). Of those 44% of the students identified as English language learners, only 16% were prepared for college and career upon graduation.

Achievement Gap

Ansell (2011) stated that the achievement gap in education is the disparity in academic performance gaps between White students and students of color. The achievement gap persists among socioeconomically disadvantaged, ethnic minorities, and ELLs, and their chances of graduating from high school diminish (Chubb & Loveless, 2002). Those who do not have a high school diploma will not earn a college degree, let alone an advanced degree (Chubb & Loveless, 2002). Increasingly, research has pointed to the lack of high school student diplomas and college degrees having a direct and dire effect on job opportunities, lifelong income, and quality of life (Chubb & Loveless, 2002). California has failed to close the achievement gap for high school ELLs to ensure their CCR (Gándara, 2010).

Theoretical Foundations

Change Management Leadership

Change theory models consist of concepts, theories, and methodologies that provide an in-depth approach to organizational change (Mayne, 2015). Numerous change theory models have been developed to examine how organizations improve their effectiveness (Mayne, 2015). The following paragraphs discuss the different seminal change models, which include Kotter's (1995), Beckhard and Harris's (1977), and Schein's (1996) multiple stages of change.

Kotter (1999) identified key stages of change to improve an organization's effectiveness so that the organization can survive in the future. The first stage was to form a powerful coalition that believes in the change, therefore, having people in the organization leading the change. The second stage is to create a vision for the organization so that everyone knows where the organization is headed. For the change to succeed, that vision must be communicated to all stakeholders. The third phase is that the leader must remove obstacles to reach the change. The leader must also celebrate short-term wins for the organization to believe the change is taking place, and last, the leader must build upon the change and anchor the changes within the organization.

Beckhard and Harris's (1977) change management leadership model has three general stages. Their first stage is the organization's current state, which envisions a desired future. The second stage is the transition state of the organization, which means that the organization's aim was that people would possess future energy, enthusiasm, and more substantial commitment to the organization. The last stage is the desired future

state, which combines the first two stages to form tension for the organization to move through the transitions.

Schein's (1996) change leadership model has an approach to the change process. Schein's first stage is unfreezing. Schein stated that this stage is for the organization's members who can experience a need for change. His second stage is changing through cognitive restructuring, which means the organization's members see things differently in the future. The last stage is refreezing, which allows the new way of doing things to fit comfortably into the organization members' self-concept.

Transformational Leadership

Numerous transformational leadership models have been developed to examine how organizations improve their effectiveness. One of the seminal models was developed by Bernard M. Bass. Bass (1990) stated that the superior leadership performance of a charismatic leader can be described as one who increases the intrigue of the organization's employees, provides a purpose for the organization's employees, and assists them to look toward the greater good of the organization. Transformational leadership has four dimensions that operate together to demonstrate this leadership style: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Judge & Piccolo, 2004). Idealized influence refers to a leader's ability to become a role model for followers (Judge & Piccolo, 2004). Inspirational motivation refers to the leader's ability to communicate and inspire their collective vision (Judge & Piccolo, 2004). Intellectual stimulation refers to the leader's ability to create a space in which followers can challenge the status quo to effect change (Judge & Piccolo, 2004).

Individualized consideration is the leader's ability to form unique relationships with followers (Judge & Piccolo, 2004).

Another important transformational leadership model was developed by Kouzes and Posner (2017). They created four dimensions of transformational leadership in their book *The Leadership Challenge*; they established the framework for what leaders need to do to create change within their organization. They began their foundational framework with their four dimensions. The first dimension in the foundational leadership framework is to model the way. They stated that leaders need to align their actions with their values. The second dimension in their leadership framework is inspiring a shared vision. The leader must find within the organization their common purpose. Kouzes and Posner also stated that the leader must challenge the process to be transformational, which means that the leader needs to search for the organization's possibilities to succeed. The last dimension is that the leaders need to empower their people to act on the opportunity to move the organization to success.

Transformational Leadership Theoretical Framework Model

A specific transformational leadership model developed by Anderson and Ackerman Anderson (2010) was chosen to be used for this study. In their book *Beyond Change Management*, they developed the change leadership accountability model. This model follows the theoretical foundation of the definition of transformational leadership. The difference between their model and Kouzes and Posner's (2017) model is that change leadership accountability illustrates a way for leaders to hold themselves accountable on the bases of transformational leadership domains.

The change leadership accountability model consists of four leadership quadrants: mindset, behavior, culture, and systems (Anderson & Ackerman Anderson, 2010). Anderson and Ackerman Anderson (2010) stated that if change leaders want their organization to be successful, they must adhere to the model. The mindset quadrant comprises values and beliefs, and the behavior quadrant consists of actions and behaviors. The culture quadrant consists of collective ways of being, and the systems quadrant comprises systems and structures (Anderson & Ackerman Anderson, 2010; Figure 2).

Figure 2

Four Quadrants of the Change Leadership Accountability Model

Note. From *Beyond Change Management: How to Achieve Breakthrough Results Through Conscious Change Leadership*, by D. Anderson & L. Ackerman Anderson, 2010, 2nd ed., p. 5, Pfeiffer.

In this model, mindset is described as values, beliefs, thoughts, emotions, ways of being, and levels of an organization's commitment (Anderson & Ackerman Anderson, 2010). Behavior is defined as work styles, skills, actions, and behaviors (Anderson & Akerman Anderson, 2010). Culture permeates everything in the organization: the structure, systems, business processes, and technology as well as individual, team, and organizational behavior (Anderson & Ackerman Anderson, 2010). Systems are defined as an organization's structures, systems, business processes, and technology (Anderson & Ackerman Anderson, 2010).

Problem Statement

A high school diploma is an essential determinant of a person's future in making a good living (Sublett & Rumberger, 2018). Lusardi and Mitchell (2014) argued that for people to increase the amount of their lifetime earnings, they need to be highly educated. A high school diploma is a significant achievement leading to a postsecondary educational path (Sublett & Rumberger, 2018). The California high school graduation rate in 2019 was 85% (CDE, n.d.-b). Of the 85% of California high school graduates, 44% were college and career ready. The low percentage of CCR is an issue for those 44% who seek a postsecondary education (Sublett & Rumberger, 2018). The problem is exacerbated by the percentage of high school graduates classified as ELLs. Of those ELLs who graduated from high school, 17% were college and career ready (CDE, n.d.-b). This issue of a low percentage of students graduating college and career ready is a problem, especially for ELLs.

In California, for people to live a middle-class life, they need a middle-class job (Nodine, 2019). Postsecondary education is necessary to obtain a middle-class job

(Sublett & Rumberger, 2018). Forty-four percent of California's 2019 graduating class was college and career ready, which is not a promising future for California high school graduates (CDE, n.d.-b). Of the 78% of ELL students graduating high school, only 17% are college and career ready (CDE, n.d.-b).

Different change models have been used by organizations over the past decades. Kotter (1999) knew about the importance of transformational learning in a changing environment. Bass (1990) described transformational leadership as a charismatic leader's superior performance. Transformational leaders provide ideal influence, inspirational motivation, intellectual stimulation, and individualized consideration (Judge & Piccolo, 2004). Anderson and Ackerman Anderson (2010) developed their change leadership accountability model, which consists of four quadrants: mindset, culture, behavior, and systems.

It is essential to understand the leadership practices of high school principals as they work with their staff to close the college and career achievement gap for ELLs. There is a lack of research and insight about how high school principals lead to develop the proper mindset, establish the necessary systems, develop the most effective instructional behaviors, and make positive changes that lead to a more productive culture. In all these areas, this study intends to add awareness of how high school principals lead to help their teachers enable their students to become college and career ready; therefore, it is necessary to use Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems) to illuminate the practices of these principals.

Purpose Statement

The purpose of this qualitative multicase study was to describe the leadership practices of high school principals who work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems).

Research Questions

Central Research Question

The central research question for this study asked, "How do high school principals describe their leadership practices as they work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems)."

Research Subquestions

1. How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELLs?
2. How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELLs?
3. How do principals at Title I schools describe their leadership practices that lead to their staff using new behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELLs?

4. How do principals at Title I schools describe their leadership practices to use the instructional systems as they close the college and career achievement gap for ELLs?

Significance of the Study

The United States has recognized the chronic academic achievement gap for socioeconomically disadvantaged students for generations of students. This achievement gap has not been closed despite seminal federal reports such as *A Nation at Risk* (D. P. Gardner et al., 1983) and programs such as No Child Left Behind Act of 2001 and Common Core State Standards (CCSS; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). In addition, the Supreme Court case ruling of *Brown v. Board of Education of Topeka* (1954) attempted to bring a level of equality to schools across the country. There have been other political educational initiatives, both at the state and federal levels, that have tried to improve the education of socioeconomically disadvantaged students, but they continue to underachieve academically (Gándara, 2010).

Only 17% of the high school ELLs who graduated were college and career ready (CDE, n.d.-b). Those ELLs who do not graduate college and are career ready face difficult challenges in their future to make a living that is not at the poverty level. This directly affects the community that they live in.

Focusing on the graduation rate is necessary; however, graduates leave high school unprepared for college and their careers, especially in California. Eighty-five percent of students in 2019 graduated from high school (CDE, n.d.-b). Of those

graduates, 44% were college and career ready (CDE, n.d.-b). Of that 44% of college and career ready graduates, 17% were ELLs (CDE, n.d.-b).

Delpit (2006) suggested that achievement gaps exist early among specific subgroups whose members have culturally different early childhood experiences; this is true of ELLs across the country. California has political educational initiatives such as Proposition 227 limiting bilingual education (Linton, 2007) aimed at ELLs. By the time ELLs reach high school, their CCR numbers are depressingly low if they are still classified as ELLs (Contreras & Fujimoto, 2019). These initiatives have widened the achievement gap although their purpose was to close it (Delpit, 2006). In California, ELLs are underachieving at higher levels than anywhere else in the nation (Gándara, 2010); however, they are graduating from high school unprepared for college and career. This study will provide benefit to this research base in closing the achievement gap, specifically the CCR gap.

The benefits of this study would be to increase the understanding of the leadership practices of high school principals as they work with their staff to close the college and career achievement gap for ELLs. There is a lack of research in this area; therefore, using Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems) to illuminate the practices of these principals is needed. Understanding the practices of high school principals not only will help students but also will help principals and faculty in future administrative training programs to close the CCR gap.

Definitions

Mindset

Theoretical Definition. Mindset is defined by Dweck (2006) in two ways: growth and fixed. A growth mindset is the ability to learn from mistakes. A fixed mindset is not learning from mistakes and believing one has reached one's maximum intelligence.

Operational Definition. Mindset is values, beliefs, thoughts, emotions, ways of being, and level of commitment of the principal (Anderson & Ackerman Anderson, 2010).

Behavior

Theoretical Definition. Behavior is defined by Ivancevich et al. (2014) as the impact that individuals and groups have on the structure and processes within the organization.

Operational Definition. Behavior is defined as work styles, skills, actions, and behaviors (Anderson & Ackerman Anderson, 2010).

Culture

Theoretical Definition. Culture is defined as shared values and beliefs that create a group's identity, and schools are no different from other organizations (DuFour & Fullan, 2013).

Operational Definition. Culture permeates everything in the organization: structure, systems, business processes, and technology as well as individual, team, and organizational behavior (Anderson & Ackerman Anderson, 2010).

Systems

Theoretical Definition. Systems are defined by Jones (1981) as the organizations structures.

Operational Definition. Systems are an organization's structures, business processes, and technology (Anderson & Ackerman Anderson, 2010).

Delimitations

This multicase study was delimited to four principals who lead comprehensive high schools in Fresno, Kings, and Kern counties. This study was further delimited to principals who were chosen based on the following criteria:

1. The principal's high school was designated as a Title I school in the Central Valley of California's Fresno, King, and Kern counties.
2. The principal's high school had at least 50% of its student population designated as ELLs.
3. The principal's high school had achieved a State Distinguished School Award.
4. The principal's high school performance on the California School Dashboard indicated that ELLs increased their CCR.
5. The principal had served at the high school for a minimum of 3 years.

Organization of the Study

This study is composed of five chapters. Chapter I was an introduction to the background for the study regarding increasing the number of comprehensive high school ELLs being college and career ready by the principal's leadership role as a change agent. Chapter II reviews the literature related to closing the achievement gap for ELLs of high school age so they can be college and career ready upon graduation. Chapter III explains

the methodology of the study to derive the data. Chapter IV presents the data analyzed. Chapter V discusses the conclusion, implications, and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter provides the background for the study regarding increasing the number of comprehensive high school English language learners (ELLs) being college and career ready by the principal's leadership role as a change agent. It begins with the background information on public schools in the United States (Kober & Rentner, 2020). An explanation of what a comprehensive high school follows, which includes critical school staff members, student population, graduation requirements, and requirements to be admitted into college (Wallace, 2013). Next, state assessments of academic success and the history of the student achievement gap and its current status are explained (Ansell, 2011). Finally, the transformational leadership, change models, and the theoretical framework used to view the study's data are explained.

Public Schools in the United States

Before the government funded schools, schools were church-supported and tuition-based educational institutions (Kober & Rentner, 2020). The founding fathers were concerned about educating their people because they felt that if the citizens were not educated, democracy could fail (Kober & Rentner, 2020). The founding fathers believed that if the people were not educated, they would not understand political and social issues (Kober & Rentner, 2020). After the American Revolution, federal ordinances were passed in 1785 and 1787 to allocate land to states as long as those states dedicated part of the land to support public schools.

Horace Mann, the legislator for Massachusetts and secretary of the state's board of education, began speaking about the need for public schools to be financed by the state for all children to attend free of charge (Kober & Rentner, 2020). Mann believed that by

making public schools for all children possible, all its citizens would be literate, moral, and productive (Kober & Rentner, 2020). It was not until the 20th century that secondary education was established. In 1892, The National Education Association recommended that there be 12 years of schooling, which included 8 years of elementary education and 4 years of high school education (U.S. Department of Education, n.d.).

Rislov (n.d.) explained that in the 20th century, the United States followed the European model for comprehensive high schools. The United States provided a common education, but all states pursued the student's interests (Rislov, n.d.). By 1918, all states passed legislation to make public education mandatory for all school-aged students (Katz, 1976). The passed bill began comprehensive high schools in the United States (Rislov, n.d.).

California Comprehensive High Schools

In Keller's (1955) book *The Comprehensive High School*, he defined a comprehensive high school as serving all American youth regardless of race, creeds, nationalities, intelligence, talents, and all levels of wealth and social status. He further explained that a comprehensive high school prepares all students for life after high school. Keller stated that comprehensive high school prepares college-oriented youth for college. Conley (2012) added that a comprehensive high school is designed to provide all students with sufficient knowledge and skills to succeed after high school. California has 1, 322 comprehensive high schools (CDE, n.d.-c).

A comprehensive high school in California is similar to a small city (P. W. Gardner et al., 1999). Comprehensive high schools operate from 5 a.m. to 11 p.m. because of all of the academic and extracurricular activities at each school site.

Custodians need to clean up the campus for the next day, and some extracurricular activities come back to campus for their activities (P. W. Gardner et al., 1999). Comprehensive high schools in California average a population of 2,000 students (P. W. Gardner et al., 1999).

California Comprehensive High School Academic Achievement

Ansell (2011) stated that academic achievement includes sufficient grades that allow students to progress in the course sequences to graduation. He added that test scores are included in assessing students' academic achievement. The comprehensive high school graduation rate also indicates academic achievement (Ansell, 2011). Ansell pointed out that the comprehensive high school dropout rate also indicates academic achievement. Last, the college and career readiness (CCR) percentage of California graduates is also an indicator of academic achievement (Ansell, 2011).

California English Language Learner Academic Achievement

California has a methodology for measuring the performance of ELLs (CDE, n.d.-c). The state has established the English Learner Progress Indicator Calculation (ELPIC). The ELPIC is based on the ELL's scores on California's English Language Proficiency Assessments (CDE, n.d.-c) that shows the positive growth of the ELL student by one ELPIC level between the current school and the prior school year, and that shows the ELL student was at English learner Level 4 CDE, n.d.-c).

Roles of Key High School Staff Members

A comprehensive high school consists of certificated and classified personnel. Administrators and teachers are certificated personnel consisting of a principal, one or more assistant principals, an academic counseling team, and teachers (Wallace, 2013).

There are department heads of subject areas for the teachers and a department head of the counseling team (Wallace, 2013). The classified staff consists of the office secretaries, custodians, security, and other office support staff. The following sections describe the key roles of high school staff members who are important to student success in comprehensive high schools in California.

Principal

The principal is the instructional leader on campus (Wallace, 2013). The principal reports to the superintendent of the school district (Goldring et al., 2021). The principal is responsible for shaping the school's vision for academic success for all students; creating a positive climate for student learning; building leadership among the staff; administrating continual academic improvement; and overseeing the staff, data, and systems to enable school improvement (Wallace, 2013). The principal facilitates the creation of a shared vision for academic excellence with students, parents, staff, and community members (Goldring et al., 2021). More importantly, the role of the principal is to be the change agent for student success (Buffum & Erkens, 2009). The principal leads the school staff members toward their shared vision (Buffum & Erkens, 2009). The principal leads the school staff members in believing all students can learn at high levels regardless of background (Buffum & Erkens, 2009).

Assistant Principal

Wells et al. (1965) defined the role of the assistant principal as the second professional in charge who assists the principal in day-to-day operations. The assistant principal assists the principal in the school's overall academic goals, helps with implementing programs, and assists with the evaluation of teachers (Wells et al., 1965).

Goldring et al. (2021) stated that the role of the assistant principal is similar to that of the principal and that the assistant principal supports the principal in the day-to-day operations and the student's academic achievement.

Academic Counselors

High school academic counselors help students with the educational goals of the high school (Fitch & Marshall, 2004). High school academic counselors coordinate programs to meet the needs of the students for them to be academically and emotionally successful (Fitch & Marshall, 2004). The academic high school counselors also help the students create a 4-year plan during their high school years and plan for their postgraduation, whether vocational college or college in general (Fitch & Marshall, 2004).

Single-Subject Credential Teachers

According to the California Commission on Teacher Credentialing (CTC, 2021), a single-subject credentialed teacher can instruct a specific subject in departmentalized classes in high school. To qualify for the single-subject credential, a teacher must satisfy the following: (a) a baccalaureate degree, (b) a basic skills requirement, (c) verification of subject matter competence, (d) completion of a course on the principles of the U.S. constitution, (e) completion of a commission-approved teacher preparation program, and (f) a formal recommendation for the credential by the program sponsor (CTC, 2021).

Single-subject credential teachers are the comprehensive high school teaching staff. The teachers are organized into departments by subject areas: English, math, science, fine arts, physical education, vocational, and modern languages. These teachers are tasked with teaching classes that help students prepare for the subsequent courses

they will take the following semester, leading to completing courses needed to graduate. Taking courses is not the only activity the students participate in; there are also extracurricular activities.

The principal and school staff members work together for student success (Buffum & Erkens, 2009). The principal leads this work by building leadership among school staff members (Buffum & Erkens, 2009). The principal cannot be the expert in everything related to the organization; therefore, the principal must find the experts within the organization to increase student achievement (Buffum & Erkens, 2009).

California High School Student's Demographics

In 2021, CDE (n.d.-c) published that its high school population had 1,970,620 students. Fifty-Five percent of those students were Hispanic or Latino, 22% were White, 12% were Asian, and 5% were African American. The population data of California and its high schools indicate a steady increase in Hispanic or Latino students and a steady decrease in White students (CDE, n.d.-c). Table 1 shows California's high school student population by ethnicity and grade level. The current student population demographics have shifted over the past decades based on the changing Californian state demographic trends. Those demographic changes for California's race, language, and socioeconomics are the most diverse of any state in the nation (Clark, 2020). Figure 3 shows California's gradual increase in diversity (U.S. Census Bureau, 2022). Since 1970, the White population has been decreasing while the Latino population has been increasing (U.S. Census Bureau, 2022) adding to California's demographic changes in the number of families who are living below the poverty rate.

Table 1

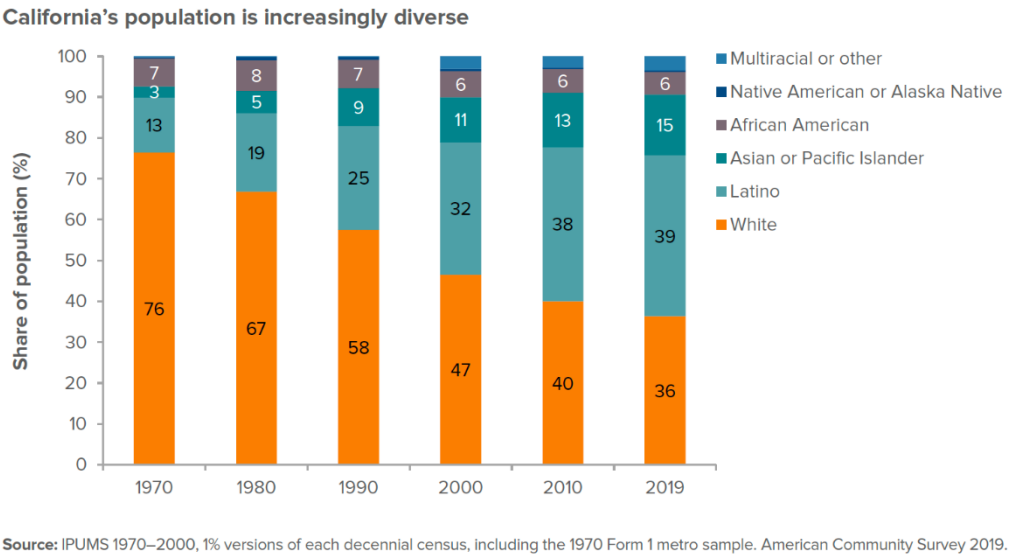
California High School Student Ethnicities and Population Grade Levels

Ethnicity	Population by grade level				Total	%
	9	10	11	12		
African American	26,101	26,193	24,973	26,576	103,843	5
American Indian or Alaska Native	2,537	2,494	2,488	2,499	10,018	1
Asian	45,712	45,403	46,387	47,727	185,229	9
Filipino	12,529	13,025	13,397	14,639	53,590	3
Hispanic or Latino	281,368	277,302	262,622	265,836	1,087,128	55
Pacific Islander	2,115	2,243	2,230	2,380	8,968	0
White	109,457	108,920	109,288	113,442	441,107	22
Two or more races	18,662	17,777	16,377	15,890	68,706	3
Not reported	3,445	3,026	2,799	2,761	12,031	1
Total	501,926	496,383	480,561	491,750	1,970,620	

Note. Adapted from *California School Dashboard and System of Support*, by California Department of Education, n.d.-c., p. 18 (https://www.cde.ca.gov/ta/ac/cm/).

Figure 3

U.S. Census Bureau Graph of California Becoming Increasingly Diverse in Population



Note. From 2019, by U.S. Census Bureau, Website (https://www.census.gov/programs-surveys/acs/news/updates/2019.html)

California's Poverty Rate

The Public Policy Institute of California (PPIC) published an article revealing that 12.8% of Californians do not have enough income to meet basic life needs and are considered to be at the federal poverty level (FPL; Bohen et al., 2020). Bohen et al. (2020) argued that the FPL does not accurately portray California's poverty level because it does not consider factors such as critical family needs and other resources for cost of living and safety net benefits (Bohen et al., 2020). The PPIC claims that when the cost of living and safety net benefits are calculated, 6.8 million or 17.6% of Californians do not have enough income for basic necessities. The percentage of those considered poor is worse for Latinos and less-educated adults in California (Bohen et al., 2020). To illustrate this point, the PPIC states that 7.7% of college graduates aged 25–64 live in poverty compared to 33.9% of adults aged 25–64 who live in poverty.

California's High School Graduation Indicators

CDE defines the graduation rate as the number of high school students who meet a school district's diploma requirements and who graduate in a four to 5-year period (CDE, n.d.-b). The graduation formula is calculated by dividing the number of graduates by the number of students in a 4-year to 5-year period (CDE, 2022). In 2017, 18.83% of students graduated from a high school in California (Sublett & Rumberger, 2018). The graduation rate for ELLs dropped dramatically from their English-speaking peers to 67% (Johnson, 2019). Of those classified as ELLs, 25% attended a 4-year college (Johnson, 2019). These discrepancies in performance are commonly referred to as the achievement gap (Hanushek et al., 2019). In addition to California's graduation requirements, other measures exist to verify whether comprehensive high school prepares students for college

and careers (Geiser, 2022). Those measures are the University of California's subject requirements and CCR metric (University of California [UC], n.d.).

University of California Subject Requirements

UC and the California State University (CSU) systems are the only ones in the United States to have eligibility for admission (Geiser, 2022). This policy was derived from a master plan developed by the UC system in 1960 (Geiser, 2022). This master plan mandated that UC universities accept the top 12.5% of high school students meeting their requirements upon graduation (Geiser, 2022). CSUs will accept 33.3% of the high school graduates meeting the exact requirements (Geiser, 2022).

UC (n.d.) has a minimum course completion requirement for admittance. The following minimum requirements are called the UC A-G (UC, n.d.):

- Area A requires 2 years of history.
- Area B requires 4 years of college preparatory English courses
- Area C requires 3 years of college preparatory mathematics like elementary and advanced algebra and a three-dimensional geometry course.
- Area D requires 2 years of college preparatory science courses that cover biology, chemistry, and physics.
- Area E requires 2 years of the same language other than English to satisfy this requirement.
- Area F requires a 1-year-long class of visual and performing arts.
- Area G requires 1 year of college preparatory electives.

These rigorous course requirements prepare students to become college and career ready (Conley, 2012).

College and Career Readiness

Conley (2012) defined CCR as a student prepared for college and a career after high school. Conley added that a college and career ready student qualifies and succeeds in college, leading to a bachelor's degree or entrance to a career technical education (CTE) program without taking coursework to begin the program. The comprehensive high school should be structured to help all students gain the proper amount of knowledge and skill in four areas to ensure they are college and career ready (Conley, 2012). According to Conley, those four areas are key cognitive strategies, key content knowledge, key learning skills and techniques, and key transition knowledge and skills.

Key cognitive strategies means that students can think at the level of college work (Conley, 2012). Examples of these strategies are formulating a hypothesis, developing problem-solving strategies, collecting necessary information, analyzing and evaluating data and information, and constructing work products in any format needed (Conley, 2012).

Key content knowledge means that the students have foundational content from core subjects (Conley, 2012). Conley (2012) added that the students should understand the structure of knowledge in core subject areas, which will help them know what they are studying. Students' who have key content knowledge also have technical knowledge and skills that pertain to their future career (Conley, 2012).

Key learning skills and techniques means that the students' learning consists of two areas (Conley, 2012). The first area is student ownership of learning, goal setting, persistence, and self-efficacy, and the second area is learning techniques of time management, study, and memorization (Conley, 2012).

Key transition knowledge and skills means that students often have privileged knowledge needed for them to navigate the world after high school, which underrepresented households are least likely to have (Conley, 2012). Conley (2012) shared examples such as knowing what classes to take in high school to be admitted to college. Finally, Conley stated that a student needs to be a self-advocate within educational institutions to navigate the systems to be successful.

California's Common Core State Standards

In 2010, California adopted the Common Core State Standards (CCSS), which differed from California's K–12 standards by emphasizing conceptual understanding and problem solving (Warren & Murphy, 2014). The CCSS was developed by the Council of Chief State School Officers and the National Governors Association. The new standards require a deeper understanding and fewer standards to cover. The CCSS also emphasizes reading and understanding informational texts and mathematical concepts and problem-solving skills. To determine how well students learn the new standards, California joined the Smarter Balanced Assessment Consortium (SBAC) to test the students during their junior year in high school (Warren & Murphy, 2014). The SBAC is not the only way schools can assess their students' learning; they can also use many progress monitoring forms to determine where students excel or struggle.

California English Language Learner Academic

California has a methodology for measuring the performance of ELLs (CDE, n.d.-c). California has established the ELPIC. The ELPIC is based on the ELL scores on California's English Language Proficiency Assessments to show that the growth of an

ELL student increased one ELPIC level between the current school year and the prior school year and that the ELL student was at ELL Level 4 (CDE, n.d.-c).

Extracurricular Activities

Shulruf (2010) stated, in his meta-analysis of the literature "Do Extra-curricular Activities in Schools Improve Educational Outcomes," that high school students participate in a variety of extracurricular activities at school beyond their regular academic responsibilities. He explained that high schools spend many resources on extracurricular activities. Shulruf stated that students' extracurricular activities have a positive relationship with academic achievement.

California's High School Academic Assessment

On top of the graduation requirements, UC A-G course requirements and CTE courses in California high schools are assessed on their students' learning during the junior year (Warren & Murphy, 2014). California requires all high schools to use the CCSS as a blueprint for what students should learn by emphasizing conceptual understanding and problem solving in English language arts and mathematics (Warren & Murphy, 2014). The state uses a computer-adaptive online assessment tool called Smarter Balanced (CDE, n.d.-c). The data from Smarter Balanced is disseminated to the state and the school districts. The state then combines other metrics to form the California School Dashboard (CDE, n.d.-c).

California Assessment of Student Performance and Progress System

In 2014, California established the California Assessment of Student Performance and Progress System, also known as CAASPP (CDE, n.d.-c). The CAASPP uses Smarter Balanced summative English language and mathematics assessments in Grades 8 to 11

(CDE, n.d.-c). The assessment has two parts: an adaptive computer test and a performance task based on CCSS. The computer-adaptive portion consists of the following functions: selected response, table, fill-in, and graphing. The performance task portion is an extended activity that measures the student's ability to integrate knowledge and skills across multiple standards, which is crucial to CCR (CDE, n.d.-c).

California School Dashboard

The California School Dashboard displays student group performance graphically using nine priorities (Polikoff et al., 2018). Those priorities are converted into local measures, such as chronic absenteeism, suspension rate, ELL progress, graduation rate, academic performance, and CCR (Polikoff et al., 2018). The dashboard illustrates the performance of these areas using gauges and five performance levels. Those performance levels are color coded using gauges; red is the lowest, and blue is the highest (Figure 4).

Figure 4

Performance Indicators of the California Dashboard

Note. From *California School Dashboard: Explore Information About Your Local School and District*, by California Department of Education, n.d.-b, CDE Website page (https://www.caschooldashboard.org/).

CDE (n.d.-b) mandates a graduation course requirement. The state minimum course requirements are 3 years of English and 2 years of mathematics including Algebra

(CDE, n.d.-b); 3 years of social science, including U.S. history, geography, and world history; one semester of American government; and one semester of Economics. The last two graduation course requirements are either 1 year of a foreign language or 1 year of visual and performing arts (CDE, n.d.-b). CDE states that local school boards will set local graduation requirements that exceed the state-mandated requirements.

Student Achievement Gap

The student achievement gap in the United States is the disparity of academic achievement among student groups (Ansell, 2011). Academic achievement encompasses grades, test scores, dropout rates, and college readiness rates (Ansell, 2011). Historically in the United States, the achievement gap described White students' performance compared to low-income students who often are racial minorities (Ansell, 2011). Although the White students who are not living in poverty are successfully achieving academic success, the achievement gap is significant among low-income students of color, particularly ELLs (Chubb & Loveless, 2002).

Historical Overview of Achievement Gap

On May 17, 1954, the U.S. Supreme Court unanimously overturned *Plessy v. Ferguson*, making equal education for all students regardless of their skin color or gender (Smithsonian National Museum of American History, n.d.).

In 1965, one part of President Johnson's war on the poverty act was creating the Elementary and Secondary Education Act (ESEA) Title I (Caffrey, 2020). Title I, as it is now commonly known, supplies federal funds to school districts to help level the playing field for those students who are educationally disadvantaged, including those from low-income families (Caffrey, 2020). Although widely accepted by school districts, this

funding came with many restrictions. Title I is the federal government's response to combating poverty and dropouts (Caffrey, 2020), but it has not been the only response from the federal government regarding educational reform.

In 1983, D. P. Gardner et al. published *A Nation at Risk: The Imperative for Educational Reform*. This report found that American education was mediocre and threatened the future of the United States. President Ronald Regan was the president at that time of *A Nation at Risk*; thus, the results of the publication were the content standards movement. The National Commission on Excellence in Education recommended that subject area content standards be established at high levels of learning, and teachers had to help students to learn those standards. The commission also recommended fiscal support for special groups such as socioeconomically disadvantaged students (D. P. Gardner et al., 1983). Once again, the federal government created another act that attempted to close the achievement gap among socioeconomically disadvantaged students.

President George W. Bush established the No Child Left Behind (NCLB) Act of 2001 to build on the subject area content standards and fiscal support for socioeconomically disadvantaged students. This legislation added measurable goals to the content standards. NCLB required states to develop basic skills assessments among the subject area content standards. NCLB also added annual testing and annual academic progress reports for school districts and schools (Heise, 2017). Sadly, NCLB did not accomplish what education reformers wanted; therefore, the CCSS Initiative was born. CCSS is what public schools are currently working with.

In 2018, California changed how it funded schools (CDE, 2018). The new way of funding schools is called the Local Control Funding Formula or LCFF. This change gave schools more local control over funding using the resources a school district sees as best. Unlike the many spending restrictions levied by Title I funding, LCFF puts the financial decision making with the people who know their students' needs the best (Wolf & Sands, 2016). In his study, Briggs (2020) found that LCFF works because it allows districts to control the budget, spending the money where it is most needed.

This background information has revealed that since 1954, the United States has been trying to close the achievement gap among its students, especially those who are socioeconomically disadvantaged and ELLs, to no avail (Gándara, 2010).

Effects of the Achievement Gap

The achievement gap persists among socioeconomic disadvantaged, ethnic minorities, and ELLs, and their chances of graduating from high school diminish (Chubb & Loveless, 2002). Those that do not have a high school diploma will not earn a college degree, let alone an advanced degree (Chubb & Loveless, 2002). Increasingly, research has pointed to the lack of students having high school diplomas and college degrees, which is having a direct and dire effect on job opportunities, lifelong income, and quality of life (Chubb & Loveless, 2002). California has failed to close the achievement gap for high school ELLs to ensure their CCR (Gándara, 2010). Therefore, high school principals must understand leadership and its importance to the success or failure of their students.

Closing the Achievement Gap

Some schools and districts have worked effectively to close or reduce the achievement gap (CDE, n.d.-a). In particular, they have closed the achievement gap

between White and Asian students versus Hispanic and African American students. California has attempted numerous initiatives to help high schools close the achievement gap. CDE (n.d.-a) has recognition programs that showcase high schools closing the achievement gap so that other high schools can learn from their best practices.

California School Recognition Program

The California School Recognition Program (CSRP) began in 1986 (Werner, 1991). Werner (1991) stated that its purpose was to recognize exceptional schools and allow leaders to share their best practices. There are a series of special events recognizing awardees through CSRP. Those events are California Distinguished Schools Program (CDSP), California Exemplary Arts Education Award, California Green Ribbon Schools Award, California Teacher of the Year, Civic Learning, Classified School Employees of the Year Program, National Blue Ribbon Schools Program, National Elementary Secondary Education Act (ESEA) Distinguished Schools, and Superintendent's Award for Excellence in Museum Education.

California Distinguished Schools Program

CDSP recognizes middle schools and high schools for exemplary academic achievements (Villegas, 2005). According to Villegas (2005), schools can apply for CDSP once every 2 years, and if awarded, they hold the distinguished title for 2 years. The eligibility criteria use multiple measures to evaluate the school's performance on the California School Dashboard (Polikoff et al., 2018).

The CDSP narrows the eligibility criteria to two categories for schools to be recognized (Polikoff et al., 2018). Category 1 is closing the achievement gap. Polikoff et al. (2018) explained that Category 1 consists of 40% of the student population being at

least 40% socioeconomically disadvantaged for 2 years in a row. The highest percentage of growth met in English language arts or mathematics is one of the targeted student groups, such as African American, Hispanic, socioeconomically disadvantaged students, students with disabilities, foster youth, homeless, and/or ELLs. (Polikoff et al., 2018). Polikoff et al. continued that 35% must be scoring higher than 54% of the rest of the student population. Specifically, for high schools to meet the CDSP eligibility criteria, all student groups must meet the college and career indicators, and all students must meet the graduation rate indicator (Polikoff et al., 2018). Category 2 is that all student groups must maintain or increase their score from the previous student group (Polikoff et al., 2018). All student groups must increase from the prior year of their CCR and graduation rate (Polikoff et al., 2018).

High Efficacy Instructional Practices

Over the past 20 years, researchers have investigated instructional strategies that have been shown to increase student achievement. The instructional strategies were derived from a meta-analysis study (Marzano et al., 2001). Marzano et al.'s (2001) research has led them to compile a list of instructional strategies that increase student achievement. Hattie and Yates (2013) extensively researched high-yield instructional strategies. John Hattie and Robert Marzano agreed on the following eight high-yield strategies (Killian, 2021):

- *Have a clear focus for the lesson*. Teachers need to state what they want the student to learn clearly.
- *Offer overt instruction*. Teachers need to teach a carefully sequenced curriculum explicitly.

- *Get students to engage with the content*. Teachers need to link the newly provided information with the student's prior knowledge.
- *Give feedback*. Teachers must give the students feedback after engaging with the new material.
- *Give multiple exposures*. Teachers must expose the students to new information several times so that they can internalize it.
- *Have students apply their knowledge*. Teachers must have the students apply what they learned to solve problems and dilemmas.
- *Get students working together*. Students work together with the newly learned information to help internalize the new information.
- *Build students' self-efficacy*. Teachers need to change the student's mindset to believe in their ability to successfully complete a task.

Theoretical Foundation

Kotter (1995) stated that the basic goal for transformation in an organization is to fundamentally change to better compete with the ever-changing environment. Kotter added that change efforts begin when an organization looks deeply into the company's competitive landscape. Knowing how to successfully lead a change initiative has become very important to organizational leaders (Anderson & Ackerman Anderson, 2010). Anderson and Ackerman Anderson (2010) stated that change is required for an organization to continue successfully and that many organizations try to initiate change but are unsuccessful because the leader or leaders are not knowledgeable in the steps for a successful change initiative.

Mindset

Mindset refers to "a mental attitude or inclination" (Merriam-Webster, n.d., Definition 1). Carol Dweck is the leading researcher on mindset and redefined what mindset is in her book published in 2006. C. Peterson and Seligman's (1984) early research on mindset explained that a person can learn to be hopeless when bad events occur, leading to depression and poor academic performance. C. Peterson and Buchanan (1995) explained that *explanatory style* is how people internally interpret what happens to them in life and how those events influence their motivation, emotion, and behavior in the future. The ability to succeed and the desire to succeed are not always enough without believing that one will succeed. This is when learned optimism is critical to student success in higher education (Schulman, 1999).

Dweck (2006) defined mindset in two ways: growth and fixed. A growth mindset is cultivated by teachers who can develop the students' intelligence by attempting different strategies to help them solve a problem and understand that failure is part of learning. A fixed mindset is cultivated at birth with a limited intellectual capacity and cannot increase. Those with a growth mindset put effort into learning. Those with a fixed mindset try to solve the problem once and then give up. Students with a fixed mindset view setbacks as failures (Wilson & Conyers, 2020). Students with a growth mindset push themselves to learn new things and keep trying until they achieve their goals (Wilson & Conyers, 2020).

DuFour and Fullan (2013) stated that the core of professional learning communities (PLCs) is the focus and commitment to a mindset that all students can learn at high levels. The PLC must create and guide a clear vision of what the organization will

become. The organization must also make collective commitments describing the role and duty of all in the PLC, and they are results that are oriented to watch their progress (DuFour & Fullan, 2013). The structure of progress monitoring creates an environment in which the teachers keep learning about their craft, becoming a part of their routine (DuFour & Fullan, 2013).

Culture

Organizational culture is shared values and beliefs that create a group's identity, and schools are no different from other organizations (Hoy, 2010). School culture is the underlying set of norms, values, history, symbols, logos, rituals, and traditions that make up the foundation of a school's social and emotional ethos (K. Peterson & Deal, 2009). DuFour and Fullan (2013) defined school culture as long-held assumptions, beliefs, expectations, and habits. Anderson and Ackerman Anderson (2010) stated that culture includes norms, collective ways of being, working and relating, climate, and Esprit de corps. Bandura (1993) added that academic achievement significantly increases when educators combine their abilities to influence student achievement. Bandura coined this action as *collective efficacy*. Bandura (1997) elaborated that collective efficacy is "a group's shared belief in its conjoint capability to organize and execute the courses of actions required to produce given levels of attainment" (p. 477).

Collective efficacy affects teachers and staff on how they think, feel, motivate, and behave as a team to contribute to the school's tenor (Bandura, 1993). Tschannen-Moran and Barr (2004) added that if educators believe there is little they can do to help increase student achievement, negative beliefs permeate the school culture. Hoy (2010) added four elements to a school's organizational culture of efficacy to ensure a positive

school culture. Those four elements needed are master of experiences, vicarious experiences, verbal persuasion, and the affective states for a school to have a positive culture of efficacy (Hoy, 2010).

Organizations, especially schools, need to experience success and failures as a team (Hoy, 2010). This builds strong organizational beliefs for its sense of collective efficacy. This sense of collective efficacy creates resiliency among the staff that helps them overcome difficulties (Hoy, 2010). Success by the team needs to be heard by all to keep building teacher efficacy.

Sharing vicarious experiences of staff success helps build personal teacher efficacy (Hoy, 2010). Shared vicarious experiences also help increase the collective teacher efficacy in the organization. Having the staff listen to other team members' successes increases cohesiveness (Hoy, 2010). Living vicariously through others enables the team to be verbally persuaded to strengthen their achievement capabilities (Hoy, 2010).

Verbal persuasion, such as pep talks, professional development, and sharing of successful events, can increase collective efficacy (Hoy, 2010). Hoy (2010) stated that the more cohesive the staff is, the more likely they will be persuaded by a sound argument and that although the goal is to have a culture of efficacy, the organization inevitably will have issues and challenges with various factors affecting the team. Therefore, effective states are also important (Hoy, 2010). Efficacious affective states of an organization's members will help them deal with pressure and crises. An organization's productive, effective state allows its members to know how to deal with

challenges. Hoy added that it is also essential to maintain the organization's efficacy to have a culture of trust.

DuFour and Fullan (2013) stated that a PLC's collaborative teams must work interdependently toward the organization's common goals and hold each other accountable. Team collaboration is essential; however, focusing on the correct issues is necessary to see improvements. DuFour and Fullan added that collaboration becomes a systemic process because it becomes part of the PLC's culture that impacts their classrooms and leads to improved results.

Behavior

Ivancevich et al. (2014) defined organizational behavior as the impact that individuals, groups, organizational structure, and processes have on behavior within organizations. They further explained that behavior is interdisciplinary; psychology, sociology, social psychology, anthropology, and political science make up an organization's behavior (Ivancevich et al., 2014). Anderson and Ackerman Anderson (2010) stated that organizational behavior is work styles, skills, actions, and behaviors.

DuFour and Fullan (2013) stated that PLC's collaboration creates a collective inquiry into the teacher's best practices. More importantly, collaboration leads to best practices in learning (DuFour & Fullan, 2013). Collective inquiry helps the team members improve upon their current practices and allows them to add new skills because of the awareness of PLCs (DuFour & Fullan, 2013). The PLCs working on collective inquiry help the team build shared knowledge on the best way to meet their goals for their students (DuFour & Fullan, 2013). DuFour and Fullan stated that PLCs are expected to work and learn together.

DuFour and Fullan (2013) defined a common formative assessment (CFA) as an assessment of student learning that the PLC created together. The CFA is administered similarly and has the same criteria. The data collected from the results of the CFA are a part of the collaboration process for the PLC. The PLC can review the results and discuss what the data tell them about student learning.

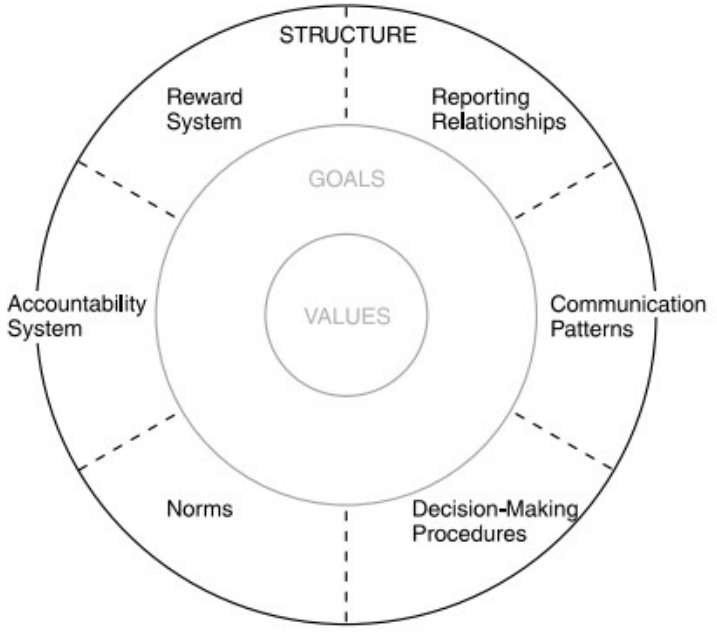
DuFour and Fullan (2013) defined formative assessment as a tool to inform the teacher and the student of the student's learning progress. The formative assessment gauges the student's mastery of a skill or concept; therefore, what the teacher does with the formative assessment data is essential. DuFour and Fullan stated that for an assessment to be informative, it must identify students who are having difficulty with a skill or concept. Students who are struggling must also be given more support to reach mastery and are allowed to retake the assessment to show they have mastered the skill or concept (DuFour & Fullan, 2013).

Systems

Jones (1981) added that an organization's systems are its six structures. Those six structures are reporting relationships, communication patterns, decision-making procedures, norms, accountability, and reward systems (see Figure 5). According to Jones, reporting relationships exists on the organization's organizational chart that details its hierarchy. He called this area of his six structures a formal system of authority. Jones defined communication patterns as the organization's modes of communication, such as meetings, reports shared with the organization, memoranda, and publications.

Figure 5

John E. Jones's Structure Graphic



Note. From "The Organizational Universe," by J. E. Jones, 1981, in J. W. Pfeiffer & J. E. Jones (Eds.), *The Annual Handbook for Group Facilitators* (Vol. 10, p.157), University Associates.

Jones (1981) described the decision-making process as the formal and informal ways problems are solved. Jones added that the organizational norms within those formal and informal ways of problem solving are the expected behaviors of the people in the organization and the explicit rules of the organization. He also added that the expected behaviors are both formal and informal. He continued that those formal norms are punctuality, safety, and dress codes as well as politeness, deference to authority, and working for no pay.

According to Jones (1981), accountability systems are annual performance reviews, methods for measuring the results of the behavior of individuals and groups, and a financial accounting model. Jones stated that the reward system is the most vital

determinant of individual and group behavior and the rewards are compensation, benefits, and recognition programs.

Transformational Leadership

The study of leadership has developed over centuries of research, historical milestones, and societal shifts. Qadri (2016) asserted that "leadership is the most studied aspect of an organization because it is the one overarching topic that makes the difference between success and failure" (p. 17). Bass (1990), a seminal author on transformational leadership, stated that superior leadership performance can be described as a charismatic leader who increases the intrigue of the organization's employees, provides a purpose to the people in the organization, and has the employees look toward the greater good of the organization. Transformational leadership is designed to help leaders adjust and adapt to the rapidly changing world. In this model, leaders work with their supporters to achieve a collective goal, which depends on the leader's ability to encourage and motivate people, take risks, model enthusiasm, and think creatively (Hicks & Given, 2013).

Transformational leadership has four dimensions that operate together to demonstrate this leadership style: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Judge & Piccolo, 2004). Idealized influence refers to the leaders' ability to become a role model for their followers (Judge & Piccolo, 2004). Inspirational motivation refers to the leaders' ability to communicate and inspire their collective vision (Judge & Piccolo, 2004). Intellectual stimulation refers to the leaders' ability to create a space in which followers can challenge the status quo to effect change (Judge & Piccolo, 2004). Individualized

consideration is the leaders' ability to form unique relationships with their followers (Judge & Piccolo, 2004).

Kouzes and Posner (2017) agreed with the four dimensions of transformational leadership in their book *The Leadership Challenge*; they established the framework for what leaders need to do to create change within their organization. They began their foundational framework with their four dimensions. The first dimension in the foundational leadership framework is to model the way. They stated that leaders need to align their actions with their values. The second dimension is inspiring a shared vision. The leader must find within the organization their common purpose. Kouzes and Posner also stated that the leader must challenge the process to be transformational, which means that the leader needs to search for the organization's possibilities to succeed. The last dimension is that the leaders need to empower their people to act upon the opportunity to move the organization to success.

In addition to the four dimensions of transformational leadership identified by Judge and Piccolo (2004), current research has highlighted the leaders' need to be self-aware. Self-awareness is one of the five components of emotional intelligence. The study of emotional intelligence is relatively new in the field of psychology (Wicks et al., 2018). However, even more recently, a connection has been made between a person's emotional intelligence and the ability to be a successful leader. One such study analyzed the relationship between leaders' level of self-awareness and their effectiveness as transformational leaders and their employees' satisfaction. The research asserted that self-aware leaders' ratings are higher in the areas of effectiveness, employee satisfaction, and the ability to empower followers to self-lead (Tekleab et al., 2008, p. 97).

Effective leadership models must acknowledge and value change in a world where globalization, technology, communication, and workforce needs are shifting rapidly. Leaders must be innovative, reflective, collaborative, and skilled at developing strong, trusting teams. Leadership in the 21st century has moved from personal and small-group outcomes to organizational outcomes (Dumas & Beinecke, 2018). This requires leaders to understand human relationships and design an approach that simultaneously includes top-down and bottom-up steps (Karp, 2006). Before leaders can successfully build the team dynamics necessary to meet the demands of the 21st century, they must endeavor to know themselves and develop the five dimensions of a transformational leader: self-awareness (Tekleab et al., 2008), idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Judge & Piccolo, 2004).

Change Leadership Models

Kotter (1995) stated that transformational change is necessary for large and small organizations to transform and stay competitive in the new challenging market environment. He explained the multiple phases an organization must complete to have change. Kotter's multiple phases for transformational change are establishing a sense of urgency, forming a powerful guiding coalition, creating a vision, communicating the vision, empowering others to act on the vision, planning for and creating short-term wins, consolidating improvements, producing more change, and institutionalizing new approaches.

The sense of urgency phase is when the organization's leaders take an internal look into the organization's situation, they will find that they need to revamp its current

status because of outdated practices or new competition (Kotter, 1995). Taking an internal look creates a sense of urgency to keep the organization viable (Kotter, 1995). Kotter (1995) also explained that the sense of urgency can be because of a great opportunity and not necessarily a potential crisis. He explained that a sense of urgency is the starting point for the transformational change of an organization. The organization's leader needs to know the sense of urgency for the change to happen.

The forming a powerful guiding coalition phase is when an organization's leader must work with a small group of key individuals on the sense of urgency for the organization (Kotter, 1995). Kotter (1995) further explained that no individual can create and communicate a vision without a guiding coalition of allies who work with the organization's leader to create a vision that is easy to communicate and is appealing. The vision needs to be clear and doable; otherwise, the vision can be destroyed. Kotter stated that if the vision cannot be communicated to individuals in 5 min, the leader is not completed with this phase of the leadership plan.

The communicating the vision phase is that in the most successful change efforts, the organization's leader uses all existing forms of communication to share the vision (Kotter, 1995). As the leader uses all forms of communication, the leader must empower others to act on the vision (Kotter, 1995). The leader must remove obstacles from the organization to have sustainable change (Kotter, 1995). Kotter (1995) stated that those obstacles could be the organization's structure, such as narrow job categories, that undermine efforts to increase productivity. Kotter said that the removal of barriers is another phase.

The planning for and creating short-term wins phase helps the organization develop short-term goals, and celebrating these goals ensures forward progress in making the change permanent (Kotter, 1995). Celebrating short-term wins is neither declaring victory nor stopping the organization from moving forward because of recent success (Kotter, 1995). Kotter (1995) explained that declaring victory too soon does not allow the changes to saturate the organization's culture.

The consolidating improvements and producing more change phases are when the organization's changes are deeply rooted in the culture and will not disappear (Kotter, 1995). Kotter (1995) further explained that until the change is considered "this is how we do things" (pp. 21–22), the change is complete. Finally, the institutionalizing new approaches phase is when the leaders need to show their colleagues that the new approach, behaviors, and attitudes have increased productivity. By doing so, the leaders ensure that the change becomes institutionalized (Kotter, 1995).

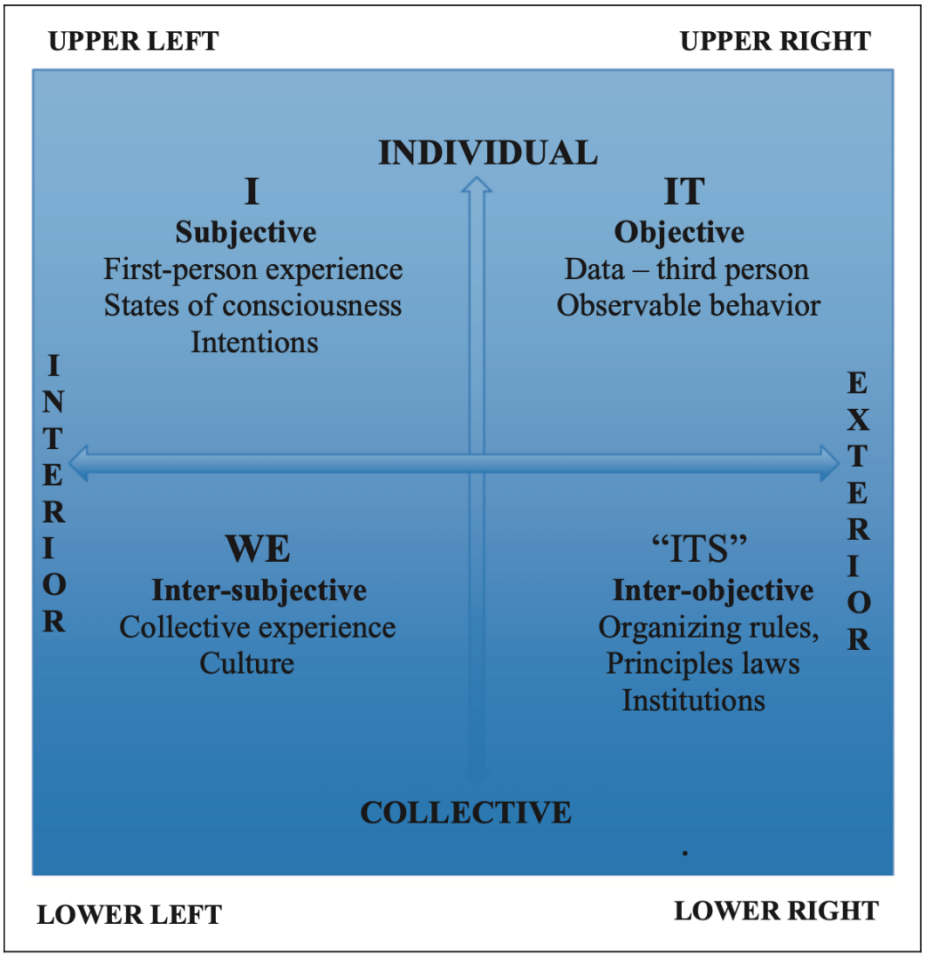
According to Wilber (2005), integral theory combines hundreds of ancient and contemporary theories in philosophy, psychology, contemplative traditions, and sociology to create a map to understand existing paradigms in people's lives. His integral model, known as AQAL, which stands for all quadrants, all levels, all lines, all states, and all types, was created by combining numerous other integral theories (Wilber, 2005).

Wilber's (2005) integral model consists of four quadrants that define the organizing patterns of all reality. The upper left quadrant is labeled the "I" perspective and is the individual's first-person experience. It contains the person's inner stream of consciousness from body, thoughts, soul, and spirit (Wilber, 2005). The next quadrant is labeled the "We" perspective and represents a person's social experience (Wilber, 2005).

This quadrant represents the collective intersubjective, realm-shared values and cultural perspectives. The third quadrant is the "It" perspective, which means the third-person perspective. Last, the fourth quadrant is the "Its" perspective. This quadrant represents ecological elements, such as social, regulatory, and political structures (Figure 6).

Figure 6

Wilber's Integral Model



Note. From "Introduction to Integral Theory and Practice," by K. Wilber, 2005, *AQAL: Journal of Integral Theory and Practice*, *1*(1), p. 26.

Grissom et al. (2021) stated that there are seven parts to leading a change effort. The first part of leading change is to be very clear and specific. Grissom et al. indicated that the leaders need to identify the desired change, the underlying concepts guiding the development strategy, how they will know whether they have succeeded, and the benchmarks along the way. According to Grissom et al., the second part of leading change is to start by assessing the readiness of the people in the organization by using a readiness rubric. The rubric will determine the organization's readiness for change based on previous experiences, necessary skills, and knowledge for future goals.

There are three levels of readiness scores: low, medium, and high (Grissom et al., 2021). A low readiness score means that the leader needs to have a high structure, target the outcomes, meet agendas with ground rules, continue review of progress and midcourse corrections, and structure group conversations (Grissom et al., 2021). A medium readiness score means there needs to be a moderate structure, such as jointly setting meeting agendas and ground rules and having collaborative planning (Grissom et al., 2021). The last level is a high readiness score , which means there needs to be a light structure (Grissom et al., 2021). Light structure implies that the organization will jointly set the objectives and let the group decide how to achieve them (Grissom et al., 2021).

Grissom et al. (2021) also stated that the leader needs to assess and analyze the organization's stakeholders using a stakeholder strategy survey. By analyzing the stakeholders, the leader will know who will be threatened by the change and invite them to participate in the change effort so they feel they have not lost their power.

Grissom et al. (2021) stated that the organization needs to build in an early win. They explained that people in the organization need to see results from the change to

keep striving for positive results. The leader celebrating early wins shows the organization that the goals are achievable. Grissom et al. said that aside from celebrating early wins, the leader and the members of the organization must plan collaboratively with a diverse representation. The diverse population collaborating will provide different perspectives, acknowledging that other ways of looking at things are valuable to the organization (Grissom et al., 2021). Collaborative planning with others creates a culture of learning by making mistakes while taking risks, which is a value of the organization (Grissom et al., 2021).

Grissom et al. (2021) stated that the scale, depth, and sustainability are vital in making the change take root in the organization. The scale is the widespread adoption of a program, the depth is the program's evidence of the quality of its programs, and sustainability is the change that will have long-term involvement in the organization. Combining scale, depth, and sustainability in the organization after a change effort "converts best practice into common practice" (Grissom et al., 2021, p. 66). Last, it is essential for an organization to monitor progress and make changes as needed; Grissom et al. called this continual improvement and course corrections.

Ayars (2009) stated that four criteria are needed for transformational change: (a) results; (b) behavioral changes; (c) thinking: mindset, assumptions, and beliefs; and d) the organization's culture. Ayars explained that internal or external change drivers need to have breakthrough results. They continued that for breakthrough results, the organization members need to have significant changes in behavior, and everyone involved in the organization needs to have professional development and time to collaborate to implement new strategies.

Ayars (2009) stated that the stakeholders need to understand how their current beliefs affect the organization and have a mindset change. This shift in stakeholders' mindset will not only create new possibilities that are crucial to the organization's success but will also consider the possible obstacles ahead in politics and impediments. Last, Ayars stated that the organization's culture will need to embed new ways into its culture. This means the organization will have to change the culture of its systems, process, norms, commitment to continual dialogue, and continual improvement (Ayars, 2009).

Theoretical Framework

Anderson and Ackerman Anderson (2010) developed the change leadership accountability model. Their change leadership accountability model follows the theoretical foundation of the definition of transformational leadership. The difference between the two is that the change leadership accountability model illustrates a way for leaders to hold themselves accountable on the bases of transformational leadership domains (Anderson & Ackerman Anderson, 2010).

The change leadership accountability model consists of four leadership quadrants: mindset, behavior, culture, and systems (Anderson & Ackerman Anderson, 2010). The mindset quadrant comprises values and beliefs, the behavior quadrant comprises actions and behaviors, the culture quadrant comprises collective ways of being, and the systems quadrant comprises systems and structures. Anderson and Ackerman Anderson (2010) stated that if change leaders want their organization to be successful, they must adhere to the model (see Figure 2, repeated for ease of reference).

Figure 2

Four Quadrants of the Change Leadership Accountability Model

Note. From *Beyond Change Management: How to Achieve Breakthrough Results Through Conscious Change Leadership*, by D. Anderson & L. Ackerman Anderson, 2010, 2nd ed., p. 5, Pfeiffer.

Mindsets are values, beliefs, thoughts, emotions, ways of being, and level of an organization's commitment (Anderson & Ackerman Anderson (2010). According to Anderson and Ackerman Anderson (2010), mindset is how people experience their reality and form their perceptions. They stated that the basis of mindset is causative and added that causative directly influences people's inner and outer experience and their external behaviors, quality of performance, and results.

According to Anderson and Ackerman Anderson (2010), "Culture touches everything in the organization: your structure, systems, business processes, and

technology, as well as an individual, team, and organizational behavior" (p. 197). Culture is the character and personality of an organization. They added that an organization's culture is the individual behaviors that shape its behavior and style. Culture is how the organization goes about its business and behaves with its customers (Anderson & Ackerman Anderson, 2010).

Anderson and Ackerman Anderson (2010) created a list of cultural attributes of high-performing teams. One attribute is aligned intent and purpose, a commonly known goal. Another attribute is collaboration in extraordinary commitment to and passion for delivering results and learning-oriented dedication to improving the organization. A PLC's collaborative teams must work interdependently toward the organization's common goals and hold each other accountable (DuFour & Fullan, 2013). DuFour and Fullan (2013) stated that team collaboration is essential; however, focusing on the correct issues is necessary to see improvements. DuFour and Fullan added that collaboration becomes a systemic process that impacts the classrooms that lead to improved results.

Organizational behavior is work styles, skills, and actions (Anderson &Ackerman Anderson, 2010). Behavior is the bridge between the inner world of people's thoughts and emotions and their outer world of actions and results. DuFour and Fullan (2013) stated that PLC's collaborative behavior creates a collective inquiry into the teacher's best practices. More importantly, collaboration leads to best practices in learning (DuFour & Fullan, 2013). Collective inquiry helps the team members improve upon their current practices and allows them to add new skills because of the awareness of PLCs (DuFour & Fullan, 2013). The PLCs' working on collective inquiry helps the team build shared knowledge on the best way to meet their goals for their students (DuFour &

Fullan, 2013). DuFour and Fullan stated that PLCs are expected to work and learn together.

Systems are an organization's structures, business processes, and technology. Jones (1981) added that an organization's systems are its six structures. Those six structures are reporting relationships, communication patterns, decision-making procedures, norms, accountability, and reward systems (as shown in Figure 5). According to Jones, reporting relationships exists on the organization's organizational chart that details its hierarchy. He called this area of his six structures a formal system of authority. Jones defined communication patterns as the organization's modes of communication, such as meetings, reports shared with the organization, memoranda, and publications.

Jones (1981) described the decision-making process as the formal and informal ways problems are solved. Jones added that the organizational norms within those formal and informal ways of problem solving are the expected behaviors of the people in the organization and the explicit rules of the organization. He also added that the expected behaviors are both formal and informal. He continued that those formal norms are punctuality, safety, and dress codes as well as politeness, deference to authority, and working for no pay.

According to Jones (1981), accountability systems are annual performance reviews, methods for measuring the results of the behavior of individuals and groups, and a financial accounting model. Jones stated that the reward system is the most vital determinant of individual and group behavior and the rewards are compensation, benefits, and recognition programs.

Conclusion

Anderson and Ackerman Anderson's (2010) change leader accountability model's four quadrants of mindset, behavior, culture, and systems are essential to help a principal change the high school for improved student achievement. DuFour and Fullan (2013) asserted that teachers' and students' mindset must be that all students can learn at high levels. Anderson and Ackerman Anderson (2010) explained that behavior is the bridge between the inner world of people's thoughts and emotions and the outer world of their actions and results. DuFour and Fullan (2013) stated that the behavior of the teachers working collaboratively for student success is vital to the success of the high school. Anderson and Ackerman Anderson (2010) stated that the organization's culture affects all aspects of the organization. DuFour and Fullan (2013) agreed with Anderson and Ackerman Anderson (2010) that the culture of a high school is vital to how the high school is going to operate, leading to academic success. Anderson and Ackerman Anderson added that a high school's system includes business processes, technology, and decision-making processes.

High school principals are the instructional leaders of the campus (Wallace, 2013). It is up to them to understand their student body, teachers, and support staff to unite them to a common purpose, setting high-achieving academic goals to help drive the change needed for student academic growth (Wallace, 2013). The principal's sole responsibility for this critical leadership role is to help at-risk students, increase graduation rates, and increase the number of students graduating from high school and being college and career ready (Wallace, 2013).

CHAPTER III: METHODOLOGY

Overview

This chapter describes the purpose statement and research questions for this study and explains the reasoning behind the research design. This study used a qualitative multicase study research design described by Creswell (2012), Patton (2015), and Yin (2018) as the best method to capture how principals of Title I high schools lead using Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems). This chapter also discusses the population, target population, and sample selection process. In addition, this chapter includes the instrumentation, validity, reliability, data collection process, data analysis, and the limitations of this research and concludes with a summary of the chapter.

Purpose Statement

The purpose of this qualitative multicase study was to describe the leadership practices of high school principals who work with their staff to close the college and career achievement gap for English language learners (ELLs) based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems).

Research Questions

Central Research Question

The central research question for this study asked, "How do high school principals describe their leadership practices as they work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems)."

Research Subquestions

1. How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELLs?
2. How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELLs?
3. How do principals at Title I schools describe their leadership practices that lead to their staff using new instructional behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELLs?
4. How do principals at Title I schools describe their leadership practices to use the accountability systems as they close the college and career achievement gap for ELLs?

Research Design

The research design selected for this study was qualitative. According to McMillan and Schumacher (2010), "Qualitative researchers seek direct interaction with the settings, participants, and comments they are studying" (p. 322). According to Roberts (2010), a qualitative study provides an in-depth investigation to provide insight into the background of any experience in which little research has been conducted. In this case, scant literature explained the transformational leadership practices of high school principals who worked with their staff to close the college and career achievement gap for ELLs.

Specifically, this study identified the transformational leadership practices of high school principals of Title I schools who used the elements of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems) to prepare high school-aged ELLs to become college and career ready. I developed semistructured, open-ended interview questions to address the research questions, and relevant artifacts supported and provided insight into the research questions developed for this study. In essence, this study's research subquestions assisted me in discovering and describing the leadership practices high school principals used to shift their teachers' thinking and behaviors and to examine the school systems and culture in which they work with staff to help their ELL students be college and career ready.

Qualitative Multicase Research Methods

The primary qualitative methodologies considered for this study were case studies, narrative, grounded theory, and phenomenological methods (Creswell & Poth, 2018). I decided to use a multicase research design because it would be the best way to capture and analyze how high school principals of Title I schools use transformational leadership practices with their staff that enabled ELLs to be college and career ready. Patton (2015) stated that "case studies help the researcher coherently tell the story of an organization" (p. 551).

According to Creswell (2008), a case study is "an in-depth exploration of a bounded system based on extensive data collection" (p. 476). In this multicase study, the bounded system examined the culture, systems, staff mindset, and teacher behaviors that the principal influenced with leadership practices that led to ELL students being prepared for college and career. In particular, leaders' critical leadership practices when working

with the teaching staff to change the climate, mindsets, systems, and behaviors were described and analyzed. Findings indicated new and more effective instructional practices were apparent if participants described them as leading to systematic changes in instructional beliefs and practices, and, more importantly, if they led to ELL students being prepared for their college and careers. Semistructured, open-ended interviews and artifacts were triangulated to examine research themes that addressed the research questions of this study.

Population

The population is described as a group of individuals with characteristics that distinguish them from other groups (Creswell & Guetterman, 2019). Creswell (2012) added that a population consists of people with similar characteristics. This study's population comprised high school principals working at comprehensive schools that consist of high school-aged students. High school principals are the school's chief executive officers who are responsible for the overall achievement and well-being of the students and staff in their school. Also, they are responsible for designing the curriculum, extracurricular programs, and the supportive budget and staffing that lead to high levels of student achievement and success. Notably, they are the primary influence on the culture and climate of the school and implement school and district policy, achieve compliance with state and federal laws, and are responsible for all other areas of school administration (Kowalski, 2010). For this study, the principal was responsible for the achievement of all students, including enabling ELL students to be ready for college and careers upon graduation. There were approximately 1,322 high schools in California (CDE, n.d.-b). Given that each high school has a principal, there were approximately

1,322 principals in California. This population was too large to make it feasible to interview all potential study participants; thus, a target population was created to make the study more viable.

Target Population

At the time of the study, there were 1,322 high school principals in California, which was too many principals and schools to study for the resources available. Thus, a target population was chosen. A target population is described as the actual list of sampling units from which the sample is selected (Creswell & Guetterman, 2019). The target population was California high school principals who lead a Title I high school. Title I high schools are identified as schools with large concentrations of low-income students.

For this study, the target population was defined as principals who lead Title I comprehensive high schools. A Title I comprehensive high school consists of a minimum of 40% of the students from low-income families. Title I schools exist throughout California, but to bring the study within the resources available to this study, high schools in Fresno, Kings, and Kern counties were chosen. There were approximately 50 comprehensive Title I high schools in these two counties, which was still too many schools for the resources available for this study. Therefore, a sample population of principals leading comprehensive high schools was chosen within this target population who were both accessible and within the resources of the study.

Sample

According to Creswell and Guetterman (2019), a sample is the group of participants in a study selected from the target population from which the researcher

generalizes to the target population. Purposeful sampling was used to select high schools from the target population. According to Patton (2015), "Purposeful sampling is a selection process designed to identify information-rich cases that allow the researcher to understand the issues for which we do not have a strong understanding" (p. 53).

Purposeful sampling criteria for this study were constructed to achieve the information-rich cases that informed the purpose and research questions. The following purposeful sampling criteria were used to include Title I high schools and their principals for this study:

1. The high school principal has served at the school for a minimum of 3 years.
2. The high school has at least 50% of its student population designated as ELLs.
3. The high school has achieved a State Distinguished School Award.
4. The high schools' performance on the California School Dashboard indicates that ELLs are prepared for college and career.
5. The high school is designated as a Title I school in Fresno, Kings, and Kern counties in California.

Based on these purposeful sampling criteria, seven comprehensive high schools were found in the target population of Fresno, Kings, and Kern counties. The seven high schools were still too many, so a sample was taken from the target group. Research criteria that support a sample size for a multicase study were reviewed.

Sample Size

Each research design defines the population sampling range (Creswell & Poth, 2018). Creswell and Poth (2018) recommended four to five cases to be used for a multicase study. Stake (2013) agreed and stated that the study will be compromised if

there are fewer than four but no more than 10. Merriam and Tisdell (2016) suggested sampling enough until saturation is reached. Patton (2015) suggested that saturation occurs when sufficient data have been acquired to the point of data redundancy or when the data reveal no new information. Because of these facts, I chose four high school principals who have had ELL students graduating college and career ready as the sample size for this study

Sample Selection Process

I searched the CDE website for a list of comprehensive high schools recognized as National Elementary and Secondary Act Distinguished schools. I found several high schools listed as distinguished schools in Fresno, Kings, and Kern counties in California.

I used two experts in the field of comprehensive high schools and ELL students to help identify high schools they knew were helping large numbers of ELL students to be college and career ready within the counties identified for this study. The two experts were Dr. Jill Hamilton-Bunch and Dr. Louie Cruz. Dr. Hamilton-Bunch was the associate dean of teacher education at Point Loma Nazarene University. Her doctorate is in Education Language and Literacy, and she is an expert in the field of ELLs. The Tulare County Office of Education recognized her for sharing the best results for ELLs. The second expert was Dr. Cruz. Dr. Cruz earned his doctorate in Institutional Leadership and Policy studies. Dr. Cruz was a former elementary, middle, and high school teacher and a former high school principal. His work with ELL students has made him an award-winning educator.

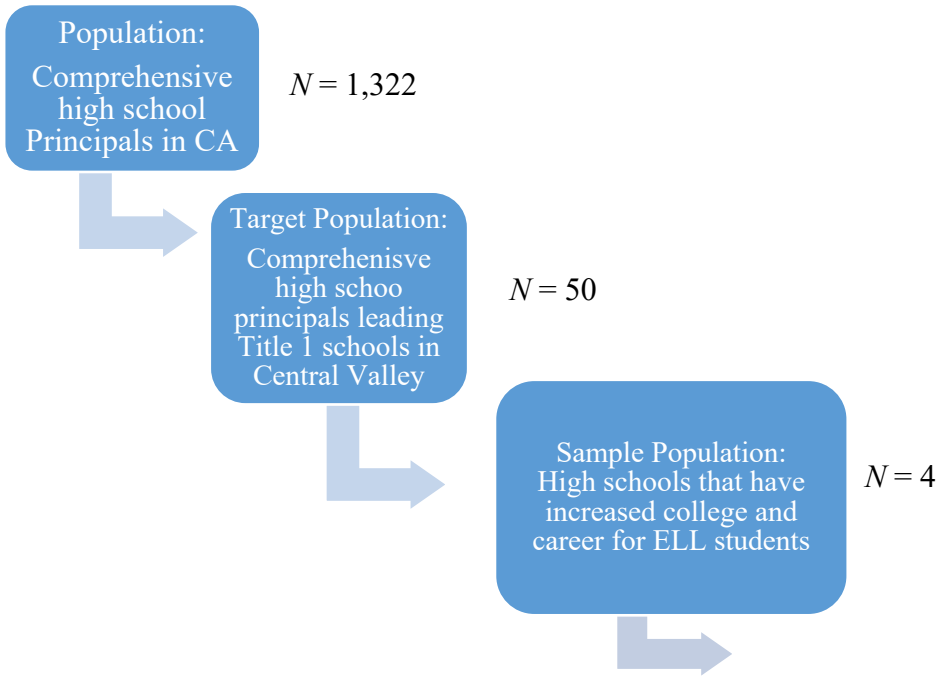
I was assisted by the two experts to determine the sample population of four comprehensive high schools from Fresno, Kings, and Kern counties. Expert panels are

often used to identify research participants who must meet certain criteria or inclusion in a study. An expert panel member is a person with extensive knowledge and experience in a particular occupation or area of study. Panel members are called on to provide expert advice in their areas of expertise.

To determine the sample to be used in the study, the two subject matter experts met over Zoom conference to review the purposeful sampling criteria and the list of 50 comprehensive Title I schools located in Kern and Freson counties. They agreed on four comprehensive high schools and a backup from each of the two counties if a high school principal did not wish to participate. Four comprehensive high schools were identified for inclusion in this study (Figure 7).

Figure 7

Population, Target Population, and Sample Population of the Study



The two subject matter experts agreed to contact each identified high school principal to introduce the researcher and identify the principal's interest level in participating in this study. After the two subject matter experts made initial contact with the principals to determine their interests, I called the high school principals to set up a date and time for the interview.

I gave the principals a short overview of the study to begin thinking about the practices they used to change their school's culture. Also, the principals were asked to identify any artifacts that described the change process they used at their school.

Instrumentation

I created a synthesis of the literature about high school principals' leadership and the model they might use to examine school change. After examining the research, the change components of Anderson and Ackerman Anderson's (2010) change leadership accountability model were chosen for this study. The change components used in this study served as the foundation for the research instruments. The specific components of the change model used to develop the instruments were mindset, culture, systems, and behavior. These components of this multicase study led to interviews as the primary data collection instrument, and they were supported by artifacts for these four components of the change model. The design allowed me to collect data about how high school principals use the change leadership accountability model to lead their schools. This study triangulated the interview data with artifacts as they addressed the following research questions to strengthen the study's findings:

1. Mindset. “How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELLs?”
2. Culture. “How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELLs?”
3. Behavior. “How do principals at Title I schools describe their leadership practices that lead to their staff using new behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELLs?”
4. Systems. “How do principals at Title I schools describe their leadership practices to use the accountability systems as they close the college and career achievement gap for ELLs?”

In this study, I did not observe the school sites as the phenomenon occurred. Semistructured, open-ended interviews were constructed with Anderson and Ackerman Anderson’s (2010) change leadership accountability model. I relied on the principals’ responses to the semistructured interview questions as well as any documentation and artifacts about the changes initiated at the comprehensive high schools. The interviews provided this study’s primary data source and supportive artifacts. I developed questions in advance by creating an interview guide containing semistructured, open-ended questions that addressed the study’s research questions. All participants were asked the same questions in the same order to provide reliability.

A semistructured, open-ended interview method allowed the participants to provide insight about high school principals' change efforts. The interview data were triangulated with artifacts to create themes and patterns related to the research questions. This triangulation allowed me to be informed about how principals used the change principles of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems).

Researcher as an Instrument

The research was the primary data collection instrument for this multicase, qualitative study. According to Patton (2015), in qualitative research, "The researcher is the instrument of inquiry" (p. 3). Therefore, I remained mindful of being the primary instrument while collecting artifacts and conducting the semistructured, open-ended interviews. Because I was the sole individual conducting the interviews, I was conscious of potential bias.

I chose to study comprehensive high school principals' leadership that led to better mindset, teacher behaviors, adjusted systems, and an overall changed culture that increased the number of ELL students who were college and career ready at graduation because I had worked in a high school-only district for 21 years at the time of this study and saw firsthand accounts of ELL students who were not prepared to go to college or have a career. I was mindful of the potential biases in data collection and interpretation. According to McMillan and Schumacher (2010), researchers often cite personal and professional experiences that allow them to empathize with the participants. As a result, this researcher identified himself as a leader who wants to help increase the number of ELL students to be college and career ready upon graduation.

According to McMillan and Schumacher (2010), researchers must remain mindful of their conduct because they may influence participant responses. Patton (2015) suggested that maintaining a nonjudgmental position of "empathic neutrality" (p. 59) is of paramount importance in qualitative research. As a result, I refrained from sharing personal stories while listening to participants share their stories. In addition, I needed to minimize bias during the data collection process by maintaining close adherence to the methodology and pilot-testing protocols. Therefore, my credibility of the collected qualitative data depended on the my competence and objectivity (Patton, 2015).

Interviews

I developed and designed interview questions that would gather rich content regarding how high school principals use the change principles of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems) as they worked with staff to increase the number of high school-aged ELLs to become college and career ready. Patton (2015) stated that semistructured, open-ended interview questions provide a rich context to the participants' experiences, perceptions, opinions, feelings, and knowledge. The two subject matter experts reviewed the research questions, and I made adjustments in response to their feedback (Appendix A).

According to McMillan and Schumacher (2010), an interview "response can be probed, followed up, clarified, and elaborated to achieve specific, accurate responses" (p. 205). I probed the participants throughout the interview to yield in-depth responses about the their experiences. Patton (2015) stated that the conversation between the

interviewer and the participant yields a human element, experience, and perspective to influence the direction of the study.

During the interview process, I was able to observe the participant's nonverbal and verbal behavior. According to McMillan and Schumacher (2010), verbal and nonverbal behavior can be noted in face-to-face interviews, and "the interviewee has an opportunity to motivate the respondent" (p. 205). McMillan and Schumacher stated that the interviewer also observes the participant "in the setting being studied, as the interviewer, the observer, or the person who studies artifacts" (p. 322). For this study, I used interview best practices outlined by McMillan and Schumacher:

1. Probes and pauses
2. Establishing trust
3. Being genuine
4. Maintaining eye contact
5. Conveying through phrasing, cadence, and voice tone that the researcher hears and connects with the person elicits more valid data than a rigid approach. (p. 357)

Participant Interview Guide

McMillan and Schumacher (2010) stated that the researcher seeks direct interaction with the interviewees. I created an interview guide for each of the participants in advance (Appendix B). I began each session with the purpose of the study and asked participants whether they had any questions. After the introduction, I reviewed the UMass Global University Institutional Review Board (IRB) documentation with the

participants. I also included the Participant's Bill of Rights (Appendix C), a participant consent form, and a confidentiality agreement (see Appendix D).

The interview guide included the interview questions. The interview questions were designed to allow the participants to provide in-depth responses about their leadership decisions so that I could learn about how they used the change principles of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems) to increase the number of high school-aged ELLs to become college and career ready. I collected data and gathered artifacts as supporting documents to the research questions from the participants' school websites.

Artifacts

Patton (2015) stated that artifacts are written materials and documents from organizational, clinical, or program records; social media postings of all kinds; memoranda and correspondence of official publications and reports, personal diaries, letters, artistic works, photographs, and memorabilia; and written responses to open-ended surveys. According to McMillan and Schumacher (2010), there are three types of artifacts: personal documents, official documents, and external communication. For this study, I collected official documents and external communication. These types of artifacts were essential documents to support the research questions. Before the interview, I collected Local Control Accountability Plan (LCAP), federal Title I websites about the schools of the participants, and board meeting minutes to learn about how participants used the change principles of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems) to increase the number of high school-aged ELLs to become college and career ready.

During the interviews, I encouraged the participants to share any plans they used for their change processes. According to McMillan and Schumacher (2010), student demographic data are collected as part of the case analysis. I felt this was important information I could learn about the context of the school as I examined the use of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems).

Validity

In qualitative research, validity is defined as the researcher's observations and reality matching (McMillan & Schumacher, 2010). For this study, the first strategy was to create a synthesis matrix (Appendix E) about how principals use change strategies. In particular, this study focused on the four areas of Anderson and Ackerman Anderson's (2010) change leadership accountability model of mindset, behavior, culture, and systems. This change model was used to craft interview questions about how principals used these four areas as they worked with staff to increase the number of ELL students to become college and career ready. Next, interview questions about this change model were constructed and reviewed by two experts, Dr. Hamilton-Bunch and Dr. Cruz, who had experience in qualitative methods and who worked with ELL students in high schools. Their review improved the interview questions to align with the change leadership accountability model.

In addition, I conducted a field test of the interview questions. Two additional experts with high school-aged populations were part of the field-test team for the interview questions. This field test yielded updates and aligned the research questions

with the change leadership model. Also, the field test caused me to reflect on the best interview practices.

To improve validity, the data from the semistructured interviews and artifact review were triangulated to look for agreements. In qualitative studies, this is called enhancing design validity by using multiple methods to obtain the data. In addition, because the interview data were recorded, I reviewed the data multiple times to improve validity (McMillan & Schumacher, 2010).

McMillan and Schumacher (2010) provided many strategies to increase the validity of a study, including prolonged and persistent fieldwork, multimethod strategies, participant language and verbatim accounts, low-inference descriptions, mechanically recorded data, member checking/participant review, and negative or discrepant data inclusion. For this study, I used the techniques that are listed and described as follows:

1. **Prolonged and Persistent Fieldwork.** For this multicase study, I spent many hours researching four case studies about principals of comprehensive high schools who increased the number of ELL students' college and career upon graduation. In addition, I analyzed artifacts that supported the research questions. Cross-validation of analysis of the "artifacts employed for this study provided validity to the outcomes of the study" (McMillan & Schumacher, 2010, p. 379).
2. **Multimethod Strategies.** In this multicase study, I constructed semistructured questions and probes that allowed me to observe nonverbal and verbal behavior during the interview process (McMillan & Schumacher, 2010). Furthermore, I analyzed artifacts within each district and completed observations of each participant within their natural environment.

3. **Participant Language and Verbatim Accounts.** I used methods to ensure that each participant achieved mutual meaning and understanding of the terms used during the interview (McMillan & Schumacher, 2010). I conducted collective meaning by providing the interview questions to each participant in advance.
4. **Low-Inference Descriptors.** According to McMillan and Schumacher (2010), low-inference descriptors refers to field notes and recorded participants' words. I achieved this by recording all interview sessions via Zoom and by taking notes by hand. Themes and patterns were extracted from the data to describe the actions taken by comprehensive high school principals to increase the number of ELL students' college and career upon graduation. I developed semistructured questions, which allowed for identifying and selecting the sequence of questions addressed beforehand.
5. **Mechanically Recorded Data.** Data were collected by completing all four interviews. I developed semistructured interview questions and audio recorded the participants as they described their actions taken to increase the number of ELL students' college and career upon graduation.
6. **Member Checking/ Participant Review.** After all interviews were completed and I gathered all participants' responses, I sent the transcript to each participant to check for accuracy. Each participant was allowed to make corrections, deletions, and additions to the transcript to ensure clarity and validity. The transcripts and interview notes were used for processing, coding, and analysis.

7. **Negative or Discrepant Data.** I analyzed the transcripts for discrepant data upon completion of each interview. In addition, I examined the data for exceptions in patterns that could suggest findings were not consistent with emerging themes.

Field Test

Creswell and Poth (2018) stated that validity is based on determining whether the data are accurate from the researcher's standpoint, the participants', or the readers'. A method used in this study to increase the validity was a pilot or field test of the interview questions. McMillan and Schumacher (2010) stated that a pilot test is necessary to check for bias in the procedures. The pilot test includes identical procedures that are implemented during the interview. To gather more reliable data, I conducted a pilot test. The pilot test (see Appendix F) enabled me to evaluate questions for clarity and intent. It also helped me understand how the wording of the questions and the background knowledge were vital to gathering reliable data.

Through the pilot-test process, I evaluated and discussed findings from the pilot test with the pilot-test participants. Discussing the findings with the pilot-test participants allowed me to make necessary changes to the research questions to be more understandable; therefore, accurate data were collected.

Reliability

Reliability in research refers to the ability of the research process to yield consistent results (McMillan & Schumacher, 2010; Patten, 2014; Patton, 2015). McMillan and Schumacher (2010) defined reliability as when a study can be replicated and produce the same results and whether the study's collection and interpretation of the

data are error free. To ensure reliability, I used a semistructured interview asking the participants the same questions.

I used an interview guide for the semistructured, open-ended interview questions to increase the study's reliability. The interview guide provided consistency in the questions asked to each participant, thus yielding consistent answers. McMillan and Schumacher (2010) emphasized the need to field-test data collection instruments to confirm that inquiries are precise and generate similar responses from participants.

Intercoder Reliability

According to Creswell (2014), "Intercoder agreement" (p. 203) is the process of cross-checking data codes using multiple researchers. Intercoder agreement occurs when two or more data analyses agree on the codes used for the same text passages. I secured an external coder who had a doctorate and experience in research and the educational system to examine the data collection phase. I established an 80% reliability level before coding (Creswell & Creswell, 2018). I used the intercoder reliability procedure to have other researchers code the data and verify that the researchers collectively viewed the data's interpretation with at least 90% accuracy (Creswell, 2015). I used the NVivo software to identify themes and codes during data analysis. After identifying the initial list of codes, I provided the raw data to the external coder for analysis. The codes that mutually revealed an 80% or higher level of reliability were used to establish this study's final patterns, themes, and codes (Creswell, 2014; McMillan & Schumacher, 2010).

Data Collection

This study used semistructured, open-ended interviews as the primary data collected as well as relevant artifacts. I audio recorded the interviews to review the

participants' responses. Artifacts were collected to triangulate the data from the interviews. Combining the recordings and artifacts helped me look for patterns that addressed the research questions.

Human Subjects Consideration

The interviews could not be conducted until the proposed study was submitted to the IRB at UMass Global. The IRB has policies to protect human research subjects (Appendix G), and it complies with federal regulations and ensures that ethical considerations have been met (McMillan & Schumacher, 2010). Upon approval, I sent the interviewees an email to invite them to participate in the interview (Appendix H). The email contents were a formal letter, a copy of the Participant's Bill of Rights (Appendix C), and an informed consent document (Appendix D). The email also included the background information on the researcher, an overview of the study, and an informed consent form to record the interviews electronically. Participants were informed that they had a right to a copy of the interview in the form of a transcript. Because of possible concerns about the coronavirus and participant convenience, the participants were given the option of taking the interview via Zoom. All the participants chose to conduct the interview via Zoom, and they consented to have the interview recorded using Zoom's recording feature (Appendix I).

At the beginning of the interviews, I asked the participants whether they understood the interview guide. They were also asked whether they understood the areas of mindset, behavior, culture, and systems by Anderson and Ackerman Anderson (2010). Each participant was asked the same eight questions. I used interview probes to elicit further details of their responses (McMillan & Schumacher, 2010). The interviews lasted

from 45 min to an hour. At the end of the interviews, I thanked them for their time in helping with the research. All of the data collected were locked in a cabinet.

Interview Procedures

For multicase studies, the standardized, semistructured interview format is recommended (Creswell & Creswell, 2018; McMillan & Schumacher, 2010; Patton, 2015). This study used a standardized, semistructured, open-ended interview format through the Zoom platform. This allowed participants to share relevant information related to the phenomenon being studied. I used the following process to conduct the participant interviews:

1. Eight interview questions were developed to ensure that the data were manageable. Participants were sent an overview of the study and consent documentation before the interview.
2. The participants completed and signed the consent documentation before the Zoom meetings.
3. All four participants consented to the interview and the Zoom recording of the interview. All interviews were conducted on the secure Zoom platform to protect participants' privacy. The same standard procedure was used for each interview, and the same structured interview questions were used.
4. Each interview began with an introduction and a background statement about the researcher, a reiteration of the study's purpose, and a review of the consent paperwork.
5. Prior to the commencement of the questioning, I reminded participants of the voluntary nature of the interview. They were informed that they could terminate

the interview at any time and could pass on any questions to which they did not want to respond.

6. The recording devices were then turned on, and the question-and-answer session began.
7. The initial interview questions asked participants to share demographic information about their school district including the population of students. McMillan and Schumacher (2010) described, “Some researchers prefer to obtain this [demographic] data at the beginning of the interview to establish rapport and focus attention” (p. 359).
8. The demographic questions were followed by the change leadership accountability model questions on the four areas of mindset, behavior, culture, and systems in their leadership. The remainder of the structured questions related to the quadrants of the change leadership accountability model and how they applied them to their leading their schools. During the interviews, I used interview probes to elicit further information. The interview sessions lasted from 45 min to 60 min. At the conclusion of all interviews, I thanked the participants for their time and willingness to contribute to the body of knowledge regarding comprehensive high school principals increasing the number of ELL students being college and career ready.
9. After all the interviews had been completed, audio files were transcribed using a professional transcription service. Participants who had requested a copy of the interview transcriptions were sent a copy via email. Participants who requested to change responses after reviewing transcriptions were allowed to do so. Creswell

and Creswell (2018) referred to this process as verification of qualitative findings. The analysis of the transcriptions in this study did not begin until I audited all transcription documents for accuracy and through member checking.

Artifact Collection

Artifact collection is a noninteractive strategy for obtaining qualitative data (McMillan & Schumacher, 2010). Examples of artifacts are personal documents, official documents, and objects (McMillan & Schumacher, 2010). I obtained official documents from the participants' high schools, which provided an internal perspective of the organization (McMillan & Schumacher, 2010). Using the artifacts and the data collected in the interviews, I triangulated the data (Creswell & Creswell, 2018; McMillan & Schumacher, 2010).

Data Analysis

Qualitative data analysis is an inductive process of organizing data into categories and identifying patterns and relationships among the categories (McMillan & Schumacher, 2010). Creswell and Creswell (2018) agreed with McMillan and Schumacher (2010) that qualitative researchers use data extrapolated through inductive analysis for multiple purposes, such as connecting themes to form a storyline, developing themes into a theoretical model, and comparing themes from one case to another. This study used inductive analysis to examine the multicase frequency table that reflected the actions taken by high school principals to increase the number of ELL students to be college and career ready.

Collection and Documenting Data

All of the interviews were recorded and transcribed by a third-party transcribing company. I also took notes during the interviews and followed the note-taking protocols, according to Creswell and Creswell (2018). I used two types of notes: descriptive and reflective (Creswell & Creswell, 2018). After the interviews, I reflected upon the notes and interviews. Those postinterview notes were documented. The transcripts, notes, and artifacts were studied until saturation (Creswell & Creswell, 2018).

Coding and Categorizing the Data

McMillan and Schumacher (2010) stated that data coding begins by identifying small pieces of data that stand-alone, called segments. A segment is understood on its own and contains one idea. The segments are then analyzed to develop a code. A code is a name the researcher creates to identify the meaning of the data, also known as themes (McMillan & Schumacher, 2010).

I used NVivo to analyze the data. My coding process design, data analysis, and intercoder agreement were used to improve the validity and accuracy of the codes and identified themes. The actions taken by the researcher's coding and categorizing the data can be replicated by other researchers (Creswell & Creswell, 2018).

Use of Coding Software

The researcher used NVivo qualitative coding software to determine the themes. NVivo processed a frequency table to organize the themes of the participants (McMillan & Schumacher, 2010). An external coder was used for independent coding of the data to ensure the themes that I found were accurate.

NVivo was used during the coding process. NVivo software helped the me extract statements by category. According to McMillan and Schumacher (2010), "Categories represent major ideas that are used to describe the meaning of similarly coded data" (p. 376). As new categories (themes) emerge, extracted statements are assimilated under the categories with which they have been associated.

Identifying and Legitimizing Themes

I reviewed the data repeatedly to discover patterns among the data categories (McMillan & Schumacher, 2010). I read the transcripts and looked for patterns and themes. McMillan and Schumacher (2010) stated that this process is to shift between their inductive "hunches to deductive analysis of the coded data" (p. 41). Shifting from themes, patterns, and codes provided me with confirmation of the data for the study's validity. Moving back and forth from themes, patterns, and codes allowed me to confirm the patterns.

Artifacts

Only artifacts that addressed the study's purpose and researcher questions were included. The artifacts addressed the leadership decisions of high school principals to help increase the number of ELL students to be college and career ready through the lens of mindset, behaviors, culture, and systems. The artifacts used varied among the transcripts, school documents, and data gathered using NVivo.

Data Representation

I provided a frequency table and representative participant comments for each research question. This representation created a two-dimensional data analysis, data frequency tables, and participants' comments. The data tables included the number of

participants whose interview comments aligned with an identified theme, the interview frequency of the theme, and the frequency of artifacts provided by participants. At the end of Chapter IV, the overall themes are identified for all questions. Summaries of each are presented from the highest to the lowest frequency.

Triangulation of Data

Triangulation of data means using several data types to improve the credibility and validity of the findings. Triangulation occurs when multiple methods of inquiry are employed or when multiple data sources are analyzed (McMillan & Schumacher, 2010). Patton (2015) stated that data triangulation is using various data sources in a study. I collected master schedules, single plan for student achievement, school accountability reports, and organizational charts.

The importance of data triangulation has been supported by several in the my academe. Creswell and Poth (2018), McMillan and Schumacher (2010), and Patton (2015) concurred that data triangulation as a means of strengthening the reliability and validity of findings for studies is paramount. This study's reliability was increased by (a) a thorough review of artifacts, (b) guaranteeing the sample population qualified for the study per selection criteria, and (c) field-testing the interview questions.

Limitations

Patton (2015) stated that limitations are particular features of the study that may affect the results or the ability of the researcher to generalize the findings. Patton (2015) agreed that the validity and credibility in research rely heavily on the instrumentation's accuracy because the researchers are the instrument in qualitative research. Therefore, the potential limitations of the study were as follows:

1. Closing the achievement gap among socioeconomically disadvantaged students and ELLs and Blue Ribbon schools require the principal to apply to find out whether the school is worthy of the Elementary Secondary Education Act (ESEA) award.
2. Few schools closed the achievement gap creating a small sample size.
3. Characteristics of the schools were different: unified school district versus nonunified, high school versus middle school, and student demographics.
4. Principals interviewed may have given skewed answers to the semistructured interview questions.

Summary

Chapter III outlined the methodology used to conduct the study to describe high school principals' change efforts and how they used the change components of Anderson and Ackerman Anderson's (2010) change leadership accountability model. Chapter III described the research design and qualitative methods for this study's interviews, data collection, and data analysis. Chapter IV contains a complete description of the collection of data and the study's results. Chapter V summarizes the final analysis of the research findings, conclusion, and recommendations for future research.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This chapter outlines the study process, including the data collection and findings. It reviews the purpose statement, research questions, research methods, and data collection procedures. This chapter also describes the population, target population, sample, and sample size. The data findings concerning the lived experiences of high school principals who closed the college and career readiness (CCR) gap through the lens of the change leadership model by Anderson and Ackerman Anderson (2010), mindset, behavior, culture, and systems are presented.

Purpose Statement

The purpose of this qualitative multicase study was to describe the leadership practices of high school principals who work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010) change leadership model (mindset, behavior, culture, and systems).

Research Questions

Central Research Question

The central research question for this study asked, "How do high school principals describe their leadership practices as they work with their staff to close the college and career achievement gap for ELL based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems)."

Research Subquestions

1. How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELL?

2. How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELL?
3. How do principals at Title I schools describe their leadership practices that lead to their staff using new instructional behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELL?
4. How do principals at Title I schools describe their leadership practices to use systems as they close the college and career achievement gap for ELL

Research Methods and Data Collection Procedures

The research design selected for this study was qualitative. According to McMillan and Schumacher (2010), qualitative researchers seek direct interaction with the settings, participants, and comments they are studying. According to Roberts (2010), a qualitative study provides an in-depth investigation to provide insight into the background of any experience in which little research has been conducted. In this case, scant literature explained the transformational leadership practices of high school principals who worked with their staff to close the college and career achievement gap for ELLs.

Specifically, this study identified the transformational leadership practices of high school principals of Title I schools who used the elements of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems) to prepare high school-aged ELLs to become college and career ready. Semistructured, open-ended interview questions were developed and used to address the research questions. Relevant artifacts were collected to provide insight into the research

questions developed for this study. In essence, this study's research subquestions assisted me in discovering and describing the leadership practices used by high school principals to shift their teachers' thinking and behaviors, as well as to examine the school systems and culture in which they work with staff, so that their ELL students are prepared to be college and career ready.

I decided to use a multicase research design because it would be the best way to capture and analyze how high school principals of Title I schools use transformational leadership practices with their staff to enable ELLs to be college and career ready. Patton (2015) stated that case studies help the researcher coherently tell the story of an organization.

According to Creswell (2008), a case study is "an in-depth exploration of a bounded system based on extensive data collection" (p. 476). In this multicase study, the bounded system examined the culture, systems, staff mindset, and teacher behaviors influenced by the principal's leadership practices that led to ELL students being prepared for college and career. In particular, principals' critical leadership practices when working with the teaching staff to change the climate, mindsets, systems, and behaviors were described and analyzed. Findings indicated that new and more effective instructional practices were apparent if participants described them as leading to systematic changes in instructional beliefs and practices and, importantly, if they led to ELL students being prepared for college and careers. Semistructured, open-ended interviews and artifacts were triangulated to examine research themes that addressed the research questions of this study.

Population

The population is described as a group of individuals with characteristics that distinguish them from other groups (Creswell & Guetterman, 2019). Creswell (2012) added that a population comprises people with similar characteristics. This study's population comprised high school principals working at comprehensive schools that consist of high school-aged students. High school principals are the school's chief executive officers who are responsible for the overall achievement and well-being of the students and staff in their school. Also, they are responsible for designing the curriculum, extracurricular programs, and the supportive budget and staffing that lead to high levels of student achievement and success. Notably, they are the primary influence on the culture and climate of the school, implement school and district policy, achieve compliance with state and federal laws, and manage all other areas of school administration (Kowalski, 2010). For this study, the principal was responsible for the achievement of all students, including enabling ELL students to be ready for college and careers upon graduation. There were approximately 1,322 high schools in California (CDE, n.d.-b). Given that each high school has a principal, there were approximately 1,322 principals in California. This population was too large to make it feasible to interview all potential study participants; thus, a target population was created to make the study more viable.

Target Population

The approximate number of 1,322 high school principals in California was too many to study for the resources available for this research; thus, a target population was chosen. A target population is described as the actual list of sampling units from which

the sample is selected (Creswell & Guetterman, 2019). The target population was California high school principals who lead a Title I high school, which are schools that are identified as having large concentrations of low-income students.

For this study, the target population was defined as principals who lead Title I comprehensive high schools. A Title I comprehensive high school comprises a minimum of 40% of the students from low-income families. Title I schools exist throughout California, but to bring the study within the resources available, high schools in Fresno, Kings, and Kern counties were chosen. There were approximately 50 comprehensive Title I high schools in these three counties, which was still too many schools for the resources available for this study. Therefore, a sample population of principals leading comprehensive high schools was chosen within this target population who were both accessible and within the resources of the study.

Sample

According to Creswell and Guetterman (2019), a sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. Purposeful sampling was used to select high schools from the target population. According to Patton (2015), "Purposeful sampling is a selection process designed to identify information-rich cases that allow the researcher to understand the issues for which we do not have a strong understanding" (p. 53).

Purposeful sampling criteria for this study were constructed to achieve the information-rich cases that informed the purpose and research questions. The following purposeful sampling criteria were used to include Title I high schools and their principals for this study:

1. The high school principal has served at the school for a minimum of 3 years.
2. The high school has at least 50% of its student population designated as ELLs.
3. The high school has achieved a State Distinguished School Award.
4. The high school's performance on the California School Dashboard indicates that ELLs are prepared for college and career.
5. The high school is designated as a Title I school in the Fresno, Kern, and Kings counties in California.

Based on these purposeful sampling criteria, seven comprehensive high schools were found in the target population of Fresno, Kern, and Kings counties. The seven high schools were still too many, so a sample was taken from the target group. Research criteria that support a sample size for a multicase study were reviewed.

Each research design recommends the population sampling range (Creswell & Poth, 2018). Creswell and Poth (2018) recommend four to five cases to be used for a multicase study. Stake (2013) agreed and stated that the study will be compromised if there are fewer than four but no more than 10. Merriam and Tisdell (2016) suggested sampling enough until saturation is reached. Patton (2015) suggested that saturation occurs when sufficient data have been acquired to the point of data redundancy or when the data reveal no new information. Because of these facts, I chose four high school principals who have shown ELL students are graduating college and career ready for the sample size for the multicase study.

Intercoder Reliability

According to Creswell (2014), "intercoder agreement" (p. 203) is the process of cross-checking data codes using multiple researchers. Intercoder agreement occurs when

two or more data analyses agree on the codes used for the same text passages. I secured an external coder who had a doctorate and experience in research and the educational system to examine the data collection phase. I established an 80% reliability level before coding (Creswell & Creswell, 2018). I used the intercoder reliability procedure to have other researchers code the data and verify that the researchers collectively viewed the data's interpretation with at least 90% accuracy (Creswell, 2015). I used the NVivo software to identify themes and codes during data analysis. After identifying the initial list of codes, I provided the raw data to the external coder for analysis. The codes that mutually revealed an 80% or higher level of reliability were used to establish this study's final patterns, themes, and codes (Creswell, 2014; McMillan & Schumacher, 2010).

Demographic Data

This study included four participants who met the criteria to participate. All participants agreed to be interviewed on Zoom, and the interview was audio recorded. Demographic information was collected, including years as a principal in a current Title I school, total years in a Title I school, and county district of employment (Table 2).

Table 2

Participant Demographics

Participant	Years as principal in current district	Years as principal	Mexican heritage	ELL student or parents were ELL	County district
1	10	10	Yes	Yes	Fresno
2	15	15	Yes	Yes	Fresno
3	12	12	Yes	Yes	Kings
4	9	9	Yes	Yes	Kern

Presentation and Analysis of Data

I collected and analyzed data from four participants. I gathered their lived experiences, using the four components of the change model (mindset, culture, behaviors, and systems) as they led their staff to close the gap of ELLs being college and career ready upon graduation. I used semistructured interviews with open-ended questions.

The principals participating in this study were from the Central Valley of California. Two of the principals were from Fresno County, one principal was from Kings County, and one principal was from Kern County. The principals had been in their positions for over 9 years; the principal with the most years was 15.

Using the research questions, I used qualitative methods to extract data from the four participants. The data were collected using face-to-face virtual interviews with participants. The interviews lasted an hour, and I spent an hour on each transcript to compile the data.

Data Analysis for Research Subquestion 1

How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELLs?

This section discusses the qualitative data coded into themes from the four principal interviews and outlines the responses to Research Subquestion 1. The data presented were collected from Interview Question 1. Table 3 shows the theme and frequency counts.

Table 3

Research Subquestion 1 Theme, Participants, Sources, and Frequency

Theme	Participants	Frequency of theme		
		Interviews	Artifacts	Total
Subquestion 1: "How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELLs?"				
1. Establishing a positive collective faculty mindset was key to ELL students being college and career ready.	4	27	5	32

The mindset was defined for the principals as the organization's values, beliefs, thoughts, emotions, ways of being, and level of commitment. Each principal stated that establishing a positive collective faculty mindset was key to ELL students being college and career ready upon graduation. They also stated that a positive mindset about ELLs being college and career ready came from them being active in their leadership. Their mission was to create a mindset with their staff so that ELL students could be college and career ready. An analysis of the qualitative data for Theme 1 in answering the first research subquestion with the participants' experiences is outlined in the following section.

Theme 1: Establishing a Positive Collective Faculty Mindset Was Key to English Language Learner Students Being College and Career ReadyThe first research subquestion asked participants to describe their leadership practices that created a positive staff mindset that supported closing the college and career achievement gap for ELL students. Data analysis resulted in a total frequency of 32 for this theme. All of the participants stated that the positive mindset they communicated and modeled about ELLs being college and career ready influenced their staff to believe the same. All principals

stated that they had back to school meetings with all of their staff before the start of school. For Theme 1, participants shared back to school meeting agendas for Artifact 1. All principals shared their mindset perspectives with their staff. Participant 1 stated, "Whenever I could convey my mindset to the staff, I did. Whether it be in the hallways, at sporting events, you name it, I shared it."

All participants expressed that they were either ELLs during the K–12 years of their education or their parents were ELLs. Thus, their stated life experience provided them with a passion for this mindset. Participant 2 shared Artifact 2, biography, in which they conveyed to their staff that they were an ELL during their childhood.

All participants stated that their mindset in believing that ELLs can learn to enable them to be college and career ready contributed to their staff believing the same. All of the participants said they would include all staff in the work of mindset; this created a holistic approach to help all students. The participants elaborated that "all staff" meant every person on campus who worked at the high school was included in the meetings so that they, too, could hear the principal's mindset.

All participants stated that their staff had become professional learning communities (PLCs) in years past. The participants working on PLC topics such as "all students can learn and achieve at high levels" helped enhance their positive mindset work, allowing all their students, especially ELLs, to be college and career ready upon graduation. All of the participants used Artifact 4, *Learning by Doing: A Handbook for Professional Learning Communities at Work* (DuFour et al., 2010).

Participants stated how sharing their life stories created their mindset for the education of students who were like them. Two other participants stated they shared the

life of their parents and how that created their mindset for the education of students who were like their parents. All participants added that their shared life story or their parent's story helped with their staff's mindset and felt that it had an impact on creating staff to have a positive mindset about student learning. Participant 4 shared an experience they went through in regard to the staff beginning to believe in a mindset that all students can learn at high levels:

> If I had not shared my story about mindset, I knew the staff would not buy into the idea that all students can learn at high levels, and I shared with them that I was an English language learner. If not for a couple of teachers telling me I could achieve academically like everyone else, I would not have believed in myself and ended up working in the fields like the rest of my family.

Participant 4 also explained that "they knew she needed to be a servant leader for their staff to believe they would also do the same work and that they were not above it."

Participant 3 shared,

> My duty as principal was to explain to the teachers that our parents may not be highly educated, and their students may not have a high capacity for English. Still, it's our duty and responsibility to ensure we support them at get them to grade level.

Participant 1 shared an experience with staff about mindset, but it differed from the others:

> I had my leadership team get to know the teachers, and I asked them to get to know what their core beliefs are and why they want to be a teacher. I did this so

we got to know our teachers and how we could build a shared vision with them to help support our students.

In summary, the participants explained to their staff why they must believe in their students' abilities despite a language barrier. All the participants shared their personal stories to add a human element to their jobs as educators. It was hard not to believe in students' abilities when I heard success stories like those of all the participants. All the participants' leadership practices regarding mindset helped shape the mindsets of their staff. Two participants shared Artifact 3, the PowerPoint presentation they used during the 1st-of-the-year staff meetings. The other two shared their meeting agendas, Artifact 5, which included a part of the agenda titled "Why I am here." These powerful mindsets of these participants created a positive mindset toward student learning, increasing the number of ELL students being college and career ready. In conclusion, for Theme 1, it was clear that the principal's passion for creating a positive collective mindset that ELL students can be college and career ready was evident. It was also apparent that all the participants were persistent regarding the collective mindset that led to ELL students being college and career ready.

Data Analysis for Research Subquestion 2

How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELLs?

This section discusses the qualitative data coded into themes from the four principal interviews and outlines the responses to Research Subquestion 2. The data

presented were collected from Interview Question 2. Table 4 shows the theme and frequency counts.

Table 4

Research Subquestion 2 Theme, Participants, Sources, and Frequency

Theme	Participants	Frequency of theme		
		Interviews	Artifacts	Total
Subquestion 2: "How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELLs?"				
2. Culture leadership practices helped their staff believe ELL students can be college and career ready upon graduation.	4	21	2	23

Culture was defined to the participants as the norms, collective ways of being, working, relating, and climate. All participants stated that they intentionally created a positive school culture that helped them increase their students' academic achievement of ELLs so that they were college and career ready upon graduation. All participants stated that the positive school culture they created led to teacher collaboration and higher teacher performance and student learning, which directly helped ELLs become college and career ready.

Theme 2: Culture Leadership Practices Helped Their Staff Believe ELL Students Can Be College and Career Ready Upon Graduation

The research subquestion for this study asked the principals how they created a positive learning culture to help increase the number of ELLs being college and career ready upon graduation. Analysis of the data collected shown in Table 4 resulted in a total frequency of 23 for Research Subquestion 2. All participants stated that a positive culture

helped their staff believe even more that all students can learn at high levels despite a language barrier. This culture helped the teachers work together to increase student achievement. The culture also helped the teachers become better at their instructional practices because of the culture of collaboration, which is the core of PLCs. This theme was evidenced from the four face-to-face virtual interviews with a frequency of 21.

The participants stated that over the past years, they used *Learning by Doing: A Handbook for Professional Learning Communities at Work* (DuFour et al., 2010) during their staff development days. The participants stated that they used the book in developing norms; critical issues for team consideration; and the road map for creating the mission (Artifact 2), vision (Artifact 3), values (Artifact 4), and goals worksheets (Artifact 5).

The participants also added that they created a goal-oriented culture by reminding all staff of the school's academic goals at every meeting. The participants stated that reciting the goals helped embed in their school's culture that they all have a critical role in achieving them. Participant 1 stated,

> Being goal oriented with our academic goals became a part of our daily operations. All of our meeting agendas have our mission statement and goals at the very top, and we go over it even though we can recite it by heart.

Participant 1 shared some of their agendas (Artifact 6), and it was evident these artifacts had their mission statement and goals on the agenda. The participants said that the culture they built regarding how all students can learn regardless of a language barrier became a part of them. Participant 4 stated, "I love that our district is a PLC district

because it means we believe all students can learn at high levels regardless of their backgrounds."

All participants stated that being goal-oriented meant analyzing data was the next logical piece to their culture. All participants shared documents illustrating data collection from common formative assessments (CFAs) and reading scores. Participant 4 stated,

> Because we are an actual PLC, we always look at data to drive our decision making. We have a day every week to meet with our team and have this discussion, and the time is banked in our yearly calendar. This eliminates some teachers' bias because they do not get along with a student. Instead, the student is like every other student, and we must fill the gaps regardless of our bias.

Data Analysis for Research Subquestion 3

How do principals at Title I schools describe their leadership practices that lead to their staff using new instructional behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELLs?

This section discusses the qualitative data coded into themes from the four principal interviews and outlines the responses to Research Subquestion 3. The data presented were collected from Interview Question 3. Table 5 shows the theme and frequency counts.

Behaviors were defined to the participants as their behavior of the organization's work style, skills, and actions. In this case, the staff needed principal leadership to use more effective instructional practices such as the high-yield instructional strategies by Robert Marzano and John Hattie (Killian, 2021). The participants stated that their

leadership practices with instructional behaviors using the worksheets from *Learning by Doing: A Handbook for Professional Learning Communities at Work* (DuFour et al., 2010) improved their day-to-day instructional behaviors.

Table 5

Research Subquestion 3 Theme, Participants, Sources, and Frequency

Theme	Participants	Frequency of theme		
		Interviews	Artifacts	Total
Subquestion 3: "How do principals at Title I schools describe their leadership practices that lead to their staff using new behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELLs?"				
3. The principal's leadership practices to change the use of effective instructional behaviors helped increase the number of ELL students being college and career ready.	4	19	2	21

Theme 3: The Principal's Leadership Practices to Change the Use of Effective Instructional Behaviors Helped Increase the Number of ELL Students Being College and Career Ready

All of the participants stated that they changed their staff's instructional behaviors to increase the number of ELL students to be college and career ready by having the staff create common objectives, formative assessments, and data collection with a review (Artifact 1). All of the participants also indicated that the transformation in their staff's instructional behaviors did not change overnight. They shared their professional development plans (Artifact 2). These instructional behavioral changes by the principals ensured that academic and instructional support was available for teachers and support staff to increase their ELL students' CCR. Participant 1 shared,

> We assess our instructional behaviors every quarter and analyze what professional development is needed for the coming quarter. Professional development varies from quarter to quarter because the data changes, not all for the worse, some because we no longer need instructional behaviors for intervention.

Participant 1 also shared that the ongoing professional development was due to hiring new teachers and needing to help the resistors see a new instructional behavior.

The principals' leadership practices in changing their staff instructional strategies had their staff learn about Marzano et al.'s (2001) book on research-based instructional strategies for increasing student achievement (Artifact 3).

All participants indicated that they used data analysis to make decisions that were part of their instructional behaviors. Participant 1 shared previously about using data to drive professional development needs, and Participant 4 stated, "I use data to make decisions just like I ask them to, and I am in the trenches with them. It is our behavior to have data drive our decision making."

In summary, the participants stated that the staff's mindset and culture shaped their behaviors to be learning-focused. They all indicated that they used data analysis to make decisions that are part of their behaviors. They all shared documents they used to report the findings to the team, administrators, and teachers on special assignment. Another example stated by the participants was that extra support for students and teachers was another part of their behaviors. There were paraprofessionals available to help ELLs, and there were teachers on special assignment to help teachers improve their instructional practices with a focus on ELLs. The teachers' special assignment behavior was embedded in their behaviors that they kept teaching as if they were the only teacher

in the classroom. The participants shared their master schedules and teaching formulas as artifacts to illustrate this behavior. This illustrated that their culture, mindset, and behaviors were well embedded in their day-to-day operations.

Data Analysis for Research Subquestion 4

How do principals at Title I schools describe their leadership practices to use the systems as they close the college and career achievement gap for ELLs?

This section discusses the qualitative data coded into themes from the four principal interviews and outlines the responses to Research Subquestion 4. The data presented were collected from Interview Question 4. Table 6 shows the theme and frequency counts.

Table 6

Research Subquestion 4 Theme, Participants, Sources, and Frequency

Theme	Participants	Frequency of theme		
		Interviews	Artifacts	Total
Subquestion 4: "How do principals at Title I schools describe their leadership practices to use the systems as they close the college and career achievement gap for ELL?"				
4. Principals provided leadership by adjusting their systems to increase the number of ELLs being college and career ready upon graduation.	4	20	3	23

Systems were defined to the participants as the organization's systems of reporting, communication, decision making, accountability, and rewards. All of the participants indicated that their leadership practices of using old or newly created systems helped them support their student's academic needs and helped their teacher's instructional practices. The participants also stated that they analyze their systems to ensure they are not hindering their students and add resources to those systems that are

helping them. Participants 1 and 2 shared that they must keep their eye on the systems to ensure they are relevant. Participant 3 shared,

> We used to wait for the state data to arrive in order to begin our conversation about what we needed to do instructionally for the following year. We realized that waiting for the state data was not helping us. That is when we started using PLC methods and our own accountability systems to help our instruction. Our teachers started gathering data every week that was more useful than the end-of-the-year data.

Participant 3 shared a document they used to collect the weekly data (Artifact 1). Participant 3 stated that the use of systems led to the switch in which data were used to drive instruction. These weekly data led to creating a concentration period at each school site (Artifact 2) which led to using a concentration period for all students to have a daily dedicated location on campus to ask teachers questions, similar to a home classroom.

Theme 4: Principals Provided Leadership by Adjusting Their Systems to Increase the Number of English Language Learners Being College and Career Ready Upon Graduation

Analysis of the data collected resulted in the emergence of a total frequency of 23 for Theme 4. All participants stated that their system of knowing their student's academic status led to academic success because they knew what interventions to provide the students. All of the participants added a tutoring period to their master schedules.

The participants also stated that their systems for teacher support helped them provide targeted professional development to help the teachers improve their instructional

strategies. The principals' leadership practices of systems led them to have a system that informs them of the needs of their staff.

All the participants stated that they have systems in place to know the academic standing of their students. They stated that knowing their students' academic progress allowed them to target students who needed extra support. Participant 4 stated,

> Because we know every day how a student is doing academically helps us make sure we are supporting the students in their academics. We then make sure to focus on our high-risk students, like ELL, thus giving us the opportunity to catch the student in time, so they didn't fall too far behind.

All the participants stated that their systems of staff observations to help improve their instruction and ensure the teachers were being held accountable were only feasible with the systems they built. Conversely, the participants stated that holding the teachers accountable to the daily goals made the teachers hold the principals accountable for what they needed to do to get the resources for the teachers. Participant 1 stated,

> I will do a quick observation, which by the way, we block off our schedules every … I will give immediate feedback on Monday from 8 in the morning till lunchtime. It is then my duty to get the teacher the professional development they need. I will utilize the English language learner teacher on special assignment to help the teacher I just observed.

This multicase study was designed to explore the lived experiences of principals using the four components of the change model (mindset, culture, behaviors, and systems) to help ensure that all students learn at high levels regardless of ability,

especially if it is due to a language barrier. Four themes emerged in this study regarding data from lived experiences of four high school principals (Table 7).

Summary

This chapter detailed the purpose statement, research subquestions, and methodology, including the data collection process, population, and sample. A comprehensive presentation and analysis of the findings developed from the data included four interview participants with supporting evidence from artifact review. Mindset, culture, behavior, and systems are essential for an organization, and leaders who use them as change agents will see significant growth among their students and teachers.

The final chapter of the study contains a summary of the significant findings, unexpected findings, and conclusions drawn from the study. The implications for action, further research recommendations, and closing remarks and reflections conclude the chapter.

Table 7

Research Subquestions, Themes, and Frequency

Theme	Participants	Frequency of theme		
		Interviews	Artifacts	Total
Research Subquestion 1: "How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELLs?"				
1. Establishing a positive collective faculty mindset was key to ELL students being college and career ready.	4	27	4	32
Research Subquestion 2: "How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELLs?"				
2. Culture leadership practices helped their staff believe ELL students can be college and career ready upon graduation.	4	21	2	23
Research Subquestion 3: "How do principals at Title I schools describe their leadership practices that lead to their staff using new behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELLs?"				
3. The principal's leadership practices to change the use of effective instructional behaviors helped increase the number of ELL students being college and career ready.	4	19	2	21
Research Subquestion 4: "How do principals at Title I schools describe their leadership practices to use the instructional systems as they close the college and career achievement gap for ELLs?"				
4. Principals provided leadership by adjusting their systems to increase the number of ELLs being college and career ready upon graduation.	4	20	3	23

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the significant findings, unexpected findings, and conclusions drawn from the study. The implications for action, further research recommendations, and closing remarks and reflections conclude this chapter.

Purpose Statement

The purpose of this qualitative multicase study was to describe the leadership practices of high school principals who work with their staff to close the college and career achievement gap for English language learner (ELL) based on Anderson and Ackerman Anderson's (2010) change leadership model (mindset, behavior, culture, and systems).

Research Questions

Central Research Question

The central research question for this study asked, "How do high school principals describe their leadership practices as they work with their staff to close the college and career achievement gap for ELL based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems)."

Research Subquestions

1. How do principals at Title I schools describe their leadership practices to create a positive staff mindset that supports closing the college and career achievement gap for ELL?
2. How do principals at Title I schools describe their leadership practices of creating the school's culture that supports closing the college and career achievement gap for ELL?

3. How do principals at Title I schools describe their leadership practices that lead to their staff using new instructional behaviors such as high-efficacy instructional strategies as they work to close the college and career achievement gap for ELL?
4. How do principals at Title I schools describe their leadership practices to use systems as they close the college and career achievement gap for ELL?

Methodology Review

The research design selected for this multicase study was qualitative. According to McMillan and Schumacher (2010), "Qualitative researchers seek direct interaction with the settings, participants, and comments they are studying" (p. 322). According to Roberts (2010), a qualitative study provides an in-depth investigation to provide insight into the background of any experience in which little research has been conducted. In this case, scant literature explained the transformational leadership practices of high school principals who worked with their staff to close the college and career achievement gap for ELLs.

Specifically, this study identified the transformational leadership practices of high school principals of Title I schools who used the elements of Anderson and Ackerman Anderson's (2010) change leadership accountability model (mindset, behavior, culture, and systems) to prepare high school-aged ELLs to become college and career ready. Semistructured, open-ended interview questions were developed and used to address the research subquestions. Relevant artifacts were selected to provide insight into the research subquestions developed for this study. In essence, this study's research subquestions assisted me in discovering and describing the leadership practices that high school principals used to shift their teachers' thinking and behaviors as well as examining

the school systems and culture in which they work with staff so that their ELL students are prepared to be college and career ready.

I decided to use a multicase research design because it would be the best way to capture and analyze how high school principals of Title I schools use transformational leadership practices with their staff who enable ELLs to be college and career ready. Patton (2015) stated that case studies help the researcher coherently tell the story of an organization.

According to Creswell (2008), a case study is "an in-depth exploration of a bounded system based on extensive data collection" (p. 476). In this multicase study, the bounded system examined the culture, systems, staff mindset, and teacher behaviors influenced by the principal's leadership practices that led to ELL students being prepared for college and career. In particular, leaders' critical leadership practices when working with the teaching staff to change the climate, mindsets, systems, and behaviors were described and analyzed. Findings indicated that new and more effective instructional practices were apparent if participants described them as leading to systematic changes in instructional beliefs and practices and, importantly, if they led to ELL students being prepared for college and careers. Semistructured, open-ended interviews and artifacts were triangulated to examine research themes that addressed the research subquestions of this study.

Key Findings

To discover the key findings for the study on how high school principals describe their leadership practices as they work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010)

leadership change model (mindset, behavior, culture, and systems), the qualitative data were compiled and analyzed into themes. The qualitative data consisted of four face-to-face, in-depth virtual interviews with artifact-reviewed evidence support from the four principals. Within the qualitative data, I established that the data having 10 or more occurrences constituted a theme. The lived experiences, challenges, strategies, and recommendations were considered when identifying key findings.

The key findings show the lived experiences of how high school principals describe their leadership practices as they work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems).

Key Finding 1

All principals in this study established a positive collective faculty mindset that helped ELL students be college and career ready upon graduation.

Principals repeatedly stated that establishing a positive collective faculty mindset helped improve instruction therefore helping ELL students be college and career ready upon graduation. This key finding was validated by a total frequency of 32 in Theme 1. They all stated that a positive mindset about ELLs being college and career ready came from their using active leadership. Their mission was to create a mindset with their staff so that ELL students can be college and career ready.

All principals stated that the positive mindset they communicated and modeled about ELLs being capable students who could learn to be college and career ready influenced their staff to believe the same. All principals stated that they had back to school meetings with all of their staff before the start of school. Back to school meeting

agendas were shared as artifacts. Principals stated that at these meetings, they shared their mindset with their staff. Participant 1 stated, "Whenever I could convey my mindset to the staff, I did. Whether it be in the hallways, at sporting events, you name it, I shared it."

All participants expressed that they were either ELLs during the K–12 years of their education or their parents were ELLs; thus, their stated life experience provided them with a passion for this mindset. Participant 2 shared Artifact 2, their biography, in which they conveyed to their staff that they were an ELL during their childhood.

All participants shared their life stories and how they created their mindset for the education of students who were like them. Two other participants shared the life of their parents and how that has created their mindset for the education of students who were like their parents. All participants added that their shared life story or their parent's story impacted their staff, which created a positive mindset in all staff about student learning. Participant 4 shared an experience they went through in regard to the staff beginning to believe in a mindset that all students can learn at high levels:

> If I had not shared my story about mindset, I knew the staff would not buy into the idea that all students can learn at high levels, and I shared with them that I was an ELL. If not for a couple of teachers telling me I could achieve academically like everyone else, I would not have believed in myself and ended up working in the fields like the rest of my family.

Key Finding 2

All principals intentionally created a positive school culture that was key to ELL students being college and career ready.

All principals stated that a positive culture helped their staff members believe even more that all students can learn at high levels despite a language barrier. This culture helped their teachers work together to increase student achievement. The culture helped the teachers become better at their instructional practices because of the use of collaboration, which is the core of PLCs. This key finding was evidenced from the four face-to-face virtual interviews with a total frequency of 23 for Theme 2.

The principals stated that in the past years, they used *Learning by Doing: A Handbook for Professional Learning Communities at* (DuFour et al., 2010) during their staff development days. The principals stated that they use the book in developing norms; critical issues for team consideration; and the road map for creating the mission (Artifact 2), vision (Artifact 3), values (Artifact 4), and goals worksheets (Artifact 5).

The principals added that they created a goal-oriented culture by reminding all staff of the school's academic goals at every meeting. The principals stated that reciting the goals helped embed in their school's culture that they all have a critical role in achieving them. Participant 1 stated,

> Being goal oriented with our academic goals became a part of our daily operations. All of our meeting agendas have our mission statement and goals at the very top, and we go over it even though we can recite it by heart.

Participant 1 shared some of their agendas (Artifact 6), and it was evident in these artifacts that they do have their mission statement and goals on the agenda. The principals said that the culture they built regarding how all students can learn regardless of a language barrier became a part of them. Participant 4 stated, "I love that our district is a

PLC district because it means we believe all students can learn at high levels regardless of their backgrounds."

All participants stated that being goal oriented meant analyzing data was the next logical piece to their culture. All participants shared documents illustrating data collection from common formative assessments (CFAs) and reading scores. Participant 4 stated,

> Because we are an actual PLC, we always look at data to drive our decision making. We have a day every week to meet with our team and have this discussion, and the time is banked in our yearly calendar. This eliminates some teachers' bias because they do not get along with a student. Instead, the student is like every other student, and we must fill the gaps regardless of our bias.

Key Finding 3

The principals' leadership practices focused on the staff using effective instructional practices that supported increasing the number of ELL students being college and career ready.

All the principals stated that they helped their staff focus on high-impact instructional behaviors that led to ELL students being college and career ready. Specific instructional behaviors included staff using common objectives, formative assessments, and data collection with a review (Artifact 1). All of the principals also indicated that the transformation in their staff's instructional behaviors did not change overnight. They shared their professional development plans (Artifact 2). These instructional behavioral changes by the principals ensured that academic and instructional support was available

for teachers and support staff to increase their ELL students' college and career readiness (CCR). Participant 1 shared,

> We assess our instructional behaviors every quarter and analyze what professional development is needed for the coming quarter. Professional development varies from quarter to quarter because the data changes, not all for the worse, some because we no longer need instructional behaviors for intervention.

Participant 1 also shared that the ongoing professional development was due to hiring new teachers and needing to help the resistors see a new instructional behavior.

The principals' leadership practices of changing their staff instructional strategies had their staff learn about Marzano et al.'s (2001) book on research-based instructional strategies for increasing student achievement (Artifact 3).

Research Subquestion 3 for this study asked the principals how they led their staff using new instructional behaviors to help increase academic achievement among their students, especially ELLs. They all indicated that they used data analysis to make decisions that are part of their behaviors. Participant 1 shared about using data to drive their professional development needs, and Participant 4 stated, "I use data to make decisions just like I ask them to, and I am in the trenches with them. It is our behavior to have data drive our decision making."

Key Finding 4

All principals provided leadership by adjusting their systems to increase the number of ELLs being college and career ready upon graduation.

All of the principals indicated that their leadership practices of using old or newly created systems helped them support their student's academic needs and helped their

teacher's instructional practices. The principals also stated that they analyze their systems to ensure they are not hindering their students and add resources to those systems that are helping them. Participants 1 and 2 shared that they must keep their eye on the systems to ensure they are relevant. Participant 3 stated,

> We used to wait for the state data to arrive in order to begin our conversation about what we needed to do instructionally for the following year. We realized that waiting for the state data was not helping us. That is when we started using PLC methods and our own accountability systems to help our instruction. Our teachers started gathering data every week that was more useful than the end-of-the-year data.

Participant 3 shared a document they used to collect the weekly data (Artifact 1). Participant 3 stated that the use of systems led to the switch in which data were used to drive instruction. These weekly data led to creating a concentration period at each school site (Artifact 2). The weekly data led them to use a concentration period for all their students to have a daily dedicated location on campus to ask teachers questions, similar to a home classroom.

All principals stated that their system of knowing their students' academic status led to academic success because they knew what interventions to provide the students. All of the principals added a tutoring period to their master schedules.

The principals also stated that their systems for teacher support, Theme 4, helped them provide targeted professional development to help the teachers improve their instructional strategies. The principals' leadership practices of systems led them to be informed of the needs of their staff.

All the principals stated that they have systems in place to know the academic standing of their students. They stated that knowing their students' academic progress allowed them to target students who needed extra support. Participant 4 stated,

> Because we know every day how a student is doing academically helps us make sure we are supporting the students in their academics. We then make sure to focus on our high-risk students, like ELL, thus giving us the opportunity to catch the student in time, so they didn't fall too far behind.

All the principals stated that their systems of staff observations to help improve their instruction and ensure the teachers were being held accountable were only feasible with the systems they built. Conversely, the principals stated that holding the teachers accountable to the daily goals made the teachers hold the principals accountable for what they needed to do to get the resources for the teachers. Participant 1 stated,

> I will do a quick observation, which by the way, we block off our schedules every … I will give immediate feedback on Monday from 8 in the morning till lunchtime. It is then my duty to get the teacher the professional development they need. I will utilize the English language learner teacher on special assignment to help the teacher I just observed.

Unexpected Finding

Through analyzing the qualitative data, one unexpected finding emerged from the study. The study's unexpected finding is that all principals were of Mexican heritage, were deeply connected to ELLs, and grew up in the Central Valley of California. Table 2 (repeated for ease of reference) validated and concluded that all the participants had a

Mexican heritage, a deep connection to ELLs, and grew up in the Central Valley of California.

Table 2

Participant Demographics

Participant	Years as principal in current district	Years as principal	Mexican heritage	ELL student or parents were ELLs	County district
1	10	10	Yes	Yes	Fresno
2	15	15	Yes	Yes	Fresno
3	12	12	Yes	Yes	Kings
4	9	9	Yes	Yes	Kern

Conclusions

The key findings resulted in five conclusions based on the data collected from the lived experiences of current high school principals who described their leadership practices as they work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems). The five conclusions have supporting evidence gathered from the qualitative data and the literature.

Conclusion 1: Establishing a Positive Collective Faculty Mindset Was Key to ELL Students Being College and Career Ready

It is concluded that when principals use transformational leadership practices to establish a positive collective faculty mindset, they help improve instruction quality, resulting in ELLs being college and career ready. Based on this finding, as supported by the literature based on Anderson and Ackerman Anderson's (2010) change model, it is concluded that when principals use transformational leadership practices that establish a

positive collective faculty mindset, the quality of instruction results in ELLs being college and career ready.

The evidence supporting this conclusion is that all principals described that their establishing a positive collective faculty mindset aided in improving instruction resulting in ELLs being college and career ready. All participants' lived experiences related to the relevance of positive mindsets had a frequency count of 31 and were mentioned in all four interviews.

Conclusion 2: Each Principal Intentionally Created a Positive School Culture That Was Key to ELL Students Being College and Career Ready

It is concluded that when principals use transformational leadership practices to establish a positive school culture, they will help improve instruction quality, resulting in ELLs being college and career ready. Based on this finding, as supported by the literature based on Anderson and Ackerman Anderson's (2010) change leadership model, it is concluded that when principals use transformational leadership practices that establish a positive school culture, the quality of instruction results in ELLs being college and career ready.

The evidence supporting this conclusion is that all principals described that over the past years, they became professional learning communities (PLCs) and used *Learning by Doing: A Handbook for Professional Learning Communities at Work* (DuFour et al., 2010). They all stated that they used the book in developing norms; critical issues for team consideration; and the road map for creating the mission (Artifact 2), vision (Artifact 3), values (Artifact 4), and goals worksheets (Artifact 5).

Conclusion 3: The Principal's Leadership Practices With Changing Instructional Behaviors Helped Increase the Number of ELL Students Being College and Career Ready

It is concluded that when principals use transformational leadership practices to improve instructional behaviors, they help enhance the quality of instruction, resulting in ELLs being college and career ready. Based on this finding, as supported by the literature based on Anderson and Ackerman Anderson's (2010) change leadership model, it is concluded that when principals use transformational leadership practices to improve instructional behaviors, the quality of instruction results in ELLs being college and career ready.

The evidence supporting this conclusion is that all of the principals indicated that they used their leadership practices to improve instructional behaviors by using Marzano et al.'s (2001) book called *Classroom Instruction that Works* (Artifact 3) on research-based instructional strategies for increasing student achievement, also known as high-yield instructional strategies.

Conclusion 4: Principals Used Their Systems With Their Leadership Practices to Close the College and Career Achievement Gap

It is concluded that when principals use transformational leadership practices to adjust their systems, they help improve instruction quality, resulting in ELLs being college and career ready. Based on this finding, as supported by the literature based on Anderson and Ackerman Anderson's (2010) change leadership model, it is concluded that when principals use transformational leadership practices to adjust their systems, the quality of instruction results in ELLs being college and career ready.

The evidence supporting this conclusion is that all of the principals stated that their systems support Key Finding 4, which helped them provide targeted professional development to help the teachers improve their instructional strategies. The principals' leadership practices of systems led them to have a system that informs them of the needs of their staff.

All the principals stated that they have systems in place to know the academic standing of their students. They stated that knowing their students' academic progress allowed them to target students who needed extra support. Participant 4 stated,

> Because we know every day how a student is doing academically helps us make sure we are supporting the students in their academics. We then make sure to focus on our high-risk students, like ELLs, thus giving us the opportunity to catch the student in time, so they didn't fall too far behind.

All the principals stated that their systems of staff observations to help improve their instruction and ensure the teachers were being held accountable were only feasible with the systems they built. Conversely, the principals stated that holding the teachers accountable to the daily goals made the teachers hold the principals accountable for what they needed to do to get the resources for the teachers. Participant 1 stated,

> I will do a quick observation, which by the way, we block off our schedules every … I will give immediate feedback on Monday from 8 in the morning till lunchtime. It is then my duty to get the teacher the professional development they need. I will utilize the English language learner teacher on special assignment to help the teacher I just observed.

Conclusion 5: The Study's Unexpected Finding Is That All of the Principals Were of Mexican Heritage, Had a Deep Connection to English Language Learners, and Grew Up in the Central Valley of California

It is concluded that the key finding is that all of the principals were of Mexican heritage, had a deep connection to ELLs, and grew up in the Central Valley of California helped to increase the number of ELLs being college and career ready upon graduation. Based on this finding, administrative preparation programs need to actively recruit candidates who are of active Mexican heritage descent, have a deep connection to ELLs, and have grown up in the Central Valley of California. The evidence supporting this conclusion is that during the interviews, all principals stated they were of Mexican heritage. They all said they had a strong connection to ELL students and that they were all from the valley (Central Valley of California).

Implications for Action

Administrative preparation programs (APP), such as Association of California School Administrators (ACSA), California Association of Latino Superintendents and Administrators (CALSA), and so forth, should implement this study into their instruction to properly educate future and current administrators so they can help their staff improve their instruction, thus improving the academic success of all students, especially ELLs.

It is recommended that APP use Anderson and Ackerman Anderson's (2010) change leadership model throughout their academic program. It is recommended that APP have real-life projects applying the change leadership model before the students complete the program.

ACSA, CALSA, and other educational professional organizations are recommended to have five sessions throughout the year for current administrators. Each session would focus on one of the four domains of the change leadership model. The fifth session would be to help the current administrators absorb the past sessions and plan how they will implement the change leadership model on their campus.

Implication for Action 1

Universities, colleges, and community colleges should recruit more Latinx students into their educational career paths and advise them about the merits of becoming site administrators. Universities, colleges, and community colleges should create outreach services specifically geared to increasing the number of Latinx students into the education field, focusing on becoming an administrator. It is recommended that this occur regularly by creating direct lines of communication with local high school principals and academic counselors. It is also recommended to have current Latinx administrators be guest speakers at local high schools to help inspire students to become administrators.

Implication for Action 2

Existing administrators should be paid to attend the five-session administrative institutes to learn the Anderson and Ackerman Anderson (2010) change model and to hear from successful administrators who have had their ELL students become college and career ready. Each session would focus on one of the four domains of the change leadership model. The fifth session would be to help the current administrators absorb the past sessions and plan how they will implement the change leadership model on their campus.

Implication for Action 3

Professional administrative organizations, such as ACSA, CALSA, and so forth, should provide institutes throughout the year for their members to learn the Anderson and Ackerman Anderson (2010) change model and to hear from successful administrators who have had their ELL students become college and career ready.

Implication for Action 4

County offices of education should provide a paid 2-week summer administrative institute to learn the Anderson and Ackerman Anderson (2010) change model and to hear from successful administrators who have had their ELL students become college and career ready.

Recommendations for Future Research

This study added findings and conclusions to the literature regarding how high school principals describe their leadership practices as they work with their staff to close the college and career achievement gap for ELLs based on Anderson and Ackerman Anderson's (2010) leadership change model (mindset, behavior, culture, and systems). This study was just a small part of the lived experiences of the four principals, and it could potentially invite future researchers to explore further the transformational leadership practices of principals. Based on the data from this study, the following are recommendations for future research:

1. It is recommended to conduct a future qualitative, multicase study that includes data from elementary, middle, and junior high school principals.
2. It is recommended to conduct a future Delphi study for schools that have shown higher rates of ELLs gaining in the college and career rates of students.

3. It is recommended to conduct an in-depth study on the four domains of mindset, culture, behavior, and systems. Each domain could be its own study to allow the researcher to go much deeper into each domain of the change leadership model.
4. It is recommended to conduct a study on whether cultural backgrounds significantly affect positive behavior changes.

Concluding Remarks and Reflections

At this moment, I cannot believe that I am at the end of my dissertation journey. I remember seeing the end when I finished Chapters I, II, and II. After passing IRB, it was as if the doors to completing the process were open and eagerly waiting for me to collect my data and see how these amazing principals were using transformational leadership practices to help their staff believe that all students, especially ELLs, completing high school could be college and career ready. ELL students are near and dear to my heart. I was not an ELL student, but I have a deep connection with these students.

As I look forward into the future at what I am going to be doing with all the time I will gain by not having to complete course work, attend virtual classes, immerse myself for an entire weekend, and sit endless hours in my makeshift office working on my dissertation (one quarter of my dining room table), I realize that I am going to miss all the learning I gained from this dissertation journey. It was truly a journey with its ups and downs, but in the end, it resulted in a great reward. I look forward to a break, but I know I will use what I learned to publish articles, present at conferences, and maybe write a book on how to help ELL students in the Central Valley of California.

REFERENCES

Anderson, D., & Ackerman Anderson, L. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership* (2nd ed.). Pfeiffer.

Ansell, S. E. (2011, July 7). Achievement gap. *Education Week. https://www.edweek.org/leadership/achievement-gap/2004/09*

Ayars, P. J. (2009). *The art of leading transformational change*. AuthorHouse.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117–148.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, *18*(3), 19–31. https://doi.org/10.1016/0090-2616(90)90061-S

Beckhard, R., & Harris, R. T. (1977). *Organizational transitions: Managing complex change*. Addison Wesley Publishing Company.

Brown v. Board of Education of Topeka, 347 U.S. 483 (1954).

Buffum, A., & Erkens, C. (2009). *The collaborative administrator: Working together as a professional learning community*. Solution Tree Press.

Caffrey, C. (2020). *Elementary and Secondary Education Act*. Salem Press Encyclopedia.

California Commission on Teacher Credentialing. (2021). *Teaching credentials requirements*. https://www.ctc.ca.gov/credentials/req-teaching

California Department of Education. (n.d.-a). *California distinguished schools program*. https://www.cde.ca.gov/ta/sr/cs/

California Department of Education. (n.d.-b). *California school dashboard: Explore information about your local school and district*. https://www.caschooldashboard.org/

California Department of Education. (n.d.-c). *California school dashboard and system of support*. https://www.cde.ca.gov/ta/ac/cm/

California Department of Education. (2018). *2018 California school dashboard technical guide final version: 2018-19 school year*. https://www.cde.ca.gov/ta//ac/cm/documents/dashboardguide18.pdf

California Department of Education. (2022). *Graduation rate indicator*. https://www.cde.ca.gov/ta/ac/cm/documents/graduationrate22.pdf

Chubb, J. E., & Loveless, T. (Eds.). (2002). *Bridging the achievement gap*. Brookings Institution Press.

Clarke, S. (2020, September 10). California is the most diverse state, report says. *U.S. News & World Report*. https://www.usnews.com/news/best-states/articles/2020-09-10/california-is-the-most-diverse-state-in-the-us

Conley, D. T. (2012). *A complete definition of college and career readiness*. Educational Policy Improvement Center (NJ1). https://eric.ed.gov/?id=ED537876

Contreras, F., & Fujimoto, M. O. (2019). College readiness for English language learners (ELLs) in California: Assessing equity for ELLs under the local control funding formula. *Peabody Journal of Education*, *94*(2), 209–225.

Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Pearson.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE Publications.

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Pearson.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE.

Delpit, L. D. (2006). *Other people's children: Cultural conflict in the classroom*. The New Press.

DuFour, R., DuFour, R., Eaker, R., & Thomas, M. (2010). *Learning by doing: A handbook for professional communities at work* (2nd ed.). Solution Tree Press.

DuFour, R., & Fullan, M. (2013). *Cultures built to last: Systemic PLCs at work*. Solution Tree Press.

Dumas, C., & Beinecke, R. H. (2018). Change leadership in the 21st century. *Journal of Organizational Change Management*, *31*(4), 867–876.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Ballantine Books.

Farrington C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance–A critical literature review*. Consortium on Chicago School Research. https://eric.ed.gov/?id=ED542543

Fitch, T. J., & Marshall, J. L. (2004). What counselors do in high-achieving schools: A study on the role of the school counselor. *Professional School Counseling*, *7*(3), 172–177. https://www.jstor.org/stable/42732559

Gándara, P. (2010). Overcoming Triple Segregation. *Educational Leadership*, *68*(3), 60–64.

Gardner, D. P., Larsen, Y. W., Baker, W. O., Campbell, A., Crosby, E. A., Foster, C. A., Jr., Francis, N. C., Giamatti, A. B., Gordon, S., Haderlein, R. V., Holton, G., Kirk, A. Y., Marston, M. S., Quie, A. H., Sanchez, F. D., Jr., Seaborg, G. T., Sommer, J., & Wallace, R. (1983). *A nation at risk: The imperative for educational reform*. https://files.eric.ed.gov/fulltext/ED226006.pdf

Gardner, P. W., Ritblatt, S. N., & Beatty, J. R. (1999). Academic achievement and parental school involvement as a function of high school size. *High School Journal*, *83*(2), 21.

Geiser, S. (2022). *Eligibility for admission to the University of California after the SAT/ACT: Toward a redefinition of eligibility*. https://cshe.berkeley.edu/publications/eligibility-admission-university-california-after-satact-toward-redefinition

Goldring, E., Rubin, M., & Herrmann, M. (2021). *The role of assistant principals: Evidence and insights for advancing school leadership*. The Wallace Foundation. https://www.wallacefoundation.org/knowledge-center/pages/the-role-of-assistant-principals-evidence-insights-for-advancing-school-leadership.aspx

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. Wallace. https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf

Gupta, A. (2019). Principles and practices of teaching English language learners. *International Education Studies*, *12*(7), 49–57.

Hamblin, A. (2018, September 13). California ranks No. 1 in poverty again. Take one guess why. *The San Diego Tribune*. https://www.chicagotribune.com/sd-california-poverty-rate-20180913-htmlstory.html

Hanushek, E. A., Peterson, P. E., Talpey, L. M., & Woessmann, L. (2019). The achievement gap fails to close: Half century of testing shows persistent divide between haves and have-nots. *Education Next*, *19*(3), 8–18.

Hattie, J., & Yates, G. C. R. (2013). *Visible learning and the science of how we learn*. Routledge.

Heise, M. (2017). From No Child Left Behind to Every Student Succeeds: Back to a future for education federalism. *Columbia Law Review*, *117*(7), 1859. https://ssrn.com/abstract=3110952

Hicks, D., & Given, L. M. (2013). Principled, transformational leadership: Analyzing the discourse of leadership in the development of librarianship's core competences. *The Library Quarterly*, *83*(1), 7–25.

Hoy, W. (2010). Organizational climate and culture: A conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation*, *1*(2), 149–168.

Ivancevich, J. M., Matteson, M. T., & Konopaske, R. (2014). *Organizational behavior and management* (11th ed.). McGraw Hill.

Johnson, A. (2019). The effects of English learner classification on high school graduation and college attendance. *AERA Open*, *5*(2). https://doi.org/10.1177/2332858419850801

Jones, J. E. (1981). The organizational universe. In J. W. Pfeiffer & J. E. Jones (Eds.), *The annual handbook for group facilitators* (Vol. 10, pp.155–162). University Associates.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, *89*(5), 755–768. https://doi.org/10.1037/0021-9010.89.5.755

Karp, T. (2006). Transforming organisations for organic growth: The DNA of change leadership. *Journal of Change Management*, *6*(1), 3–20. https://doi.org/10.1080/14697010600565186

Katz, M. S. (1976). A history of compulsory education laws. Fastback Series, No. 75. Bicentennial Series. https://eric.ed.gov/?id=ED119389

Keller, F. J. (1955). *The comprehensive high school*. Harper.

Killian, S. (2021, September 27). *8 strategies Robert Marzano & John Hattie agree on.* https://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/

Kimberlin, S. (2017, September). *Californians in all parts of the state pay more than they can afford for housing*. California Budget and Policy Center. https://calbudgetcenter.org/app/uploads/2018/11/PI-19-Kimberlin-handout-on-housing.pdf

Kober, N., & Rentner, D. S. (2020). *History and evolution of public education in the U.S*. Center on Education Policy. https://files.eric.ed.gov/fulltext/ED606970.pdf

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*. https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2

Kotter, J. P. (1999). *John P. Kotter on what leaders really do*. Harvard Business Review Press.

Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations* (6th ed.). John Wiley & Sons.

Kowalski, T. J. (2010). *The school principal: Visionary leadership and competent management*. Routledge.

Lee, A. (2018, March 25). *U.S. poverty thresholds and poverty guideline: What's the difference?* Population Reference Bureau. https://www.prb.org/resources/u-s-poverty-thresholds-and-poverty-guidelines-whats-the-difference/

Linton, A. (2007). Spanish–English immersion in the wake of California Proposition 227: Five cases. *Intercultural Education*, *18*(2), 111–128.

Lusardi, A., & Mitchell, O. S. (2014). The economic importance of financial literacy: Theory and evidence. *American Economic Journal: Journal of Economic Literature*, *52*(1), 5–44.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. ASCD.

Mayne, J. (2015). Useful theory of change models. *Canadian Journal of Program Evaluation*, *30*(2), 119–142. https://doi.org/10.3138/cjpe.30.2.142

McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidenced-based inquiry* (7th ed.). Pearson Education.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Merriam-Webster. (n.d.). Mindset. In *Merriam-Webster.com dictionary*. Retrieved September 5, 2023, from https://www.merriam-webster.com/dictionary/mindset

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards*.

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Nodine, T. R. (2019). *California's education systems: A sum of the moving parts*. Education Insights Center. https://files.eric.ed.gov/fulltext/ED597804.pdf

Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage.

Peterson, C., & Buchanan, G. M. (1995). Explanatory style: History and evolution of the field. In G. M. Buchanan & M. E. P. Seligman (Eds.), *Explanatory style* (pp. 1–20). Lawrence Erlbaum Associates.

Peterson, C., & Seligman, M. E. P. (1984). Causal attribution as risk factor for depression: Theory and research. *Psychological Review*, *91*, 347–374.

Peterson, K., & Deal, T. (2009). *The shaping school culture fieldbook*. Josey-Bass Publishing.

Polikoff, M. S., Korn, S., & McFall, R. (2018). *In need of improvement? Assessing the California dashboard after one year*. Getting Down to Facts II. https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Polikoff.pdf

Qadri, M. A. (2016). The concept of applied leadership in the contemporary world. *Journal of Education and Practice*, *7*(4), 17–23.

Rislov, G. (n.d.). *The evolution of American High Schools*. APass Educational Group. https://apasseducation.com/wp-content/uploads/2017/06/The_Evolution_of_the_American-1.pdf

Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Sage.

Schein, E. H. (1996). *Organizational learning: What is new?* https://dspace.mit.edu/bitstream/handle/1721.1/2628/SWP-3912-35650568.pdf?sequence=1

Schulman, P. (1999). Applying learned optimism to increase sales productivity. *Journal of Personal Selling and Sales Management*, *19*(1), 31–37.

Shulruf, B. (2010). Do extra-curricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature. *International Review of Education*, *56*, 591–612. https://doi.org/10.1007/s11159-010-9180-x

Smithsonian National Museum of American History. (n.d.). *Separate but equal: The law of the land*. https://americanhistory.si.edu/brown/history/1-segregated/separate-but-equal.html

Stake, R. E. (2013). *Multiple case study analysis*. Guilford Press.

Straubhaar, R., & Portes, P. R. (2022). Fifty definitions of English learner: A proposed solution to inconsistent state-by-state systems in the United States for classifying students who speak English as a second language. *Educational Considerations*, *48*(1), 1–7. https://doi.org/10.4148/0146-9282.2328

Sublett, C., & Rumberger, R. (2018). *What is California's high school graduation rate?* Policy Analysis for California Education. https://edpolicyinca.org/sites/default/files/HS_Grad_Rate_online.pdf

Tamborini, C. R., Kim, C., & Sakamoto, A. (2015). Education and lifetime earnings in the United States. *Demography*, *52*(4), 1383–1407.

Tekleab, A. G., Sims, H. P., Yun, S., Tesluk, P. E., & Cox, J. (2008). Are we on the same page? Effects of self-awareness of empowering and transformational leadership. *Journal of Leadership & Organizational Studies*, *14*(3), 185–201. https://doi.org/10.1177/1071791907311069

Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, *3*(3), 189–209.

U.S. Census Bureau. (2022). *2019.* https://www.census.gov/programs-surveys/acs/news/updates/2019.html

U.S. Department of Education. (n.d.). *From there to here: The road to reform of American high schools*. https://docslib.org/doc/3575438/from-there-to-here-the-road-to-reform-of-american-high-schools

University of California. (n.d.). *Freshman requirements.* https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

Villegas, M. A. (2005). *Principals of Title I achieving schools and California distinguished schools: A study of roles and behaviors*. The Claremont Graduate University.

Wallace. (2013). *The school principal as leader: Guiding schools to better teaching and learning*. https://www.wallacefoundation.org/knowledge-center/pages/the-school-principal-as-leader-guiding-schools-to-better-teaching-and-learning.aspx

Warren, P., & Murphy, P. (2014). *Implementing the Common Core State Standards in California*. Public Policy Institute of California. https://www.ppic.org/wp-content/uploads/content/pubs/report/R_414PWPMR.pdf

Wells, P. C., Nelson, R. H., & Johnsen, E. M. (1965). The assistant secondary school principal: The professional literature says. *The Bulletin of the National Association of Secondary School Principals*, *49*(297), 15–22. https://doi.org/10.1177/019263656504929704

Werner, M. C. (1991). *Relating California principals' instructional leadership behaviors to state distinguished recognition of their high schools* (Publication No. 9212686) [Doctoral dissertation, University of San Francisco]. ProQuest Dissertations and Theses Global.

Wicks, J., Nakisher, S., & Grimm, L. (2018). Emotional intelligence (EI). Salem Press Encyclopedia of Health.

Wilber, K. (2005). Introduction to integral theory and practice. *AQAL: Journal of Integral Theory and Practice*, *1*(1), 2–38.

Wilson, D., & Conyers, M. (2020). *Five big ideas for effective teaching: Connecting mind, brain, and education research to classroom practice*. Teachers College Press.

Wolf, R., & Sands, J. (2016). A preliminary analysis of California's new local control funding formula. *Education Policy Analysis Archives*, *24*, 34. https://doi.org/10.14507/epaa.24.2194

Wolff, J. (2020). Beyond poverty. In V. Beck, H. Hahn, & R. Lepenies (Eds.), *Dimensions of poverty: Measurement, epistemic injustices, activism* (pp. 23–39). Springer.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.

APPENDICES

APPENDIX A

Interview Feedback Reflection Questions for Both the Interviewer and the Observer

Conducting interviews is a learned skill and research experience. Gaining valuable insight about your interview skills and affect with the interview will support your data gathering when interviewing the actual participants. Complete the form independently from each other, then discuss your responses. Sharing your thoughts will provide valuable insight into improving the interview process.

1. How long did the interview take? Did the time seem to be appropriate? Did the respondents have ample opportunities to respond to questions?

2. Were the questions clear or were there places where the interviewees were unclear?

3. Were there any words or terms used during the interview that were unclear or confusing to the interviewees?

4. How did you feel during the interview? Comfortable? Nervous? For the observer: How did the interviewer appear during the interview? Comfortable? Nervous?

5. Did you feel prepared to conduct the interview? Is there something you could have done to be better prepared? For the observer: From your observation did the interviewer appear prepared to conduct the interview?

6. What parts of the interview went the most smoothly and why do you think that was the case?

7. What parts of the interview seemed to struggle and why do you think that was the case?

8. If you were to change any part of the interview, what would that part be and how would you change it?

9. What suggestions do you have for improving the overall process?

APPENDIX B

Interview Protocol and Questions

Hello, my name is Octavio C. Patiño, and I am a doctoral candidate at UMass Global in the area of Organizational Leadership.

First off, I want to thank you for agreeing to participate in this study. Your answers will help fill a gap in research on increasing the amount of high school aged English Language learning be college and career ready upon graduation.

I am conducting a study to describe how high school principals of Title One schools use leadership practices based on Anderson & Ackerman's Change leadership accountability model (Mindset, Behavior, Culture, and Systems) as they work with their teachers to increase the number of high school-aged English learners becoming college and career ready.

I am conducting four interviews with principals like yourself. The information you provide, along with historical and archival data, will hopefully give a clear picture of how high school principals are using a change model to increase the amount of English Language Learners be college and career ready upon graduation.

I will be reading most of what I say. The reason for this is to guarantee, as much as possible, that my interviews with all participating exemplary superintendents will be conducted in the most similar manner possible.

Informed Consent (required for Dissertation Research)

I would like to remind you that any information obtained in connection to this study will remain confidential. All of the data will be reported without reference to any individual(s) or any institution(s). After I record and transcribe the data, I will send it to you via electronic mail to check that I have accurately captured your thoughts and ideas.

You received the Informed Consent and UMass Global Bill of Rights in an email and responded with your approval to participate in the interview. Before we start, do you have any questions or need clarification about either document?

We have scheduled an hour for the interview. At any point during the interview, you may ask that I skip a particular question or stop the interview altogether. However, I will record our conversation as indicated in the Informed Consent to ease our discussion and accuracy.

Prior to this interview you received information concerning the purpose of the research, a copy of the interview questions, UMass Global's Participant's Bill of Rights, and the Informed Consent form. After reviewing the protocols, you were offered an opportunity to ask questions concerning the research and the consent process. At that time, you provided verbal consent to be a participant in the interview. For purposes of verifying your consent would you again provide a verbal yes as to your consent that will be included in the recording of this interview. Thank you.

Do you have any questions before we begin?

Okay, let us get started, and thank you again for your time.

Here is a list of the four quadrants that research suggests are necessary in an exemplary leader.

List of Anderson and Ackerman's Change leadership Model Quadrants

MINDSET: The organizations values, beliefs, thoughts, emotions, ways of being and level of commitment.

CULTURE: The norms, collective ways of being, working and relating, and climate.

BEHAVIOR: The behavior is the organizations work style, skills, actions, and behaviors.

SYTEMS: The organizations structures of reporting, communication, decision-making, accountability and reward systems.

Interview Questions

Mindset

1. How do you describe your leadership practices to help teachers shift their mindsets as they work to increase the number of high school-aged English learners being college and career-ready?

2. Are there any situations you can share that illustrate your leadership practices in helping teachers shift their mindset?

Culture

1. How would you describe your leadership practices you used to shift the teachers' instructional practices in order to increase the number of high school-aged English learners being college and career ready?

2. Are there any situations you can share that illustrate your leadership practices help to create the school's culture necessary to increase the number of high school-aged English learners being college and career-ready?

Behavior

1. How would you describe your leadership practices to help create the behavior changes needed to increase the number of high school-aged English learners who are college and career-ready?

2. Are there any situations you can share that illustrate your leadership practices to help change the behaviors necessary to increase the number of high school-aged English learners being college and career-ready?

Systems

1. How would you describe your leadership practices to help change the systems needed to increase the number of high school-aged English learners who are college and career-ready?

2. Are there any situation you can share that illustrate your leadership practices to help change the behaviors necessary to increase the number of high school-aged English learners being college and career-ready?

Thank you very much for your time. If you like, when the results of my research are known, I will send you a copy of my findings.

APPENDIX C

Participant's Bill of Rights

UMASS GLOBAL
A nonprofit affiliate of the University of Massachusetts

UMASS GLOBAL UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the UMASS GLOBAL Institutional Review Board, which is concerned with the protection of volunteers in research projects. The UMass Global Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, UMASS GLOBAL, 16355 Laguna Canyon Road, Irvine, CA, 92618.

APPENDIX D

Informed Consent Form

INFORMATION ABOUT: How high school principals of title one schools work with their staff to enable their English language students to become college and career ready.

RESPONSIBLE INVESTIGATOR: Octavio C. Patiño, Doctoral Candidate

PURPOSE OF THE STUDY: The purpose of this qualitative multi-case study was to describe how high school principals of Title One schools use leadership practices based on Anderson & Ackerman's Change leadership accountability model (Mindset, Behavior, Culture, and Systems) as they work with their teachers to increase the number of high school-aged English learners becoming college and career ready.

This study will fill the gap in the research regarding the impact and application of leadership practices of principals that lead to increasing the number of high school aged English Language Learner being college and career ready upon graduation

By participating in this study, I agree to participate in an individual interview. The interview will last approximately 60 minutes and will be conducted by electronically using Zoom virtual meeting platform.

I understand that:

a) There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher.

b) I understand that the interview will be audio recorded. The recordings will be available only to the researcher and the professional transcriptionist. The audio recordings will be used to capture the interview dialogue and to ensure the accuracy of the information collected during the interview. All information will be identifier-redacted and my confidentiality will be maintained. Upon completion of the study all recordings will be destroyed. All other data and consents will be securely stored for three years after completion of data collection and confidentially shredded or fully deleted.

c) The possible benefit of this study to me is that my input may help add to the research regarding coaching programs and the impact coaching programs have on developing future school leaders. The findings will be available to me at the conclusion of the study and will provide new insights about the coaching experience in which I participated. I understand that I will not be compensated for my participation.

d) If you have any questions or concerns about the research, please feel free to contact Octavio C. Patiño opatino@mail.umassglobal.edu or by phone at (xxx xxx-xxxx); or Dr. Tim McCarty (Dissertation Chair) at tmccarty@umassglobal.edu.

e) My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time. I can also decide not to answer particular questions during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.

f) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, UMass Global, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedure(s) set forth.

_____

Signature of Participant

_____

Signature of Principal Investigator

_____

Date

APPENDIX E

Synthesis Matrix

References	Public Schools in California	CCSS and Assessment	California Graduates	Achievement Gap	English Language Learners	California School Recognition Programs	Mindset	Culture	Behavior	Systems
Anderson, D., & Anderson, L. A. (2002). *Beyond change management: Advanced strategies for today's transformational leaders*. John Wiley & Sons.							x	x	x	x
Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117–148.							x		x	
Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company							x		x	
Bass, B. M. (1990). From Transactional to Transformational Leadership: Learning to Share the Vision. *Organizational Dynamics*, *18*(3), 19–31. https://doi-org.umassglobal.idm.oclc.org/10.1016/0090-2616(90)90061-S							x	x	x	x
Blake, M. K. (2020). Other Duties as Assigned: The Ambiguous Role of the High School Counselor. *Sociology of Education*, *93*(4), 315–330.	x									
Buffum, A., & Erkens, C. (2009). *The collaborative administrator: Working together as a professional learning community*. Solution Tree Press.	x									
Caffrey, C. (2020). Elementary and Secondary Education Act. Salem Press Encyclopedia.	x									

California Department of Education. (2019). California School Dashboard Homepage. https://www.caschooldashboard.org/	x					x				
Conley, D. T. (2012). A Complete Definition of College and Career Readiness. *Educational Policy Improvement Center (NJ1)*.			x	x						
Duffy, J. D. (2020). A Primer on Integral Theory and Its Application to Mental Health Care. *Global Advances in Health and Medicine*, *9*, 2164956120952733.							x	x	x	x
Dufour, R., & Fullan, M. (2013). *Cultures Built to Last: Systemic PLC's at Work*. Bloomington, IN.							x	x	x x	
Fitch, T. J., & Marshall, J. L. (2004). What counselors do in high-achieving schools: A study on the role of the school counselor. *Professional School Counseling*, 172-177.	x									
Gardner, P. W., Ritblatt, S. N., & Beatty, J. R. (1999). Academic Achievement and Parental School Involvement as a Function of High School Size. *High School Journal*, *83*(2), 21.	x			x						
Gao, N. (2021). Does Raising High School Graduation Requirements Improve Student Outcomes? *Public Policy Institute of California*			x							
Geiser, S. (2022). *Eligibility for Admission to the University of California After the SAT/ACT: Toward a Redefinition of Eligibility*.			x							
Goldring, E., Rubin, M., Herrmann, M., Wallace Foundation, Vanderbilt University, P. C., & Mathematica. (2021). The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership. *Wallace Foundation*.	x									
Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students And schools. *Wallace Foundation*.	x						x	x	x	x
Ivancevich, J. M., Matteson, M. T., & Konopaske, R. (2014). Organizational behavior and management.									x	x

Jones, J. E. (1981). The organizational universe. *The 1981 Annual Handbook for Group Facilitators. San Diego, CA: Pfeiffer and Company*.							x	x	x	x
Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, *31*(2), 386-408.							x	x		
Katz, M. S. (1976). A History of Compulsory Education Laws. Fastback Series, No. 75. Bicentennial Series	x									
Keller, F. J. (1955). *The comprehensive high school*. Harper.	x									
Kober, N., & Rentner, D. S. (2020). History and Evolution of Public Education in the U.S. *Centeron Education Policy*.	x									
Kotter, J. P. (1995). Leading change: Why transformation efforts fail.							x	x	x	x
McGowan, S. G. (2021). The High School Counselor's Role: Still Dubious After All These Years. *Delta Kappa Gamma Bulletin*, *88*(1), 24–39. Office of Vocational and Adult Education. (2003). From There to Here: the Road to Reform of American High Schools.	x									
Peterson, C., & Seligman, M.E.P. (1984). Causal attribution as risk factor for depression: Theory and research. *Psychological Review*, *91*, 347-374.							x	x		
Peterson, C., & Buchanan, G. M. (1995). Explanatory style: History and evolution of the field. In *Explanatory style* (pp. 1-20). Hillsdale, NJ, U.S.: Lawrence Erlbaum Associates, Inc.	x									
Peterson, K., & Deal, T. (2009). *The Shaping School Culture Fieldbook*. San Francisco: Josey-Bass Publishing.								x		
Polikoff, M. S., Korn, S., & McFall, R. (2018). In Need of Improvement? Assessing the California Dashboard after One Year. Technical Report. Getting Down to Facts II.	x									

Policy Analysis for California Education, PACE. Rislov, G. The Evolution of American High Schools.										
Schulman, P. (1999). Applying learned optimism to increase sales productivity. *Journal of Personal Selling and Sales Management*, *19*(1), 31-37.							x			
Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, *3*(3), 189–209.							x			
Wells, P. C., Nelson, R. H., & Johnsen, E. M. (1965). The Assistant Secondary School Principal: The Professional Literature Says. *The Bulletin of the National Association of Secondary School Principals*, *49*(297), 15–22.	x									
Villegas, M. A. (2005). *Principals of Title I achieving schools and California distinguished schools: A study of roles and behaviors*. The Claremont Graduate University.				x						
Wallace Foundation. (2013). The School Principal as Leader: Guiding Schools to Better Teaching and Learning. Perspective. Expanded Edition. In *Wallace Foundation*. Wallace Foundation.	x									
Warren, P., Murphy, P., & Public Policy Institute of California. (2014). Implementing the Common Core State Standards in California. In *Public Policy Institute of California*. Public Policy Institute of California.	x	x								
Werner, M. C. (1991). *Relating California principals' instructional leadership behaviors to state distinguished recognition of their high schools* (Doctoral dissertation, University of San Francisco).									x	
Wilber, K. (2005). Introduction to integral theory and practice. *AQAL: Journal of Integral Theory and Practice*, *1*(1), 2-38.							X	X	X	x

APPENDIX F

Field-Test Interviewee Feedback Questions

While conducting the interview, the interviewer should take notes of their clarification request or comments about not being clear about the question. After you complete the interview ask your field test interviewee the following clarifying questions. **Try not to make it another interview; just have a friendly conversation**. Either script or record their feedback so you can compare with the other two members of your team to develop your feedback report on how to improve the interview questions.

1. How did you feel about the interview? Do you think you had ample opportunities to describe what you do as a leader when working with your team or staff?

2. Did you feel the amount of time for the interview was ok? Was the pace okay?

3. Were the questions by and large clear or were there places where you were uncertain what was being asked?

4. Can you recall any words or terms being asked about during the interview that were confusing?

5. And finally, did I appear comfortable during the interview… (I'm pretty new at this)?

APPENDIX G

CITI Clearance "Protecting Human Research Participants" Course

CITI PROGRAM

Completion Date 24-May-2020
Expiration Date N/A
Record ID 36744453

This is to certify that:

Octavio Patino

Has completed the following CITI Program course:

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Human Subjects Research (Curriculum Group)
Social-Behavioral-Educational Researchers (Course Learner Group)
1 - Basic (Stage)

Under requirements set by:

Brandman University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w91fa7eda-a6d3-42eb-a378-5cf0f18556ea-36744453

APPENDIX H

Participation Request Letter

RESEARCH STUDY INVITATION LETTER

HOW HIGH SCHOOL PRINCIPALS OF TITLE ONE SCHOOLS WORK WITH THEIR STAFF TO ENABLE THEIR ENGLISH LANGUAGE STUDENTS TO BECOME COLLEGE AND CAREER READY.

Date

Dear Prospective Study Participant:

You are invited to participate in a research study conducted in public school districts In California. The main investigator of this study is Octavio C. Patiño, Doctoral Candidate in UMass Global's Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you were identified as an exemplary high schools in high achievement of high school aged English Language Learner leading to an increase in those students college and career readiness. There are currently five high schools included in this study.
Participation should require about 60 minutes of your time and is voluntary. You may withdraw from the study at any time
without consequences.

PURPOSE: The purpose of this qualitative multi-case study was to describe how high school principals of Title One schools use leadership practices based on Anderson & Ackerman's Change leadership accountability model (Mindset, Behavior, Culture, and Systems) as they work with their teachers to increase the number of high school-aged English learners becoming college and career ready.

PROCEDURES: In participating in this research study, you agree to partake in an interview. The interview will take approximately 60 minutes and will be audio-recorded. The interview will take place at a location of your choosing, including the virtual option. During this interview, you will be asked a series of questions designed to share your experiences on how you lead a high school to increase the college and career readiness of English Language learners.

RISKS, INCONVENIENCES, AND DISCOMFORTS: No known significant risks or discomforts are associated with this research. One concern, which may arise, might be anonymity, which is addressed below. The interview session will be held at a location of your choosing to minimize inconvenience. Some interview questions may cause you to reflect on your lived experience in the context of change efforts to increase the college and career readiness of high school aged English Language Learners.

POTENTIAL BENEFITS: There are no significant benefits to you for participation, but a potential may be that you will have an opportunity to share your lived experiences as a public school principal. The information from this study is intended to inform educational leaders, researchers, policymakers, and educators of the perceptions of emotional intelligence and its effects and impacts on the leadership of principals.

ANONYMITY: Records of information you provide for the research study and your responses will not contain any identifying link in the study. It will not be possible to identify you as the person who provided any specific information for the study because no individual names will be used in any step of the research. You are encouraged to ask any questions at any time that will help you understand how this study will be performed and/or how it will affect you. You may contact the investigator, Mr. Octavio C. Patiño, by phone at (xxx) xxx-xxxx or e-mail opatino@mail.umassglobal.edu Also, you may contact Dr. Tim McCarty, Dissertation Chairperson, tmccarty@umassglobal.edu. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, UMass Global, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Respectfully,

Octavio C. Patiño
Principal Investigator

APPENDIX I

Audio Release Form

RESEARCH STUDY TITLE: Increasing the number of English Language learners who are college and career ready upon graduation.

UMASS GLOBAL UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

I authorize Octavio C. Patiño, UMASS GLOBAL University Doctoral Candidate, to record my voice. I give UMASS GLOBAL University and all persons or entities associated with this research study permission or authority to use this recording for activities associated with this research study.

I understand that the recording will be used for transcription purposes, and the informationobtained during the interview, without any linkage to my identity, may be published in a journal/dissertation or presented at meetings/presentations.

I will be consulted about the use of the audio recordings for any purpose other than those listed above. Additionally, I waive any right to royalties or other compensation arising or correlated tothe use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release any and all claims against any person or organization utilizing this material.

_____ _____

Signature of Participant or Responsible Party **Date**