

**Leading Student Achievement: Our Principal Purpose**

*Taking The Project To The Next Level*

**Technical Appendix**

**Table 1: The Effects of Academic Press on Student Achievement**

Authors	Student Outcome	Samples & Unit of Analysis	Result
Crislip (1999)	3 <sup>rd</sup> gr. Writing	3,300 students; 165 E	+*
Goddard et al (2000)	4 <sup>th</sup> gr. Reading & Math	444 teachers; 45 E	+***
Hirase (2000)	Stanford Achievement Test score means	560 teachers; 28 principals; 35 E	+**
Hoy et al (1998)	8 <sup>th</sup> gr. Reading, Math & Writing	2741 teachers; 86 M	+**
Lee & Bryk (1989)	11, 12 <sup>th</sup> gr. Math	Survey data from US High School and Beyond: 10187 students; 160 H	+***
Shouse (1996)	10 <sup>th</sup> gr. Math	NELS: 88 First Follow-up data; 398 H	+*

P<. 05; \*\*P<. 01; \*\*\*P<. 001; “+”= positive effects;

E = Elementary school; M = Middle school; H = High school

**Table 2: The Effects of School Disciplinary Climate on Student Achievement**

Authors	Student Outcome	Samples & Unit of Analysis	Result
Lee & Bryk, (1989)	11,12 <sup>th</sup> gr. minority gap in Math achievement	Survey data from US High School and Beyond: 10187 students; 160 H	+*
Ma (2003)	15-year-old students, Math, Reading & Science	Survey data from Canadian PISA: 28914 students; 1528	+*, n.s.
Ma & Crocker (2007)	15-year-old students, Reading	Survey data from Canadian PISA: 29687 students; 1117	+**
Ma & Klinger (2000)	6 <sup>th</sup> gr. Math, Reading, Writing & Science	Survey data from New Brunswick School Climate Study: 6883 students; 148 E	+*, n.s.
Willms & Ma (2004)	8 <sup>th</sup> gr. Math, Reading, Science & History	Survey data from US NELS89: 24599 students; 1052 M	+*, n.s. +***

P<. 05; \*\*P<. 01; \*\*\*P<. 001; “+”= positive effects; “n.s.” = not significant;

E = Elementary school; M = Middle school; H = High school

**Table 3: The Effects of Collective Teacher Efficacy on Student Achievement**

Authors	Student Outcome	Samples & Unit of Analysis	Result
Barr (2002)	8 <sup>th</sup> gr. Math, English & Writing	721 Teachers; 49M	+**
Garcia (2004)	11 <sup>th</sup> gr. Math, Reading & Composite scores	598 Teachers; 9H	+*
Goddard et al (2000)	7 <sup>th</sup> gr. Math & Reading	452 Teachers; 47E	+***
Hoy et al (2002)	12 <sup>th</sup> gr. Math	>1455 Teachers; 97H	+**
Hylemon (2005)	2-5 <sup>th</sup> gr. Math	65 Teachers; 2E	+**
Tschannen-Moran & Barr (2004)	8 <sup>th</sup> gr. Math, English & Writing	All Teachers; 66M	+**

P<. 05; \*\*P<. 01; \*\*\*P<. 001; “+”= positive effects;

E = Elementary school; M = Middle school; H = High school

**Table 4: The Effects of Trust on Student Achievement**

Authors	Student Outcome	Samples & Unit of Analysis	Result
Goddard et al. (2001)	Gr. 4 Math and Reading	452 Teachers and 2536 4 <sup>th</sup> Gr. students	+*
Tschannen-Moran and Hoy (1998)	Faculty Trust scales	2,741 Middle school teachers	+**
Tschannen-Moran (2001)	Teachers surveys for collaboration and trust	898 teacher surveys in 45 Elem. schools	+**
Goddard (2003)	3 <sup>rd</sup> and 4 <sup>th</sup> Gr. Math and Writing	2,429 students and 444 teachers	+***

P<.05; \*\*P<.01; \*\*\*P<.001; “+”= significantly positive effects;  
E = Elementary school; M = Middle school; H = High school

**Table 5: The Effects of Organizational Citizenship Behaviour (OCB) on Student Achievement**

Authors	Student Outcome	Samples & Unit of Analysis	Result
Cybulski et al. (2005)	4 <sup>th</sup> Gr. Math and Reading	146 Schools in Ohio	+*
DiPaola & Hoy (2005)	12 <sup>th</sup> Gr. Math and Reading	97 High schools in Ohio	+**
Somech & Bogler (2002)	OCB Faculty Questionnaire	983 M/H teachers	+***
Somech & Ron (2007)	OCB Faculty Questionnaire	104 E teachers	+*
Nguni et. al (2006)	OCB Faculty Questionnaire	545 E teachers	+*

P<.05; \*\*P<.01; \*\*\*P<.001; “+”= significantly positive effects;  
E = Elementary school; M = Middle school; H = High school

**Table 6: The Effects of Time on Student Achievement**

Authors	Student Outcome	Samples & Unit of Analysis	Result
Gump (2005)	Gen Ed Course University final grade	300 Undergrad students	+***
Marburger (2006)	College course attendance and final exam	One class of college students	+*
Tornroos (2005)	Teacher Questionnaire, Math textbooks & Gr. 7 achievement scores for math	161 schools	+
Roby (2004)	Gr. 4, 6, 9, 12 proficiency avg. & attendance averages	1,946 (4 <sup>th</sup> grade), 1,292 (6 <sup>th</sup> grade), 711 (9 <sup>th</sup> grade) and 691 (12 <sup>th</sup> grade)	+**

P<.05; \*\*P<.01; \*\*\*P<.001; “+”= significantly positive effects;  
E = Elementary school; M = Middle school; H = High school