

Appendix

TABLE A1. The Relationship between Diversity, School Size, and AYP Failure in Minnesota, 2003

Subject	Number of Qualifying Subcategories (1)	Number of Schools (2)	Percentage Failing to Make AYP in 2003 (3)	Average School Enrollment (4)
Reading proficiency	1	234	<1%	367
	2	418	4%	443
	3	92	16%	493
	4	68	28%	511
	5	43	40%	543
	6	7	43%	745
Mathematics proficiency	1	236	<1%	367
	2	417	5%	444
	3	91	15%	490
	4	68	28%	511
	5	43	40%	543
	6	7	43%	745

Source: Author's analysis based on data from Minnesota Department of Education 2003b, 2003c, 2003d, 2003f.

Note: Figures are for Minnesota's traditional public schools with either grade three or grade five tested in reading and mathematics. These schools are used because Minnesota did not use test score results to calculate AYP for middle and high schools until 2004. I use 2003 in these tables rather than 2004 as the Minnesota Department of Education currently reports the number of qualifying subgroups only for those schools that failed in 2004. In 2003, these data were reported for all schools, regardless of success or failure under No Child Left Behind.

TABLE A2. Principals' Allocation of Time

	A Great Deal of Time (1)	Time Spent Relative to Other Activities (2)
Facilitating achievement of the school's mission	13%	-6%
Supervising faculty	8%	-3%
Guiding development of the curriculum	5%	-13%
Building relationships with the parent community	10%	no difference
Maintaining the physical security of students and staff	11%	no difference
Managing facilities	9%	-4%
Completing administrative tasks	32%	+25%

Source: Minnesota Schools Survey 2003.

Note: The survey question was worded as follows: "During the past month, about how much of *your time* was spent on the following activities?" Each variable is coded as: 1 "None or almost none," 2 "Slightly less time than on other activities," 3 "About as much time as other activities," 4 "Slightly more time than other activities," 5 "A great deal of time."

Column 1 presents the percentages of principals who reported spending "a great deal of time" on the activity. Column 2 presents the percentage differences above or below the mean amount of time spent by all principals on all activities.

TABLE A3. Leadership in Minnesota's Failing Schools, 2004

	Top Quartile, by Percentage Minority (1)	Bottom Quartile, by Percentage Minority (2)
Percentages of principals who spent a great deal of time on . . .		
Facilitating achievement of the school's mission	16%	11%
Supervising faculty	13%	5%
Guiding development of the curriculum	6%	5%
Building relationships with the parent community	14%	6%
Maintaining the physical security of students and staff	11%	10%
Managing facilities	9%	7%
Completing administrative tasks	31%	29%

Source: Minnesota Schools Survey 2003.

Note: The question item was worded as follows: "During the past month, about how much of *your time* was spent on the following activities?" Each variable was coded as: 1 "None or almost none," 2 "Slightly less time than on other activities," 3 "About as much time as other activities," 4 "Slightly more time than other activities," 5 "A great deal of time."

TABLE A4. Means and Standard Deviations for Variables in AYP and Five-Star Regression Analyses in Chapter 3

	Mean (1)	Standard Deviation (2)
AYP 2004 failure	0.22	0.42
Five-star school, 2004	0.13	0.34
Rural	0.24	0.42
Percentage minority	0.17	0.21
Percentage free lunch eligible	0.22	0.17
Percentage limited English proficient	0.06	0.10
Percentage special education	0.13	0.04
School enrollment (100s)	5.81	4.23
Highest grade offered (0–12)	7.59	3.00
Average teacher salary (\$1,000)	44.62	5.61
Percentage of teachers with master's degree	0.41	0.21
Principal's years of experience	10.35	7.92
Principal's teaching experience	14.33	7.99
Principal has doctorate	0.13	0.34
Time spent on . . .		
Facilitating mission	3.02	1.11
Supervising faculty	3.09	0.92
Guiding curriculum	2.75	0.99
Parent relationships	3.18	0.97
Security	3.18	1.02
Managing facilities	3.04	1.01
Administrative tasks	3.92	0.90

Source: Minnesota Schools Survey 2003. Demographic and AYP data from Minnesota Department of Education 2003b, 2003c, 2003d, 2004a, 2004b.

TABLE A5. Full Results: Five-Star Schools and Failure to Make Adequate Yearly Progress in 2004

	Five-Star School in 2004 (1)	Failure to Make AYP in 2004 (2)
Time spent on . . .		
Facilitating mission	-0.10 (0.06)	-0.08 (0.06)
Supervising faculty	0.00 (0.07)	0.11 (0.07)
Guiding curriculum	0.09 (0.06)	-0.17** (0.07)
Parent relationships	0.18*** (0.06)	0.00 (0.07)
Security	-0.17*** (0.06)	0.08 (0.07)
Managing facilities	-0.04 (0.07)	0.12* (0.07)
Administrative tasks	-0.09 (0.07)	-0.03 (0.07)
Rural	-0.01 (0.15)	0.29* (0.15)
Percentage minority	-1.47 (0.93)	3.01*** (0.70)
Percentage eligible for free or reduced-price lunch	-0.84 (0.93)	0.08 (0.72)
Percentage LEP	-1.42 (2.03)	0.97 (1.03)
Percentage special education	-3.94* (2.07)	7.93*** (1.67)
School enrollment (100s)	-0.03 (0.02)	0.16*** (0.02)
Highest grade offered (0-12)	0.01 (0.02)	0.16*** (0.26)
Principal's years of experience	0.01 (0.01)	-0.02** (0.01)
Principal's teaching experience	0.00 (0.01)	0.00 (0.01)
Principal has doctorate	-0.25 (0.18)	0.01 (0.18)
Average teacher salary (\$1,000)	0.04** (0.02)	-0.02 (0.02)
Percentage of teachers with master's degree	0.09 (0.40)	0.73 (0.48)
Constant	-1.40 (0.85)	-4.55*** (0.92)
<i>N</i>	877	877
Wald chi ² (19)	71.00	211.74
Prob > chi ²	0.00	0.00
Pseudo <i>R</i> ²	0.12	0.40

Source: Minnesota Schools Survey 2003. Demographic and AYP data from Minnesota Department of Education 2003b, 2003c, 2003d, 2004a, 2004b.

Note: Column 1 presents probit regression results probability of being labeled a five-star school in 2004. Column 2 presents probit regression results probability of failing to make AYP in 2004. Robust standard error estimates in parentheses.

* $p < 0.1$; ** $p < .05$ ** $p < .01$, two-tailed.

TABLE A6. NCLB: What Minnesota's Principals Think

Percentage of Principals Who Feel That
NCLB Will Improve Academic Achievement

Regular public school	56%
Regular public school that made AYP in 2003	56%
Regular public school that failed to make AYP in 2003	59%
Charter school	35%
Top quartile, by percentage minority	67%
Bottom quartile, by percentage minority	49%
Top quartile, by percentage eligible for free or reduced-price lunch	59%
Bottom quartile, by percentage eligible for free or reduced-price lunch	52%

Source: Minnesota Schools Survey 2003. Demographic data from Minnesota Department of Education 2003b, 2003c, 2003d.

Note: The survey question was worded as follows: "What effect do you think the No Child Left Behind Act will have on student achievement?"

Table A7. Anticipated Effects of NCLB on Principals' Influence in Specific Areas

	Percentage Reporting That No Child Left Behind Will . . .		
	Limit Their Influence (1)	Have No Effect (2)	Enhance Their Influence (3)
Setting performance standards for students at this school	31%	18%	51%
Establishing curriculum at this school	34%	23%	42%
Hiring teachers at this school	16%	66%	18%
Evaluating teachers at this school	8%	69%	23%
Setting discipline policy at this school	6%	81%	12%
Deciding how school budget will be spent	34%	35%	29%

Source: Minnesota Schools Survey 2003. Totals may not add to 100% due to rounding.

Note: The survey question was worded as follows: "During the 2003–2004 academic year, to what extent will the *No Child Left Behind Act* limit or enhance *your influence* on the following policy areas at your school?" Each variable is coded as 1 "Limit very much," 2 "Limit somewhat," 3 "No effect," 4 "Enhance somewhat," 5 "Enhance very much."

TABLE A8. Means and Standard Deviations for the Analyses in Chapter 4

	Mean (1)	Standard Deviation (2)
AYP 2003 failure	0.05	0.23
Charter school	0.04	0.18
Effects of NCLB on student achievement	3.41	0.96
Effects of NCLB on . . .		
Setting performance standards	3.22	1.18
Establishing curriculum	3.05	1.14
Hiring teachers	3.01	0.76
Evaluating teachers	3.16	0.63
Setting discipline policy	3.05	0.52
Deciding how budget is spent	2.90	1.02
Mean of NCLB effects	3.07	0.67
Influence of . . .		
Principal	3.87	0.90
Parents	3.16	0.95
Teachers	3.77	0.91
Minnesota Department of Education	3.87	1.13
Influence of principal on . . .		
Setting performance standards	3.52	1.02
Establishing curriculum	3.27	0.99
Hiring teachers	4.57	0.80
Evaluating teachers	4.69	0.66
Setting discipline policy	4.39	0.68
Spending budget	3.82	1.05
Time spent on . . .		
Facilitating mission	3.00	1.10
Supervising faculty	3.06	0.91
Guiding curriculum	2.72	0.99
Parent relationships	3.15	0.96
Security	3.14	1.02
Managing facilities	3.02	1.02
Administrative tasks	3.93	0.90
Mean time spent	3.15	0.50
Rural	0.23	0.42
Percentage minority	0.18	0.22
Percentage eligible for free or reduced-price lunch	0.23	0.18
Percentage LEP	0.06	0.11
Percentage special education	0.13	0.05
School enrollment (100s)	5.62	4.24
Highest grade offered (0–12)	7.67	3.01
Average teacher salary (\$1,000)	44.15	5.86
Percentage of teachers with master's degree	0.40	0.21
Principal's years of experience	10.24	7.87
Principal's teaching experience	14.09	8.02
Principal has doctorate	0.13	0.33
Female principal	0.37	0.48
Minority principal	0.04	0.19
Principal's age	49.00	7.72

Source: Minnesota Schools Survey 2003. Demographic and AYP data from Minnesota Department of Education 2003c, 2003d, 2004a.

TABLE A9. Full Ordered Probit Regression Results: Expected Consequences of NCLB on Principals' Influence

	Mean Influence (1)	Performance Standards (2)	Curriculum (3)	Evaluating Teachers (4)	Discipline Policy (5)	Hiring Teachers (6)	Setting Budget (7)
Failure to make AYP in 2003	0.12 (0.11)	0.14 (0.21)	-0.37* (0.22)	0.53** (0.24)	0.40 (0.26)	0.002 (0.19)	-0.26 (0.23)
Charter school	-0.34** (0.15)	0.01 (0.21)	-0.01 (0.20)	-0.23 (0.32)	0.01 (0.36)	-0.41 (0.29)	0.20 (0.20)
Mean effect of NCLB on influence	—	2.85*** (0.13)	3.12*** (0.20)	1.88*** (0.12)	1.38*** (0.12)	1.81*** (0.12)	2.30*** (0.09)
Rural	-0.07 (0.06)	0.01 (0.10)	-0.33*** (0.10)	0.04 (0.11)	0.02 (0.13)	0.14 (0.10)	0.06 (0.10)
Percentage minority	-0.22 (0.28)	0.07 (0.45)	-1.08*** (0.38)	-0.10 (0.44)	0.47 (0.50)	0.67* (0.40)	-0.16 (0.40)
Percentage eligible for free or reduced-price lunch	0.23 (0.21)	0.35 (0.39)	0.36 (0.36)	-0.50 (0.46)	-0.94* (0.52)	-0.04 (0.44)	-0.19 (0.40)
Percentage LEP	0.01 (0.38)	-0.68 (0.74)	1.10* (0.65)	0.18 (0.65)	-0.43 (0.73)	-1.22* (0.65)	1.27* (0.73)
Percentage special education	-0.09 (0.08)	-0.59 (0.62)	-0.04 (0.61)	1.60* (0.93)	-0.08 (1.00)	-0.50 (0.83)	0.78 (0.66)
School enrollment	-0.005 (0.007)	0.01 (0.01)	-0.01 (0.01)	0.01 (0.01)	-0.01 (0.01)	-0.003 (0.018)	-0.002 (0.012)
Highest grade offered (0-12)	-0.02*** (0.01)	-0.01 (0.02)	0.04*** (0.01)	-0.02 (0.02)	-0.04** (0.02)	0.02 (0.02)	-0.01 (0.01)
Principal's years of experience	-0.006 (0.004)	-0.012* (0.008)	-0.01 (0.01)	0.00 (0.01)	-0.01 (0.01)	0.01 (0.01)	0.00 (0.01)
Principal's teaching experience	-0.001 (0.003)	-0.012* (0.006)	0.00 (0.01)	0.00 (0.01)	-0.02** (0.01)	0.014** (0.006)	0.01 (0.01)
Principal has doctorate	-0.09 (0.08)	-0.03 (0.12)	0.04 (0.13)	0.00 (0.13)	-0.06 (0.16)	-0.19 (0.14)	0.06 (0.11)

Female principal	0.11** (0.05)	-0.07 (0.09)	-0.05 (0.10)	0.20* (0.11)	0.13 (0.12)	0.05 (0.10)	-0.02 (0.09)
Minority principal	0.40** (0.18)	-0.29 (0.28)	0.12 (0.24)	0.86*** (0.22)	0.30 (0.34)	-0.25 (0.26)	0.06 (0.27)
Principal's age	0.004 (0.004)	0.01 (0.01)	0.01 (0.01)	0.00 (0.01)	0.01 (0.01)	-0.004 (0.009)	-0.01 (0.01)
Average teacher salary (\$1,000)	-0.01 (0.01)	-0.003 (0.010)	-0.02* (0.01)	0.00 (0.01)	0.00 (0.01)	0.01 (0.01)	0.00 (0.01)
Percentage of teachers with master's degree	0.18 (0.16)	0.24 (0.27)	0.05 (0.30)	-0.05 (0.33)	-0.61* (0.33)	0.26 (0.29)	0.06 (0.26)
<i>N</i>	912	912	912	912	912	912	912
Wald χ^2 (18)	—	508.38	350.04	306.87	163.82	333.60	603.95
Prob > χ^2	—	0.00	0.00	0.00	0.00	0.00	0.00
Pseudo R^2	($R^2 = 0.04$)	0.42	0.47	0.37	0.28	0.31	0.36
Cutpoint 1 (constant)	(3.46)	5.79	6.27	2.19	1.10	3.40	4.34
Cutpoint 2	—	7.55	8.28	3.57	1.94	4.51	5.99
Cutpoint 3	—	8.64	9.75	7.02	5.66	7.51	7.72
Cutpoint 4	—	11.20	12.43	9.30	7.40	8.93	9.79

Source: Minnesota Schools Survey 2003. Demographic and AYP data from Minnesota Department of Education 2003c, 2003d, 2004a.

Note: The survey question was worded as follows: "During the 2003–2004 academic year, to what extent did the *No Child Left Behind* Act limit or enhance your influence on the following policy areas at your school?" Each variable is coded as 1 "Limit very much," 2 "Limit somewhat," 3 "No effect," 4 "Enhance somewhat," 5 "Enhance very much."

Column (1) presents OLS regression results. Columns 2–7 present ordered probit regression results. Robust standard error estimates in parentheses. — = not applicable.

* $p < 0.1$; ** $p < .05$ **;

*** $p < .01$, two-tailed.

TABLE A10. Full Ordered Probit Regression Results: Influence of Principal in Policy Areas

	Performance Standards (1)	Curriculum (2)	Evaluating Teachers (3)	Discipline Policy (4)	Hiring Teachers (5)	Setting Budget (6)
Failure to make AYP in 2003	-0.59*** (0.16)	-0.47*** (0.15)	-0.02 (0.19)	-0.24 (0.17)	-0.32 (0.21)	-0.04 (0.16)
Charter school	0.40* (0.23)	0.18 (0.28)	-0.49* (0.29)	-0.51** (0.24)	-0.34 (0.29)	0.31 (0.22)
Effects of NCLB on influence	0.25*** (0.06)	0.15*** (0.06)	0.04 (0.07)	0.08 (0.06)	0.01 (0.06)	0.16*** (0.06)
Rural	-0.17* (0.09)	0.03 (0.09)	0.03 (0.12)	-0.13 (0.10)	-0.07 (0.11)	-0.11 (0.09)
Percentage minority	0.79* (0.41)	-0.54 (0.44)	0.84* (0.49)	0.71* (0.41)	0.50 (0.47)	1.32*** (0.43)
Percentage eligible for free or reduced-price lunch	-0.26 (0.38)	0.76* (0.45)	-1.46*** (0.47)	-1.03*** (0.40)	-1.88*** (0.47)	-1.29*** (0.43)
Percentage LEP	-0.41 (0.60)	0.36 (0.55)	-0.66 (0.70)	0.26 (0.62)	-0.26 (0.67)	-0.16 (0.62)
Percentage special education	-0.27 (0.90)	0.20 (0.75)	0.41 (0.86)	-0.12 (0.89)	0.24 (0.82)	-0.17 (0.85)
School enrollment	-0.018 (0.014)	-0.017 (0.013)	0.02 (0.02)	-0.01 (0.01)	0.07*** (0.02)	0.03*** (0.01)
Highest grade offered (0-12)	0.018 (0.014)	0.05*** (0.01)	-0.02 (0.02)	0.01 (0.02)	-0.03* (0.02)	-0.06*** (0.01)
Influence of . . .						
Parents	0.13*** (0.05)	0.10** (0.05)	0.00 (0.06)	-0.06 (0.05)	-0.08 (0.06)	0.01 (0.05)
Teachers	0.12** (0.05)	0.27*** (0.05)	0.22*** (0.06)	0.26*** (0.06)	0.38*** (0.06)	0.22*** (0.05)
Minnesota Department of Education	0.08** (0.03)	0.02 (0.03)	0.05 (0.04)	0.09*** (0.04)	0.07* (0.04)	0.04 (0.03)

Principal's years of experience	0.03*** (0.01)	0.00 (0.01)	0.00 (0.01)	0.01 (0.01)	0.01 (0.01)	0.01 (0.01)
Principal's teaching experience	0.01 (0.01)	0.00 (0.01)	-0.01 (0.01)	0.01 (0.01)	-0.003 (0.007)	0.00 (0.01)
Principal has doctorate	0.05 (0.12)	0.13 (0.13)	0.00 (0.15)	0.29** (0.15)	-0.14 (0.16)	0.15 (0.13)
Female principal	0.01 (0.01)	-0.17** (0.08)	-0.09 (0.10)	0.08 (0.09)	0.06 (0.11)	0.13 (0.09)
Minority principal	0.16 (0.23)	0.67*** (0.20)	0.06 (0.27)	0.29 (0.23)	0.35 (0.31)	0.00 (0.01)
Principal's age	-0.023*** (0.007)	0.00 (0.01)	0.01 (0.01)	-0.01 (0.01)	-0.004 (0.009)	0.00 (0.01)
Average teacher salary (\$1,000)	0.00 (0.01)	-0.01 (0.01)	-0.03** (0.01)	-0.02* (0.01)	-0.05*** (0.01)	0.00 (0.01)
Percentage of teachers with master's degree	-0.34 (0.28)	-1.14*** (0.28)	0.50 (0.33)	-0.37 (0.29)	0.18 (0.33)	0.20 (0.27)
<i>N</i>	892	892	892	892	892	892
Wald chi ² (21)	107.83	200.51	57.63	66.57	163.00	147.30
Prob > chi ²	0.00	0.00	0.00	0.00	0.00	0.00
Pseudo R ²	0.04	0.08	0.04	0.04	0.09	0.06
Cutpoint 1	-1.15	-0.58	-2.70	—	-3.71	-1.34
Cutpoint 2	-0.03	0.72	-2.13	-2.53	-3.03	-0.21
Cutpoint 3	0.86	1.87	-1.60	-1.30	-2.55	0.62
Cutpoint 4	1.93	2.96	-0.71	0.06	-1.64	1.58

Source: Minnesota Schools Survey 2003. Demographic and AYP data from Minnesota Department of Education 2003c, 2003d, 2004a.

Note: The survey question was worded as follows: "How much *actual influence* do you think you as *principal* have regarding the following *policy areas at your school*?" The variables are coded from 1 "No influence" to 5 "A great deal of influence."

Columns 1-6 present ordered probit regression results. Robust standard error estimates in parentheses. — = not applicable. * $p < 0.1$; ** $p < .05$ **;

*** $p < .01$, two-tailed.

TABLE A11. Full Probit Regression Results: Influence of Actors

	Influence of . . .			
	Principal (1)	Parents (2)	Teachers (3)	Minnesota Department of Education (4)
Failure to make AYP in 2003	-0.48** (0.23)	0.23 (0.17)	0.08 (0.23)	0.53*** (0.17)
Charter school	-0.40 (0.36)	-0.05 (0.24)	0.91** (0.36)	-0.28 (0.21)
Rural	0.01 (0.10)	-0.21** (0.09)	0.10 (0.10)	0.01 (0.09)
Percent minority	0.53 (0.42)	0.32 (0.38)	-0.43 (0.41)	-0.66 (0.43)
Percentage eligible for free or reduced-price lunch	0.18 (0.43)	-0.63* (0.36)	0.27 (0.41)	0.04 (0.43)
Percentage LEP	-0.25 (0.68)	-0.53 (0.57)	0.92 (0.71)	-0.17 (0.57)
Percentage in special education	0.78 (0.91)	-0.88 (0.63)	-0.90 (0.79)	0.31 (0.71)
School enrollment	0.02 (0.02)	-0.02** (0.01)	0.02 (0.02)	0.01 (0.01)
Highest grade offered (0-12)	0.00 (0.02)	-0.021 (0.012)	0.00 (0.02)	-0.03** (0.01)
Influence of . . .				
Principal	—	0.15*** (0.06)	0.94*** (0.07)	-0.12** (0.06)
Parents	0.15*** (0.05)	—	0.59*** (0.06)	-0.02 (0.05)
Teachers	0.99*** (0.07)	-0.68*** (0.07)	—	-0.10 (0.06)
Minnesota Department of Education	-0.06 (0.04)	-0.02 (0.03)	-0.06 (0.04)	—
Principal's years of experience	0.00 (0.01)	0.00 (0.01)	0.01 (0.01)	-0.012* (0.007)
Principal's teaching experience	0.00 (0.01)	0.00 (0.01)	0.00 (0.01)	0.00 (0.01)
Principal has doctorate	0.04 (0.12)	0.02 (0.11)	-0.04 (0.13)	-0.11 (0.12)
Female principal	-0.04 (0.09)	0.08 (0.08)	0.22** (0.09)	0.26*** (0.08)
Minority principal	0.06 (0.28)	0.36 (0.24)	0.17 (0.29)	0.52*** (0.27)
Principal's age	-0.014* (0.008)	0.00 (0.01)	0.00 (0.01)	0.01 (0.01)
Average teacher salary (\$1,000)	-0.03** (0.01)	0.00 (0.01)	0.01 (0.01)	-0.01 (0.01)

TABLE A11.—Continued

	Influence of . . .			
	Principal (1)	Parents (2)	Teachers (3)	Minnesota Department of Education (4)
Percentage of teachers with master's degree	0.14 (0.28)	0.14 (0.26)	0.12 (0.27)	-0.09 (0.27)
<i>N</i>	905	905	905	905
Wald chi ² (20)	321.75	224.68	434.12	73.83
Prob > chi ²	0.00	0.00	0.00	0.00
Pseudo <i>R</i> ²	0.24	0.15	0.31	0.03
Cutpoint 1	-1.66	0.06	2.03	-3.19
Cutpoint 2	0.33	1.78	3.78	-2.23
Cutpoint 3	1.78	3.09	5.35	-1.59
Cutpoint 4	3.46	4.30	7.18	-0.84

Source: Minnesota Schools Survey 2003. Demographic and AYP data from Minnesota Department of Education 2003c, 2003d, 2004a.

Note: The survey question was worded as follows: "How much *actual influence* do you think each of the following has regarding *making decisions that affect your school?*" The variables are coded from 1 "No influence" to 5 "A great deal of influence."

Columns 1-4 present ordered probit regression results. Robust standard error estimates in parentheses. — = not applicable

* $p < 0.1$; ** $p < .05$; *** $p < .01$, two-tailed.

TABLE A12. Full Ordered Probit Regression Results: Principals' Time Spent on Activities

	Time Spent . . .						
	Facilitating School's Mission (1)	Guiding the Curriculum (2)	Supervising Faculty (3)	Building Relationships with Parent Community (4)	Maintaining Physical Security (5)	Managing Facilities (6)	Completing Administrative Tasks (7)
Failure to make AYP in 2003	-0.45*** (0.15)	0.04 (0.17)	-0.06 (0.17)	0.06 (0.16)	0.30* (0.18)	-0.04 (0.17)	0.23 (0.17)
Charter school	0.48*** (0.22)	0.16 (0.24)	-0.61** (0.24)	0.44* (0.23)	-0.48** (0.20)	-0.24 (0.24)	0.19 (0.24)
Mean time spent on all activities	1.30*** (0.09)	1.31*** (0.09)	1.40*** (0.09)	1.48*** (0.09)	1.73*** (0.09)	1.28*** (0.08)	0.86*** (0.08)
Rural	-0.07 (0.09)	.014 (0.09)	-0.09 (0.09)	-0.29*** (0.09)	0.08 (0.09)	0.18* (0.09)	0.05 (0.09)
Percentage minority	0.53 (0.40)	-0.35 (0.43)	0.57 (0.47)	0.55 (0.41)	0.12 (0.40)	-0.18 (0.40)	-1.28*** (0.09)
Percentage eligible for free or reduced-price lunch	0.25 (0.44)	0.76* (0.40)	-0.11 (0.47)	-1.33*** (0.41)	-0.59 (0.37)	-0.03 (0.40)	0.75* (0.43)
Percentage LEP	0.74 (0.56)	0.57 (0.55)	0.00 (0.73)	-0.87 (0.61)	-0.29 (0.66)	-0.59 (0.63)	0.72 (0.63)
Percentage in special education	-0.59 (0.98)	-1.36 (0.94)	-0.34 (1.09)	-1.29 (0.98)	1.80** (0.91)	1.03 (0.96)	1.14 (1.00)
School enrollment	0.01 (0.01)	-0.001 (0.010)	0.015 (0.011)	-0.03** (0.01)	0.01 (0.01)	-0.01 (0.01)	0.00 (0.01)
Highest grade offered (0-12)	-0.038** (0.015)	-0.001 (0.014)	0.00 (0.01)	-0.07*** (0.01)	0.07*** (0.01)	0.020 (0.015)	0.02 (0.02)
Principal's years of experience	-0.015*** (0.006)	-0.001 (0.001)	0.01 (0.01)	-0.01 (0.01)	0.012** (0.006)	0.01 (0.01)	0.00 (0.01)
Principal's teaching experience	-0.013*** (0.005)	0.001 (0.001)	0.00 (0.01)	0.01 (0.01)	0.00 (0.01)	0.01 (0.01)	0.00 (0.01)

Principal has doctorate	0.30*** (0.11)	0.20* (0.12)	0.07 (0.11)	0.02 (0.12)	-0.15 (0.12)	-0.31*** (0.11)	-0.15 (0.12)
Female principal	0.03 (0.08)	0.01 (0.01)	0.07 (0.09)	0.03 (0.08)	0.00 (0.08)	-0.23*** (0.09)	0.11 (0.09)
Minority principal	0.00 (0.20)	-0.12 (0.22)	0.00 (0.22)	-0.15 (0.20)	0.18 (0.22)	0.27 (0.22)	-0.16 (0.23)
Principal's age	0.024*** (0.007)	0.001 (0.001)	0.00 (0.01)	0.00 (0.01)	-0.01 (0.01)	-0.012* (0.007)	-0.01 (0.01)
Average teacher salary (\$1,000)	-0.01 (0.01)	-0.002 (0.001)	-0.03*** (0.01)	-0.01 (0.01)	0.02* (0.01)	0.02* (0.01)	0.01 (0.01)
Percentage of teachers with master's degree	0.40 (0.26)	-0.31 (0.29)	0.21 (0.26)	0.65** (0.28)	-0.73*** (0.27)	-0.27 (0.26)	0.06 (0.28)
<i>N</i>	882	882	882	882	882	882	882
Wald χ^2 (18)	323.54	284.33	275.73	373.88	431.59	285.89	132.71
Prob > χ^2	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pseudo R^2	0.14	0.12	0.14	0.17	0.17	0.11	0.06
Cutpoint 1	2.66	2.46	0.73	0.72	4.24	2.60	0.02
Cutpoint 2	4.02	3.94	2.42	2.49	5.60	3.89	1.30
Cutpoint 3	5.16	5.06	3.83	3.79	6.95	5.11	2.62
Cutpoint 4	5.97	6.15	4.97	5.07	8.13	6.15	3.62

Source: Minnesota Schools Survey 2003. Demographic and AYP data from Minnesota Department of Education 2003c, 2003d, 2004a.
Note: The survey question was worded as follows: "During the past month, about how much of *your time* was spent on the following activities?"
Each variable is coded as 1 "None or almost none," 2 "Slightly less time than on other activities," 3 "About as much time as other activities," 4
"Slightly more time than other activities," 5 "A great deal of time."
Columns 1-7 present ordered probit regression results. Robust standard error estimates in parentheses.
* $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$, two-tailed.

TABLE A13. External Measures of Leadership in Minneapolis's Elementary and Combined Elementary/Middle Schools

	Average Score
Safety and discipline	68%
Curriculum and high standards	79%
Parental involvement	69%
Social capital	82%

Source: Author's analysis based on data from Minneapolis Public Schools 2004.

TABLE A14. Inequality and Production in the Minneapolis Public Schools

	1st Quartile (lowest) (1)	2nd Quartile (2)	3rd Quartile (3)	4th Quartile (highest) (4)
Percentage minority students	41%	71%	86%	97%
Safety and discipline	78%	69%	63%	62%
Curriculum and high standards	83%	83%	74%	76%
Parental involvement	92%	70%	67%	46%
Social capital	87%	84%	83%	74%
Failure to make AYP in 2004	27%	43%	79%	100%

Source: Author's analysis based on data from Minneapolis Public Schools 2004. Demographic and AYP data from Minnesota Department of Education 2003c, 2003d, 2004a.

TABLE A15. Means and Standard Deviations for Variables in Minneapolis School Analysis

	Mean (1)	Standard Deviation (2)
Failure to make AYP in 2004	0.61	0.49
Safety and discipline	67.89	10.42
Curriculum and high standards	78.84	11.10
Parental involvement	68.75	26.08
Social capital	82.07	11.03
Percentage minority	72.84	22.79
Percentage eligible for free or reduced-price lunch	61.56	23.52
Percentage LEP	25.76	14.67
Percentage in special education	11.93	3.83
Combined elementary/middle	0.35	0.48
Enrollment (100s)	4.18	1.84
Average teacher salary (\$1,000)	53.7	4.60
Percentage of teachers with master's degree	52.07	12.87

Source: Minneapolis Public Schools 2004. Demographic, AYP, and test score data from Minnesota Department of Education 2003c, 2003d, 2003f, 2004a, 2004d.

TABLE A16. Full Results: AYP in Minneapolis

	Failure to Make AYP in 2004: Minneapolis (1)	Failure to Make AYP in 2004: Minneapolis (without lowest quartile of percentage minority enrollment) (2)
Safety and discipline	-0.11*** (0.04)	-0.15*** (0.06)
Curriculum and standards	-0.09** (0.04)	-0.26*** (0.09)
Parental involvement	-0.04*** (0.01)	-0.055** (0.025)
Social capital	0.06 (0.04)	0.07 (0.04)
School enrollment (100s)	0.03 (0.21)	-0.40 (0.34)
Average teacher salary (\$1,000)	0.37*** (0.13)	0.83*** (0.30)
Percentage of teachers with master's degree	-0.12*** (0.04)	-0.17*** (0.07)
Percentage minority	-0.05 (0.04)	0.03 (0.08)
Percentage eligible for free or reduced-price lunch	0.04 (0.03)	0.03 (0.05)
Percentage LEP	0.00 (0.02)	0.00 (0.03)
Percentage in special education	-0.16* (0.09)	-0.13 (0.12)
Combined elementary/middle	1.08 (0.89)	3.97** (1.56)
Constant	1.75 (6.81)	-7.39 (9.63)
<i>N</i>	53	41
Wald chi ² (12)	34.13	23.57
Prob > chi ²	0.00	0.02
Pseudo <i>R</i> ²	0.45	0.62

Source: Minneapolis Public Schools 2004. Demographic and AYP data from Minnesota Department of Education 2003c, 2003d, 2003f, 2004a, 2004d.

* $p < 0.1$; ** $p < .05$; *** $p < .01$, two-tailed. Robust standard error estimates in parentheses.