

A CASE STUDY OF THE PERCEPTIONS OF STAKEHOLDERS REGARDING  
TRANSFORMATIONAL LEADERSHIP PROCESSES AND STRUCTURES  
IMPLEMENTED IN A HIGH POVERTY, HIGH ACHIEVING SCHOOL

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ABSTRACT

Boyd-Zaharias and Pate-Bain (2008) postulated that low achievement and high dropout rates among poor students continue to “plague” (p. 40) public schools in the United States; and elaborated further by stating, “our nation will profit by or pay for whatever they become” (p. 40). Chenoweth (2009a, 2009b) and Haycock (2001) shared that the country continues to move forward with reform efforts though the achievement gap between poor students and their non-poor peers does not tend to close, rather it widens. Therefore, the achievement gap between poor students and their peers, a problem of practice, is the focus of this narrative case study.