2014 School Health Indicators:
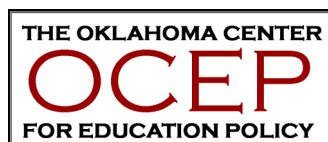
The Path to Performance, Quality, & Capacity

District Report

TULSA PUBLIC SCHOOLS

THE OKLAHOMA CENTER
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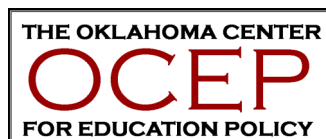
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STUDENT PSYCHOLOGICAL HEALTH AND SCHOOL CAPACITY
**Long-Term School Improvement Through
Understanding, Action, and Experimentation**

The Oklahoma Center for Education Policy research team has developed a conceptual approach for examining school conditions that places at its center *student psychological health*. Psychologically healthy citizens are necessary for the sustenance of a democratic society. There is strong evidence that the psychological health of students is tied to self-motivated learning and sustainable individual development. It is the hallmark of genuine school effectiveness.

In recent decades, school reform has focused too narrowly on accountability and the measurement of student, teacher, and school outcomes. Raising test scores, for example, is only one factor for school improvement. Our collaboration with Tulsa Public Schools encourages school professionals to study and monitor the incremental development of four capacity dimensions that underlie student psychological health, ultimately leading to enhanced school performance. The dimensions are organizational capacity, instructional capacity, learning capacity, and home/community capacity. This report provides a snapshot of individual school standing and progress over time toward building capacity.

How are data reported here useful and what should be done with them? The answer to these questions is in part found in the work of Schein (2004) who notes that the culture of an organization emerges from the shared successes of those who work in it. Embedded in an organization's culture is its capacity to act effectively; in schools, this capacity resides in the incrementally developed and shared, experiential and explanatory knowledge about teaching and learning held by teachers and principals. Capacity is enhanced when teachers and principals continuously cultivate conditions and develop instructional approaches that promote learning. This mindset contradicts the view that the best solutions can be imported from elsewhere. Instead, it relies on the belief that a school's teachers and leaders, using their own experience, experimentation, and explanations drawn from research, can be successful, even under challenging conditions. Building a school's capacity is a long-term effort emerging from persistent, hard work and the accumulation of collective understanding. It requires a certain reversal of the energy flow so that the press for change and improvement often begins with teachers, students and their families. As teachers and leaders begin to experience and understand their successes, they build a culture of success and optimism that is matched with the needs of the school and the specific students they serve. Successful practice, then, cannot be found in canned programs, but is contingent on context and the knowledge of teachers and leaders who work in and interpret that context.

The data presented here are capacity indicators. They are usually not summative measures of individual teacher or leader performance; they constitute a snapshot of the school's contextual health and should be used formatively. They can provide a "starting place" for thought, conversation, and action by teachers, teacher groups, leaders and others. However—and this is a critical point—the indicators do NOT script appropriate responses. Teachers and leaders need to interpret and explain their school's indicators for them to be useful. For example, if the indicator for "faculty trust in parents" is very low (measured faculty perceptions of parent honesty, openness, reliability, competence and benevolence), what does this mean? What should be done? Research shows that low faculty trust in parents is associated with poor academic performance (Forsyth, Adams, and Hoy, 2011). But the data cannot explain what this indicator means in each school specifically. It might mean that middle-class teachers hold expectations for parent behavior that are not being met by the parents they see. It might mean that teachers don't know the parents of their students very well, or at all, so they are suspicious of them. It might mean that teacher beliefs are based on negative interactions some teachers have had with parents of troubled students. It might mean all or none of these things. Whatever contributes to the absence of trust, it is important to the school's ultimate success that teachers and principals, both

individually and collectively, commit themselves to nurturing reciprocal trust relationships with parents. There are many ways to do this—almost all of them have to do with increasing the frequency and quality of contact that teachers have with parents in positive social circumstances. To build trust, teachers and principals have to act, and be seen to act, in trustworthy ways, including exhibiting benevolence, candor, consistency, competence and honesty with parents. This objective could well become the focus of a year's work or even a lifelong career. School reports chart what has happened to "faculty trust in parents" over as many as four years. If a school faculty has committed itself to building faculty trust in parents, the school level data trend provides evidence about how that is working. If efforts are indeed working, the school is building a positive culture; if they are not working well, the school will want to modify, enhance, or change its strategies.

The faculty trust in parents indicator is, of course, just one of many. It is the intent of this report, and the reports that will follow, to provide a set of indicators that empower school professionals to take charge of their school's improvement and effectiveness. You and your colleagues are the key to your school's success.

PROJECT BACKGROUND

Five years ago, members of the OU College of Education faculty proposed to the district a collaborative project for consolidating and improving data collection procedures. This proposal came in response to frustration with a piecemeal approach that had evolved over time in response to a multitude of requests for school data from outside agencies, as well as data needs of various offices within the district. The argument was also made that changing how data are collected could also serve as an opportunity to inform professional practice and build capacity within the district.

As it developed, the purpose of the collaboration was directed toward fostering long-term school improvement through the use of scientifically designed measurement, reliable data collection, and appropriate data analysis, placing credible information in the hands of those who make decisions about schools and children. In contrast to the continuous importation of "off-the-shelf" reform models and policy mandates transplanted from far away or externally imposed on schools by federal and state policy, this approach endorses local capacity building at school sites. That is, the information provided to teachers and principals about the strengths and weaknesses of their own school's process is used by them to devise and test interventions matched to the needs of individual learners, groups of learners, classes and schools. In this way, a school's teachers and principal come to "own" the information, the interpretation, and the solutions they explore. These are not evaluative data; they are indicators of system climate and process that impel schools toward a deeper understanding of how and why they succeed, or don't succeed, with individuals and groups of learners. Through site-based experiment, school professionals build their personal capacity, and that of their colleagues and school, to serve each student who enters its doors. Data based decision-making is replaced with theory-based decision making, theory being the explanations of how particular climate and process indicators came to be.

The agenda of building a school's capacity is incremental and long-term. That is why our commitment to this information project is long-term. As performance indicators are recorded each year, teachers and principals will be able to see clearly how successful their efforts to foster learning with particular sets of learners are. They will see evidence of their commitment and hard work; this evidence will also help the district decide where to place additional resources and document for the community the progress of the schools. To provide school professionals with a rich view of process and climate indicators, we chose to measure the beliefs, attitudes and feelings of parents, learners, teachers, and principals.

METHODS

Data Collection: Data were collected from site principals, faculty, parents, and students from 73 TPS schools. Students, and parents, from grades 5, 8, 9, and 11 were given a survey. In one case, 7th grade students were surveyed because the school had only one grade. TPS administered and collected student surveys during the school day. Parent surveys were distributed to students; these were returned to OCEP in a sealed envelope via mail or via the school. Each site principal received an electronic survey through email. All faculty members from all grades were randomly assigned to one of two online surveys which were also distributed by email.

Measures and Scores: Measures associated with effective school performance were taken from the extant literature. All measures were supported with evidence of strong validity and reliability. Psychometric properties were also tested in all TPS data with results confirming the validity and reliability of the surveys (see appendix). Data were excluded for a particular measure if the school had a low response rate.   Raw data were converted to a measure score by calculating the average item response for each variable within each school. Multiple-year trend data are depicted when possible. Response rates for each survey respondent are reported below.

We use a dashed line in the histograms to represent a target score for schools. The target score is based on an average item response that is positive. For teacher, parent, and principal data, the target score is set at 5. For student data, the target score is set at 3.25.

For item analyses, we report the percentage of responses within each response category. We suggest 70 percent of the combined responses falling in the Agree and Strongly Agree categories indicates high capacity for the specific behavior or belief measured by the item.

Aggregated Measures: With the exception of principal data, histograms are based on school averages. For example, the measure of collective teacher efficacy represents the shared perceptions of teachers in the school. Aggregated data do not take into account variation within schools. It is likely that for some psychological factors there may be considerable within-school variation that is not reflected in the aggregated scores.

2012-13 DISTRICT REPONSE RATES

Survey Respondent	Response Rate
Faculty (Form A)	65%
Faculty (Form B)	62%
Student (Form A)	89%
Student (Form B)	88%
Parent	26%

2013-14 DISTRICT REPONSE RATES

Survey Respondent	Response Rate
Faculty (Form A)	48%
Faculty (Form B)	48%
Student (Form A)	69%
Student (Form B)	69%
Parent	22%

I. District Leadership Climate

Climate indicators are critical to monitoring the affective environments of organizations. Nearly a hundred years of organizational research has affirmed the importance of attitudes, perceptions, and beliefs of members for achieving collective and individual goals. Two years ago, at the request of Tulsa Public School leaders, OCEP began to collect data on the collective perceptions of principals and teachers to monitor year-to-year changes in the affective perceptions of key district professionals.

Principal Trust in District Administration. This indicator captures principal perceptions of the degree to which the district administration is organized, committed, supportive of autonomy and professional growth, and aware of pressing challenges facing the schools. The scale items developed by the district were factor analyzed producing very respectable factor loadings indicative of a single primary factor.

Faculty Trust in District Administration. This indicator captures teacher perceptions of the degree to which the district administration is organized, reliable, committed, supportive of teacher autonomy and professional growth, and aware of pressing challenges facing the schools. The scale items were factor analyzed, producing very respectable factor loadings indicative of a single primary factor.
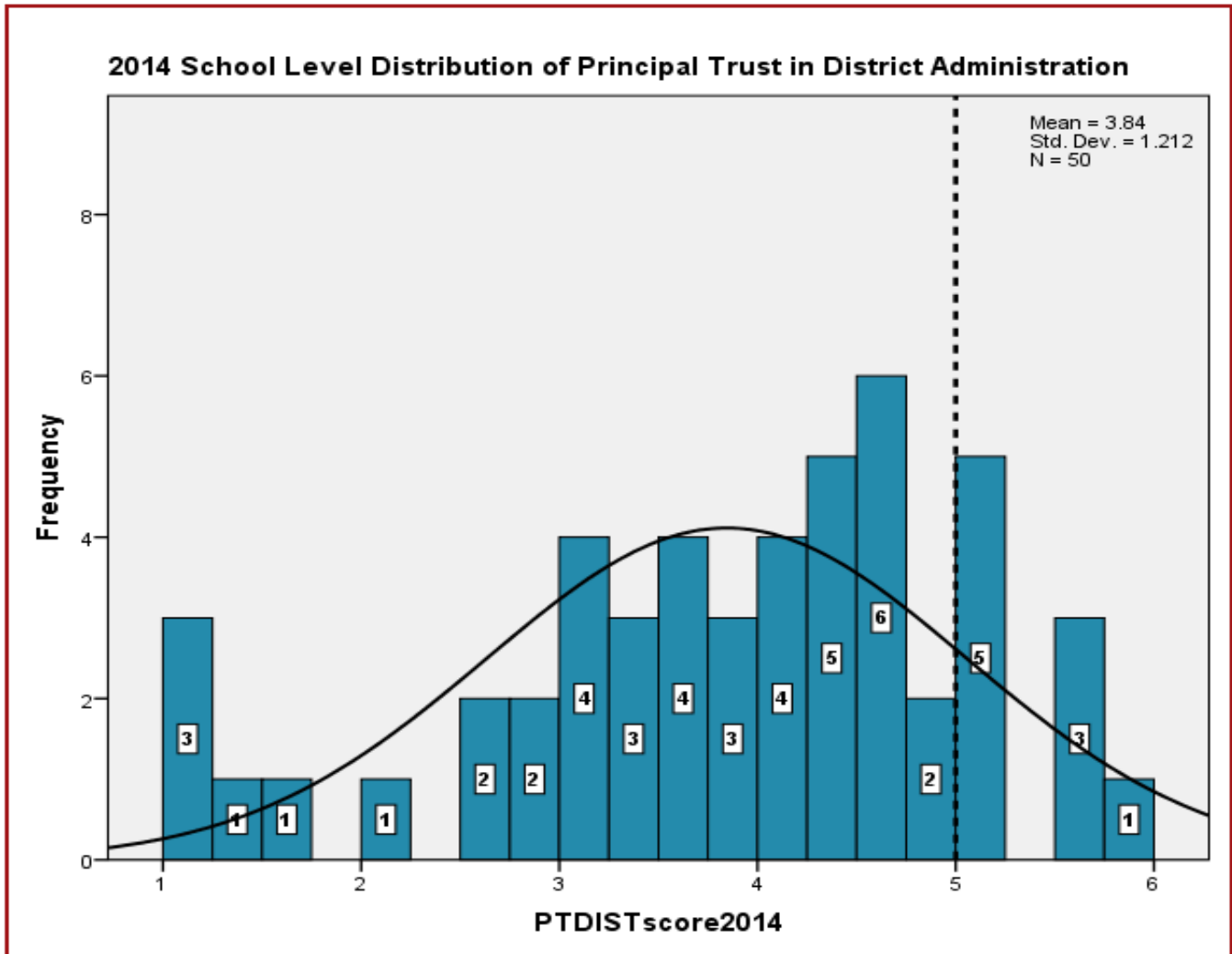
Summary

In general, principal and faculty trust in district administration continue to decline. Nine principals had trust scores that exceeded the target score in 2013-14, compared to eight principals in 2012-13 and 13 principals in 2011-12. For the third consecutive year, no schools had average teacher trust scores exceeding the target score.

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD (AVERAGE RESPONSE OF "AGREE")	NUMBER OF SCHOOLS AT OR BELOW AVERAGE RESPONSE OF "DISAGREE" (SCORE 2)
2011-2012	4.34	0.98	13	4
2012-2013	4.06	0.90	8	2
2013-2014	3.84	1.21	9	5

2014 School Level Distribution of Principal Trust in District Administration

Mean = 3.84
Std. Dev. = 1.212
N = 50

2013 School Level Distribution of Principal Trust in District Administration

Mean = 4.06
Std. Dev. = .898
N = 63

PTDISTscore2013

2012 School Level Distribution of Principal Trust in District Administration
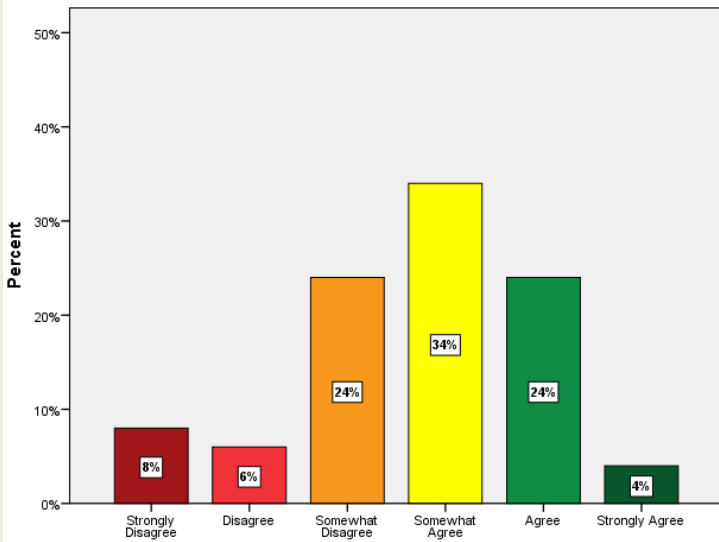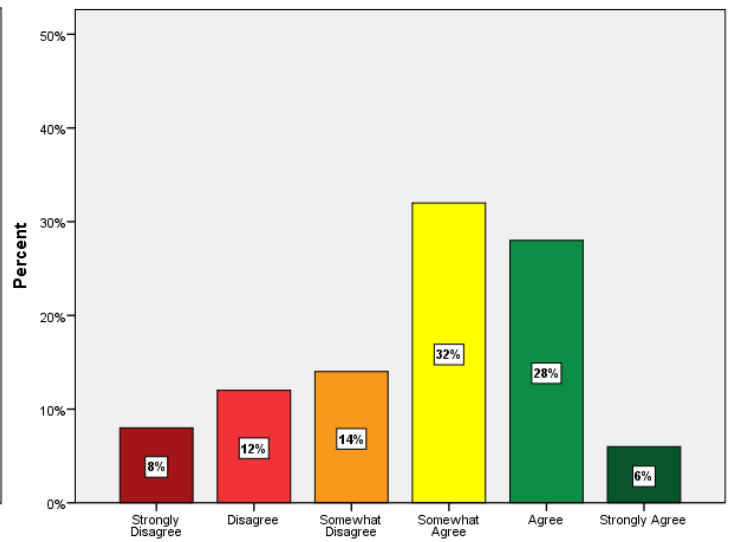
Mean = 4.34
Std. Dev. = .981
N = 61

PTDISTscore2012
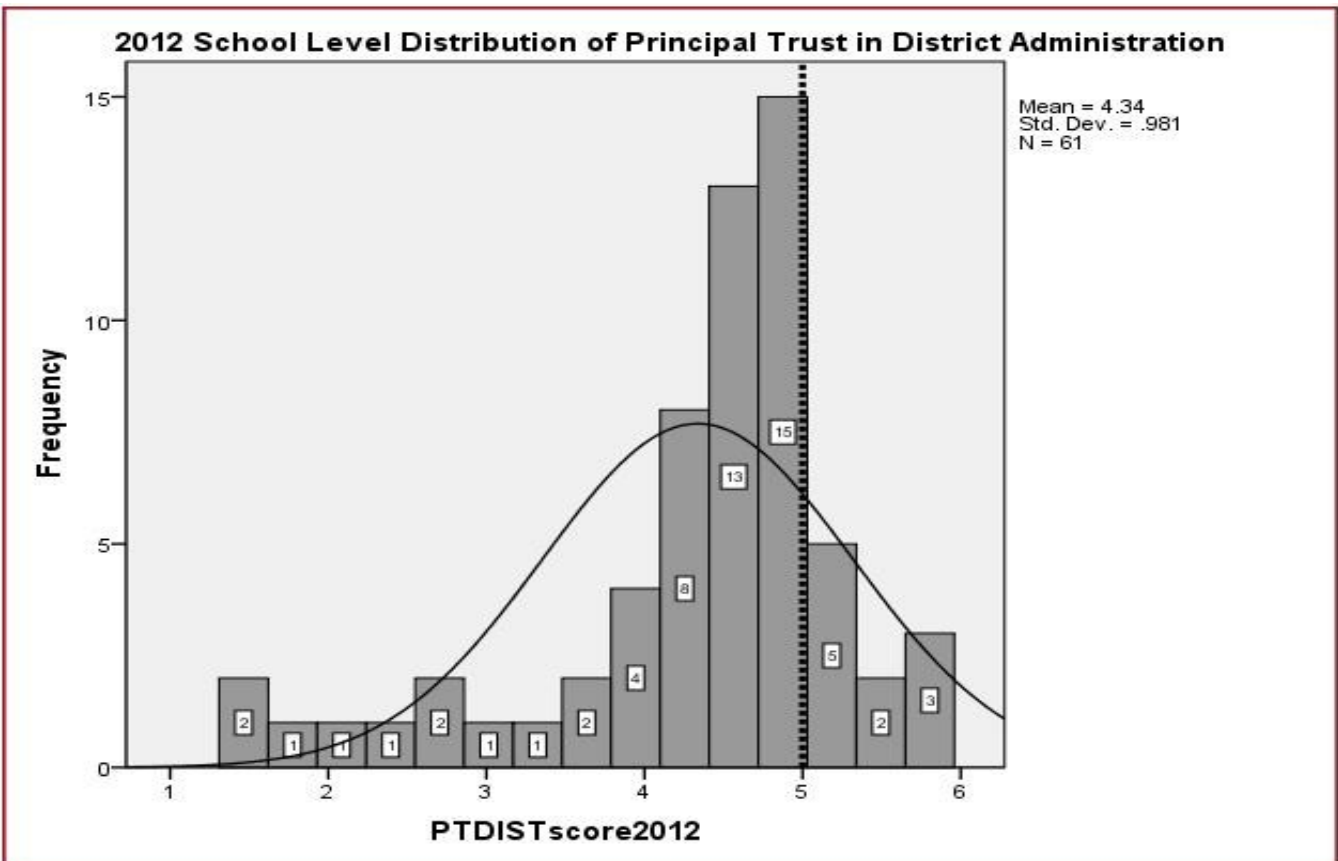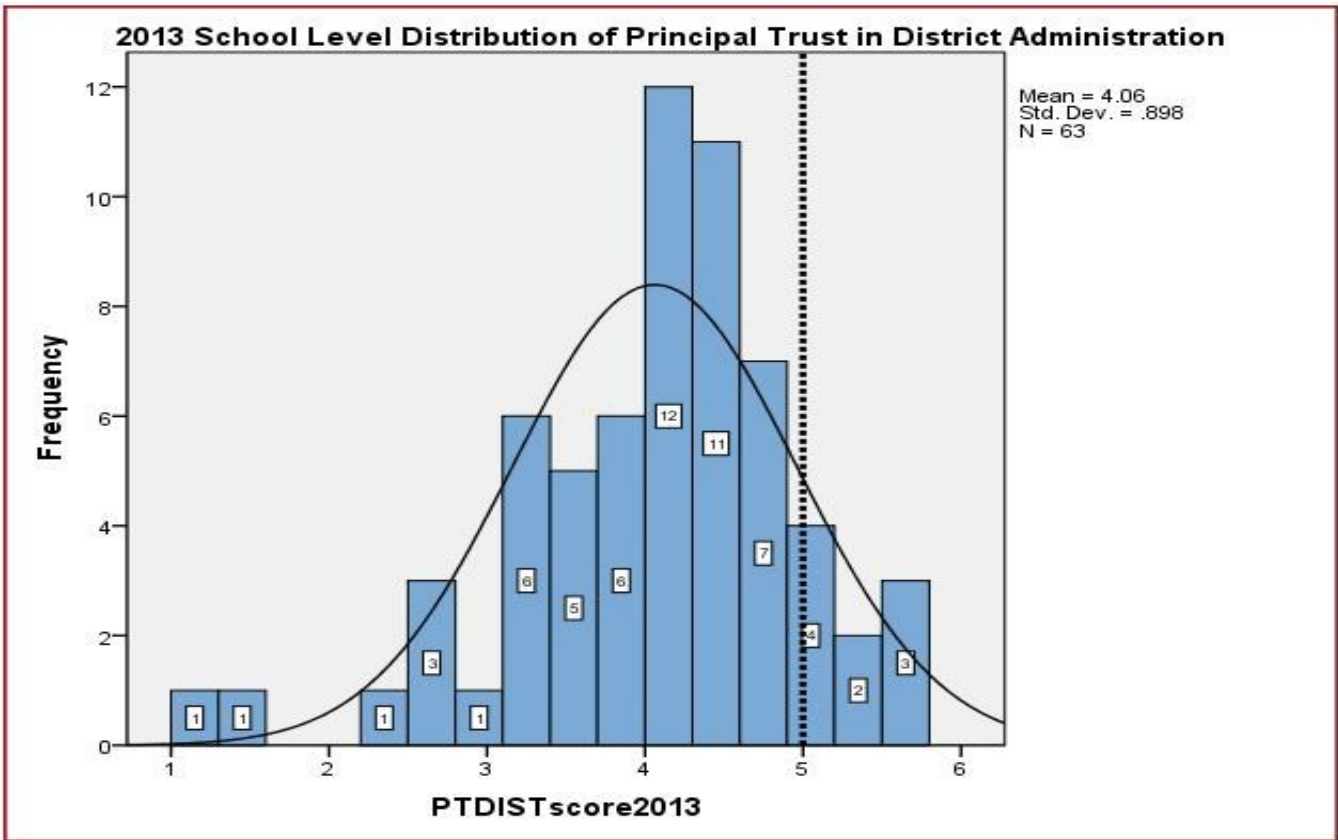
PRINCIPAL TRUST IN DISTRICT ADMINISTRATION

DISTRICT REPORT

District-level administrators follow through on commitments.

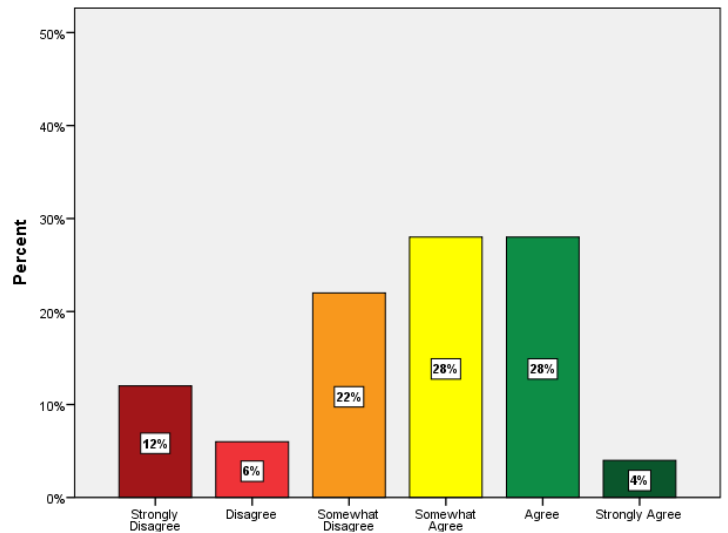| Response	Percent
Strongly Disagree	8%
Disagree	6%
Somewhat Disagree	24%
Somewhat Agree	34%
Agree	24%
Strongly Agree	4%

District-level administrators show concern for the needs of my school.

Response	Percent
Strongly Disagree	8%
Disagree	12%
Somewhat Disagree	14%
Somewhat Agree	32%
Agree	28%
Strongly Agree	6%

District-level administrators say one things and do another.
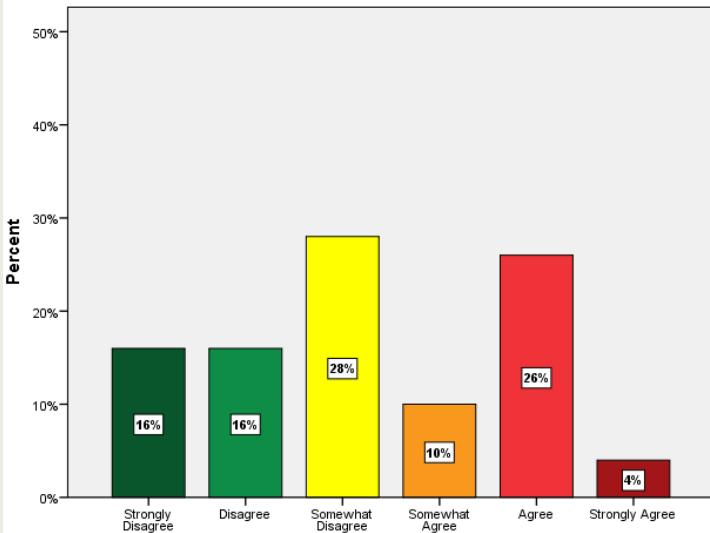
Response	Percent
Strongly Disagree	16%
Disagree	16%
Somewhat Disagree	28%
Somewhat Agree	10%
Agree	26%
Strongly Agree	4%

District-level administrators value my ideas for school improvement.

Response	Percent
Strongly Disagree	12%
Disagree	6%
Somewhat Disagree	22%
Somewhat Agree	28%
Agree	28%
Strongly Agree	4%

District-level administrators demonstrate knowledge of teaching and learning.

Response	Percent
Strongly Disagree	8%
Disagree	8%
Somewhat Disagree	10%
Somewhat Agree	32%
Agree	36%
Strongly Agree	6%
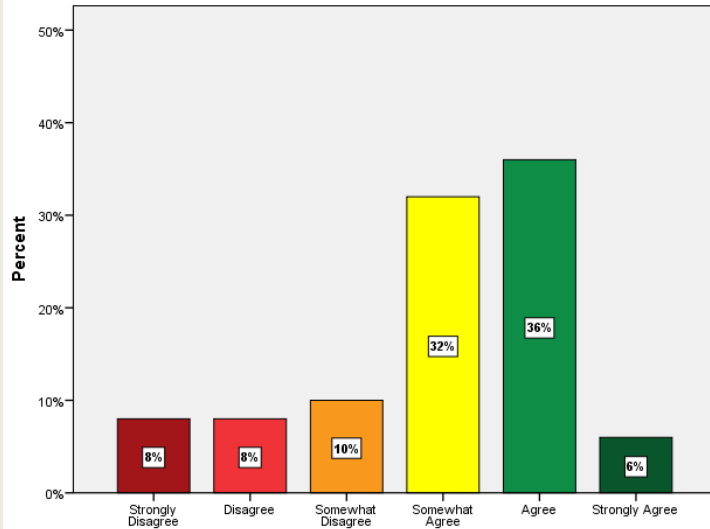
District-level administrators allow my professional autonomy to do what is best for my school.

Response	Percent
Strongly Disagree	10%
Disagree	20%
Somewhat Disagree	8%
Somewhat Agree	32%
Agree	22%
Strongly Agree	8%
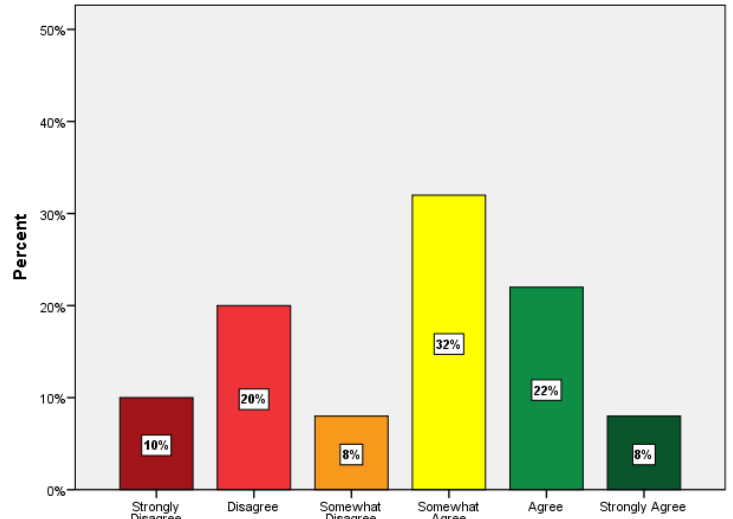
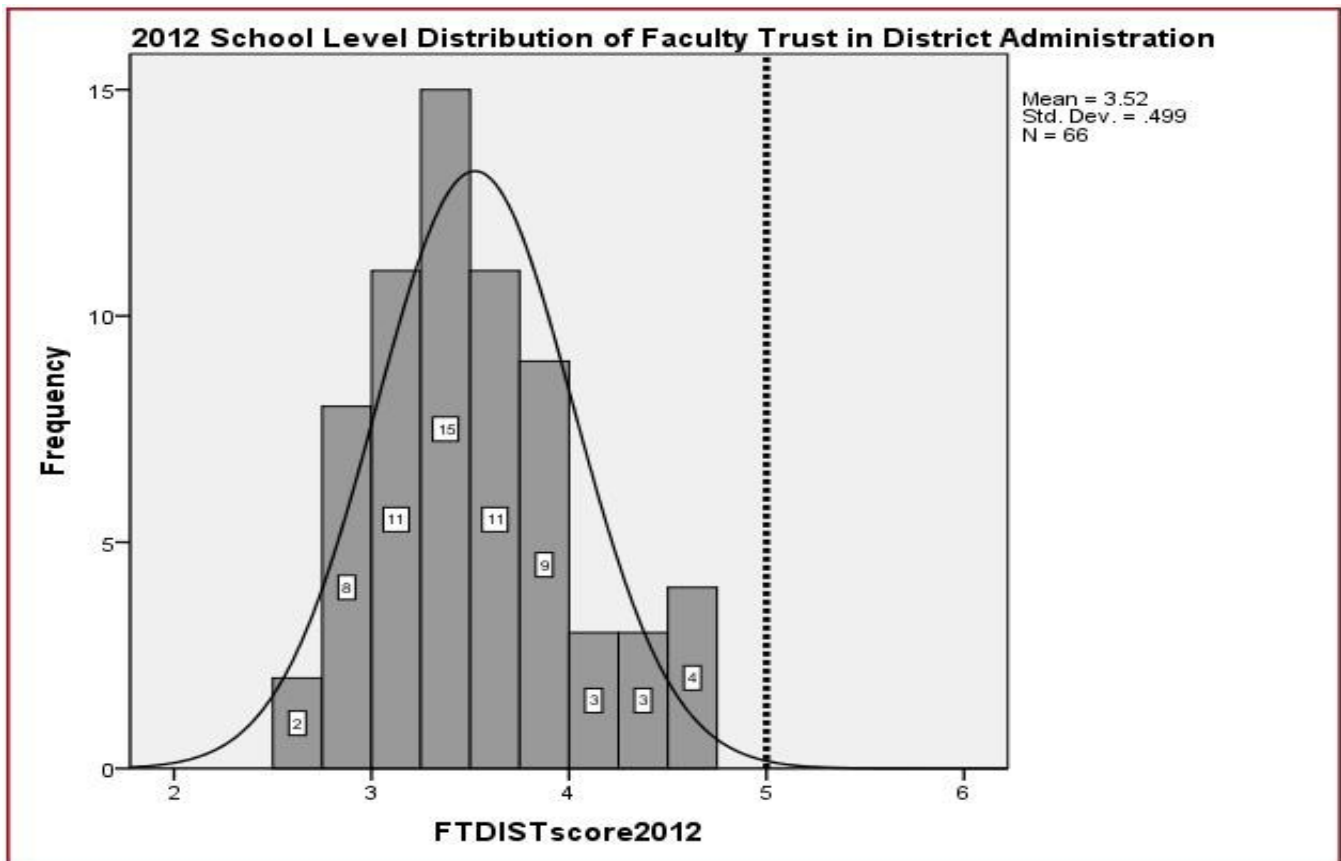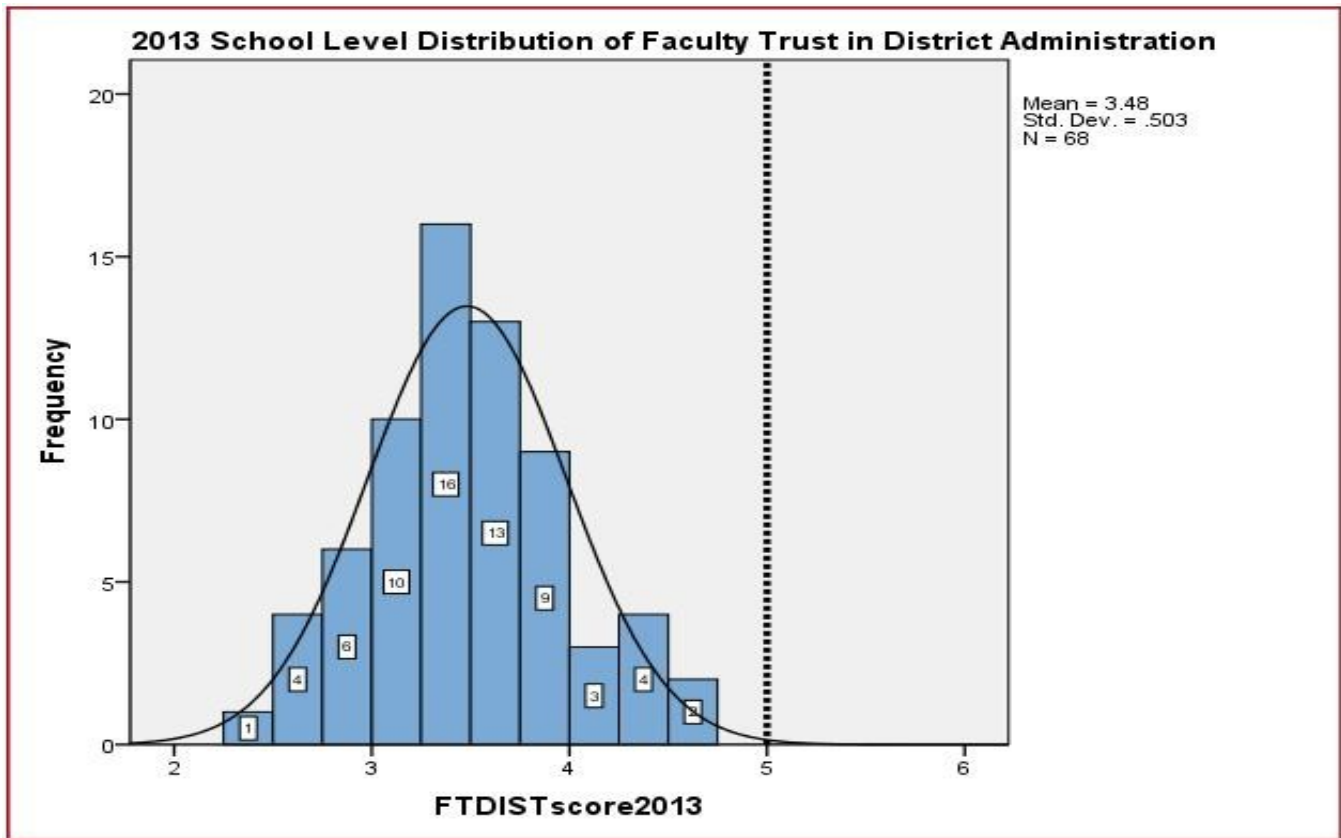# TEACHER TRUST IN DISTRICT ADMINISTRATION

DISTRICT REPORT

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD (AVERAGE RESPONSE OF "AGREE")	NUMBER OF SCHOOLS AT OR BELOW AVERAGE RESPONSE OF "DISAGREE" (SCORE 2)
2011-2012	3.52	0.50	0	0
2012-2013	3.48	0.50	0	0
2013-2014	3.57	0.49	0	0
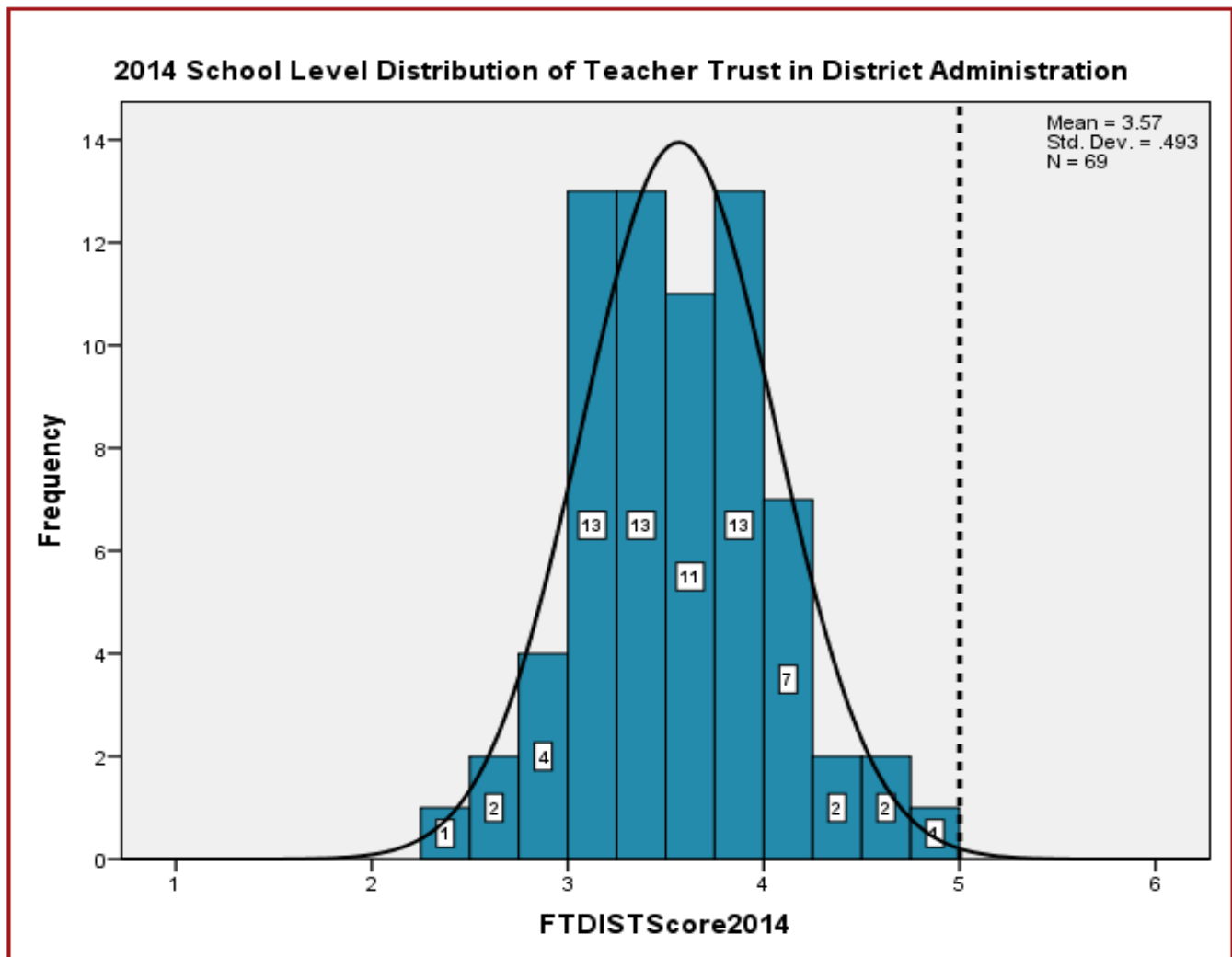
2014 School Level Distribution of Teacher Trust in District Administration

Mean = 3.57
Std. Dev. = .493
N = 69

2013 School Level Distribution of Faculty Trust in District Administration

Mean = 3.48
Std. Dev. = .503
N = 68

FTDISTscore2013

2012 School Level Distribution of Faculty Trust in District Administration
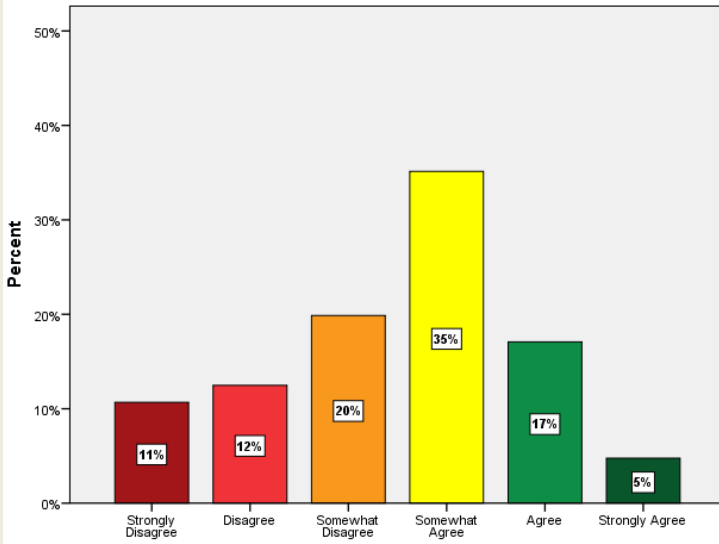
Mean = 3.52
Std. Dev. = .499
N = 66

FTDISTscore2012

TEACHER TRUST IN DISTRICT ADMINISTRATION

DISTRICT REPORT

District administrators follow through on commitments.

Category	Percent
Strongly Disagree	11%
Disagree	12%
Somewhat Disagree	20%
Somewhat Agree	35%
Agree	17%
Strongly Agree	5%

District administrators show concern for the needs of my school.

Category	Percent
Strongly Disagree	14%
Disagree	14%
Somewhat Disagree	20%
Somewhat Agree	28%
Agree	17%
Strongly Agree	7%
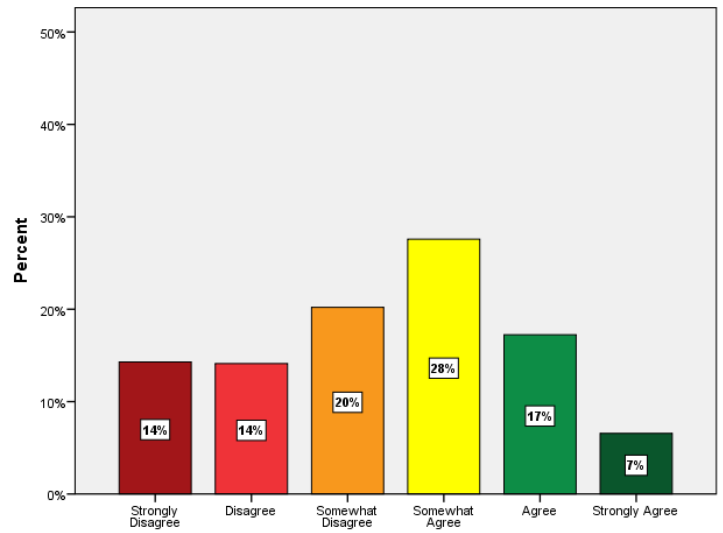
District administrators often say one thing and do another.
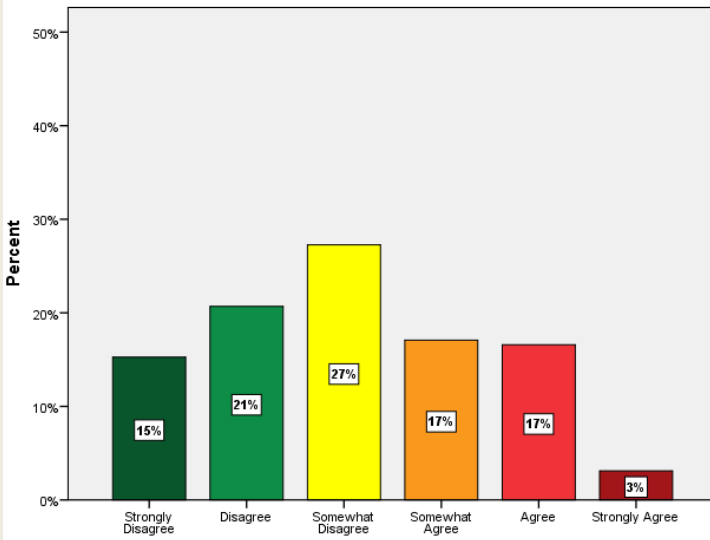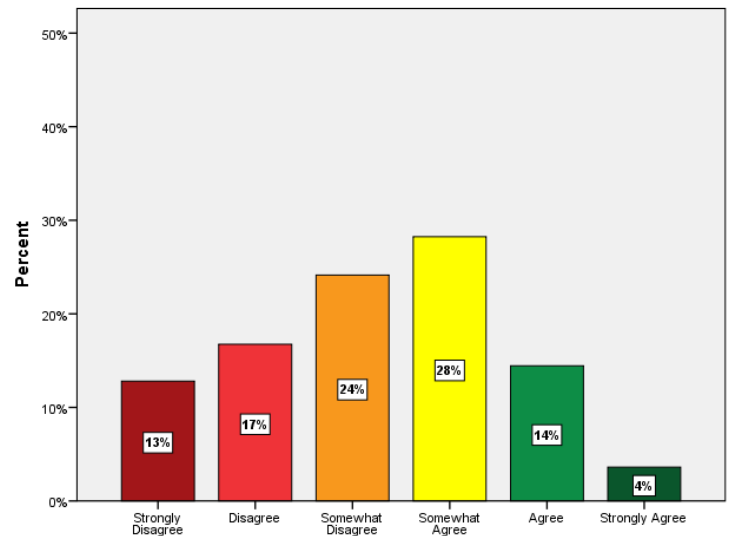
Category	Percent
Strongly Disagree	15%
Disagree	21%
Somewhat Disagree	27%
Somewhat Agree	17%
Agree	17%
Strongly Agree	3%

District administrators value my ideas for school improvement.

Category	Percent
Strongly Disagree	13%
Disagree	17%
Somewhat Disagree	24%
Somewhat Agree	28%
Agree	14%
Strongly Agree	4%

District administrators demonstrate knowledge of teaching and learning.

Category	Percent
Strongly Disagree	10%
Disagree	11%
Somewhat Disagree	16%
Somewhat Agree	33%
Agree	23%
Strongly Agree	7%
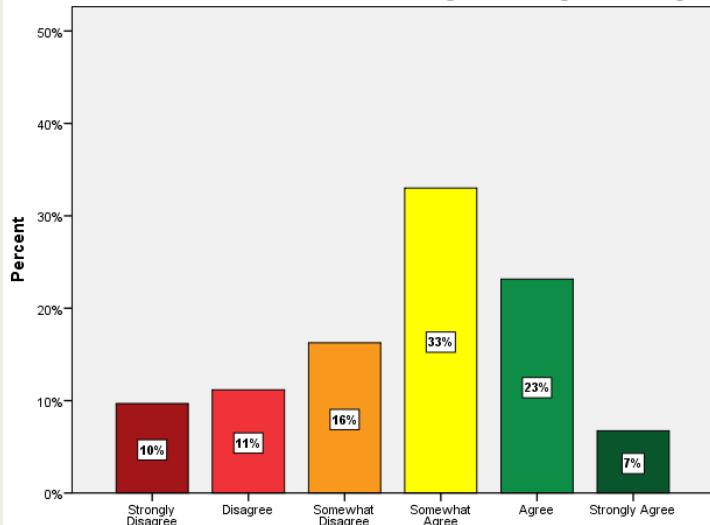
District administrators value the expertise of teachers.

Category	Percent
Strongly Disagree	10%
Disagree	15%
Somewhat Disagree	22%
Somewhat Agree	28%
Agree	19%
Strongly Agree	5%
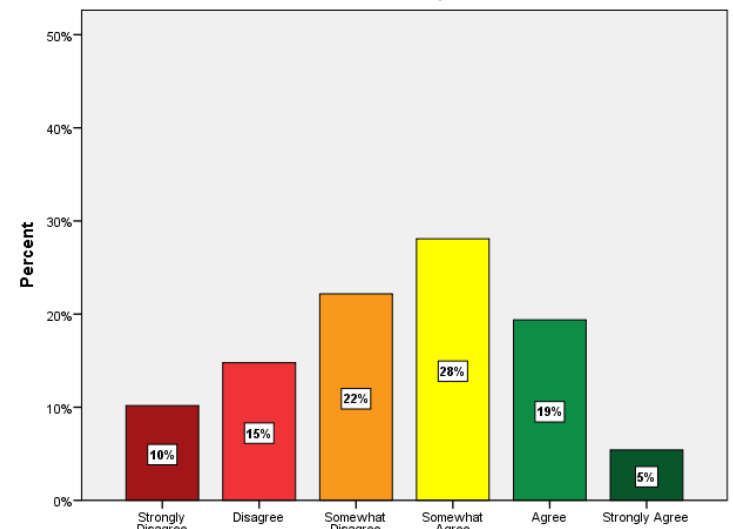
II. The Student Psychological Health Core

At the core of school wellbeing and effectiveness is the psychological health of students. In education, psychological health is what drives student development and maximizes potential—historically critical purposes of education. To conceptualize student psychological health, we focus on three factors: (1) academic motivation, (2) social well-being, and (3) school attachment. This approach constitutes a balanced view of student psychological health and provides a set of objectives for school vision. Focus on these factors enhances corresponding capacities of the school to meet student needs.

Self-Regulated Learning. Student academic motivation is conceptualized and measured as *self-regulated learning*, which has to do with the extent to which students act as a consequence of rewards and punishments or out of more internalized purposes. The research evidence is that internal motives are more sustainable—they survive in the absence of external pressures or sanction. These internal motives are nurtured by environments that address individual needs for autonomy, competence, and relatedness (Reeve, Ryan, Deci, & Jang, 2008). Thus, the level of internal motive characteristic of students is an indicator of their psychological health.

Alienation. Social attachment and integration have been a focus of scholarship since Durkheim (2010) introduced the concepts over a hundred years ago. Four dimensions of social well-being are measured as indicators of *student alienation* (Mau, 1992): Normlessness (an individual's expectation that socially unapproved behaviors are required to achieve goals), meaninglessness (level of intrinsic meaning or pride one takes in an activity and its relevance to future), social isolation (an individual's perceptions of his/her own social connection with others), and powerlessness (an individual's expectancy that his/her own behavior can or cannot determine sought outcomes).

Student Identification with School. A student's general connection to the school he/she attends is explored using a measure of *school identification* (Voelkl, 1997). This connection is measured by tapping general positive feelings about a particular school and the importance and value the student places on school membership.

Summary

Most of the psychological health indicators were new in the 2012-13 school year, so we now have two years of data to examine. School level distributions of indicators report interesting findings. Average reports of self-regulated learning continue to be high with 45 schools exceeding the target score in 2013-14, up from 35 schools in 2012-13. Alienation is a negative feeling. Higher average scores reflect higher alienation within a school. Approximately 28 schools are below the target score for alienation in the 2013-14 school year, compared to only ten schools the previous year. In contrast, student identification with school continues to decline, with only two district schools achieving the target score in 2013-14.
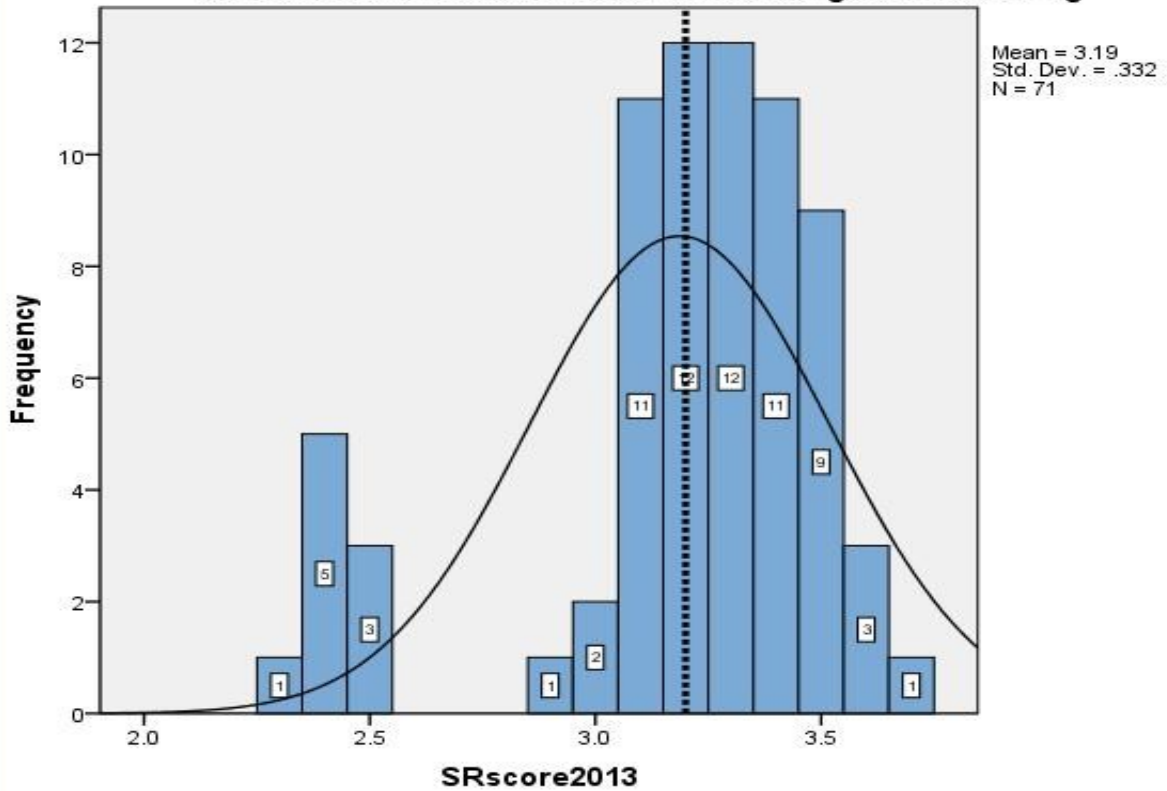
2014 School Level Distribution of Student Self-Regulated Learning

Mean = 3.33
Std. Dev. = .182
N = 74
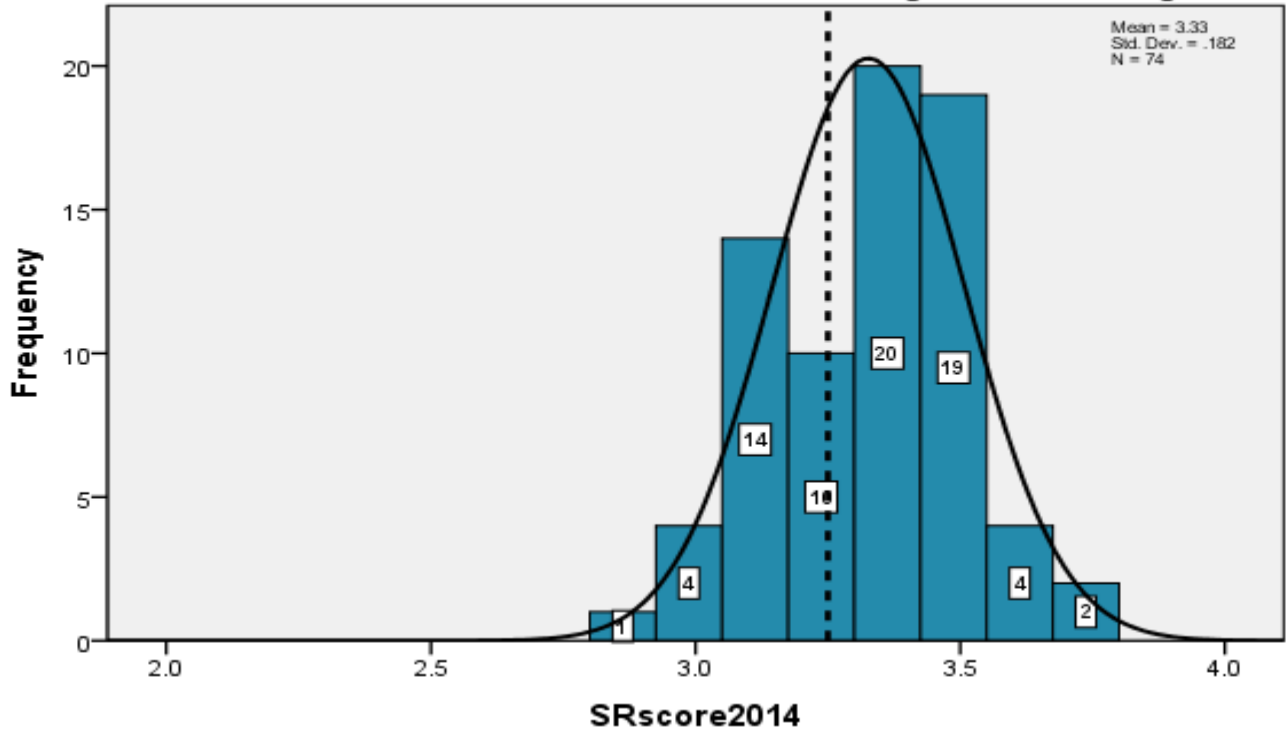
2013 School Level Distribution of Self-Regulated Learning
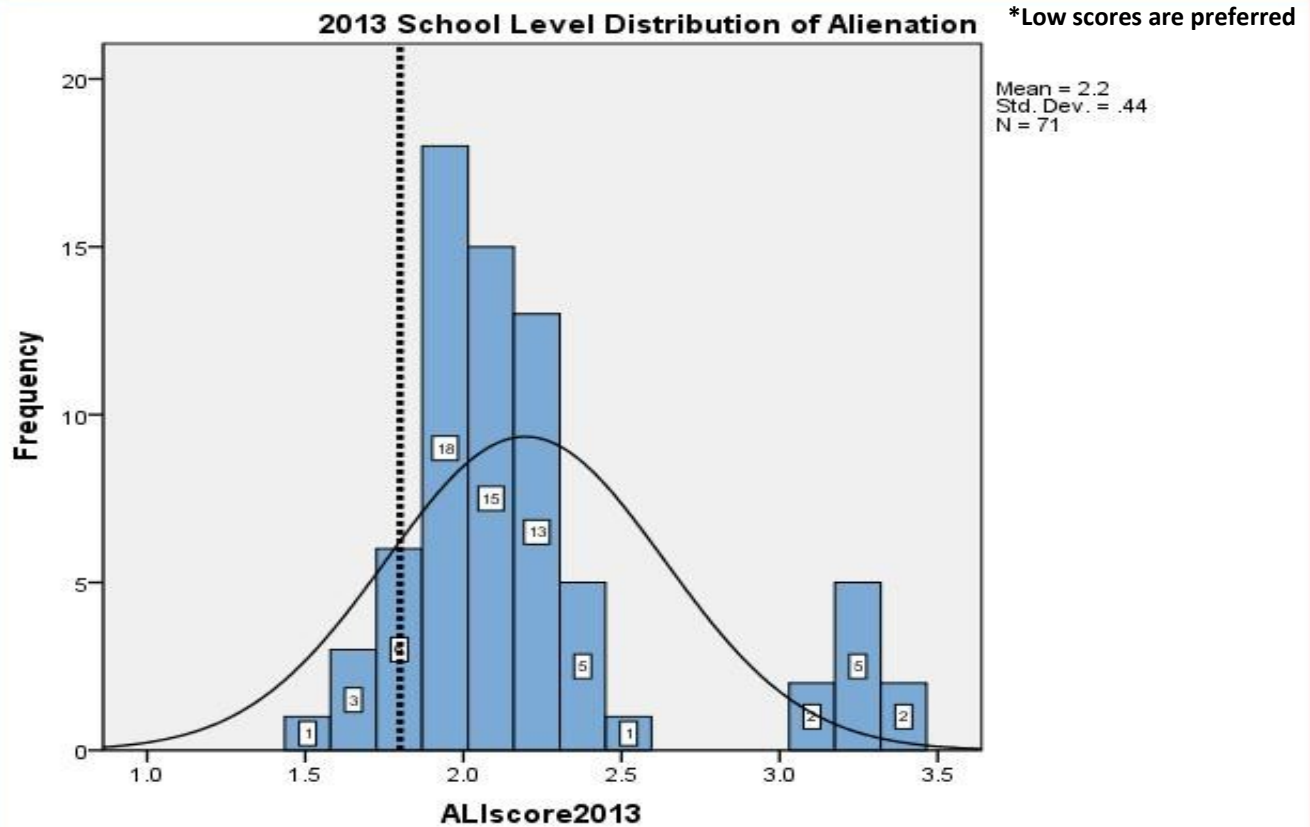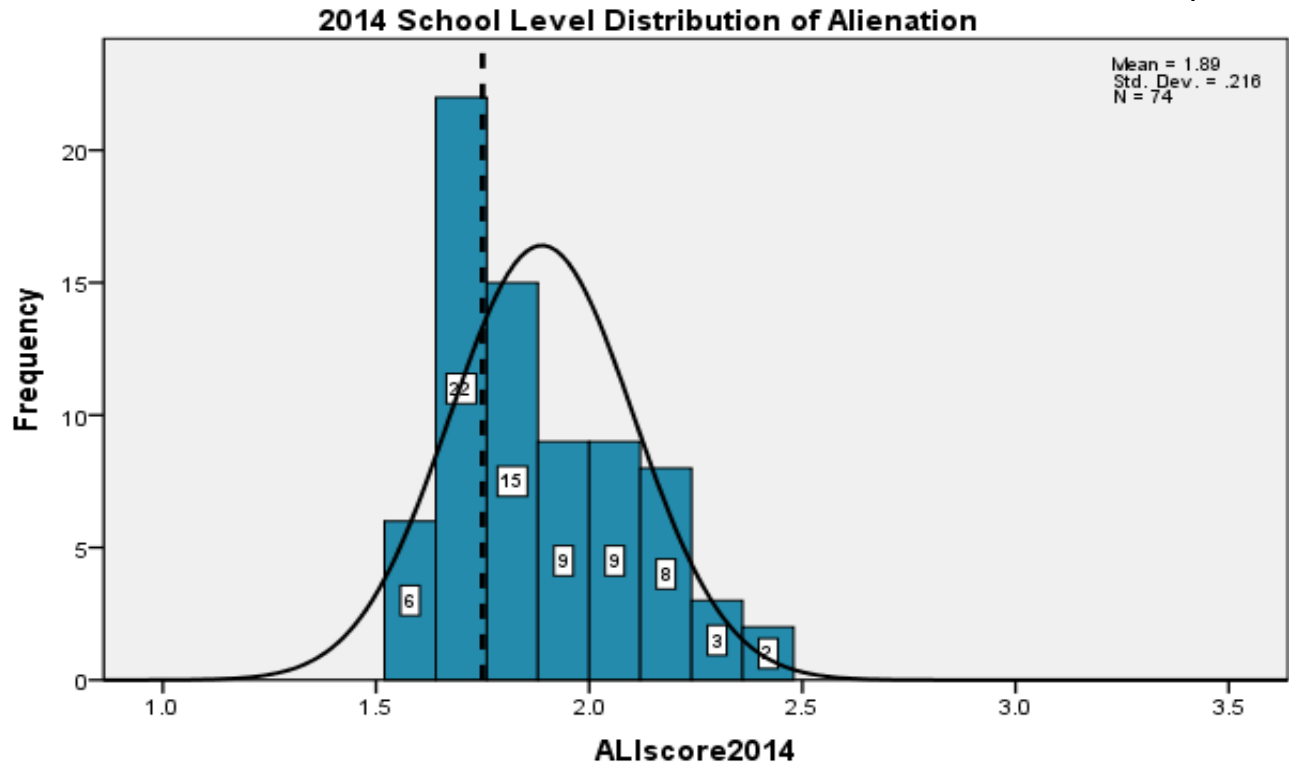
Mean = 3.19
Std. Dev. = .332
N = 71

*Low scores are preferred

2014 School Level Distribution of Alienation

Mean = 1.89
Std. Dev. = .216
N = 74

ALIscore2014

*Low scores are preferred

2013 School Level Distribution of Alienation

Mean = 2.2
Std. Dev. = .44
N = 71

ALIscore2013

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.03	0.20	15
2012-2013	2.93	0.26	8
2013-2014	2.94	0.20	2

2014 School Level Distribution of Student Identification with School
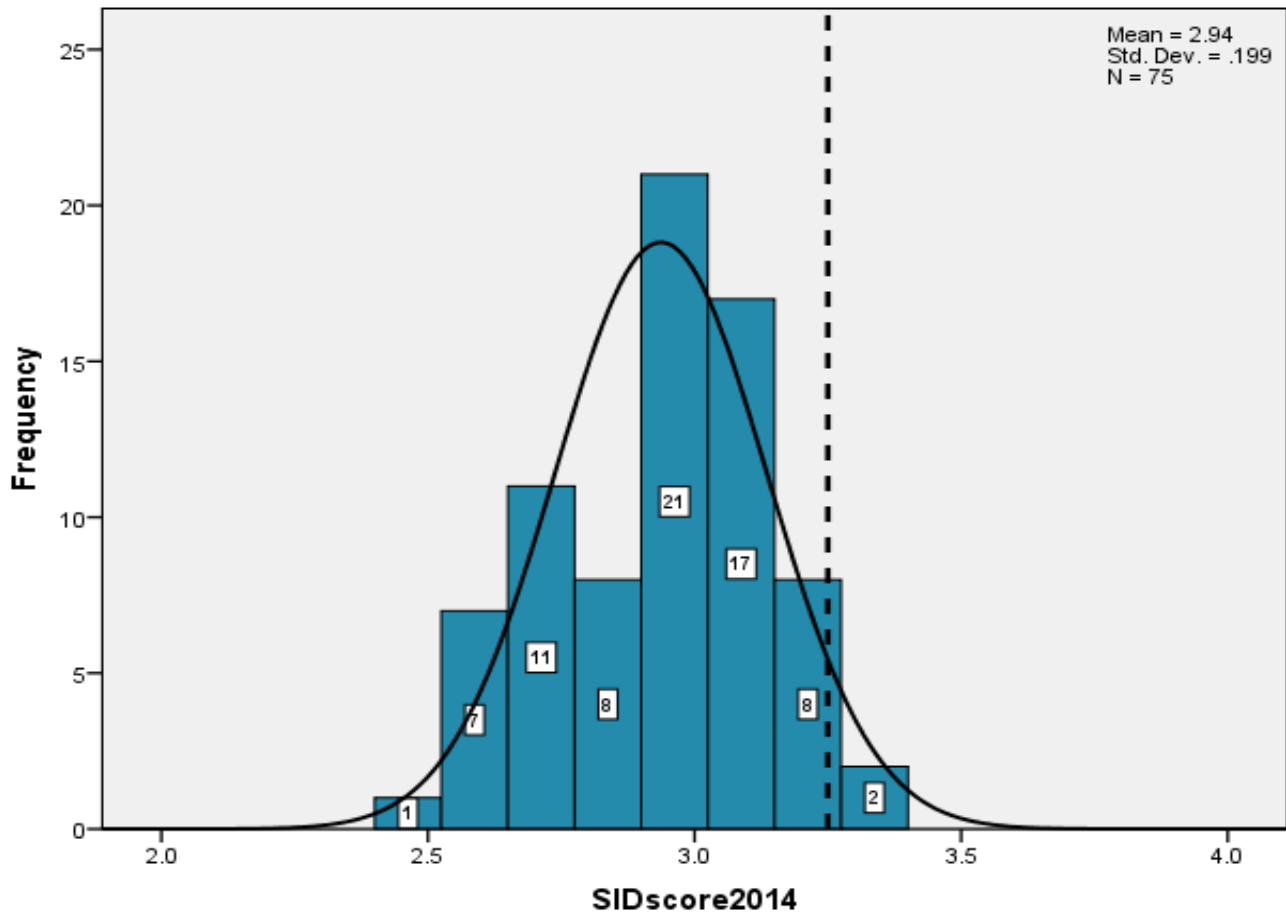
Mean = 2.94
Std. Dev. = .199
N = 75

STUDENT IDENTIFICATION WITH SCHOOL

2013 School Level Distribution of Student Identification with School

Mean = 2.93
Std. Dev. = .26
N = 71

2012 School Level Distribution of Student Identification with School

Mean = 3.03
Std. Dev. = .2
N = 68
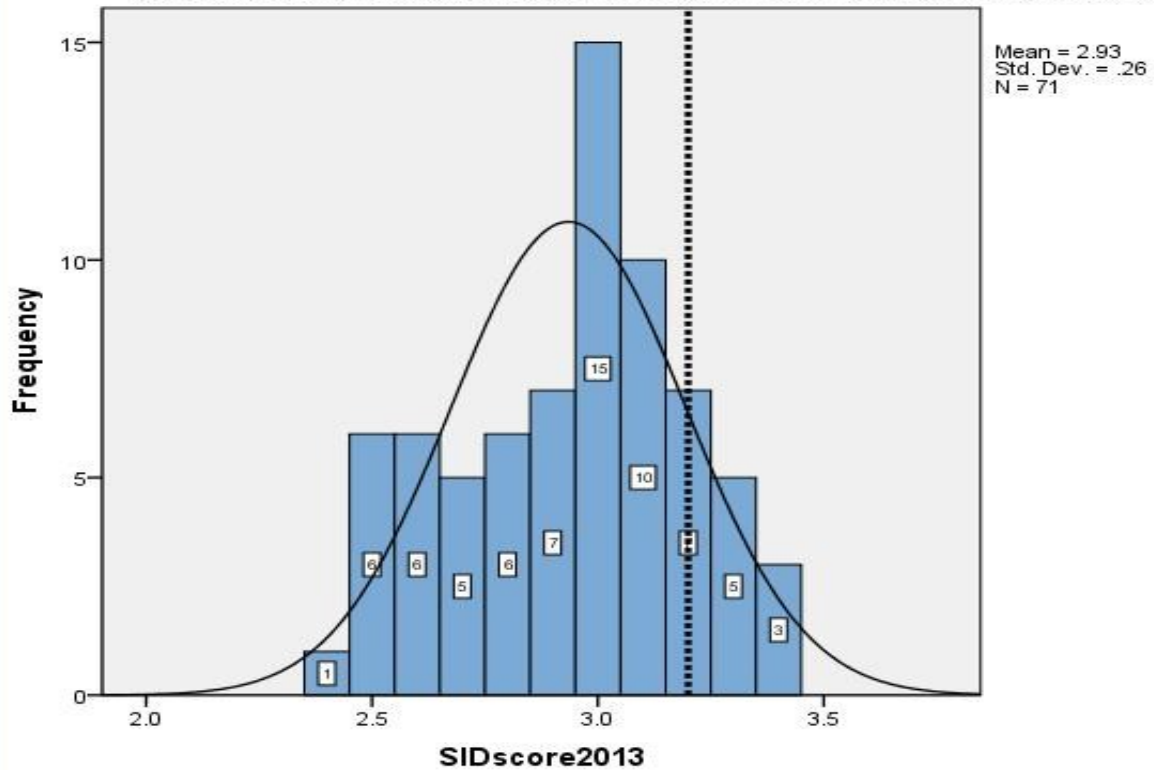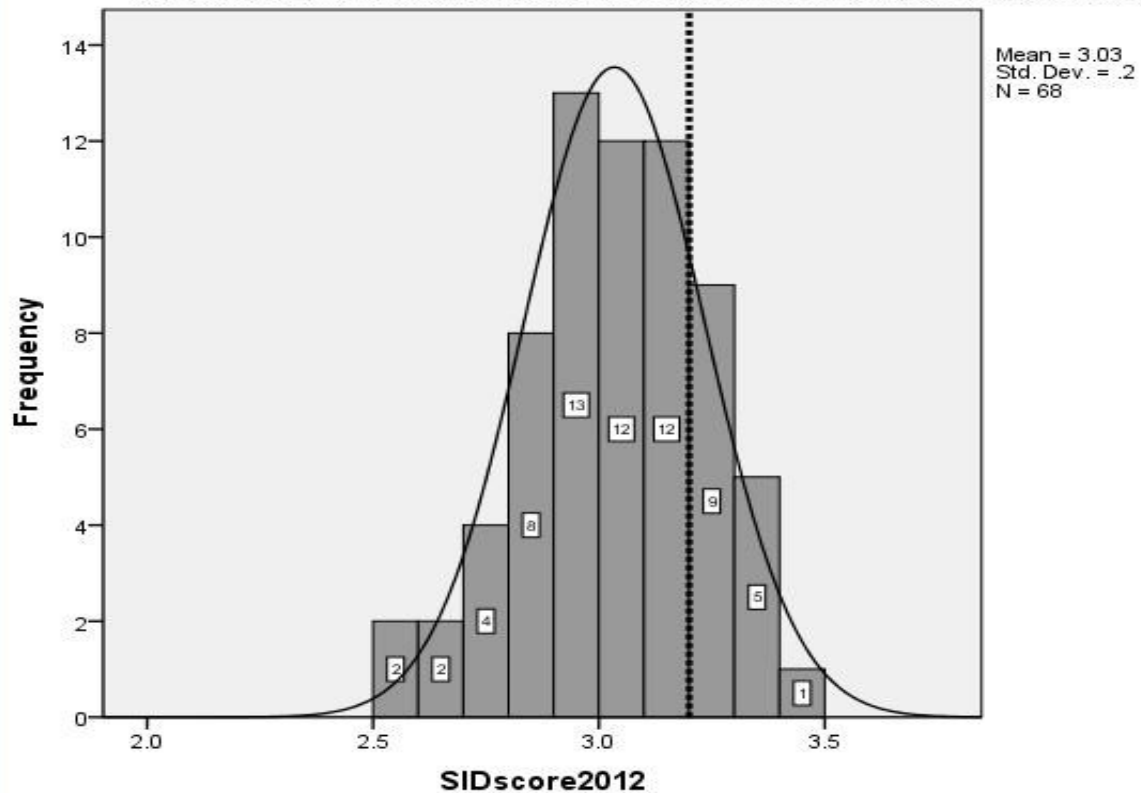
III. Organizational Capacity

An organization is a system for coordinating the efforts of various groups in the pursuit of joint activities (Blau, 1965). Schools are organizations in pursuit of student learning. Work is divided and coordinated between units in an organization; this division of work is known as the structure of the organization. Using the district lens for this report, we examine the organizational capacity of district schools through indicators of their *structures* and the *leadership* of their principals. We measure and conceptualize organizational structures through enabling school structure and program coherence. We use three indicators of principal leadership to provide a district overview of school leadership capacity: Transformational leadership, faculty trust in principal, and principal support of student psychological needs.

Enabling School Structure. When schools have enabling structures, principals and faculty work cooperatively across recognized authority boundaries while retaining their distinctive roles. Similarly, rules and regulations are flexible guides for problem solving rather than constraints that create problems. In brief, both hierarchy and rules are mechanisms that support teacher work rather than vehicles to enhance principal power.

Program Coherence. Program coherence assesses the degree to which faculty feel the instructional programs at their school are coordinated with each other and with the school's mission. Questions ask faculty if instructional materials are consistent within and across grades and if there is sustained attention to quality program implementation.

Transformational Leadership. Transformational leadership is a measure of the degree to which teachers perceive principals exhibiting "transformational" behaviors: articulating a vision, modeling effective behaviors, fostering group cohesion, setting high performance expectations, providing individualized support for staff, challenging assumptions, and recognizing outstanding work. Transformational leaders "lift ordinary people to extraordinary heights" (Boal & Bryson, 1988, p. 11) by causing followers to perform beyond the level of expectation (Bass, 1985).

Faculty Trust in Principal. Faculty trust in principal measures the perceived quality of relationships between faculty and the principal. Survey items ask faculty about the support, openness, dependability, competence, and honesty of the principal. High faculty trust in principal is indicative that faculty respect and trust the leadership of the principal. High trust is necessary for change and reform whereas low trust lessens commitment to improvement efforts.

Principal Support of Student Psychological Needs. This measure assesses the degree to which faculty members perceive their principal as an instructional leader who promotes student self-regulation. As conceptualized and measured here, a supporter of student psychological needs facilitates interactions with teachers in an effort to assist teachers in creating classroom climates supportive of the psychological needs of students. The scores of all responding teachers in each school are aggregated.

Summary

The organizational capacity of district schools has remained relatively stable from 2011-12 to 2013-14. In 2013-14, six schools achieved the enabling school structure target score; no schools achieved the program coherence target score, a decrease of one; twenty-one schools achieved the transformational leadership target score; seventeen schools achieved the faculty trust in principal target score, a decrease of one. Principal support for student psychological needs was new in 2012-2013, with one school achieving the target score. In 2013-14, seven schools achieved the target score, but the district mean decreased.

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	4.21	0.48	2
2012-2013	4.27	0.55	6
2013-2014	4.23	0.58	6

2014 School Level Distribution of Enabling School Structure

Mean = 4.23
Std. Dev. = .577
N = 67
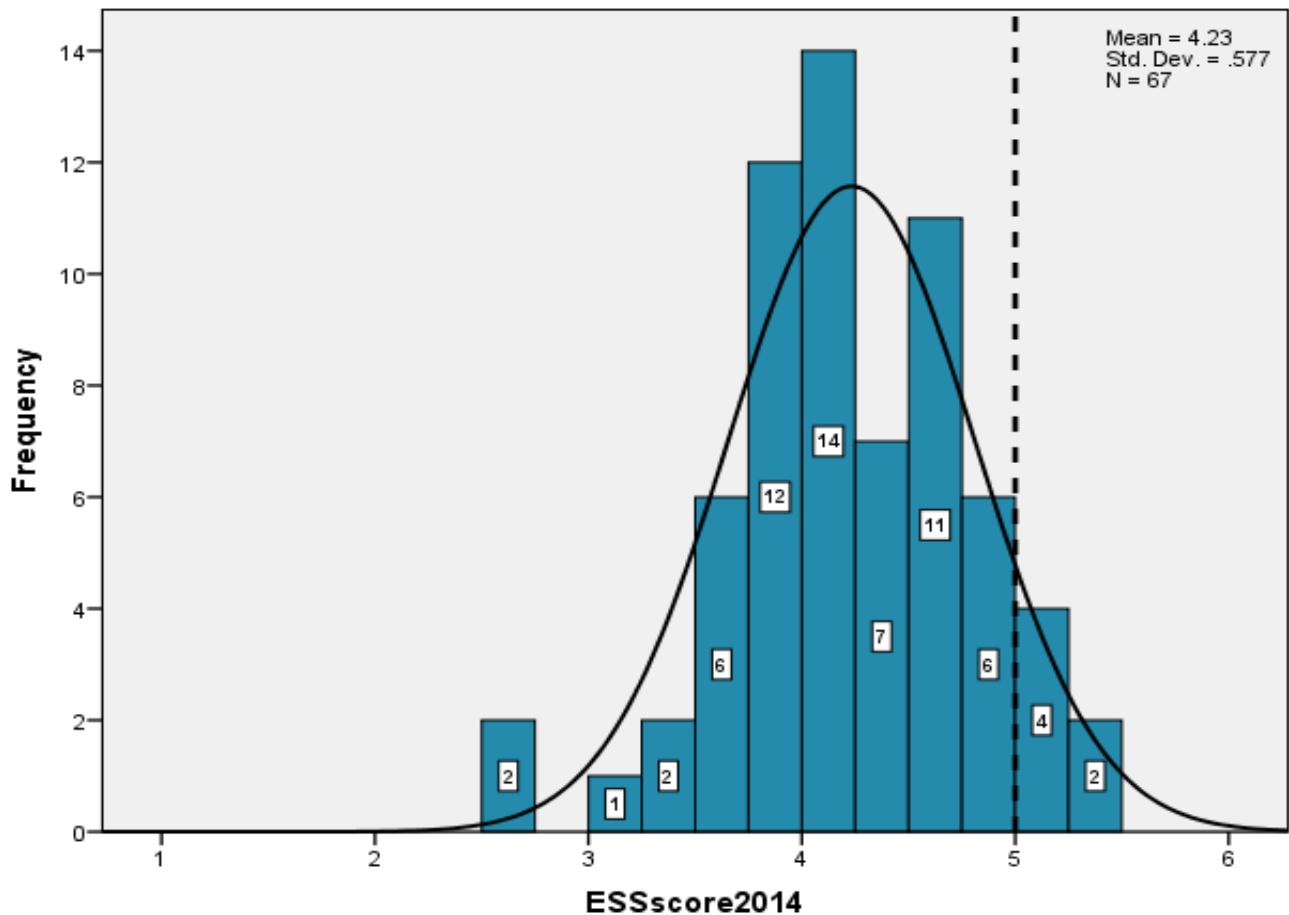
2013 School Level Distrubtion of Enabling School Structure

Mean = 4.27
Std. Dev. = .554
N = 65

2012 School Level Distribution of Enabling School Structure

Mean = 4.21
Std. Dev. = .48
N = 66
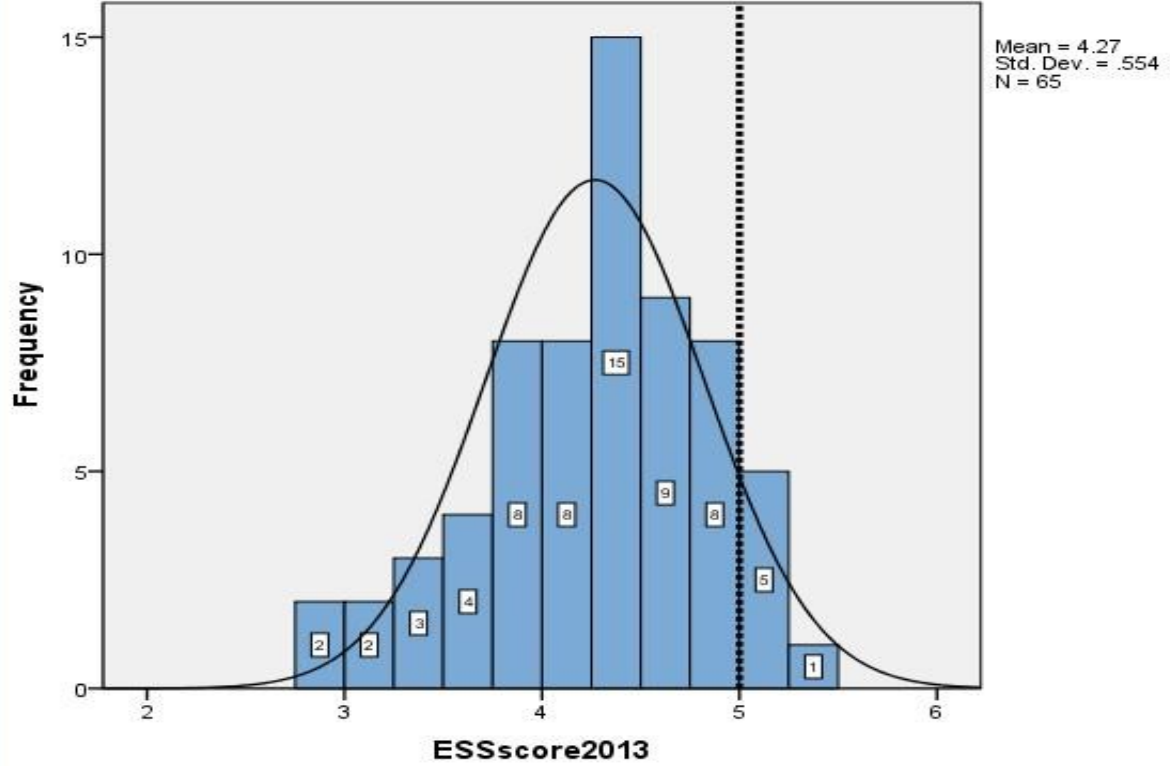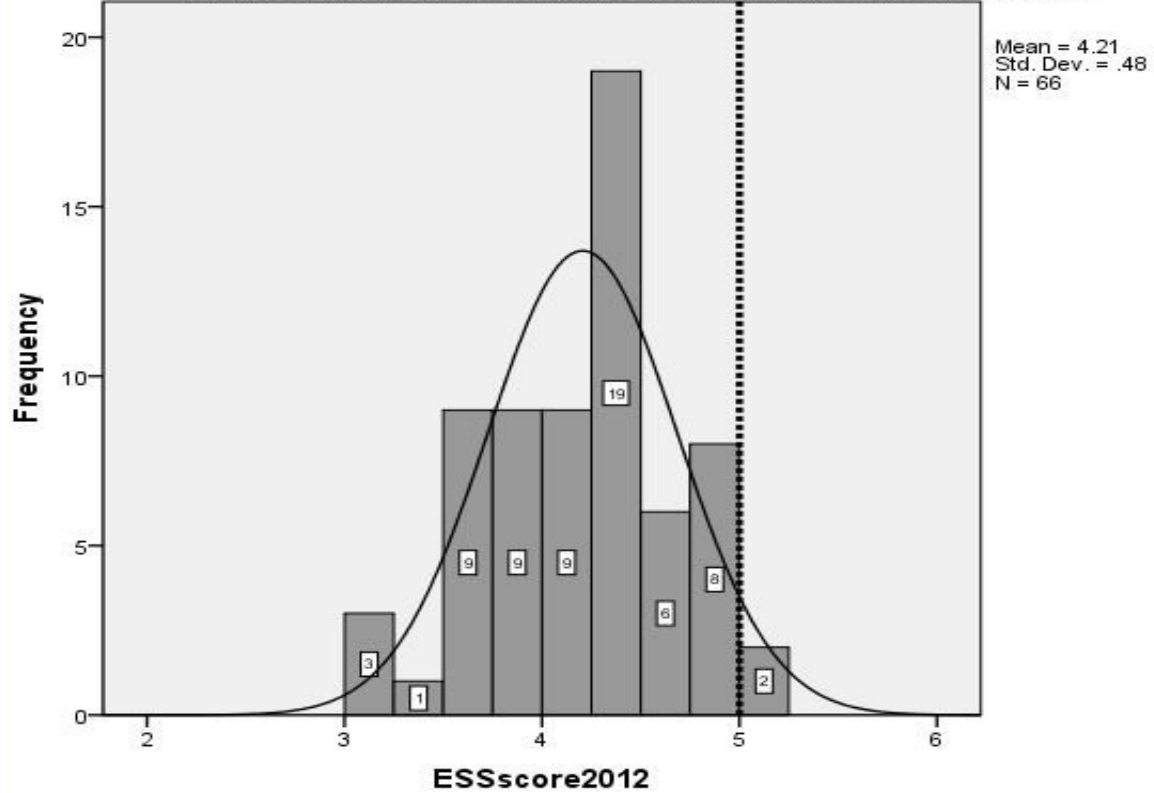
PROGRAM COHERENCE

DISTRICT REPORT
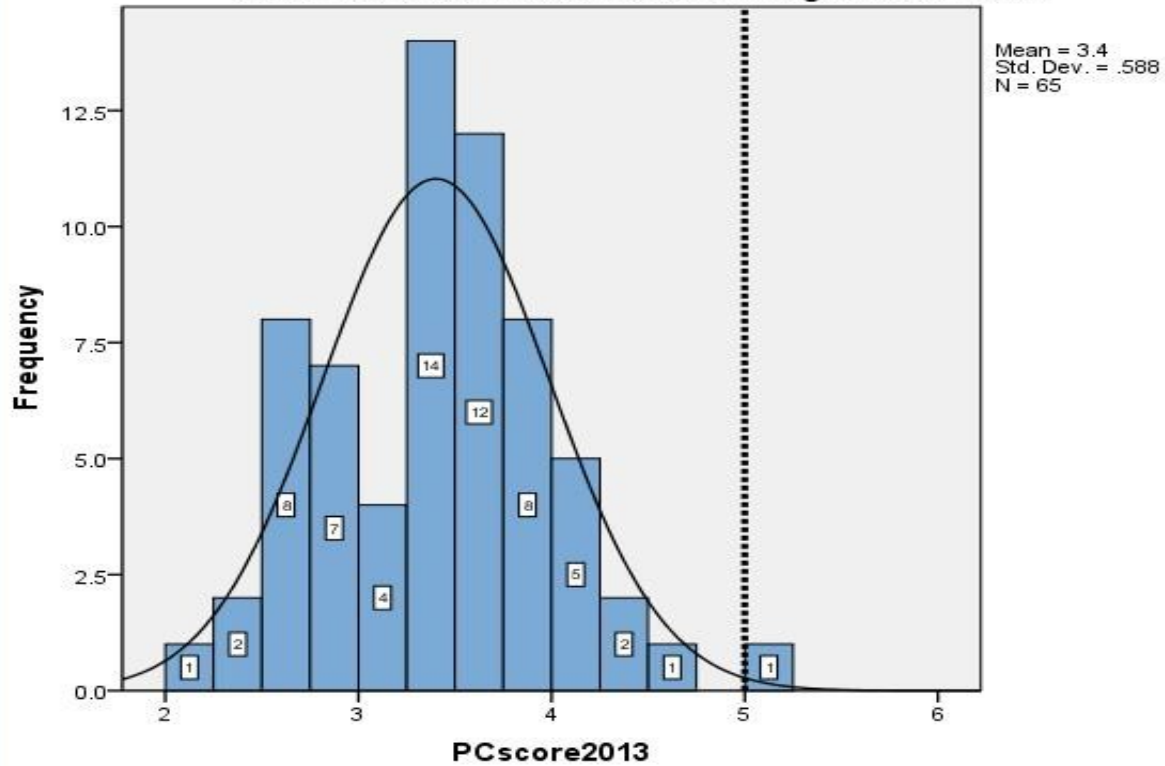
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.48	0.59	0
2012-2013	3.40	0.59	1
2013-2014	3.43	0.49	0

2014 School Level Distribution of Program Coherence

Mean = 3.43
Std. Dev. = .487
N = 67

2013 School Level Distribution of Program Coherence

Mean = 3.4
Std. Dev. = .588
N = 65

2012 School Level Distribution of Program Coherence

Mean = 3.48
Std. Dev. = .591
N = 66
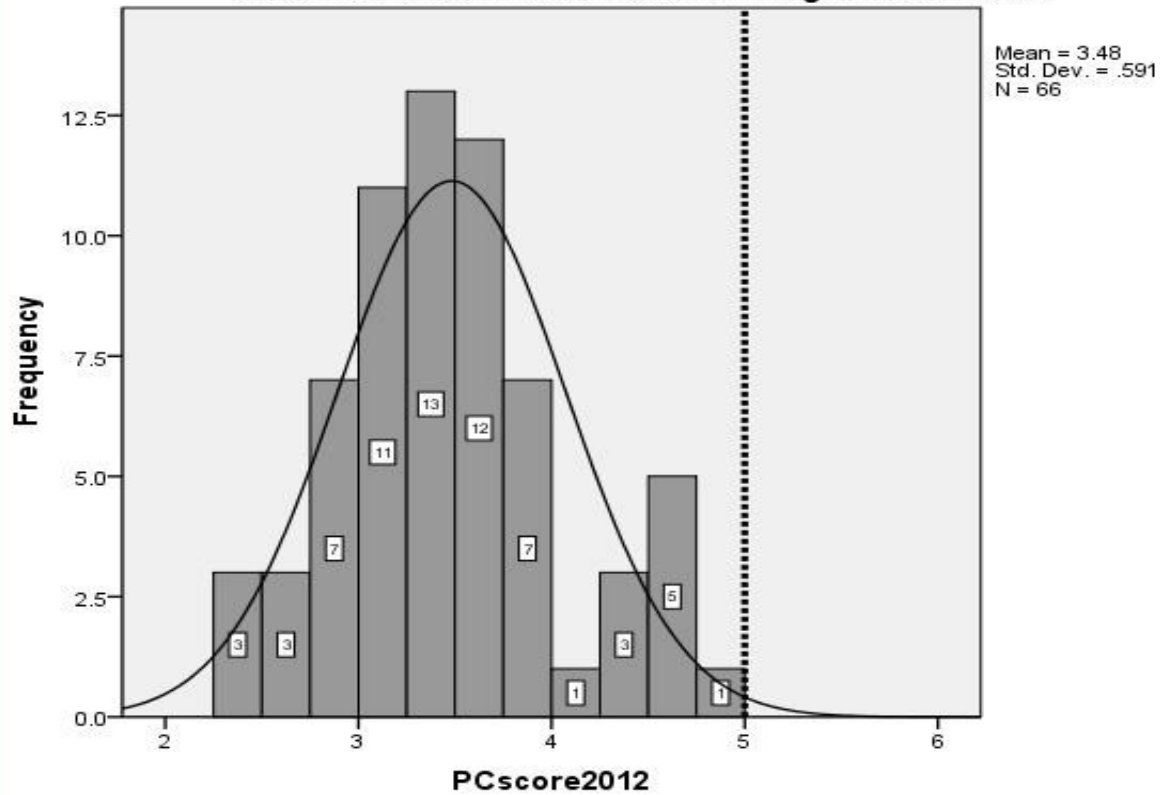
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	4.44	0.68	13
2012-2013	4.57	0.69	21
2013-2014	4.56	0.68	21

2014 School Level Distribution of Transformational Leadership
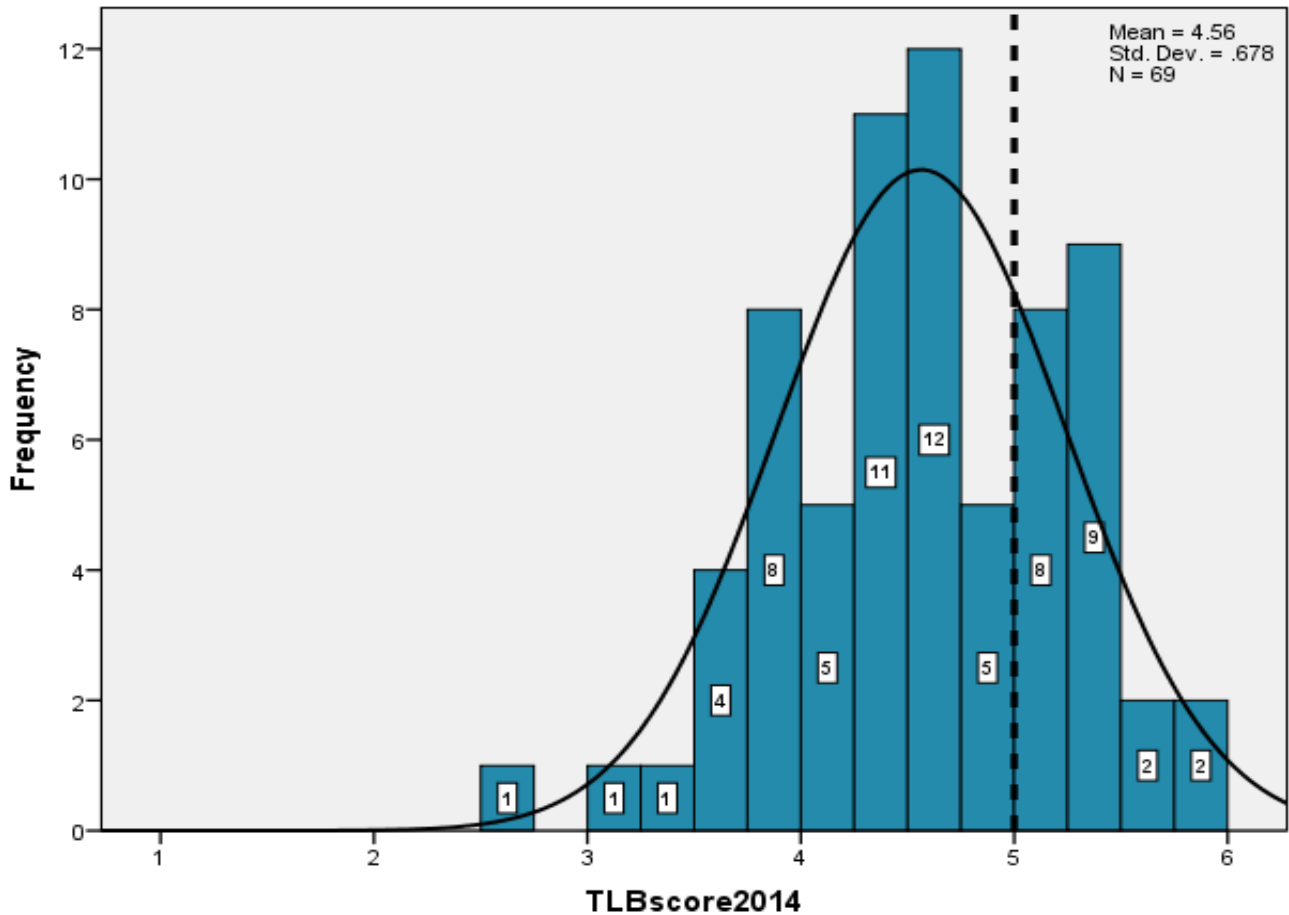
Mean = 4.56
Std. Dev. = .678
N = 69

2013 School Level Distribution of Transformational Leadership

Mean = 4.57
Std. Dev. = .687
N = 68

Frequency

TLBscore2013

2012 School Level Distribution of Transformational Leadership

Mean = 4.44
Std. Dev. = .675
N = 65

Frequency

TLBscore2012
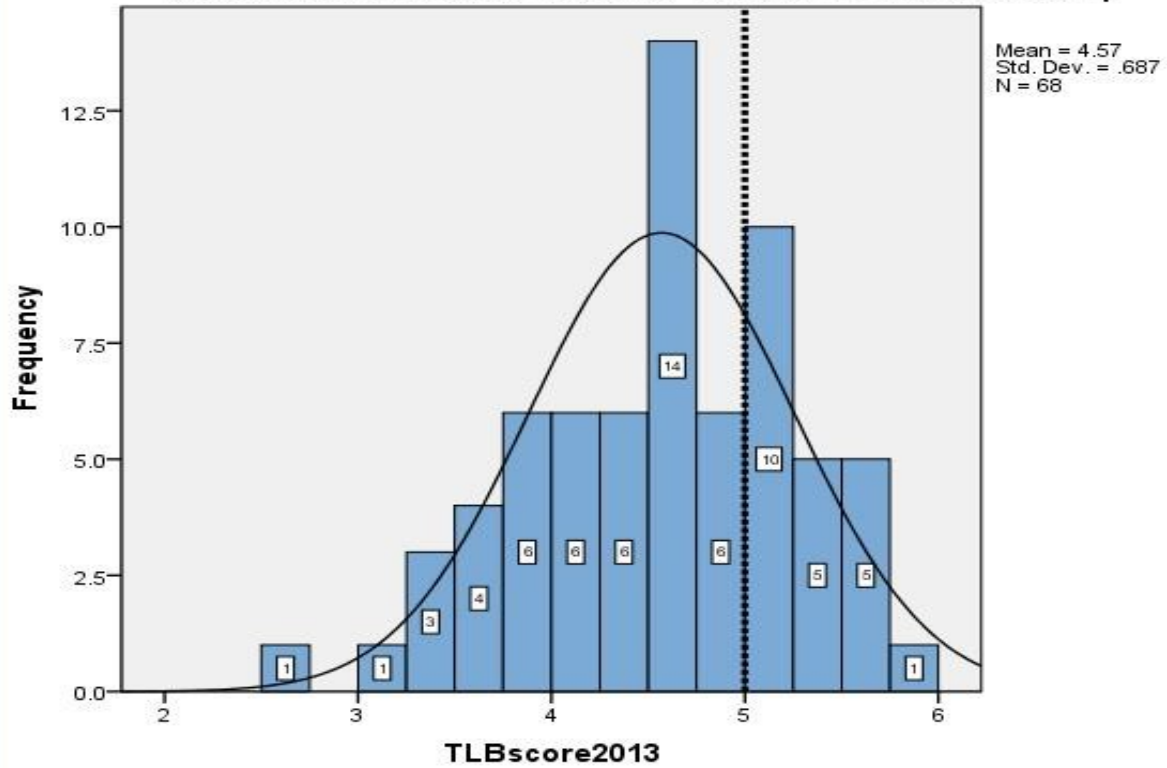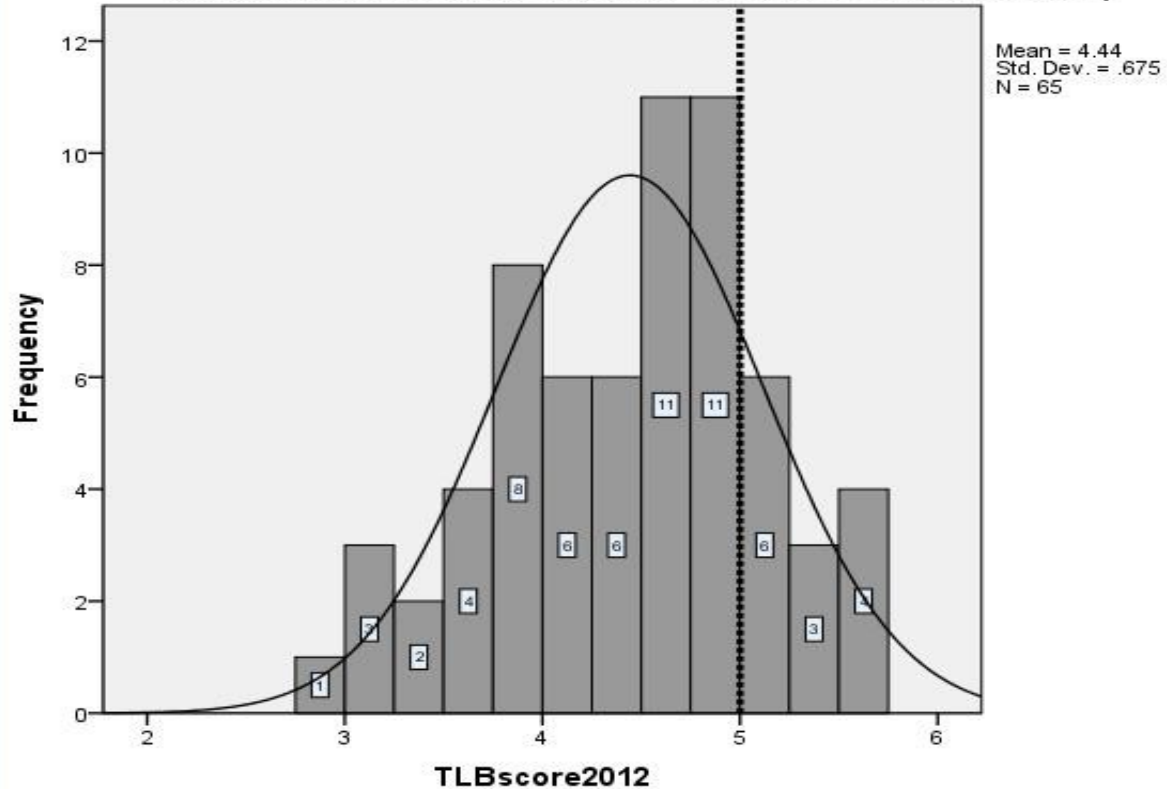
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	4.46	0.83	19
2012-2013	4.51	0.76	18
2013-2014	4.44	0.77	17

2014 School Level Distribution of Faculty Trust in Principal
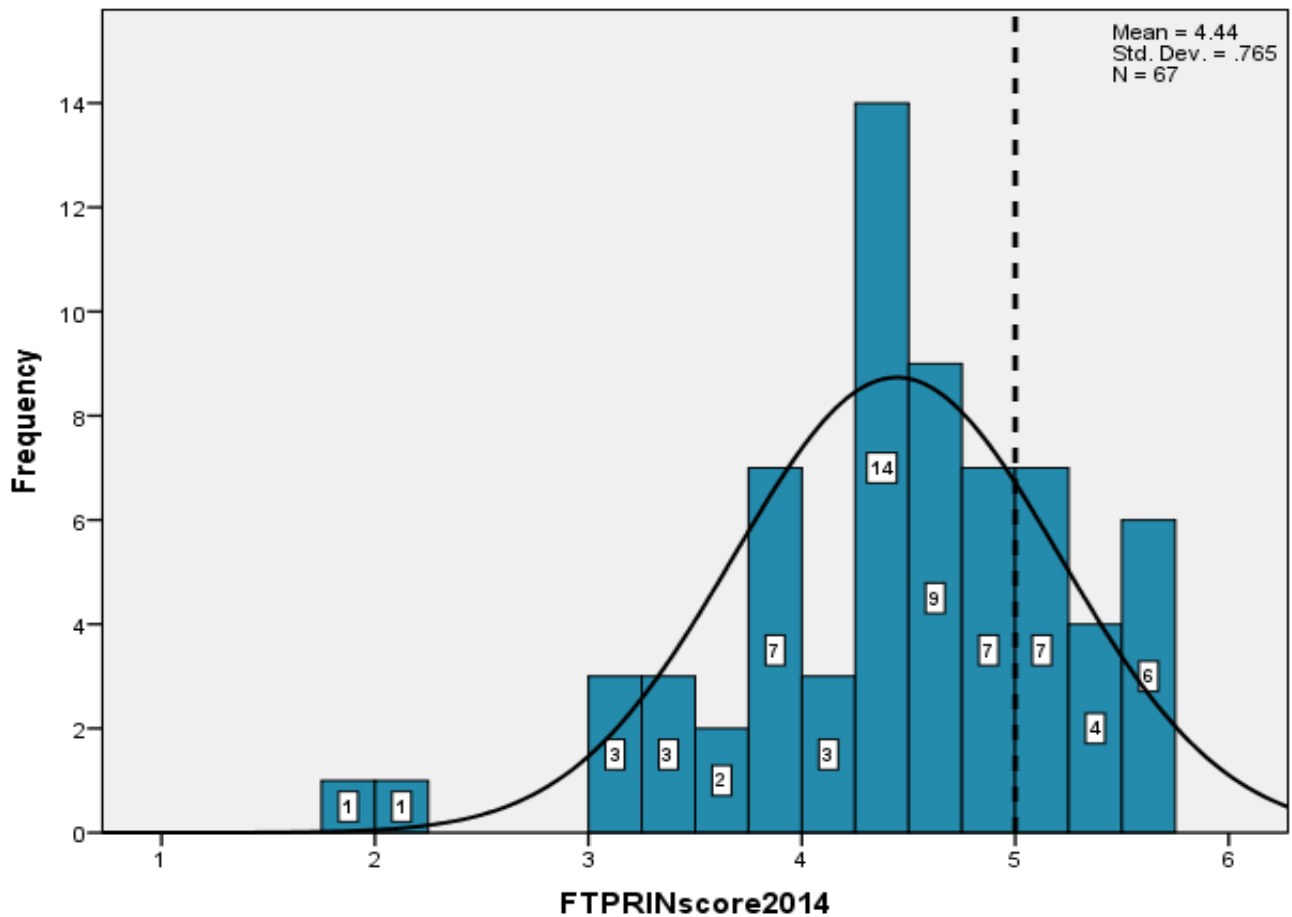
Mean = 4.44
Std. Dev. = .765
N = 67

2013 School Level Distribution of Faculty Trust in Principal

Mean = 4.51
Std. Dev. = .762
N = 65

FTPRINscore2013

2012 School Level Distribution of Faculty Trust in Principal

Mean = 4.46
Std. Dev. = .83
N = 66

FTPRINscore2012
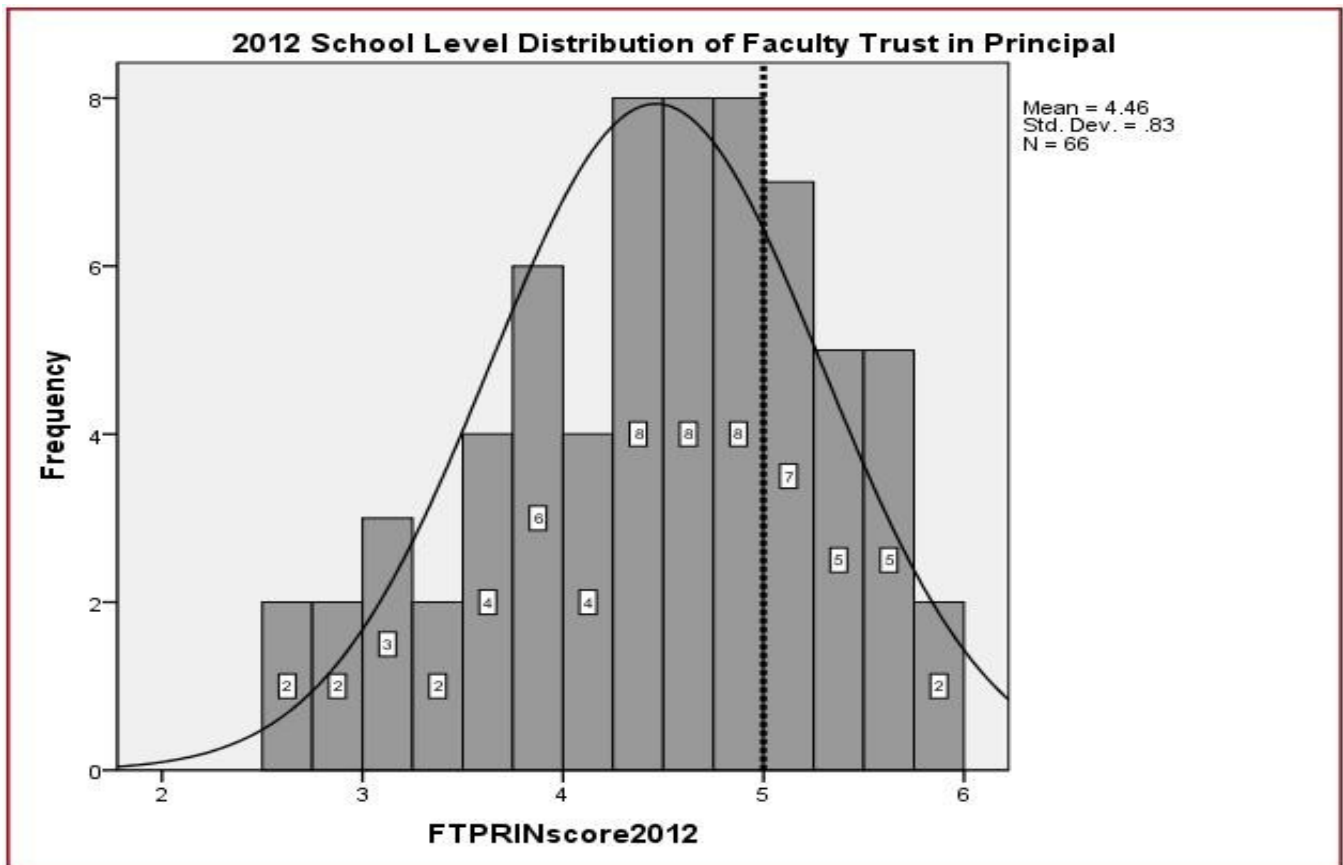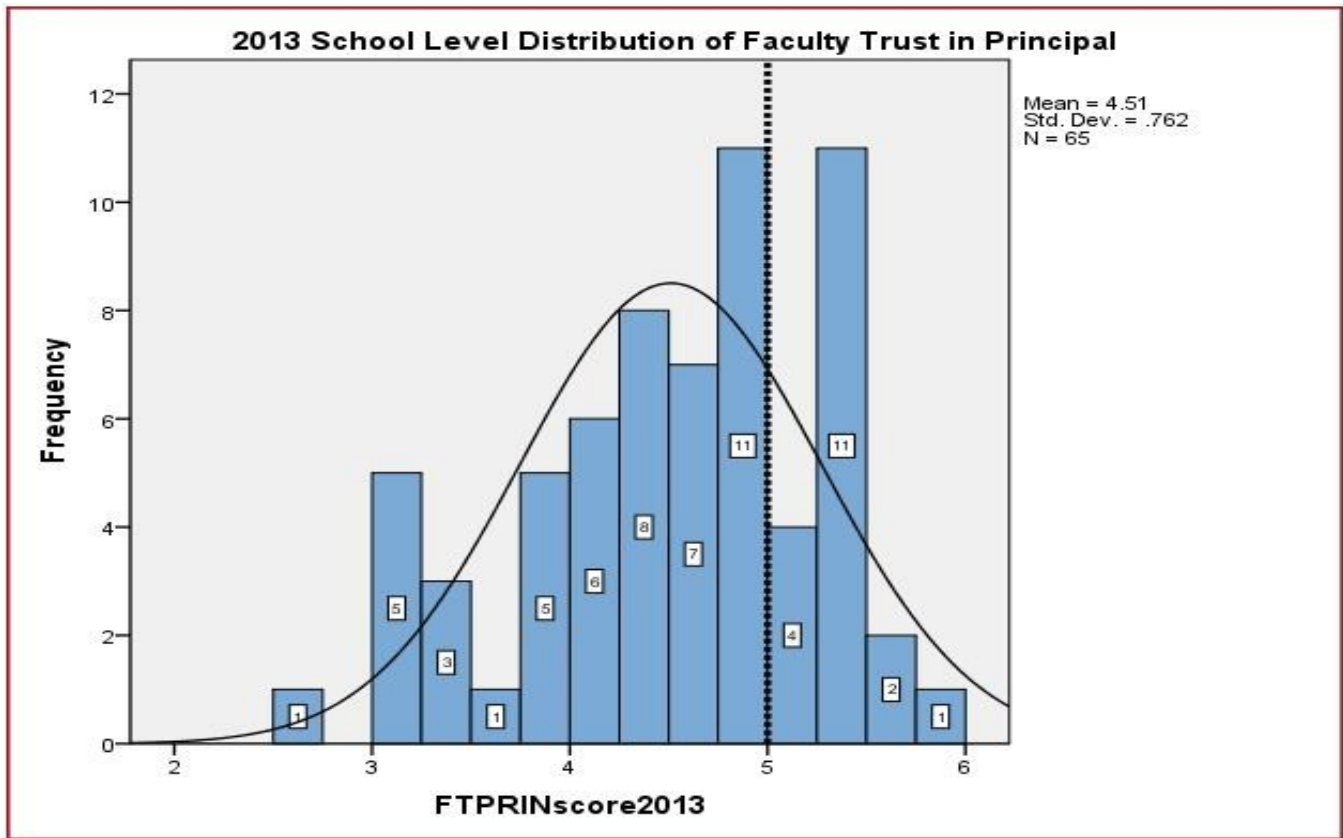
2014 School Level Distribution of Principal Support of Student Psychological Needs

Mean = 4.21
Std. Dev. = .619
N = 67
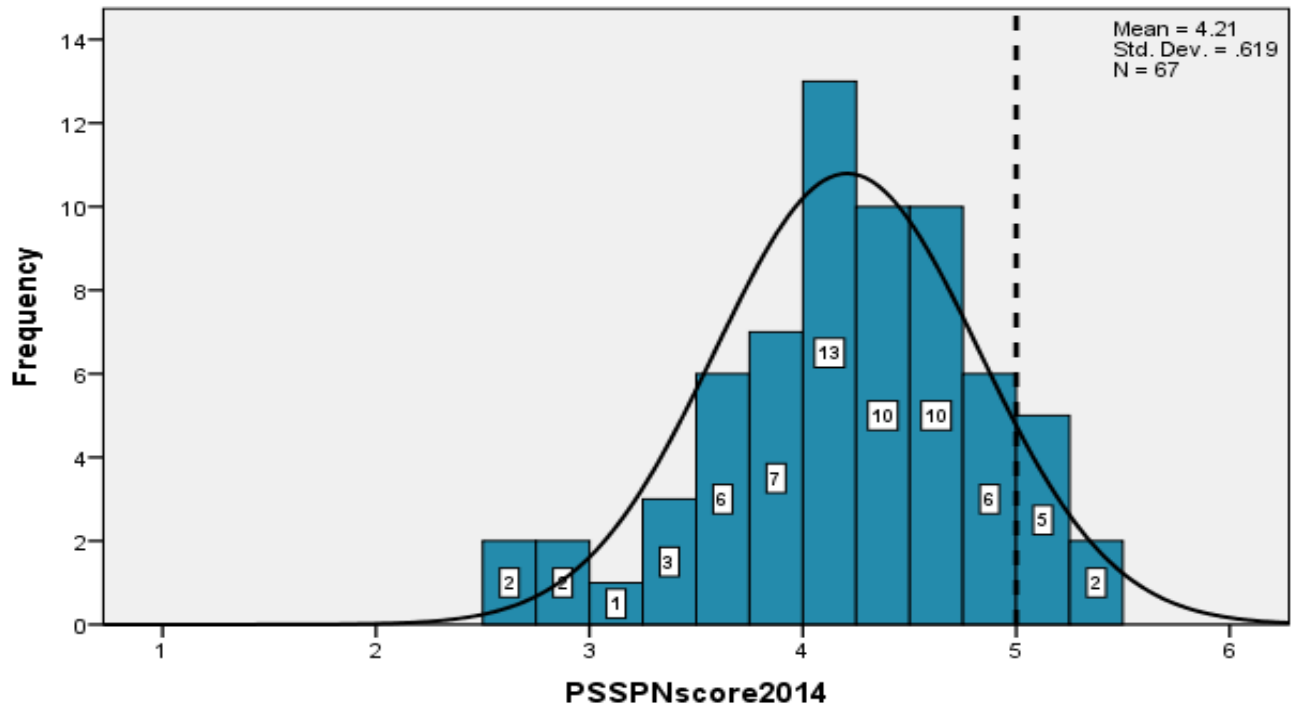
2013 School Level Distribution for Principal Support of Student Psychological Needs

Mean = 4.3
Std. Dev. = .537
N = 65
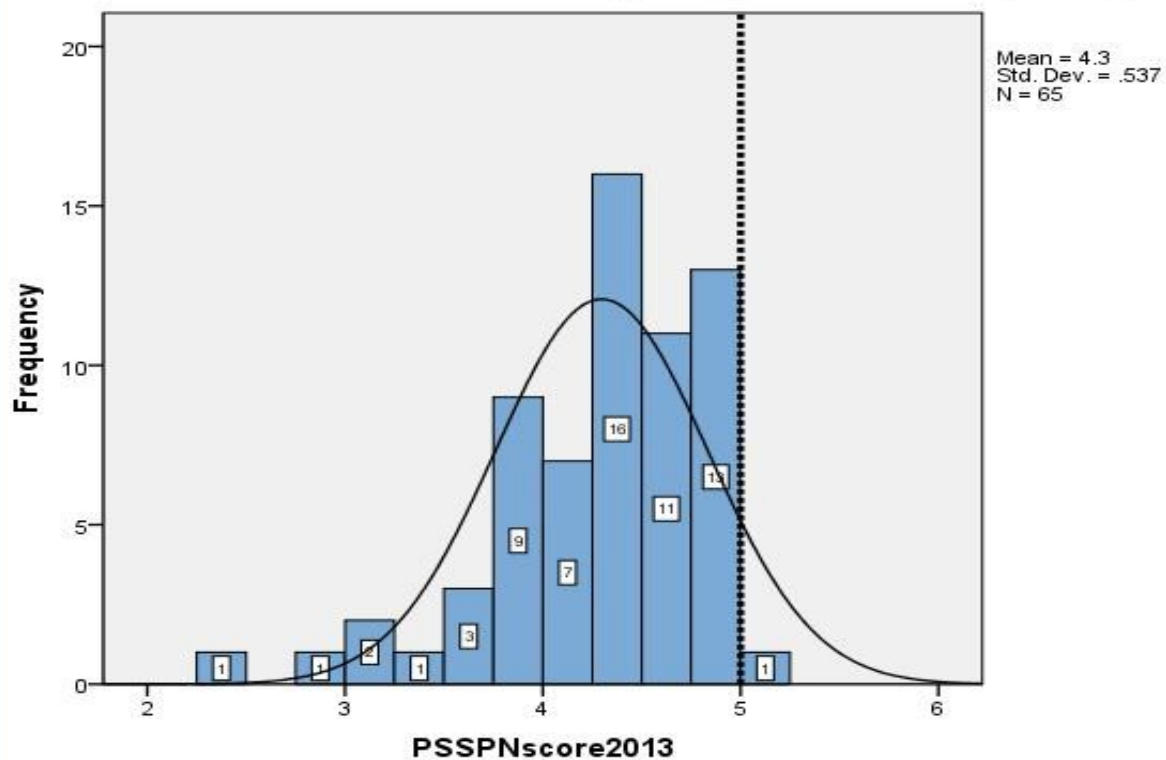
IV. Instructional Capacity

Instructional capacity is based on the availability and use of two interdependent resources: (1) Resources for improving teaching effectiveness, and (2) social resources that facilitate professional learning (Adams, 2013). To conceptualize instructional capacity, we consider the professional development resources that are in place and the social processes that encourage the creation and sharing of knowledge between teachers and leaders.

Teacher Evaluation Process. The teacher/leader effectiveness evaluation measure assesses teacher perceptions of their understanding, the implementation, and the value of the TLE rubric and process.

Professional Learning Community Effectiveness. The professional learning community performance measure assesses the degree to which faculty believe that the inquiry team structure enables a team to accomplish its task by working together so that team functions are coordinated to aid in the achievement of student learning goals. According to Smylie (2010), social infrastructure is necessary in order to sustain a culture where a collective student of teaching and learning leads to continuous improvement.

Faculty Trust in Colleagues. Faculty trust in colleagues facilitates knowledge creation by supporting professional interactions that promote sense-making and shared understanding of instructional performance (Adams, 2013; Adams & Forsyth, 2013). We measure faculty trust in colleagues through faculty perceptions of their colleagues' openness, commitment to Students, honesty, competence in the classroom, cooperation with each other, and reliability.

Collective Teacher Efficacy. Collective teacher efficacy is the shared perceptions of faculty in a school that the efforts of the faculty as a whole will have positive effects on Students. Questions ask faculty if the faculty as a collective group possesses the knowledge, competencies, confidence, and motivation to affect Student learning.

Summary

Instructional capacity has remained relatively constant from 2011-12 to 2013-14, with no major changes in any of the measured constructs. In 2013-14, one school achieved the TLE target score, a decrease of one from the previous year; nine schools achieved the faculty trust in colleagues target score, a decrease of one school; and one school achieved the collective teacher efficacy target score, a decrease of one school. Teacher perceptions of PLC effectiveness was new in 2012-13 with three schools achieving the target score; 2013-14 was not much different, with three schools achieving the target score once again. The district mean decreased from 4.24 to 4.11.

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	4.25	0.38	2
2012-2013	4.39	0.31	2
2013-2014	4.26	0.39	1

2014 School Level Distribution of Teacher Perceptions of TLE
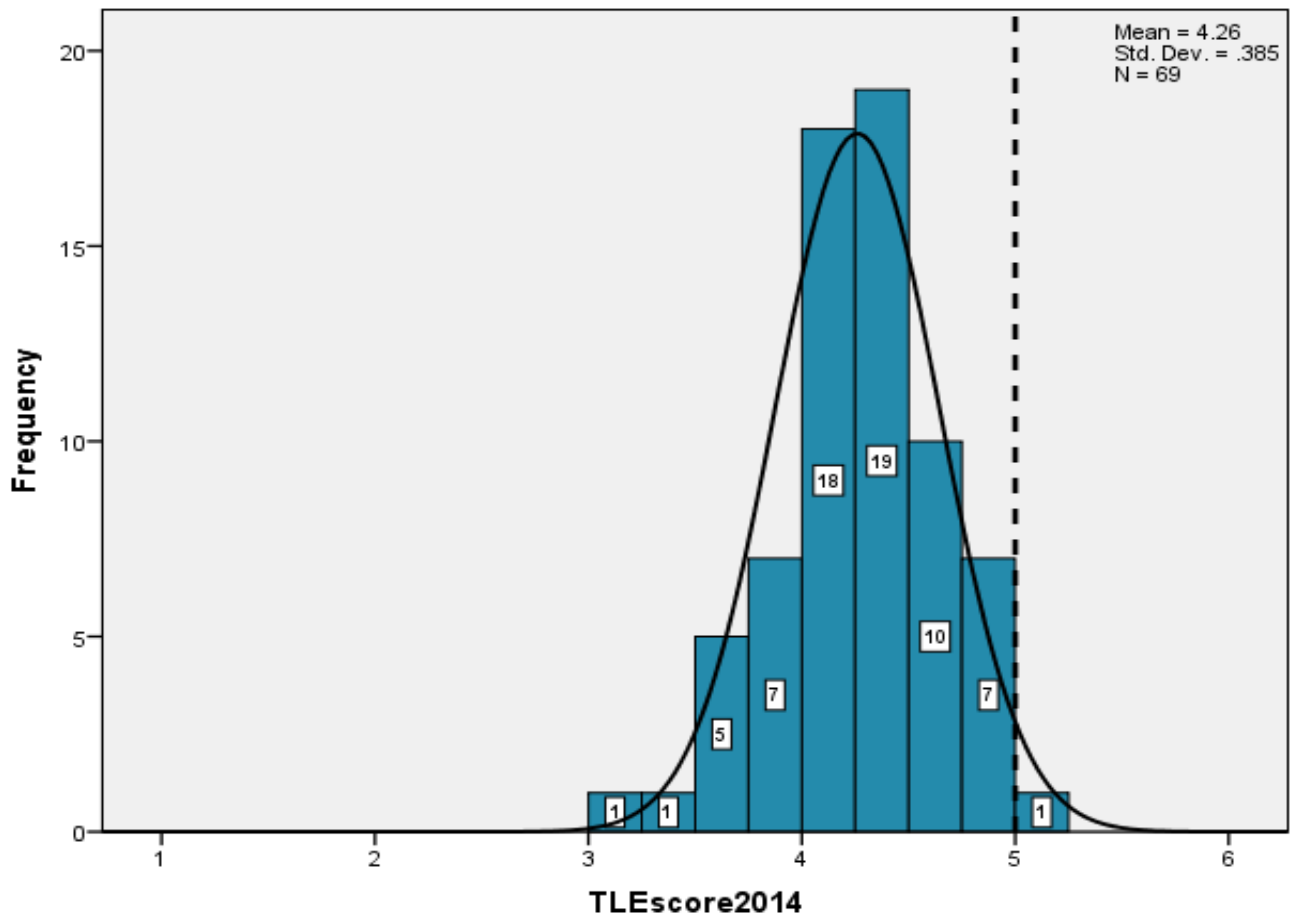
Mean = 4.26
Std. Dev. = .385
N = 69

2013 School Level Distribution of Teacher Perceptions of TLE

Mean = 4.39
Std. Dev. = .307
N = 68

2012 School Level Distribution of Teacher Perceptions of TLE

Mean = 4.25
Std. Dev. = .383
N = 65

2014 School Level Distribution of PLC Effectiveness

Mean = 4.11
Std. Dev. = .547
N = 69

2013 School Level Distribution of PLC Effectiveness

Mean = 4.24
Std. Dev. = .475
N = 68
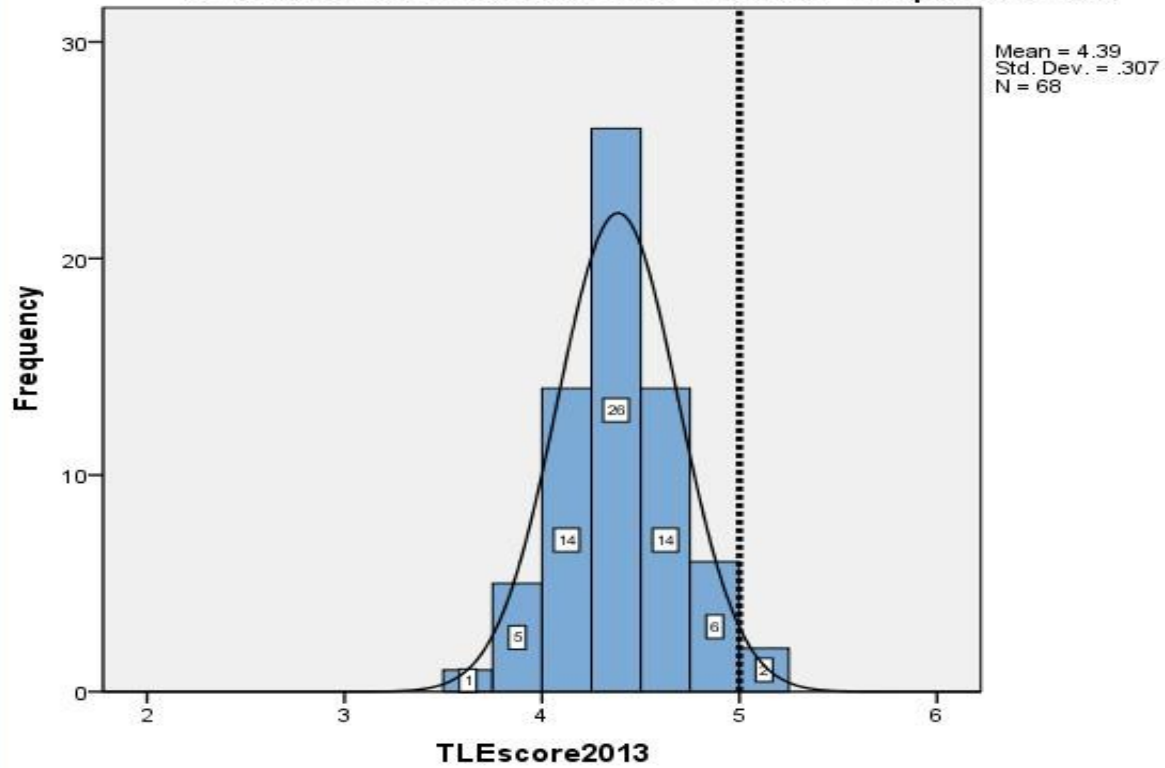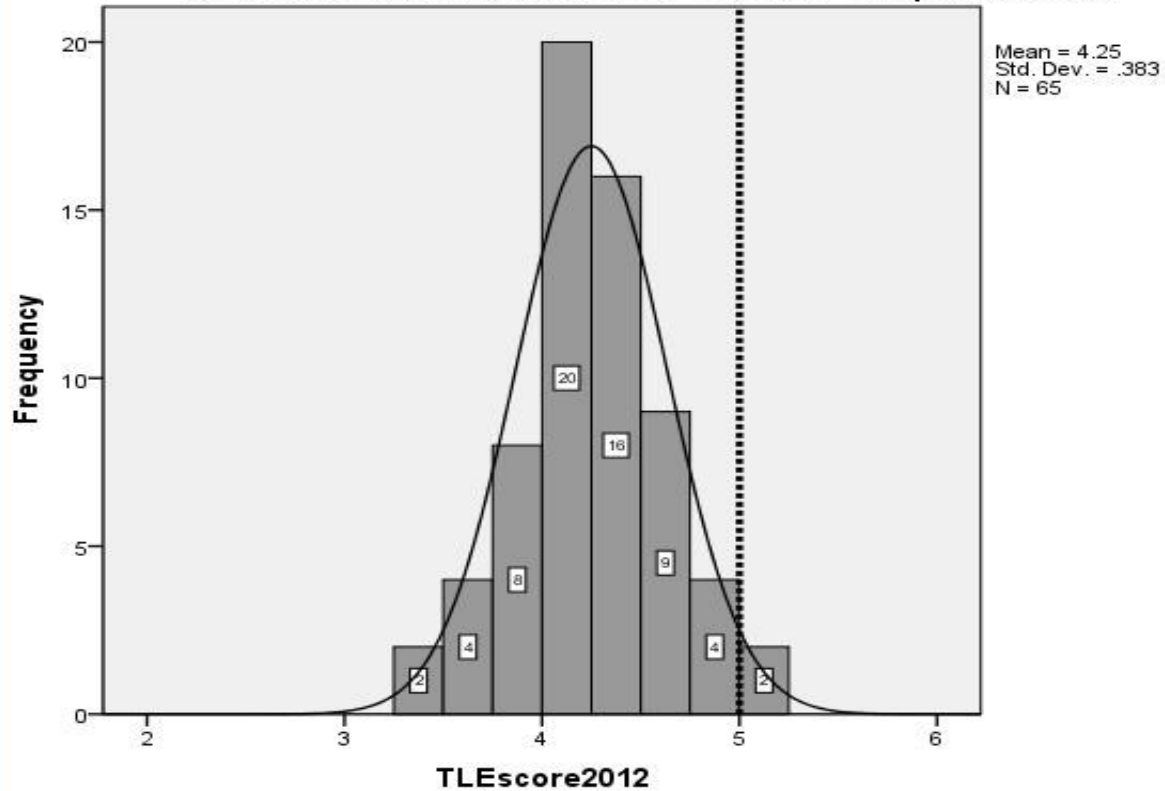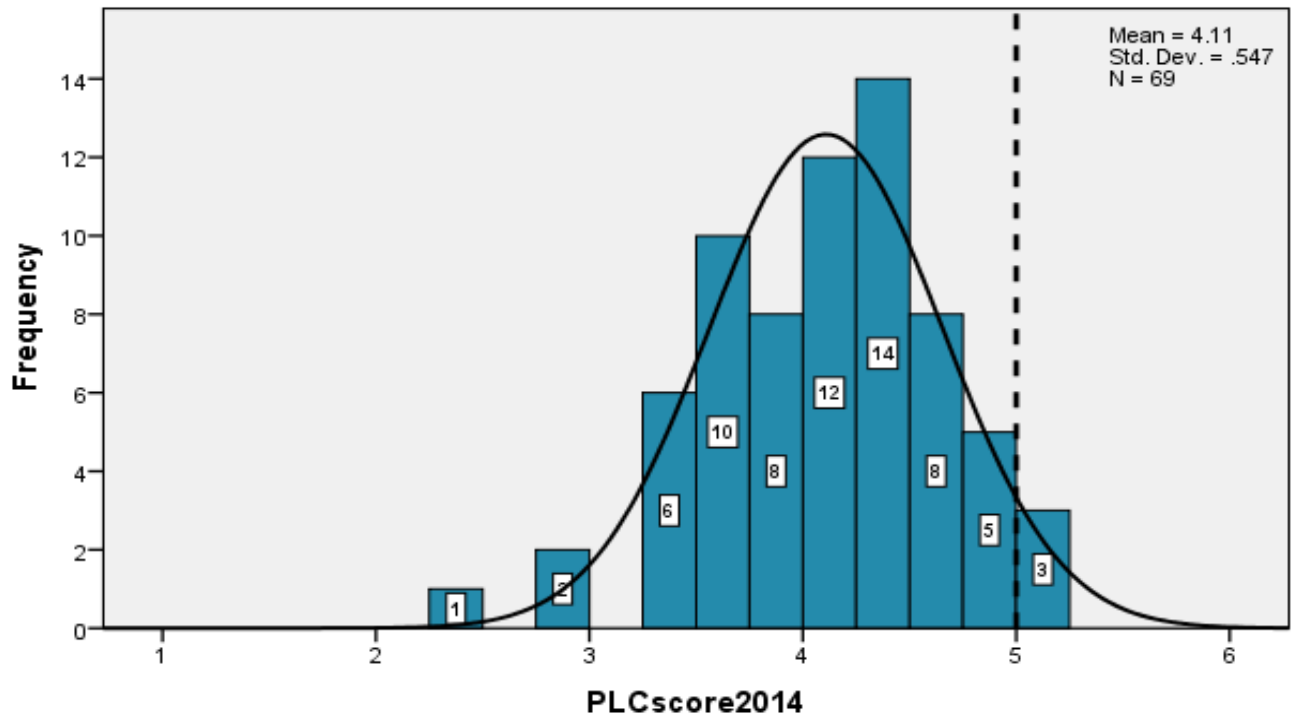
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	4.59	0.42	13
2012-2013	4.53	0.43	10
2013-2014	4.54	0.43	9

2014 School Level Distribution of Faculty Trust in Colleagues
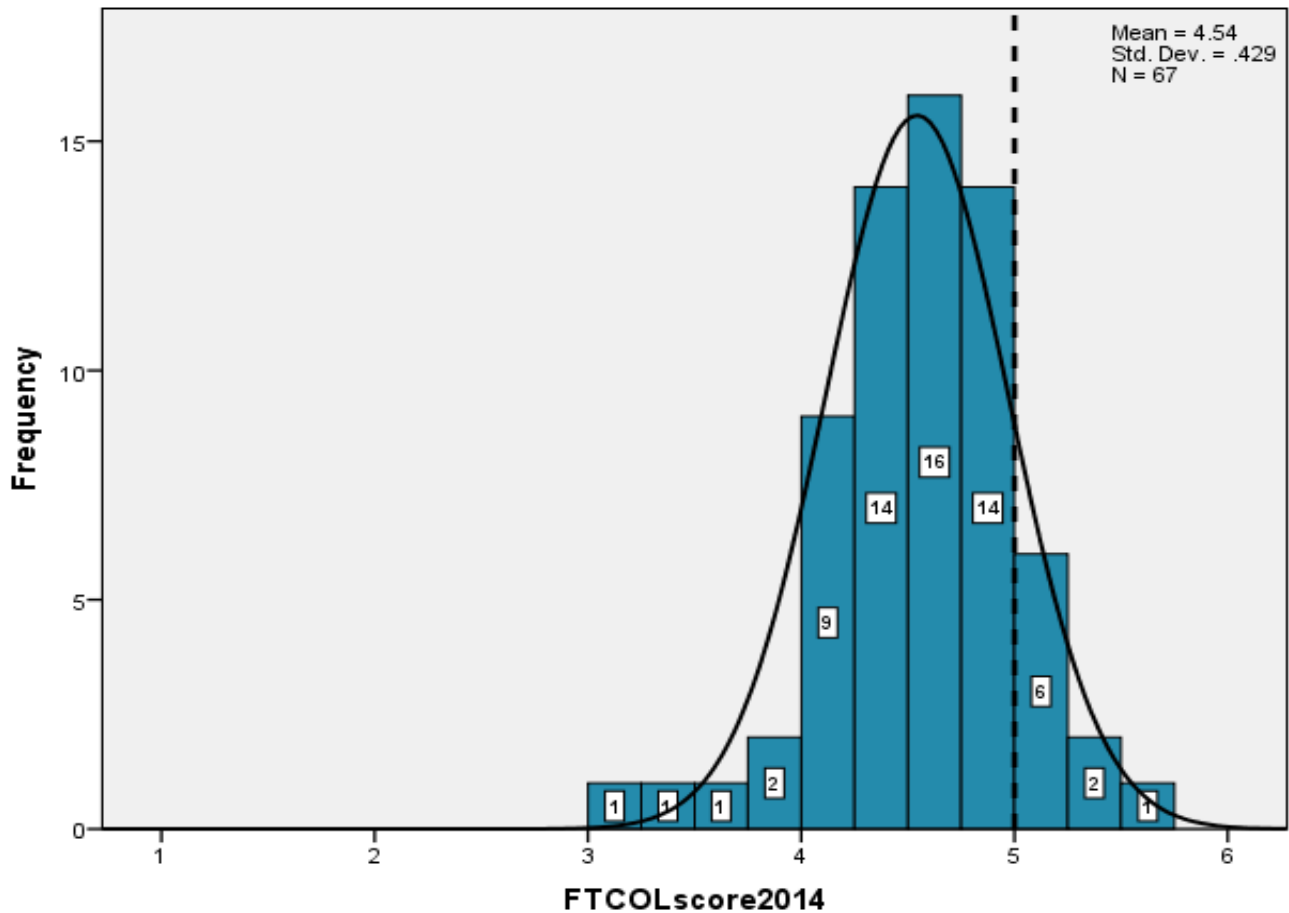
Mean = 4.54
Std. Dev. = .429
N = 67

Frequency

FTCOLscore2014

2013 School Level Distribution of Faculty Trust in Colleagues

Mean = 4.53
Std. Dev. = .427
N = 65

2012 School Level Distribution of Faculty Trust in Colleagues

Mean = 4.59
Std. Dev. = .421
N = 66
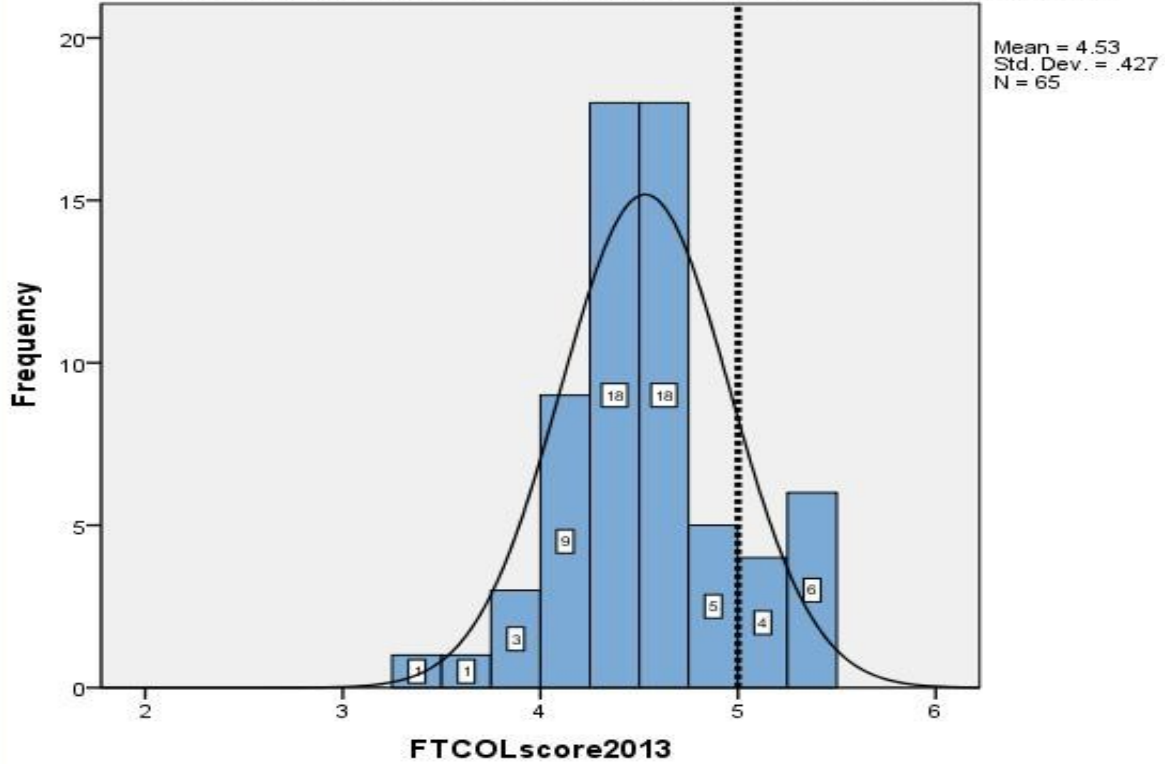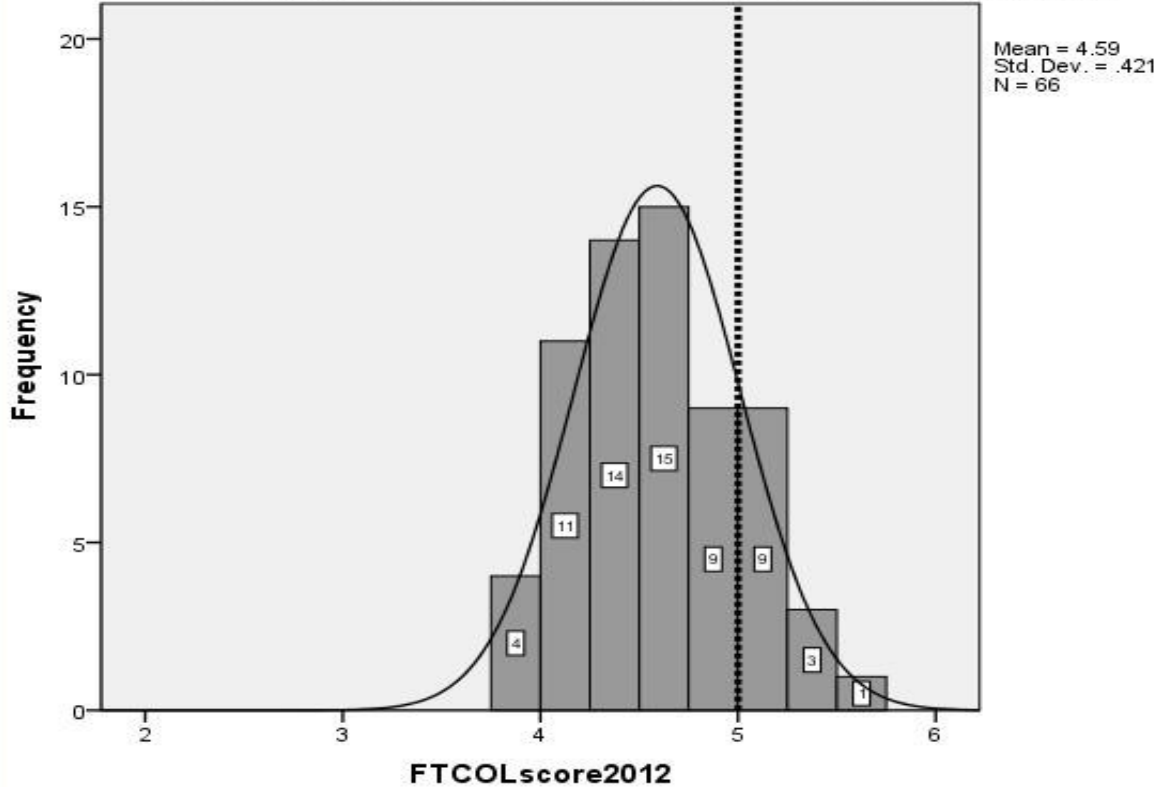
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.88	0.51	3
2012-2013	3.79	0.54	2
2013-2014	3.86	0.48	1

2014 School Level Distribution of Collective Teacher Efficacy
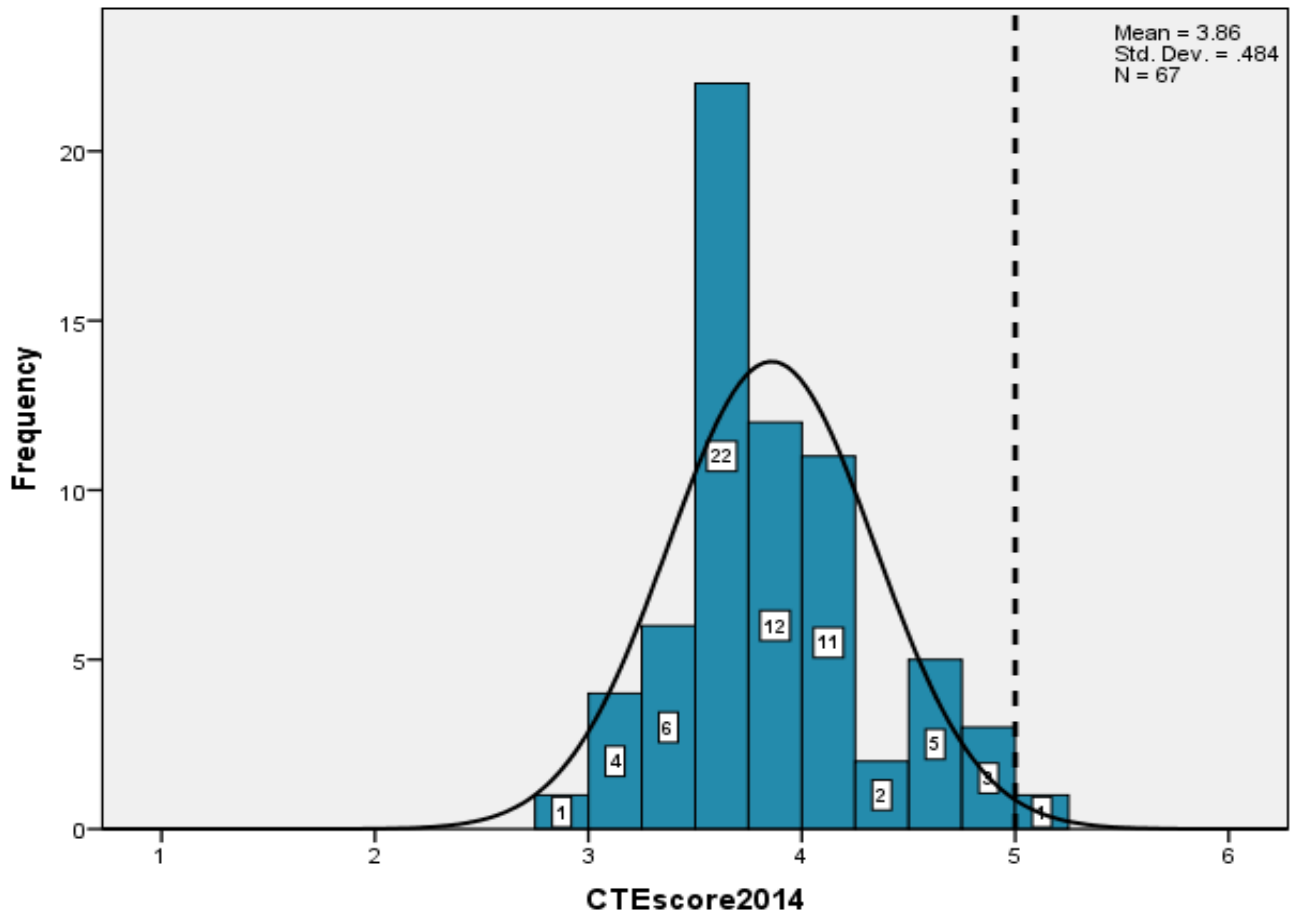
Mean = 3.86
Std. Dev. = .484
N = 67

2013 School Level Distribution of Collective Teacher Efficacy

Mean = 3.79
Std. Dev. = .539
N = 65

2012 School Level Distribution of Collective Teacher Efficacy

Mean = 3.88
Std. Dev. = .509
N = 65
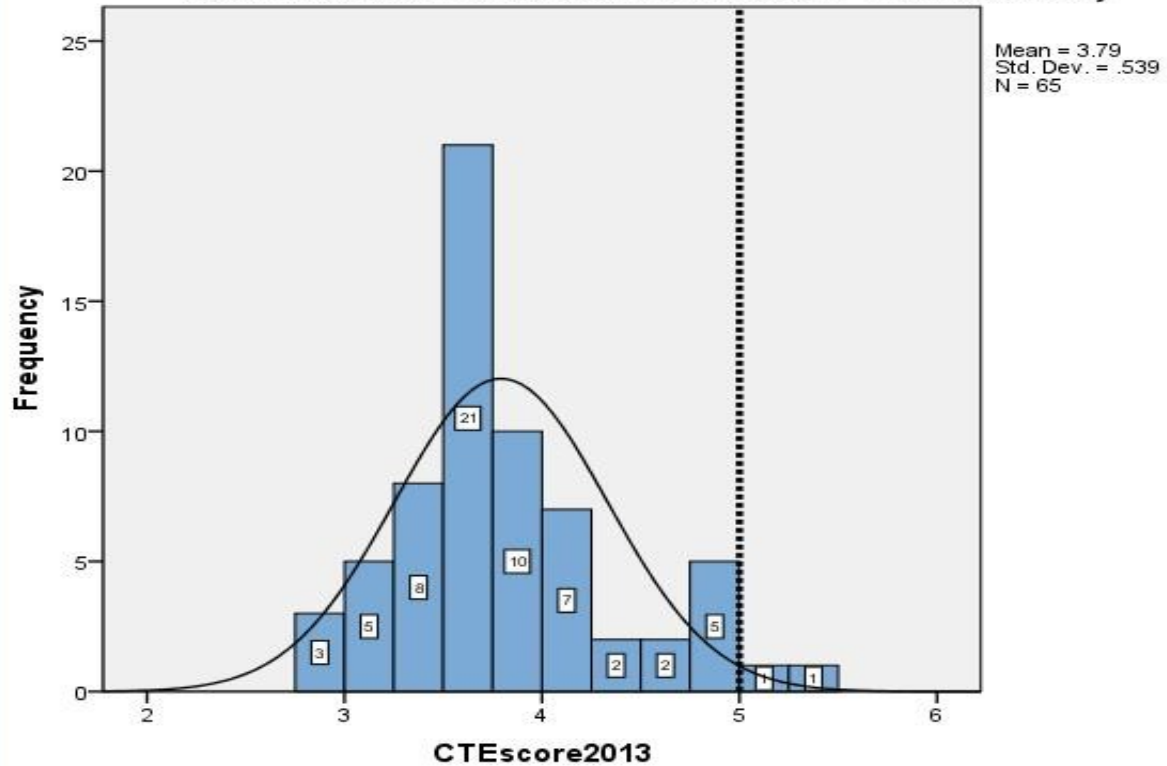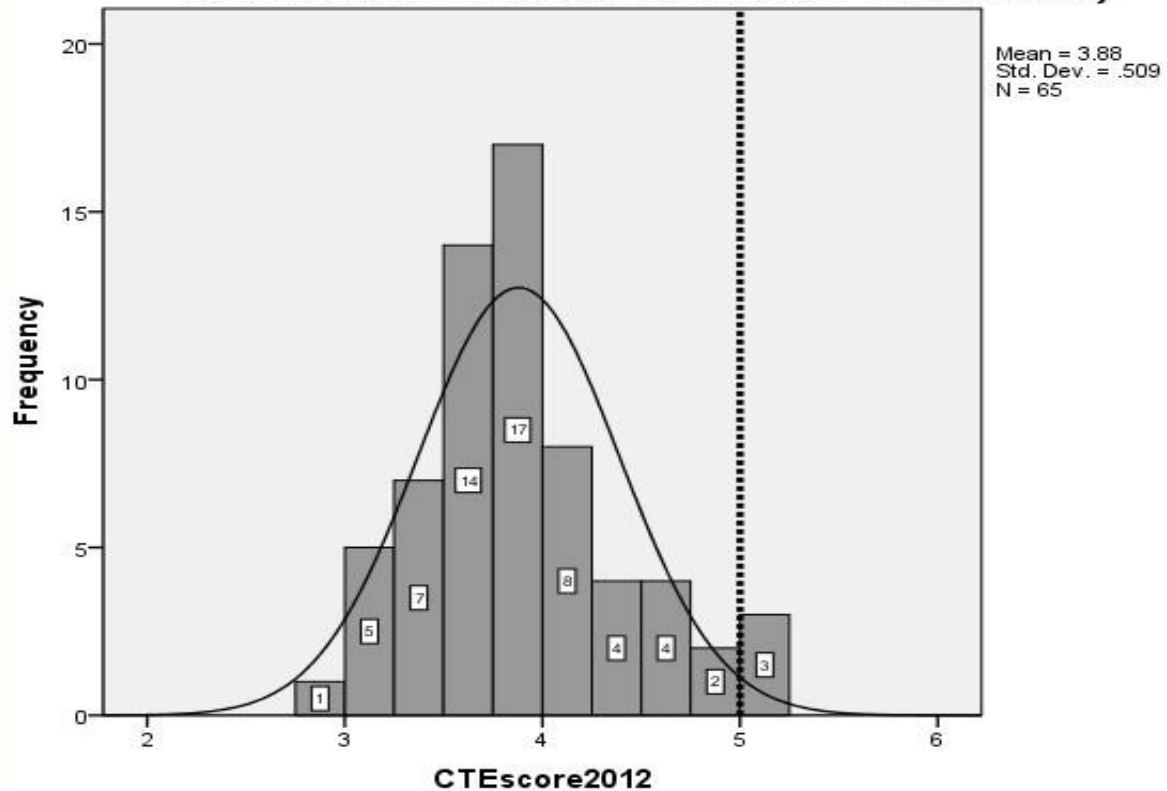
V. Learning Capacity

Learning capacity refers to the capacity of the school climate to support conditions that maximize the psychological health of students. Students have the ability to be proactive learning participants, but the learning context created by the school can facilitate or impede student intrinsic motivation (Deci & Ryan, 1985). The school climate conditions that have the potential to improve the learning capacity of the school are either indicators of (1) the psychological needs support provided by the school, or (2) the student social climate. The theory of psychological needs claims that all individuals need to have the needs of competence, autonomy, and relatedness fulfilled in order to become intrinsically motivated.

Competence Support. Competence support measures student views of their teachers' efforts to push them to higher levels of academic performance. Students also report on teacher expectations of student effort and participation. High levels indicate that most teachers press all students toward academic achievement.

Student Trust in Teachers. Relational support is measured through student trust in teachers. Student trust signifies healthy interactions and attachment between faculty and students.

Faculty Trust in Students. Faculty trust in students measures the quality of social interactions between faculty and students. As faculty perceive their students to be open, honest, reliable, competent, and benevolent, they are more likely to use autonomy-supportive teaching practices.

Autonomy Support. Autonomy support measures the degree to which students perceive that teachers allow criticism, encourage independent thinking, foster relevance, and provide choice.

Peer Academic Support. Student social relationships are related to classroom achievement (Wentzel & Caldwell, 2006). The learning capacity of the school is enhanced by peers who have positive associations with schoolwork. Peer academic support refers to a set of descriptive characteristics present in a student's associative peer group. Three facets of the construct include, peer academic aspiration, resistance to school norms, and academic support.

Summary

In general, learning capacity experienced some modest growth. Twenty-eight schools achieved the target score for competence support, an increase of two schools from 2012-2013 and 15 schools from 2011-12. The number of schools meeting the target score for student trust in teachers declined from seventeen schools to twelve schools from 2012-13 to 2013-14, but the district mean increased slightly. Faculty trust in students has remained nearly the same for three years now. Student perceptions of autonomy support and peer academic support were new in 2012-13. Two schools achieved the target score for autonomy support in 2012-13, compared to five schools in 2013-14. Thirteen schools achieved the target score for peer academic support, compared to 19 schools in 2013-14.

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.08	0.16	13
2012-2013	3.03	0.27	26
2013-2014	3.13	0.26	28

2014 School Level Distribution of Competence Support
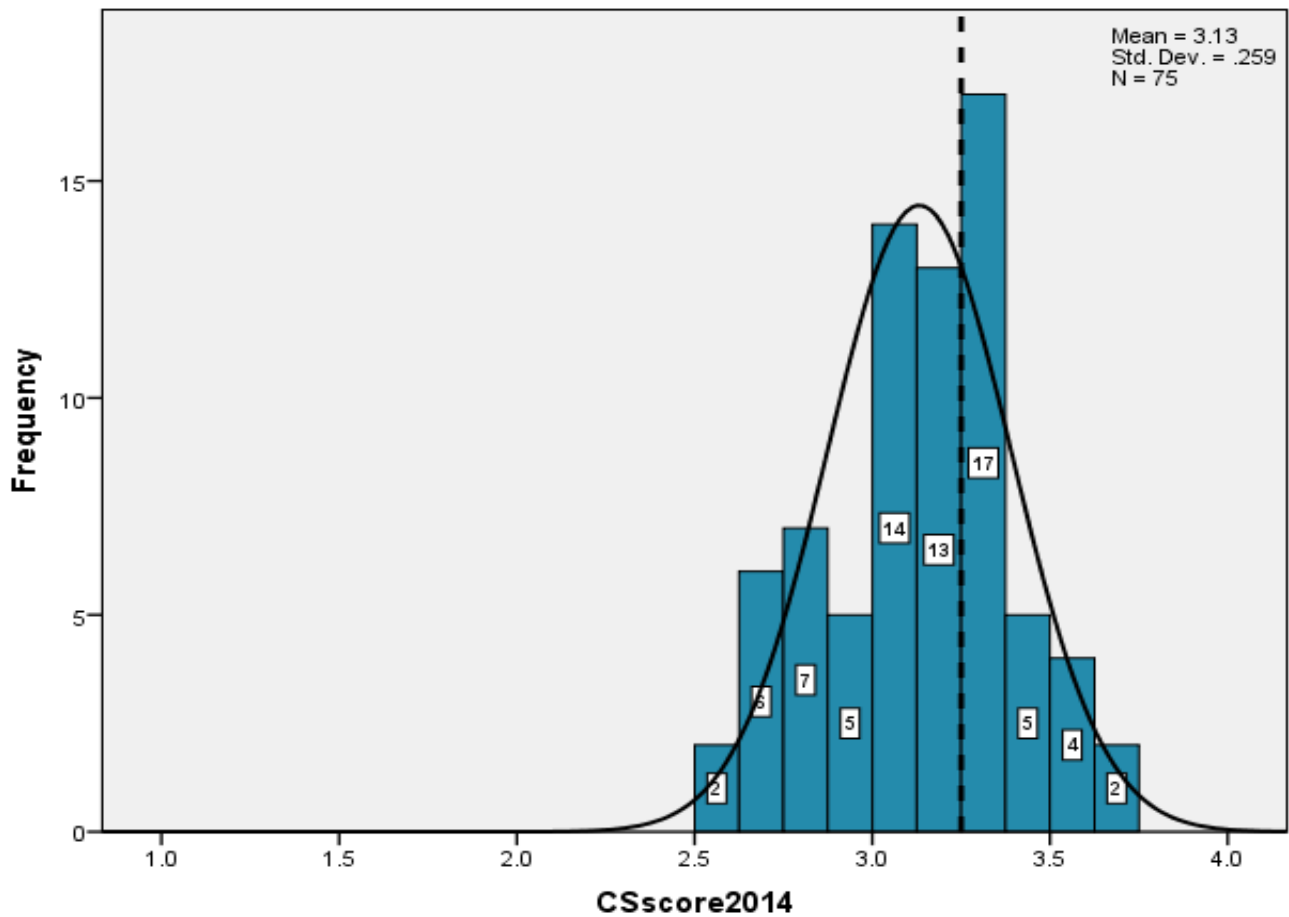
Mean = 3.13
Std. Dev. = .259
N = 75

2013 School Level Distribution of Competence Support

Mean = 3.03
Std. Dev. = .271
N = 71

2012 School Level Distribution of Competence Support

Mean = 3.08
Std. Dev. = .156
N = 68
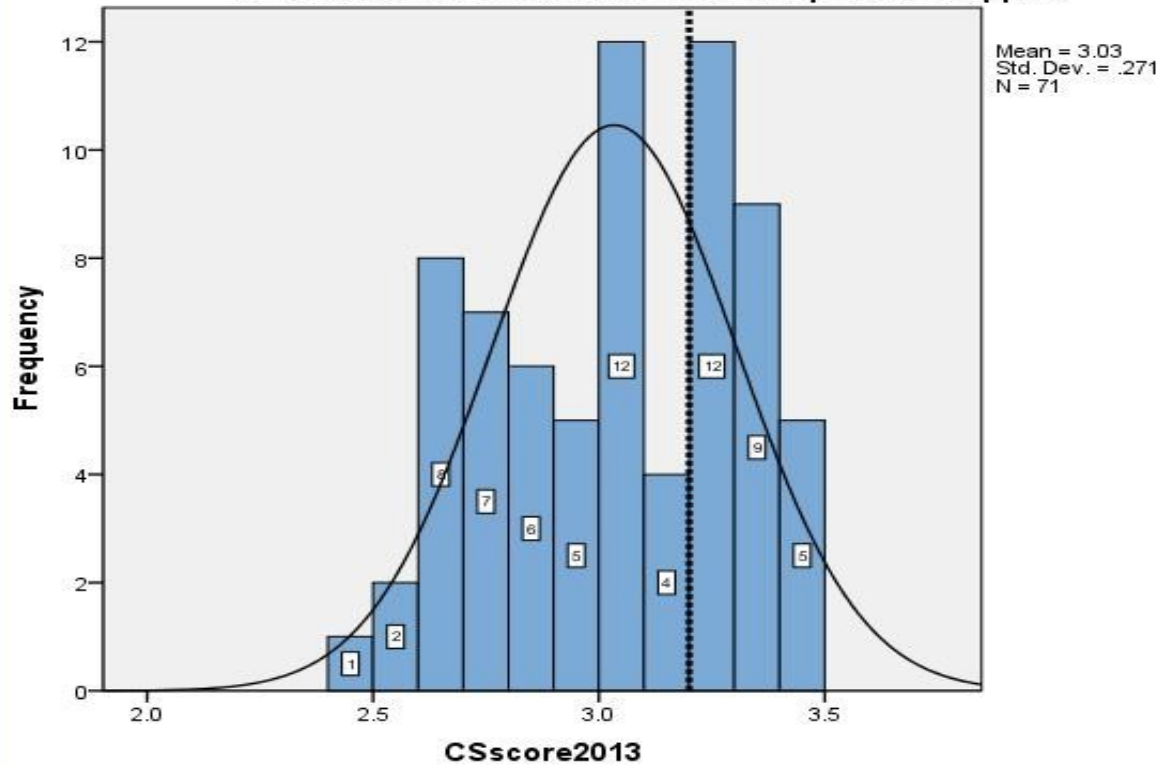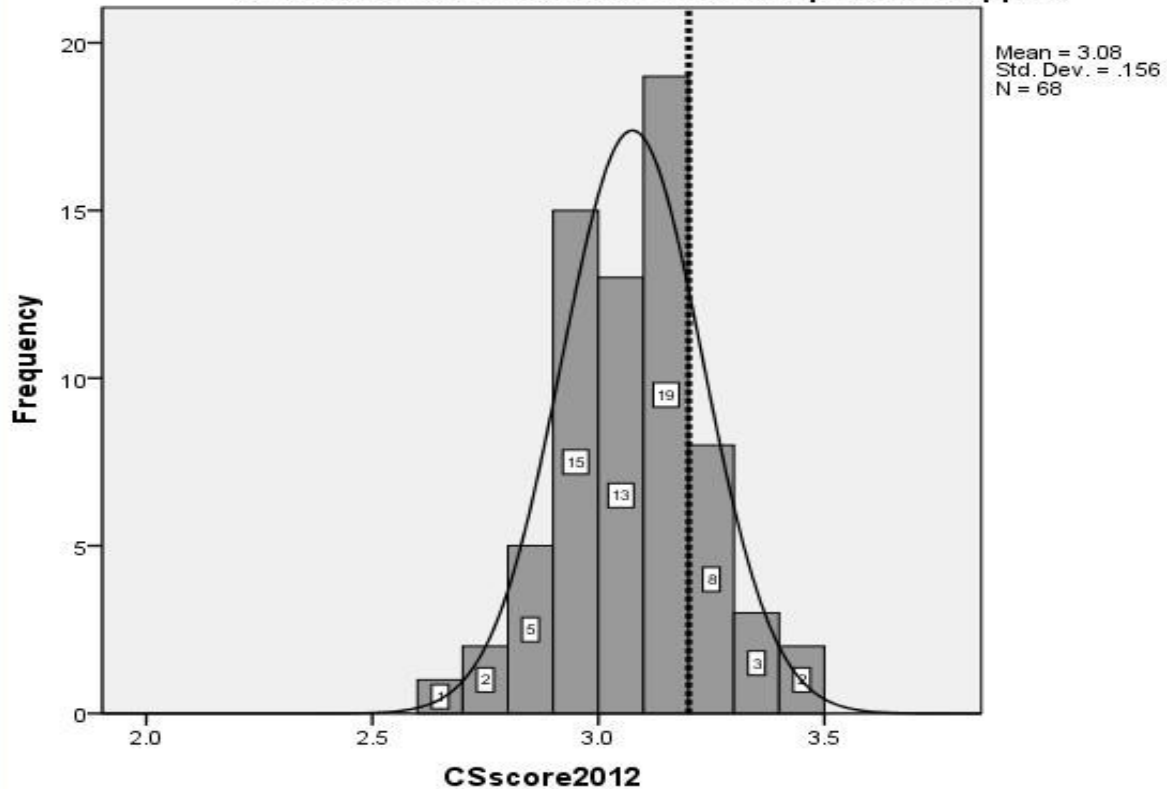
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.12	0.26	29
2012-2013	2.97	0.31	17
2013-2014	3.02	0.26	12

2014 School Level Distribution of Student Trust in Teachers
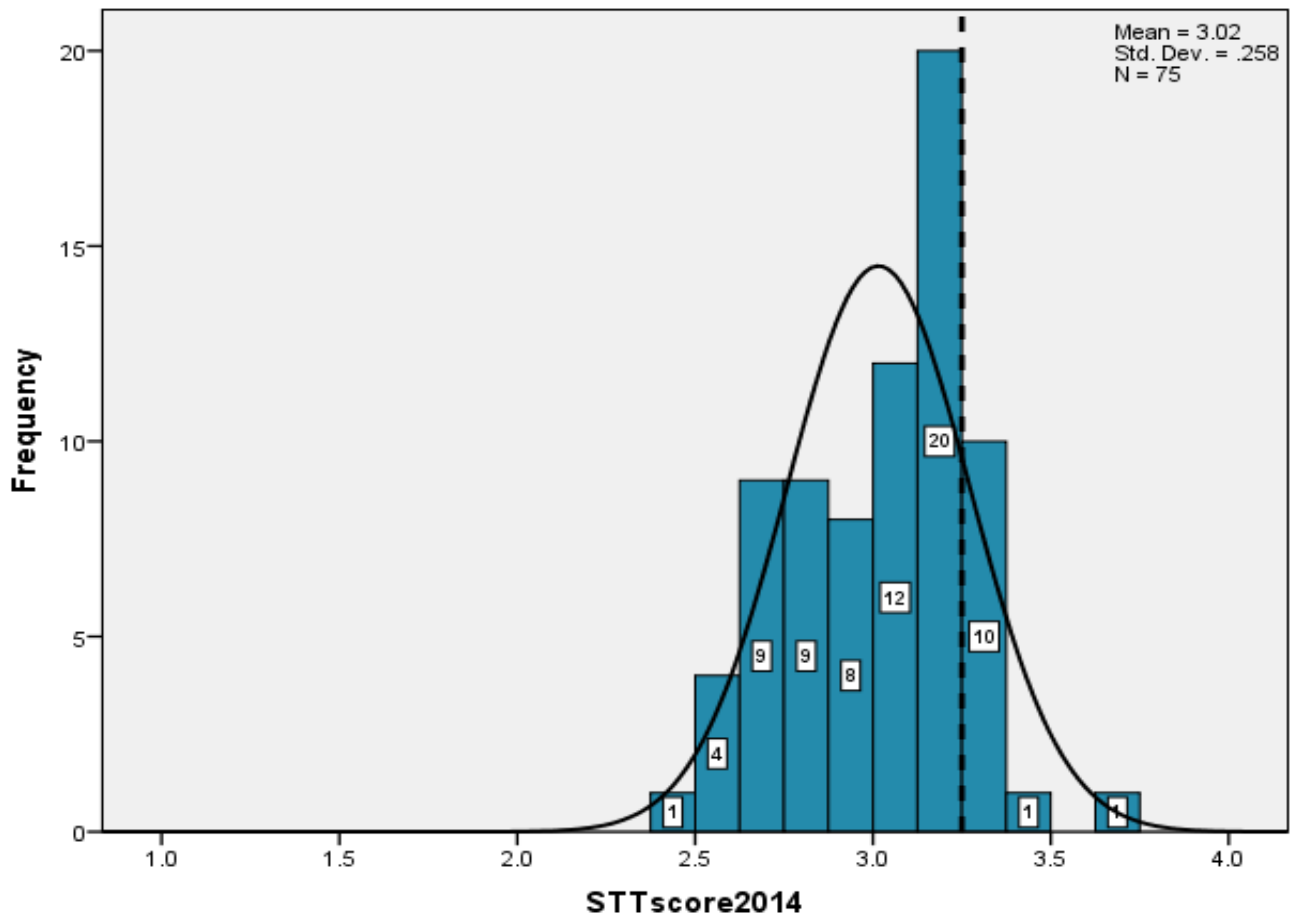
Mean = 3.02
Std. Dev. = .258
N = 75

2013 School Level Distribution of Student Trust in Teachers

Mean = 2.97
Std. Dev. = .313
N = 71

2012 School Level Distribution of Student Trust in Teachers

Mean = 3.12
Std. Dev. = .261
N = 69
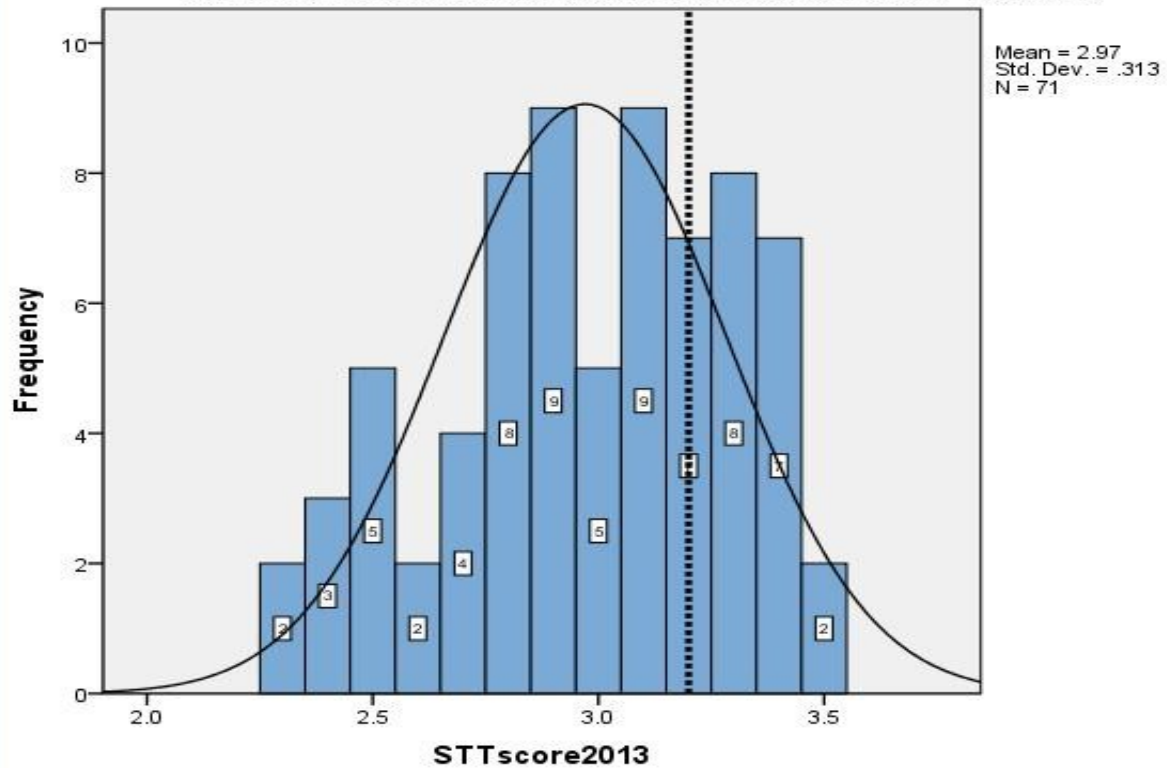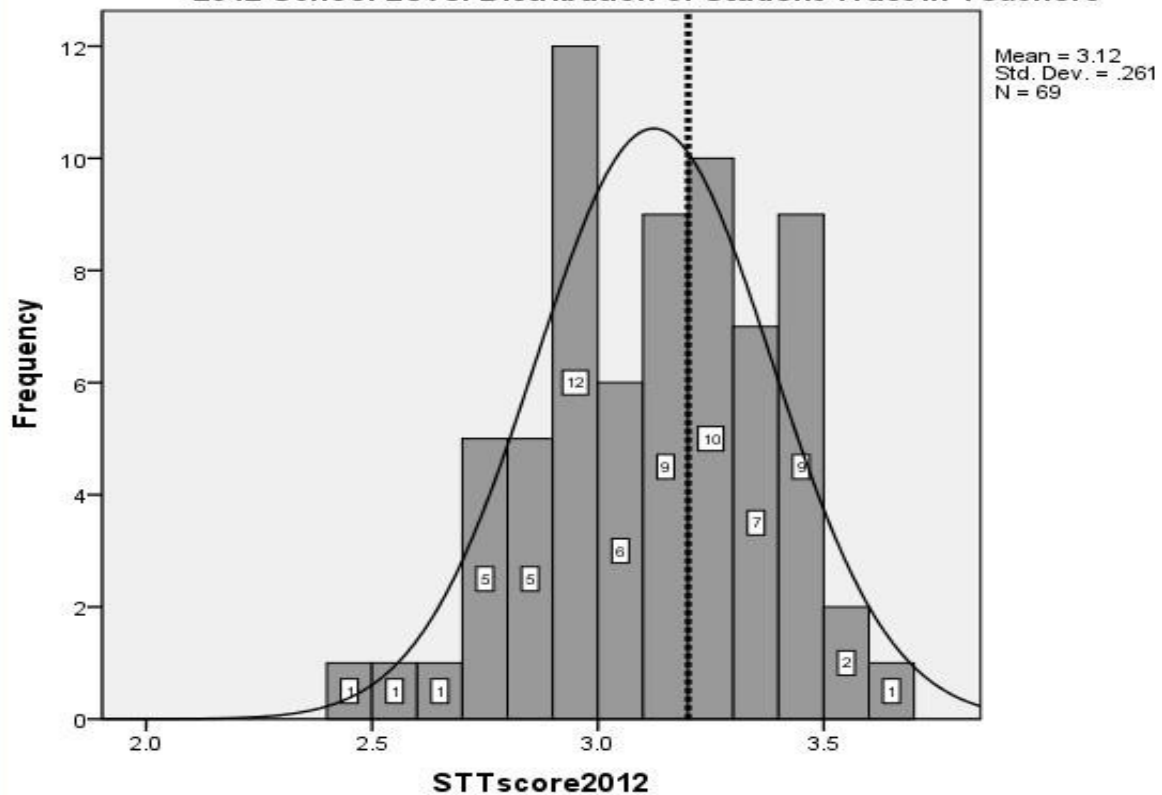
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.95	0.59	5
2012-2013	3.83	0.53	1
2013-2014	3.91	0.49	1

2014 School Level Distribution of Faculty Trust in Students
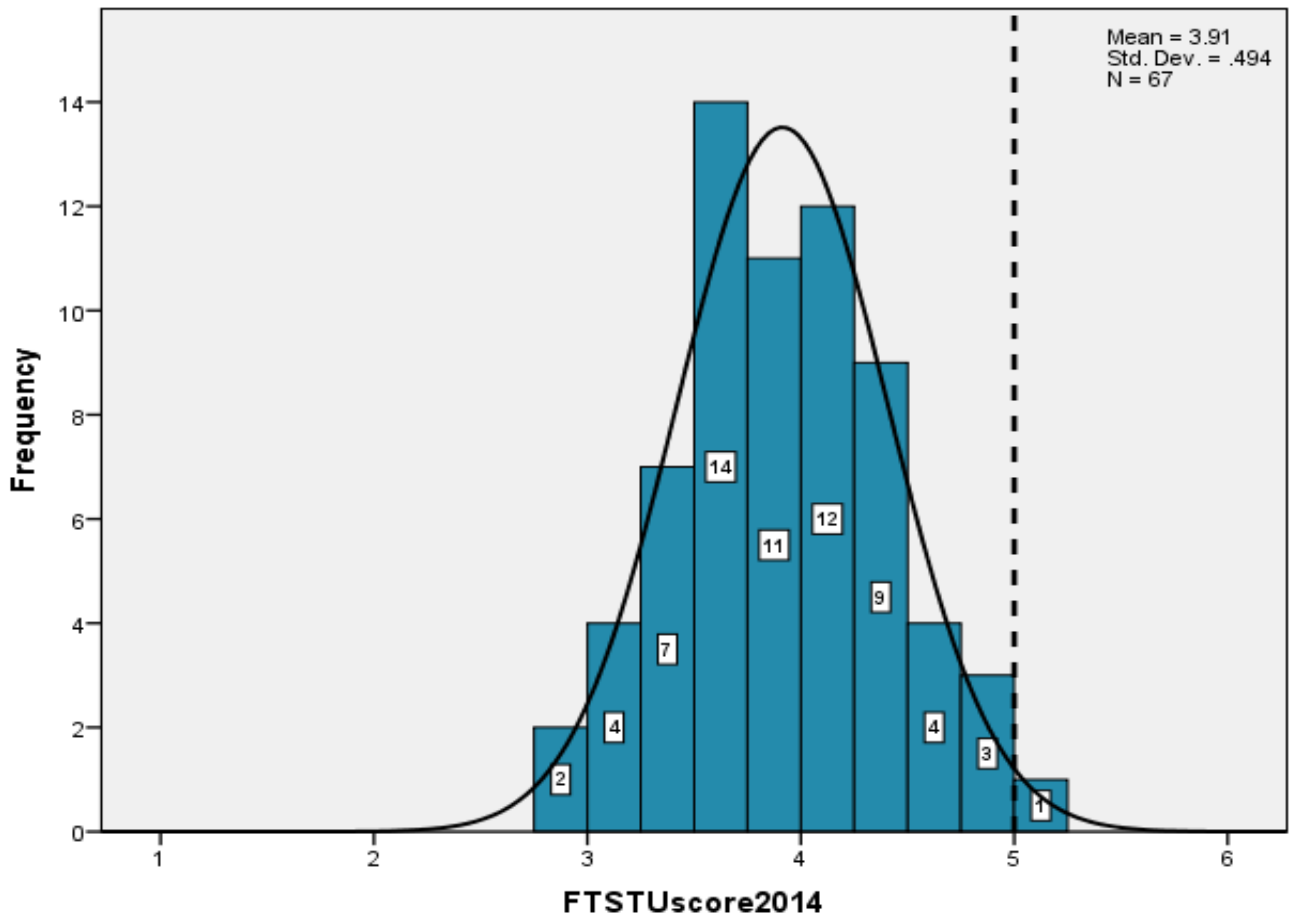
Mean = 3.91
Std. Dev. = .494
N = 67

2013 School Level Distribution of Faculty Trust in Students

Mean = 3.83
Std. Dev. = .529
N = 65

2012 School Level Distribution of Faculty Trust in Students

Mean = 3.95
Std. Dev. = .587
N = 66

2014 School Level Distribution of Autonomy Support

Mean = 2.9
Std. Dev. = .217
N = 75

2013 School Level Distribution of Autonomy Support

Mean = 2.87
Std. Dev. = .215
N = 71

2014 School Level Distribution of Peer Academic Support

Mean = 3.11
Std. Dev. = .181
N = 74

2013 School Level Distribution of Peer Academic Support

Mean = 3.01
Std. Dev. = .223
N = 71
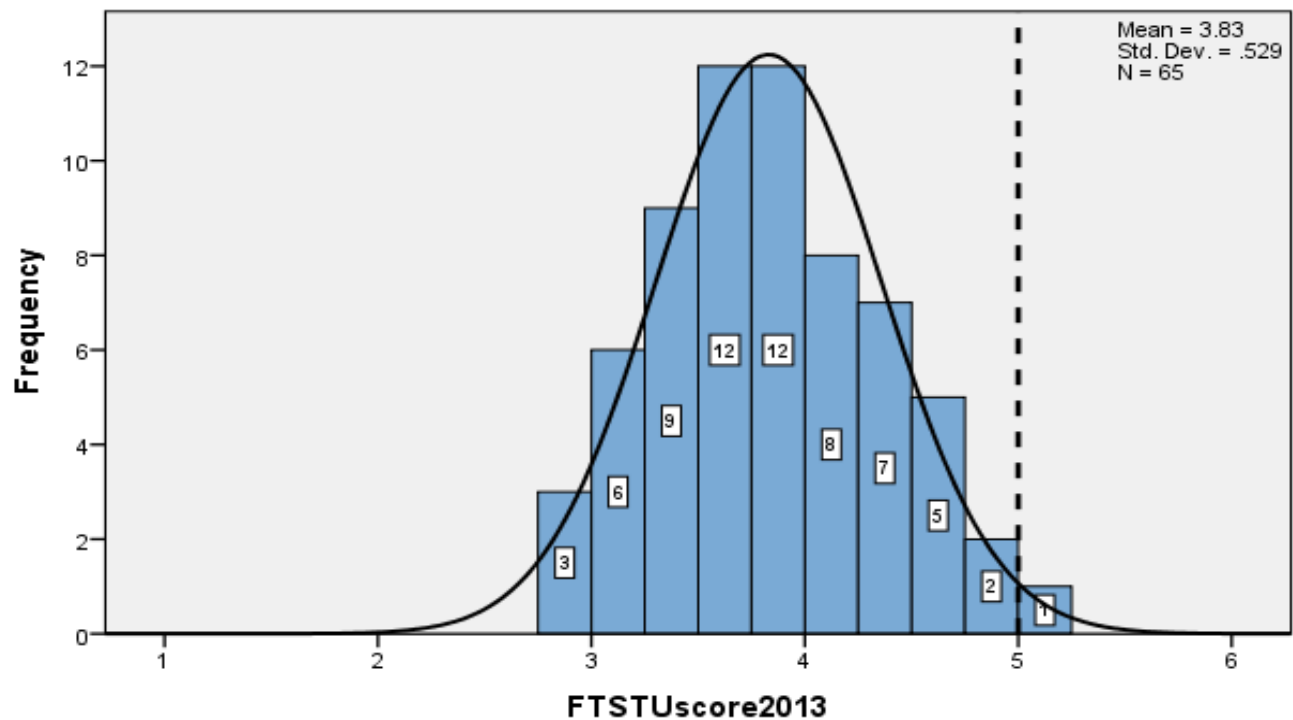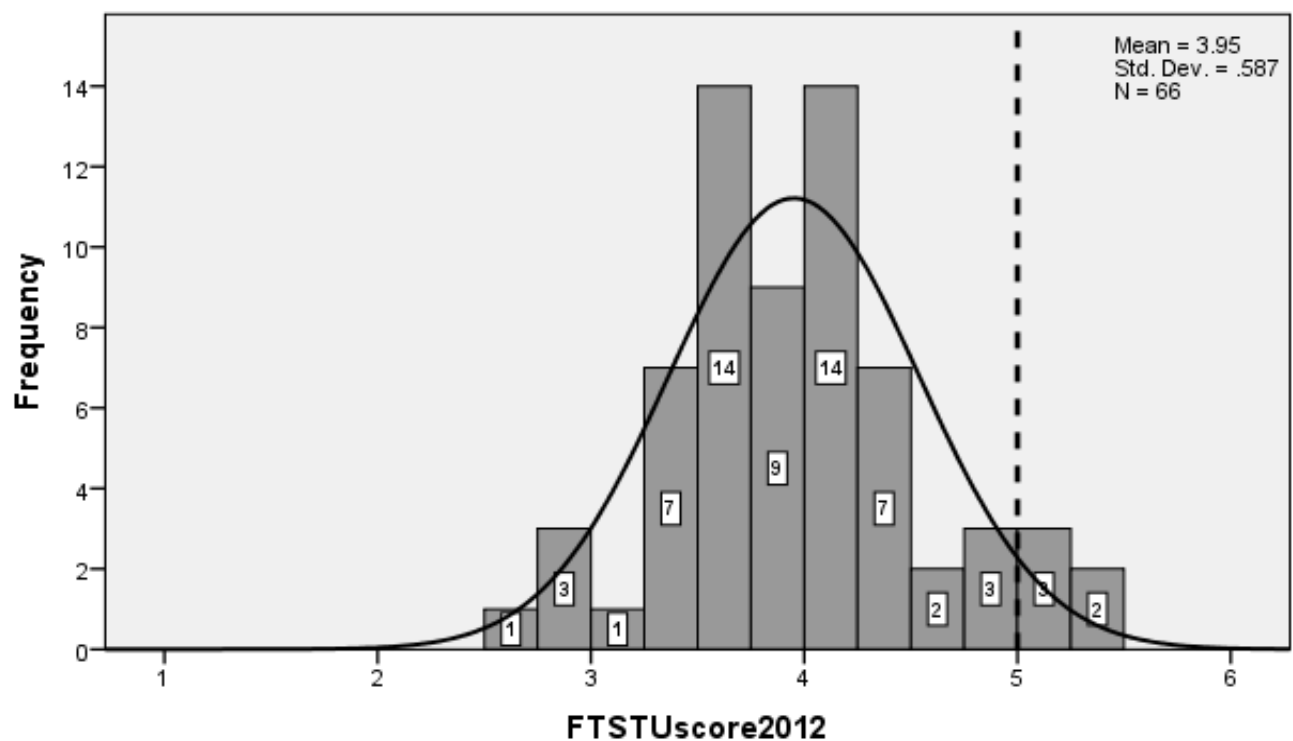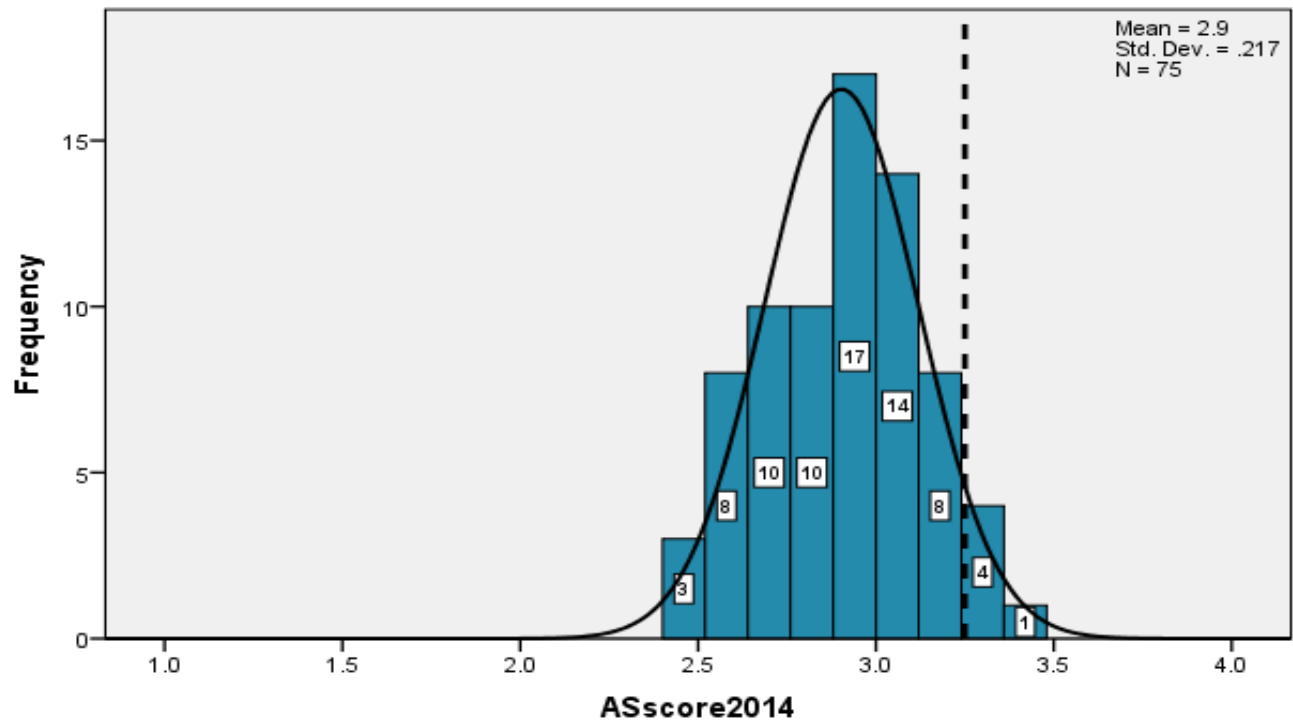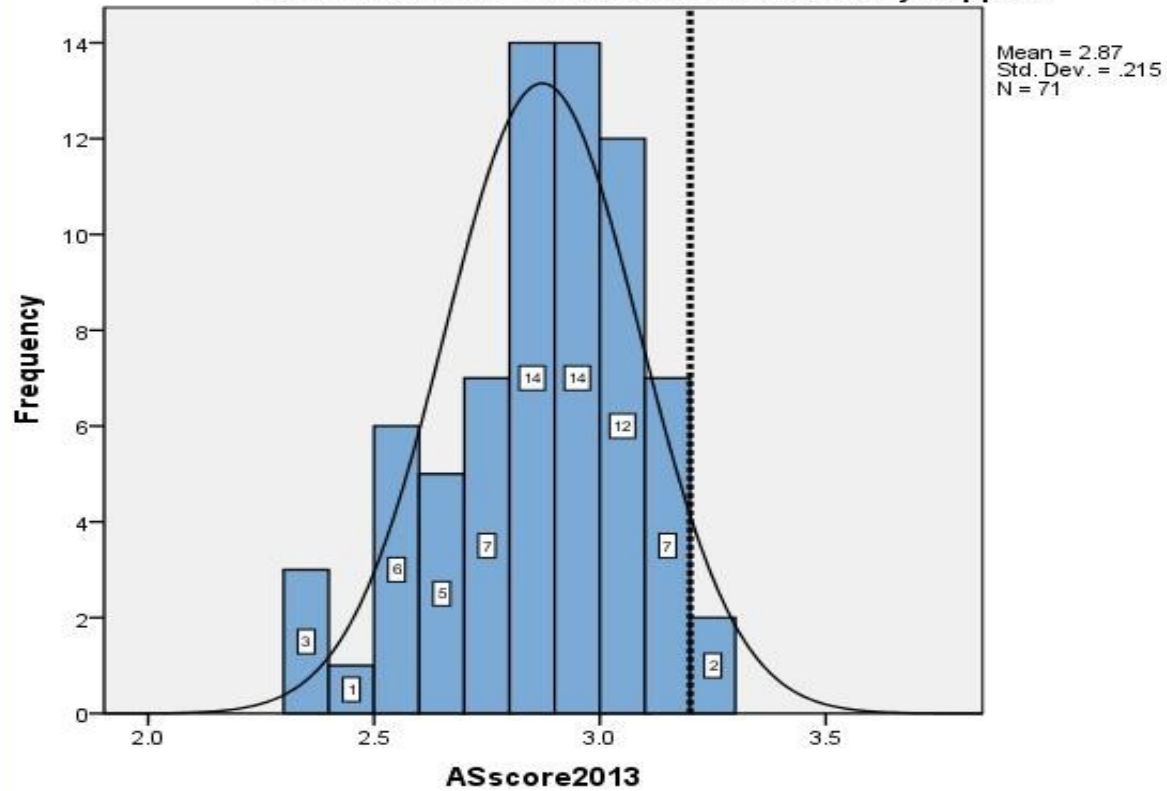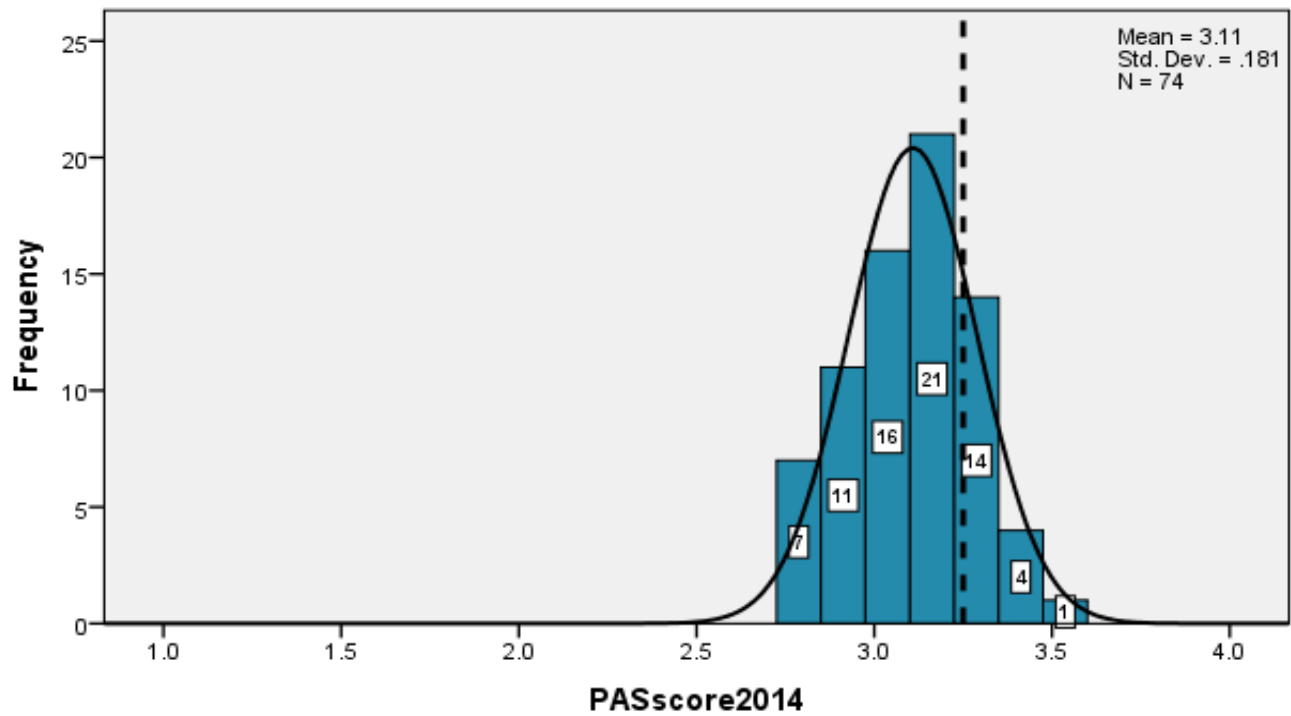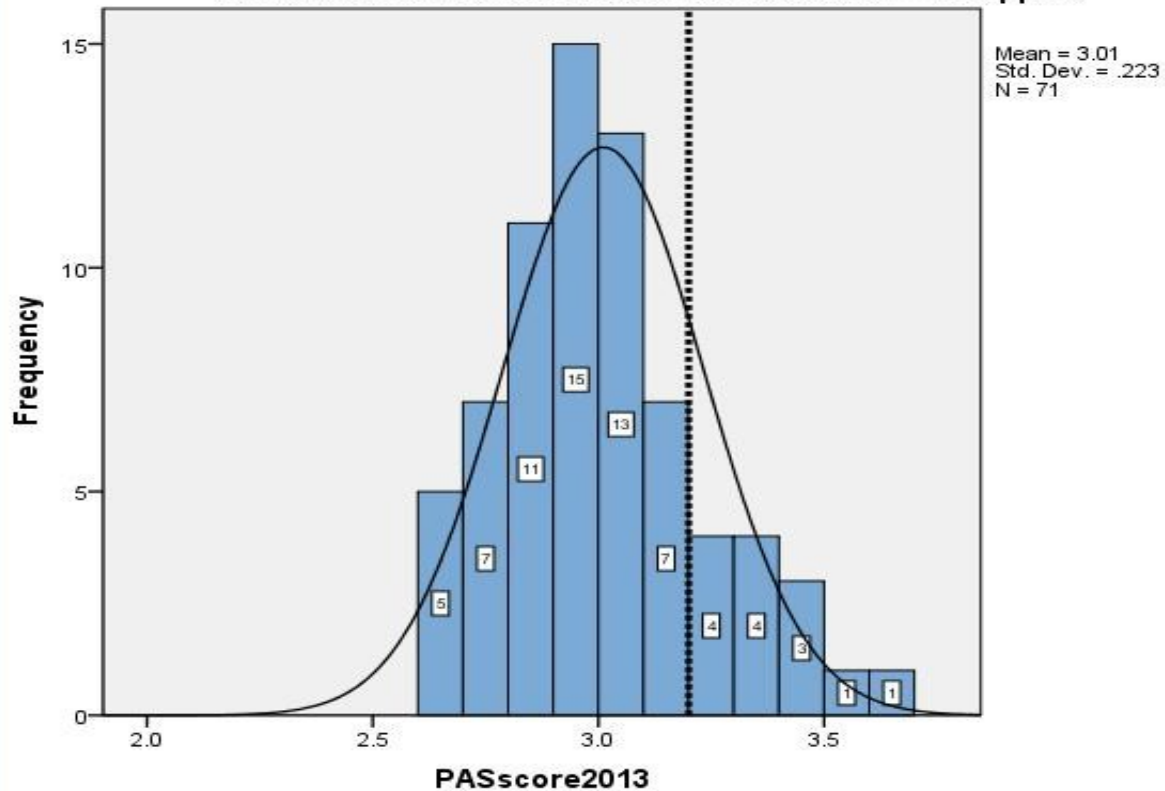
VI. Home and Community Capacity

Although the home-school proportions of responsibility for student academic performance have been debated for half a century, there can be no excuse for ignoring the essential role that families and communities play in school success and the life chances of children. School success is constrained by the capacity of the home to engage, affirm, and value education. Inattention to the importance of the home's capacity has been a characteristic of flawed school reform efforts and interventions for decades. At the district level, we report three indicators of home and community capacity--measures that include perceptions of parents and teachers.

School Outreach. School outreach examines the extent to which parents perceive the school as welcoming and desirous of working together for the benefit of their children.

Parent Trust in School. Parent trust in school explores parent beliefs about the trustworthiness of the school and its staff; in other words, it is the extent to which parents see the school and its personnel behaving in ways that can be characterized as honest, open, reliable, benevolent and competent.

Parent Social Network. Parent social network explores the scope of contact with other parents at the school.

Faculty Trust in Parents. The final indicator of home/community capacity is faculty trust in parents. This measure is an indicator of parent trustworthiness as viewed by the school's faculty. It is a normative condition of a school that conditions what is possible in terms of school-parent collaboration; thus, it is appropriately included as an indicator of home capacity.

Summary

A few important increases were experienced in Home and Community Capacity from 2012-13 to 2013-14. Namely, the district mean for parent perceived school outreach increased from 4.19 to 4.37 and the district mean for parent trust in school increased from 4.40 to 4.50. Faculty trust in parents remained low, decreasing from 3.32 to 3.29 from 2012-13 to 2013-14. The average parent social network size dropped from 2.25 in 2011-12 to 2.12 in 2012-13. For 2013-14, the measure was a little different, asking parents to report the number of times per year they socialize with parents from their child's school. The district mean was 3.14 times per year.

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	4.27	0.67	6
2012-2013	4.19	0.59	5
2013-2014	4.37	0.44	5

2014 School Level Distribution of School Outreach
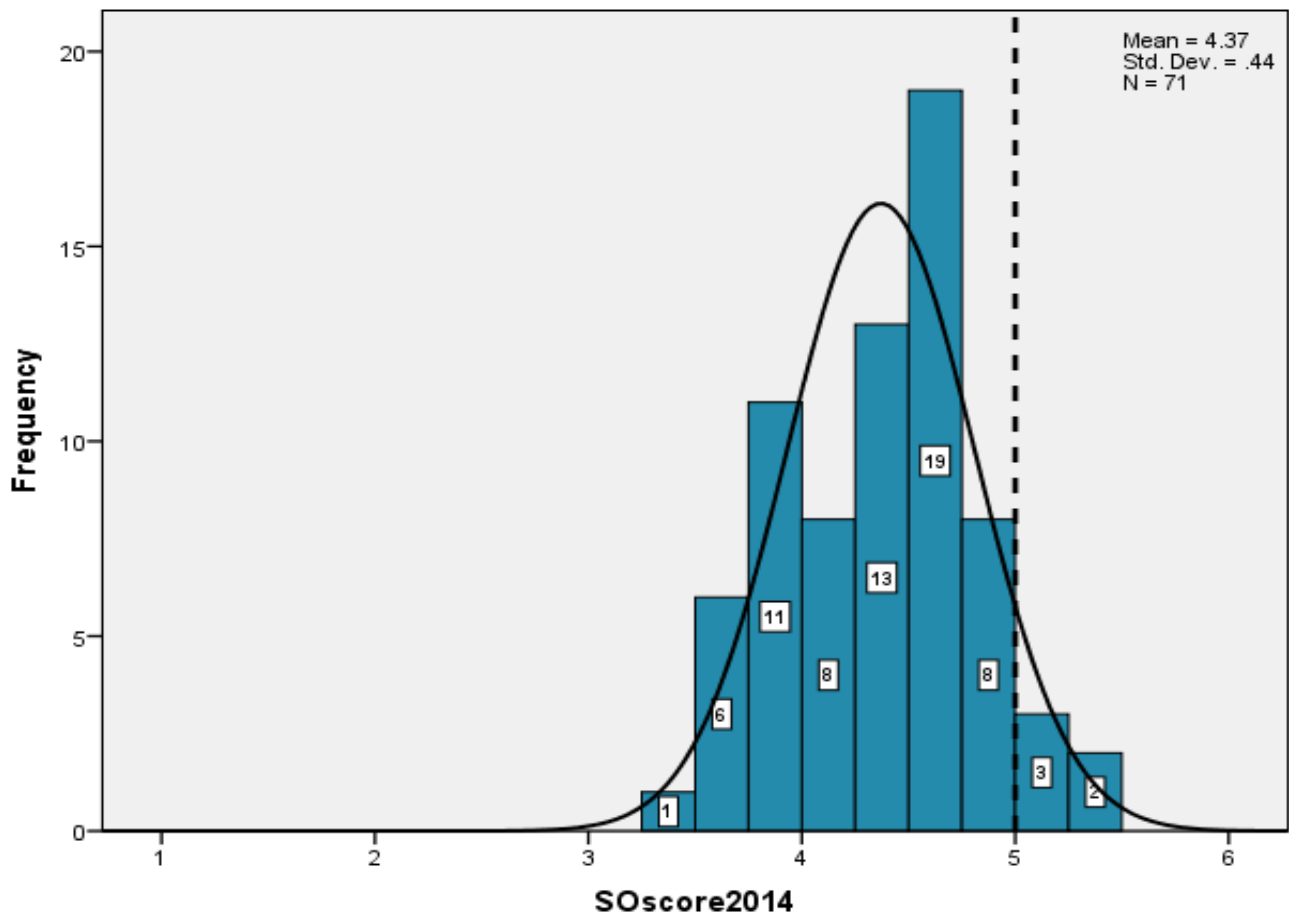
Mean = 4.37
Std. Dev. = .44
N = 71

2013 School Level Distribution of School Outreach

Mean = 4.19
Std. Dev. = .592
N = 65

2012 School Level Distribution of School Outreach

Mean = 4.27
Std. Dev. = .665
N = 58
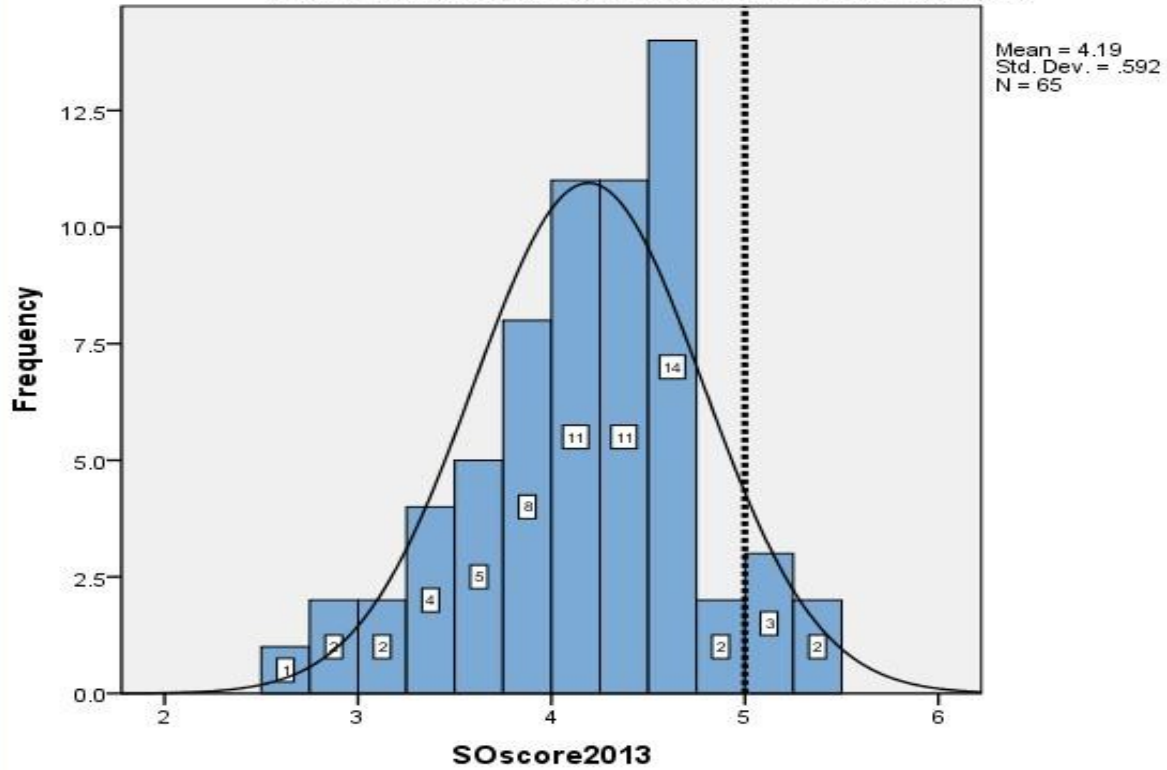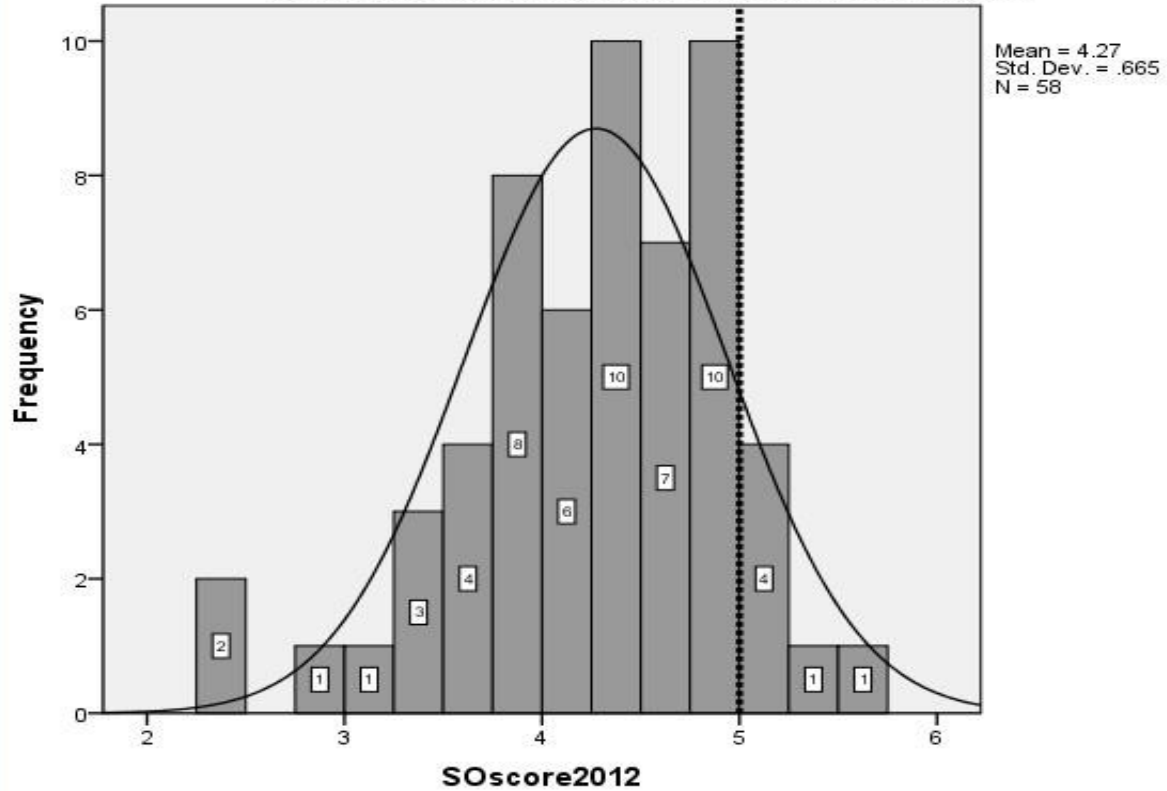
SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	4.52	0.71	18
2012-2013	4.40	0.64	8
2013-2014	4.50	0.49	11

2014 School Level Distribution of Parent Trust in School
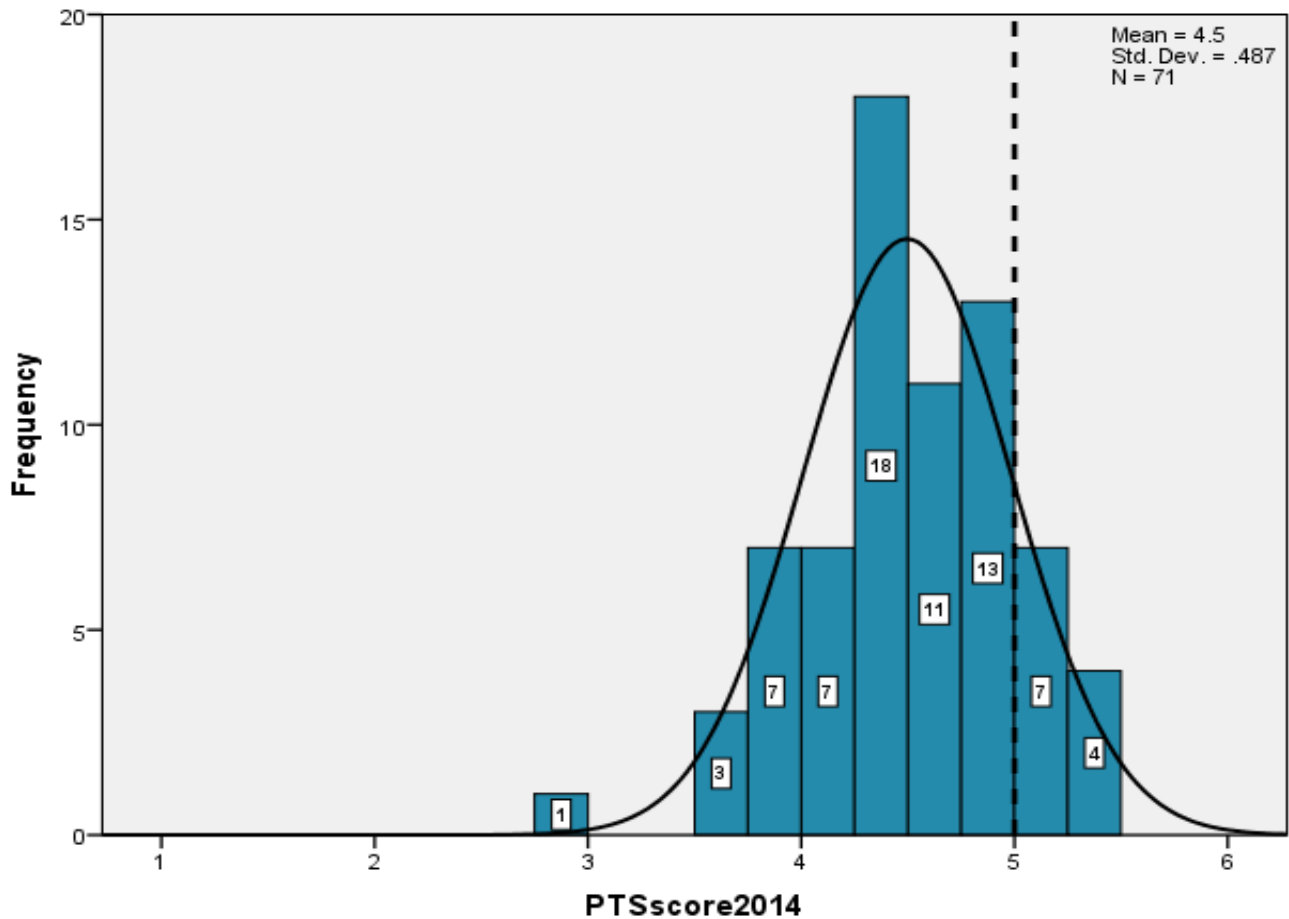
Mean = 4.5
Std. Dev. = .487
N = 71

2013 School Level Distribution of Parent Trust in School

Mean = 4.4
Std. Dev. = .64
N = 65

2012 School Level Distribution of Parent Trust in School

Mean = 4.52
Std. Dev. = .712
N = 58

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD OF 4 PARENTS
2013-2014	3.14	1.03	12

2014 School Level Distribution of Parent Social Network Size

Mean = 3.14
Std. Dev. = 1.03
N = 71
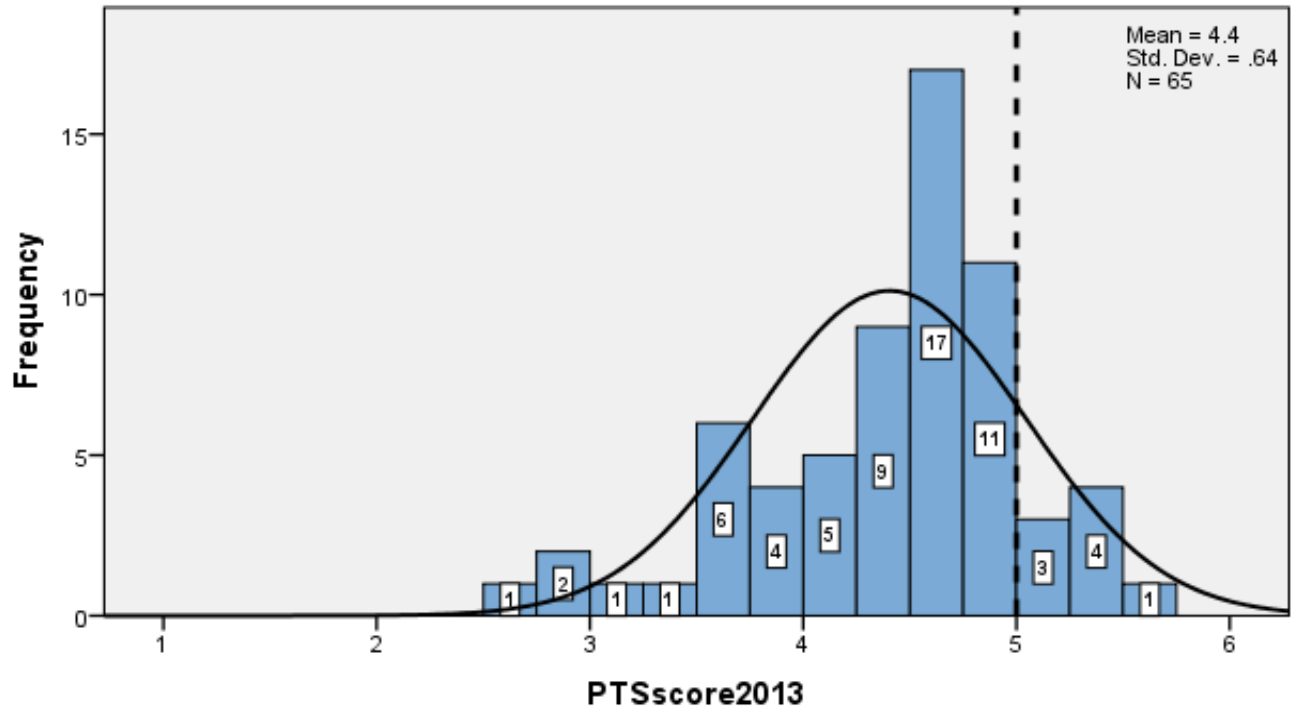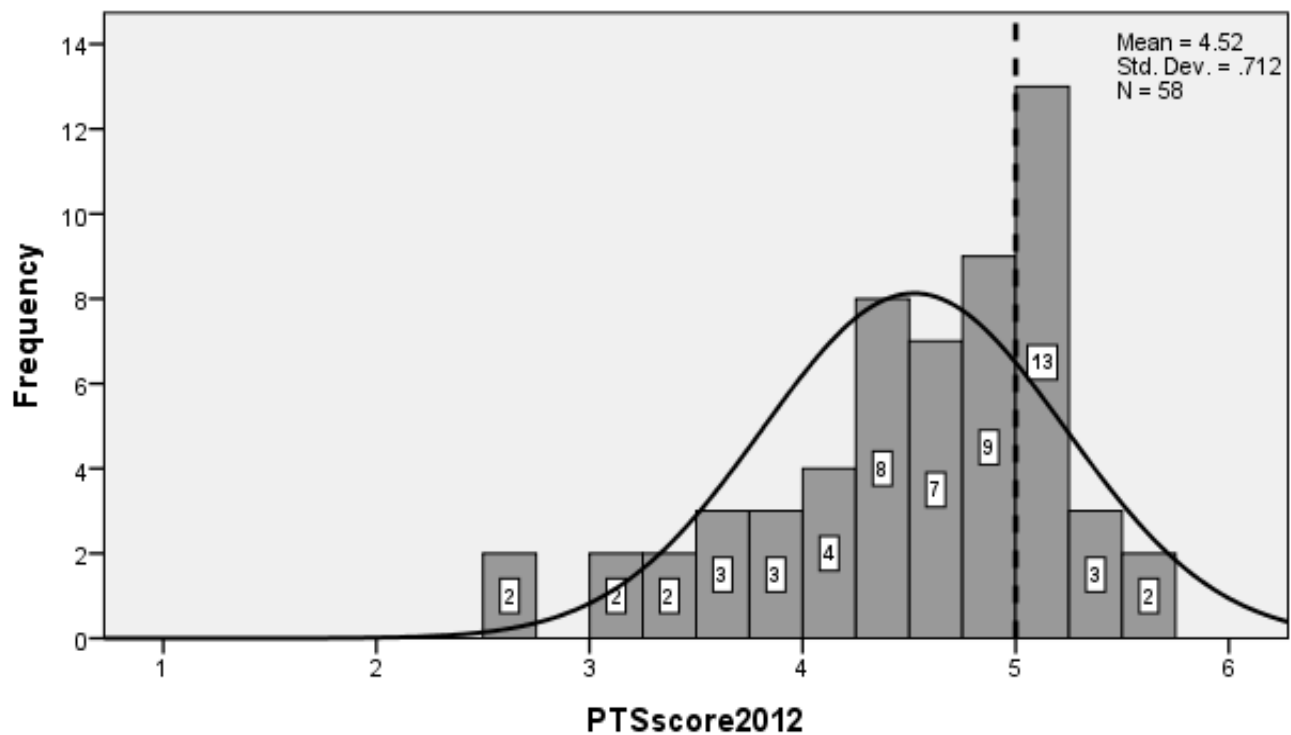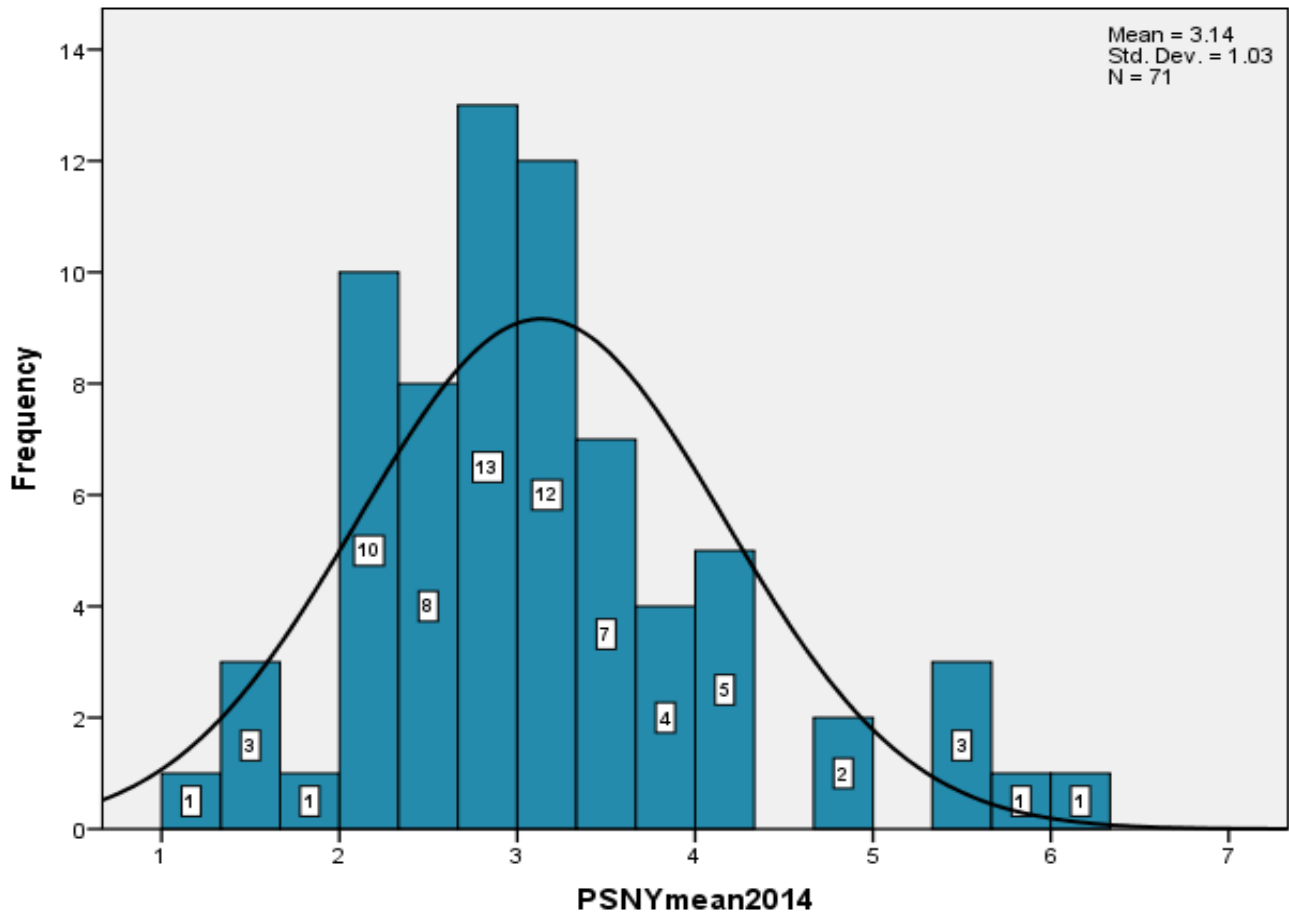
PARENT SOCIAL NETWORK

DISTRICT REPORT

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.43	0.66	2
2012-2013	3.32	0.65	0

2013 School Level Distribution of Parent Social Network Size

Mean = 2.12
Std. Dev. = 1.562
N = 65

2012 School Level Distribution of Parent Social Network Size

Mean = 2.25
Std. Dev. = 1.69
N = 59
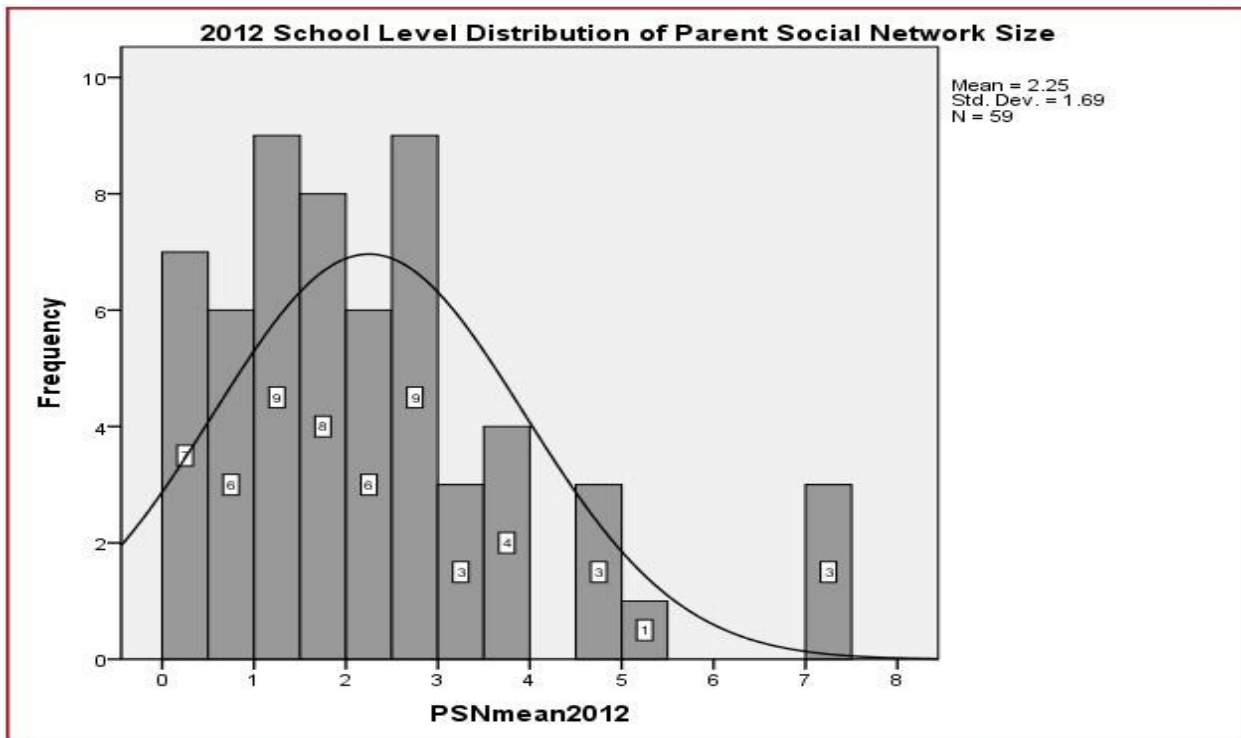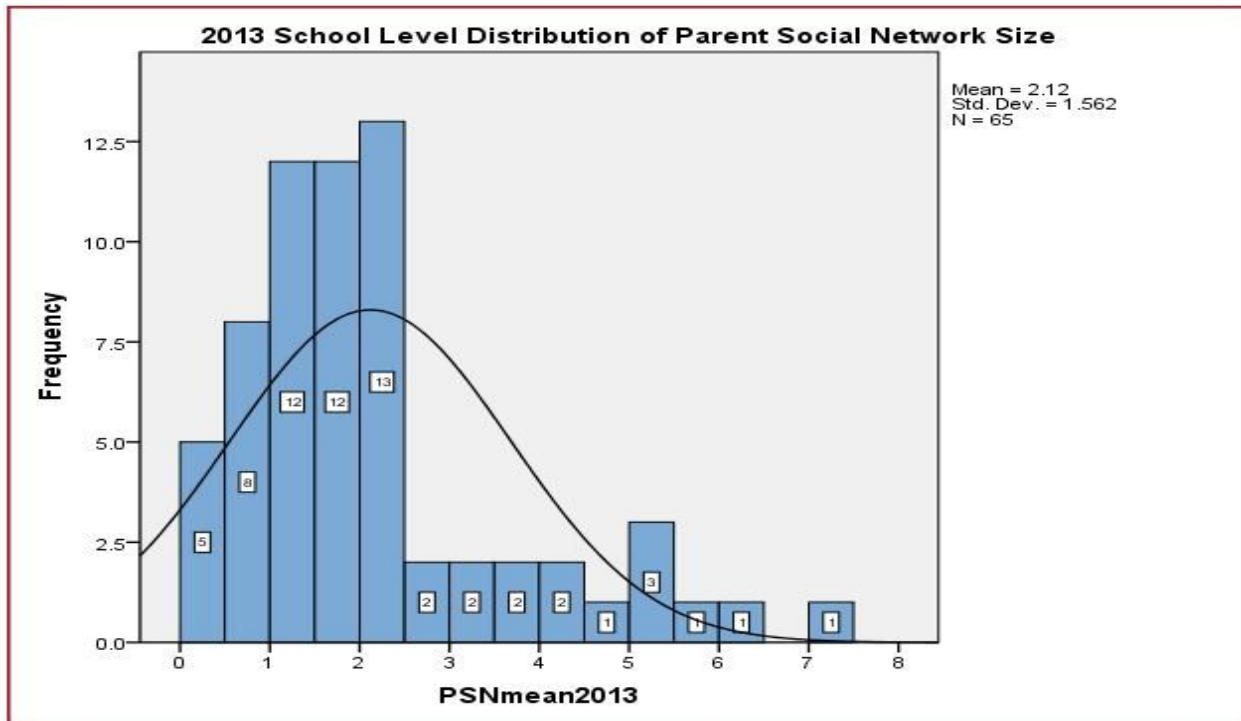
FACULTY TRUST IN PARENTS

SCHOOL YEAR	MEAN	STANDARD DEVIATION	NUMBER OF SCHOOLS AT OR ABOVE THRESHOLD
2011-2012	3.43	0.66	2
2012-2013	3.32	0.65	0
2013-2014	3.29	0.65	0

2014 School Level Distribution of Faculty Trust in Parents
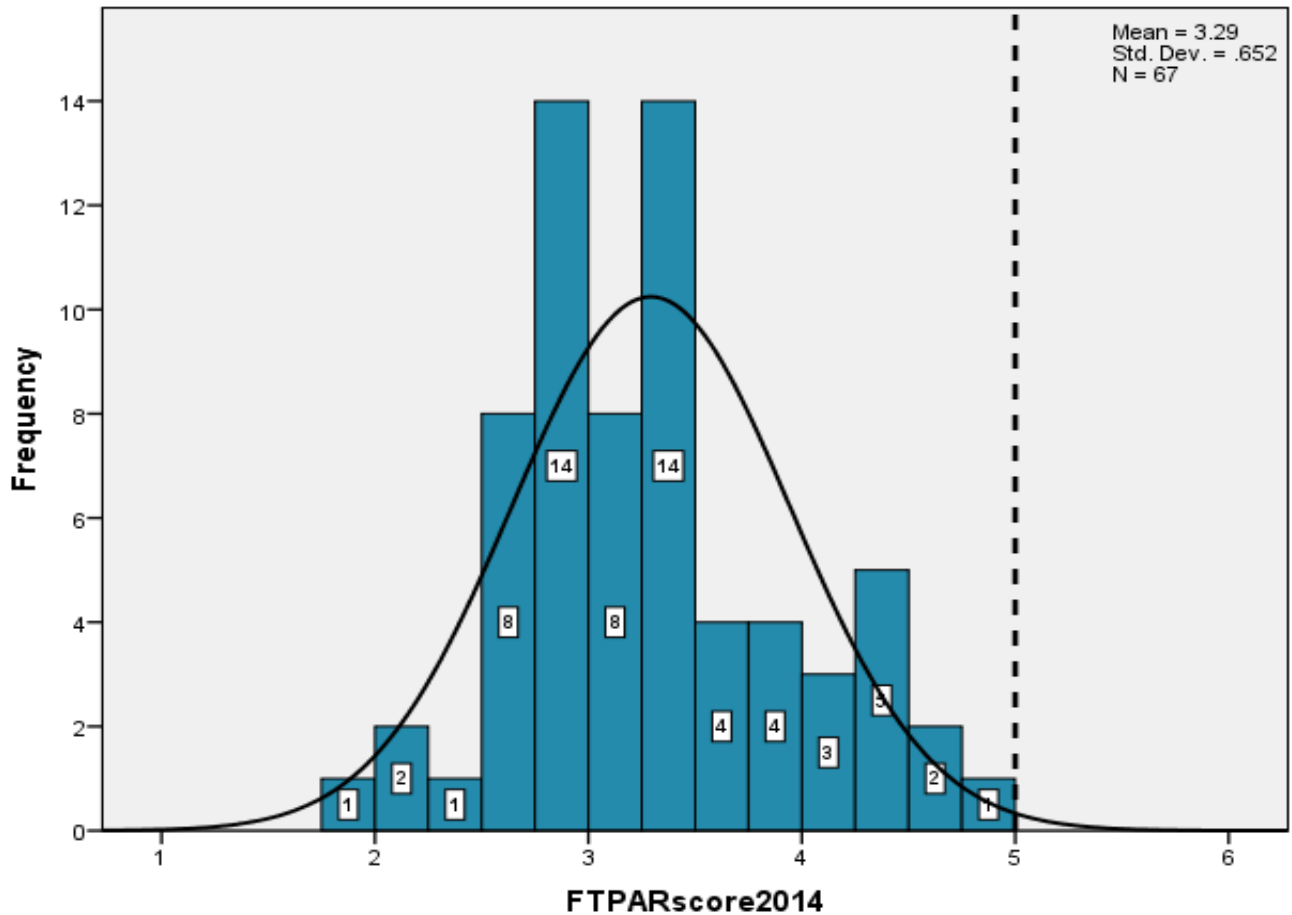
Mean = 3.29
Std. Dev. = .652
N = 67

2013 School Level Distribution of Faculty Trust in Parents

Mean = 3.32
Std. Dev. = .646
N = 65

FTPARscore2013

2012 School Level Distribution of Faculty Trust in Parents

Mean = 3.43
Std. Dev. = .655
N = 66

FTPARscore2012
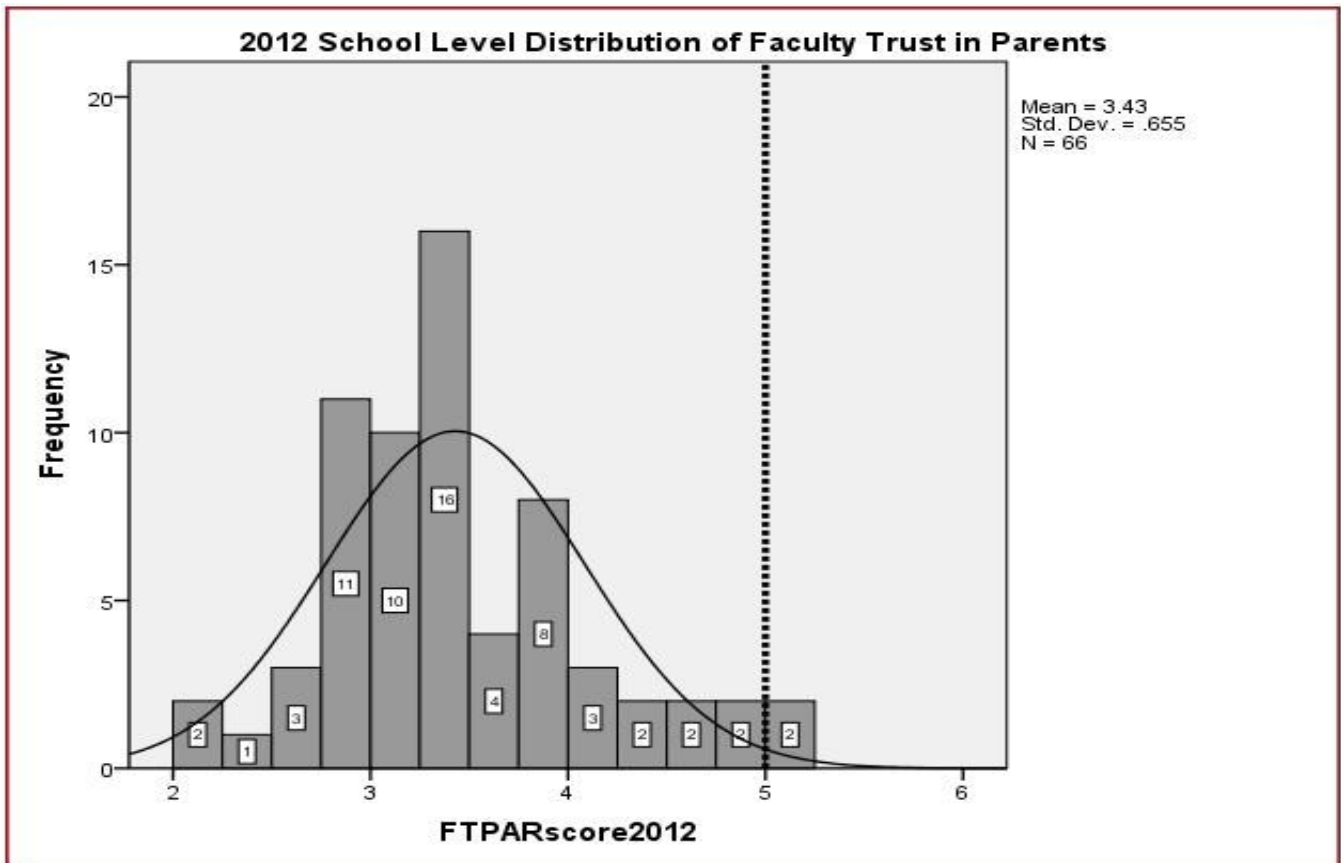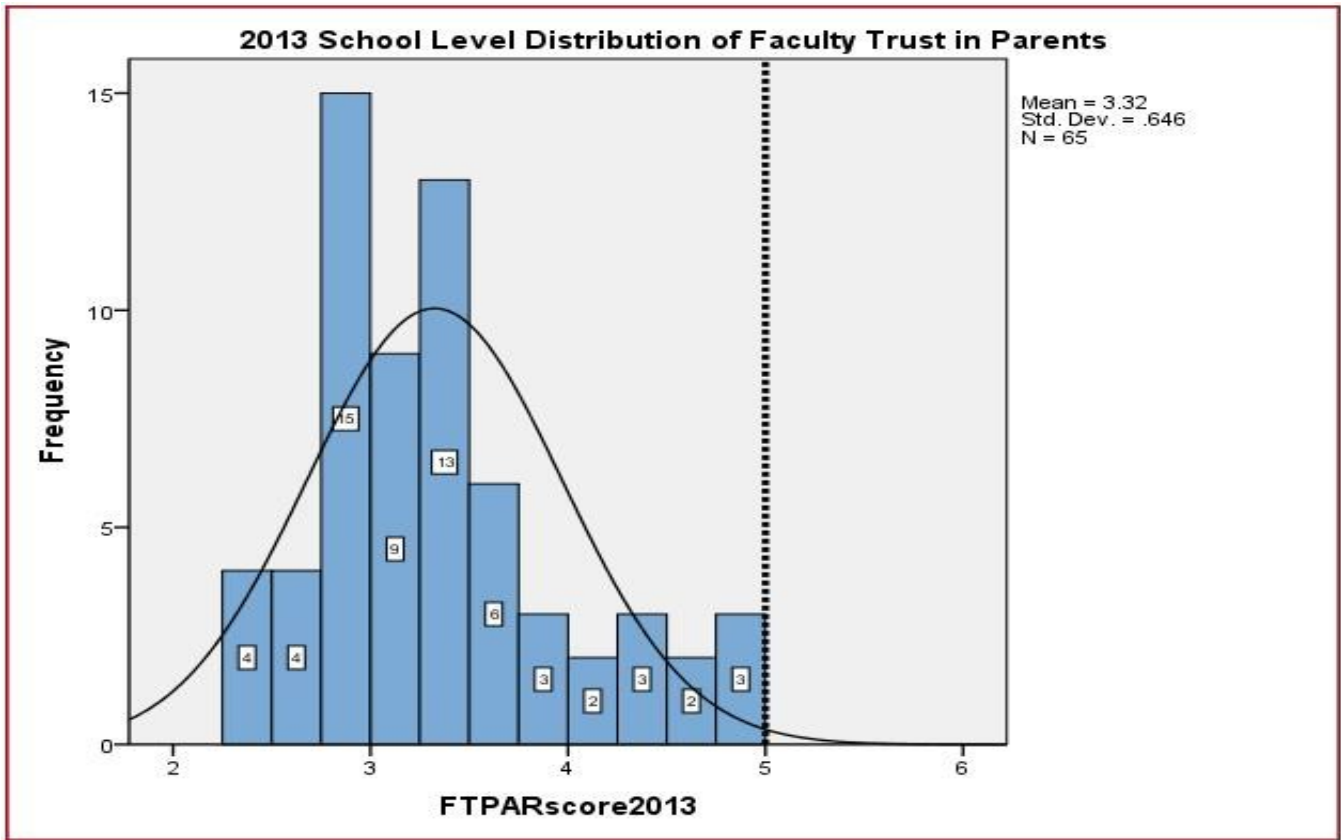
VII. BULLYING

Because of its current importance and community concern, we report the school level distribution of bullying behavior. Levels of bullying are reported by category. Bullying measures overt and covert types of victimization. Students respond to the frequency of which they notice other students being bullied. Four forms of bullying are considered: *teasing, rumor spreading, exclusion*, and *threats of, or actual, physical harm*.

*Low scores are preferred

2014 School Level Distribution of Bullying

Mean = 2.28
Std. Dev. = .301
N = 75

BULscore2014

*Low scores are preferred

2013 School Level Distribution of Bullying

Mean = 2.42
Std. Dev. = .346
N = 71

Bullying2013
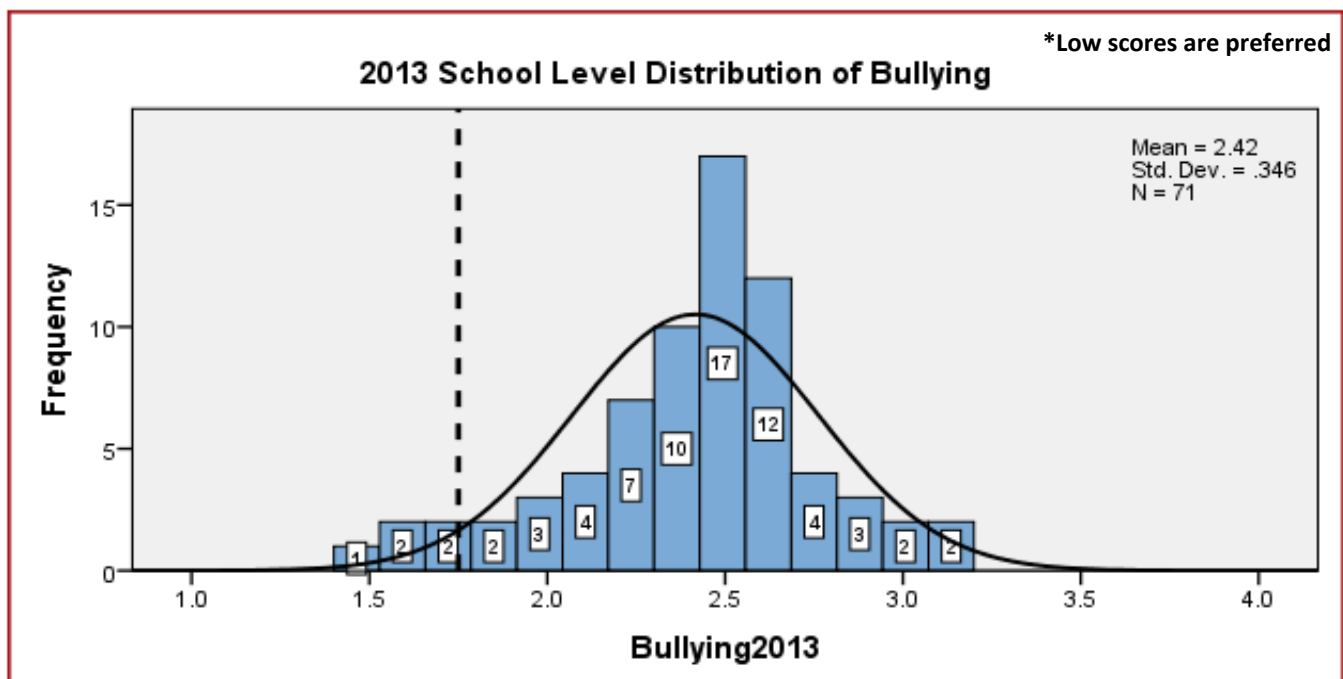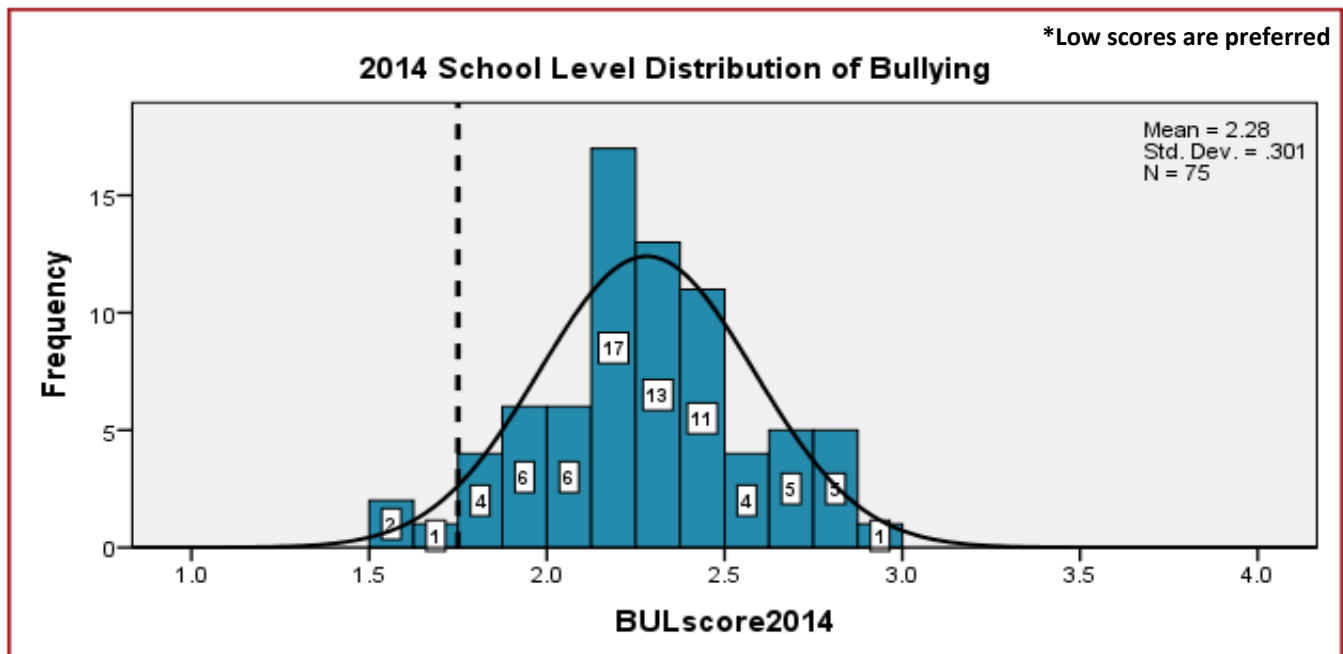
Kids in this school are teased or called names.

Bar chart — Bullying: Teasing (Percent)
- Rarely: 19%
- Sometimes: 39%
- Often: 21%
- Very Often: 21%
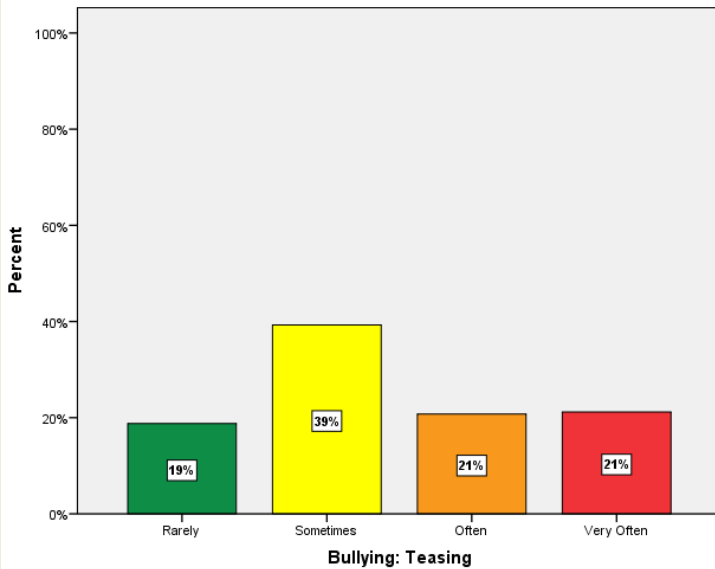
Kids in this school are left out of things on purpose.

Bar chart — Bullying: Exclusion (Percent)
- Rarely: 33%
- Sometimes: 36%
- Often: 19%
- Very Often: 12%
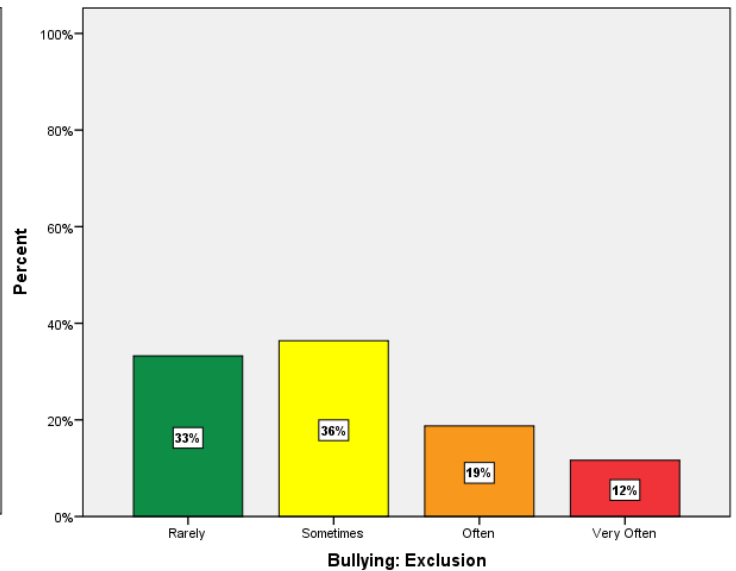
Kids in this school have rumors spread about them.

Bar chart — Bullying: Rumor Spreading (Percent)
- Rarely: 17%
- Sometimes: 31%
- Often: 24%
- Very Often: 28%
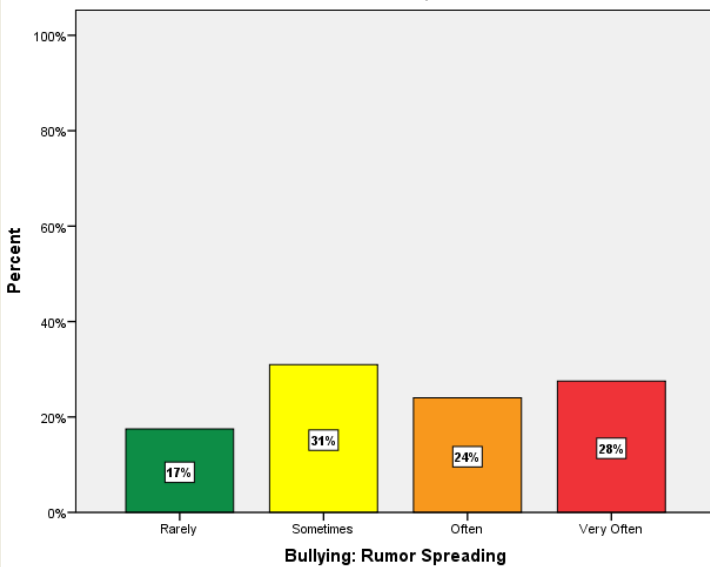
Kids in this school are physically threatened or hurt by other students.

Bar chart — Bullying: Physically Hurting or Threatening (Percent)
- Rarely: 44%
- Sometimes: 28%
- Often: 14%
- Very Often: 13%
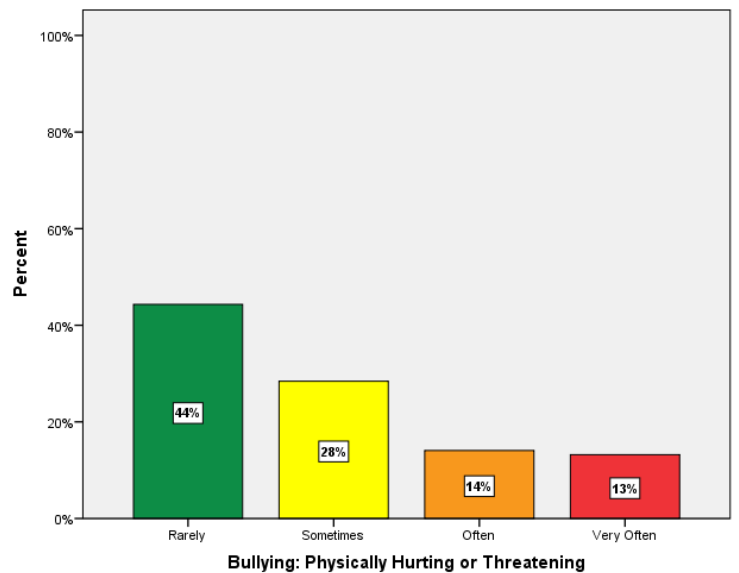
APPENDIX

DISTRICT LEADERSHIP CAPACITY

Principal Trust in District Administration
19 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), principal respondent

> **Principal Trust in District Administration** measures principal perceptions of the district as open, honest, benevolent, reliable, and competent.   More specifically, it captures principal perceptions of the degree to which the district administration is aware of relevant issues, organized, committed, and supportive of autonomy and professional growth.

> **Reliability and Validity of Principal Views of District Administration Scale:** Reliability, as measured by Cronbach's alpha, was .97 for the scale suggesting very strong consistency among the 19 items. Internal structural validity was strong with factor loadings ranging from .50 to .90.

Teacher Trust in District Administration
10 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

> **Teacher Trust in District Administration** measures teacher perceptions of the district as open, honest, benevolent, reliable, and competent. More specifically, it assesses faculty perceptions of the degree to which the district administration is aware of relevant issues, organized, committed, and supportive of teachers' autonomy and professional growth.

> **Reliability and Validity of Teacher Views of District Administration Scale:** Reliability, as measured by Cronbach's alpha, was .95 for the scale suggesting strong consistency among the 10 items. Internal structural validity was strong with factor loadings ranging from .45 to .90.

STUDENT PSYCHOLOGICAL HEALTH

Self-Regulated Learning
6 items, 1-4 scale, *strongly disagree* (score 1) to *strongly agree* (score 4), student respondent

Self-Regulated Learning is the belief in one's self-regulatory capabilities. It is an important predictor of students' successful use of self-regulatory skills and strategies across academic domains (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996, 2001; Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003; Bong, 2001; Zimmerman & Bandura, 1994; Zimmerman, Bandura, & Martinez-Pons, 1992; Zimmerman & Martinez-Pons, 1990). Students' self-regulation is related to motivation and achievement for students at all levels of schooling in diverse academic areas.

Reliability and Validity: Scores on these items have proven internally consistent, with alpha coefficients ranging from .78-.84. Confirmatory factor analysis confirms that all items fit the latent construct well (CFI = .98; RMSEA = .05).

Alienation
16 items, 1-4 scale, *strongly disagree* (score 1) to *strongly agree* (score 4), student respondent

Alienation considers four dimensions of alienation (Seeman, 1959). Normlessness refers to an individual's high expectation that socially unapproved behaviors are required to achieve given goals. Meaninglessness (self-estrangement) refers to the loss of pride in one's work or activity. Isolation refers to an individual's assigning low reward value to goals or beliefs that are typically highly valued in a given society. Powerlessness is an individual's expectation that his own behavior cannot determine the occurrence of the outcomes he seeks. Adapted from Hoy (1971) and Kolesar (1967).

Reliability and Validity: Reliability, as measured by the Cronback alpha, was .85 with factor loadings ranging from .45 to .74.

Student Identification with School
10 items, 1-4 scale, *strongly disagree* (score 1) to *strongly agree* (score 4), student respondent

Student Identification with School measures students' sense of belonging to the school and perceived value in an education. Questions ask students if they feel proud of being part of the school, if they value their learning, if they feel teachers care about students, and if they feel people at the school listen to what they have to say. Higher student identification suggests that students feel connected to other students and adults in the school and that students value the importance of an education.

Reliability and Validity: Reliability, as measured by Cronbach's-alpha was .84 for the Student Identification Scale suggesting strong internal consistency among the items. Internal structural validity was strong with factor loadings ranging from .40 to .70. Additionally, the scale has been used extensively in empirical studies (Voelkl, 1996, 1997).

ORGANIZATIONAL CAPACITY

Enabling School Structure
12 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

An **Enabling School Structure** is the decision making structure that helps rather than hinders. In schools with enabling school structures, principals and faculty work cooperatively across recognized authority boundaries while retaining their distinctive roles. Similarly, rules and regulations are flexible guides for problem solving rather than constraints that create problems. In brief, the organizational structures support teachers rather than enhance principal power.

Reliability and Validity: The ESS Form is a 12-item Likert-type scale that measures the degree to which school structure is enabling; the higher the score, the more enabling the school structure, and conversely, the lower the score, the more hindering the structure. The reliability of the scale is consistently high - usually .90 or higher (Hoy & Sweetland, 2001). The construct and predictive validity have been strongly supported in a number of studies (Hoy & Sweetland, 2000; Hoy & Sweetland, 2001).

Program Coherence
6 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Program Coherence measures the degree to which faculty feel the instructional programs at their school are coordinated with each other and with the school's mission. Questions ask faculty if instructional materials are consistent within and across grades and if there is sustained attention to quality program implementation. High levels indicate that the school's programs are coordinated and consistent with its goals for student learning.

Reliability and Validity: Reliability, as measured by Cronbach's alpha, ranged from .84-.90 indicating strong item consistency. The survey comes from the Consortium on Chicago School Research at http://ccsr.uchicago.edu/content/index.php.

Transformational Leadership
7 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Transformational Leadership Behavior is marked by seven key behaviors which are 1) articulating a vision, 2) modeling, 3) fostering group cohesion, 4) setting high performance expectations, 5) providing individualized support, 6) challenges assumptions and the status quo, and 7) recognizes outstanding work. Theoretical and empirical research suggests that there is reason to believe that transformational leadership positively influences extra-role or organizational citizenship behaviors (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Transformational leaders "lift ordinary people to extraordinary heights" (Boal & Bryson, 1988, p. 11) by causing followers to perform beyond the level of expectation (Bass, 1985).

Reliability and Validity: Reliability, as measured by Cronbach's alpha, was .94 for the Transformational Leadership Behavior Scale, suggesting strong internal consistency among the items. The structure of the factor analysis supported the construct validity, as did concurrent and predictive validity procedures.

Faculty Trust in Principal
8 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Faculty Trust in Principal measures the quality of relationships between faculty and the principal. Questions ask faculty about the support, openness, dependability, competence, and honesty of the principal. Higher principal trust indicates that faculty respect and trust the leadership of the principal.
Reliability and Validity: Reliability, as measured by Cronbach's alpha, typically ranges from .90 to .98. Factor analytic studies of the scale support the construct and discriminant validity of the concept.

Principal Support of Student Psychological Needs
9 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Principal Support of Psychological Needs stems from the definitions of competence support, autonomy support, and relational support. Items capture the set of behaviors that teachers would expect a principal to exhibit in an environment supportive of all three psychological needs.
Reliability and Validity: Reliability, as measured by Cronbach's alpha, was .97 indicating strong item consistency. Items loaded strongly on a single factor with coefficients ranging from .77-.94, explaining roughly 82% of the variance.

INSTRUCTIONAL CAPACITY

Teacher Evaluation Process
9 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Teacher Evaluation Process assesses teacher perceptions of their understanding of the TLE rubric and process, the implementation of the rubric and process, and the value of rubric and process. Faculty member responded to statements such as "The evaluation process helped me develop as a teacher," and "I understand the 20 dimensions of the TLE rubric."

Reliability and Validity: Reliability, as measured by Cronbach's-alpha, was .88 indicating strong item consistency.

PLC Effectiveness
15 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Professional Learning Community (PLC) Performance assesses the degree to which faculty feel that the inquiry team structure enables a team to accomplish its task. Questions ask faculty if the team works together. High levels indicate that the inquiry team structures are coordinated and consistent with its goals for student learning.

Reliability and Validity: Reliability, as measured by Cronbach's alpha was .97. Factor loadings ranged from .72 to .92. The survey was adapted from Stanford University's Center for Research on the Context of Teaching.

Faculty Trust in Colleagues
8 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Faculty Trust in Colleagues measures the quality of relationships among teachers. Questions ask faculty about their colleagues' openness, commitment to students, honesty, competence in the classroom, cooperation with each other, and reliability. Higher faculty trust suggests that faculty perceive their colleagues as being open, honest, reliable, competent, and benevolent in their thoughts and actions.

Reliability and Validity: The Omnibus Trust Scale is a short operational measure of three dimensions of faculty trust (trust in principal, trust in colleagues, and trust in clients), which can be used for either elementary or secondary schools. The reliabilities of the three subscales typically range from .90 to .98. Factor analytic studies of the Omnibus Trust Scale support the construct and discriminant validity of the concept.

Collective Teacher Efficacy
12 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Collective Teacher Efficacy measures the shared perceptions of faculty in a school that the efforts of the faculty as a whole will have positive effects on students. Questions ask faculty if the faculty as a collective group possesses the knowledge, competencies, confidence, and motivation to affect student learning. Higher collective efficacy indicates that faculty perceive the collective ability of the faculty as having a stronger influence on learning than the social context of students.

Reliability and Validity: Content and predictive validity of the scale is strong, and an alpha of .96 indicates strong item consistency (Goddard, Hoy & Woolfolk Hoy, 2000).

LEARNING CAPACITY

Competence Support
7 items, 1-4 scale, *strongly disagree* (score 1) to *strongly agree* (score 4), student respondent

Competence Support measures students' views of their teachers' efforts to push them to higher levels of academic performance. Students also report on teachers' expectations of student effort and participation. High levels indicate that most teachers press all students toward academic achievement.

Reliability and Validity: Reliability, as measured by the Cronbach alpha ranged from .79-.93 for the Academic Press Scale suggesting strong internal consistency among the items. The survey comes from the Consortium on Chicago School Research available at http://ccsr.uchicago.edu/content/index.php

Student Trust in Teachers
10 items, 1-4 scale, *strongly disagree* (score 1) to *strongly agree* (score 4), student respondent

Student Trust in Teachers measures the quality of relationships between teachers and students. Questions ask students about the reliability of teacher actions, teacher concern for students, teacher competence in their teaching, teacher willingness to help students, teacher honesty, and teacher dependability. Higher student trust suggests that students perceive teachers as being open, honest, reliable, competent, and benevolent in their social interactions with students.

Reliability and Validity: Reliability, as measured by the Cronbach alpha was .90, suggesting strong internal consistency among the items. The structure of the factor analysis supported the construct validity, as did concurrent and predictive validity procedures (Forsyth, Adams, & Hoy, in 2011).

Faculty Trust in Students
5 items, 1-6 scale, strongly disagree (score 1) to strongly agree (score 6), faculty respondent

Faculty Trust in Students measures the quality of social interactions between faculty and students. Questions ask faculty about their perception of the openness, honesty, reliability, competence, and benevolence of students.

Reliability and Validity: The reliabilities of the three subscales of the Omnibus Trust Scale typically range from .90 to .98. Factor analytic studies of the Omnibus T-Scale support the construct and discriminant validity of the concept.

Autonomy Support
7 items, 1-4 scale, *strongly disagree* (score 1) to *strongly agree* (score 4), student respondent

Autonomy Support measures the degree to which students perceive that teachers allow criticism, encourage independent thinking, foster relevance, and provide choice. Students responded to statements including "Teachers listen to the opinions and ideas of students," and "Teachers encourage students to work in their own way."

Reliability and Validity: Reliability, as measured using Cronbach's alpha was .71 with factor loadings ranging from .37 to .63.

Peer Academic Support

6 items, 1-4 scale, *strongly disagree* (score 1) to *strongly agree* (score 4), student respondent

> **Peer Academic Support** refers to a set of descriptive characteristics present in a student's associative peer group. Three facets of the construct include 1) Peer Academic Aspiration, 2) Peer Resistance to School Norms, and 3) Peer Academic Support. Students responded to statements such as "Most of my good friends help each other study for tests," and "Most of my good friends plan to go to college."

> **Reliability and Validity:** All factor solutions were established in a pilot study on an independent sample (Murdock, 1994) and reconfirmed in Murdock (1999). Factor solutions for each of the scales were accepted provided they were conceptually consistent and had a sufficient number of uniquely loading items (i.e. three or more items with factor loadings of .30 or above). See T.B. Murdock (1999). The social context of risk: Status and motivational predictors of alienation in middle school. *Journal of Educational Psychology,* 91(1), 62-75. Original Cronbach alphas (internal consistency) for the three sub-scales were .74, .73, and .70 respectively.

HOME AND COMMUNITY CAPACITY

School Outreach
8 items, 1-6 scale, *strongly disagree* (score 1) to *strongly agree* (score 6), parent respondent

School Outreach measures the pattern of communication and interactions between parents and school authorities. Questions ask parents about how well the school communicates information, about parent opportunities to provide feedback to school authorities, and about parent feelings of belonging in the school community. Higher perceived school outreach suggests that parents perceive school-parent communication and interactions as open and supportive.

Reliability and Validity: The survey has been used extensively in research by the Consortium of Chicago Schools, and it maintains strong validity and reliability with alpha coefficients consistently falling around .85.

Parent Trust in School
10 items, 1-6 scale, strongly disagree (score 1) to strongly agree (score 6), parent respondent

Parent Trust in School measures the quality of relationships between teachers and parents. Questions ask parents about teacher academic standards for all students, teacher concern for students, teacher communication with parents, teacher competence, teacher honesty, and teacher reliability in actions and commitments. Higher parent trust suggests that parents perceive teachers as being open, honest, reliable, competent, and benevolent.

Reliability and Validity: Reliability, as measured by Cronbach's alpha, was .95 for the PTS-Scale suggesting strong internal consistency among the items. Factor analysis supported the construct validity of the scale (Forsyth, Adams, & Hoy, 2011).

Parent Social Network
1 item, 1-9 scale, parent respondent

Parent Social Network measures the connectedness of parents within a school community. Parents indicate how many sets of parents they know and with whom they interact. Ideally, relationships among parents compliment the school culture and provide students with a backbone of supportive relationships to build and grow upon.

Reliability and Validity: For a comprehensive discussion of the validity and reliability of sociometric and social network see Wasserman, S., and Faust K. (1994) or Blake, R.R. and Mouton, J.S. (1960).
Wasserman, S., and Faust K. (1994). *Social Network Analysis: Methods and Applications.* Cambridge, UK: Cambridge University Press.
Blake, R.R. and Mouton, J.S. (1960). The reliability and validity of sociometric measures: Introduction. In J.L. Moreno et al. (Eds.), The Sociometry Reader, Glencoe, IL: The Free Press.

Faculty Trust in Parents
5 items, 1-6 scale, s*trongly disagree* (score 1) to *strongly agree* (score 6), faculty respondent

Faculty Trust in Parents measures the quality of social interactions between faculty and parents. Questions ask faculty about parents' reliability in their commitments, parent support, parent honesty, and parent openness. Client trustworthiness suggests that teachers perceive parents as being open, honest, reliable, competent, and benevolent in their social interactions with faculty.

Reliability and Validity: The reliabilities of the three subscales of the Omnibus Trust Scale typically range from .90 to .98. Factor analytic studies of the Omnibus T-Scale support the construct and discriminant validity of the concept.

MISCELLANEOUS

Bullying
4 items, 1-4 scale, *rarely* (score 1) to *very often* (score 4), student respondent

Bullying measures overt and covert types of victimization. Students respond to the frequency of which they notice other students being bullied. Four forms of bullying are considered: *teasing, rumor spreading, exclusion*, and *threats of, or actual, physical harm*.

Reliability and Validity: Reliability was explored through test-retest procedures and good agreement over time was stable (see Bond, L., Wolfe, S., Tollit, M., Butler, H., & Patton, G., 2007).

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Patrick B. Forsyth, Co-Director and Senior Research Scientist, OCEP, The University of Oklahoma
Curt M. Adams, Co-Director and Senior Research Scientist, OCEP, The University of Oklahoma

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