

# REL PACIFIC ASK-A-REL RESPONSE

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Indicators of School Quality  
June 2014

## INQUIRY

*How do the current dimensions of a School Quality Survey (i.e., standards-based learning; quality student supports; professionalism and capacity of the system, coordinated team work, responsiveness of the system, focused and sustained action, involvement, and safety and well-being) affect school quality?*

This Ask-A-REL response may inform the revision of a School Quality Survey by presenting research about aspects most important to affecting school quality, which should be represented in the survey.

As a first step in providing the requested information, REL Pacific at McREL conducted a web-based search for informational resources. Publications, reports, guides, and reviews relevant to each topic are provided. This information response organizes selected resources into the following sections:

- **Section one:** School climate research
- **Section two:** Standards based learning
- **Section three:** Quality student support
- **Section four:** Professionalism and capacity of the system
- **Section five:** Coordinated team work
- **Section six:** Responsiveness of the system
- **Section seven:** Focused and sustained action
- **Section eight:** Involvement of parents, students, and teachers
- **Section nine:** Satisfaction of parents, students, and teachers
- **Section ten:** Safety and well-being

## SEARCH TERMS USED

### **Section one: School climate research**

School climate; school climate evaluat; school climate indicator; school climate survey; school quality; school quality evaluat; school quality indicator; school quality survey

### **Section two: Standards based learning**

Assess school climate; assess school quality; curriculum and school climate; curriculum and school quality; standards based learning; standards based learning and indicators; standards based learning and literature review; standards based learning and metaanalysis; standards based learning and research review; standards based learning and review of literature; standards based learning and review of research; standards based learning and school climate; standards based learning and school quality; standards leaning; teaching and school climate; teaching and school quality

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### Section three: quality student support

Student support; student support and literature review; student support and metaanalysis; student support and research review; student support and review of literature; student support and review of research; student support and indicators; student support and school climate; student support and school quality

### Section four: Professionalism and capacity of the system

Capacity and indicators; capacity and literature review; capacity and metaanalysis; capacity and research review; capacity and review of literature; capacity and review of research; capacity and school; capacity and school climate; capacity and school quality; capacity of the system and school; professionalism; professionalism and school climate; professionalism and teachers; professionalism and teaching; professionalism and indicators; professionalism and literature review; professionalism and metaanalysis; professionalism and research review; professionalism and review of literature; professionalism and review of research; professionalism and school quality; staff capacity

### Section five: Coordinated teamwork

Collaboration and school; coordinated team work; coordinated team work and indicators; coordinated team work and indicators; coordinated team work and literature review; coordinated team work and literature review; coordinated team work and metaanalysis; coordinated team work and metaanalysis; coordinated team work and research review; coordinated teamwork and research review; coordinated team work and review of literature; coordinated teamwork and review of literature; coordinated team work and review of research; coordinated teamwork and review of research; coordinated team work and school climate; coordinated teamwork and school climate; coordinated team work and school quality; coordinated teamwork and school quality; resource management; resource management and indicators; resource management and literature review; resource management and metaanalysis; resource management and research review; resource management and review of literature; resource management and review of research; resource management and school climate; resource management and school quality; shared leadership; shared leadership and indicators; shared leadership and literature review; shared leadership and metaanalysis; shared leadership and research review; shared leadership and review of literature; shared leadership and review of research; shared leadership and school quality; shared leadership work and school climate; teacher collaboration; team work and metaanalysis; team work and research review; team work and review of literature; team work and review of research; team work and literature review; team work and school climate; team work and school indicators; team work and school quality; teamwork and metaanalysis; teamwork and research review; teamwork and review of literature; teamwork and review of research; teamwork and school climate; teamwork and school indicators; teamwork and school quality

### Section six: Responsiveness of the system

Community engagement and school; district responsiveness; parent engagement and school; responsiveness and literature review; responsiveness and metaanalysis; responsiveness and research review; responsiveness and review of literature; responsiveness and review of research; responsiveness and school climate; responsiveness and school quality; responsiveness of the system; school responsiveness; student support and indicators; system responsiveness

### Section seven: Focused and sustained action

Action and school climate; action and school quality; focused action; mission and school; sustained action; sustained action and indicators; sustained action and literature review; sustained action and metaanalysis; sustained action and research review; sustained action and review of literature; sustained action and review of research; sustained action and school improvement; vision and school

## Section eight: Involvement of parents, students, and teachers

Involvement and indicators; involvement and literature review; involvement and metaanalysis; involvement and research review; involvement and review of literature; involvement and review of research; involvement and school climate; involvement and school quality; parent involvement and indicators; parent involvement and literature review; parent involvement and metaanalysis; parent involvement and research review; parent involvement and review of literature; parent involvement and review of research; parent involvement and school climate; parent involvement and school quality; school involvement; student involvement and indicators; student involvement and literature review; student involvement and metaanalysis; student involvement and research review; student involvement and review of literature; student involvement and review of research; student involvement and school climate; student involvement and school quality; teacher involvement and indicators; teacher involvement and literature review; teacher involvement and metaanalysis; teacher involvement and research review; teacher involvement and review of literature; teacher involvement and review of research; teacher involvement and school climate; teacher involvement and school quality

## Section nine: Satisfaction of parents, students, and teachers

Parent satisfaction; parent satisfaction and indicators; parent satisfaction and literature review; parent satisfaction and metaanalysis; parent satisfaction and research review; parent satisfaction and review of literature; parent satisfaction and review of research; parent satisfaction and school climate; parent satisfaction and school quality; satisfaction and indicators; satisfaction and literature review; satisfaction and metaanalysis; satisfaction and research review; satisfaction and review of literature; satisfaction and review of research; satisfaction and school climate; satisfaction and school quality; school satisfaction; student satisfaction; student satisfaction and indicators; student satisfaction and literature review; student satisfaction and metaanalysis; student satisfaction and research review; student satisfaction and review of literature; student satisfaction and review of research; student satisfaction and school climate; student satisfaction and school quality; teacher satisfaction; teacher satisfaction and indicators; teacher satisfaction and literature review; teacher satisfaction and metaanalysis; teacher satisfaction and research review; teacher satisfaction and review of literature; teacher satisfaction and review of research; teacher satisfaction and school climate; teacher satisfaction and school quality

## Section ten: Safety and well-being

Safety and school climate; safety and school quality; school safety; school safety and indicators; school safety and literature review; school safety and metaanalysis; school safety and research review; school safety and review of literature; school safety and review of research; well-being and school and literature review; well-being and school and metaanalysis; well-being and school and research review; well-being and school and review of literature; well-being and school and review of research; well-being and school climate; well-being and school indicators; well-being and school quality

## DATABASES SEARCHED

ERIC, Google Scholar, ProQuest Education Journals, What Works Clearinghouse

## RESOURCE OVERVIEW

The provided resources were found via web-based searches. The first set of criteria used for finding resources included publications in peer-reviewed research journals within the last five years. Criteria were then expanded to

include reports, papers, guides, and reviews in non-peer reviewed journals and sources within the last 15 years to expand the list of available resources. It was also required that resources included be publically available online and in English.

Resources included in this document were last accessed in April 2014. URLs, descriptions, and content included in this document were current at that time.

## RESULTING ARTICLES

### Section one: School climate research

This section includes publications and reports that address the importance of and possible indicators for overall school quality.

1. Center for Mental Health in Schools at UCLA. (2011). *Designing school improvement to enhance classroom climate for all students*. A center report. University of California, Los Angeles, Center for Mental Health in Schools. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED544300>

**Source:** ERIC

**Abstract:** Everyone agrees that schools should ensure a positive school climate. Less agreement exists, however, about what this means and how to accomplish it. This is especially so when the call is for developing a safe and supportive environment that also is nurturing and caring and that provides all students with an equal opportunity to succeed. Equity concerns are heightened when schools are viewed using the lens of how they interface with students who are struggling academically, acting out, and experiencing conflictual relationships with school staff and peers. Findings suggest that general strategies designed to enhance school climate often are insufficient for changing the perceptions of such students. This report draws on recent literature to briefly (1) discuss the construct of school climate and (2) outline ways to approach improving school climate that account for the full range of students enrolled in a school.

2. Nathanson, L., McCormick, M., & Kemple, J. J. (2013). Strengthening assessments of school climate: Lessons from the NYC school survey. Retrieved from <http://media.ranycs.org/2013/011>

**Source:** ERIC

**Abstract:** The New York City Department of Education's (DOE) annual survey of parents, students, and teachers is the largest of its kind in the United States. The DOE relies on the survey to identify schools' strengths and to target areas for improvement. School Survey scores, along with attendance, are also the only non-academic indicators used in the DOE's annual Progress Reports for schools, which are used to evaluate school quality. Given these high stakes, it is important to make sure that the survey accurately captures parent, student, and teacher perspectives. Since 2010, the Research Alliance has been working with the DOE to assess and enhance the School Survey. Using data from 2008-2010, we examined the reliability and validity of the

survey's measures, and made a number of recommendations about how the survey could be improved. Our new brief, "Strengthening Assessments of School Climate," summarizes our findings and recommendations to date. It also outlines a set of broader lessons that have emerged from our work, which can provide guidance to the growing number of cities and states around the country that are implementing school survey efforts. Finally, the brief includes a note from Lauren Sypek, the DOE's School Survey Director, reflecting on the process of collaborating to improve the School Survey as well as some of the changes that have been made to the survey as a result of this partnership. As a companion to the brief, the technical report, "New York City School Survey 2008-2010," presents a detailed account of our statistical exploration of the reliability and validity of the NYC School Survey.

3. O'Brennan, L. & Bradshaw, C. (2013). *National Education Association research brief: Importance of school climate*. Johns Hopkins Center for the Prevention of Youth Violence, National Education Association. Retrieved from [http://www.nea.org/assets/docs/15584\\_Bully\\_Free\\_Research\\_Brief-4pg.pdf](http://www.nea.org/assets/docs/15584_Bully_Free_Research_Brief-4pg.pdf)

**Source:** ProQuest Education Journals

**Excerpt (p. 1):** Although there is no universally agreed upon set of core domains or features, the National School Climate Center identifies five elements of school climate: (1) *safety* (e.g., rules and norms, physical security, social-emotional security); (2) *teaching and learning* (e.g., support for learning, social and civic learning); (3) *interpersonal relationships* (e.g., respect for diversity, social support from adults, social support from peers); (4) *institutional environment* (e.g., school connectedness, engagement, physical surroundings); and (5) *staff relationships* (e.g., leadership, professional relationships). Similarly, the U.S. Department of Education's Safe and Supportive Schools model of school climate includes three inter-related domains or features of student engagement (e.g., relationships, respect for diversity, and school participation), safety (e.g., social-emotional safety, physical safety, substance use), and the school environment (e.g., physical environment, academic environment, wellness, and disciplinary environment).

4. Zullig, K., Koopman, T. Patton, J., Ubbes, V. (2010). School Climate: Historical Review, Instrument Development, and School Assessment. *Journal of Psychoeducational Assessment*, Volume: 28; Issue: 2; Pages: 139-152; [http://www.researchgate.net/publication/233858309\\_School\\_Climate\\_Historical\\_Review\\_Instrument\\_Development\\_School\\_Assessment/file/9fcfd50c3ba1c6530e.pdf](http://www.researchgate.net/publication/233858309_School_Climate_Historical_Review_Instrument_Development_School_Assessment/file/9fcfd50c3ba1c6530e.pdf)

**Source:** ProQuest Education Journals

**Abstract:** This study's purpose is to examine the existing school climate literature in an attempt to constitute its definition from a historical context and to create a valid and reliable student-reported school climate instrument. Five historically common school climate domains and five measurement tools were identified, combined, and previewed by the target audience to determine face validity. The final student sample (N = 2,049) was randomly split into exploratory and confirmatory samples and subjected to factor analytic and structural equation modeling techniques. Factor analysis results confirmed an eight-factor solution (loadings with absolute values

greater than 0.40). Item factor loadings ranged from 0.42 to 0.87. Coefficient alphas ranged from 0.65 to 0.91. Preliminary analyses support the reliability and validity of the instrument. This is the first study to balance historical precedent (what to measure) and modern scale development procedures (e.g., structural equation modeling) into a single attempt to measure school climate. Implications and potential uses are discussed.

## Section two: Standards based learning

This section includes publications and reports that address the importance and possible indicators of standards based learning for school quality. For the purpose of this review, standards-based learning is defined per the Hawai'i School Quality Survey to include aspects of curriculum, instruction, and assessment.

1. Williamson, R., & Blackburn, B. R. (2009, October). Strategies leaders can use to improve rigor in their schools. *Education Partnerships*. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED537693>

**Source:** ERIC

**Abstract:** Concern about rigor is not new. Since the release of "A Nation At Risk" (National Commission on Excellence in Education, 1983) the debate about the quality of America's schools has grown exponentially. This debate calls for dramatically different schools, schools that are much more responsive to student need, and provide a rigorous curriculum that prepares students for success in higher education and the workplace. Adoption of No Child Left Behind in 2001 raised the debate to a new level. For the first time, schools would be held accountable for the achievement of every student, not just the most capable. Throughout the nation the 3 R's--Rigor, Relevance and Relationships--are now accepted as necessary characteristics of schools. Many states have adopted the 3 R's model as a requirement for school improvement efforts. The High School Alliance, a partnership of 50 organizations committed to high academic achievement, released a pair of reports examining rigor in American high schools (2006a; 2006b). They identified four core principles of a school with a rigorous program: (1) Minimum graduation requirements that prepare students for college; (2) High level content and instruction; (3) Wide range of supports for students to help them succeed; and (4) Alignment of requirements with post-secondary education and work. Most importantly, the Alliance said that having a rigorous course title was not sufficient. "Efforts to increase rigor also require careful examination of course content to ensure it is at an appropriately high level, and teaches students higher order thinking skills" (High School Alliance, 2006b, p. 3). Other efforts recommended by the Alliance include improved guidance and counseling, individualization and personalization; academic supports for struggling students and substantial investment in professional development and other teacher supports. Several ways that principals could work collaboratively with teachers and community to improve their schools are presented.



### Section three: Quality student support

This section includes publications and reports that address the importance and possible indicators of quality student support. For the purpose of this review, quality student support is defined per the Hawai'i School Quality Survey to include aspects of the environment that promote high expectations for student learning and behavior.

1. Center for Mental Health in Schools at UCLA. (2007). *New directions for student support: Current state of the art*. Center for Mental Health in Schools at UCLA. Department of Psychology: Los Angeles, CA. Retrieved from <http://smhp.psych.ucla.edu/pdfdocs/policyissues/current%20state%20of%20the%20art.pdf>

**Source:** ProQuest Education Journals

**Abstract:** This report extends previous Center explorations of the status of organized efforts to provide student supports. In 2005 we did a policy and practice analysis of school improvement planning guides to determine how student supports were formally integrated into school improvement planning. We followed this, in 2006, with analyses of a sample of districts to clarify the organizational and operational infrastructure related to student/learning supports. Then, at the end of the 2006-2007 school year, we began a survey study to determine what efforts were being made to move toward developing comprehensive systemic approaches for addressing barriers to learning and teaching. This report summarizes previous findings and presents initial data from 300 respondents to our current survey. It concludes with a concise set of recommendations. The following are appended: (1) Survey Study; (2) Prototype Job Descriptions for Leadership Position; (3) Frameworks and Resources for Moving Forward; and (4) Recommendations for Changes in the ESEA to Move Forward.

2. Moore, L., Rease, D., & Barker, J. (2009). *Student supports: A McREL report prepared for Stupski Foundation's learning system*. Mid-continent Research for Education and Learning (McREL). Denver, CO. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED544647>

**Source:** ERIC

**Abstract:** This document is one of eight reports prepared to support the development of a new learning system, a development effort that is the first step in a major initiative undertaken by the Stupski Foundation. This document synthesizes recent research and theoretical literature on effective strategies for supporting urban, underserved students & social, emotional, and academic learning needs. Schools should adopt and/or adapt: (1) Effective curricula and programs to promote social-emotional learning; (2) Effective out-of-school time (OST) programs; (3) School day extension-of-learning (ELT) models; (4) School-based health or student support center models; and (5) Systemic, family-centered, collaborative, and culturally appropriate approaches to student support services. The literature review method is appended.

### Section four: Professionalism and capacity of the system

This section includes publications and reports that address the importance and possible indicators of professionalism and capacity of the system for school quality. For the purpose of this review, professionalism and capacity of the system is defined per the Hawai'i School Quality Survey to include aspects of the environment that are related to the professionalism of staff and professional development.

1. Gottfried, M. A. (2012). Understanding the institutional-level factors of urban school quality. *Teachers College Record*, 114(12), 32. Retrieved from <http://eric.ed.gov/?id=EJ718115>

**Source:** ERIC

**Abstract:** The purpose of this study was to examine the relationship between teacher autonomy and on-the-job stress, work satisfaction, empowerment, and professionalism. Using a reliable and valid measure of curriculum autonomy and general teaching autonomy (TAS), it was found that as curriculum autonomy increased on-the-job stress decreased, but there was little association between curriculum autonomy and job satisfaction. It was also demonstrated that as general teacher autonomy increased so did empowerment and professionalism. Also, as job satisfaction, perceived empowerment, and professionalism increased on-the-job stress decreased, and greater job satisfaction was associated with a high degree of professionalism and empowerment. The results of this study also indicate that autonomy does not differ across teaching level (elementary, middle, high school).

2. Newmann, F. M., King, M. B., & Youngs, P. (2000). Professional development that addresses school capacity: Lessons from urban elementary schools. *American Journal of Education*, 108(4), 259-299. Retrieved from [http://www.wcer.wisc.edu/news/coverStories/professional\\_development.php](http://www.wcer.wisc.edu/news/coverStories/professional_development.php)

**Source:** ProQuest Education Journals

**Introduction:** Effective professional development can advance achievement of all students in a school, according to recent research by Fred Newmann and colleagues at UW-Madison. They found that improving student achievement is more likely to happen when professional development addresses not only the learning of individual teachers, but also other dimensions of the school's organizational capacity.

To learn how some schools used professional development to address school capacity, Newmann, Bruce King, and Peter Youngs studied nine urban elementary schools. These schools were selected through a national search for schools that served large proportions of low-income students and that (a) had histories of low achievement, (b) had shown progress in student achievement over the previous 3 to 5 years, (c) attributed their progress to schoolwide and sustained professional development, (d) participated in site-based management, and (e) had received significant professional development assistance from one or more external agencies.

## Section five: Coordinated team work

This section includes publications and reports that address the importance and possible indicators of coordinated team work. For the purpose of this review, coordinated team work is defined per the Hawai'i School Quality Survey to include aspects of the environment that are related school leadership and resource management and development.

1. Grissom, J., Loeb, S., University of Missouri. (2011). Triangulating Principal Effectiveness: How Perspectives of Parents, Teachers, and Assistant Principals Identify the Central Importance of Managerial Skills. *American*



*Educational Research Journal*, Volume: 48; Issue: 5; Pages: 1091-1123. Retrieved from:  
<http://files.eric.ed.gov/fulltext/ED509691.pdf>

**Source:** ERIC

**Abstract:** While the importance of effective principals is undisputed, few studies have identified specific skills that principals need to promote school success. This study draws on unique data combining survey responses from principals, assistant principals, teachers, and parents with rich administrative data to determine which principal skills correlate most highly with school outcomes. Factor analysis of a 42-item task inventory distinguishes five skill categories, yet only one of them, the principals' Organization Management skills, consistently predicts student achievement growth and other success measures. Analysis of evaluations of principals by assistant principals supports this central result. The analysis argues for a broad view of principal leadership that includes organizational management skills as a key complement to the work of supporting curriculum and instruction.

2. Horng, E., Klasik, D., Loeb, S. (2009). *Principal Time-Use and School Effectiveness*. Working Paper No. 34 Urban Institute, National Center for Analysis of Longitudinal Data in Education Research (CALDER). Retrieved from:  
<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED509681>

**Source:** ERIC

**Abstract:** School principals have complex jobs. To better understand the work lives of principals, this study uses observational time-use data for all high school principals in Miami-Dade County Public Schools. This paper examines the relationship between the time principals spent on different types of activities and school outcomes including student achievement, teacher and parent assessments of the school, and teacher satisfaction. The authors find that time spent on Organization Management activities is associated with positive school outcomes, such as student test score gains and positive teacher and parent assessments of the instructional climate, whereas Day-to-Day Instruction activities are marginally or not at all related to improvements in student performance and often have a negative relationship with teacher and parent assessments. This paper suggests that a single-minded focus on principals as instructional leaders operationalized through direct contact with teachers may be detrimental if it forsakes the important role of principals as organizational leaders. Percent of Principal Time Spent on Individual Tasks is appended.

3. Uline, C., & Tschannen-Moran, M. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration*, 46(1), 55-73.  
doi:<http://dx.doi.org/10.1108/095782308108498.1> Retrieved from  
<http://edweb.sdsu.edu/schoolhouse/documents/wallsspeak.pdf>

**Source:** ProQuest Education Journals

**Abstract:** A growing body of research connecting the quality of school facilities to student performance accompanies recent efforts to improve the state of the educational infrastructure in the USA. Less is known

about the mechanisms of these relationships. This paper examines the proposition that part of the explanation may be the mediating influence of school climate. Teachers from 80 Virginia middle schools were surveyed employing measures including the School Climate Index, a seven-item quality of school facilities scale, as well as three resource support items. Data on student SES and achievement were also gathered. Bivariate correlational analysis was used to explore the relationships between the quality of facilities, resource support, school climate, student SES, and student achievement. In addition, multiple regression was used to test school climate as a mediating variable between the quality of facilities and student achievement. Results confirmed a link between the quality of school facilities and student achievement in English and mathematics. As well, quality facilities were significantly positively related to three school climate variables. Finally, results confirmed the hypothesis that school climate plays a mediating role in the relationship between facility quality and student achievement. Deeper understandings of the complicated interplay between the physical and social environments of school, and how these dynamics influence student outcomes, may help educators build a compelling case.

## Section six: Responsiveness of the system

This section includes publications and reports that address the responsiveness of the system. For the purpose of this review, coordinated team work is defined per the Hawai'i School Quality Survey to include aspects of the environment that are related to communication with parents and community members, and public responsibility and accountability.

1. Hood, Joanne L.; LoVette, Otis K. (2002). *An Investigation of the Relationship between Parents' Perceptions of Parental Involvement and the Academic Achievement of Their Children*. National Center for Biotechnology Information, US National Library of Medicine. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/>

**Source:** ProQuest Education Journals

**Abstract:** This study examines the relationship between parents' perceptions of certain attributes of their involvement in various aspects of their child's or children's school environment and their child's or children's academic achievement within that school. Parents and children from 132 schools in Louisiana participated in the School Analysis Model 2000 in this study. Data were collected using a variety of methods, including questionnaires for stakeholders, parents, and students. Parents were surveyed regarding their perceptions of six aspects of parental involvement: (1) parent and school relations; (2) administrative leadership; (3) school climate; (4) school culture; (5) curriculum and instruction; and (6) the Louisiana Public School and District Accountability System (LPSDAS). Findings indicated that how parents perceived the administrative leadership of the school, the curriculum and instruction of the school, and the school climate best predicted a school's performance score. Schools with more favorable climates had higher school performance scores. There were no significant relationships between how parents perceived their involvement and academic achievement, the poverty level of the school, or the school's location (urban, suburban, or rural). White parents had more agreeable perceptions of the total involvement than did black parents. Parents without a high school diploma had less agreeable perceptions of their total involvement than parents within greater educational levels. Parents who had graduated from a four-year college or university had more agreeable perceptions of their total involvement than parents at other educational levels. Appended is the parent questionnaire and an explanation of the questionnaire coding.

2. McCoach, D.B., Goldstein, J., Behuniak, P., Reis, S.M., Black, A.C., Sullivan, E.E., Rambo, K. (2010). Examining the Unexpected: Outlier Analyses of Factors Affecting Student Achievement. *Journal of Advanced Academics*; Volume: 21; Issue: 3; Pages: 426-468,546-549; Spring 2010. Retrieved from <http://files.eric.ed.gov/fulltext/EJ906112.pdf>

**Source:** ERIC

**Abstract:** In this study, we predicted achievement based on a variety of school demographic and background variables and identified schools that had achievement profiles that exceeded or fell short of their expected achievement levels. We identified schools that were over- or underperforming and surveyed parents, teachers, and administrators in an effort to isolate factors that differ across the two types of schools. Across the three sets of surveys, perceptions of parents and perceptions about parents emerged as an interesting area of difference. Although parents in the positive and negative outlier schools reported similar perceptions about parent/teacher communication, teachers and administrators in the positive outlier schools appeared to have more positive perceptions of parents. Specifically, these teachers perceived the parents in their school as being more involved in their children's education, and they encouraged high levels of parent involvement. Certainly, these more positive attitudes may help educators work more effectively with parents, building a more effective partnership to increase student achievement. Perhaps consequently, parents in the positive outlier schools reported greater satisfaction with their schools than parents in the negative outlier schools did. This study found that parental involvement and parental perceptions were key variables that helped to explain differences of the over- and underachieving schools. Thus, communication and collaboration among parents, teachers, and staff appear to be critical factors predicting the success of low-SES schools.

### Section seven: Focused and sustained action

This section includes publications and reports that address focused and sustained action related to school quality. For the purpose of this review, coordinated team work is defined per the Hawai'i School Quality Survey to include aspects of the environment that are related to school vision, mission, and culture of continuous improvement process.

1. US Department of Education. (2014). *Guiding principles: A resource guide for improving school climate and discipline*. US Department of Education. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED544743>

**Source:** ERIC

**Abstract:** Developing positive school climates and improving school discipline policies and practices are critical steps to raising academic achievement and supporting student success. However, there is no single formula for doing so. Rather, the growing body of research and best practices in the field should inform locally developed approaches to improving school climate and discipline policies and practices. The U.S. Department of

Education (ED) is issuing this resource guide to assist states, school districts, charter school operators, school staff, parents, students, and other stakeholders who are seeking to develop school climate and school discipline policies and practices that are both locally tailored and grounded in recognized promising practices and research. ED's work with a wide range of safe and successful schools, review of research and evaluation, and consultation with the field and federal partners have revealed that a broad range of high-achieving schools typically share a number of common approaches to creating safe and supportive conditions for learning. These schools take deliberate steps to create positive school climates and prevent student misbehavior; ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior; and cultivate an expectation of continuous improvement driven by data and analysis to ensure fairness and equity for all students. Drawing from these common approaches, ED has identified three guiding principles for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline: (1) Create positive climates and focus on prevention; (2) Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and (3) Ensure fairness, equity, and continuous improvement. They also identify applicable action steps and relevant research and resources for each guiding principle.

### Section eight: Involvement of parents, students, and teachers

This section includes publications and reports that address involvement of parents, students, and teachers. For the purpose of this review, involvement of parents, students, and teachers is defined per the Hawai'i School Quality Survey to include aspects of the environment that are related to shared decision making and parental assistance with schoolwork.

1. Appalachia Educational Laboratory at Edvantia (ED). (2005). *Linking Student Achievement to School, Family, and Community Involvement*. Appalachia Educational Laboratory at Edvantia (ED). Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED538069>

**Source:** ERIC

**Abstract:** The study reviews what is known from research about school-family-community involvement programs. Collectively, recent studies and earlier research indicate a strong relationship between family involvement and improved academic performance. Family involvement is also associated with other key outcomes such as attendance and behavior, which are also related to achievement. The relationship between family involvement and performance holds for families of all backgrounds. The ways parents are involved matters, too. Improved performance is most strongly connected to involvement that is focused on learning, developing students' skills in specific subjects, and steering students toward more challenging classes. Close working relationships between teachers and families are also related to improved performance. The studies identified several ways that schools can assist families in developing their capacity to support their children's education. Finally, although engaging families can help improve student achievement, it is not enough to overcome the deficits of low-quality schools. Parent involvement programs need to be paired with high-quality initiatives to improve teaching and learning. Such initiatives will be more effective if they engage families.

2. Gonzalez-DeHass, A.R., Willems, P. P., Holbein, M. F., & Doan Holbein, M.F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17(2), 99-123. doi:<http://dx.doi.org/10.1007/s10648-005-3949-7>. Retrieved from [http://people.uncw.edu/caropresoe/edn523/examining\\_the\\_relationship.pdf](http://people.uncw.edu/caropresoe/edn523/examining_the_relationship.pdf)

**Source:** Google Scholar

**Abstract:** Parent involvement has a sound research base attesting to the many potential benefits it can offer in education. However, student motivation as an academic outcome of parental involvement has only recently been investigated. The purpose of this article is to show how parent involvement is related to students' motivation. Studies of students from the elementary school to high school show a beneficial relationship between parental involvement and the following motivational constructs: school engagement, intrinsic/extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation, and motivation to read. From the synthesis of the parent involvement and motivation literature, we offer potential explanations for their relationship. Directions for areas of continued research are also presented.

3. Henderson, T.A. & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Annual Synthesis 2002. Southwest Educational Development Laboratory (SEDL). Retrieved from: <http://www.sedl.org/connections/resources/evidence.pdf>

**Source:** ProQuest Education Journals

**Introduction (excerpt):** The Office of the Superintendent of Public Instruction (OSPI) of the State of Washington recently published a literature review of 20 studies that examined the common characteristics of high-performing schools. These studies include several U.S. Department of Education studies, including *Hope for Urban Education: A Study of Nine High Performing, High Poverty Urban Elementary Schools* (Mayer, D. P., Mullens, J. E., & Moore, M. T., 2000), and *Monitoring School Quality: An Indicators Report* (Charles A. Dana Center, 1999). Their research found that high-performing schools tend to have a combination of many characteristics, which were narrowed into these nine areas:

1. A clear and shared focus.
2. High standards and expectations for all students.
3. Effective school leadership.
4. High levels of collaboration and communication.
5. Curriculum, instruction, and assessments aligned with state standards.
6. Frequent monitoring of teaching and learning.
7. Focused professional development.
8. A supportive learning environment.
9. High levels of parent and community involvement.

The purpose of this publication, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, is to examine one of these identified characteristics of high-performing schools: parent and community involvement and its role in impacting on student achievement.

## Section nine: Satisfaction of parents, students, and teachers

This section includes publications and reports that address the importance of and the measurement of satisfaction of parents, students, and teachers, as defined by the current Hawai'i School Quality Survey. For the purpose of this review, parent, student, and teacher satisfaction includes satisfaction with the overall quality of the school, as well as satisfaction with the content of the curriculum.

1. K Zullig; E. S Huebner; J M. Patton. (2011). Relationships among school climate domains and school satisfaction. *Psychology in the Schools*, Vol. 48(2), 2011. Retrieved from <http://donnieholland.wiki.westga.edu/file/view/relationship+school+climate+and+satisfaction.pdf/349266860/relationship%20school%20climate%20and%20satisfaction.pdf>

**Source:** ProQuest Education Journals

**Abstract:** This study investigated the magnitude of the relationships between eight school climate domains and a measure of global school satisfaction among 2,049 middle and high school students. Tests of moderator effects were conducted to determine if the magnitude of the relationships between the school climate domains and school satisfaction differed as a function of students' gender, grade, age, GPA, or SES. Multiple regression analyses suggested that five school climate domains are significantly related to school satisfaction ( $p < .01$ ): Academic Support (beta weight = 0.17), Positive Student-Teacher Relationships (0.12), School Connectedness (0.11), Order and Discipline (0.13), and Academic Satisfaction (0.12). In addition, the importance of the school climate variables to students' school satisfaction appeared invariant across the demographic variables and academic performance levels. The inclusion of school climate and school satisfaction measures may form a foundation for more comprehensive assessments for understanding and monitoring the experiences of students in schools.

## Section ten: Safety and well-being

This section includes publications and reports that address the importance of and the measurement of school safety and student well-being. For the purpose of this review school safety and student well-being is defined per the Hawai'i School Quality Survey to include physical safety and mental well-being.

1. Blum, R. W., McNeely, C. A., & Rinehart, P. M. (2002). *Improving the odds: The untapped power of schools to improve the health of teens*. Minneapolis: University of Minnesota, Center for Adolescent Health and Development. Retrieved from <http://www.casciac.org/pdfs/ImprovingtheOdds.pdf>

**Source:** Google Scholar

**Introduction (excerpt):** When middle and high school students feel cared for by people at their school and when they feel like they are part of school, they are less likely to engage in unhealthy behaviors. When they feel connected to school they also report higher levels of emotional wellbeing. In an earlier study, researchers at the University of Minnesota learned that school connectedness is a powerful protective factor. Their research showed that students who feel connected to school: are less likely to use alcohol and illegal drugs; are less likely



to engage in violent or deviant behavior; are less likely to become pregnant; are less likely to experience emotional distress. Other researchers have found that students respond better to efforts to improve academic performance when they feel connected to school.

The information reported in this monograph is based on data from the National Longitudinal Study of Adolescent Health (Add Health). During the 1994–1995 school year, over 90,000 adolescents in grades 7 through 12 were surveyed in school in 80 different communities around the country. A survey was also administered to school administrators in these communities. Together, these surveys provide detailed information about student friendships, extra-curricular activities during or after school, student attitudes, discipline policies, teacher qualifications, the demographic make-up of schools, and structural characteristics including school size, class size, and whether the school is public or private, urban, suburban, or rural. Also included in Add Health are individual attributes including race/ethnicity, family structure, grade point average, measures of classroom behaviors, and school attendance.

2. Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate of learning, participation in democracy, and well-being. *Harvard Educational Review*, 76, 201-237. Available from <http://www.ijvs.org/files/Publications/Social,%20Emotional,%20Ethical.pdf>

**Source:** ProQuest Education Journals

**Abstract:** In this article, Jonathan Cohen argues that the goals of education need to be reframed to prioritize not only academic learning, but also social, emotional, and ethical competencies. Surveying the current state of research in the fields of social-emotional education, character education, and school-based mental health in the United States, Cohen suggests that social-emotional skills, knowledge, and dispositions provide the foundation for participation in a democracy and improved quality of life. Cohen discusses contemporary best practices and policy in relation to creating safe and caring school climates, home-school partnerships, and a pedagogy informed by social-emotional and ethical concerns. He also emphasizes the importance of scientifically sound measures of social-emotional and ethical learning, and advocates for action research partnerships between researchers and practitioners to develop authentic methods of evaluation. Cohen notes the gulf that exists between the evidence-based guidelines for social-emotional learning, which are being increasingly adopted at the state level, and what is taught in schools of education and practiced in preK–12 schools. Finally, he asserts that social, emotional, ethical, and academic education is a human right that all students are entitled to, and argues that ignoring this amounts to a social injustice.

3. Milam, J. A., Furr-Holden, D. C., Leaf, J. P. (2010). Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children Urban Review: *Issues and Ideas in Public Education*; Volume: 42; Issue: 5; Pages: 458-467; 2010  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3011866/>

**Source:** ProQuest Education Journals

**Abstract:** Community and school violence continue to be a major public health problem, especially among urban children and adolescents. Little research has focused on the effect of school safety and neighborhood violence on academic performance. This study examines the effect of the school and neighborhood climate on academic achievement among a population of 3rd-5th grade students in an urban public school system. Community and school safety were assessed using the School Climate Survey, an annual City-wide assessment of student's perception of school and community safety. Community violence was measured using the Neighborhood Inventory for Environmental Typology, an objective observational assessment of neighborhood characteristics. Academic achievement was measured using the Maryland State Assessment (MSA), a standardized exam given to all Maryland 3rd-8th graders. School Climate Data and MSA data were aggregated by school and grade. Objective assessments of neighborhood environment and students' self-reported school and neighborhood safety were both strongly associated with academic performance. Increasing neighborhood violence was associated with statistically significant decreases from 4.2 to 8.7% in math and reading achievement; increasing perceived safety was associated with significant increases in achievement from 16 to 22%. These preliminary findings highlight the adverse impact of perceived safety and community violence exposure on primary school children's academic performance.

4. Monahan, K. C., Oesterle, S., & Hawkins, D. J. (2010). Predictors and consequences of school connectedness: The case for prevention. *The Prevention Researcher*. *v* (17), *n* (3). Eugene, OR. Retrieved from [http://www.tpronline.org/article.cfm/Predictors\\_and\\_Consequences\\_of\\_School\\_Connectedness](http://www.tpronline.org/article.cfm/Predictors_and_Consequences_of_School_Connectedness)

**Source:** Google Scholar

**Abstract:** Adolescents spend more time in school than in any other context and substantial research suggests that feeling connected to one's school during adolescence promotes concurrent and long-term positive youth development. Yet, by high school as many as 40-60% of all youth are disengaged from school, placing them at risk for maladaptive development both in adolescence and into adulthood. This article reviews the research literature on school connectedness, focusing on implications for youth development; predictors of school connectedness; and the importance of school connectedness as a focus of prevention.

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