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ABSTRACT

Since 1977, South Carolina law has required every school to develop annual and long-range (3-year) plans based on a needs assessment. Based on a 1984 law, the State Board of Education adopted the following effective schools indicators as bases of assessment: (1) instructional leadership of the principal; (2) emphasis on academics, including basic skills; (3) high expectations related to student achievement; (4) positive school climate; (5) frequent monitoring of student progress and use of progress information in curriculum planning; and (6) positive home/school relations. In 1985, the State Department of Education (SDE) initiated development of needs assessment surveys for use in the 3-year planning cycle beginning in 1988-89. Of the 91 school districts in the state, 89 used at least one of the survey forms, and 84 returned their surveys to the SDE for optical scanning and scoring. Surveys were received from 938 schools, including teacher surveys from 883 schools, parent surveys from 881 schools, and student surveys from 549 schools. Reliability and validity studies were conducted for each survey instrument. Results indicate a high internal consistency. The scores on the scales discriminate adequately between schools, rather than only within schools. The relationship between the survey scores and a school's organizational level (elementary, middle, or secondary), socioeconomic classification, and average student test gains indicate concurrent validity. Sixteen data tables are provided. The parent, student, and teacher/staff surveys are appended. (TJH)

THE RELIABILITY AND VALIDITY OF THE EFFECTIVE SCHOOLS NEEDS ASSESSMENT SURVEYS

by

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THE RELIABILITY AND VALIDITY OF THE EFFECTIVE SCHOOLS NEEDS ASSESSMENT SURVEYS

Since 1977, South Carolina law has required every school to develop annual and long-range (three-year) plans based on a needs assessment. In 1984, the Education Improvement Act (EIA) stipulated that the needs assessment address effective schools indicators. The South Carolina State Board of Education adopted the following six:

Instructional Leadership of the Principal
Emphasis on Academics, Including the Basic Skills
High Expectations Related to Student Achievement
Positive School Climate
Frequent Monitoring of Student Progress and Its Utilization in Curriculum Planning
Positive Home/School Relations

As Quinn (1987) reported, in 1984 the SDE adapted the instruments used by the Colorado Department of Education and made them available. However, they proved cumbersome (twenty-eight pages long). In 1985, the State Department of Education (SDE) began to develop need assessment surveys for use in the three-year planning cycle beginning in 1988-89.

The SDE's School Improvement Section coordinated a process that included:

1. review of available instruments;
2. assembly of a bank of potential items measuring the six indicators;
3. review of the items for face validity by a panel of experts;
4. pilot testing in six schools in May 1986;
5. field testing in sixty-two schools in May 1987.

Quinn (1987) conducted reliability and factor analyses of the field test data. He reported alpha coefficients of .94 and above for the three surveys (separate instruments for staff, students, and parents).

The SDE made the "Effective Schools Needs Assessment Surveys" available at cost to all schools in the spring of 1988. The SDE also provided scanning and scoring services.

The present study used the data from schools that had the SDE process their surveys. The purpose of this study was to extend the reliability and validity analyses of the three surveys. At the same time, several relationships among effective schools correlates and other school-level characteristics were examined.

SAMPLE

Of the 91 school districts in South Carolina, 89 used at least one of the survey forms. Eighty-four districts returned their surveys to the SDE for optical scanning and scoring.

This study included only data from the surveys scored by the SDE. Surveys were received from 938 schools: teacher surveys from 883 schools; parent - from 881 schools, and student from 549 schools. Table 1 gives a more detailed breakdown by organizational level and by grouping category (described in the Validity section).

The surveys were administered by local schools during the Spring of 1988. Decisions about who and how many teachers, parents and students to use were made by each school. The SDE recommended that schools include all teachers and random samples (10 to 20%) of students and parents. Only students in grade 4 or above were to be selected. The procedures actually followed by schools were not documented.

For students, survey responses from schools ranged from 100% to 1% (mean of 26%) of their student enrollments. Actual counts ranged from 1 student to 2259 students, with a mean of 167. For teachers, response percentages (as a proportion of student enrollment ranged from 28 to 1 (mean of 6). Actual counts ranged from 1 to 37 with a mean of 35. For parents, response percentages (as a proportion of student enrollment) ranged from 122 to 1 (mean of 22). Actual counts ranged from 3 to 750 with a mean of 120.

The sample of schools represents the state schools quite well. The representativeness of the respondents within each school is less definitive. For some analyses, schools with few respondents were excluded.

INSTRUMENTS

The three surveys - parent, student, and teacher - were designed to assess the perceptions of these groups about a school's status on the six indicators of effective schools. Copies of the surveys are in the appendix.

Teacher and student surveys consist of ten items for each indicator. The parent survey contains only fifty items, distributed as shown in Table 2.

All items are expressed as Likert scales, with five response categories: strongly disagree, disagree, don't know, agree, and strongly agree.

DATA PREPARATION

The first step in preparing the data for analysis was to assign a score to each response option. A score of 1 was given to "strongly disagree" and 5 to "strongly agree" with corresponding values assigned to the other options. Next, the scores on items were summed to obtain scores for each indicator and a total score. The individual respondent's scores were used in some analyses,

All item and indicator scores were aggregated at the school level to produce school means. These school scores were used for most analyses because the school is the appropriate level of analysis for an "effective schools" instrument. Gottfredson, Hybl, Gottfredson, and Castaneda (1986) found that few "school" instruments reported school-level analyses

The results of this study are somewhat cumbersome to present because several analyses were conducted on each of the three survey forms. The methodology is described along with the corresponding results.

RELIABILITY STUDY

Cronbach's alpha coefficient was calculated on the school means for each indicator and total score for all three survey forms. This standard test of reliability measures the internal consistency of items within a scale. The results (Table 3) are evidence that the indicators are reliable measures of school characteristics.

Quinn (1987) reported alpha coefficients for individual respondents of .94 and higher for the total scores.

As suggested by Wilson, Firestone, and Herriott (1985), an instrument designed to measure school-level characteristics must differentiate among schools. Analysis of variance was done on the individual teacher responses on each item and each indicator as dependent variables and school as the independent variable. Only schools with 20 or more teacher respondents were included. As shown in Table 4, all variances were significant. The proportion of variance accounted for by school ranged from 38% for Positive School Climate to 18% for Academic Emphasis. ANOVA's on individual items found that variances across school for every item were significant ($p<.001$). R^2 ranged from .05 to .33.

By comparison, Wilson et al. reported Eta's ranging from .09 to .33 for items on the School Assessment Survey.

The indicators and items (at least for the teacher survey) provide adequate differentiation among schools.

VALIDITY STUDIES

The validity was explored by determining the relationship of survey scores to other school-level characteristics: (a) organizational level, (b) the SDE's comparison group classification, and (c) a student achievement gain score. Each of these analyses is reported below.

Organizational Level of the Schools

Schools were classified by the South Carolina Department of Education as either 1, 2, or 3; corresponding generally to elementary, middle, and secondary. The classifications were used in a series of analyses.

First, ANOVA's on all indicators and items with organizational level as the independent variable were computed, followed by Tukey's HSD test of differences between pairs of means. Then, a canonical discriminant analysis was done.

TEACHER SURVEY

Indicators:

There were significant differences on all indicators, as shown in Table 5. R^2 ranged from .31 for Positive School Climate to .11 for Instructional Leadership. Scores decreased as the organizational level increased. Comparisons of means using Tukey's HSD showed that the difference between each pair for all indicators was significant ($p<.05$).

A canonical discriminant analysis yielded two significant functions. The first accounted for 36% of the group variability. The second accounted for 3%. The loading matrix suggests the first function correlates most highly with Positive School Climate and High Expectations.

Items:

There were significant differences on all items ($p<.001$) as shown in Table 6. R^2 ranged from .51 for item 36 to .04 for item 31.

Comparisons of means using Tukey's HSD showed that elementary schools differed significantly from middle schools or all items except 47 and 51. All differences between elementary and secondary schools were significant. Middle and secondary schools differed on all but thirteen items: 1, 4-6, 8, 9, 18, 20, 21, 31, 33, 37, and 52.

A canonical discriminant analysis yielded two functions, accounting for 75% and 25% of the group variability respectively. The first

26, and 29 (in descending order). shown in Table 7.

STUDENT SURVEY

Indicators:

There were significant differences on all indicators, as shown in Table 5. R^2 ranged from .54 for Frequent Monitoring to .36 for Instructional Leadership. Differences between each pair of means were significant except for middle versus secondary on Positive School Climate.

A canonical discriminant analysis yielded one function, accounting for 19% of the group variability. The loading matrix suggests the function correlates most highly with Frequent Monitoring.

Items:

There were significant differences on all items ($p<.0001$), as shown in Table 6. R^2 ranged from .63 for item 52 to .06 for item 27. All but 17 items had R^2 of .3 or higher.

Comparison of group means found that elementary schools differed from both middle and secondary schools on all items. Middle and secondary differed on all items, except 3, 5, 15-17, 22, 27-30, 32-34, 37, 49, and 51.

A canonical discriminant analyses yielded one significant function accounting for 34% of the variability. The items loading high on the function were 52, 44, 45, 26, 11, 53, 42, and 12, shown in Table 7.

PARENT SURVEY

Indicators:

There were significant differences on all indicators, as shown in Table 5. R^2 ranged from .49 for Positive School Climate to .18 for Instructional Leadership. Scores decreased from elementary through secondary. Comparison of group means found that all differences were significant at .05 level.

A canonical discriminant analysis yielded two functions accounting for 60% and 3% of the variability. Indicators loading high on the first function included Positive School Climate and High Expectations.

Items:

There were significant differences on all items ($p<.0001$), as shown in Table 6. R^2 ranged from .66 for item 34 to .08 for item 22.

Comparisons of means showed that elementary schools differed from both middle and secondary on all items. Middle and secondary differed on all items, except 3, 21, 24, 26, 27, 30, 42, and 47.

A canonical discriminant analysis yielded two functions accounting for 85% and 32% of the variability. Loading on the first function (.5 or more) were items 29, 25, 34, 2, 15 and 3, as shown in Table 7. Loading high on the second function were items 30, 29, 23, 11, 31, 10, and 26.

School Performance Report Grouping

The SDE has developed a system for classifying schools into one of five categories. The categories are intended to group schools of similar characteristics based on relationships with achievement test results in South Carolina (South Carolina State of Education, 1986). Table 8 shows the categories and characteristics. Schools in Group 1 have more students on free lunch, teachers with less education, and less local financial support than schools in Group 5.

The classifications were used in analyzing the Effective Schools surveys. First, ANOVA's on all indicators and items were computed. Pairwise comparison of means was done with Tukey's HSD. Then, a canonical discriminant analysis was done.

TEACHER SURVEY

Indicators:

There were significant differences on all five indicators, except Instructional Leadership as shown in Table 9. R^2 ranged from .18 for Home/School Relations to .01 for High Expectations and Frequent Monitoring.

Pairwise comparisons revealed that all differences for Home/School Relations were significant except between Groups 3 and 4. For Positive School Climate, Group 1 was different from Groups 3, 4, and 5 and Group 2 was different from Group 5. For High Expectations, the only significant difference was Group 2 with Group 5. Finally, for Academic Emphasis, Group 1 differed from Groups 4 and 5 and Group 2 from Group 5.

A canonical discriminant analysis yielded one significant function accounting for 30% of the variability in groups. The function loaded mostly on Home/School Relations.

Items:

There were significant differences among the groups on 37 of the items (Table 10). R^2 ranged from .24 for item 57 to .01 on others.

Pairwise comparison of means was done only for items which had significance ANOVA's. There was no item for which all pairs were significantly different. Items 52 and 57 had nine pairs different, followed by item 53 with 8 significant pairs. For these items, scores increased from Group 1 through 5.

A canonical discriminant analysis yielded two functions accounting for 55% and 13% of the group variability. The first function loaded highly (.3 or more) on items 57, 52, 53, 59, 54, 60, and 35 shown in Table 11. The second function had no items loading .3 or higher.

STUDENT SURVEY

Indicators:

Only Academic Emphasis and Frequent Monitoring had significant variances, as shown in Table 9. Both had low R^2, .02 and .04, respectively. For Academic Emphasis, no differences between pairs of means were significant. For Frequent Monitoring, Group 1 differed from Groups 3, 4, and 5 and Group 2 from Group 5. The magnitude of the group means followed no apparent pattern-- 5, 3, 4, 1 and 2.

A canonical discriminant analysis yielded only one significant function accounting for 18% of the variability. This function loaded highly on Frequent Monitoring.

Items:

There were significant differences across groups for 32 of the items, as shown in Table 10. R^2's were low with item 8 having the highest at .08.

Pairwise comparison of means was done only after significant ANOVA's. For no item were all pairs significantly different. Item 8 had six pairs with significant differences: Group 1 with 3, 4, and 5 and Group 5 with 2 and 3. Items 21, 38, 44, 46, 54, and 55 had five pairs with significant differences. Generally, the group means decreased from Group 1 to Group 5. However, means tended to increase on items 7, 18, 31, 33, and 56.

A canonical discriminant analysis yielded one significant function accounting for 49% of the group variability. Items loading .4 and higher on the function were 54, 45, 25, 38, 51, 46, 8 and 44 (shown in Table 11).

PARENT SURVEY

Indicators:

There were significant differences on all indicators except Academic Emphasis as shown in Table 9. R^2's ranged from .05 for Frequent Monitoring to .01 for Home/School Relations. For Frequent Monitoring, Group 1 differed significantly from Groups 3, 4, and 5 and Group 2 from Groups 4 and 5. Means decreased from Group 1 to 5. On High Expectations, means tended to increase from Group 1 to 5. Group 5 means was significantly different from Groups 1, 2, and 3.

A canonical discriminant analysis yielded only one significant function, accounting for 26% of the group variability. The function loaded highly on Frequent Monitoring.

Items:

There were significant differences on 37 of the items, as shown in Table 10. R^2's ranged from .14 for item 37 to .01 for several items. Pairwise comparison of means was done only after significant ANOVA's. Item 37 had seven pairs that differed significantly, with means decreasing from Group 1 to 5. Items 21, 36, and 49 had six significant pairs each. Means for items 36 and 49 decreased from Group 1 to 5, but for item 21, means increased. With five significant pairs each were items 3, 31 and 38. Means for items 3 and 38 generally decreased across Groups 1 to 5 while they increased on item 31.

A canonical discriminant analysis yielded two significant functions, accounting for 60% and 16%, respectively, of group variability. Loading on the first function were items 43, 42, 37, 34, and 31 (see Table 11). On the second function were items 25, 12, 32, 44, and 28.

Achievement Test Gains

South Carolina has a mandatory statewide testing program consisting of a criterion-referenced basic skills test and the norm-referenced Comprehensive Tests of Basic Skills. Grades 1-9 and 11 use one of these tests every year. The SDE established a School Incentive Reward Program in 1985 to recognize schools that show exceptional student gains. The SDE uses a regression analysis to measure student gain (see Reference Note 1). Each school receives a single score, the School Gain Index (SGI), that represents its aggregate student performance in reading and mathematics.

For the purpose of receiving rewards, schools are compared only within their School Performance Report Category (see description earlier).

Stepwise regression analyses were done with SGI scores for 1987-88 as the dependent variable and Effective Schools Indicators as predictors. Regressions were done separately for each School Performance Report Category.

Regression analyses with all indicators and all items were also done separately by organizational level.

PERFORMANCE REPORT CATEGORY

Teacher Survey:

Group 1. Three indicators explained 5% of the variance in SGI: High Expectations, Home/School Relations, and Frequent Monitoring, as shown in Table 12.

Group 2. Home/School Relations alone accounted for 8% of the variance. Adding four indicators only raised it to 10%.

Group 3. Frequent Monitoring alone accounted for 6% of the variance.

Group 4. Frequent Monitoring and Instructional Leadership explained 6% of the variance.

Group 5. High Expectations explained 4% of the variance.

Student Survey:

Group 1. No significant predictors were found.

Group 2. Positive School Climate and Frequent Monitoring explained 5% of the variance, as shown in Table 13.

Group 3. No significant predictors were found.

Group 4. Instructional Leadership, Positive School Climate, and High Expectations explained 19% of the variance.

Group 5. High Expectations and Instructional Leadership explained 19% of the variance.

Parent Survey:

Group 1. Instructional Leadership and High Expectations explained 7% of the variance in SGI scores (Table 14).

Group 2. High Expectations explained 8% of the variance.

Group 3. Instructional Leadership and Frequent Monitoring explained 9% of the variance.

Group 4. Four indicators explained 12% of the variance: Academic Emphasis, High Expectations, Instructional Leadership, and Frequent Monitoring.

Group 5. Positive School Climate and Frequent Monitoring explained 7% of the variance.

ORGANIZATIONAL LEVEL

Teacher Survey:

Indicators:

Elementary Schools. As shown in Table 15., five indicators were significant predictors of the SGI scores, explaining 13% of the variance. Only Academic Emphasis was not significant.

Middle Schools. The regression model with all six indicators did not reach a significance level of .05.

Secondary Schools. Home/School Relations and Instructional Leadership explained 22% of the variance.

Items:

Elementary Schools. A multiple regression model with all items accounted for 23% of the variance in SGI scores. Items with significant parameters ($p<.05$) were 9, 15, 16, 19, 22, 32, 41, 42, 56, and 57 (see Table 16).

Middle School. The regression model was not significant.

Secondary Schools. The regression model with all items accounted for 24% of the variance. Items with significant parameters were 10, 53, 54, and 56 (see Table 16).

DISCUSSION

The data presented in this paper support the conclusion that the Effective Schools Needs Assessment Surveys are both reliable and valid.

With regard to reliability, the internal consistency coefficients are satisfactory for all scales for the three survey forms. The surveys also produce scores that do show variation across schools so that their use as a "school" survey is justifiable.

The issue of validity was approached in several ways. Face

validity was documented in Quinn's report (1987) of the pilot testing. Concurrent validity was examined by analyzing the relationship of the survey scores with organizational level of schools, performance category levels, and student test scores.

Organizational Levels

The analyses show that teacher, student, and parent scores are significantly related to the organizational level of the school. Ratings were more positive for elementary schools than for middle and secondary.

High Expectations and School Climate scores by parents and teachers showed the most variation across levels. Student scores varied less with school level and then primarily for Frequent Monitoring.

Many items that varied most across school level confirm informal observations and hunches about schools. Parents and teachers believe students are less excited about learning from elementary through secondary schools. Parents, students, and teachers report less student work displayed in secondary schools. Other items suggest that elementary teachers are more "student-centered" and use more praise.

In short, the differentiation on such items gives evidence that respondents are discriminating in their judgments rather than responding from a general evaluative attitude.

School Performance Report Group

Scores on all survey forms related to the grouping level. The relationship was weaker than to the organizational level for parents and teachers but stronger for students. Teacher scores varied primarily on Home/School Relations. This seems consistent with observations that parents in affluent communities are generally more involved in school than those in poorer areas. However, parents did not express similar beliefs. Their scores varied mainly on Frequent Monitoring, viewing higher group schools as doing less Frequent Monitoring. Students also saw higher group schools as doing less Frequent Monitoring. The items that weighted heavily in Frequent Monitoring referred to emphasis on the State achievement tests. It is possible the affluent schols are not as concerned about performance on the basic skills test because their students already score well on them. The discrimination of certain indicators and items does support the concurrent validity.

Achievement Test Gains

The relationship of the survey scores to student achievement test scores is the most important aspect of the validity issue for two reasons. First, the surveys are intended to provide information for schools to identify what needs changing or improving in order

to become more effective. Secondly, in South Carolina and in most of the effective schools research, "effective" is equated to student test scores.

Scores on the indicators on the survey were significantly related to the Student Gain Index scores. The relationships were quite modest within each School Performance Report Group being slightly stronger for parents, (R^2 near .08) than for teachers (R^2 near .06). For students, the relationships were not significant in two of the five grouping categories. However, within the higher categories, the student scores had the strongest relationships in the study (R^2 of .19).

Teacher scores were more related on Frequent Monitoring and Home/School Relations. Instructional Leadership was more important for students and parents. Frequent Monitoring also was important for parents.

Because of the variation in survey scores between elementary, middle, and secondary schools, an exploratory analysis looked at the relationships within these levels. For elementary schools, the teacher survey scores had a significant relationship to the SGI (R^2 of .13). For secondary schools, the relationship was even stronger (R^2 of .22).

While the relationships of the survey scores to student test scores are not large, they are evident and so support the validity of the surveys.

The analysis of new instruments for measuring "correlates" of effective schools is somewhat unclear when some items or scales do not show strong correlations to student achievement. This may mean that some items may need revision. Or it may mean that the expected relationships are not strong. In his summary of effective schools research, Kijai (1988) noted several studies that found no relationship or even negative relationships. Further analysis of the data used in the present study may clarify whether items need revision or the relationships are weak.

SUMMARY

The purpose of the study was to determine the reliability of the South Carolina State Department of Education's Effective Schools Needs Assessment Surveys for teachers, parents, and students as a measure of school characteristics. The scores on the scales have high internal consistency. The scores do discriminate adequately between schools rather than only within schools (based on analysis of individual teacher responses). The relationships between the survey scores and the school's organizational level (elementary, middle, or secondary), grouping category (based on SES-related factors), and average student test gains provide support for concurrent validity.

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REFERENCE NOTE

The School Incentive Reward Program in South Carolina has been in place since 1985. The purpose of the program is to recognize schools and school districts that demonstrate exceptional performance primarily on student academic achievement and secondarily on student and teacher attendance. Schools thus recognized are given monetary and non-monetary reward.

Regression analyses were used to determine whether schools demonstrated exceptional performance in student achievement in reading and mathematics. Student achievement was measured by the South Carolina's Basic Skills Assessment Program (BSAP) and the Comprehensive Test of Basic Skills (CTBS). The BSAP is given to students in Grades 1, 2, 3, 6 and 8 at this time. It is criterion-referenced, and tests students' basic skills performance in reading and mathematics. Writing is also tested in grades 6 and 8. Under the South Carolina Statewide Testing program, the CTBS (a norm-referenced test) is given to students in Grades 4, 5, 7, 9 and 11.

The regression-based method is described in the South Carolina School Incentive Reward Program - 1986-87 Guidelines (South Carolina State Department of Education, 1986). This procedure required the individual student to be matched on two years of test data. Through regression analyses, an expected score was predicted. Residual scores are then obtained and standardized. The standard scores (z) are then obtained and standardized. The standard scores (z) are then averaged for all students in each school and a School Gain Index (SGI) obtained. The SGI becomes the measure of student performance.

Table 1

Distribution of Effective Schools Survey Responses

Organizational Level	Number of Schools: Teachers	Parents	Students	All Schools in State
Elementary	550	550	237	622
Middle	169	169	148	197
Secondary	164	162	164	197
Grouping Category				
1	165	166	111	190
2	178	177	110	208
3	167	167	91	190
4	184	184	116	212
5	189	187	121	215
Total Number of Schools	883	881	549	1015

Number of individual respondents: 31,098 Teachers
95,258 Students
106,459 Parents

Table 2

Item Classification for Effective Schools Surveys

Indicator of Effectiveness	Survey Question Number: Student	Teacher	Parent
1. Instructional Leadership of Principal	1-10	1-10	1-6
2. Emphasis on Academics	11-20	11-20	7-16
3. High Expectations	21-30	21-30	17-23
4. Positive School Learning Climate	31-40	31-40	24-33
5. Frequent Monitoring	41-50	41-50	34-41
6. Positive Home-School Relations	51-60	51-60	42-50

Table 3

Reliability Estimates (Cronbach's Alpha)
for Effective Schools Indicators (School Means)

Indicator	Alpha Coefficient (Number of Items) Parents (N = 881)	Students (N = 549)	Teachers (N = 883)
Instructional Leadership	.81 (6)	.84 (10)	.86 (10)
Academic Emphasis	.86 (10)	.86 (10)	.86 (10)
High Expectations	.80 (7)	.84 (10)	.86 (10)
Positive School Climate	.87 (8)	.86 (10)	.84 (10)
Frequent Monitoring	.87 (10)	.87 (10)	.85 (10)
Home/School Relations	.86 (9)	.88 (10)	.83 (10)
Total Score	.97 (50)	.98 (60)	.97 (60)

Table 4

Summary Statistics and ANOVA Results for Effective Schools Indicators:
Individual Teacher Responses on School

Indicator	Mean	S.D.	Potential Min.	Potential Max.	Observed Min.	Observed Max.	F	R^2
Instructional Leadership	41.82	3.10	10	50	30.0	49.3	10.5*	.27
Academic Emphasis	41.39	2.11	10	50	34.9	48.3	6.5*	.18
High Expectations	40.69	2.22	10	50	34.9	47.7	6.6*	.19
Positive School Climate	39.06	3.84	10	50	26.6	48.9	17.7*	.38
Frequent Monitoring	39.67	2.65	10	50	31.8	48.2	9.2*	.24
Home/School Relations	41.72	2.88	10	50	32.8	49.5	12.1*	.30
Total	240.30	15.17	60	300	200.1	209.[illegible]	----	---

* p < .001, df = [illegible]

Table 5

Means for Organizational Level

Respondents / Indicator	Organizational Level: Elementary Mean	Middle Mean	Secondary Mean	R^2 *
Teachers				
Instructional Leadership	42.6	40.9	40.2	.11
Academic Emphasis	42.1	40.8	39.7	.20
High Expectations	41.6	39.8	38.6	.29
Positive School Climate	40.7	37.1	35.6	.31
Frequent Monitoring	40.6	38.9	37.4	.25
Home/School Relations	42.6	40.9	39.4	.19
Students				
Instructional Leadership	37.1	36.3	35.2	.36
Academic Emphasis	37.0	35.1	33.9	.45
High Expectations	36.6	34.9	34.0	.41
Positive School Climate	34.1	31.7	30.4	.37
Frequent Monitoring	37.6	35.5	34.1	.54
Home/School Relations	37.6	35.4	34.1	.45
Parents				
Instructional Leadership	22.8	21.6	21.1	.18
Academic Emphasis	40.2	37.9	36.9	.46
High Expectations	27.3	25.9	25.2	.32
Positive School Climate	38.4	34.4	33.4	.49
Frequent Monitoring	29.1	27.2	25.9	.33
Home/School Relations	36.4	34.0	33.3	.40

* All significant at $p < .0001$

Table 6

Item Means for Organizational Levels

	Teachers Organizational Level					Students Organizational Level					Parents Organizational Level			
	Elem.	Mid.	Sec.	R^2		Elem.	Mid.	Sec.	R^2		Elem.	Mid.	Sec.	R^2
T1	4.22	4.08	3.99	.05	S1	4.12	3.83	3.74	.28	P1	3.60	3.38	3.28	.14
T2	4.32	4.15	4.04	.12	S2	4.34	4.09	4.00	.30	P2	3.90	3.66	3.54	.25
T3	4.49	4.37	4.26	.09	S3	3.93	3.72	3.70	.13	P3	3.97	3.82	3.79	.09
T4	4.32	4.17	4.11	.06	S4	4.20	3.74	3.39	.44	P4	3.80	3.57	3.47	.22
T5	4.20	4.05	3.96	.06	S5	3.15	2.83	2.72	.17	P5	3.98	3.81	3.71	.15
T6	4.36	4.12	4.09	.11	S6	3.84	3.48	3.34	.23	P6	3.91	3.70	3.63	.21
T7	4.16	3.93	3.81	.16	S7	3.78	3.58	3.68	.07	P7	4.04	3.70	3.51	.52
T8	4.36	4.23	4.20	.06	S8	4.16	3.81	3.69	.27	P8	4.02	3.68	3.49	.52
T9	4.31	4.15	4.11	.05	S9	4.15	3.82	3.69	.31	P9	4.15	3.85	3.68	.57
T10	4.15	4.03	3.90	.06	S10	3.83	3.19	3.07	.48	P10	4.00	3.63	3.51	.55
T11	4.18	4.09	3.97	.13	S11	4.25	3.68	3.44	.58	P11	3.94	3.46	3.34	.54
T12	4.44	4.30	4.22	.18	S12	4.13	3.59	3.37	.56	P12	3.94	3.63	3.48	.47
T13	4.05	3.95	3.87	.08	S13	4.11	3.88	3.75	.29	P13	4.21	4.05	4.00	.31
T14	4.01	3.89	3.75	.18	S14	3.48	3.02	2.89	.36	P14	4.34	4.28	4.21	.12
T15	4.25	4.11	3.96	.21	S15	3.66	3.12	3.20	.35	P15	3.87	3.96	4.04	.12
T16	4.51	4.38	4.19	.23	S16	3.65	3.19	3.17	.32	P16	4.34	4.28	4.23	.09
T17	4.46	4.30	4.12	.29	S17	3.91	3.45	3.45	.40	P17	3.96	3.66	3.60	.43
T18	3.90	3.74	3.73	.06	S18	3.40	3.04	3.17	.18	P18	4.05	3.93	3.83	.21
T19	4.38	4.27	4.19	.15	S19	4.28	3.96	3.72	.51	P19	3.61	3.49	3.41	.12
T20	4.22	4.06	4.01	.14	S20	4.10	3.67	3.45	.53	P20	3.95	3.57	3.38	.51
T21	4.10	3.97	3.98	.06	S21	4.50	4.27	4.10	.40	P21	4.06	3.97	3.93	.11
T22	4.31	4.23	4.13	.15	S22	3.96	3.78	3.75	.16	P22	4.07	4.01	3.91	.09
T23	4.38	4.25	4.17	.17	S23	3.38	2.72	2.59	.47	P23	4.08	3.73	3.54	.45
T24	4.24	3.97	3.86	.33	S24	3.79	3.35	3.52	.24	P24	4.09	3.61	3.57	.24
T25	3.82	3.63	3.47	.20	S25	4.25	3.81	3.62	.50	P25	3.79	3.22	3.06	.60
T26	4.10	4.01	3.92	.09	S26	4.01	3.55	3.19	.53	P26	3.70	3.17	3.13	.44
T27	4.30	4.07	3.94	.35	S27	3.33	3.15	3.18	.06	P27	3.99	3.59	3.59	.41
T28	4.10	3.98	3.88	.17	S28	3.84	3.47	3.52	.34	P28	3.80	3.42	3.28	.43
T29	4.16	3.90	3.69	.33	S29	3.67	3.25	3.27	.28	P29	4.19	3.73	3.43	.64
T30	4.36	4.11	3.94	.40	S30	3.60	3.23	3.18	.32	P30	4.06	3.55	3.54	.46
T31	3.93	3.72	3.61	.04	S31	3.52	2.93	3.14	.12	P31	4.09	3.90	3.77	.30
T32	3.84	3.22	3.01	.42	S32	3.48	2.77	2.85	.32	P32	3.61	3.32	3.21	.39
T33	3.52	2.91	2.85	.26	S33	3.67	3.23	3.26	.21	P33	3.80	3.52	3.38	.44
T34	3.84	3.44	3.26	.19	S34	3.70	3.06	2.96	.43	P34	4.05	3.65	3.38	.66
T35	4.30	4.15	4.04	.17	S35	3.73	3.00	3.24	.32	P35	3.95	3.42	3.22	.54
T36	4.44	3.98	3.45	.52	S36	4.23	3.94	3.76	.37	P36	3.51	3.12	2.90	.52
T37	4.40	4.06	4.08	.18	S37	3.26	2.55	2.61	.34	P37	3.67	3.45	3.30	.37
T38	4.25	4.04	3.91	.10	S38	3.58	2.81	2.65	51	P38	3.93	3.80	3.66	.26
T39	4.35	4.16	4.03	.21	S39	3.87	3.45	3.28	.45	P39	3.61	3.29	3.14	.47
T40	4.24	4.09	3.97	.17	S40	3.30	2.76	2.66	.42	P40	3.95	3.83	3.76	.22
T41	3.49	3.40	3.25	.05	S41	4.01	3.67	3.56	.35	P41	3.91	3.76	3.65	.31
T42	4.10	3.86	3.63	.18	S42	3.83	3.29	3.16	.53	P42	4.03	3.85	3.85	.35
T43	3.94	3.78	3.64	.17	S43	3.87	3.42	3.26	.47	P43	4.38	4.13	4.07	.35
T44	4.11	3.85	3.60	.21	S44	3.64	2.88	2.50	.59	P44	4.29	3.96	3.87	.46
T45	4.29	4.11	3.98	.27	S45	4.38	3.99	3.63	.57	P45	3.95	3.57	3.44	.49
T46	4.28	4.10	3.94	.28	S46	3.93	3.67	3.53	.27	P46	4.18	3.83	3.68	.40
T47	4.28	4.24	4.17	.05	S47	3.98	3.64	3.52	.42	P47	4.31	4.17	4.11	.12
T48	4.19	4.01	3.85	.28	S48	3.92	3.52	3.29	.51	P48	3.94	3.69	3.57	.30
T49	4.17	4.03	3.91	.21	S49	3.79	3.41	3.35	.36	P49	4.07	3.91	3.85	.20
T50	4.01	3.82	3.71	.16	S50	4.09	3.88	3.73	.33	P50	3.74	3.51	3.41	.26
T51	4.44	4.41	4.26	.06	S51	4.10	3.60	3.57	.38					
T52	3.60	3.22	3.10	.10	S52	4.06	3.41	3.16	.63					
T53	4.61	4.54	4.42	.06	S53	3.81	3.34	3.08	.56					
T54	4.51	4.45	4.33	.11	S54	3.71	3.17	2.97	.42					
T55	4.34	4.24	4.12	.07	S55	4.13	3.76	3.64	.41					
T56	4.23	4.07	3.87	.22	S56	4.37	4.13	4.02	.23					
T57	3.93	3.68	3.48	.13	S57	3.62	3.34	3.24	.25					
T58	4.48	4.38	4.28	.13	S58	3.71	3.29	3.19	.36					
T59	4.17	3.81	3.56	.29	S59	4.02	3.69	3.52	.39					
	4.54	4.43	4.32	.14	S60	3.95	3.54	3.19	.49					

All p. < .001

Table 7

Items That Discriminate Most Among Organizational Levels *

Teachers Survey

Item Number	Statement
36	Student work is proudly displayed throughout the school.
32	Students in our school are excited about learning.
59	Parents visit the school.
27	Unsuccessful students get extra help from teachers.
30	Teachers use adequate rewards and praise for academic achievement.
7	The principal monitors teachers' implementation of appropriate curriculum.
21	Students have opportunities to develop leadership skills.
13	Teachers lose little time on in-class transitions and passing out materials.
24	Teachers feel accountable for students who don't understand the work.
26	Teachers require that students use higher level thinking skills.
29	Low achievers receive as much praise as high achievers.

Student Survey

Item Number	Statement
52	My parents get regular information about my progress in school.
44	If a student fails a test, he has another chance to learn the material.
45	Students are taught what they need to know for CTBS and BSAP tests.
26	Student work is displayed in our school.
11	Students have chances to be leaders.
53	Parents are involved in major decisions about students.
42	Students get specific comments on returned work.
12	Teachers explain homework clearly.

Parent Survey

Item Number	Statement
29	Student work is displayed in the school.
25	Students in our school are excited about learning.
34	Students' work is graded and returned promptly.
2	The principal explains instructional matters so that parents can understand.
15	My child can do his homework by himself.
3	The principal sets high academic standards.

* Three levels: Elementary, Middle, Secondary

Table 8

Criteria Used for Grouping Category

Group	Median Percent Free Lunch	Median Percent Above Standard CSAB	Median Teachers' Education*	Median Dollars Over Required Fundings**
One	76.2	66.1	0.9	124
Two	53.9	66.9	1.0	144
Three	37.4	74.5	1.1	170
Four	27.1	75.4	1.2	179
Five	15.1	78.5	1.3	246

* Number of years beyond the Bachelor's Degree
** Dollars per student of local funding above EFA Requirements

Source: The South Carolina School Performance Report, South Carolina State Department of Education, 1986.

Table 9

Means for Indicators by School Performance Report Category

Respondents / Indicator	Category 1	2	3	4	5	R^2
Teachers						
Instructional Leadership	41.80	41.57	42.15	41.59	42.13	NS
Academic Emphasis	41.00	41.02	41.49	41.54	41.97	.03**
High Expectations	40.50	40.40	40.87	40.64	41.17	.01*
Positive School Climate	38.14	38.46	39.40	39.18	40.44	.04**
Frequent Monitoring	39.39	39.36	39.97	39.72	40.13	.01*
Home/School Relations	40.14	40.97	41.91	42.13	43.52	.18**
Parents						
Instructional Leadership	22.59	22.11	22.07	22.11	22.56	.02**
Academic Emphasis	39.26	38.97	39.10	38.98	39.52	NS
High Expectations	26.62	26.41	26.54	26.59	27.03	.02**
Positive School Climate	36.50	36.24	36.74	36.77	37.62	.02**
Frequent Monitoring	29.08	28.32	28.12	27.62	27.76	.05**
Home/School Relations	35.95	35.35	35.33	35.10	35.57	.01*
Students						
Instructional Leadership	37.62	37.14	36.83	36.76	36.22	NS
Academic Emphasis	36.57	36.31	35.38	35.44	35.35	.02*
High Expectations	36.22	35.98	35.23	35.50	35.01	NS
Positive School Climate	32.92	32.71	32.47	32.49	32.57	NS
Frequent Monitoring	37.47	36.86	35.74	35.92	35.15	.04**
Home/School Relations	36.99	36.66	35.94	36.09	35.46	NS

* $p < .05$
** $p < .001$

Table 10

Item Means for School Performance Report Category

	Teachers						Students						Parents					
	Category						Category						Category					
	1	2	3	4	5	R^2	1	2	3	4	5	R^2	1	2	3	4	5	R^2
T1	4.18	4.34	4.20	4.11	4.17	--	S1	4.02	3.96	3.91	3.89	3.86	.02	P1	3.56	3.48	3.45	3.47	3.54	02**
T2	4.23	4.23	4.25	4.21	4.26	--	S2	4.25	4.19	4.15	4.16	4.12	---	P2	3.88	3.77	3.77	3.74	3.78	.03
T3	4.44	4.41	4.44	4.38	4.45	--	S3	3.81	3.81	3.80	3.81	3.80	---	P3	3.90	3.83	3.88	3.92	4.01	.04**
T4	4.31	4.34	4.26	4.20	4.25	--	S4	4.01	3.87	3.84	3.77	3.70	.06	P4	3.74	3.68	3.67	3.65	3.72	.02**
T5	4.17	4.13	4.14	4.08	4.13	--	S5	3.05	2.95	2.91	2.89	2.87	---	P5	3.93	3.88	3.89	3.87	3.92	---
T6	4.26	4.29	4.29	4.26	4.27	--	S6	3.71	3.63	3.58	3.55	3.52	.02*	P6	3.87	3.78	3.80	3.80	3.85	.02**
T7	4.09	4.04	4.08	4.00	4.03	---	S7	3.63	3.66	3.70	3.76	3.72	.03**	P7	3.92	3.87	3.88	3.83	3.89	---
T8	4.26	4.28	4.34	4.29	4.35	.01*	S8	4.12	4.00	3.94	3.88	3.73	.08	P8	3.91	3.86	3.84	3.82	3.86	---
T9	4.24	4.25	4.29	4.20	4.24	---	S9	4.00	3.96	3.92	3.92	3.82	---	P9	4.05	4.01	4.00	3.98	4.00	---
T10	3.95	3.99	4.18	4.12	4.16	.05	S10	3.48	3.46	3.43	3.42	3.36	---	P10	3.89	3.84	3.86	3.83	3.83	---
T11	4.09	4.10	4.14	4.13	4.16	.01*	S11	3.94	3.94	3.79	3.79	3.83	---	P11	3.69	3.69	3.72	3.75	3.83	.02**
T12	4.32	4.33	4.38	4.39	4.43	.04	S12	3.90	3.83	3.69	3.67	3.70	.02**	P12	3.72	3.76	3.80	3.82	3.87	.03
T13	3.93	3.96	4.01	4.03	4.04	.02	S13	4.04	3.95	3.91	3.92	3.89	.02*	P13	4.15	4.11	4.14	4.13	4.17	.02**
T14	3.90	3.91	3.95	3.96	3.97	.01*	S14	3.38	3.24	3.13	3.11	3.05	.04	P14	4.32	4.31	4.29	4.29	4.31	---
T15	4.15	4.13	4.18	4.18	4.20	---	S15	3.45	3.43	3.29	3.35	3.35	.02*	P15	3.95	3.91	3.89	3.91	3.93	.01**
T16	4.39	4.40	4.44	4.43	4.47	.03**	S16	3.40	3.41	3.35	3.38	3.37	---	P16	4.28	4.28	4.31	4.31	4.35	.04
T17	4.34	4.34	4.37	4.37	4.40	--	S17	3.73	3.71	3.59	3.62	3.60	.02*	P17	3.92	3.83	3.81	3.81	3.83	.02
T18	3.81	3.80	3.80	3.87	3.90	.01	S18	3.22	3.23	3.19	3.24	3.28	.03	P18	3.98	3.95	3.97	3.98	4.04	.02
T19	4.30	4.29	4.33	4.34	4.36	.02**	S19	4.08	4.07	4.00	4.03	3.96	---	P19	3.57	3.53	3.52	3.55	3.58	---
T20	4.09	4.11	4.16	4.16	4.21	.03	S20	3.90	3.84	3.74	3.77	3.70	.02	P20	3.76	3.74	3.77	3.76	3.84	---
T21	4.02	4.01	4.07	4.04	4.12	.02	S21	4.45	4.36	4.28	4.29	4.21	.06	P21	3.97	3.97	4.01	4.03	4.10	.09
T22	4.26	4.24	4.27	4.28	4.34	.03	S22	3.93	3.89	3.81	3.84	3.79	.04	P22	4.01	3.98	4.02	4.03	4.09	.02
T23	4.35	4.31	4.30	4.29	4.33	---	S23	3.14	3.02	2.92	2.90	2.85	.03*	P23	3.92	3.87	3.89	3.90	3.98	.01*
T24	4.05	4.08	4.13	4.14	4.19	.03	S24	3.68	3.62	3.54	3.57	3.56	---	P24	3.81	3.82	3.94	3.95	4.00	.02
T25	3.68	3.70	3.73	3.71	3.74	--	S25	4.12	4.00	3.88	3.89	3.83	.04	P25	3.59	3.49	3.51	3.53	3.61	.01*
T26	4.04	4.01	4.05	4.04	4.11	.03	S26	3.59	3.67	3.56	3.68	3.68	---	P26	3.47	3.42	3.50	3.50	3.57	01*
T27	4.18	4.16	4.19	4.19	4.22	--	S27	3.25	3.25	3.21	3.26	3.22	---	P27	3.83	3.76	3.83	3.85	3.94	.03
T28	4.01	4.03	4.05	4.05	4.04	---	S28	3.73	3.67	3.62	3.64	3.59	--	P28	3.59	3.58	3.60	3.64	3.72	.03
T29	4.08	4.02	4.03	4.00	4.00	---	S29	3.44	3.45	3.42	3.44	3.43	---	P29	3.90	3.92	3.95	3.97	4.04	.02**
T30	4.21	4.21	4.25	4.23	4.27	---	S30	3.47	3.44	3.33	3.34	3.30	.02*	P30	3.81	3.79	3.87	3.88	3.99	04
T31	3.80	3.74	3.91	3.81	3.89	--	S31	3.15	3.15	3.28	3.28	3.36	.02*	P31	3.93	3.94	3.99	4.02	4.07	.05
T32	3.42	3.46	3.56	3.57	3.78	.05	S32	3.11	3.07	3.10	3.10	3.12	---	P32	3.48	3.47	3.48	3.47	3.50	---
T33	3.19	3.20	3.31	3.28	3.40	.02**	S33	3.42	3.44	3.44	3.45	3.39	---	P33	3.68	3.65	3.65	3.66	3.70	---
T34	3.52	3.57	3.69	3.69	3.78	.03	S34	3.35	3.35	3.22	3.29	3.31	.02*	P34	3.83	3.85	3.85	3.84	3.86	.04
T35	4.15	4.16	4.23	4.26	4.31	.06	S35	3.38	3.31	3.35	3.40	3.47	---	P35	3.84	3.76	3.73	3.65	3.62	.07
T36	4.02	4.12	4.20	4.19	4.28	.03	S26	4.07	4.03	3.99	4.00	3.96	---	P36	3.48	3.36	3.31	3.24	3.25	.14
T37	4.15	4.21	4.28	4.30	4.41	.05	S37	2.83	2.85	2.86	2.89	2.94	---	P37	3.72	3.60	3.54	3.49	3.47	.08
T38	4.07	4.10	4.16	4.16	4.23	.02**	S38	3.38	3.15	3.00	3.00	2.93	---	P38	3.96	3.87	3.84	3.80	3.82	.04
T39	4.16	4.21	4.29	4.26	4.34	.04	S39	3.58	3.60	3.54	3.60	3.57	---	P39	3.56	3.48	3.45	3.41	3.42	.06
T40	4.09	4.12	4.17	4.19	4.22	.03	S40	3.02	3.01	2.94	2.94	2.91	.06	P40	3.96	3.90	3.88	3.86	3.86	---
T41	3.35	3.37	3.43	3.45	3.52	.02	S41	3.93	3.83	3.72	3.75	3.65	.03**	P41	3.82	3.84	3.85	3.81	3.86	.03
T42	3.93	3.93	4.03	3.95	4.00	---	S42	3.62	3.56	3.43	3.46	3.37	.03**	P42	4.06	4.02	4.09	4.10	4.20	.03
T43	3.88	3.84	3.86	3.85	3.83	---	S43	3.69	3.63	3.52	3.53	3.46	03	P43	4.35	4.27	4.27	4.24	4.27	.02
T44	3.96	3.92	4.06	3.94	3.96	.01*	S44	3.40	3.17	3.02	2.98	2.92	07	P44	4.21	4.16	4.17	4.13	4.09	.05
T45	4.18	4.17	4.20	4.20	4.22	--	S45	4.25	4.13	4.00	4.00	3.89	06	P45	3.90	3.78	3.79	3.72	3.73	03
T46	4.16	4.16	4.19	4.18	4.20	---	S46	3.88	3.78	3.67	3.74	3.61	--	P46	4.12	4.01	4.00	3.97	4.02	.04
T47	4.24	4.24	4.25	4.26	4.27	--	S47	3.80	3.81	3.72	3.73	3.70	.03**	P47	4.22	4.22	4.20	4.24	4.34	.02
T48	4.03	4.06	4.11	4.10	4.15	.02	S48	3.72	3.70	3.57	3.59	3.52	.03**	P48	3.89	3.82	3.81	3.78	3.84	.07
T49	4.07	4.08	4.10	4.09	4.13	--	S49	3.64	3.64	3.50	3.52	3.49	--	P49	4.11	4.03	3.99	3.95	3.94	---
T50	3.86	3.90	3.95	3.93	3.96	.01*	S50	3.95	3.96	3.90	3.94	3.89	01*	P50	3.66	3.59	3.63	3.62	3.66	
T51	4.32	4.33	4.43	4.42	4.45	.02	S51	3.93	3.82	3.77	3.78	3.74	--							
T52	2.97	3.23	3.45	3.55	3.88	.19	S52	3.69	3.67	3.58	3.59	3.55	.04							
T53	4.38	4.52	4.56	4.61	4.70	.12	S53	3.64	3.52	3.45	3.40	3.33	.08							
T54	4.37	4.43	4.46	4.50	4.54	.07	S54	3.62	3.46	3.28	3.27	3.11	.04							
T55	4.20	4.20	4.29	4.28	4.39	.05	S55	4.05	3.90	3.85	3.87	3.77	.02*							
T56	4.08	4.11	4.15	4.12	4.18	.01*	S56	4.18	4.20	4.15	4.22	4.24	---							
T57	3.41	3.61	3.86	3.92	4.12	.24	S57	3.47	3.46	3.36	3.45	3.40	---							
T58	4.39	4.39	4.43	4.42	4.49	.02	S58	3.54	3.48	3.41	3.42	3.35	---							
T59	3.76	3.88	3.99	4.05	4.22	.11	S59	3.83	3.81	3.76	3.80	3.72	---							
T60	4.39	4.42	4.48	4.50	4.56	.07	S60	3.65	3.65	3.61	3.60	3.56								

*p < .05 **p < .01 p < Others .001

Table 11

Items That Vary Most by School Performance Category Grouping *

Teacher Survey

Item Number	Statement
57	Parents work in school improveme t tasks with teachers and students.
52	School events are well attended by parents and the community.
53	The school has an "Open House" each year.
59	Parents visit the school.
54	Parents receive regular information about students' academic progress.
60	The school sends communications to parents and the community.
35	Teachers in this school treat students fairly.

Parent Survey

Item Number	Statement
43	Parents are welcome in this school.
42	It is a pleasure to have my child attend this school.
37	Teachers use test results to decide what should be retaught.
34	Students' work is graded and returned promptly.
31	This school has clear, uniform rules for all students.

Student Survey

Item Number	Statement
54 (-)	Teachers explain my BSAP/CTBS scores clearly.
45 (-)	Students are taught what they need to know for CRBS and BSAP tests.
25 (-+)	Students have chances to earn praise or reward.
38 (-+)	Our teachers make learning exciting.
51	Our school makes parents feel welcome.
46 (-)	Short tests are given each week to check student progress.
8 (-)	The principal talks with students.
44 (-)	If a student fails a test, he has another chance to learn the material.

* Five groups with "1" being schools with highest percentage of students on free/reduced lunch, lowest local tax support, teacher education, and percentage of students above standard on CSAB.

(-+) means scores declined from Group 1 through 4 but elevated slightly for Group 5.

Table 12

Stepwise Regression of Indicators
On 1988 Student Gain Index Scores: Teacher Responses

Group	Indicator	R^2
1 (N = 162)	Home/School Relations	.03
	High Expectations	.04
	Frequent Monitoring	.05
2 (N = 173)	Home/School Relations	.08
3 (N = 165)	Frequent Monitoring	.06
4 (N = 182)	Frequent Monitoring	.04
	Instructional Leadership	.06
5 (N = 187)	High Expectations	.04

(All significant at $p < .001$)

Table 13

Stepwise Regression of Indicators
On 1988 Student Gain Index Scores: Student Responses

Group	Indicator	R^2
1 (N = 109)	(No Significant Model)	
2 (N = 107)	Positive School Climate	.003
	Frequent Monitoring	.05
3 (N = 89)	(No Significant Model)	
4 (N = 114)	Positive School Climate	.05
	Instructional Leadership	.15
	High Expectations	.19
5 (N = 119)	High Expectations	.12
	Instructional Leadership	.19

(All significant at $p < .001$)

Table 14

Stepwise Regression of Indicators On 1988 Student Gain Index Scores: Parent Responses

Group	Indicator	R^2
1 (N = 165)	Instructional Leadership	.03
	High Expectations	.07
2 (N = 175)	High Expectations	.08
3 (N = 166)	Instructional Leadership	.02
	Frequent Monitoring	.09
4 (N = 183)	Academic Emphasis	.03
	High Expectations	.06
	Instructional Leadership	.09
	Frequent Monitoring	.12
5 (N = 186)	Positive School Climate	.06
	Frequent Monitoring	.07

(All significant at $p < .001$)

Table 15

Regression of Indicators from Teacher Survey on 1988 Student Gain Index Scores

Organizational Level	Indicator	R^2
Elementary	Frequent Monitoring High Expectations Home/School Relations Positive School Climate Instructional Leadership	(.13)
Middle	None significant	
Secondary	Home/School Relations Instructional Leadership	(.22)

(All significant at $p < .001$)

Table 16

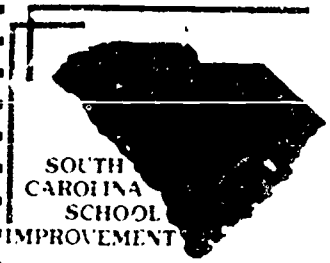
Significant Predictors from Teacher Survey of Student Gain Index Scores

Elementary Schools

Item Number	Statement
9	The principal communicates with teachers.
15	Teachers maximize student time-on-task.
16	Teachers have specific classroom rules and clear consequences when rules are broken.
19	Class time is used for active instruction
22	Students are taught to do more than memorize information.
32	Students in our school are excited about learning.
41	Standardized tests accurately measure what is taught in our school.
42	The principal and teachers work together to analyze test data to plan program modifications.
56	Parents receive understandable explanations of their children's performance on major tests.
57	Parents work in school improvement tasks with teachers and students.

Secondary Schools

Item Number	Statement
10	The principal makes sure that teachers have adequate materials for the instructional program.
53	The school has an "Open House" each year.
54	Parents receive regular information about students' academic progress.
56	Parents receive understandable explanations of their children's performance on major tests.



SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams
State Superintendent

PARENT SURVEY

223678

INSTRUCTIONS

1. Do not write your name or address on this survey.
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement.
3. Use a number 2 pencil to mark your answer in the space beside each statement.

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1. The principal talks with people in the community about the school's goals					
2. The principal explains instructional matters so that parents can understand.					
3. The principal sets high academic standards.					
4. The principal publicly recognizes good teachers.					
5. The principal publicly recognizes good students.					
6. The principal understands how the school should serve the community.					
7. Teachers explain classwork clearly.					
8. Teachers explain homework clearly.					
9. Teachers check the homework my child does.					
10. The homework my child hands in is returned to him later.					
11. Teachers have good classroom control.					
12. Students in this school seem to spend enough time on basic skills.					
13. My child takes part in classroom activities.					
14. My child has homework to do.					
15. My child can do his homework by himself.					
16. My child knows the classroom rules.					
17. My child feels successful in some way each day in school.					
18. Teachers expect all students to master basic skills.					
19. Teachers assign homework which students can successfully finish without help.					
20. My child receives praise in school.					
21. My child's school work requires more than memorization of facts.					
22. The school has programs to recognize students who do well.					
23. People in this school really care about how much students learn.					
24. The school building is neat, clean, and comfortable.					
25. Students in our school are excited about learning.					
26. Students take pride in keeping the building attractive.					
27. Students enjoy being part of this school.					
28. Teachers in this school treat students fairly.					
29. Student work is displayed in the school.					
30. People feel safe at this school.					
31. This school has clear, uniform rules for all students.					
32. Students seem free from too much pressure in classrooms.					
33. Teachers deal with discipline problems early with quick, firm responses.					
34. Students' work is graded and returned promptly.					
35. Teachers explain students' test scores to parents.					

INSTRUCTIONS

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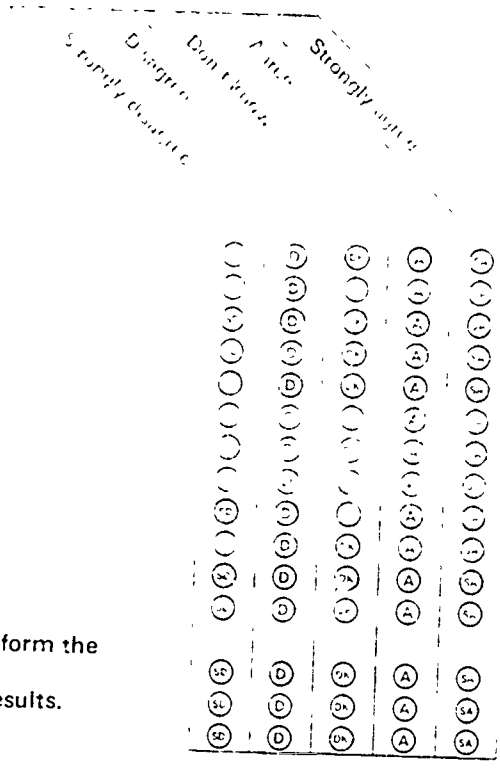

36. If a student fails a test, he has another chance to learn the material.
37. Teachers use test results to decide what should be retaught.
38. Students are taught what they need to know for BSAP and CTBS tests.
39. Instruction is changed as needed to meet the needs of individual students.
40. Short tests are given often to check student progress.
41. Students usually understand what will be on tests.
42. It is a pleasure to have my child attend this school.
43. Parents are welcome in this school.
44. Student progress is reported to parents at conferences.
45. Parents are involved in major decisions concerning students.
46. The principal encourages parents to take part in school activities.
47. This school has an "Open House" each year.
48. The school sponsors activities such as open meetings and news releases to inform the community of the school's goals.
49. Parents receive complete and accurate explanations of CTBS and BSAP test results.
50. Parents and students are actively involved in the school's advisory councils.

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SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams
State Superintendent

STUDENT SURVEY

102151

INSTRUCTIONS

1. Do not write your name or address on this survey.
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement.
3. Use a number 2 pencil to mark your answer in the space beside each statement.

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1. The principal sets student achievement as a top goal.	SD	D	DK	A	SA
2. Teaching and learning are important to the principal.	SD	D	DK	A	SA
3. The principal sets high academic standards.	SD	D	DK	A	SA
4. The principal visits classrooms.	SD	D	DK	A	SA
5. The principal lets everyone know when teachers do well.	SD	D	DK	A	SA
6. The principal lets everyone know when students do well.	SD	D	DK	A	SA
7. The principal keeps classroom interruptions to a minimum.	SD	D	DK	A	SA
8. The principal talks with students.	SD	D	DK	A	SA
9. The principal handles trouble effectively.	SD	D	DK	A	SA
10. The principal makes sure that students have enough materials for their work in school.	SD	D	DK	A	SA
11. Teachers explain classwork clearly.	SD	D	DK	A	SA
12. Teachers explain homework clearly.	SD	D	DK	A	SA
13. Teachers check students' homework.	SD	D	DK	A	SA
14. Teachers return homework with comments.	SD	D	DK	A	SA
15. In addition to whole class instruction, teachers use other methods, such as small group work.	SD	D	DK	A	SA
16. Disruptions in class are dealt with quickly and quietly.	SD	D	DK	A	SA
17. Students actively participate in classroom instruction.	SD	D	DK	A	SA
18. Teachers use class time for active instruction instead of busywork.	SD	D	DK	A	SA
19. Teachers have specific classroom rules and clear results when rules are broken.	SD	D	DK	A	SA
20. Teachers spend time on the basic skills.	SD	D	DK	A	SA
21. Teachers and the principal expect all students to learn as much as possible.	SD	D	DK	A	SA
22. Students are taught to do more than memorize information.	SD	D	DK	A	SA
23. Teachers feel responsible for student test scores.	SD	D	DK	A	SA
24. Students have chances to be leaders.	SD	D	DK	A	SA
25. Students have chances to earn praise or reward.	SD	D	DK	A	SA
26. Student work is displayed in our school.	SD	D	DK	A	SA
27. Students stay busy during the whole class time.	SD	D	DK	A	SA
28. During discussions, teachers call on students by name instead of asking for volunteers.	SD	D	DK	A	SA
29. Teachers respond to incorrect answers without embarrassing students.	SD	D	DK	A	SA
30. Teachers assign homework and seatwork which students can finish without help.	SD	D	DK	A	SA
31. Our school building is neat, clean, and comfortable.	SD	D	DK	A	SA
32. Students take pride in keeping the school attractive.	SD	D	DK	A	SA
33. There is a "WE" spirit in our school	SD	D	DK	A	SA
34. Teachers in our school treat students fairly.	SD	D	DK	A	SA
35. People feel safe at our school	SD	D	DK	A	SA

INSTRUCTIONS

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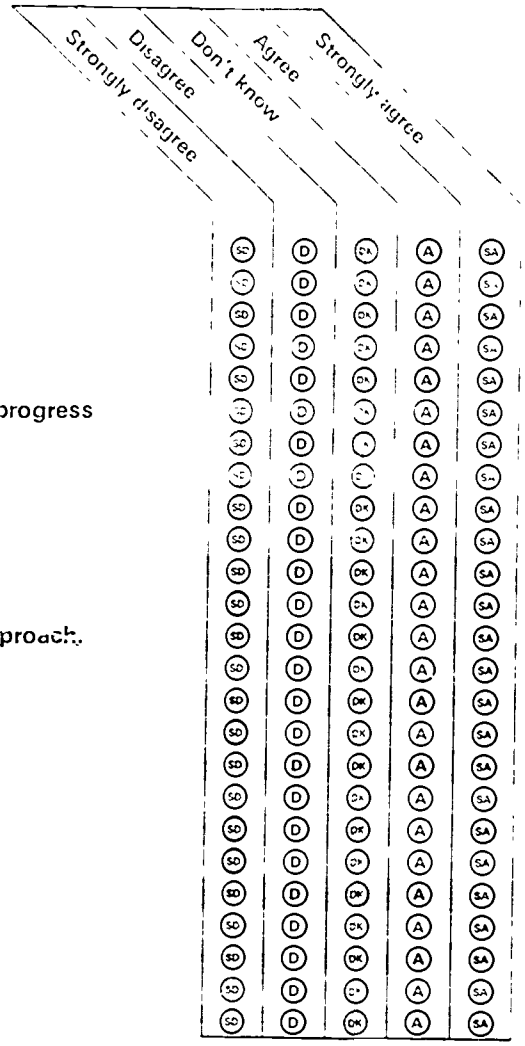

36. Our school has clear rules which apply to all students.
37. Students take care of school property.
38. Our teachers make learning exciting.
39. Teachers deal with discipline problems quickly and firmly.
40. Students are free from too much pressure in class.
41. While students are doing classwork, the teacher walks arour to check on progress
42. Students get specific comments on returned work.
43. Teachers explain a student's test scores to the student.
44. If a student fails a test, he has another chance to learn the material.
45. Students are taught what they need to know for CTBS and BSAP tests.
46. Short tests are given each week to check student progress.
47. Students usually understand what will be on tests.
48. When students do not learn with one approach, the teacher uses another approach.
49. Students understand why they get the grades they get.
50. Tests cover the material taught by the teacher.
51. Our school makes parents feel welcome.
52. My parents get regular information about my progress in school.
53. Parents are involved in major decisions about students
54. Teachers explain my BSAP/CTBS scores clearly.
55. The principal and teachers want parents to take part in school activities.
56. Our school has an "Open House" each year.
57. Parents and students are involved in the school's advisory councils.
58. The school informs the community of the school's goals.
59. My parents understand the school's discipline policy.
60. Our school has a homework policy.

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SOUTH CAROLINA SCHOOL IMPROVEMENT

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams
State Superintendent

TEACHER/STAFF SURVEY

10097

INSTRUCTIONS

1. Do not write your name or address on this survey
2. Read each statement. Decide if you agree or disagree or strongly agree or strongly disagree with the statement
3. Use a number 2 pencil to mark your answer in the space beside each statement

Statement	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1. Our principal takes the lead to identify and resolve instructional problems.	SD	D	DK	A	SA
2. Actions to support and improve teaching are included in staff meetings.	SD	D	DK	A	SA
3. The principal sets academic achievement as the school's top goal.	SD	D	DK	A	SA
4. The principal observes classroom performance.	SD	D	DK	A	SA
5. The principal provides feedback to teachers regarding their classroom performance.	SD	D	DK	A	SA
6. The principal keeps classroom interruptions to a minimum.	SD	D	DK	A	SA
7. The principal monitors teachers' implementation of appropriate curriculum.	SD	D	DK	A	SA
8. The principal understands how the school should serve the community.	SD	D	DK	A	SA
9. The principal communicates with teachers.	SD	D	DK	A	SA
10. The principal makes sure that teachers have adequate materials for the instructional program.	SD	D	DK	A	SA
11. Teachers assign adequate homework for practice.	SD	D	DK	A	SA
12. Teachers use other methods in addition to whole class lecture.	SD	D	DK	A	SA
13. Teachers lose little time on in-class transitions and passing out materials.	SD	D	DK	A	SA
14. Teachers promptly evaluate and return homework.	SD	D	DK	A	SA
15. Teachers maximize student time-on-task.	SD	D	DK	A	SA
16. Teachers have specific classroom rules and clear consequences when rules are broken.	SD	D	DK	A	SA
17. Teachers spend adequate time helping students understand basic skills	SD	D	DK	A	SA
18. There are few student-related interruptions during class time.	SD	D	DK	A	SA
19. Class time is used for active instruction.	SD	D	DK	A	SA
20. Disruptions in class are dealt with quickly and quietly.	SD	D	DK	A	SA
21. Students have opportunities to develop leadership skills.	SD	D	DK	A	SA
22. Students are taught to do more than memorize information.	SD	D	DK	A	SA
23. Each student has an opportunity for success.	SD	D	DK	A	SA
24. Teachers feel accountable for students who don't understand the work.	SD	D	DK	A	SA
25. Teachers expect low achievers to respond as often as other students	SD	D	DK	A	SA
26. Teachers require that students use higher level thinking skills.	SD	D	DK	A	SA
27. Unsuccessful students get extra help from teachers.	SD	D	DK	A	SA
28. Teachers assign seatwork and homework which students can complete without assistance.	SD	D	DK	A	SA
29. Low achievers receive as much praise as high achievers	SD	D	DK	A	SA
30. Teachers use adequate rewards and praise for academic achievement	SD	D	DK	A	SA
31. The school building is neat, clean, and comfortable.	SD	D	DK	A	SA
32. Students in our school are excited about learning.	SD	D	DK	A	SA
33 Students take pride in keeping the building attractive	SD	D	DK	A	SA
34. There is a "WE" spirit in this school	SD	D	DK	A	SA
35. Teachers in this school treat students fairly	SD	D	DK	A	SA

[illegible] School Improvement [illegible]
South Carolina Department of Education [illegible]

INSTRUCTIONS

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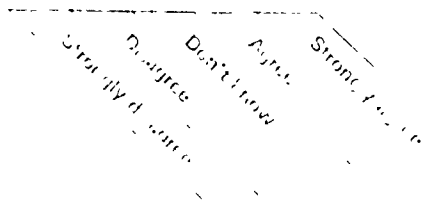

36. Student work is proudly displayed throughout the school.
37. People feel safe at this school.
38. This school has clear, uniform rules for all students.
39. Classroom environments are conducive to learning
40. Teachers identify discipline problems early and respond quickly and firmly.
41. Standardized tests accurately measure what is taught at our school
42. The principal and teachers work together to analyze test data to plan program modifications.
43. Teachers review test results to plan weekly instruction.
44. The principal helps teachers interpret test data.
45. Teachers closely monitor students' assigned classwork
46. Instruction is altered as needed to accommodate the needs of individual students.
47. Teachers make and use teacher-made tests.
48. Teachers diagnose academic problems early and deal with them promptly.
49. Assigned student work is reviewed promptly with helpful feedback.
50. Low test scores result in curriculum changes to meet student needs.
51. The school informs parents about the discipline policy.
52. School events are well attended by parents and the community.
53. The school has an "Open House" each year
54. Parents receive regular information about students' academic progress.
55. The principal views parents as important resource persons.
56. Parents receive understandable explanations of their children's performance on major tests.
57. Parents work in school improvement tasks with teachers and students.
58. The principal and teachers make parents feel welcome at this school.
59. Parents visit the school.
60. The school sends communications to parents and the community.