



Measure of School Capacity for Improvement (MSCI)

User Manual and Technical Report

Georgia K. Hughes
Lisa D. Copley
Caitlin W. Howley
Merrill L. Meehan

December 2005

Appalachia Educational Laboratory (AEL)
at

EDVANTIA™

Partners in education. Focused on results.

Edvantia, Inc.
Post Office Box 1348
Charleston, WV 25325-1348

phone: 304.347.0400
fax: 304.347.0487

Edvantia was founded in 1966 as the Appalachia Educational Laboratory, Inc. (AEL); on September 1, 2005, AEL became Edvantia, Inc. The Regional Educational Laboratory for the Appalachian region is known as the Appalachia Educational Laboratory at Edvantia.

Edvantia is a nonprofit education research and development corporation founded in 1966. We partner with practitioners, education agencies, publishers, and service providers to improve learning and advance student success. We provide clients with a range of services, including research, evaluation, professional development, and consulting.

For information about Edvantia research, products, or services, contact



P.O. Box 1348, Charleston, WV 25325 • 304.347.0400 • 800.624.9120 • fax 304.347.0487
info@edvantia.org • www.edvantia.org

© 2005 by Edvantia

All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Edvantia maintains policies and procedures that govern the Institutional Review Board in ensuring the welfare and protecting the rights of human subjects who choose to participate in research and evaluation activities.

This publication is based on work sponsored wholly or in part by the Institute of Education Sciences (IES), U.S. Department of Education, under contract number ED-01-CO-0016. Its contents do not necessarily reflect the positions or policies of IES, the Department, or any other agency of the U.S. government.

Edvantia is an equal employment opportunity/affirmative action employer.

Measure of School Capacity for Improvement (MSCI)
User Manual and Technical Report

By

Georgia K. Hughes
Lisa D. Copley
Caitlin W. Howley
Merrill L. Meehan

Appalachia Educational Laboratory at Edvantia
Charleston, West Virginia

December 2005

Contents

List of Tables	iv
----------------------	----

List of Exhibits.....	v
-----------------------	---

Chapter 1: Introduction to the Measure of School Capacity for Improvement (MSCI) User Manual and Technical Report

Introduction to the Manual.....	1
Purpose of This Manual	1
Intended Audience and Users	1
For More Information	1

Chapter 2: The Measure of School Capacity for Improvement (MSCI): An Overview

The Measure of School Capacity for Improvement (MSCI): An Overview	2
What is the MSCI?.....	2
Seven Dimensions of Capacity for Improvement.....	2
Equity in Practice	2
Expectations for Student Performance.....	2
Differentiated Instruction.....	2
Improvement Program Coherence	3
Peer Reviewed Practice.....	3
Coordinated Curriculum	3
Technical Resources	3
Administering the MSCI.....	3
MSCI Results	4
For More Information	4

Chapter 3: A Review of the Literature About School Capacity

A Review of the Literature About School Capacity	8
Edvantia Defines School Capacity for Improvement	10
School Structures	10
Teacher Practices	12
Perceptions	14

Chapter 4: History and Development of the Measure of School Capacity for Improvement (MSCI)

History and Development of the MSCI	17
School Capacity Assessment—Pilot Version	17
Structural Subscales	17
Program Coherence.....	17

Technical Resources	18
Time for Planning	18
Teacher Practice Subscales	18
Deprivatized Practice	18
Equitable Practice	18
Differentiated Instruction.....	18
Perceptual Subscales.....	19
Collective Teacher Efficacy.....	19
Expectations for Student Performance.....	19
SCA Pilot Test Results.....	19
Measure of School Capacity for Improvement – Early Field Test	20
MSCI—Second Field Test.....	21
Comparison of 2003 and 2004 MSCI Field Test Findings	23
Comparison of Construct Validity from 2003 to 2004	23
Summary Conclusions from the Field Tests	23
Recommendations Based on Field Test Findings	23

Chapter 5: Norming the Measure of School Capacity for Improvement (MSCI)

Norming the MSCI	25
Purpose and Objectives.....	25
Methods.....	25
Instrument	25
Data Collection	26
Sample/Respondents	27
Analyses	34
School Profiles	34
Factor Analysis	35
Reliability Analysis.....	35
Normative Analyses.....	35

Chapter 6: Instrument Properties of the Measure of School Capacity for Improvement (MSCI)

Instrument Properties of the MSCI.....	36
Factor Analysis	36
The Final Factors	38
Factor 1: Equity in Practice.....	38
Factor 2: Expectations for Student Performance	38
Factor 3: Differentiated Instruction	38
Factor 4: Improvement Program Coherence.....	38
Factor 5: Peer Reviewed Practice	38
Factor 6: Coordinated Curriculum	39
Factor 7: Technical Resources	39
Relationships Among Factors	39

Reliabilities	40
Chapter 7: Normative Information for the Measure of School Capacity for Improvement (MSCI)	
Normative Information for the MSCI.....	42
Normative Descriptive Statistics by School Grade Level.....	43
Elementary Schools	43
Middle Schools	43
High Schools.....	44
Middle/High Schools	44
Normative Descriptive Statistics by School Locale.....	45
Urban Schools.....	45
Suburban Schools.....	45
Town Schools.....	46
Rural Schools	46
Normative Descriptive Statistics by School Size.....	47
Small Schools.....	47
Midsize Schools	47
Large Schools.....	48
Converting MSCI Mean Scores to Percentiles	48
References.....	117
Appendixes	
A: MSCI Normative Information Using Scaled Scores	
B: Instructions for Administering the MSCI	
C: Measure of School Capacity for Improvement (MSCI)	

List of Tables

Table 1:	Number of Schools and Respondents in Full Sample by State.....	27
Table 2:	Number of Schools and Respondents in Full Sample by School Level.....	28
Table 3:	Number of Schools and Respondents in Full Sample by School Size.....	28
Table 4:	Number of Schools and Respondents in Full Sample by School Locale.....	28
Table 5:	Number of Schools and Respondents in Final Norming Sample by State.....	29
Table 6:	Number of Schools and Respondents in Final Norming Sample by School Level.....	29
Table 7:	Number of Schools and Respondents in Final Norming Sample by School Size.....	30
Table 8:	Number of Schools and Respondents in Final Norming Sample by School Locale.....	30
Table 9:	Ethnicities of Respondents in Final Norming Sample	31
Table 10:	Roles of Respondents in Final Norming Sample	31
Table 11:	Education Level of Respondents in Final Norming Sample	31
Table 12:	Respondents' Years Taught in <i>Any</i> School, <i>Current</i> School, and Current District.....	32
Table 13:	Respondents' Years Teaching Current Subject and Current Grade.....	32
Table 14:	Number of Respondents Teaching and Certified to Teach in Subject Areas....	33
Table 15:	Number of Respondents Teaching and Certified to Teach Grade Levels.....	34
Table 16:	Rotated Factor/Structure Coefficient Matrix for the MSCI	37
Table 17:	Correlations Among the Final Seven MSCI Factors (Individual Level Data)..	39
Table 18:	Correlations Among the Final Seven MSCI Factors (School Level Data)	40
Table 19:	Internal Consistency Reliabilities for MSCI and Subscales	41
Table 20:	Total MSCI and Subscale Normative Descriptive Statistics.....	42
Table 21:	Total MSCI and Subscale Normative Descriptive Statistics for Elementary Schools.....	43
Table 22:	Total MSCI and Subscale Normative Descriptive Statistics for Middle Schools	44
Table 23:	Total MSCI and Subscale Normative Descriptive Statistics for High Schools	44
Table 24:	Total MSCI and Subscale Normative Descriptive Statistics for Middle/High Schools	45
Table 25:	Total MSCI and Subscale Normative Descriptive Statistics for Urban Schools	45
Table 26:	Total MSCI and Subscale Normative Descriptive Statistics for Suburban Schools.....	46
Table 27:	Total MSCI and Subscale Normative Descriptive Statistics for Town Schools.....	46
Table 28:	Total MSCI and Subscale Normative Descriptive Statistics for Rural Schools	47
Table 29:	Total MSCI and Subscale Normative Descriptive Statistics for Small Schools.....	47
Table 30:	Total MSCI and Subscale Normative Descriptive Statistics for Midsize Schools	48

Table 31:	Total MSCI and Subscale Normative Descriptive Statistics for Large Schools.....	48
Table 32:	Percentile Conversion for MSCI Subscale Mean Scores by School Level: Elementary Schools	50
Table 33:	Percentile Conversion for MSCI Subscale Mean Scores by School Level: Middle Schools	57
Table 34:	Percentile Conversion for MSCI Subscale Mean Scores by School Level: High Schools.....	63
Table 35:	Percentile Conversion for MSCI Subscale Mean Scores by School Level: Middle/High Schools	69
Table 36:	Percentile Conversion for MSCI Subscale Mean Scores by School Locale: Urban Schools	74
Table 37:	Percentile Conversion for MSCI Subscale Mean Scores by School Locale: Suburban Schools.....	79
Table 38:	Percentile Conversion for MSCI Subscale Mean Scores by School Locale: Town Schools.....	85
Table 39:	Percentile Conversion for MSCI Subscale Mean Scores by School Locale: Rural Schools	91
Table 40:	Percentile Conversion for MSCI Subscale Mean Scores by School Size: Small Schools.....	98
Table 41:	Percentile Conversion for MSCI Subscale Mean Scores by School Size: Midsize Schools	105
Table 42:	Percentile Conversion for MSCI Subscale Mean Scores by School Size: Large Schools.....	112

List of Exhibits

Exhibit 1:	Sample MSCI School Profile.....	5
------------	---------------------------------	---

Chapter 1

Introduction to the Measure of School Capacity for Improvement (MSCI) User Manual and Technical Report

Introduction to the Manual

Building capacity within schools and districts for continuous improvement is a goal of educators at all levels across the United States of America. An important first step in capacity building is identifying schools' current strengths and weaknesses. Schools can then begin building upon existing strengths to implement improvement initiatives. Further, they can target professional development in those areas identified as weaknesses, to build readiness within the school to improve in the future. The Measure of School Capacity for Improvement (MSCI) is a tool schools can use to help determine the most appropriate focus of improvement initiatives and professional development programs.

Purpose of This Manual

The primary purposes of the *MSCI User Manual and Technical Report* are to describe the technical aspects of the MSCI instrument and to provide users of the instrument with a practical manual to aid in the use and interpretation of the MSCI results. This manual describes the history, research base, and development of the instrument as well as its statistical properties, including its reliability and validity. Normative information, for use in interpreting results and comparing a school's performance with that of similar schools, is also included in detail. General procedures for administering the instrument are outlined; more detailed administration specifications are included with instrument packets sent to schools that decide to employ the MSCI.

Intended Audience and Users

Users of the MSCI—school and district administrators, leadership teams, school improvement specialists, teachers, and all others involved in the work of improving schools—are the primary audience for this manual. These users need comprehensive technical information (e.g., development, validity, reliability) about any instrument they may employ to justify its use. They further need practical information (e.g., subscale means, standard deviations, percentiles) for appropriately interpreting and using the results. This manual provides both. A secondary audience consists of researchers, higher education personnel, and others who are interested in the technical merits of the MSCI. Because this work is funded by a federal contract, the U.S. Department of Education (ED) Institute of Education Sciences (IES) and other ED and government entities also are key audiences for this work.

For More Information

For more information about the MSCI or about this manual, please contact Edvantia's corporate headquarters in Charleston, West Virginia, at 800.624.9120 or by e-mailing info@edvantia.org. Our staff will respond to your inquiries promptly and provide you with the information you need to make the best use of this crucial tool for building capacity for continuous school improvement.

Chapter 2

The Measure of School Capacity for Improvement (MSCI): An Overview

The Measure of School Capacity for Improvement (MSCI): An Overview

Schools and districts strive continuously to build capacity and become high-performing learning communities. The Measure of School Capacity for Improvement (MSCI) helps schools identify areas of strength from which to initiate or expand improvement efforts as well as areas in which targeted professional development is needed to build capacity. Essentially, the MSCI helps schools determine their level of readiness to undertake improvement programs or initiatives. Many schools and districts find that their MSCI results are useful in school improvement planning and for determining professional development needs. Whether you use the MSCI as a tool for needs assessment, for professional development planning, or at any other point in the school improvement planning process, you will find that the MSCI is an important addition to your data collection and planning tool kit.

What is the MSCI?

The MSCI is a 58-item questionnaire that is administered to a school's professional staff—administrators, teachers, teachers' aides, librarians, counselors, and any other staff who have significant contact with students and parents. The instrument measures professional staff members' perceptions of how their school is faring in seven areas related to capacity for improvement. Staff members use a 6-point Likert-type scale to state how true items are of their school or the frequency with which items are true for their school. Because the instrument assesses individual staff members' perceptions, there are no "right" or "wrong" answers to any item. Responses of all staff are then combined and averaged to create a general index of the school's capacity in each of the seven areas. Scale means can then be converted into percentiles to help MSCI users understand a school's capacity for improvement in relation to schools with similar characteristics.

Seven Dimensions of Capacity for Improvement

The 58 items of the MSCI compose seven subscales that encompass important aspects of capacity for improvement. Subscales, which have been validated in a large-scale, nationwide (U.S.) study, are composed of varying numbers of items.

Equity in Practice. The 15 items that compose the *Equity in Practice* scale assess equitable practices in the school—specifically, responsive pedagogy and anti-discriminatory practices. This scale examines the school's capacity to create an atmosphere of tolerance, cultural awareness, and equity for all learners.

Expectations for Student Performance. The *Expectations for Student Performance* scale contains 11 items. The items assess staff members' expectations of the students and their beliefs that all students can perform well academically.

Differentiated Instruction. The *Differentiated Instruction* scale, formed by 11 items, addresses instructional practices and strategies for reaching students of diverse

Interested school or district personnel may copy this overview to distribute at school board or leadership team meetings. The information may be helpful in deciding whether administering the MSCI is right for your school or district.

learning needs. The scale focuses on using or modifying instructional practices to be effective with students of all types.

Improvement Program Coherence. The *Improvement Program Coherence* scale is composed of nine items pertaining to the extent to which improvement initiatives and efforts at a school are coordinated. The items focus on the coordination of improvement programs or initiatives with existing initiatives and with school improvement goals. Items also focus on school-level support of and for improvement initiatives.

Peer Reviewed Practice. The four items composing the *Peer Reviewed Practice* scale explore the observation and review by staff of their peers' work. All items assess the extent to which professional staff in a school observe the work of their colleagues and give or receive relevant feedback about their performance.

Coordinated Curriculum. The *Coordinated Curriculum* scale, composed of four items, addresses the coordination of curriculum within and across grade levels at the school.

Technical Resources. The four items composing the *Technical Resources* scale concern instructional resources and materials, including whether staff possess or have immediate access to adequate materials and resources to achieve instructional objectives.

The MSCI and all its subscales possess high reliability (Cronbach's alphas from .77 to .94 for the seven subscales, .97 for the overall instrument) and have demonstrated content, concurrent, and construct validity. More information about the reliability and validity of the MSCI can be found in following sections of this user manual and technical report.

Administering the MSCI

The MSCI requires about 20 minutes of staff members' time for completion. Ideally, all staff should complete the instrument at the same time during a meeting or group situation. Although individual staff members will complete the instrument independently of anyone else, we find that it is easier for respondents to complete the instrument if they are afforded a specific time to do so. To give staff ample time to consider each item and respond thoughtfully, the MSCI should be administered at a time when respondents are not rushed or in a hurry to leave. We also recommend that the instrument be administered during a time of "normal" activity at the school. Special events, such as holiday breaks; standardized testing; teacher performance evaluations; or the receipt of test, evaluation, or school audit results, can affect a school's climate and staff members' perceptions. Therefore, your MSCI results will be most accurate and most meaningful if they are a snapshot of "normal" life at your school.

Because the MSCI is a self-report questionnaire, it is most useful when professional staff members give thoughtful, honest responses to each question. These responses can best be assured when staff members are confident that their responses will

remain confidential. To this end, we recommend that staff members be allowed to put the completed questionnaire in a box or envelope instead of handing it to a person. Alternately, respondents may seal their completed questionnaires in an envelope and return them to a school administrator or other staff member assigned to collect the questionnaires. The instrument should not be allowed to circulate beyond the administration setting, and staff should refrain from discussing their responses during administration. All completed questionnaires should then be returned to Edvantia offices in Charleston, West Virginia, for analysis and reporting.

If your school or district decides to administer the MSCI, more detailed instructions for administration will be included with the instrument packets sent to you.

MSCI Results

Your school's MSCI results (or the results of each school in your district) will be reported to you in the form of an individual school profile. The profile will explain the purpose of the MSCI, define each of the seven dimensions of capacity for improvement, and detail your school's results. Results are based on your staff members' perceptions of your school's current capacity for improvement. Included in the profile will be a chart displaying your school's performance in each of the seven areas in comparison with the normative performance of a group of your choice (based on school level, location, or size). Your MSCI school profile will include a discussion of your school's areas of strength as well as areas in which development and growth are needed. A sample school profile is provided for you following this overview (see Exhibit 1).

MSCI results can be used to guide planning for school improvement. Schools using the MSCI will be able to identify their strengths, upon which improvement initiatives can build quickly. Schools will be able to target professional development efforts to areas identified by the MSCI as dimensions in which the school currently may be deficient. Results may be most useful when the entire professional staff at a school collaborate to interpret the meaning and implement action to build capacity.

For More Information

For additional information about the MSCI, or to arrange administration of the instrument in your school or district, please contact Edvantia:

Edvantia, Inc.
P.O. Box 1348
Charleston, WV 25325-1348
info@edvantia.org
800.624.9120

Please address correspondence to the attention of "MSCI."
Our staff members will be happy to assist you!

Exhibit 1: Sample MSCI School Profile

Measure of School Capacity for Improvement (MSCI)

ABC Elementary School

School: ABC Elementary School
123 School Drive
Middle State, TN 00000

Date of Administration: Spring 2005
Total Staff: 37
Number Responding: 29

This report displays your school's results from the recent administration of the *Measure of School Capacity for Improvement (MSCI)*. The dark bars on the first graph (Figure 1) show ABC Elementary School's average score on each subscale as perceived by the school's staff. The solid line (labeled "Elementary Schools") shows the average score on each subscale for the comparative group you chose—112 elementary schools. The line serves as a point of reference for examining staff perceptions at ABC Elementary School in comparison to staff perceptions at similar schools. The second graph (Figure 2) displays your school's MSCI percentile ranks for each subscale.

The data provided in this report should prove useful to your school in two ways. First, the information may be used to ascertain how well positioned your school is to undertake school reform efforts. Second, if this survey is readministered next year, results may be compared to show improvements across years.

The MSCI consists of 58 items and 7 subscales, which are described below. For some items, professional staff are asked to rate the extent to which each item is true for their school, using a 6-point scale ranging from 1 (*Not at all True*) to 6 (*Completely True*). For the remaining items, professional staff are asked to rate how often each item is true for their school ranging from 1 (*Never True*) to 6 indicating (*Always True*). Higher subscales scores, thus, indicate greater capacity for improvement.

- **Equity in Practice** (15 items) measures the extent to which a faculty creates an atmosphere of tolerance, cultural awareness, and equity for all learners.
- **Expectations for Student Performance** (11 items) measures how academically capable the staff believe their students to be and how well they expect their students to perform.
- **Differentiated Instruction** (11 items) evaluates the extent to which faculty modify their instructional strategies and grouping arrangements to meet the learning needs of students.
- **Improvement Program Coherence** (9 items) evaluates the extent to which the school's programs for staff learning are coordinated, focused on clear goals, and sustained over time.
- **Peer Reviewed Practice** (4 items) assesses the frequency with which teachers and supervisors observe staff's classes to provide meaningful feedback and improve teaching.
- **Coordinated Curriculum** (4 items) addresses the coordination of curriculum within and across grade levels at the school.
- **Technical Resources** (4 items) measures the availability to faculty of planning time, working equipment, technology, instructional materials, facilities, and professional resource materials such as journals.

Note: MSCI subscale scores are item means, calculated by averaging all responses for all items on each subscale. No total MSCI score is calculated.

ABC Elementary School Results

School Means	MSCI Subscales	Mean	SD	Percentile
	Equity in Practice	4.81	0.64	21 st
	Expectations for Student Performance	4.39	0.66	11 th
	Differentiated Instruction	4.53	0.66	19 th
	Improvement Program Coherence	4.60	0.63	51 st
	Peer Reviewed Practice	3.34	1.08	38 th
	Coordinated Curriculum	4.33	1.09	43 rd
	Technical Resources	4.24	0.62	27 th

Interpretation

The means for ABC Elementary School were lower across four of the subscales than those of the comparative elementary school group. The exceptions are for *Improvement Program Coherence* and *Coordinated Curriculum*, which were equivalent, and *Technical Resources*, for which the means for ABC Elementary School exceeded those of the comparative group. The mean subscale score differences are demonstrated in Figure 1. The staff perceives ABC Elementary School to be performing lowest in the area of *Peer Reviewed Practice*. Emerging strengths on which to build are the perceptions that, to some degree, *Equity in Practice* and *Differentiated Instruction* are implemented in the school.

Investigation of the percentiles for ABC Elementary School demonstrates that your school is performing at a higher level than a slight majority of other elementary schools in the area of *Improvement Program Coherence* (51st percentile). *Coordinated Curriculum*, at the 43rd percentile, is your school's the next-highest performing area in comparison with your peer group of schools. A majority of elementary schools are performing at higher levels than ABC Elementary School in all other areas. Figure 2 presents a graphical representation of your school's percentile ranks for each scale.

Using the MSCI Results

Based on a review of education research on change, Edvantia research and evaluation staff have defined school capacity as the presence of characteristics needed to support the development of a thriving learning community. These characteristics include certain teacher practices, perspectives, and school structures, including school cultural and attitudinal factors. Structural components are also included in response to research showing the importance of school structures and policies to successful improvement initiatives. Lacking these structures, practices, and perspectives, school staff may be less likely to nurture and sustain significant school improvement.

Although school staff may need to address improvement in all areas, taking on too many improvement efforts at once can be overwhelming. Staff and administrators should design a plan for addressing the weakest areas first and continuing to improve over the next several years. With a total professional staff of 37, leadership for change efforts

could be shared, with groups of three to four staff assigned to the issue(s) the school decides to focus on each year.

Many schools find the MSCI results useful as a needs assessment for professional development and school improvement planning. These results are equally valuable for starting conversations, reflections, discussions, and actions about teaching and learning among staff, students, parents, and other community members. Used in this way, the MSCI can help build capacity within a school to foster an environment that makes student achievement and lifelong learning for all its central goals.

Figure 1:
ABC Elementary School Profile of Mean MSCI Subscale Scores
with Those of Comparative Group: Elementary Schools

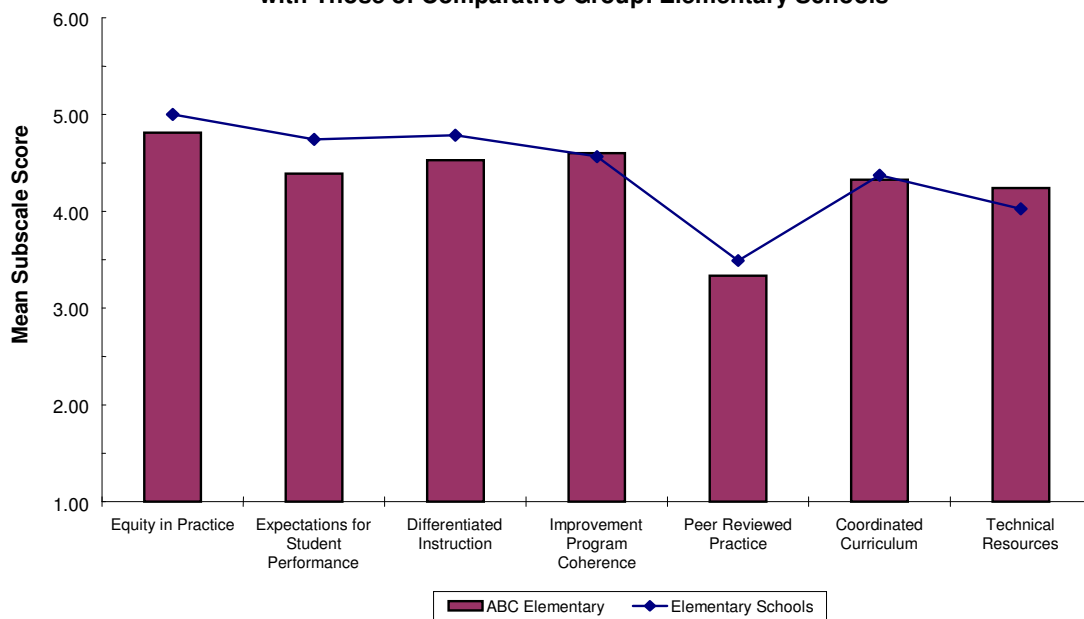
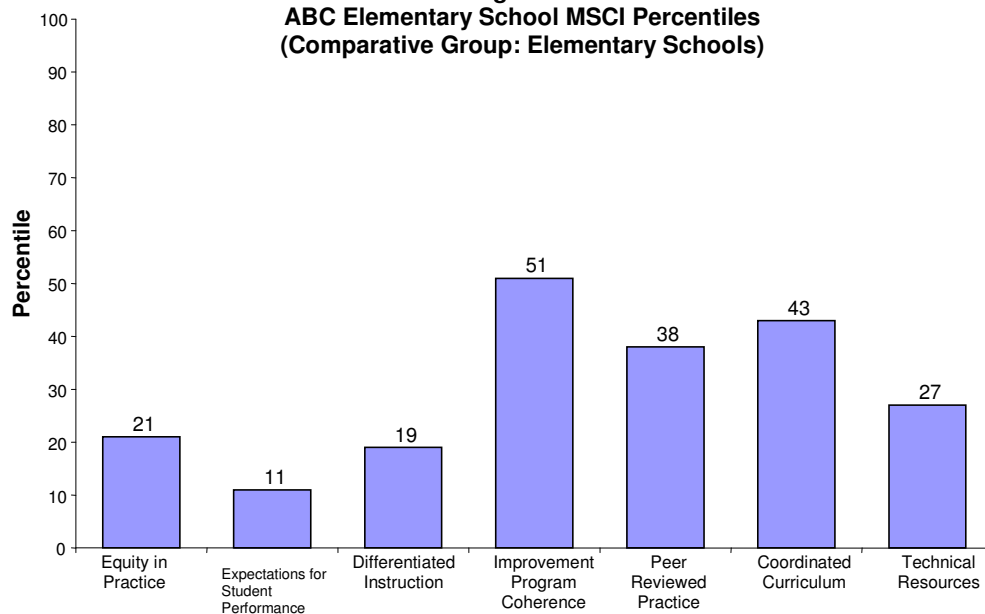


Figure 2:
ABC Elementary School MSCI Percentiles
(Comparative Group: Elementary Schools)



Chapter 3

A Review of the Literature about School Capacity

A Review of the Literature about School Capacity

Since the 1960s, American schools have been under especial scrutiny for their capacity to educate youth effectively. Although school reform and improvement have long been national concerns (during the Progressive era at the turn of the last century, for example), the launching of Sputnik in 1957, at a time when the Cold War shaped American fears, spurred alarm about the state of schooling in the country. If the Russians, who appeared to live under less prosperous conditions, were capable of such a scientific feat, citizens wondered, why had Americans not launched the first orbital satellite? One of the most frequently cited answers was that U. S. schools were not educating students sufficiently, particularly in subject areas of increasing prominence, such as math and science. The launch of Sputnik proved to be pivotal in our ongoing and contemporary concern with school improvement.

A number of school improvement trends have arisen since the 1960s in attempts to improve American education, each offering particular antidotes to educational troubles. Decentralization efforts in the 1960s and 1970s were approaches that sought to encourage local control of curriculum and finance and to increase community participation in matters of education. Ultimately, however, many of these efforts became ineffective in terms of school improvement as involvement of community members was often token, or dominated by the most influential community leaders (deMarrais & LeCompte, 1999).

Another wave of school improvement efforts, in response to the 1983 National Commission on Excellence in Education's report *A Nation at Risk: The Imperative for Educational Reform*, focused on raising standards for students and teachers. This approach entailed establishing performance requirements for students and linking teacher accountability to student achievement on standardized tests. The standards movement continues to play a significant role in contemporary debate about how to improve education (Riordan, 1997).

In the 1990s, site-based management and shared decision making were successors to the earlier decentralization efforts. These school improvement approaches sought again to render schools more responsive to community concerns. Nonetheless, participants with relatively little power continued to face obstacles to their full involvement, and research revealed little impact of site-based management or shared decision making on academic indicators (deMarrais & LeCompte, 1999; Riordan, 1997).

The Effective Schools (ES) movement was an attempt to discover what might make some schools better equipped than others to produce high-performing students. According to this research (Levine & Lezotte, 1995), effective schools evidence specific characteristics, such as a clear mission, high academic expectations for all students, a safe school environment, and strong instructional leadership from administrators. However, this area of research failed to provide definitive insight into how schools developed such characteristics.

School improvement is increasingly viewed as an ongoing and comprehensive process. Recent legislation has encouraged the adoption of such a view. With the landmark No Child Left Behind (NCLB) Act of 2001, Congress emphasized assessment of entire schools and their constituent components. In 1998 Congress appropriated \$150 million to states for allocation to schools undertaking research-based schoolwide reform programs through the Comprehensive School Reform Demonstration Program (CSRDP). Earlier, in 1994, Congress altered regulations to allow schools receiving Title I funds, with 50% or more of the student population qualifying for free and reduced-price lunch, to use such funds for whole school improvement (American Institutes for Research, 1999).

The reform models mentioned in the legislation instituting CSRDP encompass a variety of approaches to reform, from skill-based to comprehensive to process-related, and vary in their degree of prescriptiveness. All claim to be based upon research and to have evidence of some positive impact. Yet investigations of and prototypes for school improvement extend far beyond the models forwarded in CSRDP legislation. Contemporary literature on school improvement has roots in the school effectiveness literature of the 1970s and early 1980s mentioned earlier (e.g., Levine & Lezotte, 1995).

Much current prescriptive education literature and some research suggest that the interplay between school cultural and structural conditions significantly affects how change at a particular school will be greeted (e.g., Newmann & Wehlage, 1996). These authors contend that if cultural characteristics, such as commitment to high expectations, support for inquiry, and caring relationships, intersect with structural factors, such as time for staff development and freedom from excessive organizational constraints, school reform will proceed more smoothly. These structural and cultural conditions can be seen as contributing to school capacity for improvement (Newmann, King, & Youngs, 2001).

Along with these intersections, school leadership must be an integral part of improvement efforts (van der Bogert, 1998), and collaboration among the many stakeholders in school communities must be pursued (Sarason & Lorentz, 1998). Fullan and Miles (1994) additionally suggest that those involved in improvement must recognize that it is a process filled with ambiguity, uncertainty, and risk, rather than a scripted, easily implemented recipe. Moreover, Fullan's most important insight is that school reform will not proceed without the voluntary support of staff who view the reform as meaningful and in alignment with their own worldviews (Fullan, 1991).

Thus, efforts to improve schools are an ongoing and contemporary national concern. Research and policy in education are often devoted to imagining, mandating, defending, resisting, and assessing a wide variety of improvement strategies. Nonetheless, the majority of reforms have not resulted in significant change in practice (Cuban, 1993) or in student performance (American Institutes for Research, 1999; deMarrais & LeCompte, 1999; Riordan, 1997). As Brown, Halsey, Lauder, and Wells (1997) imply, and as Anyon (1997) vividly demonstrates, other contextual factors play a pivotal role in how, and whether, school change is enacted. Newmann, King, and Youngs

(2001) likewise suggest that school reform efforts interact with their context, part of which is school capacity for improvement. It is this important notion of school capacity that is the subject of the following section.

In sum, school capacity is an often-used phrase in discussions of educational reform and improvement. However, very few researchers have attempted to define and operationalize school capacity for improvement (although, see Newmann, King, & Youngs, 2001). Rather, school capacity is a vague, albeit appealing, reference to some ephemeral quality predisposing schools to successful change.

Edvantia Defines School Capacity for Improvement

Based on a review of the education research on change, Edvantia research and evaluation staff defined school capacity as the presence of characteristics needed to support the development of a thriving learning community. These characteristics include certain teacher practices, perspectives, and school structures. School cultural and attitudinal factors are incorporated in this view of school capacity for improvement (Kruse, Louis, & Bryk, 1995). Structural components are also included in response to research showing the importance of school structures and policies to successful improvement initiatives (e.g., Fullan, 1991; Fullan & Miles, 1994; Hord, Rutherford, Huling-Austin, & Hall, 1987; Howley & Brown, 2001; Kruse, Louis, & Bryk, 1995; Newmann, King, & Youngs, 2001). Lacking these structures, practices, and perspectives, school staff may be less likely to nurture and sustain significant school improvement.

It should be noted that scant experimental or quasi-experimental research has been conducted on the characteristics, structures, or dispositions that lead some schools to undertake improvement efforts more successfully than others. Rather, the majority of the literature consists of case studies, survey research, and designs with pre- and post-testing. Other research involves participant observation, classroom observation, regression studies, and policy analysis. In many cases, such studies offer the best evidence available about what might predispose schools to improve. The following literature review is based on this admittedly varied research base; readers therefore may want to interpret the review findings with this in mind.

School Structures

Newmann and his colleagues (2001) contend that structural conditions, such as program coherence and alignment, coordinated curriculum, the sufficiency of technical and professional resources, and the provision of adequate time for staff to plan collaboratively and/or implement change, are critical to the likelihood that school reform will be undertaken with commitment. Moreover, school improvement efforts cannot be sustained over time without sufficient support from district and school policies and structures (Howley & Brown, 2001). Structural conditions, though often invisible or taken for granted, significantly shape how people behave, what they believe they (and their students) are capable of, and what they commit themselves to (Bourdieu &

Passeron, 1990; deMarrais & LeCompte, 1999; Fullan, 1991; Mills, 1959; Riordan, 1997).

An important structural condition supporting school capacity for improvement is instructional program coherence. According to Newmann, King, and Youngs (2001), program coherence is a measure of the extent to which a school is sufficiently programmatically integrated. The continual and shifting presence of unrelated, unfocused, and multiple improvement programs weakens schools' organizational efficacy. Conversely, aligned initiatives that are implemented and monitored carefully for sustained periods, at the very minimum, do not detract from a school's efforts to educate students.

Program coherence also encompasses the alignment and coordination of curriculum and instruction within and between grade levels (Corallo & McDonald, 2002; Newmann, Smith, Allensworth, & Bryk, 2001). Adequate alignment and sequencing assists in the maintenance of an appropriate intellectual pace and rigor, and it focuses attention on the primary purpose of education. It also reduces redundancy and fosters communication and collaboration among teachers. In addition, some research suggests that careful alignment of instruction with learning goals and assessments, as well as coordination within and across grade levels and subject areas, can produce improved student achievement on standardized tests (Mitchell, 1999, 1998; Schmoker & Marzano, 1999; Wishnick, 1989). One important analysis of international studies reveals that implementing and monitoring an aligned and coordinated curriculum can result in a significant increase (on the order of approximately 31 percentile points) in student achievement (Marzano, 2000). Other studies indicate that curriculum coordination and alignment are capable of diminishing, if not entirely eliminating, conventional predictors of student achievement, such as socioeconomic status, gender, race, and teacher effect (Elmore & Rothman, 1999; Mitchell, 1998, 1999; Wishnick, 1989).

Program coherence is viewed as critical to school capacity for improvement because schools struggling to implement many unrelated programs are not immediately equipped to undertake significant improvement work. Already burdened with other competing and shifting priorities, teachers in schools with little programmatic coherence are unlikely to accommodate additional serious change. Focus and careful commitment of resources to a shared purpose prepare a more hospitable environment for improvement.

Newmann, King, and Youngs (2001) also found the presence of adequate technical and professional resources to be a useful indicator in determining school capacity for improvement. Instructional materials, functioning technical and computer equipment, and adequate workspace represent some of the material resources that support teachers' work. Improvement efforts, which depend on such tools, are likely to fail if teachers do not have access to these resources.

In addition, teachers who feel that they do not have the material resources with which to teach to their objectives in the classroom may feel additionally hampered if asked to institute significant change across their school. If teachers' fundamental resource

needs are unmet, the likelihood that their school can effect and sustain improvement is small.

School improvement efforts may have little chance of success if faculty lack fundamental structural support for their implementation. Among the most important of such conditions is the provision of adequate time to allow staff to plan, implement, experiment with, and evaluate their improvement initiatives (Howley & Brown, 2001; Howley-Rowe, 1999; Raywid, 1993). “Insufficient time to plan for implementing [reform] is a common barrier to implementation and a frequent concern of teachers,” reports Desimone (2000, p. 12) in her analysis of schools instituting comprehensive school reform. Teachers are better equipped to develop professionally if they have time during their workday to reflect, collaborate, and focus on their own learning. Such opportunities, moreover, are fundamental to the development of schools as professional learning communities (Abdal-Haqq, 1996; Lashway, 1998). Conversely, lack of time to plan and implement contributes to teacher turnover (Adelman, Haslem, & Pringle, 1996).

An adequate allotment of time for reform to be learned about and practiced, implemented, institutionalized, assessed, and reflected upon is crucial (Adelman & Walking-Eagle, 1997). Some researchers have even argued that time is vital to the success of any school improvement undertaking because change proceeds according to standard development phases; without time, reform has no chance to develop (Hord, Rutherford, Huling-Austin, & Hall, 1987). Sufficient time for planning is therefore an important structural resource to which teachers require access if reforms are to have the opportunity to become institutionalized.

Teacher Practices

Teachers’ practice also plays an important role in forecasting the success of school reform efforts. Deprivatized practice, in which school staff regularly observe one another and provide constructive feedback, structures a conduit by which other change efforts may be brought to fruition. Meaningful collaboration becomes possible when staff are in the habit of crossing the thresholds of each other’s classroom doors (Louis, Marks, & Kruse, 1996).

Louis and colleagues (1996) contend that, among other phenomena, deprivatized practice is pivotal in the development of school professional community. In this view, deprivatized practice is the degree to which faculty observe one another’s work, provide feedback, and serve as mutual mentors or coaches. Schools in which practice is deprivatized tend to view teaching less as an autonomous individual project and more as a collaborative undertaking (Sarason & Lorentz, 1998). As a result, faculty in such schools experience less professional isolation and greater opportunity for learning from colleagues (Education Commission of the States, 1996). Deprivatized practice, then, provides faculty with a wider network of resources.

In terms of school capacity for improvement, serious change is not likely to take hold if faculty are not aided by norms or mechanisms that support collegial learning,

critique, and cross-fertilization. As Cuban's (1993) historical analysis of school change reveals, professional isolation and conservative norms in schools have rendered most improvement efforts irrelevant, and ultimately teachers have made very few serious changes in their practice as a result. However, schools that provide the structural support for deprivatized practice invite collaboration and collegiality, which in turn invite opportunities for sustainable improvement (Corallo & McDonald, 2002).

Equitable teaching practices and differentiated instruction together constitute a nuanced pedagogy that is at once attentive, equitable, and sensitive. As Darling-Hammond notes, "Successful education can occur only if teachers are prepared to meet rigorous learning demands and the different needs of students" (1997, p. 334). Teachers who are accustomed to applying themselves equitably to diverse students are better equipped to confront the challenges wrought by social, economic, and political devastation in low-performing schools and their communities (Anyon, 1997; Paley, 1979). However, it could also be argued that school staff are more likely to undertake serious change with commitment if they are already in the practice of differentiating instruction in ways intended to support their students fully and adequately.

Schools are increasingly diverse organizations, with larger percentages of African American and Latino students. In addition, national attention is focused on increasing the academic achievement of racially/ethnically-defined youth and students of low-socioeconomic status (SES) (Fortune, 2002; Schwartz, 2001a). *Education Week*, for example, covered the issue in 2000 with a four-part series (Johnston & Viadero, 2000; Viadero, 2000; Viadero & Johnston, 2000a, 2000b). Equitable education for all students has been, however, both a national challenge and a legal imperative since the 1954 *Brown v. Board of Education* Supreme Court decision, which overturned the separate but equal doctrine justifying school segregation by racial category.

Equity must also be applied to gender, as much research indicates that curriculum and instruction tend to favor boys (deMarrais & LeCompte, 1999; Sadker & Sadker, 1994). For instance, boys may receive more attention, praise, and opportunities to elaborate or correct their answers to instructional questions (Mid-Atlantic Equity Center, 1993). Female figures appear less often in literary or historical accounts in curricula, and girls may confront sexist language at school in which being called female is an insult (Thorne, 1995). In addition, girls enroll in fewer advanced math and science courses than do their male counterparts (Perez, 2000).

Equitable practice can be defined in numerous ways, along multiple dimensions. Rose (1999), for instance, identifies 10 indicators of fair teaching, ranging from equal distribution of response opportunities to courtesy and respect. The University of Minnesota Diversity Work Group (2002) cites a long list of practices identified by educators as conducive to the development of an equitable environment. Kahle (2002) explicates a variety of strategies to enhance the equity of science teaching, and Rickford (2001) illustrates how the use of culturally relevant texts and higher order questioning techniques are useful strategies for engaging low-SES and ethnic minority students. Ensuring that curriculum and discipline practices honor students' backgrounds is another

strategy suggested as important to creating an equitable classroom (Thompson & O'Quinn, 2001). Multicultural education research also points to a wealth of practices that ensure students receive equitable educational opportunities (c.f., Banks & Banks, 1995). Ultimately, equitable practice is a multiple concept. More than one strategy is required for the creation and sustenance of an academic environment that is fair and sensitive to all students (NWREL, 1997).

Schools equipped to teach their students equitably, fairly, and with understanding, are equipped to make improvement equitably. Improvement can hardly be considered full and meaningful unless it is salient to the experience and achievement of all students, regardless of their social or economic circumstances.

Classrooms are not homogeneously populated; students may hail from various communities, bring disparate skills and strengths, and have differing academic needs. Differentiating instruction involves varying content, processes, products, and learning environments to meet students' various needs (Tomlinson, 2000). The University of North Carolina's School of Education (2001) makes the teaching of differentiated instructional strategies to preservice teachers one of its priorities because differentiated instruction is considered so essential to effective pedagogy.

The rationales for differentiating instruction are many. Instruction that honors the linguistic and literacy styles of young children augments their reading skills (Vernon-Feagans, Hammer, Miccio, & Manlove, 2001) and, by extension, their learning of any subject that requires literacy skills. Moreover, differentiated instruction has been shown to improve student achievement (Dahl, Scharer, Lawson, & Grogan, 1999; although see Rowan & Miracle, 1983, for an alternative view). Differentiated instruction accommodates students of various cognitive abilities (Tomlinson, 1999a) and accounts for the myriad ways in which we all learn (Tomlinson, 1999b). Undifferentiated instruction and curriculum, conversely, may stifle student enthusiasm for learning and ultimately for achieving to the fullest (Kohn, as interviewed by O'Neil & Tell, 1999). Sizer (1999) similarly points out that a "rigid system" of schooling will ultimately fail those students whom it does not accommodate (p. 1). "A one-size-fits-all approach to classroom teaching is ineffective for most students and harmful to some," suggest Tomlinson and Kalbfleisch (1998, p. 1) in their analysis of brain research, because "to learn, students must experience appropriate levels of challenge" (p. 3). As Tomlinson put it earlier, "There simply is no single learning template" for all students (1995, p. 1).

Perceptions

Teachers' attitudes, perceptions, expectations, and assessments are also closely bound to the likelihood that their school is well positioned to undertake significant school improvement work. Faculty who believe that they are not capable as a group of teaching their students are not likely to have much faith in their attempts to effect any broader change in their school. Collective teacher efficacy is critical to the capacity schools possess for committing to and implementing improvement efforts (Goddard, Hoy, & Hoy, 2000).

Collective teacher efficacy extends the notion of individual teacher efficacy to a faculty's shared sense of capacity to effect positive student outcomes. Whereas an individual's assessment of his or her own efficacy as a teacher may vary according to specific contexts (such as class size, subject area, or student demographics), a measure of collective teacher efficacy provides a more global evaluation of the specific social and organizational context in which a faculty works. Teachers' shared beliefs about their collective ability to teach students effectively is, according to Goddard, Hoy, and Hoy (2000), a better gauge of school capacity than measures of individual efficacy or internal locus of control. Collective teacher efficacy is "an emergent group-level attribute, the product of the interactive dynamics of the group members. As such, this emergent property is more than the sum of the individual attributes" (p. 482).

Further, collective teacher efficacy is "a way of conceptualizing the normative environment of a school and its influence on both personal and organizational behavior" (Goddard, 1998, p. 65). Teachers' perceptions of their faculty's ability to teach with efficacy shape their strivings and behaviors in the classroom. Thus, if teachers believe themselves to belong to a very efficacious faculty, "the normative environment will press teachers to persist in their educational efforts" (p. 65). On the other hand, a faculty with little sense of collective efficacy will be less likely to exert normative pressure on each other to undertake rigorous pedagogy.

Because of its link to faculty behavior and its hypothesized (Goddard, 1998, 2002; Goddard, Hoy, & Hoy, 2000) and tentatively confirmed (Goddard, Hoy, & Hoy, 2002) impact on student achievement, collective teacher efficacy appears to constitute an important component of school capacity for improvement. A faculty that does not believe in its capabilities will not likely impel itself toward improvement. However, a faculty with a strong sense of its ability to effect change in student achievement will be better positioned to seek improvement.

Expectations for student performance, as with teacher efficacy, constitute an important gauge of school capacity. Depressed expectations indicate a professional fatalism not conducive to improvement or enhanced student achievement (Tauber, 1998). In addition, schools with capacity are schools with a predisposition toward nurturing learning. If teachers do not expect much from their students, their school cannot possess much capacity for nurturing student achievement.

School staff's expectations for student academic performance play a powerful role in how students actually perform. Teachers' expectations for students inform how they treat students. For instance, teachers holding low expectations for certain students may treat them differently than other students perceived to be more capable. Such differential treatment, which is very different than the differentiated instruction described previously, results in fewer opportunities to learn challenging material, less time to answer questions or complete assignments, and less frequent encouragement and praise (deMarrais & LeCompte, 1999; Lumsden, 1997; McLeod, 1987; Willis, 1981). Over time, students' performance conforms to the expectations of teachers (Tauber, 1998), thereby confirming

teachers' original expectations. In addition, teachers are in positions of power relative to students, making their expectations even more influential.

Wilson and Martinussen (1999) show dramatically how teacher expectations based on students' socioeconomic status and prior achievement significantly shape the final grades teachers assign their students. Ogbu (1983) likewise illustrates how important teacher expectations are to students' academic involvement and, ultimately, to their achievement.

Expectations for student performance are often shaped by stereotypical assessments based on race/ethnicity, socioeconomic status, gender, family structure, language, immigrant status, religion, transience, sexual orientation, and other contextually significant social characteristics (Bourdieu & Passeron, 1990; deMarrais & LeCompte, 1999; McLeod, 1987; Ogbu, 1983; Paley, 1979; Riordan, 1997; Willis, 1981). Hence, teachers sometimes may anticipate that, for instance, white middle-class boys will perform better academically than working-class Latinas (Schwartz, 2001b). This is not to blame teachers for holding differential expectations; rather, such expectations are endemic to our stratified society (c.f., Rose, 1990; Takaki, 1987). Nonetheless, American education also seeks to nurture meaningful democratic involvement through equal opportunity to all citizens, and in this regard, differential expectations based on social and economic characteristics run counter to such ideals.

In sum, the literature on school improvement suggests that the capacity for undertaking improvement efforts successfully may be informed by coherent school structures, constructive teacher practices, and positive teacher perceptions of their own efficacy and that of their students. Sufficient planning time and technical resources, a coordinated instructional program, teacher commitment to educating diverse students, and collective professional efficacy are among those characteristics the literature proposes to be linked with the likelihood that schools may be able to pursue improvement strategies effectively. However, few education researchers have attempted to devise a comprehensive, psychometrically sound measure of school capacity for improvement. The Measure of School Capacity for Improvement (MSCI) represents one attempt to define and operationalize the concept.

Chapter 4

History and Development of the Measure of School Capacity for Improvement (MSCI)

History and Development of the Measure of School Capacity for Improvement (MSCI)

School Capacity Assessment—Pilot Version

In the spring of 2002, Edvantia (at the time, AEL) staff members developed a pilot version of the School Capacity Assessment (SCA), an instrument to assess the degree to which schools possess the potential to become high-performing learning communities.

The pilot version of the SCA was developed in response to the paucity of definition, operationalization, and assessment of school capacity in the education research and evaluation literature. It was intended for administration to K-12 school professional staff. Data from administration of the survey were to assist school staff in ascertaining how well positioned their schools were to begin the development of a high-performing learning community. In addition, subscale data would allow staff to identify dimensions of capacity in need of further development in their schools. The instrument was intended for diagnostic use—for instance, at the beginning of school reform efforts. It also was intended for administration and analysis over the course of school improvement undertakings.

The SCA was a 99-item, machine scannable, four-page instrument. Response options to the items were forced-choice, using a scale of 1, representing *strongly disagree*, to 4, meaning *strongly agree*. Subscale items were randomly distributed throughout the instrument so that subscales were not readily apparent to respondents.

Eight subscales, drawn directly from instruments developed for other research endeavors, or resulting from syntheses of research efforts that did not necessarily produce assessment instruments, constituted the survey. Some instruments were available in the public domain, and researchers secured explicit permission to use those that were not publicly available. Three of the subscales addressed school structures, three were designed to assess teacher practices, and two subscales were designed to measure perceptions and attitudes.

Structural Subscales

Program Coherence. Program Coherence was a 12-item subscale measuring “the extent to which the school’s programs for student and staff learning are coordinated, focused on clear learning goals, and sustained over a period of time” (Newmann et al., 2001, p. 6). The Program Coherence subscale on the SCA was an adaptation of items from a survey of professional development to build school capacity. In addition, Edvantia staff added several other items. Newmann et al. (2001) provided no reliability or validity analyses, although their study seems to confirm that program coherence constitutes a critical component of school capacity for improvement.

Technical Resources. Next was a 7-item subscale evaluating the availability to faculty of working equipment, technology, instructional materials, facilities, and professional resource materials, such as journals (Newmann et al., 2001). As with the Program Coherence subscale, the Technical Resources subscale was an adaptation of survey items developed by Newmann et al. (2001). Some items were used verbatim, others were modified, and still others were developed by Edvantia staff to extend and elaborate on the concept assessed by the subscale. Reliability and validity information about the items was not available.

Time for Planning. The third structural subscale was a 5-item subscale assessing the extent to which school staff have sufficient dedicated time for planning and teaching (Abdal-Haqq, 1996; Lashway, 1998). Time for Planning subscale items were developed by Edvantia staff to evaluate the extent to which professional staff were provided enough time for within-grade and across-grade planning and for appropriate professional development.

Teacher Practice Subscales

Deprivatized Practice. Deprivatized Practice was a 7-item subscale assessing “the frequency with which teachers observe each other’s classes to critique colleagues’ teaching and provide meaningful feedback; it also measures the frequency of constructive reviews from supervisors” (Louis, Marks, & Kruse, 1996, p. 769). The 7-item Deprivatized Practice subscale was a closed-response option adaptation by Meehan and Cowley (1998) to the original open-ended questionnaire developed by Louis et al. (1996). Although the 1998 administration of the adaptation by Meehan and Cowley indicated that the subscale possessed less than ideal reliability, with Cronbach’s alphas ranging between .65 and .69, a later administration by Nilsen (1999) revealed the scale to be more reliable, with an alpha of .84.

Equitable Practice. Equitable Practice was a 38-item subscale measuring the degree to which faculty understand diversity and engage in classroom practices that equitably support the learning of all students (deMarrais & LeCompte, 1999; Pohan & Aguilar, 2001; Sadker & Sadker, 1994; University of Minnesota, Diversity Work Group, 2002). The Equitable Practice subscale of the pilot version of the SCA was developed by Edvantia staff using the research literature cited above as a catalyst. Items were constructed to account for a variety of equitable practices, including racially/ethnically and socioeconomically sensitive pedagogy, relevant curriculum, active discouragement of stereotypical comments and behavior, equitable praise, multicultural content, and use of students’ preferred speaking styles to enhance learning.

Differentiated Instruction. The third teacher practice subscale was an 8-item subscale assessing the extent to which faculty adapt their instructional strategies and grouping arrangements to meet the learning needs of diverse students (Baber, 2001; Tomlinson, 1995, 1999a-b, 2000; University of North Carolina, 2001). The Differentiated Instruction subscale developed for the SCA attempted to measure the degree to which school faculty adapt their classroom teaching, grouping, and assessment practices in order to meet the needs of their various students. Edvantia staff constructed items with close attention to the literature cited above.

Perceptual Subscales

Collective Teacher Efficacy. The first perceptual subscale was a 12-item subscale assessing “the extent to which a faculty believes in its conjoint capability to positively influence student learning” (Goddard, 2002, p. 97). Goddard’s revision of his earlier measure of collective teacher efficacy was adopted for inclusion in the pilot version of the SCA. The 12-item revision possessed adequate internal consistency reliability with a Cronbach’s alpha coefficient of .94. Moreover, Goddard’s analysis indicated that the new version was valid; the revised measure correlated highly with the earlier instrument, and multilevel tests of predictive validity showed that the new version is a good predictor of between-school variability in student mathematics achievement.

Expectations for Student Performance. Expectations for Student Performance was a 10-item subscale evaluating the degree to which faculty believe their students are capable of mastering material presented to them and the level at which teachers anticipate their students will perform (Baber, 2001; Bourdieu & Passeron, 1990; deMarrais & LeCompte, 1999; McLeod, 1987; Ogbu, 1983; Paley, 1979; Riordan, 1997; University of North Carolina, 2001; Willis, 1981). The Expectations for Student Performance subscale evaluated the degree to which teachers expect their students to be capable of mastering material presented to them during the academic year. It also assessed the level at which teachers believe their students would perform compared to their peers. Items were developed by Edvantia staff following a review of the literature on the impact of teacher expectations on student performance.

The Collective Teacher Efficacy and Deprivatized Practice subscales had been validated previously. The remaining subscales were pilot tested in an effort to establish their validity and reliability.

SCA Pilot Test Results

A pilot test of the SCA instrument was conducted during the summer of 2002 (Howley & Riffle, 2002). The purpose of the pilot test was to begin an exploration of the instrument’s subscales and statistical properties. Edvantia staff wanted to discover the correlations between items intended to constitute distinct subscales and assess discrete concepts and to delete items not highly correlated with others in their respective subscales. In other words, Edvantia staff sought data reduction, because the 99-item instrument was cumbersome. Staff also were interested in the degree to which subscales were reliable.

The SCA was administered to 453 participants from school districts with histories of social, economic, and political struggle, as well as depressed student achievement, in an effort to establish the psychometric properties of the instrument and its subscales. Response options to the items were forced choice, using a four-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). Subscale items were randomly distributed throughout the instrument.

Pilot test results suggested that the SCA held some promise for assessing school capacity for improvement. As would be expected given the sample of low-performing schools, item and subscale means were relatively low and negatively skewed. Overall, the instrument was internally consistent (Cronbach's alpha = .97), and most of the subscales possessed sufficient internal consistency reliability (range .69 to .97). Exploratory factor analyses confirmed most scales, but differentiated the Equitable Practice subscale into the Anti-Discriminatory Teaching and Responsive Pedagogy subscales. Items within each were moderately to highly correlated. Moreover, correlations between the subscales were moderate to very high; subscales that assess structural conditions were highly correlated with one another, as were those that evaluated practice and attitudinal stances. These findings suggested that the overall instrument effectively assessed both structural and practice/attitudinal stances and that, although the subscales were interrelated, they remained distinct measures. Moreover, the SCA appeared to identify struggling schools, although it was not clear whether the instrument was also capable of identifying schools with a great degree of capacity for improvement.

Based on the pilot test, the SCA was revised to eliminate redundant and poorly worded items. The Equitable Practice subscale was also divided into the two subscales discerned by the exploratory factor analysis: one focused on anti-discriminatory teaching, and one focused on responsive pedagogy. The instrument was renamed the Measure of School Capacity for Improvement (MSCI) to reflect more accurately the nature of the assessment.

Measure of School Capacity for Improvement—Early Field Test

A first field test of the revised and renamed instrument was conducted in the spring of 2003, and the results were reported by Riffle, Howley, and Ermolov (2004). The purpose of the field test was to assess the psychometric properties of the revised 64-item instrument with a larger number of respondents than participated in the pilot test of the SCA. This early field test was designed to assess internal consistency reliabilities, test-retest (stability) reliabilities, concurrent validity with another instrument measuring similar constructs (Continuous School Improvement Questionnaire [CSIQ]¹), and construct validity via factor analyses.

A total of 1,274 professional staff in 35 schools (12 elementary, 10 middle, and 13 high schools) in six school districts in a southeastern state completed the Measure of School Capacity for Improvement (MSCI) in the spring of 2003. The majority ($n = 912$) were regular classroom teachers, and other role groups were as follows: special education teacher ($n = 110$), counselor ($n = 43$), principal/assistant principal ($n = 39$), librarian/media specialist ($n = 25$), and other ($n = 107$). Almost three fourths of the respondents were female ($n = 885$) and more than half classified themselves as Black or African American. A total of 174 professional staff representing schools (3 elementary, 2 middle, and 2 high schools) from

¹ The CSIQ is a 70-item, seven subscale instrument that measures the extent to which a school is a high-performing, continuously improving learning community. The MSCI assesses a related but different construct—the extent to which a school is prepared to undertake improvement initiatives successfully. For more information about the CSIQ, see Meehan, Cowley, Craig, Balow, and Childers (2002).

three districts completed the survey twice for test-retest purposes. The time between administrations was two to three weeks.

Results from the first field test of the MSCCI were encouraging in terms of the refinement of the instrument (Riffle, Howley, & Ermolov, 2004). For example, the total instrument score for this administration was internally consistent, with a Cronbach's alpha of .97. Also, the subscales in the MSCCI were internally consistent, with alphas ranging from .79 up to .91. The test-retest (stability) reliability for the total instrument score was .87, while the subscales ranged from .68 through the .70s to .86. Factor analysis with oblique rotation showed six fairly robust factors accounting for 45% of the total variance. Two other factors were rather weak. The six factors were named: Collective Professional Capacity, Peer Reviewed Practice, Equitable Practice, Technical Resources, Program Coherence, and Differentiated Instruction. It was of interest that all the items from the original Expectations for Student Performance subscale loaded on the Collective Professional Capacity subscale in this administration. Also, all the items designed to assess responsive pedagogy and one other item loaded onto a separate factor. In the SCA, these items originally were part of a larger scale labeled "Equitable Practice." Therefore, that original scale name was applied to this new subscale for this administration of the MSCCI. In terms of concurrent validity, the correlation of the total MSCCI score with the total CSIQ score was .68, with the former instrument accounting for 47% of the variance in the latter (Riffle, Howley, & Ermolov, 2004).

Results of the first field test of the MSCCI suggested that 58 of the original items composed six subscales that demonstrated a high degree of internal consistency, were stable over time, and were correlated with a measure of successful engagement in continuous school improvement (Riffle, Howley, & Ermolov, 2004). However, the developers identified two areas of the MSCCI that needed improvement. First, all the development and testing of the instrument had been with low-performing schools. Developers suggested that the instrument should be tested with schools not at the low end of the performance continuum. Second, they suggested that the four-point Likert-type response options may not have generated enough variance to distinguish between low- and high-performing schools. The developers recommended offering a wider range of response options—perhaps up to six points—in a subsequent test of the instrument.

MSCCI—Second Field Test

The major purpose of the second field test of the MSCCI, reported by Copley, Meehan, Howley, and Hughes (2005), was to assess the psychometric properties of the refined version with a larger, more diverse group of respondents. The first objective of this field test was to expand the four-point Likert-type response scale to six points in order to yield more variance in responses. The second objective was to secure a larger and more diverse group of respondents to complete the six-response option version of the same 64 items employed in the first field test. The third objective was to analyze the responses from the second field test to explore the psychometric properties of the instrument (e.g., internal consistency reliability, test-retest reliability, construct validity, correlations among scales). The fourth objective was to compare the results of the first field test with those of the second field test, and the fifth

objective was to make recommendations for the next steps with the MSCI based on those field test comparisons.

A total of 2,357 professional staff representing 59 schools (22 elementary, 21 middle, 12 high, and 4 middle/high schools) from 19 school districts completed the survey for the second field test. The majority of respondents ($n = 1670$) were regular classroom teachers, with the remaining respondents categorizing themselves as special education teachers ($n = 251$), principal/assistant principal ($n = 75$), counselor ($n = 65$), librarian/media specialist ($n = 41$), and other ($n = 166$). Almost three fourths of the respondents were female ($n = 1,680$), and more than half of the respondents classified themselves as White ($n = 1,324$). A total of 284 professional staff representing eight schools (3 elementary, 3 middle, and 2 high schools) from six districts completed the survey again (over a two to three week period) for test-retest purposes.

Internal consistency reliability estimates (Cronbach's alpha coefficients) of the total MSCI and its original eight subscales in this administration showed that the total MSCI ($\alpha = .97$) and its subscales had a high degree of internal consistency, with subscale alphas ranging from .80 to .93. The correlation between total MSCI scores on the two administrations of the survey during 2004 was .88 based on 197 respondents who completed all items. Correlations by subscale mean scores from the two administrations also were rather high, ranging from .74 to .83. Thus, participants' responses on the two tests appeared to remain stable over time, thereby demonstrating adequate test-retest reliability.

Factor analysis using principal component analysis with oblique rotation initially revealed 17 factors with eigenvalues greater than 1.00 with 67.1% of the total variance explained after rotation. Only 12 factors, however, accounted for the variance, and 3 of those 12 factors contained two items or fewer. A second factor analysis was conducted using the same method and specifying the extraction of eight factors. These eight factors, with rotated factor/structure coefficients ranging from .30 to .92, explained 60.2% of the variance and appeared to be fairly robust.

Upon further review of the factor analysis, staff noted that one of the factors consisted of only three items with factor/structure coefficients ranging from .35 to .69. Although this factor had an eigenvalue of 1.92, it accounted for only 2% of the total variance and had a Cronbach's alpha of .25. Therefore, this factor and the three items composing it were excluded from further analyses. One additional survey item was also excluded from further analysis because it was not associated with any of the factors. Thus, the second factor analysis specifying eight factors revealed that 60 items were associated with seven strong factors. The factors were named Collective Professional Capacity, Peer Reviewed Practice, Equitable Practice, Time for Planning, Technical Resources, Program Coherence, and Expectations for Student Performance. The correlations among the seven subscales ranged from .28 to .80 and, as expected, each of the subscales correlated significantly with the total MSCI score ranging from .61 to .91.

Comparison of 2003 and 2004 MSCI Field Test Findings

The internal consistency reliability between the 2003 (early field test) and 2004 (second field test) total MSCI administrations was quite stable; each year the Cronbach's alpha coefficient was .97. When 2003 and 2004 scores were correlated using Cronbach's alpha, the coefficient was .86. Reliability scores for the 2004 administration were good, and increases in reliability were not unexpected because the instrument was revised to include an expanded six-option response scale and the number of respondents increased by more than 1,000 people from the 2003 to the 2004 administration.

Comparison of Construct Validity from 2003 to 2004

The construct validity was very similar for the 2003 and 2004 administrations of the MSCI. In 2003, a factor analysis specifying the extraction of eight factors revealed six robust subscales, while seven robust factors were revealed by a similar analysis in 2004. Five of the subscales retained the same names between the two administrations; only Differentiated Instruction was not a named subscale in 2004. The new subscales in 2004, which were not named in 2003, were Time for Planning and Expectations for Student Performance. However, although five factors were given similar names, many of the factors were quite different in terms of substance. Six items were dropped from further analysis in 2003 because they were not associated strongly with one of the six remaining factors. In 2004, only four items were dropped from further analysis.

Summary Conclusions from the Field Tests

In summary, the MSCI is a highly reliable survey for measuring a school staff's capacity for improvement. For the two field test administrations of the MSCI in 2003 and 2004, the Cronbach's alpha for the total score was .97. The survey was designed for eight subscales with eight items each, but in two administrations (2003 and 2004) that was not revealed to be the case. In 2003, a factor analysis revealed only six viable factors, while seven viable factors were revealed in 2004. In the 2003 administration, only 45% of the total variance was accounted for by the six viable factors. In the 2004 administration, however, the seven factors accounted for 60.2% of the total variance. The survey was much improved in 2004 by changing the response scale from four options to six options, increasing the sample size by more than 1,000 people, and increasing heterogeneity of the respondent sample.

Recommendations Based on Field Test Findings

Edvantia researchers (Copley, Meehan, Howley, & Hughes, 2005) made three primary recommendations based on the results of the second field test of the MSCI. First, although it shows promise as an instrument to aid schools in their improvement efforts, the MSCI needs to be tested with a more representative sample of schools than those participating in the field tests. All schools participating in those studies had been identified by their state departments of education as "low performing." Thus, researchers recommended that the instrument developers administer the MSCI to a large group of schools at all levels of performance and conduct another factor analysis based on the data from the more

representative, larger sample of participants. Second, Copley and colleagues suggested that after the factor analysis has been conducted and a final set of subscales determined, researchers need to establish norms for various groupings of schools for both the subscales and the overall MSCI scores. Third, the researchers recommended a user manual and technical report for the instrument should be developed and disseminated to appropriate audiences. This manual and report should contain all the information that subsequent users and other researchers need to decide whether to employ the MSCI in their schools or their research studies.

Chapter 5

Norming the Measure of School Capacity for Improvement (MSCI)

Norming the Measure of School Capacity for Improvement (MSCI)

Initial testing of the MSCI indicated that the instrument showed promise as a measure of capacity for improvement in schools. According to Riffle, Howley, and Ermolov (2004), the field tests demonstrated that the instrument holds potential as a means for differentiating schools with the resources, practices, and proclivities to undertake serious improvement initiatives from schools that might be better served by focusing their energies first on addressing potential problems or areas of concern assessed by the MSCI subscales. However, with each test of the instrument, slightly different results were observed with respect to the underlying factors. Further, in all pilot and field test administrations, the instrument was administered exclusively to low-performing schools. Thus, researchers recommended further testing with schools that better represented the entire population of public schools (i.e., schools at all levels of performance—low, moderate, and high). This testing would help to identify correctly the underlying factors and establish norms for different groups based on relevant characteristics. Researchers decided to undertake a large-scale study with a broad sample of schools to accomplish these goals.

Purpose and Objectives

The norming study had four objectives. First, Edvantia researchers aimed to administer the instrument to a large sample of schools that represented a variety of grade levels, locales, sizes, and performance levels. Second, instrument developers wanted to establish construct validity by discovering and defining the scales underlying the instrument. Third, the research team proposed to establish norms for various groups of schools based on relevant characteristics such as grade level, size, and locale (e.g., urban, rural). Finally, the MSCI development team proposed to design this user manual and technical report to describe the instrument's history, development, properties, and potential uses.

To achieve these objectives, Edvantia researchers undertook a large-scale project, national in scope, to administer the MSCI to a wide variety of schools. This section of the manual describes the norming study conducted during 2004 and 2005.

Methods

Instrument

The 64-item, six-response-option version of the MSCI was employed in this norming study. The reader is reminded that development of the MSCI followed from the company's work on a project to develop school capacity. Edvantia staff recognized the need to operationalize and define school capacity for improvement and so developed the SCA, revisions to which resulted in the first version of the MSCI. As a result of the early field test, the instrument's response scale was revised to include six response options, rather than the original four. The version of the MSCI used in this norming study

remained unchanged from that used in the second field test (i.e., the instrument contained 64 items with six response options).

The MSCI is administered to K-12 school professional staff and assesses staff members' perceptions of their school's preparation and position to undertake school reform efforts. The 64-item instrument takes up to 25 minutes for participants to complete and requires no advance preparation. Participants are asked to respond to the items using a six-point, Likert-type scale. For 31 items, participants are asked to rate the extent to which the item is true for their school from 1 (*not at all true*) to 6 (*completely true*). For the remaining 33 items, participants are asked to rate how often each item is true for their school from 1 (*never true*) to 6 (*always true*). Several items pertaining to participant demographic characteristics conclude the instrument. The MSCI is formatted for machine scoring (e.g., scannable data entry).

Data Collection

During the fall of 2004, Edvantia research staff solicited participation in the norming study via a number of outreach initiatives. Professional contacts in two states were called to ascertain whether schools with which they had contact would be willing to participate. Letters of invitation were sent to district or division superintendents in two other states. Additionally, notifications were posted on the company's Web site and in its quarterly newsletter, *The Link*, asking for participation from schools across the United States. Edvantia researchers communicated with interested schools and districts to coordinate administration and data collection at the school level.

The solicitation efforts yielded a total of nearly 300 schools interested in participating in the study. Edvantia staff sent each school or district a packet containing administration materials: a sufficient number of instrument forms for the professional staff at the school; cover letters explaining the purpose of the research, administration instructions, and information concerning protections for participants; and postage-paid return envelopes. School or district personnel agreed to administer the MSCI and return the completed instruments to Edvantia offices in Charleston, West Virginia. Edvantia staff members requested that the MSCI be administered to all professional staff in a group setting (e.g., faculty meeting). However, if that was not feasible for a school, staff requested that the instruments be distributed to individuals along with instructions for returning the completed questionnaires to a central collection point.

In some cases, an external school improvement facilitator coordinated the administration and returned the completed instruments to Edvantia offices. Reminder letters were sent to some schools that had not responded by March 31, 2005, reminding them of the study, their agreement to participate, and the deadline for data collection. In all, 288 schools from 87 districts in eight states returned MSCI data (hereafter labeled "full sample"). In return for participation in the norming study, each school received a complimentary school profile that outlined the professional staff's perception of the school's capacity for improvement in the eight subscale areas.

As completed MSCIs were returned, Edvantia staff entered the data into electronic databases via machine scanning, cleaned the databases, and generated the complimentary school profiles. Data from all participating schools were then merged into one master data file. School response rates were examined, and schools demonstrating a response rate of 59% or lower were excluded from additional analyses. Likewise, vocational or technical schools ($n = 3$) and PK-12 schools ($n = 4$) were excluded from additional analyses because their unique structures and the low number of each did not warrant continued inclusion in normative analyses. Thus, in the final norming sample, there were 210 schools from 80 districts in eight states (hereafter labeled “final norming sample”).

Sample/Respondents

The full sample of schools that participated in the MSCI norming study included 288 schools representing 87 districts or divisions in eight states. In all, 9,081 professional staff completed and returned MSCI questionnaires. The number of professional staff at each of the 288 schools ranged from 11 to 156, and the number of students per school ranged from 51 to 2,081. Staff response rates (i.e., the percentage of staff at each school responding to the survey) ranged from 10.71% to 100%. Tables 1, 2, 3, and 4 display the number of the schools and respondents in the full sample based on various school characteristics (e.g., location, level).

Table 1: Number of Schools and Respondents in Full Sample by State

State	<i>N</i> (schools)	<i>N</i> (respondents)
Kentucky	38	1,259
Minnesota	4	188
North Carolina	1	23
Oklahoma	1	24
Tennessee	71	3,110
Virginia	35	1,114
Washington	1	70
West Virginia	137	3,293
Total	288	9,081

Table 2: Number of Schools and Respondents in Full Sample by School Level

School Level	N (schools)	N (respondents)
Elementary	153	3,936
Middle	70	2,218
High	48	2,607
Middle/High	10	192
PK-12	4	74
Vocational or Technical	3	54
Total	288	9,081

Table 3: Number of Schools and Respondents in Full Sample by School Size

Size	# of Students	N (schools)	N (respondents)
Very Small	1 - 99	3	45
Small	100 - 299	78	1,250
Medium	300 - 749	153	4,675
Large	750 - 1,499	43	2,420
Very Large	1,500 +	8	637
Total		285	9,027

Note. School size was categorized based on student population size categories established by NCES (2002). The number of students at each school was retrieved from the NCES Common Core of Data (CCD).

Note. Vocational and technical schools were listed in the NCES CCD as having 0 students; therefore, those schools are not included in these tallies.

Table 4: Number of Schools and Respondents in Full Sample by School Locale

Locale Code	N (schools)	N (respondents)
1 (Large city)	24	776
2 (Midsize city)	45	1,405
3 (Urban fringe of large city)	26	926
4 (Urban fringe of midsize city)	32	1,130
5 (Large town)	2	70
6 (Small town)	53	1,595
7 (Rural, outside MSA)	62	1,881
8 (Rural, inside MSA)	44	1,298
Total	288	9,081

Note. Locale codes for all schools were obtained from the NCES CCD.

Selection criteria for the final norming sample were applied to the full sample of responding schools. To be selected into the sample, the professional staff at a school needed to demonstrate a 60% or better rate of response. Further, Edvantia researchers believed it would be inappropriate to include a small number of schools with unique or

unusual formats in the final norming sample. Thus, vocational schools and schools serving all grades PK–12 were not included in the final norming sample. In all, 78 schools did not meet the norming selection criteria and were excluded from further analyses.

The final norming sample consisted of 210 schools representing 80 districts or divisions in eight states. A total of 7,601 professional staff were represented in this sample. The number of professional staff members per school ranged from 11 to 146, and the number of students per school ranged from 105 to 2,801. Tables 5, 6, 7, and 8 display the numbers of schools and respondents in the final norming sample based on various school characteristics (e.g., location, level). All further discussion of participants references the final norming sample.

Table 5: Number of Schools and Respondents in Final Norming Sample by State

State	<i>N</i> (schools)	<i>N</i> (respondents)
Kentucky	30	1,108
Minnesota	3	149
North Carolina	1	23
Oklahoma	1	24
Tennessee	62	2,945
Virginia	26	849
Washington	1	70
West Virginia	86	2,433
Total	210	7,601

Table 6: Number of Schools and Respondents in Final Norming Sample by School Level

School Level	<i>N</i> (schools)	<i>N</i> (respondents)
Elementary	112	3,271
Middle	53	1,871
High	39	2,292
Middle/High	6	167
PK-12	<i>Excluded</i>	<i>Excluded</i>
Vocational or Technical	<i>Excluded</i>	<i>Excluded</i>
Total	210	7,601

Table 7: Number of Schools and Respondents in Final Norming Sample by School Size

Size	# of Students	N (schools)	N (respondents)
Very Small	1 - 99	0	0
Small	100 - 299	49	912
Medium	300 - 749	117	3,910
Large	750 - 1,499	37	2,206
Very Large	1,500 +	7	573
Total		210	7,601

Note. School size was categorized based on student population size categories established by NCES (2002). The number of students at each school was retrieved from the NCES Common Core of Data (CCD).

Table 8: Number of Schools and Respondents in Final Norming Sample by School Locale

Locale Code	N (schools)	N (respondents)
1 (Large city)	19	673
2 (Midsize city)	25	1,062
3 (Urban fringe of large city)	18	762
4 (Urban fringe of midsize city)	25	1,000
5 (Large town)	1	46
6 (Small town)	44	1,386
7 (Rural, outside MSA)	52	1,692
8 (Rural, inside MSA)	26	980
Total	210	7,601

Note. Locale codes for all schools were obtained from the NCES CCD.

The professional staff members who responded to the survey were primarily women (76%, compared to 24% men). The predominant ethnicity among those responding to that item ($n = 7,354$) was White (87%; see Table 9). The majority of respondents were regular classroom teachers (71%); Table 10 displays respondents' roles in their schools. About 42% of respondents indicated they had a bachelor's degree, with some of those respondents indicating that they had additional college credits. Of respondents, 54% indicated having a master's degree, a master's plus 15, or a master's plus 30 or more hours of additional credits. Approximately 4% of the sample indicated some other level of education; see Table 11.

Table 9: Ethnicities of Respondents in Final Norming Sample ($N = 7,354$)

Ethnicity	<i>n</i>	%
American Indian or Alaska Native	37	0.5
Asian	11	0.1
Black or African American	754	10.3
Hispanic or Latino/a	45	0.6
Native Hawaiian or other Pacific Islander	7	0.1
White	6,361	86.5
Other	139	1.9

Table 10: Roles of Respondents in Final Norming Sample ($N = 7,422$)

Role	<i>n</i>	%
Counselor	183	2.5
Librarian/Media Specialist	165	2.2
Principal/Assistant Principal	237	3.2
Regular Classroom Teacher	5,256	70.8
Special Education Teacher	864	11.6
Other	717	9.7

Table 11: Education Level of Respondents in Final Norming Sample ($N = 7,422$)

Education Level	<i>n</i>	%
Bachelor's	1,532	20.6
Bachelor's + 15	937	12.6
Bachelor's + 30 or more	629	8.5
Master's	1,707	23.0
Master's + 15	593	8.0
Master's + 30 or more	1,710	23.0
Education Specialist	134	1.8
Doctorate	59	0.8
Other	121	1.6

Respondents were asked to indicate the number of years they had taught or worked at any school as well as the number of years they had taught or worked at their current schools and in their current districts. Respondents had been working in any school for an average of 15.52 years ($SD = 10.55$); they reported working at their current school for an average of 8.62 years ($SD = 8.32$). Respondents in the final norming sample had been working in their current districts for 12.64 years on average ($SD = 10.32$).

About 26% of respondents indicated that they had been working in *any* school for 25 or more years. However, only 8% of respondents indicated that they had been working at their *current* schools for 25 or more years. A majority of respondents (57%) indicated

that they had been teaching or working at their current schools for 1 to 6 years. Approximately 41% of respondents indicated working in their current school districts for the same length of time (1 to 6 years), and 18% indicated that they had been working in their current districts for 25 or more years. See Table 12 for additional information.

Table 12: Respondents' Years Taught in Any School, Current School, and Current District

Years Taught	Any School (<i>N</i> = 7,368)		Current School (<i>N</i> = 7,349)		Current District (<i>N</i> = 7,344)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	7	0.1	18	0.2	14	0.2
1-3	1,005	13.6	2,549	34.7	1,747	23.8
4-6	989	13.4	1,576	21.4	1,213	16.5
7-9	751	10.2	733	10.0	687	9.4
10-12	668	9.1	658	9.0	591	8.0
13-15	577	7.8	467	6.4	473	6.4
16-18	520	7.1	316	4.3	437	6.0
19-21	530	7.2	283	3.9	486	6.6
22-24	435	5.9	186	2.5	342	4.7
25+	1,886	25.6	563	7.7	1,354	18.4

Respondents who taught students were also asked to indicate the number of years they had taught their current subjects and their current grades. Teachers in the final norming sample had taught their current subjects for a mean of 11.81 years ($SD = 9.74$) and had taught in their current grades for a mean of 9.97 years ($SD = 9.01$). Just more than 41% of respondents had been teaching their current subjects for 1 to 6 years, and 49% had been teaching their current grades from 1 to 6 years. Table 13 presents more information about respondents' years teaching their current subjects and grades.

Table 13: Respondents' Years Teaching Current Subject and Current Grade

Years Taught	Current Subject (<i>N</i> = 6,754)		Current Grade (<i>N</i> = 6,699)	
	<i>n</i>	%	<i>n</i>	%
0	14	0.2	18	0.3
1-3	1,597	23.6	2,016	30.1
4-6	1,195	17.7	1,278	19.1
7-9	713	10.6	730	10.9
10-12	637	9.4	617	9.2
13-15	490	7.3	440	6.6
16-18	424	6.3	361	5.4
19-21	398	5.9	320	4.8
22-24	275	4.1	219	3.3
25+	1,011	15.0	700	10.4

Finally, respondents were asked to provide information about which grades and subjects they currently taught as well as information about their certifications, as applicable. Tables 14 and 15 present details concerning the numbers of respondents teaching each subject and grade and the numbers of teachers certified to teach each subject and grade.

Table 14: Number of Respondents Teaching and Certified to Teach in Subject Areas

Subject	Currently Teach		Certified to Teach	
	<i>N</i>	%	<i>N</i>	%
Not applicable	477	6.3	--	--
I teach all subjects	1,354	17.9	1,966	25.9
Title I	198	2.6	347	4.6
Art	260	3.4	326	4.3
English	1,102	14.5	1,391	18.3
Geography	439	5.8	733	9.6
History	599	7.9	965	12.7
Math	1,437	18.9	1,516	19.9
Music	238	3.1	359	4.7
Physical Education/Health	388	5.1	629	8.3
Reading/Language Arts	1,358	17.9	1,492	19.6
Science	1,077	14.2	1,349	17.7
Social Studies	906	11.9	1,340	17.6
Other	1,341	17.7	1,490	19.6

Note. Some respondents indicated teaching and/or being certified in more than one subject area. Thus, frequencies may add up to more than 7,601 (the total number of respondents).

Table 15: Number of Respondents Teaching and Certified to Teach Grade Levels

Grade	Currently Teach		Certified to Teach	
	<i>N</i>	%	<i>N</i>	%
Not applicable	485	6.4	--	--
Pre kindergarten	280	3.7	887	11.7
Kindergarten	832	10.9	2,580	33.9
1	956	12.6	3,228	42.5
2	956	12.6	3,225	42.4
3	970	12.8	3,192	42.0
4	950	12.5	3,204	42.2
5	1,032	13.6	3,473	45.7
6	1,135	14.9	3,580	47.1
7	1,268	16.7	3,748	49.3
8	1,273	16.7	3,754	49.4
9	1,595	21.0	3,257	42.8
10	1,685	22.2	3,103	40.8
11	1,653	21.7	3,066	40.3
12	1,611	21.2	3,069	40.4

Note. Some respondents indicated teaching and/or having certification in more than one grade level. Thus, frequencies may add up to more than 7,601 (the total number of respondents).

The demographics of the final norming sample indicate that it is fairly representative in terms of both school characteristics and respondent characteristics. Thus, the sample was deemed appropriate for conducting further analyses of the MSCI. Additionally, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy in the SPSS statistical software, performed to determine whether or not a sample for a factor analysis is satisfactory, indicated that the final norming sample was “marvelous” (KMO = .98). This analysis, like the factor analyses, was based on data at the individual respondent level.

Analyses

School Profiles. As an incentive for participation in the project, each responding school received a complimentary profile outlining the professional staff members’ perceptions of the school’s capacity to improve in each of the eight hypothesized subscales (i.e., Collective Professional Capacity, Peer Reviewed Practice, Program Coherence, Technical Resources, Anti-Discriminatory Teaching, Responsive Pedagogy, Differentiated Instruction, Expectations for Student Performance). School profiles were created by averaging the staff responses for all items thought to compose a subscale and reporting the mean as the school’s MSCI score for that scale. School profiles were generated and sent to schools throughout the norming study period.

Factor Analysis. To determine what factors the MSCI comprises and thereby assess the construct validity of the instrument, researchers performed factor analyses, utilizing SPSS software, version 11.5. Principal components factor analysis using varimax rotation was used, basing rotations on the correlation matrix. The first factor analysis specified that factors with eigenvalues greater than 1.00 should be extracted; no specifications about the number of factors to be extracted were made. Then, based on the assumption that eight factors underlie the instrument, researchers conducted an additional factor analysis specifying the extraction of eight factors. All factor analyses were performed on individual respondent-level data. Correlations were computed to determine relationships among the final MSCI subscales.

Reliability Analysis. To investigate the internal consistency reliability of the instrument for this administration, researchers calculated Cronbach's alpha for the mean scores on the total instrument as well as for all subscales that emerged during the factor analysis. Analyses of internal consistency reliability were conducted both at the individual respondent level and at the aggregated school level. For the school level reliability analyses, researchers used an aggregating function in SPSS to combine all individual cases for each school into one school-level case. Test-retest reliability and concurrent validity with the CSIQ were established in prior field tests of the instrument.

Normative Analyses. Norms were calculated for various groups of schools based on relevant characteristics (e.g., grade levels, size, locale). Normative statistics included frequencies, means, and standard deviations for each scale and for the total MSCI mean score. All statistics were calculated at both the individual respondent level and the aggregated school level. In addition to calculating these normative statistics, researchers created percentile conversion charts for each grouping of schools to allow school staff to compare their capacity for improvement to that of other, similar schools.

Chapter 6

Instrument Properties of the Measure of School Capacity for Improvement (MSCI)

Instrument Properties of the Measure of School Capacity for Improvement (MSCI)

Factor Analysis

Researchers performed two factor analyses, using principal component analysis with varimax rotation, to determine the underlying factors of the MSCI. The first factor analysis did not set restrictions about the specific number of factors to be extracted but rather specified that factors with eigenvalues greater than 1.00 be identified. The initial factor analysis revealed nine factors with eigenvalues greater than 1.00; these nine factors accounted for about 60% of the variance after rotation. Individual factors explained between 13.54% and 2.90% of the variance, and eigenvalues ranged from 8.66 to 1.86.

Based on the literature review, researchers conceptualized eight factors underlying the MSCI. Thus, a second factor analysis was performed specifying the extraction of eight factors. All other parameters for the factor analysis (e.g., rotation method) remained the same. The second factor analysis revealed eight factors that accounted for 58.41% of the variance after rotation. Eigenvalues for individual factors ranged from 8.53 to 1.98, and the percent of variance explained by each individual factor ranged from 13.33 to 3.10. The number of items loading on each factor ranged from 15 to two.

Factor/structure coefficients are correlations between scores of individual items and factors. Coefficients close to 1.00 indicate that an item is strongly related to the factor on which it is said to “load” and contributes importantly to the composition of the factor. As the coefficients approach 0, their relationship to the factor diminishes. Generally, only coefficients of 0.30 or greater are reported. The most desirable outcome is for an item to load on one and only one factor, or to have a high coefficient for one factor and low (< .30) coefficients on other factors. Occasionally, however, items may “load” onto more than one factor. In these instances, researchers must examine the factor coefficients, the individual items, and the composition of the various factors on which the items load (or “cross-load” as it is sometimes called). Generally, researchers will assign the item to the factor with which it is most strongly associated (i.e., has the highest coefficient).

Table 16 presents the rotated factor/structure coefficients for the MSCI in the most current factor analysis. Because reporting full factor loading matrices can be cumbersome and require a great deal of space, Table 16 condenses the information. The item number column indicates the order in which the item was assigned to the factor. Items that are strongly associated with an underlying factor (i.e., possess high coefficients for that factor) are generally among the first to be assigned to the factor. The reader should also note that factors are extracted in order of greatest variance accounted for by the items comprising the factor. Thus, Factor 1 in Table 16 accounts for more total variance than Factor 8. Discussion of the variance explained by each factor follows.

Table 16: Rotated Factor/Structure Coefficient Matrix for the MSCI

Item #	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
1	.713	.796	.681	.596	.813	.621	.744	.716
2	.704	.783	.650	.580	.775	.616	.679	.552
3	.691	.742	.648	.566	.774	.481	.669	
4	.690	.692	.643	.505	.643	.472	.595	
5	.686	.689	.641	.486			.530	
6	.665	.673	.623	.482				
7	.663	.632	.576	.453				
8	.661	.628	.565	.436				
9	.655	.626	.528	.424				
10	.632	.555	.461					
11	.593	.539	.371					
12	.587	.440						
13	.579	.387						
14	.567	.377						
15	.462							

Factor 1, composed of 15 items, accounted for 13.33% of the variance in the MSCI. Factor 2 explained 12.59% of the variance, and Factor 3 accounted for 9.44% of the total variance explained. Factors 4 and 5 accounted for 5.70% and 5.57% respectively. Factors 6, 7, and 8 each accounted for less than 5% of the variance (4.52%, 4.17%, and 3.10% respectively). Thus, the total variance in the MSCI explained by this factor analysis was 58.41%.

Edvantia researchers examined the factors to ensure that all items fit cohesively into one construct. Further, individual items were examined to determine their contribution to the reliability of each factor and to the MSCI as a whole. Based on whether the items fit the construct and contributed to (or detracted from) the reliability of the scale, some items were eliminated from the scales and the instrument.

Because Factor 8 was composed of only two items, researchers determined that the entire factor should be eliminated. Even though the two items have moderate and high coefficients, they are not sufficient to encompass a full construct. Because the two items that compose this factor did not load on any other factor, they were excluded from the MSCI. The fifth item of Factor 7 had an acceptable factor coefficient and seemed to be related to the construct assessed by the other four items in the factor. However, reliability analyses indicated that excluding that item would increase the reliability of Factor 7. Therefore, that item was selected for elimination from the instrument. Finally, the last three items to load on Factor 2 did not fit well with the construct assessed by the other 11 items of the factor, and they either did not load at all or did not load or fit well on other factors. Based on their poor conceptual fit, researchers eliminated these three items. In all, six items were eliminated, reducing the number of items on the MSCI from 64 to 58.

The Final Factors

The factor analysis revealed seven robust factors accounting for 55.31% of the variance in the MSCI. The 64 items were pared down to 58 items that loaded onto one of the seven final factors. Each of the factors consists of items that have both an acceptable statistical fit and appropriate conceptual consistency with the factor. Six of the factors encompass concepts that researchers hypothesized. The factor analysis also revealed one new factor that had not emerged in previous studies of the underlying factors. Each of the seven final factors is discussed.

Factor 1: Equity in Practice. The first factor to emerge from the factor analysis consists of 15 items and accounts for 13.33% of the variance. Factor coefficients ranged from .71 to .46, indicating that all items were strongly associated with the factor. The items constructing the first factor were designed to assess equitable practices in the school. They specifically address responsive pedagogy and antidiscriminatory practices. Because the items essentially concern the creation of an atmosphere of tolerance, cultural awareness, and equity, researchers named the factor *Equity in Practice*.

Factor 2: Expectations for Student Performance. The second factor that was revealed, which accounted for 12.59% of the variance, contains 11 items with factor coefficients ranging from .80 to .54. (The final three items listed in Table 16 were dropped from the factor.) All items were designed to assess staff members' expectations of the students and their beliefs that all students can perform well academically. Because the focus of the items was on faculty beliefs and expectations for students, the factor was named *Expectations for Student Performance*.

Factor 3: Differentiated Instruction. The third factor, composed of 11 items with factor coefficients ranging from .68 to .37, explained 9.44% of the MSCI variance. Items that loaded on this factor all addressed instructional practices and strategies for reaching students of diverse learning needs. Given the items' focus on using or modifying instructional practices to be effective with students of all types, the factor was named *Differentiated Instruction*.

Factor 4: Improvement Program Coherence. The fourth factor revealed by the analyses accounts for 5.70% of the total variance and contains nine items with factor coefficients from .60 to .42. All items pertained to improvement initiatives that a school might undertake. The items primarily focused on the coordination of improvement programs or initiatives with existing initiatives and with school improvement goals. Items also focused on school-level support of and for improvement initiatives. The factor was named *Improvement Program Coherence* because it assesses the extent to which school improvement efforts are coordinated and coherent.

Factor 5: Peer Reviewed Practice. The four items composing the fifth factor possess factor coefficients ranging from .81 to .64 and account for 5.57% of the variance in the MSCI. All items assess the extent to which professional staff in a school observe the work of their colleagues and give or receive relevant feedback about their

performance. The factor was named *Peer Reviewed Practice* due to the items' emphasis on the observation and review by staff of their peers' work.

Factor 6: Coordinated Curriculum. A sixth factor emerged during this factor analysis that had not been observed in previous pilot or field tests. Four items, with factor coefficients ranging from .62 to .47, formed the new factor and accounted for 4.52% of the total variance in the MSCI. These items all addressed the coordination of curriculum within and across grade levels at the school. The factor, therefore, was named *Coordinated Curriculum*.

Factor 7: Technical Resources. The seventh factor to emerge from the factor analysis consists of four items, the factor coefficients of which range from .74 to .60. (The final item listed in Table 16 was dropped from this factor.) This final viable factor accounts for 4.17% of the variance. All items concerned instructional resources and materials, including whether staff possess or have immediate access to adequate materials and resources to achieve instructional objectives. Thus, the factor was named *Technical Resources*.

Relationships among Factors

Edvantia researchers performed correlation analyses to determine the extent to which the seven factors are related to one another and to the total score, which is an item mean score across all MSCI items. Correlations were computed using both the individual respondent level data and the aggregated school level data. All correlations at both levels of analysis were significant at the .01 alpha level for a two-tailed test. Table 17 presents the factor correlations at the individual level, and Table 18 displays the correlations among the factors at the school level of analysis.

**Table 17: Correlations Among the Final Seven MSCI Factors
(Individual-Level Data)**

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Factor 1	--						
Factor 2	.61*	--					
Factor 3	.70*	.80*	--				
Factor 4	.59*	.58*	.63*	--			
Factor 5	.36*	.32*	.38*	.52*	--		
Factor 6	.44*	.48*	.53*	.67*	.46*	--	
Factor 7	.36*	.45*	.47*	.53*	.23*	.49*	--
Total Mean	.83*	.84*	.89*	.83*	.58*	.72*	.61*

* Significant at .01 level (two-tailed).

**Table 18: Correlations Among the Final Seven MSCI Factors
(School-Level Data)**

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Factor 1	--						
Factor 2	.82*	--					
Factor 3	.93*	.90*	--				
Factor 4	.76*	.69*	.79*	--			
Factor 5	.50*	.38*	.49*	.57*	--		
Factor 6	.66*	.60*	.70*	.77*	.61*	--	
Factor 7	.65*	.65*	.71*	.73*	.47*	.63*	--
Total Mean	.91*	.89*	.95*	.86*	.61*	.77*	.78*

* Significant at .01 level (two-tailed).

Reliabilities

The reliability for the overall MSCI and for the seven subscales remained high in this study. Cronbach's alphas were calculated to estimate the internal consistency reliability for the total MSCI mean score and the means for each of the seven subscales in the current administration. Reliabilities were observed to be higher when calculated at the aggregated school level than when calculated at the individual respondent level. However, all reliabilities were high, certainly very acceptable for these measures. See Table 19.

At the individual respondent level, the overall MSCI possessed a highly satisfactory internal consistency reliability (alpha = .97). Reliabilities for each of the seven subscales ranged from .77 for *Coordinated Curriculum* to .94 for both *Expectations for Student Performance* and *Differentiated Instruction*. Table 19 presents the reliabilities for all subscales.

When data were aggregated to the school level, the overall MSCI demonstrated slightly higher internal consistency reliability (alpha = .99). Subscale reliabilities ranged from .88 for one scale (*Coordinated Curriculum*) to .98 for three scales (*Equity in Practice*, *Expectations for Student Performance*, *Differentiated Instruction*). Table 19 also presents the reliabilities for all scales at the aggregated school level.

Table 19: Internal Consistency Reliabilities for MSCI and Subscales

Scale	Number of items	Individual Level	School Level
		Cronbach's α	Cronbach's α
Equity in Practice	15	.93	.98
Expectations for Student Performance	11	.94	.98
Differentiated Instruction	11	.94	.98
Improvement Program Coherence	9	.83	.89
Peer Reviewed Practice	4	.84	.91
Coordinated Curriculum	4	.77	.88
Technical Resources	4	.81	.92
Total MSCI	58	.97	.99

Chapter 7

Normative Information for the Measure of School Capacity for Improvement (MSCI)

Normative Information for the Measure of School Capacity for Improvement (MSCI)

Norms, which are usually the basis for interpreting the results of instruments such as inventories, are popular because they are readily understandable and familiar to those who use inventories. Norms are created by using scores on an instrument to calculate statistics for groups that are representative of larger populations. Groups can be defined on any number of characteristics (e.g., school level, locale, size). Norms for these groups provide a comparison base against which schools (or other entities) can measure their individual results. Norms are generally considered to be credible bases for comparison because they represent the typical results one may expect for any given group.

This portion of the *MSCI User Manual and Technical Report* presents normative information for the MSCI, displayed in tables for ease of use. Table 20 presents overall norms, based on the results of all schools participating in the norming study. Subsequent sections and tables provide norms based on (1) school level, based on grade levels served; (2) school locale, based on locale codes obtained from the NCES CCD; and (3) school size, based on student population (also obtained from the NCES CCD). These groupings of schools were considered carefully in this report in order to provide MSCI users with information about schools similar to their own. Following the presentation of normative statistics for each group, the user will find charts for converting MSCI mean scores into percentiles.

Table 20: Total MSCI and Subscale Normative Descriptive Statistics

Scale	Individual Level ^a			School Level ^b		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	7,585	4.88	0.71	210	4.94	0.29
Expectations for Student Performance	7,561	4.60	0.81	210	4.68	0.43
Differentiated Instruction	7,562	4.58	0.79	210	4.67	0.39
Improvement Program Coherence	7,599	4.35	0.80	210	4.43	0.39
Peer Reviewed Practice	7,554	3.42	1.29	210	3.44	0.44
Coordinated Curriculum	7,592	4.15	1.03	210	4.22	0.51
Technical Resources	7,601	4.36	0.98	210	4.42	0.48
Total MSCI	5,842	4.49	0.67	210	4.56	0.36

^a Individual Level statistics were calculated at the individual respondent level for all respondents in the group of interest.

^b School Level statistics were calculated at the aggregated school level for all schools in the group of interest.

Normative Descriptive Statistics by School Grade Level

Normative descriptive statistics were calculated for schools by school level based on grade levels served. Four school levels emerged among the schools participating in the

MSCI norming study: elementary schools, middle schools, high schools, and middle/high schools.

Elementary Schools. Elementary schools served students in the range of grades from prekindergarten (PK) through Grade 8. Elementary schools had a variety of grade configurations, the most common of which were kindergarten (K) through fifth grade and prekindergarten (PK) through fifth grade. A few schools served students in Grades PK through 8. Schools serving students in Grades 6 through 8 were classified as elementary schools if they also served students in Grade 4 or below. Table 21 presents descriptive statistic norms for elementary schools.

Table 21: Total MSCI and Subscale Normative Descriptive Statistics for Elementary Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	3,266	5.00	0.68	112	5.02	0.28
Expectations for Student Performance	3,254	4.79	0.76	112	4.83	0.40
Differentiated Instruction	3,254	4.79	0.75	112	4.82	0.34
Improvement Program Coherence	3,271	4.57	0.74	112	4.58	0.33
Peer Reviewed Practice	3,250	3.49	1.28	112	3.49	0.42
Coordinated Curriculum	3,267	4.37	0.98	112	4.38	0.49
Technical Resources	3,271	4.49	0.92	112	4.51	0.45
Total MSCI	2,529	4.66	0.62	112	4.69	0.31

Middle Schools. Middle schools in this study encompassed Grades 5 through 9. Most often, middle schools were configured for sixth through eighth grades. Several ($n = 18$) middle schools included fifth grade. A few ($n = 6$) served only seventh and eighth grades, and one served only sixth and seventh grades. Table 22 presents normative descriptive statistics for middle schools.

Table 22: Total MSCI and Subscale Normative Descriptive Statistics for Middle Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,864	4.89	0.70	53	4.93	0.26
Expectations for Student Performance	1,862	4.55	0.83	53	4.59	0.42
Differentiated Instruction	1,862	4.56	0.80	53	4.61	0.38
Improvement Program Coherence	1,869	4.31	0.81	53	4.39	0.37
Peer Reviewed Practice	1,856	3.35	1.32	53	3.39	0.51
Coordinated Curriculum	1,869	4.16	1.06	53	4.19	0.51
Technical Resources	1,871	4.38	0.99	53	4.45	0.52
Total MSCI	1,391	4.48	0.67	53	4.53	0.36

High Schools. The high schools in the norming study served students in Grades 8 through 12. One high school included Grades 8 through 12; the remaining high schools served students in Grades 9 through 12. Table 23 presents MSCI descriptive statistic norms for high schools.

Table 23: Total MSCI and Subscale Normative Descriptive Statistics for High Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	2,288	4.70	0.74	39	4.73	0.24
Expectations for Student Performance	2,281	4.39	0.82	39	4.41	0.37
Differentiated Instruction	2,282	4.33	0.78	39	4.35	0.30
Improvement Program Coherence	2,292	4.06	0.81	39	4.09	0.34
Peer Reviewed Practice	2,281	3.37	1.26	39	3.34	0.41
Coordinated Curriculum	2,289	3.85	1.01	39	3.83	0.39
Technical Resources	2,292	4.15	1.02	39	4.17	0.42
Total MSCI	1,790	4.27	0.67	39	4.29	0.29

Middle/High Schools. In this norming research, middle/high schools encompassed Grades 6 through 12. Schools were classified as middle/high schools only if they served students in Grade 6 or 7 and students in Grades 9 and higher. MSCI descriptive statistic norms based on the six middle/high schools are presented in Table 24.

Table 24: Total MSCI and Subscale Normative Descriptive Statistics for Middle/High Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	167	4.84	0.71	6	4.80	0.22
Expectations for Student Performance	164	4.45	0.76	6	4.39	0.22
Differentiated Instruction	164	4.48	0.72	6	4.42	0.25
Improvement Program Coherence	167	4.37	0.72	6	4.30	0.27
Peer Reviewed Practice	167	3.50	1.25	6	3.44	0.36
Coordinated Curriculum	167	3.98	0.94	6	3.93	0.20
Technical Resources	167	4.42	0.98	6	4.29	0.52
Total MSCI	132	4.37	0.62	6	4.29	0.27

Normative Descriptive Statistics by School Locale

Descriptive statistic norms were calculated for schools based on locale. Edvantia research staff used each participating school's locale (Johnson) code to determine its urbanicity/rurality (refer back to Table 8 for the distribution of schools across all eight locale codes). Because some locale codes were represented by a very small number of schools, Edvantia staff combined codes to create four categories of school locale: urban, suburban, town, and rural.

Urban Schools. Urban schools are those with locale codes of 1 (large city) or 2 (midsize city). Nineteen schools with a locale code of 1 and 25 schools with a locale code of 2 composed the urban schools group. Table 25 presents normative descriptive statistics for urban schools.

Table 25: Total MSCI and Subscale Normative Descriptive Statistics for Urban Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,731	4.88	0.69	44	4.92	0.25
Expectations for Student Performance	1,728	4.51	0.83	44	4.54	0.38
Differentiated Instruction	1,727	4.57	0.77	44	4.62	0.33
Improvement Program Coherence	1,734	4.41	0.81	44	4.48	0.36
Peer Reviewed Practice	1,721	3.52	1.25	44	3.52	0.36
Coordinated Curriculum	1,732	4.21	1.04	44	4.29	0.44
Technical Resources	1,735	4.41	0.97	44	4.42	0.46
Total MSCI	1,306	4.50	0.64	44	4.54	0.31

Suburban Schools. Schools with locale codes of 3 (urban fringe of a large city) and 4 (urban fringe of a midsize city) composed the suburban schools group. The group

consisted of 18 schools with a locale code of 3 and 25 schools with a locale code of 4. Table 26 presents normative descriptive statistics for suburban schools.

Table 26: Total MSCI and Subscale Normative Descriptive Statistics for Suburban Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,759	4.82	0.74	44	4.92	0.28
Expectations for Student Performance	1,744	4.60	0.82	44	4.75	0.45
Differentiated Instruction	1,744	4.52	0.80	44	4.67	0.40
Improvement Program Coherence	1,761	4.24	0.83	44	4.40	0.41
Peer Reviewed Practice	1,754	3.38	1.28	44	3.44	0.37
Coordinated Curriculum	1,759	4.12	1.00	44	4.26	0.45
Technical Resources	1,762	4.14	0.99	44	4.28	0.44
Total MSCI	1,308	4.42	0.67	44	4.56	0.36

Town Schools. Town schools are defined as those schools with a locale code of either 5 (large town) or 6 (small town). The town schools group included one large town school and 44 small town schools. Table 27 presents descriptive statistic norms for town schools.

Table 27: Total MSCI and Subscale Normative Descriptive Statistics for Town Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,426	4.93	0.68	44	4.97	0.29
Expectations for Student Performance	1,428	4.60	0.79	44	4.66	0.43
Differentiated Instruction	1,429	4.65	0.74	44	4.70	0.36
Improvement Program Coherence	1,432	4.41	0.75	44	4.45	0.34
Peer Reviewed Practice	1,424	3.42	1.31	44	3.46	0.46
Coordinated Curriculum	1,432	4.19	1.03	44	4.20	0.58
Technical Resources	1,432	4.51	0.88	44	4.55	0.40
Total MSCI	1,130	4.54	0.64	44	4.58	0.33

Rural Schools. Rural schools are those schools with locale codes of 7 (rural, outside a metropolitan statistical area) or 8 (rural, inside a metropolitan statistical area). The group in this study consisted of 78 schools, 52 of which had a locale code of 7 and 26 of which had a locale code of 8. Table 28 presents MSCI normative descriptive statistics for rural schools.

Table 28: Total MSCI and Subscale Normative Descriptive Statistics for Rural Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	2,669	4.89	0.73	78	4.94	0.31
Expectations for Student Performance	2,661	4.66	0.81	78	4.73	0.44
Differentiated Instruction	2,662	4.60	0.82	78	4.68	0.42
Improvement Program Coherence	2,672	4.35	0.81	78	4.42	0.42
Peer Reviewed Practice	2,655	3.38	1.29	78	3.37	0.51
Coordinated Curriculum	2,669	4.12	1.05	78	4.16	0.55
Technical Resources	2,672	4.40	1.00	78	4.43	0.54
Total MSCI	2,098	4.51	0.69	78	4.57	0.39

Normative Descriptive Statistics by School Size

The size of each school's student population was labeled Very Small, Small, Midsize, Large, or Very Large, according to categories established by NCES (2002). Please refer to Table 7 for a distribution of schools by these size categories. Because the schools in both the Very Small and Very Large size categories were few, these two groups were combined with the Small and Large categories (respectively) to create three groups based on school size: Small, Midsize, and Large.

Small Schools. Small schools are those schools with student populations of 299 students or fewer. This group encompasses 49 schools in the final norming sample. Descriptive statistic norms for small schools are presented in Table 29.

Table 29: Total MSCI and Subscale Normative Descriptive Statistics for Small Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	911	4.97	0.71	49	5.00	0.33
Expectations for Student Performance	904	4.79	0.82	49	4.83	0.50
Differentiated Instruction	904	4.75	0.80	49	4.78	0.41
Improvement Program Coherence	912	4.53	0.74	49	4.54	0.34
Peer Reviewed Practice	906	3.42	1.32	49	3.43	0.47
Coordinated Curriculum	912	4.20	1.01	49	4.22	0.51
Technical Resources	912	4.46	0.99	49	4.50	0.50
Total MSCI	678	4.63	0.66	49	4.65	0.37

Midsize Schools. Midsize schools have student populations between 300 and 749 students. One hundred seventeen of these schools are represented in the final norming sample. Table 30 presents MSCI descriptive statistics norms for midsize schools.

Table 30: Total MSCI and Subscale Normative Descriptive Statistics for Midsize Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	3,900	4.96	0.68	117	4.98	0.26
Expectations for Student Performance	3,893	4.66	0.79	117	4.69	0.38
Differentiated Instruction	3,893	4.68	0.77	117	4.71	0.36
Improvement Program Coherence	3,909	4.48	0.76	117	4.50	0.37
Peer Reviewed Practice	3,880	3.45	1.29	117	3.46	0.45
Coordinated Curriculum	3,904	4.29	1.03	117	4.31	0.53
Technical Resources	3,910	4.45	0.94	117	4.46	0.46
Total MSCI	3,020	4.58	0.64	117	4.60	0.34

Large Schools. Schools with student populations of 750 or more students are classified as large schools in this study; 44 are represented in the final norming sample. MSCI normative descriptive statistics for large schools are presented in Table 31.

Table 31: Total MSCI and Subscale Normative Descriptive Statistics for Large Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	2,774	4.74	0.74	44	4.76	0.24
Expectations for Student Performance	2,764	4.46	0.82	44	4.48	0.40
Differentiated Instruction	2,765	4.39	0.79	44	4.42	0.33
Improvement Program Coherence	2,778	4.11	0.83	44	4.14	0.36
Peer Reviewed Practice	2,768	3.37	1.27	44	3.37	0.38
Coordinated Curriculum	2,776	3.94	1.00	44	3.98	0.40
Technical Resources	2,779	4.21	1.01	44	4.23	0.47
Total MSCI	2,144	4.33	0.67	44	4.36	0.32

Converting MSCI Mean Scores to Percentiles

The MSCI mean scores are important because they locate a school staff on the scale of measurement. However, the MSCI means tend to cluster toward the higher end of the scale (i.e., they do not tend to dip below 3.00), even for schools that currently may not have tremendous capacity for improvement. Thus, it is difficult to make comparisons with other schools based on MSCI mean scores for each scale. The MSCI user will find it

more helpful to use percentiles² for comparative purposes. Both percentiles and MSCI mean scores should be used to plan and set goals for school improvement based on the priorities of the school, district, or state.

The following tables present information to allow the MSCI user to convert his or her school's MSCI mean scores into percentiles. Percentiles were calculated at the aggregated school level. In each table, the mean score is listed in the column at the left, and percentiles associated with that score are listed for each scale in the seven columns to the right. Percentile conversion charts for each of the 11 groups previously defined are presented. Listed below are the table numbers and the group for which they present percentile conversion information.

- Table 32: Elementary Schools
- Table 33: Middle Schools
- Table 34: High Schools
- Table 35: Middle/High Schools
- Table 36: Urban Schools
- Table 37: Suburban Schools
- Table 38: Town Schools
- Table 39: Rural Schools
- Table 40: Small Schools
- Table 41: Midsize Schools
- Table 42: Large Schools

To locate your school's percentile for each mean score, first find your mean score on each scale of interest in the column at the left of the table. Then, trace that score across to the column listing the percentiles for the appropriate scale. For instance, if you are interested in locating your elementary school's percentile for a mean score of 3.75 on the *Peer Reviewed Practice* scale, you would first turn to Table 32. Scanning down the mean score column, you will notice that a mean score of 3.75 is located near the top of the fourth page of the chart. After locating that mean score, you will scan across the table to the fifth column to the right and will note that your elementary school's mean score of 3.75 in *Peer Reviewed Practice* translates to a percentile of 72.

² Percentiles and percentile rank are commonly used for interpreting test scores and the like, and the terms are susceptible to misuse. Suppose a student has a score of 80 on a test, and compared to a norm group, this score has a percentile rank of 55. This means that in the norm group, 55% of those taking the test scored at or below 80. The score of 80 is the 55th percentile, and 55 is the percentile rank of a score of 80. Often the percentile rank is called the percentile (although this is not technically correct) or percentile score. For short, in this discussion and in the tables that follow, percentile is used for percentile rank. Percentiles or percentile ranks can take on values from 1 to 99 when given in whole numbers. Using these whole numbers and calculating mean scores to two decimal places will yield numerous mean scores with the same percentile ranks.

**Table 32: Percentile Conversion for MSCI Subscale Mean Scores by School Level:
Elementary Schools (N = 112)**

Elementary Schools (N = 112)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Elementary Schools, all subscale scores from 1.00 through 2.20 are below the 1 st percentile							
2.20	---	---	---	---	---	---	---
2.21	---	---	---	---	1	---	---
2.22	---	---	---	---	1	---	---
2.23	---	---	---	---	1	---	---
2.24	---	---	---	---	1	---	---
2.25	---	---	---	---	1	---	---
2.26	---	---	---	---	1	---	---
2.27	---	---	---	---	1	---	---
2.28	---	---	---	---	1	---	---
2.29	---	---	---	---	1	---	---
2.30	---	---	---	---	1	---	---
2.31	---	---	---	---	1	---	---
2.32	---	---	---	---	1	---	---
2.33	---	---	---	---	1	---	---
2.34	---	---	---	---	1	---	---
2.35	---	---	---	---	1	---	---
2.36	---	---	---	---	1	---	---
2.37	---	---	---	---	1	---	---
2.38	---	---	---	---	1	---	---
2.39	---	---	---	---	1	---	---
2.40	---	---	---	---	2	---	---
2.41	---	---	---	---	2	---	---
2.42	---	---	---	---	2	---	---
2.43	---	---	---	---	2	---	---
2.44	---	---	---	---	2	---	---
2.45	---	---	---	---	2	---	---
2.46	---	---	---	---	2	---	---
2.47	---	---	---	---	2	---	---
2.48	---	---	---	---	2	---	---
2.49	---	---	---	---	2	---	---
2.50	---	---	---	---	2	---	---
2.51	---	---	---	---	2	---	---
2.52	---	---	---	---	2	---	---
2.53	---	---	---	---	2	---	---
2.54	---	---	---	---	2	---	---
2.55	---	---	---	---	2	---	---
2.56	---	---	---	---	2	---	---
2.57	---	---	---	---	2	---	---
2.58	---	---	---	---	2	---	---
2.59	---	---	---	---	2	---	---
2.60	---	---	---	---	2	---	---
2.61	---	---	---	---	2	---	---
2.62	---	---	---	---	2	---	---
2.63	---	---	---	---	2	---	---
2.64	---	---	---	---	2	---	---
2.65	---	---	---	---	2	---	---
2.66	---	---	---	---	2	---	---
2.67	---	---	---	---	2	---	---

Elementary Schools (N = 112)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
2.68	---	---	---	---	2	---	---
2.69	---	---	---	---	2	---	---
2.70	---	---	---	---	2	---	---
2.71	---	---	---	---	2	---	---
2.72	---	---	---	---	2	---	---
2.73	---	---	---	---	2	---	---
2.74	---	---	---	---	2	---	---
2.75	---	---	---	---	2	---	---
2.76	---	---	---	---	2	---	---
2.77	---	---	---	---	2	---	---
2.78	---	---	---	---	2	---	---
2.79	---	---	---	---	3	---	---
2.80	---	---	---	---	3	---	---
2.81	---	---	---	---	3	---	---
2.82	---	---	---	---	3	---	---
2.83	---	---	---	---	3	---	---
2.84	---	---	---	---	3	---	---
2.85	---	---	---	---	3	---	---
2.86	---	---	---	---	3	---	---
2.87	---	---	---	---	3	---	---
2.88	---	---	---	---	4	---	---
2.89	---	---	---	---	5	---	---
2.90	---	---	---	---	5	---	---
2.91	---	---	---	---	5	---	---
2.92	---	---	---	---	6	---	---
2.93	---	---	---	---	7	---	---
2.94	---	---	---	---	8	---	---
2.95	---	---	---	---	9	---	---
2.96	---	---	---	---	9	---	---
2.97	---	---	---	---	10	---	---
2.98	---	---	---	---	11	---	---
2.99	---	---	---	---	12	---	---
3.00	---	---	---	---	12	---	---
3.01	---	---	---	---	14	---	---
3.02	---	---	---	---	16	---	---
3.03	---	---	---	---	16	---	---
3.04	---	---	---	---	17	---	---
3.05	---	---	---	---	17	---	---
3.06	---	---	---	---	18	---	---
3.07	---	---	---	---	18	---	---
3.08	---	---	---	---	18	---	---
3.09	---	---	---	---	19	---	---
3.10	---	---	---	---	19	---	---
3.11	---	---	---	---	19	---	---
3.12	---	---	---	---	19	---	---
3.13	---	---	---	---	20	---	---
3.14	---	---	---	---	22	---	---
3.15	---	---	---	---	24	---	1
3.16	---	---	---	---	25	1	1
3.17	---	---	---	---	26	1	1
3.18	---	---	---	---	27	1	1
3.19	---	---	---	---	27	1	1
3.20	---	---	---	---	28	1	1
3.21	---	---	---	---	28	1	1

Elementary Schools (N = 112)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.22	---	---	---	---	28	2	1
3.23	---	---	---	---	28	2	1
3.24	---	---	---	---	28	2	1
3.25	---	---	---	---	29	2	1
3.26	---	---	---	---	29	2	1
3.27	---	---	---	---	31	2	1
3.28	---	---	---	---	32	2	1
3.29	---	---	---	---	33	2	1
3.30	---	---	---	---	34	2	2
3.31	---	---	---	---	35	2	2
3.32	---	---	---	---	35	2	2
3.33	---	---	---	---	36	3	2
3.34	---	---	---	---	38	3	2
3.35	---	---	---	---	38	3	2
3.36	---	---	---	---	40	3	2
3.37	---	---	---	---	40	3	2
3.38	---	---	---	---	41	3	2
3.39	---	---	---	---	41	3	2
3.40	---	---	---	---	42	3	2
3.41	---	---	---	---	42	3	2
3.42	---	---	---	---	42	3	2
3.43	---	---	---	---	42	4	2
3.44	---	---	---	---	43	4	2
3.45	---	---	---	---	43	4	2
3.46	---	---	---	---	45	4	2
3.47	---	---	---	---	45	4	2
3.48	---	---	---	---	47	4	2
3.49	---	---	---	---	48	4	2
3.50	---	---	---	---	48	4	2
3.51	---	---	---	---	49	4	2
3.52	---	---	---	---	50	5	2
3.53	---	---	---	---	52	5	2
3.54	---	---	---	---	52	5	2
3.55	---	---	---	---	53	5	2
3.56	---	---	---	---	55	6	2
3.57	---	---	---	---	55	6	2
3.58	---	---	---	---	56	7	2
3.59	---	---	---	---	57	7	2
3.60	---	---	---	---	58	7	3
3.61	---	1	---	---	58	7	3
3.62	---	1	---	---	59	7	3
3.63	---	1	---	---	59	7	3
3.64	---	1	---	---	63	8	3
3.65	---	1	---	---	63	9	3
3.66	---	1	---	---	64	9	3
3.67	---	1	---	---	64	9	3
3.68	---	1	---	---	65	9	3
3.69	---	1	---	---	67	10	3
3.70	---	1	---	---	68	10	3
3.71	---	1	---	---	69	10	3
3.72	---	1	---	---	70	11	3
3.73	---	1	---	---	70	11	3
3.74	---	1	---	---	71	12	4
3.75	---	1	---	---	72	12	4

Elementary Schools (N = 112)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.76	---	1	---	---	72	12	4
3.77	---	1	---	---	72	12	5
3.78	---	1	---	---	73	13	5
3.79	---	1	---	---	74	13	6
3.80	---	1	---	1	75	14	6
3.81	---	1	---	1	77	14	6
3.82	---	1	---	1	77	14	6
3.83	---	1	---	1	79	14	6
3.84	---	1	---	2	79	14	6
3.85	---	2	---	2	79	14	6
3.86	---	2	---	2	80	15	6
3.87	---	2	---	3	80	15	7
3.88	---	2	---	3	80	16	7
3.89	---	2	---	3	80	16	7
3.90	---	2	---	3	82	18	7
3.91	---	2	1	3	82	18	7
3.92	---	2	1	3	82	18	8
3.93	---	2	1	4	84	19	8
3.94	---	2	1	4	85	19	8
3.95	---	2	2	4	85	19	8
3.96	---	2	2	4	87	19	9
3.97	---	2	3	5	89	19	10
3.98	---	3	3	5	91	20	10
3.99	---	3	3	5	91	20	10
4.00	---	3	3	6	91	20	11
4.01	---	3	3	6	91	20	11
4.02	---	3	3	7	91	20	12
4.03	---	3	3	7	92	21	14
4.04	---	3	4	7	92	21	14
4.05	---	3	4	8	92	22	14
4.06	---	3	4	8	92	23	15
4.07	---	3	4	8	93	23	15
4.08	---	3	4	8	93	25	15
4.09	---	3	4	8	93	26	15
4.10	---	3	4	9	93	27	17
4.11	---	3	4	9	94	28	18
4.12	---	3	4	9	94	28	19
4.13	---	3	4	9	94	28	20
4.14	---	3	4	11	94	29	21
4.15	---	4	4	11	94	30	21
4.16	---	4	5	12	94	31	21
4.17	---	4	5	12	94	32	22
4.18	---	4	5	12	95	33	23
4.19	---	4	5	13	95	34	23
4.20	---	4	5	15	95	35	23
4.21	---	4	5	16	95	35	24
4.22	---	5	5	16	95	35	25
4.23	---	5	5	17	95	35	26
4.24	1	5	6	17	95	35	27
4.25	1	6	6	17	95	36	28
4.26	1	6	6	17	96	36	28
4.27	1	6	6	18	96	36	29
4.28	1	6	6	18	96	36	31
4.29	1	7	6	19	96	37	31

Elementary Schools (N = 112)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.30	1	7	6	19	96	39	32
4.31	1	8	7	20	96	40	32
4.32	1	8	8	21	96	41	33
4.33	2	8	8	22	96	43	33
4.34	2	8	8	24	96	46	34
4.35	3	9	9	24	97	47	38
4.36	3	9	9	25	97	48	38
4.37	3	9	9	25	98	49	39
4.38	3	10	10	26	98	50	39
4.39	3	11	10	27	98	51	40
4.40	3	13	11	27	98	51	41
4.41	4	14	12	28	99	53	42
4.42	4	15	13	29	99.99	53	43
4.43	4	15	13	29	...	53	44
4.44	4	16	14	32	...	53	44
4.45	4	16	14	33	...	53	45
4.46	4	17	14	33	...	53	47
4.47	4	19	14	35	...	53	47
4.48	4	21	15	36	...	54	47
4.49	5	22	16	36	...	54	48
4.50	5	22	16	38	...	55	49
4.51	5	22	16	39	...	56	50
4.52	7	22	16	39	...	57	52
4.53	7	25	19	41	...	58	53
4.54	7	26	19	41	...	60	54
4.55	7	26	20	42	...	62	55
4.56	8	26	22	44	...	63	56
4.57	8	28	22	45	...	63	57
4.58	8	29	24	46	...	64	58
4.59	8	29	24	47	...	64	59
4.60	8	29	25	51	...	66	60
4.61	8	29	25	53	...	67	60
4.62	9	30	25	56	...	67	61
4.63	10	30	26	57	...	69	61
4.64	10	30	27	57	...	70	61
4.65	11	30	27	58	...	72	62
4.66	11	31	28	59	...	75	62
4.67	11	31	29	61	...	75	63
4.68	11	35	29	62	...	75	64
4.69	12	36	31	63	...	76	65
4.70	13	38	33	63	...	76	66
4.71	13	39	35	64	...	78	67
4.72	13	40	37	64	...	79	68
4.73	13	41	39	64	...	81	68
4.74	14	42	40	65	...	82	68
4.75	16	42	40	67	...	82	68
4.76	16	43	42	68	...	82	68
4.77	17	43	43	68	...	82	68
4.78	18	44	46	69	...	82	72
4.79	19	44	46	69	...	83	72
4.80	20	45	47	70	...	84	74
4.81	21	47	50	71	...	84	74
4.82	22	48	51	72	...	85	76
4.83	23	48	52	77	...	85	76

Elementary Schools (N = 112)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.84	24	49	53	79	...	85	76
4.85	25	50	55	80	...	85	77
4.86	25	52	55	80	...	85	77
4.87	27	53	56	82	...	85	79
4.88	27	53	57	82	...	86	79
4.89	28	55	58	83	...	87	80
4.90	28	57	59	85	...	87	82
4.91	29	58	60	86	...	87	83
4.92	30	61	60	86	...	88	83
4.93	33	62	60	86	...	88	83
4.94	35	62	61	86	...	88	84
4.95	37	62	62	87	...	88	84
4.96	38	63	63	88	...	88	84
4.97	38	63	64	89	...	88	84
4.98	40	63	65	90	...	88	85
4.99	40	64	67	91	...	89	85
5.00	42	65	69	91	...	89	87
5.01	45	68	72	93	...	89	87
5.02	46	69	74	93	...	89	88
5.03	47	70	75	93	...	89	88
5.04	51	73	76	93	...	89	89
5.05	53	75	77	93	...	90	89
5.06	54	77	77	93	...	90	91
5.07	55	77	77	94	...	90	92
5.08	57	77	78	94	...	90	92
5.09	58	77	78	94	...	91	92
5.10	60	79	79	94	...	91	92
5.11	61	79	80	95	...	92	92
5.12	63	80	81	96	...	92	93
5.13	64	80	83	96	...	93	93
5.14	65	80	83	96	...	93	93
5.15	66	81	85	96	...	93	93
5.16	68	83	85	96	...	94	93
5.17	68	83	86	96	...	94	94
5.18	69	83	86	96	...	94	94
5.19	70	84	87	97	...	95	94
5.20	71	84	87	97	...	95	94
5.21	71	85	87	97	...	95	95
5.22	73	85	87	97	...	96	95
5.23	75	85	87	97	...	97	95
5.24	75	85	88	97	...	97	95
5.25	80	86	89	97	...	97	95
5.26	80	86	89	97	...	97	95
5.27	81	86	90	97	...	97	95
5.28	82	86	92	97	...	97	95
5.29	84	86	92	98	...	97	96
5.30	86	86	92	98	...	98	96
5.31	86	86	92	98	...	98	96
5.32	87	87	92	98	...	98	96
5.33	87	87	92	98	...	98	96
5.34	87	88	93	98	...	98	96
5.35	88	88	94	98	...	98	96
5.36	88	88	95	98	...	98	96
5.37	89	88	95	98	...	98	96

Elementary Schools (N = 112)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.38	90	89	95	98	...	98	96
5.39	91	89	96	98	...	98	96
5.40	93	89	97	98	...	98	96
5.41	94	90	97	98	...	98	96
5.42	95	91	97	98	...	98	96
5.43	95	91	97	98	...	98	96
5.44	95	92	97	98	...	98	96
5.45	95	92	97	98	...	98	96
5.46	96	93	97	98	...	98	96
5.47	96	94	98	98	...	98	96
5.48	96	94	98	98	...	98	97
5.49	96	94	98	98	...	98	97
5.50	96	95	98	98	...	98	97
5.51	96	95	98	98	...	98	97
5.52	96	95	98	98	...	98	97
5.53	96	95	98	99	...	98	97
5.54	96	95	98	99	...	98	97
5.55	97	95	98	99	...	98	97
5.56	97	95	98	99	...	98	97
5.57	97	95	98	99.99	...	98	97
5.58	97	96	98	...	...	98	98
5.59	98	96	98	...	...	98	98
5.60	98	96	98	...	...	98	98
5.61	99	96	98	...	...	98	98
5.62	99.99	96	98	...	...	98	98
5.63	...	96	98	...	...	98	98
5.64	...	96	98	...	...	98	98
5.65	...	96	99	...	...	99	98
5.66	...	97	99	...	...	99	98
5.67	...	97	99.99	...	...	99	98
5.68	...	97	...	...	...	99	98
5.69	...	97	...	...	...	99.99	98
5.70	...	98	...	...	...	...	98
5.71	...	98	...	...	...	...	98
5.72	...	98	...	...	...	...	98
5.73	...	98	...	...	...	...	98
5.74	...	99.99	...	...	...	...	98
5.75	...	...	...	...	...	...	99
5.76	...	...	...	...	...	...	99
5.77	...	...	...	...	...	...	99
5.78	...	...	...	...	...	...	99.99
5.79	...	...	...	...	...	...	...
For Elementary Schools, all subscale scores from 5.79 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

**Table 33: Percentile Conversion for MSCI Subscale Mean Scores by School Level:
Middle Schools (N = 53)**

Middle Schools (N = 53)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Middle Schools, all subscale scores from 1.00 through 2.57 are below the 1 st percentile							
2.57	---	---	---	---	---	---	---
2.58	---	---	---	---	1	---	---
2.59	---	---	---	---	2	---	---
2.60	---	---	---	---	2	---	---
2.61	---	---	---	---	2	---	---
2.62	---	---	---	---	2	---	---
2.63	---	---	---	---	2	---	---
2.64	---	---	---	---	3	---	---
2.65	---	---	---	---	3	---	---
2.66	---	---	---	---	3	---	---
2.67	---	---	---	---	3	---	---
2.68	---	---	---	---	4	---	---
2.69	---	---	---	---	6	---	---
2.70	---	---	---	---	7	1	---
2.71	---	---	---	---	8	1	---
2.72	---	---	---	---	8	1	---
2.73	---	---	---	---	8	1	---
2.74	---	---	---	---	9	1	---
2.75	---	---	---	---	10	2	---
2.76	---	---	---	---	11	2	---
2.77	---	---	---	---	13	2	---
2.78	---	---	---	---	14	2	---
2.79	---	---	---	---	15	2	---
2.80	---	---	---	---	16	2	---
2.81	---	---	---	---	16	2	---
2.82	---	---	---	---	16	2	---
2.83	---	---	---	---	16	2	---
2.84	---	---	---	---	17	2	---
2.85	---	---	---	---	17	2	---
2.86	---	---	---	---	17	2	---
2.87	---	---	---	---	17	2	---
2.88	---	---	---	---	17	2	---
2.89	---	---	---	---	17	2	---
2.90	---	---	---	---	17	2	---
2.91	---	---	---	---	18	2	---
2.92	---	---	---	---	18	2	---
2.93	---	---	---	---	18	2	---
2.94	---	---	---	---	18	2	---
2.95	---	---	---	---	18	2	---
2.96	---	---	---	---	19	2	---
2.97	---	---	---	---	19	2	---
2.98	---	---	---	---	20	2	---
2.99	---	---	---	---	21	2	---
3.00	---	---	---	---	21	2	---
3.01	---	---	---	---	22	2	---
3.02	---	---	---	---	22	2	---
3.03	---	---	---	---	23	2	---
3.04	---	---	---	---	25	2	---

Middle Schools (N = 53)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.05	---	---	---	---	26	2	---
3.06	---	---	---	---	27	2	---
3.07	---	---	---	---	27	2	---
3.08	---	---	---	---	27	3	---
3.09	---	---	---	---	28	3	---
3.10	---	---	---	---	28	3	---
3.11	---	---	---	---	28	3	---
3.12	---	---	---	---	28	3	---
3.13	---	---	---	---	28	3	---
3.14	---	---	---	---	29	3	---
3.15	---	---	---	---	29	3	---
3.16	---	---	---	---	29	3	---
3.17	---	---	---	---	31	3	---
3.18	---	---	---	---	32	3	---
3.19	---	---	---	---	34	3	---
3.20	---	---	---	---	35	3	---
3.21	---	---	---	---	37	3	---
3.22	---	---	---	---	40	3	---
3.23	---	---	---	---	41	3	---
3.24	---	---	---	---	42	3	---
3.25	---	---	---	---	43	3	---
3.26	---	---	---	---	43	3	---
3.27	---	---	---	---	44	3	---
3.28	---	---	---	---	44	3	1
3.29	---	---	---	---	45	3	2
3.30	---	---	---	---	45	3	3
3.31	---	---	---	---	48	3	3
3.32	---	---	---	---	49	3	3
3.33	---	---	---	---	49	3	3
3.34	---	---	---	---	50	4	3
3.35	---	---	---	---	52	4	3
3.36	---	---	---	---	53	4	4
3.37	---	---	---	---	54	4	4
3.38	---	---	---	---	54	4	4
3.39	---	---	---	---	55	4	4
3.40	---	---	---	---	55	4	4
3.41	---	1	---	---	56	4	4
3.42	---	2	---	---	57	4	4
3.43	---	2	---	---	57	4	4
3.44	---	2	---	---	58	5	4
3.45	---	2	---	---	58	5	4
3.46	---	2	---	---	59	5	4
3.47	---	2	---	---	61	5	4
3.48	---	2	---	1	61	5	4
3.49	---	2	---	2	62	5	4
3.50	---	2	---	2	63	5	5
3.51	---	3	---	2	64	5	5
3.52	---	3	---	2	65	6	5
3.53	---	3	---	2	65	6	5
3.54	---	3	---	2	65	6	5
3.55	---	3	---	2	66	6	5
3.56	---	3	---	2	67	7	5
3.57	---	3	---	3	70	7	5
3.58	---	3	---	3	71	7	5

Middle Schools (N = 53)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.59	---	3	---	3	71	7	6
3.60	---	3	---	3	72	7	6
3.61	---	3	---	3	72	8	7
3.62	---	3	---	3	73	8	7
3.63	---	4	---	3	74	8	7
3.64	---	4	---	3	75	8	7
3.65	---	4	1	4	75	8	8
3.66	---	4	2	4	81	8	8
3.67	---	4	2	4	82	8	8
3.68	---	4	2	4	82	9	8
3.69	---	4	2	4	83	9	8
3.70	---	4	2	4	83	9	8
3.71	---	4	2	4	83	9	9
3.72	---	4	2	4	83	10	9
3.73	---	4	2	4	83	10	10
3.74	---	4	2	5	83	10	11
3.75	---	4	2	5	83	11	11
3.76	---	4	2	5	84	12	11
3.77	---	4	3	5	84	13	11
3.78	---	4	3	5	84	14	11
3.79	---	4	3	5	84	15	11
3.80	---	5	3	6	84	17	11
3.81	---	5	3	6	84	20	11
3.82	---	5	3	6	84	21	11
3.83	---	5	3	6	84	24	11
3.84	---	5	3	7	84	26	12
3.85	---	5	3	7	85	27	12
3.86	---	5	4	8	85	28	12
3.87	---	5	4	9	85	29	12
3.88	---	5	4	9	86	29	12
3.89	---	5	4	9	86	30	12
3.90	---	5	4	9	86	31	12
3.91	---	6	5	10	87	32	12
3.92	---	6	5	10	88	34	12
3.93	---	6	5	10	88	36	12
3.94	---	7	5	10	89	37	13
3.95	---	7	6	10	90	37	15
3.96	---	7	6	10	90	37	16
3.97	---	8	6	11	90	37	16
3.98	---	8	7	11	90	38	17
3.99	---	8	7	12	90	38	17
4.00	---	9	7	14	91	38	17
4.01	---	9	7	15	91	38	17
4.02	---	9	7	16	91	39	17
4.03	---	10	7	16	91	39	18
4.04	---	10	7	17	91	40	18
4.05	---	10	7	17	91	40	18
4.06	---	10	7	18	91	43	19
4.07	---	11	8	18	91	44	19
4.08	---	11	8	19	91	45	21
4.09	---	11	8	19	91	46	23
4.10	---	11	8	20	91	47	24
4.11	---	12	8	21	92	49	24
4.12	---	12	8	22	92	50	25

Middle Schools (N = 53)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.13	---	12	8	24	92	51	25
4.14	---	12	8	25	92	53	28
4.15	---	13	8	29	92	54	30
4.16	---	14	8	30	92	54	31
4.17	---	14	8	31	92	54	33
4.18	---	16	9	32	92	55	35
4.19	---	18	9	33	92	55	35
4.20	---	18	9	33	92	56	36
4.21	---	19	9	34	92	57	37
4.22	---	19	10	35	93	59	38
4.23	---	19	11	36	93	61	39
4.24	---	19	13	37	93	61	40
4.25	---	20	14	37	93	61	41
4.26	---	20	15	38	93	62	41
4.27	---	20	17	38	93	62	42
4.28	---	20	18	39	93	63	42
4.29	---	20	19	39	93	63	42
4.30	---	20	20	39	93	64	42
4.31	---	21	21	40	94	65	43
4.32	---	21	22	40	94	66	43
4.33	---	21	23	40	94	66	43
4.34	---	21	23	42	94	67	43
4.35	---	21	24	44	94	67	43
4.36	---	21	25	45	94	68	44
4.37	---	22	25	48	94	69	44
4.38	1	22	29	50	94	71	44
4.39	2	23	30	50	94	73	44
4.40	2	24	31	51	94	74	45
4.41	2	24	31	54	95	74	45
4.42	2	25	32	55	95	74	45
4.43	2	26	33	57	95	75	46
4.44	3	28	33	59	95	75	48
4.45	3	30	34	60	95	75	52
4.46	3	31	34	60	95	76	53
4.47	3	32	35	63	95	76	54
4.48	3	33	37	63	95	76	54
4.49	3	34	39	64	95	77	55
4.50	4	37	39	66	95	77	55
4.51	4	40	40	67	95	77	57
4.52	4	42	42	68	95	77	57
4.53	4	43	42	69	96	77	57
4.54	4	43	43	70	96	78	58
4.55	4	44	43	70	96	78	58
4.56	5	46	44	71	96	78	58
4.57	5	46	44	71	96	78	58
4.58	5	47	46	71	96	78	59
4.59	5	47	48	72	96	78	62
4.60	7	48	51	72	96	78	63
4.61	8	49	52	73	96	78	64
4.62	9	53	52	73	96	78	64
4.63	10	54	52	74	96	79	65
4.64	11	55	53	74	96	79	65
4.65	14	59	53	75	96	79	65
4.66	16	60	53	77	96	79	65

Middle Schools (N = 53)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.67	18	61	54	80	96	79	66
4.68	20	62	54	80	96	79	66
4.69	21	67	55	81	96	80	66
4.70	21	67	55	81	96	80	66
4.71	21	69	59	81	96	81	67
4.72	22	70	60	81	96	81	67
4.73	23	70	60	82	96	82	67
4.74	24	71	61	82	96	82	68
4.75	25	71	63	82	96	83	69
4.76	28	71	67	82	96	83	70
4.77	28	72	69	82	96	84	71
4.78	29	73	71	82	96	84	72
4.79	32	74	72	82	96	85	73
4.80	37	74	73	82	96	85	74
4.81	39	75	74	83	96	86	74
4.82	41	77	74	83	96	87	74
4.83	45	78	75	83	96	87	75
4.84	46	78	75	85	96	87	75
4.85	46	78	77	86	96	88	75
4.86	47	79	78	87	96	88	76
4.87	47	79	78	89	97	88	76
4.88	47	79	78	89	97	88	77
4.89	50	79	78	90	97	89	78
4.90	51	79	79	90	97	89	81
4.91	51	80	79	90	97	89	83
4.92	52	80	79	91	97	89	84
4.93	52	80	81	91	97	89	85
4.94	53	80	83	92	97	89	85
4.95	53	80	83	92	97	89	85
4.96	53	80	83	93	97	90	85
4.97	54	80	83	93	97	90	85
4.98	54	80	84	94	97	90	85
4.99	55	80	84	94	97	90	85
5.00	55	81	84	94	97	90	85
5.01	57	81	84	95	97	91	86
5.02	61	81	85	95	97	91	86
5.03	63	81	85	95	97	91	86
5.04	64	81	86	95	97	92	86
5.05	67	81	87	95	97	92	86
5.06	69	82	87	95	97	92	86
5.07	70	82	87	96	97	92	86
5.08	71	82	87	96	97	92	86
5.09	73	83	87	96	97	93	86
5.10	74	85	87	96	97	93	87
5.11	75	85	88	96	97	93	87
5.12	76	86	88	96	97	93	87
5.13	77	86	88	96	97	93	88
5.14	78	86	88	96	97	93	88
5.15	79	88	88	96	97	93	88
5.16	80	89	89	96	97	94	90
5.17	82	89	89	96	97	94	90
5.18	84	90	90	96	97	94	90
5.19	85	90	90	97	97	94	91
5.20	86	91	91	97	97	94	91

Middle Schools (N = 53)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.21	86	92	91	97	97	94	91
5.22	87	93	92	97	97	95	91
5.23	87	93	92	97	97	95	91
5.24	87	94	92	97	97	95	91
5.25	88	94	93	97	97	95	91
5.26	88	94	93	97	97	95	92
5.27	88	94	93	97	97	95	92
5.28	89	94	94	97	97	96	92
5.29	89	94	96	97	97	96	92
5.30	89	95	96	97	97	96	93
5.31	89	95	96	97	98	96	94
5.32	90	95	96	97	98	96	95
5.33	90	95	96	97	98	96	96
5.34	90	95	96	98	98	97	96
5.35	91	95	96	98	98	97	96
5.36	92	95	97	99.99	98	97	96
5.37	92	95	97	...	99.99	97	96
5.38	93	96	97	...	...	97	96
5.39	93	96	97	...	...	97	96
5.40	94	96	97	...	...	97	96
5.41	94	96	97	...	...	98	96
5.42	95	97	97	...	...	99.99	96
5.43	95	97	97	...	...	...	96
5.44	95	97	97	...	...	...	96
5.45	95	97	97	...	...	...	96
5.46	96	99.99	98	...	...	...	97
5.47	96	...	98	...	...	...	97
5.48	96	...	99.99	...	...	...	97
5.49	96	...	...	...	...	...	97
5.50	96	...	...	...	...	...	97
5.51	97	...	...	...	...	...	97
5.52	97	...	...	...	...	...	97
5.53	97	...	...	...	...	...	97
5.54	97	...	...	...	...	...	97
5.55	97	...	...	...	...	...	97
5.56	97	...	...	...	...	...	97
5.57	98	...	...	...	...	...	97
5.58	99.99	...	...	...	...	...	97
5.59	...	...	...	...	...	...	97
5.60	...	...	...	...	...	...	97
5.61	...	...	...	...	...	...	97
5.62	...	...	...	...	...	...	97
5.63	...	...	...	...	...	...	97
5.64	...	...	...	...	...	...	98
5.65	...	...	...	...	...	...	98
5.66	...	...	...	...	...	...	99.99
5.67	...	...	...	...	...	...	...
For Middle Schools, all subscale scores from 5.67 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

**Table 34: Percentile Conversion for MSCI Subscale Mean Scores by School Level:
High Schools (N = 39)**

High Schools (N = 39)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For High Schools, all subscale scores from 1.00 through 2.38 are below the 1 st percentile							
2.38	---	---	---	---	---	---	---
2.39	---	---	---	---	2	---	---
2.40	---	---	---	---	2	---	---
2.41	---	---	---	---	2	---	---
2.42	---	---	---	---	2	---	---
2.43	---	---	---	---	2	---	---
2.44	---	---	---	---	2	---	---
2.45	---	---	---	---	2	---	---
2.46	---	---	---	---	2	---	---
2.47	---	---	---	---	2	---	---
2.48	---	---	---	---	3	---	---
2.49	---	---	---	---	3	---	---
2.50	---	---	---	---	3	---	---
2.51	---	---	---	---	3	---	---
2.52	---	---	---	---	3	---	---
2.53	---	---	---	---	3	---	---
2.54	---	---	---	---	3	---	---
2.55	---	---	---	---	3	---	---
2.56	---	---	---	---	3	---	---
2.57	---	---	---	---	3	---	---
2.58	---	---	---	---	3	---	---
2.59	---	---	---	---	3	---	---
2.60	---	---	---	---	3	---	---
2.61	---	---	---	---	3	---	---
2.62	---	---	---	---	3	---	---
2.63	---	---	---	---	3	---	---
2.64	---	---	---	---	3	---	---
2.65	---	---	---	---	4	---	---
2.66	---	---	---	---	4	---	---
2.67	---	---	---	---	4	---	---
2.68	---	---	---	---	4	---	---
2.69	---	---	---	---	4	---	---
2.70	---	---	---	---	4	---	---
2.71	---	---	---	---	4	---	---
2.72	---	---	---	---	4	---	---
2.73	---	---	---	---	4	---	---
2.74	---	---	---	---	4	---	---
2.75	---	---	---	---	4	---	---
2.76	---	---	---	---	4	---	---
2.77	---	---	---	---	4	---	---
2.78	---	---	---	---	4	---	---
2.79	---	---	---	---	4	---	---
2.80	---	---	---	---	4	---	---
2.81	---	---	---	---	4	---	---
2.82	---	---	---	---	4	---	---
2.83	---	---	---	---	9	---	---
2.84	---	---	---	---	10	---	---
2.85	---	---	---	---	11	---	---

High Schools (N = 39)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
2.86	---	---	---	---	11	---	---
2.87	---	---	---	---	13	---	---
2.88	---	---	---	---	15	---	---
2.89	---	---	---	---	17	---	---
2.90	---	---	---	---	18	---	---
2.91	---	---	---	---	19	---	---
2.92	---	---	---	---	20	---	---
2.93	---	---	---	---	21	---	---
2.94	---	---	---	---	22	---	---
2.95	---	---	---	---	25	---	---
2.96	---	---	---	---	25	---	---
2.97	---	---	---	---	25	---	---
2.98	---	---	---	---	25	2	---
2.99	---	---	---	---	26	3	---
3.00	---	---	---	---	26	3	---
3.01	---	---	---	---	26	3	---
3.02	---	---	---	---	26	4	---
3.03	---	---	---	---	26	4	---
3.04	---	---	---	---	27	5	---
3.05	---	---	---	---	27	5	---
3.06	---	---	---	---	28	5	---
3.07	---	---	---	---	30	5	---
3.08	---	---	---	---	30	5	---
3.09	---	---	---	---	30	5	---
3.10	---	---	---	---	30	5	---
3.11	---	---	---	---	30	5	---
3.12	---	---	---	---	30	5	---
3.13	---	---	---	---	31	6	2
3.14	---	---	---	---	31	6	2
3.15	---	---	---	---	31	6	2
3.16	---	---	---	---	31	6	2
3.17	---	---	---	---	31	6	2
3.18	---	---	---	---	31	6	3
3.19	---	---	---	---	32	6	3
3.20	---	---	---	---	32	6	3
3.21	---	---	---	---	32	6	3
3.22	---	---	---	---	33	7	3
3.23	---	---	---	---	34	7	3
3.24	---	---	---	---	37	7	3
3.25	---	---	---	---	38	7	3
3.26	---	---	---	---	39	7	3
3.27	---	---	---	---	42	8	3
3.28	---	---	---	---	46	8	3
3.29	---	---	---	---	49	9	4
3.30	---	---	---	---	52	9	4
3.31	---	---	---	---	52	10	4
3.32	---	---	---	---	53	10	4
3.33	---	---	---	---	53	10	4
3.34	---	---	---	---	53	10	4
3.35	---	---	---	---	54	10	4
3.36	---	---	---	---	54	10	4
3.37	---	---	---	---	54	10	4
3.38	---	---	---	---	55	11	4
3.39	---	---	---	---	57	11	5

High Schools (N = 39)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.40	---	---	---	---	58	11	5
3.41	---	---	---	---	59	11	6
3.42	---	---	---	---	60	11	7
3.43	---	---	---	---	61	11	7
3.44	---	---	---	2	62	11	7
3.45	---	---	---	2	65	12	7
3.46	---	---	---	3	65	12	8
3.47	---	---	---	3	65	12	8
3.48	---	---	---	3	66	12	8
3.49	---	---	---	3	66	13	8
3.50	---	---	---	3	66	14	8
3.51	---	---	---	4	67	15	9
3.52	---	---	---	4	68	15	9
3.53	---	---	---	4	72	16	9
3.54	---	---	---	4	73	16	9
3.55	---	---	---	5	74	17	9
3.56	---	---	---	6	75	18	10
3.57	---	---	---	7	75	19	10
3.58	---	---	---	8	75	24	10
3.59	---	---	---	9	75	26	10
3.60	---	---	---	10	75	28	10
3.61	---	---	---	10	75	29	10
3.62	---	---	---	11	75	31	10
3.63	---	---	---	11	76	35	11
3.64	---	---	---	11	76	35	11
3.65	---	---	---	12	76	35	11
3.66	---	---	---	12	76	36	11
3.67	---	---	---	13	76	36	11
3.68	---	---	---	13	76	37	11
3.69	---	---	---	14	76	38	11
3.70	---	---	---	15	77	40	12
3.71	---	---	---	15	77	41	12
3.72	---	---	---	15	77	45	12
3.73	---	---	---	16	78	45	12
3.74	---	2	---	16	80	45	13
3.75	---	3	---	16	81	46	14
3.76	---	3	---	17	82	46	15
3.77	---	3	---	17	82	47	16
3.78	---	3	3	19	83	47	17
3.79	---	4	4	20	83	48	17
3.80	---	4	4	21	84	48	18
3.81	---	4	5	22	84	49	18
3.82	---	4	5	23	84	56	18
3.83	---	5	5	23	85	57	19
3.84	---	6	5	24	85	58	19
3.85	---	6	6	24	86	59	19
3.86	---	7	6	26	86	59	22
3.87	---	7	6	28	87	61	24
3.88	---	8	6	30	87	62	27
3.89	---	8	6	32	88	62	27
3.90	---	9	7	33	88	63	28
3.91	---	9	7	37	88	63	28
3.92	---	10	7	37	89	64	28
3.93	---	10	8	38	89	65	28

High Schools (N = 39)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.94	---	10	8	38	89	65	29
3.95	---	10	9	39	90	66	29
3.96	---	10	9	39	90	67	29
3.97	---	11	10	40	90	68	29
3.98	---	11	10	42	91	68	30
3.99	---	11	10	43	91	68	30
4.00	---	11	11	43	91	69	31
4.01	---	12	11	44	91	69	32
4.02	---	12	12	45	92	70	32
4.03	---	12	12	45	92	70	33
4.04	---	16	15	46	93	70	34
4.05	---	19	16	47	93	71	35
4.06	---	22	16	50	94	71	38
4.07	---	24	18	51	96	72	39
4.08	---	26	20	52	96	74	41
4.09	---	28	21	52	96	75	42
4.10	---	29	22	53	96	75	44
4.11	---	32	23	53	96	75	45
4.12	---	32	25	54	96	76	47
4.13	---	33	26	54	96	76	49
4.14	---	33	29	54	96	76	52
4.15	---	33	31	55	97	77	53
4.16	---	33	32	55	97	77	55
4.17	---	33	33	56	97	81	56
4.18	---	34	34	57	97	82	57
4.19	---	34	36	60	97	82	57
4.20	---	34	37	61	97	83	57
4.21	---	34	38	64	97	83	58
4.22	---	34	38	65	97	83	58
4.23	---	35	39	66	97	83	58
4.24	---	36	40	67	98	84	58
4.25	---	37	41	70	98	84	59
4.26	---	37	42	70	98	84	59
4.27	---	38	43	70	98	84	59
4.28	---	39	43	71	99.99	85	60
4.29	---	39	44	71	...	85	60
4.30	---	40	45	71	...	86	61
4.31	---	44	46	72	...	86	62
4.32	2	45	47	73	...	87	63
4.33	3	46	47	77	...	87	65
4.34	4	46	48	78	...	88	66
4.35	7	47	48	79	...	89	67
4.36	8	50	53	81	...	90	68
4.37	9	52	55	82	...	90	68
4.38	10	52	55	82	...	91	68
4.39	10	53	55	82	...	91	69
4.40	10	53	56	83	...	92	69
4.41	11	53	56	83	...	92	69
4.42	11	54	56	83	...	92	70
4.43	12	54	57	83	...	93	70
4.44	12	54	58	83	...	93	70
4.45	12	54	59	83	...	93	70
4.46	13	55	61	84	...	93	71
4.47	13	55	64	84	...	93	71

High Schools (N = 39)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.48	13	55	67	84	...	93	71
4.49	14	55	68	84	...	94	72
4.50	14	56	68	84	...	94	72
4.51	14	56	69	85	...	94	72
4.52	16	56	69	85	...	94	73
4.53	18	56	71	86	...	94	73
4.54	20	57	74	87	...	94	74
4.55	22	57	75	88	...	95	74
4.56	24	58	75	89	...	95	75
4.57	30	59	76	89	...	95	77
4.58	35	59	76	90	...	95	80
4.59	37	60	76	91	...	95	81
4.60	39	61	77	92	...	95	82
4.61	41	61	79	92	...	95	86
4.62	44	62	80	93	...	95	87
4.63	45	62	80	93	...	95	88
4.64	45	64	80	93	...	95	89
4.65	45	67	81	93	...	95	90
4.66	45	68	81	94	...	95	90
4.67	46	69	81	94	...	95	90
4.68	46	70	82	94	...	96	90
4.69	46	72	85	94	...	96	91
4.70	46	73	85	95	...	96	91
4.71	47	74	85	95	...	96	91
4.72	47	76	86	95	...	96	91
4.73	50	78	86	95	...	96	92
4.74	52	79	86	96	...	96	92
4.75	56	80	87	96	...	96	92
4.76	58	80	87	96	...	96	92
4.77	60	81	89	96	...	96	93
4.78	62	81	90	97	...	96	93
4.79	65	82	90	97	...	96	93
4.80	65	82	91	99.99	...	96	93
4.81	66	84	92	...	...	96	93
4.82	66	85	92	...	...	97	93
4.83	67	86	93	...	...	97	94
4.84	67	86	93	...	...	97	94
4.85	68	87	93	...	...	97	94
4.86	69	87	94	...	...	97	94
4.87	75	88	94	...	...	97	94
4.88	75	88	94	...	...	97	94
4.89	75	88	95	...	...	99.99	95
4.90	76	88	96	...	...	...	95
4.91	76	89	96	...	...	...	95
4.92	77	89	99.99	...	...	...	96
4.93	78	89	...	...	...	...	96
4.94	80	89	...	...	...	...	96
4.95	83	90	...	...	...	...	97
4.96	85	91	...	...	...	...	99.99
4.97	85	91	...	...	...	...	...
4.98	85	93	...	...	...	...	...
4.99	86	95	...	...	...	...	...
5.00	86	95	...	...	...	...	...
5.01	86	95	...	...	...	...	...

High Schools (N = 39)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.02	87	95	...	...	...	...	...
5.03	87	95	...	...	...	...	...
5.04	87	96	...	...	...	...	...
5.05	88	96	...	...	...	...	...
5.06	88	96	...	...	...	...	...
5.07	88	96	...	...	...	...	...
5.08	89	96	...	...	...	...	...
5.09	89	97	...	...	...	...	...
5.10	90	97	...	...	...	...	...
5.11	92	97	...	...	...	...	...
5.12	92	99.99	...	...	...	...	...
5.13	93	...	...	...	...	...	...
5.14	93	...	...	...	...	...	...
5.15	94	...	...	...	...	...	...
5.16	94	...	...	...	...	...	...
5.17	95	...	...	...	...	...	...
5.18	95	...	...	...	...	...	...
5.19	95	...	...	...	...	...	...
5.20	95	...	...	...	...	...	...
5.21	95	...	...	...	...	...	...
5.22	96	...	...	...	...	...	...
5.23	96	...	...	...	...	...	...
5.24	96	...	...	...	...	...	...
5.25	96	...	...	...	...	...	...
5.26	97	...	...	...	...	...	...
5.27	97	...	...	...	...	...	...
5.28	97	...	...	...	...	...	...
5.29	99.99	...	...	...	...	...	...
5.30	...	...	...	...	...	...	...
For High Schools, all subscale scores from 5.30 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

**Table 35: Percentile Conversion for MSCI Subscale Mean Scores by School Level:
Middle/High Schools (N = 6)**

Middle/High Schools (N = 6)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Middle/High Schools, all subscale scores from 1.00 through 2.81 are below the 1 st percentile							
2.81	---	---	---	---	---	---	---
2.82	---	---	---	---	14	---	---
2.83	---	---	---	---	14	---	---
2.84	---	---	---	---	14	---	---
2.85	---	---	---	---	15	---	---
2.86	---	---	---	---	15	---	---
2.87	---	---	---	---	15	---	---
2.88	---	---	---	---	16	---	---
2.89	---	---	---	---	16	---	---
2.90	---	---	---	---	16	---	---
2.91	---	---	---	---	16	---	---
2.92	---	---	---	---	17	---	---
2.93	---	---	---	---	17	---	---
2.94	---	---	---	---	17	---	---
2.95	---	---	---	---	18	---	---
2.96	---	---	---	---	18	---	---
2.97	---	---	---	---	18	---	---
2.98	---	---	---	---	18	---	---
2.99	---	---	---	---	19	---	---
3.00	---	---	---	---	19	---	---
3.01	---	---	---	---	19	---	---
3.02	---	---	---	---	20	---	---
3.03	---	---	---	---	20	---	---
3.04	---	---	---	---	20	---	---
3.05	---	---	---	---	20	---	---
3.06	---	---	---	---	21	---	---
3.07	---	---	---	---	21	---	---
3.08	---	---	---	---	21	---	---
3.09	---	---	---	---	22	---	---
3.10	---	---	---	---	22	---	---
3.11	---	---	---	---	22	---	---
3.12	---	---	---	---	22	---	---
3.13	---	---	---	---	23	---	---
3.14	---	---	---	---	23	---	---
3.15	---	---	---	---	23	---	---
3.16	---	---	---	---	24	---	---
3.17	---	---	---	---	24	---	---
3.18	---	---	---	---	24	---	---
3.19	---	---	---	---	24	---	---
3.20	---	---	---	---	25	---	---
3.21	---	---	---	---	25	---	---
3.22	---	---	---	---	25	---	---
3.23	---	---	---	---	26	---	---
3.24	---	---	---	---	26	---	---
3.25	---	---	---	---	26	---	---
3.26	---	---	---	---	26	---	---
3.27	---	---	---	---	27	---	---
3.28	---	---	---	---	27	---	---

Middle/High Schools (N = 6)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.29	---	---	---	---	27	---	---
3.30	---	---	---	---	28	---	---
3.31	---	---	---	---	28	---	---
3.32	---	---	---	---	29	---	---
3.33	---	---	---	---	30	---	---
3.34	---	---	---	---	32	---	---
3.35	---	---	---	---	33	---	---
3.36	---	---	---	---	35	---	---
3.37	---	---	---	---	36	---	---
3.38	---	---	---	---	38	---	---
3.39	---	---	---	---	40	---	---
3.40	---	---	---	---	41	---	---
3.41	---	---	---	---	43	---	---
3.42	---	---	---	---	44	---	---
3.43	---	---	---	---	44	---	---
3.44	---	---	---	---	45	---	---
3.45	---	---	---	---	46	---	---
3.46	---	---	---	---	47	---	---
3.47	---	---	---	---	48	---	---
3.48	---	---	---	---	49	---	---
3.49	---	---	---	---	50	---	---
3.50	---	---	---	---	51	---	---
3.51	---	---	---	---	52	---	---
3.52	---	---	---	---	53	---	---
3.53	---	---	---	---	54	---	---
3.54	---	---	---	---	55	---	---
3.55	---	---	---	---	56	---	---
3.56	---	---	---	---	56	---	---
3.57	---	---	---	---	59	---	---
3.58	---	---	---	---	61	---	---
3.59	---	---	---	---	64	---	---
3.60	---	---	---	---	66	---	---
3.61	---	---	---	---	69	---	14
3.62	---	---	---	---	71	---	15
3.63	---	---	---	---	72	---	15
3.64	---	---	---	---	72	---	16
3.65	---	---	---	---	73	---	17
3.66	---	---	---	---	73	---	17
3.67	---	---	---	---	74	---	18
3.68	---	---	---	---	74	15	19
3.69	---	---	---	---	75	17	19
3.70	---	---	---	---	76	19	20
3.71	---	---	---	---	76	20	20
3.72	---	---	---	---	77	22	21
3.73	---	---	---	---	77	24	22
3.74	---	---	---	---	78	25	22
3.75	---	---	---	---	78	27	23
3.76	---	---	---	---	79	28	24
3.77	---	---	---	---	80	30	24
3.78	---	---	---	---	80	31	25
3.79	---	---	---	---	81	33	25
3.80	---	---	---	---	81	34	26
3.81	---	---	---	---	82	35	27
3.82	---	---	---	---	83	37	27

Middle/High Schools (N = 6)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.83	---	---	---	---	83	38	28
3.84	---	---	---	---	84	40	28
3.85	---	---	---	---	84	41	29
3.86	---	---	---	---	85	42	29
3.87	---	---	---	---	99.99	43	30
3.88	---	---	---	---	...	44	30
3.89	---	---	---	14	...	45	30
3.90	---	---	---	15	...	46	31
3.91	---	---	---	16	...	47	31
3.92	---	---	---	17	...	48	32
3.93	---	---	---	18	...	49	32
3.94	---	---	---	19	...	50	33
3.95	---	---	---	19	...	51	33
3.96	---	---	---	20	...	52	33
3.97	---	---	---	21	...	53	34
3.98	---	---	---	22	...	54	34
3.99	---	---	---	23	...	55	35
4.00	---	---	---	24	...	56	35
4.01	---	---	---	25	...	56	35
4.02	---	---	---	26	...	58	36
4.03	---	---	---	27	...	59	36
4.04	---	---	---	28	...	60	37
4.05	---	---	---	28	...	62	37
4.06	---	---	---	29	...	63	38
4.07	---	---	---	29	...	64	38
4.08	---	---	---	30	...	66	38
4.09	---	---	---	30	...	67	39
4.10	---	---	---	30	...	68	39
4.11	---	---	---	31	...	70	40
4.12	---	---	14	31	...	71	40
4.13	---	---	15	32	...	77	40
4.14	---	---	16	32	...	82	41
4.15	---	---	17	32	...	99.99	41
4.16	---	---	18	33	...	...	42
4.17	---	15	19	33	...	...	42
4.18	---	17	20	34	...	...	43
4.19	---	18	21	34	...	...	43
4.20	---	20	22	35	...	...	44
4.21	---	21	23	35	...	...	44
4.22	---	22	24	35	...	...	45
4.23	---	24	25	36	...	...	45
4.24	---	25	26	36	...	...	46
4.25	---	27	27	37	...	...	46
4.26	---	29	28	37	...	...	47
4.27	---	35	29	38	...	...	48
4.28	---	42	31	38	...	...	48
4.29	---	44	32	38	...	...	49
4.30	---	45	33	39	...	...	49
4.31	---	47	35	39	...	...	50
4.32	---	48	36	40	...	...	50
4.33	---	50	37	40	...	...	51
4.34	---	51	39	40	...	...	51
4.35	---	53	40	41	...	...	52
4.36	---	54	41	41	...	...	53

Middle/High Schools (N = 6)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.37	---	56	43	42	...	...	53
4.38	---	58	45	42	...	...	54
4.39	---	60	48	57	...	...	54
4.40	---	62	50	58	...	...	55
4.41	---	64	53	59	...	...	55
4.42	---	66	55	61	...	...	56
4.43	---	68	57	62	...	...	56
4.44	---	70	59	63	...	...	57
4.45	---	71	61	64	...	...	57
4.46	---	72	62	66	...	...	58
4.47	---	72	64	67	...	...	58
4.48	---	72	66	68	...	...	59
4.49	---	73	67	69	...	...	59
4.50	---	73	69	71	...	...	60
4.51	---	74	71	73	...	...	60
4.52	---	74	71	75	...	...	61
4.53	14	74	72	78	...	...	61
4.54	15	75	72	80	...	...	62
4.55	16	75	73	82	...	...	62
4.56	17	76	73	85	...	...	63
4.57	18	76	74	99.99	...	...	63
4.58	19	76	74	...	...	...	64
4.59	19	77	74	...	...	...	64
4.60	20	77	75	...	...	...	65
4.61	21	78	75	...	...	...	65
4.62	22	78	76	...	...	...	66
4.63	23	79	76	...	...	...	66
4.64	24	79	77	...	...	...	67
4.65	25	79	77	...	...	...	67
4.66	26	80	77	...	...	...	68
4.67	27	80	78	...	...	...	68
4.68	28	81	78	...	...	...	69
4.69	29	81	79	...	...	...	69
4.70	31	81	79	...	...	...	70
4.71	33	82	80	...	...	...	70
4.72	35	82	80	...	...	...	71
4.73	37	83	81	...	...	...	71
4.74	39	83	81	...	...	...	72
4.75	41	83	81	...	...	...	73
4.76	43	84	82	...	...	...	73
4.77	46	84	82	...	...	...	74
4.78	49	85	83	...	...	...	74
4.79	52	85	83	...	...	...	75
4.80	54	99.99	84	...	...	...	75
4.81	64	...	84	...	...	...	76
4.82	71	...	84	...	...	...	77
4.83	72	...	85	...	...	...	77
4.84	72	...	99.99	...	...	...	78
4.85	72	...	...	...	...	...	78
4.86	73	...	...	...	...	...	79
4.87	73	...	...	...	...	...	79
4.88	73	...	...	...	...	...	80
4.89	74	...	...	...	...	...	80
4.90	74	...	...	...	...	...	81

Middle/High Schools (N = 6)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.91	75	...	...	...	...	...	82
4.92	75	...	...	...	...	...	82
4.93	75	...	...	...	...	...	83
4.94	76	...	...	...	...	...	83
4.95	76	...	...	...	...	...	84
4.96	76	...	...	...	...	...	84
4.97	77	...	...	...	...	...	85
4.98	77	...	...	...	...	...	99.99
4.99	78	...	...	...	...	...	...
5.00	78	...	...	...	...	...	...
5.01	78	...	...	...	...	...	...
5.02	79	...	...	...	...	...	...
5.03	79	...	...	...	...	...	...
5.04	79	...	...	...	...	...	...
5.05	80	...	...	...	...	...	...
5.06	80	...	...	...	...	...	...
5.07	81	...	...	...	...	...	...
5.08	81	...	...	...	...	...	...
5.09	81	...	...	...	...	...	...
5.10	82	...	...	...	...	...	...
5.11	82	...	...	...	...	...	...
5.12	82	...	...	...	...	...	...
5.13	83	...	...	...	...	...	...
5.14	83	...	...	...	...	...	...
5.15	84	...	...	...	...	...	...
5.16	84	...	...	...	...	...	...
5.17	84	...	...	...	...	...	...
5.18	85	...	...	...	...	...	...
5.19	85	...	...	...	...	...	...
5.20	99.99	...	...	...	...	...	...
5.21	...	...	...	...	...	...	...
For Middle/High Schools, all subscale scores from 5.21 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

**Table 36: Percentile Conversion for MSCI Subscale Mean Scores by School Locale:
Urban Schools^A (N = 44)**

Urban Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Urban Schools, all subscale scores from 1.00 through 2.87 are below the 1 st percentile							
2.87	---	---	---	---	---	---	---
2.88	---	---	---	---	2	---	---
2.89	---	---	---	---	4	---	---
2.90	---	---	---	---	4	---	---
2.91	---	---	---	---	5	---	---
2.92	---	---	---	---	5	---	---
2.93	---	---	---	---	6	---	---
2.94	---	---	---	---	6	---	---
2.95	---	---	---	---	7	---	---
2.96	---	---	---	---	7	---	---
2.97	---	---	---	---	8	---	---
2.98	---	---	---	---	9	---	---
2.99	---	---	---	---	9	---	---
3.00	---	---	---	---	10	---	---
3.01	---	---	---	---	11	---	---
3.02	---	---	---	---	12	---	---
3.03	---	---	---	---	14	---	---
3.04	---	---	---	---	15	---	---
3.05	---	---	---	---	16	---	---
3.06	---	---	---	---	17	---	---
3.07	---	---	---	---	17	---	---
3.08	---	---	---	---	18	---	---
3.09	---	---	---	---	18	---	---
3.10	---	---	---	---	18	---	---
3.11	---	---	---	---	19	---	---
3.12	---	---	---	---	19	---	---
3.13	---	---	---	---	19	---	---
3.14	---	---	---	---	20	---	---
3.15	---	---	---	---	20	---	---
3.16	---	---	---	---	20	---	---
3.17	---	---	---	---	20	---	---
3.18	---	---	---	---	21	---	---
3.19	---	---	---	---	21	---	---
3.20	---	---	---	---	21	---	---
3.21	---	---	---	---	21	---	---
3.22	---	---	---	---	22	---	---
3.23	---	---	---	---	22	---	---
3.24	---	---	---	---	23	---	---
3.25	---	---	---	---	23	---	---
3.26	---	---	---	---	24	---	---
3.27	---	---	---	---	27	---	---
3.28	---	---	---	---	28	---	---
3.29	---	---	---	---	29	---	---
3.30	---	---	---	---	29	---	---
3.31	---	---	---	---	29	---	2
3.32	---	---	---	---	29	---	2
3.33	---	---	---	---	30	---	2
3.34	---	---	---	---	30	---	2

Urban Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.35	---	---	---	---	30	---	2
3.36	---	---	---	---	30	---	2
3.37	---	---	---	---	31	---	2
3.38	---	---	---	---	31	---	3
3.39	---	---	---	---	32	---	3
3.40	---	---	---	---	33	---	3
3.41	---	---	---	---	34	---	3
3.42	---	---	---	---	35	---	3
3.43	---	---	---	---	36	---	3
3.44	---	---	---	---	36	---	3
3.45	---	---	---	---	37	---	3
3.46	---	---	---	---	39	---	3
3.47	---	---	---	---	40	---	4
3.48	---	---	---	---	41	2	4
3.49	---	---	---	---	41	2	4
3.50	---	---	---	---	42	2	4
3.51	---	---	---	---	43	2	4
3.52	---	---	---	---	45	2	4
3.53	---	---	---	---	48	3	4
3.54	---	---	---	---	49	3	5
3.55	---	---	---	---	50	3	5
3.56	---	---	---	---	52	3	5
3.57	---	---	---	---	56	3	5
3.58	---	2	---	---	58	3	6
3.59	---	2	---	---	58	3	6
3.60	---	2	---	2	59	4	6
3.61	---	2	---	2	59	4	6
3.62	---	2	---	2	60	4	6
3.63	---	2	---	2	67	4	7
3.64	---	2	---	2	64	4	7
3.65	---	2	---	2	65	5	7
3.66	---	2	---	3	66	6	7
3.67	---	3	---	3	68	6	7
3.68	---	3	---	3	69	7	7
3.69	---	3	---	3	69	8	7
3.70	---	3	---	3	69	9	8
3.71	---	3	---	3	70	9	8
3.72	---	3	---	3	70	9	8
3.73	---	3	---	3	70	10	8
3.74	---	3	---	4	73	10	8
3.75	---	3	---	4	73	10	8
3.76	---	3	---	4	76	11	11
3.77	---	3	---	4	76	11	11
3.78	---	4	---	5	76	12	11
3.79	---	4	---	6	75	13	11
3.80	---	4	---	6	76	18	11
3.81	---	4	---	6	78	18	11
3.82	---	4	---	7	79	19	11
3.83	---	4	---	7	80	20	11
3.84	---	4	---	7	82	20	12
3.85	---	5	2	7	82	21	12
3.86	---	5	2	7	83	22	12
3.87	---	6	2	7	83	23	12
3.88	---	6	3	7	83	23	12

Urban Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.89	---	6	3	7	84	24	12
3.90	---	7	3	7	84	24	12
3.91	---	7	3	7	85	24	12
3.92	---	7	3	8	85	25	12
3.93	---	7	4	8	86	25	13
3.94	---	7	4	8	87	25	13
3.95	---	7	4	8	88	25	13
3.96	---	8	5	8	88	26	15
3.97	---	8	6	8	89	26	15
3.98	---	8	6	8	89	26	16
3.99	---	8	6	8	89	26	16
4.00	---	8	7	8	90	27	17
4.01	---	9	7	9	90	27	17
4.02	---	10	7	9	90	28	18
4.03	---	11	7	10	91	28	18
4.04	---	11	8	10	91	29	19
4.05	---	12	8	11	91	31	19
4.06	---	12	8	11	92	32	20
4.07	---	12	8	11	92	33	21
4.08	---	13	8	12	93	35	21
4.09	---	13	9	12	93	36	22
4.10	---	13	9	13	93	37	25
4.11	---	14	9	14	93	38	27
4.12	---	14	9	16	94	42	27
4.13	---	14	9	17	94	43	28
4.14	---	14	9	20	94	44	28
4.15	---	15	9	20	95	46	29
4.16	---	15	10	21	95	47	30
4.17	---	17	10	21	95	48	31
4.18	---	18	10	22	95	48	31
4.19	---	18	10	23	96	49	31
4.20	---	18	10	24	96	49	32
4.21	---	18	10	25	96	49	32
4.22	---	19	11	26	96	49	32
4.23	---	19	11	26	96	49	33
4.24	---	19	13	27	97	50	33
4.25	---	20	14	27	97	50	34
4.26	---	20	15	27	97	50	34
4.27	---	21	15	27	97	50	34
4.28	---	21	16	28	99.99	50	35
4.29	---	22	16	28	...	51	37
4.30	---	22	17	28	...	55	38
4.31	---	22	17	28	...	56	38
4.32	2	23	18	30	...	56	39
4.33	3	23	18	31	...	57	39
4.34	4	23	19	33	...	58	40
4.35	4	23	19	35	...	59	44
4.36	4	24	20	36	...	62	45
4.37	5	24	21	37	...	63	46
4.38	5	25	22	39	...	64	46
4.39	5	26	23	40	...	64	47
4.40	5	26	24	40	...	65	48
4.41	5	29	25	41	...	65	49
4.42	5	29	27	41	...	65	49

Urban Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.43	6	30	29	41	...	66	50
4.44	6	32	31	42	...	66	51
4.45	6	37	31	43	...	66	53
4.46	6	38	32	44	...	66	55
4.47	6	39	32	45	...	67	56
4.48	6	43	35	46	...	67	57
4.49	7	45	36	47	...	67	58
4.50	7	46	36	52	...	67	58
4.51	7	48	37	55	...	68	59
4.52	7	51	37	56	...	68	59
4.53	8	53	40	57	...	68	60
4.54	8	54	41	58	...	69	62
4.55	8	55	42	58	...	69	63
4.56	9	55	43	59	...	69	63
4.57	10	56	43	59	...	70	64
4.58	11	56	44	60	...	70	66
4.59	11	56	45	61	...	71	67
4.60	12	57	46	62	...	73	68
4.61	13	57	47	62	...	73	68
4.62	14	57	47	63	...	74	69
4.63	14	60	47	63	...	75	70
4.64	15	61	48	63	...	75	71
4.65	15	62	48	64	...	75	71
4.66	15	65	51	68	...	76	72
4.67	16	66	51	69	...	76	73
4.68	16	69	52	71	...	77	73
4.69	16	70	52	71	...	77	74
4.70	16	71	53	71	...	77	74
4.71	17	72	54	72	...	80	75
4.72	17	73	56	72	...	80	75
4.73	17	73	59	72	...	81	75
4.74	18	73	60	73	...	82	75
4.75	19	73	61	73	...	82	76
4.76	22	74	64	73	...	83	76
4.77	23	74	64	76	...	83	76
4.78	24	74	65	76	...	83	76
4.79	28	74	65	75	...	84	76
4.80	31	74	66	75	...	85	76
4.81	32	75	68	76	...	86	76
4.82	33	75	69	77	...	86	77
4.83	34	75	70	78	...	87	77
4.84	36	77	72	80	...	87	77
4.85	38	78	74	81	...	87	77
4.86	39	79	75	81	...	88	77
4.87	40	80	76	84	...	88	78
4.88	41	80	77	85	...	88	78
4.89	42	81	77	87	...	89	79
4.90	43	81	78	90	...	89	82
4.91	45	82	78	91	...	89	84
4.92	48	83	79	91	...	90	84
4.93	50	84	79	91	...	90	84
4.94	52	86	80	92	...	90	85
4.95	53	87	82	92	...	90	85
4.96	54	87	83	92	...	91	85

Urban Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.97	54	87	84	93	...	91	85
4.98	54	88	85	93	...	91	86
4.99	55	88	86	93	...	91	86
5.00	56	89	88	93	...	91	86
5.01	60	89	90	93	...	91	87
5.02	62	90	91	94	...	92	87
5.03	63	90	93	94	...	92	87
5.04	66	91	93	94	...	92	88
5.05	69	91	93	94	...	92	88
5.06	71	91	94	94	...	92	93
5.07	73	91	94	94	...	92	93
5.08	74	91	94	95	...	92	93
5.09	76	91	94	95	...	93	93
5.10	78	92	94	95	...	93	94
5.11	79	92	95	95	...	93	94
5.12	79	92	95	97	...	94	94
5.13	80	92	95	99.99	...	95	94
5.14	81	92	95	...	...	96	95
5.15	82	92	95	...	...	96	95
5.16	83	92	96	...	...	96	95
5.17	84	93	96	...	...	97	95
5.18	84	93	96	...	...	97	95
5.19	84	93	96	...	...	99.99	95
5.20	85	94	96	...	...	...	96
5.21	85	94	96	...	...	...	96
5.22	85	95	97	...	...	...	96
5.23	86	95	97	...	...	...	96
5.24	86	95	97	...	...	...	96
5.25	91	95	97	...	...	...	96
5.26	91	95	97	...	...	...	96
5.27	92	96	99.99	...	...	...	96
5.28	92	96	...	...	...	...	97
5.29	94	96	...	...	...	...	97
5.30	95	96	...	...	...	...	97
5.31	96	96	...	...	...	...	97
5.32	96	96	...	...	...	...	97
5.33	96	96	...	...	...	...	99.99
5.34	97	97	...	...	...	...	...
5.35	97	97	...	...	...	...	...
5.36	97	97	...	...	...	...	...
5.37	99.99	97	...	...	...	...	...
5.38	...	97	...	...	...	...	...
5.39	...	97	...	...	...	...	...
5.40	...	99.99	...	...	...	...	...
5.41	...	...	...	...	...	...	...
For Urban Schools, all subscale scores from 5.41 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

A. Urban schools are those schools with a locale code of 1 (large city) or 2 (midsize city).

**Table 37: Percentile Conversion for MSCI Subscale Mean Scores by School Locale:
Suburban Schools^B (N = 43)**

Suburban Schools (N = 43)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Suburban Schools, all subscale scores from 1.00 through 2.80 are below the 1 st percentile							
2.80	---	---	---	---	---	---	---
2.81	---	---	---	---	2	---	---
2.82	---	---	---	---	2	---	---
2.83	---	---	---	---	3	---	---
2.84	---	---	---	---	3	---	---
2.85	---	---	---	---	3	---	---
2.86	---	---	---	---	4	---	---
2.87	---	---	---	---	4	---	---
2.88	---	---	---	---	4	---	---
2.89	---	---	---	---	5	---	---
2.90	---	---	---	---	5	---	---
2.91	---	---	---	---	6	---	---
2.92	---	---	---	---	6	---	---
2.93	---	---	---	---	6	---	---
2.94	---	---	---	---	7	---	---
2.95	---	---	---	---	7	---	---
2.96	---	---	---	---	8	---	---
2.97	---	---	---	---	8	---	---
2.98	---	---	---	---	8	---	---
2.99	---	---	---	---	10	---	---
3.00	---	---	---	---	12	---	---
3.01	---	---	---	---	13	---	---
3.02	---	---	---	---	14	---	---
3.03	---	---	---	---	14	---	---
3.04	---	---	---	---	14	---	---
3.05	---	---	---	---	15	---	---
3.06	---	---	---	---	18	---	---
3.07	---	---	---	---	20	---	---
3.08	---	---	---	---	20	---	---
3.09	---	---	---	---	20	---	---
3.10	---	---	---	---	21	---	---
3.11	---	---	---	---	21	---	---
3.12	---	---	---	---	21	---	---
3.13	---	---	---	---	22	---	2
3.14	---	---	---	---	22	---	2
3.15	---	---	---	---	23	---	2
3.16	---	---	---	---	25	---	2
3.17	---	---	---	---	30	---	2
3.18	---	---	---	---	31	---	2
3.19	---	---	---	---	31	---	2
3.20	---	---	---	---	32	---	2
3.21	---	---	---	---	32	---	2
3.22	---	---	---	---	32	---	3
3.23	---	---	---	---	33	---	3
3.24	---	---	---	---	33	---	3
3.25	---	---	---	---	34	---	3
3.26	---	---	---	---	35	---	3
3.27	---	---	---	---	35	---	3

Suburban Schools (N = 43)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.28	---	---	---	---	36	---	3
3.29	---	---	---	---	37	---	3
3.30	---	---	---	---	40	---	3
3.31	---	---	---	---	41	2	3
3.32	---	---	---	---	42	2	3
3.33	---	---	---	---	44	2	3
3.34	---	---	---	---	45	2	4
3.35	---	---	---	---	47	2	4
3.36	---	---	---	---	49	2	4
3.37	---	---	---	---	51	2	4
3.38	---	---	---	---	51	3	4
3.39	---	---	---	---	52	3	4
3.40	---	---	---	---	52	3	5
3.41	---	---	---	---	52	3	5
3.42	---	---	---	---	53	3	6
3.43	---	---	---	---	54	3	6
3.44	---	---	---	2	54	3	6
3.45	---	---	---	2	55	3	7
3.46	---	---	---	2	58	3	7
3.47	---	---	---	2	59	4	7
3.48	---	---	---	2	60	4	7
3.49	---	---	---	2	60	4	7
3.50	---	---	---	3	61	4	7
3.51	---	---	---	3	61	4	7
3.52	---	---	---	3	62	4	8
3.53	---	---	---	3	62	5	8
3.54	---	---	---	3	63	5	8
3.55	---	---	---	3	63	5	8
3.56	---	---	---	3	65	6	8
3.57	---	---	---	3	67	6	8
3.58	---	---	---	3	68	6	8
3.59	---	---	---	4	69	6	9
3.60	---	---	---	4	70	7	9
3.61	---	---	---	4	71	7	9
3.62	---	---	---	4	71	7	9
3.63	---	---	---	4	71	7	9
3.64	---	---	---	5	71	7	9
3.65	---	---	---	5	72	8	10
3.66	---	---	---	5	72	8	10
3.67	---	---	---	5	72	8	10
3.68	---	---	---	6	72	8	10
3.69	---	---	---	6	72	8	10
3.70	---	---	---	6	73	9	10
3.71	---	---	---	6	74	9	11
3.72	---	---	---	7	76	10	11
3.73	---	---	---	7	80	10	13
3.74	---	2	---	7	80	11	15
3.75	---	2	---	7	80	11	16
3.76	---	2	---	7	81	12	17
3.77	---	3	---	7	81	12	17
3.78	---	3	---	8	82	13	17
3.79	---	3	---	8	82	13	17
3.80	---	3	---	8	82	14	18
3.81	---	4	2	8	82	14	18

Suburban Schools (N = 43)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.82	---	4	2	8	83	15	18
3.83	---	4	2	8	83	15	18
3.84	---	4	2	9	83	16	18
3.85	---	4	3	10	83	17	18
3.86	---	5	3	11	84	18	18
3.87	---	5	3	11	84	20	18
3.88	---	5	3	12	84	21	18
3.89	---	5	3	12	85	22	18
3.90	---	5	3	13	85	23	18
3.91	---	6	4	15	85	23	19
3.92	---	6	4	15	86	24	19
3.93	---	6	4	16	86	26	19
3.94	---	6	4	16	87	27	19
3.95	---	6	4	17	88	28	19
3.96	---	7	5	17	89	31	19
3.97	---	7	5	20	91	31	19
3.98	---	7	5	21	91	32	19
3.99	---	7	5	22	91	32	19
4.00	---	7	6	22	91	32	19
4.01	---	8	6	23	92	34	19
4.02	---	8	6	23	92	37	20
4.03	---	8	6	23	92	38	20
4.04	---	8	6	23	92	39	20
4.05	---	9	7	24	92	39	21
4.06	---	9	7	24	93	40	21
4.07	---	9	7	26	93	42	22
4.08	---	10	7	27	93	44	23
4.09	---	10	7	27	93	45	24
4.10	---	11	8	27	94	45	25
4.11	---	11	8	27	94	45	26
4.12	---	11	8	28	94	46	27
4.13	---	11	8	28	94	46	29
4.14	---	12	9	28	94	46	31
4.15	---	12	10	29	95	47	36
4.16	---	12	11	30	95	47	38
4.17	---	12	12	31	95	48	39
4.18	---	13	13	32	95	48	43
4.19	---	13	14	32	95	49	44
4.20	---	13	15	34	95	50	44
4.21	---	13	15	35	95	51	45
4.22	---	14	16	36	96	51	45
4.23	---	14	17	36	96	51	45
4.24	---	14	17	37	96	51	45
4.25	---	14	18	37	96	52	46
4.26	---	15	23	38	96	52	46
4.27	---	15	24	38	96	52	46
4.28	---	15	25	38	96	52	48
4.29	---	16	25	39	97	53	49
4.30	---	17	25	39	97	53	49
4.31	---	17	26	39	97	53	50
4.32	---	18	26	42	97	54	50
4.33	---	18	27	43	97	54	50
4.34	---	19	27	43	97	55	51
4.35	2	19	27	44	99.99	55	55

Suburban Schools (N = 43)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.36	2	20	28	45	...	56	57
4.37	2	21	28	45	...	56	58
4.38	3	22	28	46	...	57	58
4.39	3	22	29	48	...	59	58
4.40	3	22	29	49	...	63	59
4.41	3	23	29	49	...	64	59
4.42	3	23	29	49	...	64	60
4.43	4	23	30	50	...	64	61
4.44	4	24	30	50	...	65	63
4.45	4	24	30	50	...	65	64
4.46	4	24	30	51	...	65	66
4.47	5	25	31	51	...	65	67
4.48	5	25	31	52	...	66	67
4.49	5	26	32	52	...	66	68
4.50	6	26	32	53	...	66	68
4.51	6	27	33	54	...	66	70
4.52	6	28	35	55	...	67	71
4.53	8	28	36	55	...	67	72
4.54	9	29	37	56	...	68	73
4.55	10	30	37	56	...	69	73
4.56	10	30	39	57	...	71	74
4.57	15	31	40	57	...	72	75
4.58	17	31	40	58	...	73	76
4.59	18	31	40	61	...	73	77
4.60	20	31	41	62	...	74	77
4.61	20	32	41	63	...	74	78
4.62	20	32	41	64	...	75	78
4.63	21	32	44	65	...	78	78
4.64	21	33	45	66	...	79	78
4.65	21	33	45	70	...	80	79
4.66	22	34	46	70	...	82	79
4.67	22	35	46	71	...	82	79
4.68	23	36	47	71	...	82	79
4.69	23	38	49	71	...	83	79
4.70	23	40	49	72	...	83	80
4.71	24	44	50	72	...	83	80
4.72	26	47	51	72	...	84	81
4.73	27	48	53	72	...	84	81
4.74	28	49	55	73	...	84	82
4.75	29	50	56	73	...	84	82
4.76	31	50	57	74	...	84	83
4.77	33	51	58	74	...	85	84
4.78	35	53	60	75	...	85	86
4.79	36	53	61	76	...	85	87
4.80	36	54	61	80	...	85	87
4.81	37	55	62	80	...	85	88
4.82	38	55	63	81	...	85	88
4.83	41	55	63	82	...	85	89
4.84	42	56	64	84	...	86	89
4.85	42	56	66	86	...	86	90
4.86	43	56	67	86	...	86	90
4.87	43	57	68	87	...	86	90
4.88	43	57	68	88	...	88	91
4.89	43	57	69	88	...	91	92

Suburban Schools (N = 43)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.90	44	59	69	89	...	91	93
4.91	44	60	69	89	...	91	93
4.92	46	62	70	90	...	91	93
4.93	48	63	70	90	...	91	94
4.94	49	64	71	90	...	91	94
4.95	50	64	72	92	...	92	94
4.96	53	65	73	93	...	92	94
4.97	55	65	74	94	...	92	94
4.98	56	65	74	94	...	92	95
4.99	57	66	75	95	...	92	95
5.00	58	66	77	95	...	92	95
5.01	60	68	78	95	...	92	95
5.02	63	69	78	96	...	92	95
5.03	64	70	78	96	...	93	96
5.04	65	73	79	97	...	93	96
5.05	66	76	79	97	...	93	96
5.06	67	78	79	99.99	...	93	96
5.07	67	78	79	...	...	93	96
5.08	67	79	80	...	...	93	96
5.09	68	79	80	...	...	94	96
5.10	68	80	81	...	...	94	96
5.11	68	82	81	...	...	94	97
5.12	71	82	82	...	...	94	97
5.13	72	83	84	...	...	95	97
5.14	73	83	85	...	...	95	97
5.15	74	84	86	...	...	95	97
5.16	76	84	88	...	...	96	97
5.17	78	84	91	...	...	97	99.99
5.18	80	85	91	...	...	99.99	...
5.19	80	85	91	...	...	...	...
5.20	81	85	91	...	...	...	...
5.21	81	85	92	...	...	...	...
5.22	82	85	92	...	...	...	...
5.23	87	86	92	...	...	...	...
5.24	87	86	92	...	...	...	...
5.25	88	86	93	...	...	...	...
5.26	89	86	93	...	...	...	...
5.27	90	87	93	...	...	...	...
5.28	91	87	93	...	...	...	...
5.29	91	87	94	...	...	...	...
5.30	92	88	94	...	...	...	...
5.31	92	88	94	...	...	...	...
5.32	92	88	94	...	...	...	...
5.33	93	88	95	...	...	...	...
5.34	93	89	95	...	...	...	...
5.35	93	89	95	...	...	...	...
5.36	94	89	95	...	...	...	...
5.37	94	90	95	...	...	...	...
5.38	94	90	96	...	...	...	...
5.39	94	90	96	...	...	...	...
5.40	94	91	96	...	...	...	...
5.41	95	91	96	...	...	...	...
5.42	95	92	96	...	...	...	...
5.43	95	92	97	...	...	...	...

Suburban Schools (N = 43)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.44	95	92	97	...	...	...	...
5.45	95	93	97	...	...	...	...
5.46	96	95	97	...	...	...	...
5.47	96	95	97	...	...	...	...
5.48	96	95	99.99	...	...	...	...
5.49	96	95	...	...	...	...	...
5.50	96	96	...	...	...	...	...
5.51	96	96	...	...	...	...	...
5.52	96	96	...	...	...	...	...
5.53	97	96	...	...	...	...	...
5.54	97	96	...	...	...	...	...
5.55	97	96	...	...	...	...	...
5.56	97	96	...	...	...	...	...
5.57	97	96	...	...	...	...	...
5.58	99.99	96	...	...	...	...	...
5.59	...	97	...	...	...	...	...
5.60	...	97	...	...	...	...	...
5.61	...	97	...	...	...	...	...
5.62	...	97	...	...	...	...	...
5.63	...	97	...	...	...	...	...
5.64	...	97	...	...	...	...	...
5.65	...	97	...	...	...	...	...
5.66	...	97	...	...	...	...	...
5.67	...	99.99	...	...	...	...	...
5.68	...	...	...	...	...	...	...
For Suburban Schools, all subscale scores from 5.68 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

B. Suburban schools are those schools with a locale code of 3 (urban fringe of a large city) or 4 (urban fringe of a midsize city).

**Table 38: Percentile Conversion for MSCI Subscale Mean Scores by School Locale:
Town Schools^C (N = 45)**

Town Schools (N = 45)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Town Schools, all subscale scores from 1.00 through 2.67 are below the 1st percentile							
2.67	---	---	---	---	---	---	---
2.68	---	---	---	---	3	---	---
2.69	---	---	---	---	3	---	---
2.70	---	---	---	---	4	2	---
2.71	---	---	---	---	5	2	---
2.72	---	---	---	---	6	2	---
2.73	---	---	---	---	7	2	---
2.74	---	---	---	---	7	2	---
2.75	---	---	---	---	8	2	---
2.76	---	---	---	---	8	2	---
2.77	---	---	---	---	9	2	---
2.78	---	---	---	---	9	2	---
2.79	---	---	---	---	9	2	---
2.80	---	---	---	---	10	2	---
2.81	---	---	---	---	10	2	---
2.82	---	---	---	---	10	2	---
2.83	---	---	---	---	11	2	---
2.84	---	---	---	---	11	2	---
2.85	---	---	---	---	11	2	---
2.86	---	---	---	---	12	3	---
2.87	---	---	---	---	12	3	---
2.88	---	---	---	---	13	3	---
2.89	---	---	---	---	13	3	---
2.90	---	---	---	---	14	3	---
2.91	---	---	---	---	14	3	---
2.92	---	---	---	---	14	3	---
2.93	---	---	---	---	15	3	---
2.94	---	---	---	---	15	3	---
2.95	---	---	---	---	15	3	---
2.96	---	---	---	---	15	3	---
2.97	---	---	---	---	16	3	---
2.98	---	---	---	---	16	3	---
2.99	---	---	---	---	16	3	---
3.00	---	---	---	---	16	3	---
3.01	---	---	---	---	16	3	---
3.02	---	---	---	---	17	3	---
3.03	---	---	---	---	17	3	---
3.04	---	---	---	---	17	3	---
3.05	---	---	---	---	17	3	---
3.06	---	---	---	---	17	3	---
3.07	---	---	---	---	18	4	---
3.08	---	---	---	---	18	4	---
3.09	---	---	---	---	19	4	---
3.10	---	---	---	---	19	4	---
3.11	---	---	---	---	20	4	---
3.12	---	---	---	---	20	4	---
3.13	---	---	---	---	21	4	---
3.14	---	---	---	---	21	4	---

Town Schools (N = 45)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.15	---	---	---	---	22	4	---
3.16	---	---	---	---	22	4	---
3.17	---	---	---	---	23	4	---
3.18	---	---	---	---	24	4	---
3.19	---	---	---	---	24	5	---
3.20	---	---	---	---	25	5	---
3.21	---	---	---	---	27	5	---
3.22	---	---	---	---	31	5	---
3.23	---	---	---	---	31	5	---
3.24	---	---	---	---	32	5	---
3.25	---	---	---	---	32	6	---
3.26	---	---	---	---	33	6	---
3.27	---	---	---	---	33	6	---
3.28	---	---	---	---	33	6	---
3.29	---	---	---	---	34	6	---
3.30	---	---	---	---	34	8	---
3.31	---	---	---	---	34	9	---
3.32	---	---	---	---	35	9	---
3.33	---	---	---	---	35	9	---
3.34	---	---	---	---	38	9	---
3.35	---	---	---	---	39	10	---
3.36	---	---	---	---	42	10	---
3.37	---	---	---	---	42	10	---
3.38	---	---	---	---	43	10	---
3.39	---	---	---	---	44	11	---
3.40	---	---	---	---	45	11	---
3.41	---	---	---	---	45	11	---
3.42	---	---	---	---	46	11	---
3.43	---	---	---	---	47	11	---
3.44	---	---	---	---	48	11	---
3.45	---	---	---	---	50	11	---
3.46	---	---	---	---	52	12	---
3.47	---	---	---	---	54	12	---
3.48	---	---	---	---	56	12	---
3.49	---	---	---	---	58	12	---
3.50	---	---	---	---	60	12	---
3.51	---	---	---	---	61	12	---
3.52	---	---	---	---	62	12	---
3.53	---	---	---	---	62	13	---
3.54	---	---	---	---	63	13	---
3.55	---	---	---	---	64	13	---
3.56	---	---	---	---	64	15	---
3.57	---	---	---	---	64	15	---
3.58	---	2	---	---	65	16	---
3.59	---	2	---	---	65	16	---
3.60	---	2	---	---	65	17	---
3.61	---	2	---	---	66	17	---
3.62	---	2	---	---	66	17	---
3.63	---	2	---	---	67	18	---
3.64	---	2	---	---	70	18	---
3.65	---	2	---	---	72	18	---
3.66	---	2	---	---	74	19	---
3.67	---	2	---	---	74	19	---
3.68	---	2	---	---	76	19	---

Town Schools (N = 45)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.69	---	3	---	---	77	20	---
3.70	---	3	---	---	77	20	---
3.71	---	3	---	---	78	21	---
3.72	---	3	---	---	78	22	---
3.73	---	3	---	---	78	22	2
3.74	---	3	---	---	78	22	2
3.75	---	3	---	---	78	22	3
3.76	---	3	---	---	78	23	3
3.77	---	3	---	---	79	23	3
3.78	---	3	---	2	79	23	4
3.79	---	3	---	4	79	23	4
3.80	---	3	---	5	79	24	4
3.81	---	3	---	5	79	24	5
3.82	---	3	---	5	79	26	5
3.83	---	4	---	6	80	27	5
3.84	---	4	---	6	80	27	6
3.85	---	4	---	7	81	28	6
3.86	---	4	---	8	81	28	6
3.87	---	4	---	9	82	29	6
3.88	---	4	---	10	82	29	7
3.89	---	4	---	10	82	30	7
3.90	---	5	2	11	83	30	7
3.91	---	6	2	11	83	31	7
3.92	---	6	2	11	83	31	8
3.93	---	6	3	11	84	31	8
3.94	---	6	3	11	84	31	8
3.95	---	7	3	12	85	31	8
3.96	---	7	3	12	85	31	9
3.97	---	7	3	12	86	32	9
3.98	---	7	4	12	86	32	9
3.99	---	7	4	12	87	32	10
4.00	---	7	4	13	87	32	10
4.01	---	8	4	13	88	32	10
4.02	---	8	5	13	88	32	10
4.03	---	8	5	15	88	32	11
4.04	---	8	5	17	88	33	12
4.05	---	8	6	17	89	33	13
4.06	---	9	6	18	89	33	14
4.07	---	10	6	18	89	35	14
4.08	---	11	7	18	89	37	15
4.09	---	11	7	18	89	40	16
4.10	---	11	8	18	89	41	16
4.11	---	11	9	19	89	42	17
4.12	---	12	11	19	89	42	17
4.13	---	12	11	19	89	43	18
4.14	---	12	11	19	89	44	18
4.15	---	12	11	19	89	45	18
4.16	---	12	11	20	89	46	19
4.17	---	13	11	21	89	49	19
4.18	---	13	11	21	90	51	19
4.19	---	13	12	24	90	51	20
4.20	---	14	12	24	90	52	21
4.21	---	14	12	25	90	52	22
4.22	2	15	12	25	90	53	24

Town Schools (N = 45)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.23	2	16	12	26	90	53	24
4.24	2	17	12	26	90	54	24
4.25	2	17	12	27	90	54	25
4.26	2	18	13	27	90	55	25
4.27	2	18	13	28	90	55	25
4.28	2	19	13	29	90	55	25
4.29	2	19	14	31	90	56	26
4.30	3	20	15	31	91	56	26
4.31	3	20	15	32	91	57	26
4.32	3	20	16	32	91	57	27
4.33	3	21	16	33	91	60	29
4.34	3	21	16	34	92	60	30
4.35	3	21	17	34	92	61	31
4.36	3	22	17	35	93	61	32
4.37	3	23	17	38	95	62	33
4.38	3	23	18	40	95	62	34
4.39	3	25	18	40	95	62	35
4.40	4	27	19	41	95	62	37
4.41	4	28	20	41	96	62	38
4.42	4	29	21	42	96	63	40
4.43	4	29	21	43	96	63	40
4.44	4	29	22	44	96	63	40
4.45	4	30	23	45	96	63	40
4.46	4	30	25	46	96	63	41
4.47	5	30	26	51	96	63	41
4.48	5	31	27	51	96	64	41
4.49	5	32	27	52	97	64	41
4.50	5	33	28	52	97	64	41
4.51	6	34	28	53	97	66	42
4.52	6	35	29	55	97	67	42
4.53	6	35	34	56	97	67	43
4.54	6	36	36	57	97	68	43
4.55	7	37	36	58	97	69	44
4.56	7	39	37	59	99.99	69	44
4.57	8	40	38	61	...	69	45
4.58	9	40	39	63	...	70	46
4.59	9	41	40	64	...	70	51
4.60	10	42	41	67	...	70	52
4.61	10	42	42	71	...	71	53
4.62	10	43	42	72	...	72	53
4.63	14	44	42	73	...	73	54
4.64	15	45	43	73	...	74	54
4.65	16	45	43	74	...	76	55
4.66	16	45	43	74	...	78	55
4.67	17	46	43	74	...	78	56
4.68	18	48	44	75	...	79	57
4.69	19	55	45	76	...	80	58
4.70	20	56	48	80	...	81	60
4.71	20	57	51	80	...	81	61
4.72	21	57	51	81	...	83	64
4.73	21	58	52	82	...	84	65
4.74	22	59	53	82	...	85	66
4.75	23	60	53	82	...	85	67
4.76	23	60	55	83	...	85	69

Town Schools (N = 45)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.77	24	61	57	83	...	86	70
4.78	25	61	58	83	...	86	73
4.79	29	62	58	83	...	86	74
4.80	31	64	59	83	...	87	75
4.81	33	66	62	84	...	88	76
4.82	37	66	63	84	...	88	78
4.83	38	67	63	87	...	89	78
4.84	38	68	64	87	...	89	79
4.85	39	69	65	88	...	89	81
4.86	39	72	65	88	...	89	82
4.87	40	74	66	89	...	89	83
4.88	41	75	68	89	...	89	83
4.89	42	75	69	89	...	89	84
4.90	42	75	70	89	...	89	84
4.91	43	76	70	89	...	90	85
4.92	43	76	71	89	...	90	85
4.93	43	76	71	90	...	90	85
4.94	44	76	71	90	...	90	85
4.95	44	77	72	90	...	90	86
4.96	45	77	72	90	...	90	86
4.97	46	77	73	90	...	90	86
4.98	47	77	73	91	...	90	89
4.99	48	78	74	93	...	90	89
5.00	49	79	75	93	...	91	89
5.01	50	80	78	93	...	91	90
5.02	51	80	79	94	...	91	90
5.03	55	80	81	94	...	91	90
5.04	58	80	82	94	...	92	91
5.05	60	81	84	94	...	92	91
5.06	60	81	85	95	...	92	91
5.07	61	81	85	95	...	92	91
5.08	62	81	86	95	...	93	91
5.09	63	82	86	96	...	93	92
5.10	66	82	87	97	...	93	92
5.11	67	82	87	99.99	...	93	92
5.12	67	83	87	...	...	93	92
5.13	68	83	88	...	...	93	92
5.14	69	83	88	...	...	93	93
5.15	71	84	88	...	...	94	93
5.16	73	84	89	...	...	94	93
5.17	74	85	89	...	...	94	94
5.18	74	85	89	...	...	94	95
5.19	76	86	89	...	...	94	95
5.20	80	87	89	...	...	94	95
5.21	80	91	89	...	...	94	95
5.22	81	91	90	...	...	94	95
5.23	81	91	90	...	...	94	95
5.24	81	91	90	...	...	95	95
5.25	82	91	90	...	...	95	95
5.26	83	91	90	...	...	95	95
5.27	84	91	91	...	...	95	95
5.28	86	91	92	...	...	95	96
5.29	87	92	95	...	...	95	96
5.30	88	92	96	...	...	96	96

Town Schools (N = 45)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.31	88	92	96	...	...	97	96
5.32	89	92	97	...	...	99.99	96
5.33	89	92	97	...	...	...	96
5.34	89	92	99.99	...	...	...	96
5.35	90	92	...	...	...	...	96
5.36	90	92	...	...	...	...	96
5.37	90	92	...	...	...	...	96
5.38	90	93	...	...	...	...	96
5.39	91	93	...	...	...	...	96
5.40	93	93	...	...	...	...	96
5.41	95	93	...	...	...	...	96
5.42	95	93	...	...	...	...	96
5.43	95	94	...	...	...	...	96
5.44	95	94	...	...	...	...	96
5.45	96	95	...	...	...	...	96
5.46	96	95	...	...	...	...	96
5.47	96	96	...	...	...	...	96
5.48	96	96	...	...	...	...	96
5.49	96	97	...	...	...	...	96
5.50	96	99.99	...	...	...	...	97
5.51	96	...	...	...	...	...	97
5.52	96	...	...	...	...	...	97
5.53	96	...	...	...	...	...	97
5.54	97	...	...	...	...	...	97
5.55	97	...	...	...	...	...	97
5.56	97	...	...	...	...	...	97
5.57	97	...	...	...	...	...	97
5.58	97	...	...	...	...	...	97
5.59	97	...	...	...	...	...	97
5.60	97	...	...	...	...	...	97
5.61	97	...	...	...	...	...	97
5.62	99.99	...	...	...	...	...	97
5.63	...	...	...	...	...	...	97
5.64	...	...	...	...	...	...	97
5.65	...	...	...	...	...	...	97
5.66	...	...	...	...	...	...	99.99
5.67	...	...	...	...	...	...	...
For Town Schools, all subscale scores from 5.67 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

C. Town schools are those schools with a locale code of 5 (large town) or 6 (small town).

**Table 39: Percentile Conversion for MSCI Subscale Mean Scores by School Locale:
Rural Schools^D (N = 78)**

Rural Schools (N = 78)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Rural Schools, all subscale scores from 1.00 through 2.19 are below the 1 st percentile							
2.19	---	---	---	---	---	---	---
2.20	---	---	---	---	1	---	---
2.21	---	---	---	---	1	---	---
2.22	---	---	---	---	1	---	---
2.23	---	---	---	---	1	---	---
2.24	---	---	---	---	1	---	---
2.25	---	---	---	---	2	---	---
2.26	---	---	---	---	2	---	---
2.27	---	---	---	---	2	---	---
2.28	---	---	---	---	2	---	---
2.29	---	---	---	---	2	---	---
2.30	---	---	---	---	2	---	---
2.31	---	---	---	---	2	---	---
2.32	---	---	---	---	2	---	---
2.33	---	---	---	---	3	---	---
2.34	---	---	---	---	3	---	---
2.35	---	---	---	---	3	---	---
2.36	---	---	---	---	3	---	---
2.37	---	---	---	---	3	---	---
2.38	---	---	---	---	3	---	---
2.39	---	---	---	---	3	---	---
2.40	---	---	---	---	3	---	---
2.41	---	---	---	---	3	---	---
2.42	---	---	---	---	4	---	---
2.43	---	---	---	---	4	---	---
2.44	---	---	---	---	4	---	---
2.45	---	---	---	---	4	---	---
2.46	---	---	---	---	4	---	---
2.47	---	---	---	---	4	---	---
2.48	---	---	---	---	4	---	---
2.49	---	---	---	---	4	---	---
2.50	---	---	---	---	4	---	---
2.51	---	---	---	---	4	---	---
2.52	---	---	---	---	4	---	---
2.53	---	---	---	---	4	---	---
2.54	---	---	---	---	4	---	---
2.55	---	---	---	---	4	---	---
2.56	---	---	---	---	4	---	---
2.57	---	---	---	---	5	---	---
2.58	---	---	---	---	5	---	---
2.59	---	---	---	---	5	---	---
2.60	---	---	---	---	5	---	---
2.61	---	---	---	---	5	---	---
2.62	---	---	---	---	5	---	---
2.63	---	---	---	---	5	---	---
2.64	---	---	---	---	5	---	---
2.65	---	---	---	---	5	---	---
2.66	---	---	---	---	6	---	---

Rural Schools (N = 78)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
2.67	---	---	---	---	6	---	---
2.68	---	---	---	---	6	---	---
2.69	---	---	---	---	6	---	---
2.70	---	---	---	---	6	---	---
2.71	---	---	---	---	6	---	---
2.72	---	---	---	---	7	---	---
2.73	---	---	---	---	7	---	---
2.74	---	---	---	---	7	---	---
2.75	---	---	---	---	8	---	---
2.76	---	---	---	---	8	---	---
2.77	---	---	---	---	9	---	---
2.78	---	---	---	---	10	---	---
2.79	---	---	---	---	10	---	---
2.80	---	---	---	---	10	---	---
2.81	---	---	---	---	11	---	---
2.82	---	---	---	---	11	---	---
2.83	---	---	---	---	14	---	---
2.84	---	---	---	---	14	---	---
2.85	---	---	---	---	14	---	---
2.86	---	---	---	---	14	---	---
2.87	---	---	---	---	14	---	---
2.88	---	---	---	---	15	---	---
2.89	---	---	---	---	16	---	---
2.90	---	---	---	---	16	---	---
2.91	---	---	---	---	17	---	---
2.92	---	---	---	---	18	---	---
2.93	---	---	---	---	18	---	---
2.94	---	---	---	---	20	---	---
2.95	---	---	---	---	23	---	---
2.96	---	---	---	---	23	---	---
2.97	---	---	---	---	25	---	---
2.98	---	---	---	---	25	1	---
2.99	---	---	---	---	26	1	---
3.00	---	---	---	---	26	1	---
3.01	---	---	---	---	27	2	---
3.02	---	---	---	---	29	2	---
3.03	---	---	---	---	29	2	---
3.04	---	---	---	---	30	2	---
3.05	---	---	---	---	30	2	---
3.06	---	---	---	---	30	2	---
3.07	---	---	---	---	30	2	---
3.08	---	---	---	---	30	2	---
3.09	---	---	---	---	31	2	---
3.10	---	---	---	---	31	3	---
3.11	---	---	---	---	31	3	---
3.12	---	---	---	---	31	3	---
3.13	---	---	---	---	31	3	---
3.14	---	---	---	---	32	3	1
3.15	---	---	---	---	33	3	1
3.16	---	---	---	---	33	3	1
3.17	---	---	---	---	34	3	1
3.18	---	---	---	---	34	3	1
3.19	---	---	---	---	35	3	2
3.20	---	---	---	---	38	3	2

Rural Schools (N = 78)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.21	---	---	---	---	38	4	2
3.22	---	---	---	---	38	4	2
3.23	---	---	---	---	39	4	2
3.24	---	---	---	---	40	4	3
3.25	---	---	---	---	41	4	3
3.26	---	---	---	---	41	5	3
3.27	---	---	---	---	41	5	3
3.28	---	---	---	---	45	5	3
3.29	---	---	---	---	48	5	3
3.30	---	---	---	---	50	5	3
3.31	---	---	---	---	53	5	3
3.32	---	---	---	---	53	5	3
3.33	---	---	---	---	54	5	4
3.34	---	---	---	---	54	5	4
3.35	---	---	---	---	54	5	4
3.36	---	---	---	---	55	5	4
3.37	---	---	---	---	55	5	4
3.38	---	---	---	---	55	5	4
3.39	---	---	---	---	56	5	4
3.40	---	---	---	---	56	5	4
3.41	---	1	---	---	56	6	4
3.42	---	1	---	---	57	6	4
3.43	---	1	---	---	57	6	4
3.44	---	1	---	---	57	6	4
3.45	---	1	---	---	57	6	4
3.46	---	1	---	---	57	6	4
3.47	---	1	---	---	57	6	4
3.48	---	1	---	1	57	7	4
3.49	---	1	---	1	57	7	4
3.50	---	1	---	1	58	7	4
3.51	---	1	---	1	58	7	4
3.52	---	1	---	2	60	8	4
3.53	---	1	---	2	61	8	4
3.54	---	1	---	2	61	8	4
3.55	---	1	---	2	62	8	5
3.56	---	1	---	3	63	9	5
3.57	---	1	---	3	63	10	5
3.58	---	1	---	3	64	13	5
3.59	---	1	---	4	64	14	5
3.60	---	1	---	4	66	15	6
3.61	---	1	---	4	66	15	6
3.62	---	1	---	4	66	16	6
3.63	---	1	---	4	66	17	6
3.64	---	1	---	4	68	18	6
3.65	---	1	1	4	69	19	6
3.66	---	1	1	5	71	19	6
3.67	---	2	1	5	71	20	6
3.68	---	2	1	5	71	20	6
3.69	---	2	1	5	73	21	6
3.70	---	2	1	5	74	21	6
3.71	---	2	1	5	74	22	7
3.72	---	2	2	5	75	22	7
3.73	---	2	2	5	75	23	7
3.74	---	2	2	5	75	24	7

Rural Schools (N = 78)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.75	---	2	2	5	75	25	7
3.76	---	2	2	5	76	26	7
3.77	---	2	2	6	77	27	7
3.78	---	2	2	6	78	27	7
3.79	---	2	2	6	79	28	7
3.80	---	2	2	6	79	28	7
3.81	---	2	2	6	79	31	8
3.82	---	2	2	6	80	32	8
3.83	---	2	3	6	82	34	8
3.84	---	2	3	7	82	34	9
3.85	---	2	3	7	83	34	9
3.86	---	2	3	7	83	35	10
3.87	---	2	3	9	83	35	11
3.88	---	2	3	10	84	37	14
3.89	---	2	3	12	85	37	14
3.90	---	2	3	12	85	39	14
3.91	---	2	3	13	86	40	15
3.92	---	2	3	13	86	40	15
3.93	---	3	4	13	87	41	16
3.94	---	3	4	13	88	41	16
3.95	---	3	4	13	89	41	17
3.96	---	3	5	13	91	42	18
3.97	---	3	6	14	93	42	18
3.98	---	3	6	15	93	42	19
3.99	---	3	6	16	93	42	20
4.00	---	3	6	17	94	42	20
4.01	---	3	7	18	94	42	21
4.02	---	3	7	19	94	42	21
4.03	---	3	7	19	94	42	22
4.04	---	4	7	20	94	42	23
4.05	---	5	8	20	94	43	24
4.06	---	5	8	20	94	43	25
4.07	---	5	8	21	94	43	26
4.08	---	6	8	21	95	44	26
4.09	---	6	9	22	95	44	27
4.10	---	7	9	23	95	45	28
4.11	---	8	9	23	95	45	29
4.12	---	9	10	23	95	46	30
4.13	---	9	10	23	95	46	31
4.14	---	9	11	25	95	47	33
4.15	---	10	11	28	95	47	33
4.16	---	11	11	28	95	48	33
4.17	---	11	12	28	95	50	35
4.18	---	11	12	28	96	51	35
4.19	---	11	12	29	96	52	36
4.20	---	11	12	31	96	53	36
4.21	---	12	13	32	96	53	38
4.22	---	12	14	34	96	54	39
4.23	---	12	15	34	96	54	40
4.24	---	12	15	35	96	54	41
4.25	---	12	15	35	96	55	42
4.26	---	14	15	36	96	55	43
4.27	---	15	15	38	96	56	44
4.28	---	15	16	38	96	56	45

Rural Schools (N = 78)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.29	---	15	16	38	96	57	46
4.30	---	16	16	38	96	57	46
4.31	---	17	18	38	96	58	46
4.32	1	18	19	39	96	60	46
4.33	1	18	19	40	96	62	47
4.34	3	18	20	43	97	65	47
4.35	3	19	22	44	97	66	47
4.36	4	19	23	44	97	67	47
4.37	4	20	26	45	97	68	47
4.38	6	21	28	46	97	69	47
4.39	6	22	28	46	97	70	47
4.40	6	23	28	47	97	70	47
4.41	6	24	29	51	97	72	47
4.42	6	24	29	52	97	72	48
4.43	6	25	30	52	97	72	49
4.44	6	26	30	56	97	72	50
4.45	7	27	31	57	97	72	51
4.46	7	28	31	57	97	73	52
4.47	7	30	31	57	97	73	52
4.48	7	31	35	57	97	73	52
4.49	7	31	35	58	97	74	53
4.50	7	32	35	58	97	75	55
4.51	8	32	36	58	97	75	56
4.52	11	32	36	59	97	75	58
4.53	11	33	36	60	97	77	58
4.54	12	33	37	60	97	78	59
4.55	12	34	37	61	97	79	59
4.56	12	35	38	64	97	80	60
4.57	13	36	39	65	97	80	60
4.58	13	36	41	65	97	80	61
4.59	13	38	42	66	97	80	62
4.60	14	38	43	68	97	81	63
4.61	15	39	44	69	97	81	65
4.62	17	40	44	70	97	81	67
4.63	18	41	45	71	97	81	67
4.64	19	41	45	71	97	81	67
4.65	20	44	45	71	97	82	68
4.66	21	45	45	73	97	82	68
4.67	22	45	46	74	97	82	69
4.68	23	47	46	75	97	83	69
4.69	24	48	48	76	97	83	69
4.70	25	48	50	76	97	84	69
4.71	25	49	53	76	97	84	69
4.72	26	50	53	76	97	85	70
4.73	26	51	53	77	97	86	70
4.74	27	51	54	77	97	86	70
4.75	30	52	54	78	97	87	70
4.76	32	52	58	78	97	87	70
4.77	33	53	59	78	97	87	70
4.78	33	53	62	79	97	88	71
4.79	34	54	63	79	97	88	72
4.80	36	55	65	79	97	88	74
4.81	38	59	65	80	97	88	74
4.82	38	60	66	80	98	88	75

Rural Schools (N = 78)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.83	39	61	67	83	98	89	75
4.84	40	61	68	86	98	89	75
4.85	41	62	69	86	98	89	75
4.86	41	63	69	87	98	89	75
4.87	45	64	70	87	98	89	76
4.88	46	64	70	87	98	89	76
4.89	46	65	70	88	98	90	77
4.90	47	66	71	88	98	90	79
4.91	47	67	72	88	98	90	81
4.92	47	68	73	89	98	90	81
4.93	49	68	74	89	98	90	82
4.94	50	68	75	89	98	90	83
4.95	53	69	75	90	98	90	84
4.96	54	69	76	91	98	90	84
4.97	54	69	76	91	98	90	85
4.98	55	70	76	92	98	90	85
4.99	55	71	77	93	98	90	85
5.00	56	71	77	93	98	91	86
5.01	57	73	78	93	98	91	86
5.02	57	74	79	93	98	91	86
5.03	58	75	80	93	98	91	87
5.04	60	76	81	93	98	91	87
5.05	61	78	81	93	98	92	87
5.06	63	79	81	94	98	92	87
5.07	65	80	81	94	98	92	87
5.08	66	80	81	94	98	92	88
5.09	67	80	82	94	98	92	88
5.10	68	83	82	94	98	92	88
5.11	70	83	83	94	98	92	89
5.12	72	84	83	94	98	92	89
5.13	73	84	84	94	98	92	90
5.14	73	84	84	94	98	93	90
5.15	74	88	84	94	98	93	90
5.16	74	88	85	94	98	93	90
5.17	75	88	85	94	98	93	90
5.18	75	88	85	94	98	93	90
5.19	76	88	86	94	98	93	90
5.20	76	89	86	94	98	93	90
5.21	77	89	86	94	98	93	90
5.22	79	89	87	94	98	94	90
5.23	80	89	88	95	98	96	90
5.24	80	89	89	95	98	96	91
5.25	81	89	90	95	98	96	91
5.26	81	89	90	95	98	96	91
5.27	82	89	90	95	98	96	91
5.28	83	89	91	95	98	96	91
5.29	84	89	91	95	98	96	92
5.30	85	89	91	96	98	96	92
5.31	85	89	91	96	98	96	94
5.32	85	90	91	96	98	96	94
5.33	85	90	92	96	98	96	94
5.34	86	91	92	96	98	96	95
5.35	86	91	92	97	98	97	95
5.36	87	91	93	97	98	97	95

Rural Schools (N = 78)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.37	89	91	93	97	99.99	97	95
5.38	90	91	93	97	...	97	95
5.39	90	91	94	97	...	97	95
5.40	92	92	96	97	...	97	95
5.41	93	92	96	97	...	97	95
5.42	93	92	96	97	...	97	95
5.43	94	93	96	97	...	97	95
5.44	94	93	96	97	...	97	95
5.45	94	93	96	98	...	97	95
5.46	94	94	97	98	...	97	95
5.47	95	94	97	98	...	97	95
5.48	95	94	97	98	...	97	95
5.49	96	94	97	98	...	97	95
5.50	96	94	97	98	...	97	95
5.51	96	94	97	98	...	97	95
5.52	96	95	97	98	...	97	95
5.53	96	95	97	98	...	97	96
5.54	96	95	97	98	...	98	96
5.55	97	95	97	98	...	98	96
5.56	97	95	97	98	...	98	96
5.57	97	95	98	99.99	...	98	96
5.58	98	95	98	...	...	98	97
5.59	98	95	98	...	...	98	97
5.60	99.99	95	98	...	...	98	97
5.61	...	95	98	...	...	98	97
5.62	...	96	98	...	...	98	97
5.63	...	96	98	...	...	98	97
5.64	...	96	98	...	...	98	97
5.65	...	96	98	...	...	98	97
5.66	...	96	98	...	...	98	97
5.67	...	96	99.99	...	...	98	98
5.68	...	96	...	...	...	98	98
5.69	...	97	...	...	...	99.99	98
5.70	...	97	...	...	...	...	98
5.71	...	97	...	...	...	...	98
5.72	...	97	...	...	...	...	98
5.73	...	98	...	...	...	...	98
5.74	...	99.99	...	...	...	...	98
5.75	...	...	...	...	...	...	98
5.76	...	...	...	...	...	...	98
5.77	...	...	...	...	...	...	98
5.78	...	...	...	...	...	...	99.99
5.79	...	...	...	...	...	...	...
For Rural Schools, all subscale scores from 5.79 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

D. Rural schools are those schools with a locale code of 7 (rural, outside MSA) or 8 (rural, inside MSA).

**Table 40: Percentile Conversion for MSCI Subscale Mean Scores by School Size:
Small Schools^E (N = 49)**

Small Schools (N = 49)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Small Schools, all subscale scores from 1.00 through 2.19 are below the 1st percentile							
2.19	---	---	---	---	---	---	---
2.20	---	---	---	---	2	---	---
2.21	---	---	---	---	2	---	---
2.22	---	---	---	---	2	---	---
2.23	---	---	---	---	2	---	---
2.24	---	---	---	---	3	---	---
2.25	---	---	---	---	3	---	---
2.26	---	---	---	---	3	---	---
2.27	---	---	---	---	3	---	---
2.28	---	---	---	---	3	---	---
2.29	---	---	---	---	4	---	---
2.30	---	---	---	---	4	---	---
2.31	---	---	---	---	4	---	---
2.32	---	---	---	---	4	---	---
2.33	---	---	---	---	4	---	---
2.34	---	---	---	---	4	---	---
2.35	---	---	---	---	4	---	---
2.36	---	---	---	---	4	---	---
2.37	---	---	---	---	4	---	---
2.38	---	---	---	---	4	---	---
2.39	---	---	---	---	4	---	---
2.40	---	---	---	---	4	---	---
2.41	---	---	---	---	4	---	---
2.42	---	---	---	---	4	---	---
2.43	---	---	---	---	4	---	---
2.44	---	---	---	---	5	---	---
2.45	---	---	---	---	5	---	---
2.46	---	---	---	---	5	---	---
2.47	---	---	---	---	5	---	---
2.48	---	---	---	---	5	---	---
2.49	---	---	---	---	5	---	---
2.50	---	---	---	---	5	---	---
2.51	---	---	---	---	5	---	---
2.52	---	---	---	---	5	---	---
2.53	---	---	---	---	5	---	---
2.54	---	---	---	---	5	---	---
2.55	---	---	---	---	5	---	---
2.56	---	---	---	---	5	---	---
2.57	---	---	---	---	5	---	---
2.58	---	---	---	---	6	---	---
2.59	---	---	---	---	6	---	---
2.60	---	---	---	---	6	---	---
2.61	---	---	---	---	6	---	---
2.62	---	---	---	---	6	---	---
2.63	---	---	---	---	6	---	---
2.64	---	---	---	---	6	---	---
2.65	---	---	---	---	6	---	---
2.66	---	---	---	---	6	---	---

Small Schools (N = 49)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
2.67	---	---	---	---	6	---	---
2.68	---	---	---	---	7	---	---
2.69	---	---	---	---	7	---	---
2.70	---	---	---	---	7	---	---
2.71	---	---	---	---	7	---	---
2.72	---	---	---	---	7	---	---
2.73	---	---	---	---	7	---	---
2.74	---	---	---	---	7	---	---
2.75	---	---	---	---	7	---	---
2.76	---	---	---	---	7	---	---
2.77	---	---	---	---	8	---	---
2.78	---	---	---	---	8	---	---
2.79	---	---	---	---	8	---	---
2.80	---	---	---	---	9	---	---
2.81	---	---	---	---	9	---	---
2.82	---	---	---	---	10	---	---
2.83	---	---	---	---	10	---	---
2.84	---	---	---	---	10	---	---
2.85	---	---	---	---	11	---	---
2.86	---	---	---	---	11	---	---
2.87	---	---	---	---	11	---	---
2.88	---	---	---	---	11	---	---
2.89	---	---	---	---	13	---	---
2.90	---	---	---	---	14	---	---
2.91	---	---	---	---	15	---	---
2.92	---	---	---	---	16	---	---
2.93	---	---	---	---	17	---	---
2.94	---	---	---	---	18	---	---
2.95	---	---	---	---	19	---	---
2.96	---	---	---	---	19	---	---
2.97	---	---	---	---	20	---	---
2.98	---	---	---	---	20	---	---
2.99	---	---	---	---	21	---	---
3.00	---	---	---	---	22	---	---
3.01	---	---	---	---	23	---	---
3.02	---	---	---	---	23	---	---
3.03	---	---	---	---	24	---	---
3.04	---	---	---	---	24	---	---
3.05	---	---	---	---	24	---	---
3.06	---	---	---	---	24	---	---
3.07	---	---	---	---	24	---	---
3.08	---	---	---	---	25	---	---
3.09	---	---	---	---	25	---	---
3.10	---	---	---	---	25	---	---
3.11	---	---	---	---	25	---	---
3.12	---	---	---	---	25	---	---
3.13	---	---	---	---	25	---	---
3.14	---	---	---	---	26	---	---
3.15	---	---	---	---	26	---	---
3.16	---	---	---	---	26	2	---
3.17	---	---	---	---	26	2	---
3.18	---	---	---	---	26	3	---
3.19	---	---	---	---	27	4	---
3.20	---	---	---	---	27	4	---

Small Schools (N = 49)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.21	---	---	---	---	27	4	---
3.22	---	---	---	---	27	4	2
3.23	---	---	---	---	27	5	2
3.24	---	---	---	---	28	5	2
3.25	---	---	---	---	29	5	2
3.26	---	---	---	---	29	6	2
3.27	---	---	---	---	30	6	2
3.28	---	---	---	---	31	6	2
3.29	---	---	---	---	34	6	2
3.30	---	---	---	---	35	6	2
3.31	---	---	---	---	38	6	2
3.32	---	---	---	---	38	6	2
3.33	---	---	---	---	38	6	2
3.34	---	---	---	---	39	6	2
3.35	---	---	---	---	39	6	2
3.36	---	---	---	---	40	6	2
3.37	---	---	---	---	40	6	2
3.38	---	---	---	---	40	7	2
3.39	---	---	---	---	41	7	2
3.40	---	---	---	---	41	7	2
3.41	---	---	---	---	42	7	2
3.42	---	---	---	---	44	7	3
3.43	---	---	---	---	44	7	3
3.44	---	---	---	---	44	7	3
3.45	---	---	---	---	45	7	3
3.46	---	---	---	---	45	7	3
3.47	---	---	---	---	45	7	3
3.48	---	---	---	---	46	7	3
3.49	---	---	---	---	46	7	3
3.50	---	---	---	---	47	8	3
3.51	---	---	---	---	47	8	3
3.52	---	---	---	---	48	8	3
3.53	---	---	---	---	48	9	3
3.54	---	---	---	---	49	9	3
3.55	---	---	---	---	49	10	3
3.56	---	---	---	---	55	10	3
3.57	---	---	---	---	57	11	3
3.58	---	2	---	---	59	12	3
3.59	---	2	---	---	61	12	3
3.60	---	2	---	---	62	12	3
3.61	---	2	---	---	62	12	4
3.62	---	2	---	---	63	12	4
3.63	---	2	---	---	63	13	4
3.64	---	2	---	---	66	13	4
3.65	---	2	---	---	67	13	4
3.66	---	2	---	---	68	13	4
3.67	---	2	---	---	69	13	5
3.68	---	2	---	---	70	14	5
3.69	---	2	---	---	72	14	5
3.70	---	2	---	---	73	14	5
3.71	---	3	---	---	74	15	5
3.72	---	3	---	---	74	15	5
3.73	---	3	---	---	74	15	6
3.74	---	3	---	---	74	16	6

Small Schools (N = 49)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.75	---	3	---	---	75	17	6
3.76	---	3	---	---	75	18	6
3.77	---	3	---	---	75	18	6
3.78	---	3	---	---	76	18	7
3.79	---	3	---	---	79	19	7
3.80	---	3	---	---	80	19	7
3.81	---	3	---	---	80	19	7
3.82	---	3	---	---	80	20	7
3.83	---	4	---	---	80	24	7
3.84	---	4	---	---	80	24	8
3.85	---	4	---	2	80	24	9
3.86	---	4	---	2	80	24	10
3.87	---	4	---	3	81	25	10
3.88	---	4	---	4	81	25	10
3.89	---	4	---	6	81	25	11
3.90	---	4	2	6	81	28	11
3.91	---	4	3	6	81	30	11
3.92	---	4	4	6	81	32	12
3.93	---	4	4	7	84	32	12
3.94	---	5	5	7	85	32	13
3.95	---	5	6	7	85	32	13
3.96	---	5	8	7	88	32	16
3.97	---	5	8	7	89	33	17
3.98	---	5	8	8	90	33	18
3.99	---	5	8	8	90	33	18
4.00	---	5	8	8	90	33	18
4.01	---	5	8	9	91	33	18
4.02	---	5	8	9	91	34	19
4.03	---	5	8	9	91	34	19
4.04	---	5	9	9	92	35	19
4.05	---	5	9	10	92	35	19
4.06	---	6	9	10	92	36	20
4.07	---	6	9	10	92	37	20
4.08	---	6	9	10	92	39	21
4.09	---	6	9	10	92	42	21
4.10	---	7	9	11	93	42	22
4.11	---	7	9	11	93	42	22
4.12	---	7	10	11	93	43	23
4.13	---	7	10	11	93	43	23
4.14	---	7	10	12	93	43	24
4.15	---	8	10	12	93	43	24
4.16	---	9	10	13	93	45	25
4.17	---	12	10	13	94	46	25
4.18	---	12	10	14	94	46	26
4.19	---	12	11	14	95	47	27
4.20	---	12	11	14	95	47	27
4.21	---	13	11	15	96	50	28
4.22	2	13	11	15	96	50	29
4.23	2	13	11	15	96	50	30
4.24	2	13	11	15	96	50	31
4.25	2	14	11	16	96	50	32
4.26	2	16	11	16	97	51	33
4.27	3	17	12	17	97	51	33
4.28	3	17	12	17	97	51	34

Small Schools (N = 49)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.29	3	18	12	18	97	51	34
4.30	3	18	12	18	97	52	35
4.31	3	18	12	19	97	54	35
4.32	6	18	13	19	99.99	57	36
4.33	6	18	13	22	...	58	37
4.34	7	19	13	26	...	60	37
4.35	7	19	13	26	...	60	38
4.36	8	19	13	27	...	61	39
4.37	8	19	15	28	...	61	40
4.38	8	19	17	29	...	62	41
4.39	8	19	18	30	...	63	42
4.40	8	21	18	32	...	64	43
4.41	8	22	18	33	...	64	44
4.42	8	22	19	34	...	64	46
4.43	8	22	19	35	...	64	47
4.44	8	23	20	40	...	64	48
4.45	9	23	20	40	...	65	49
4.46	9	23	21	41	...	65	50
4.47	9	24	21	42	...	65	50
4.48	9	25	24	43	...	65	51
4.49	9	26	24	45	...	65	51
4.50	9	26	24	48	...	66	52
4.51	9	27	25	49	...	66	53
4.52	9	27	25	49	...	67	54
4.53	10	28	26	50	...	67	55
4.54	10	28	28	50	...	68	56
4.55	10	29	28	51	...	70	56
4.56	10	29	29	51	...	72	56
4.57	11	29	29	53	...	72	56
4.58	11	30	30	54	...	73	56
4.59	11	30	31	55	...	74	57
4.60	12	31	31	58	...	76	57
4.61	12	31	32	60	...	76	57
4.62	13	32	32	63	...	77	57
4.63	13	32	33	64	...	77	57
4.64	14	32	33	64	...	78	58
4.65	14	33	34	65	...	90	58
4.66	14	33	34	65	...	82	58
4.67	15	33	35	68	...	82	59
4.68	15	35	35	70	...	83	59
4.69	16	36	36	72	...	83	59
4.70	18	37	38	72	...	83	62
4.71	18	37	40	72	...	86	62
4.72	18	40	40	72	...	87	62
4.73	19	42	41	72	...	90	62
4.74	19	42	41	73	...	90	63
4.75	20	42	42	73	...	90	63
4.76	21	42	44	73	...	90	63
4.77	22	43	45	73	...	91	63
4.78	22	43	48	74	...	91	69
4.79	23	43	50	75	...	91	70
4.80	23	45	52	76	...	91	72
4.81	26	48	53	76	...	92	73
4.82	27	48	53	77	...	92	73

Small Schools (N = 49)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.83	27	49	54	78	...	92	74
4.84	28	49	56	82	...	93	74
4.85	29	49	60	83	...	93	75
4.86	29	50	62	85	...	93	75
4.87	36	50	62	86	...	93	75
4.88	37	51	62	86	...	94	76
4.89	38	51	62	86	...	94	77
4.90	39	54	62	86	...	94	78
4.91	40	54	62	87	...	94	80
4.92	41	55	62	87	...	94	80
4.93	43	56	63	87	...	94	81
4.94	44	56	63	87	...	94	82
4.95	44	56	63	88	...	94	82
4.96	44	56	63	88	...	94	83
4.97	45	57	63	89	...	94	83
4.98	45	57	63	89	...	94	84
4.99	46	57	65	90	...	94	85
5.00	50	57	67	91	...	94	86
5.01	52	58	70	92	...	94	86
5.02	53	59	71	92	...	94	86
5.03	54	60	72	93	...	95	87
5.04	55	61	72	93	...	95	87
5.05	56	63	72	93	...	95	87
5.06	57	66	72	94	...	95	88
5.07	59	66	73	94	...	95	88
5.08	60	67	73	94	...	95	88
5.09	61	67	73	95	...	95	88
5.10	62	70	73	95	...	95	88
5.11	63	70	74	96	...	95	89
5.12	64	70	75	96	...	95	89
5.13	64	71	78	96	...	95	89
5.14	64	71	78	96	...	95	89
5.15	65	72	79	96	...	95	89
5.16	65	74	80	96	...	95	89
5.17	66	75	82	96	...	95	90
5.18	68	75	82	96	...	96	91
5.19	68	76	82	96	...	96	92
5.20	69	77	82	96	...	96	92
5.21	69	78	82	96	...	96	92
5.22	72	78	83	96	...	96	92
5.23	74	78	83	96	...	96	92
5.24	75	78	83	96	...	96	92
5.25	76	78	83	96	...	96	93
5.26	76	78	84	96	...	96	93
5.27	77	79	85	96	...	96	93
5.28	78	79	88	96	...	96	93
5.29	80	79	88	96	...	96	93
5.30	80	79	88	96	...	96	94
5.31	81	79	89	96	...	96	94
5.32	81	79	89	96	...	96	95
5.33	82	79	89	96	...	96	96
5.34	82	82	91	97	...	96	96
5.35	83	82	93	97	...	96	96
5.36	83	82	94	97	...	96	96

Small Schools (N = 49)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.37	84	82	95	97	...	96	96
5.38	86	83	96	97	...	96	96
5.39	87	83	96	97	...	96	96
5.40	88	83	96	97	...	96	96
5.41	90	84	96	97	...	96	96
5.42	91	85	96	97	...	96	96
5.43	92	86	96	97	...	97	96
5.44	92	87	97	97	...	97	96
5.45	92	88	97	97	...	97	96
5.46	92	90	97	97	...	97	96
5.47	93	90	97	97	...	97	96
5.48	93	91	97	97	...	97	96
5.49	93	91	97	97	...	97	96
5.50	94	92	99.99	97	...	97	96
5.51	94	92	...	97	...	97	96
5.52	94	92	...	97	...	97	96
5.53	94	92	...	97	...	97	96
5.54	95	92	...	97	...	97	96
5.55	95	92	...	97	...	97	97
5.56	95	92	...	97	...	97	97
5.57	95	93	...	99.99	...	97	97
5.58	96	93	...	...	...	97	97
5.59	96	93	...	...	...	97	97
5.60	97	93	...	...	...	97	97
5.61	97	93	...	...	...	97	97
5.62	99.99	93	...	...	...	97	97
5.63	...	93	...	...	...	97	97
5.64	...	94	...	...	...	97	97
5.65	...	95	...	...	...	97	97
5.66	...	95	...	...	...	97	97
5.67	...	96	...	...	...	97	97
5.68	...	96	...	...	...	97	97
5.69	...	97	...	...	...	99.99	97
5.70	...	97	...	...	...	...	97
5.71	...	97	...	...	...	...	97
5.72	...	99.99	...	...	...	...	97
5.73	...	...	...	...	...	...	97
5.74	...	...	...	...	...	...	97
5.75	...	...	...	...	...	...	97
5.76	...	...	...	...	...	...	97
5.77	...	...	...	...	...	...	97
5.78	...	...	...	...	...	...	99.99
5.79	...	...	...	...	...	...	...
For Small Schools, all subscale scores from 5.79 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

E. Small schools are those schools with a student population of 1 to 299 students.

**Table 41: Percentile Conversion for MSCI Subscale Mean Scores by School Size:
Midsize Schools^F (N = 117)**

Midsize Schools (N = 117)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Midsize Schools, all subscale scores from 1.00 through 2.43 are below the 1 st percentile							
2.43	---	---	---	---	---	---	---
2.44	---	---	---	---	1	---	---
2.45	---	---	---	---	1	---	---
2.46	---	---	---	---	1	---	---
2.47	---	---	---	---	1	---	---
2.48	---	---	---	---	1	---	---
2.49	---	---	---	---	1	---	---
2.50	---	---	---	---	1	---	---
2.51	---	---	---	---	1	---	---
2.52	---	---	---	---	1	---	---
2.53	---	---	---	---	1	---	---
2.54	---	---	---	---	1	---	---
2.55	---	---	---	---	1	---	---
2.56	---	---	---	---	1	---	---
2.57	---	---	---	---	1	---	---
2.58	---	---	---	---	1	---	---
2.59	---	---	---	---	1	---	---
2.60	---	---	---	---	1	---	---
2.61	---	---	---	---	1	---	---
2.62	---	---	---	---	1	---	---
2.63	---	---	---	---	1	---	---
2.64	---	---	---	---	1	---	---
2.65	---	---	---	---	1	---	---
2.66	---	---	---	---	1	---	---
2.67	---	---	---	---	1	---	---
2.68	---	---	---	---	2	---	---
2.69	---	---	---	---	2	---	---
2.70	---	---	---	---	3	---	---
2.71	---	---	---	---	3	---	---
2.72	---	---	---	---	4	---	---
2.73	---	---	---	---	4	---	---
2.74	---	---	---	---	5	---	---
2.75	---	---	---	---	5	1	---
2.76	---	---	---	---	5	1	---
2.77	---	---	---	---	6	1	---
2.78	---	---	---	---	6	1	---
2.79	---	---	---	---	6	1	---
2.80	---	---	---	---	7	1	---
2.81	---	---	---	---	7	1	---
2.82	---	---	---	---	7	1	---
2.83	---	---	---	---	7	1	---
2.84	---	---	---	---	7	1	---
2.85	---	---	---	---	8	1	---
2.86	---	---	---	---	8	1	---
2.87	---	---	---	---	8	1	---
2.88	---	---	---	---	9	1	---
2.89	---	---	---	---	10	1	---
2.90	---	---	---	---	10	1	---

Midsize Schools (N = 117)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
2.91	---	---	---	---	10	1	---
2.92	---	---	---	---	10	1	---
2.93	---	---	---	---	10	1	---
2.94	---	---	---	---	11	1	---
2.95	---	---	---	---	12	1	---
2.96	---	---	---	---	12	1	---
2.97	---	---	---	---	13	1	---
2.98	---	---	---	---	13	1	---
2.99	---	---	---	---	13	1	---
3.00	---	---	---	---	14	2	---
3.01	---	---	---	---	15	2	---
3.02	---	---	---	---	17	2	---
3.03	---	---	---	---	17	2	---
3.04	---	---	---	---	17	2	---
3.05	---	---	---	---	18	2	---
3.06	---	---	---	---	18	2	---
3.07	---	---	---	---	19	2	---
3.08	---	---	---	---	19	2	---
3.09	---	---	---	---	19	2	---
3.10	---	---	---	---	20	2	---
3.11	---	---	---	---	20	2	---
3.12	---	---	---	---	20	2	---
3.13	---	---	---	---	21	2	---
3.14	---	---	---	---	22	2	---
3.15	---	---	---	---	23	2	---
3.16	---	---	---	---	25	2	1
3.17	---	---	---	---	26	2	1
3.18	---	---	---	---	26	3	1
3.19	---	---	---	---	28	3	1
3.20	---	---	---	---	29	3	1
3.21	---	---	---	---	30	3	1
3.22	---	---	---	---	32	3	1
3.23	---	---	---	---	32	3	1
3.24	---	---	---	---	33	3	1
3.25	---	---	---	---	33	3	1
3.26	---	---	---	---	33	3	1
3.27	---	---	---	---	35	3	1
3.28	---	---	---	---	37	3	1
3.29	---	---	---	---	38	3	2
3.30	---	---	---	---	39	4	2
3.31	---	---	---	---	40	4	2
3.32	---	---	---	---	40	4	2
3.33	---	---	---	---	41	4	2
3.34	---	---	---	---	44	4	2
3.35	---	---	---	---	45	4	2
3.36	---	---	---	---	46	4	2
3.37	---	---	---	---	47	4	2
3.38	---	---	---	---	47	5	2
3.39	---	---	---	---	47	5	2
3.40	---	---	---	---	47	5	2
3.41	---	---	---	---	48	5	2
3.42	---	---	---	---	48	5	3
3.43	---	---	---	---	48	5	3
3.44	---	1	---	---	49	5	3

Midsize Schools (N = 117)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.45	---	1	---	---	49	5	3
3.46	---	1	---	---	52	6	3
3.47	---	1	---	---	53	6	3
3.48	---	1	---	---	54	6	3
3.49	---	1	---	---	55	6	3
3.50	---	1	---	1	57	7	3
3.51	---	1	---	1	57	7	3
3.52	---	1	---	1	59	7	3
3.53	---	1	---	1	60	7	3
3.54	---	1	---	1	60	7	3
3.55	---	1	---	1	61	7	3
3.56	---	1	---	1	61	7	3
3.57	---	1	---	1	62	8	3
3.58	---	1	---	2	63	8	4
3.59	---	1	---	2	63	8	4
3.60	---	1	---	2	64	8	4
3.61	---	1	---	2	64	9	4
3.62	---	1	---	2	65	9	4
3.63	---	1	---	2	66	9	4
3.64	---	1	---	2	68	10	4
3.65	---	1	---	2	69	10	4
3.66	---	1	---	2	71	10	4
3.67	---	1	---	2	71	10	4
3.68	---	1	1	2	72	11	4
3.69	---	2	1	2	73	11	4
3.70	---	2	1	3	74	11	4
3.71	---	2	1	3	74	11	4
3.72	---	2	1	3	75	11	4
3.73	---	2	1	3	76	11	5
3.74	---	2	1	3	77	12	5
3.75	---	2	1	3	77	12	5
3.76	---	2	1	3	77	13	6
3.77	---	2	1	3	77	13	7
3.78	---	2	1	3	78	14	7
3.79	---	2	1	4	78	14	8
3.80	---	2	1	4	78	16	8
3.81	---	2	1	5	79	17	8
3.82	---	2	1	5	80	17	8
3.83	---	2	1	5	81	17	8
3.84	---	2	1	5	81	18	8
3.85	---	2	1	5	81	18	9
3.86	---	2	1	5	82	19	9
3.87	---	2	1	5	82	20	9
3.88	---	2	1	5	83	22	9
3.89	---	3	1	5	83	22	9
3.90	---	3	2	6	84	23	9
3.91	---	3	2	6	85	23	9
3.92	---	3	2	6	86	23	9
3.93	---	3	2	6	86	24	10
3.94	---	3	2	6	87	24	10
3.95	---	3	2	6	87	24	11
3.96	---	3	2	6	88	24	11
3.97	---	4	2	6	90	24	12
3.98	---	4	2	7	90	25	12

Midsize Schools (N = 117)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.99	---	4	3	7	90	25	12
4.00	---	4	3	8	91	25	13
4.01	---	4	3	8	91	25	13
4.02	---	4	3	9	91	25	14
4.03	---	4	3	10	91	26	16
4.04	---	4	3	10	91	26	16
4.05	---	4	3	11	91	27	17
4.06	---	4	4	11	92	29	17
4.07	---	5	4	12	92	30	17
4.08	---	6	5	12	92	31	18
4.09	---	6	5	13	93	32	19
4.10	---	7	5	13	93	33	19
4.11	---	7	5	14	93	34	20
4.12	---	7	5	14	93	36	21
4.13	---	7	5	14	93	36	22
4.14	---	7	5	16	93	38	23
4.15	---	8	6	17	93	40	24
4.16	---	8	6	18	93	41	25
4.17	---	8	6	18	94	42	26
4.18	---	8	6	19	94	43	28
4.19	---	8	6	20	94	44	29
4.20	---	8	6	23	94	44	29
4.21	---	8	7	24	94	44	29
4.22	---	8	8	24	94	44	31
4.23	---	9	8	25	94	45	32
4.24	---	9	9	26	94	46	32
4.25	---	9	9	26	94	46	32
4.26	---	10	10	26	94	46	33
4.27	---	11	10	28	94	46	33
4.28	---	11	10	28	94	47	35
4.29	---	11	11	29	94	48	37
4.30	---	12	11	29	94	49	37
4.31	---	12	12	29	94	49	37
4.32	---	13	14	30	94	49	37
4.33	---	13	14	32	94	52	38
4.34	---	13	14	33	94	53	38
4.35	1	13	14	33	95	54	40
4.36	1	14	15	34	95	56	41
4.37	1	15	15	35	96	57	41
4.38	1	17	16	36	96	58	42
4.39	1	18	17	38	97	59	42
4.40	1	19	18	38	97	59	43
4.41	2	20	19	40	97	61	43
4.42	2	20	20	41	97	61	44
4.43	2	20	22	42	97	61	45
4.44	2	22	22	44	97	61	45
4.45	2	24	22	44	97	61	48
4.46	3	25	23	44	97	62	50
4.47	3	27	24	47	97	62	50
4.48	3	28	26	47	97	62	50
4.49	3	30	27	48	97	63	51
4.50	4	31	27	48	97	63	52
4.51	4	32	27	51	98	64	54
4.52	5	33	28	51	98	65	55

Midsize Schools (N = 117)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.53	6	36	31	53	98	66	55
4.54	6	36	31	54	98	67	56
4.55	6	37	31	54	98	67	57
4.56	7	38	33	56	98	68	58
4.57	8	39	34	57	98	68	59
4.58	8	39	35	58	98	68	59
4.59	8	41	37	60	98	69	62
4.60	9	41	38	61	98	69	63
4.61	9	42	39	63	98	70	64
4.62	10	42	39	64	98	70	65
4.63	11	43	39	65	98	72	65
4.64	12	43	40	66	98	72	65
4.65	13	45	40	66	98	74	66
4.66	13	46	41	68	98	75	67
4.67	14	47	42	68	98	75	67
4.68	15	49	42	69	98	76	68
4.69	15	52	43	69	98	76	69
4.70	16	52	45	70	98	76	69
4.71	16	54	48	70	98	77	70
4.72	16	55	50	70	98	78	71
4.73	16	56	51	71	98	79	72
4.74	17	56	52	72	98	79	73
4.75	18	57	53	73	98	80	74
4.76	20	58	56	73	98	80	74
4.77	21	59	58	74	98	80	75
4.78	22	60	59	74	98	81	76
4.79	23	61	59	74	98	81	76
4.80	27	62	60	75	98	82	77
4.81	28	63	63	76	98	82	78
4.82	30	65	63	77	98	83	78
4.83	32	66	64	81	98	84	79
4.84	33	67	65	83	98	84	79
4.85	34	68	67	83	98	84	80
4.86	34	69	67	83	98	84	80
4.87	34	70	67	84	98	84	81
4.88	35	71	68	85	98	85	81
4.89	36	72	70	85	98	87	82
4.90	36	72	71	87	98	87	84
4.91	37	73	72	88	98	87	85
4.92	38	75	73	88	98	87	86
4.93	40	75	73	88	98	87	86
4.94	41	76	74	88	98	87	86
4.95	44	76	74	89	98	88	86
4.96	45	76	74	90	98	88	87
4.97	46	76	75	91	98	88	87
4.98	47	77	76	93	98	88	87
4.99	47	77	76	93	98	88	87
5.00	48	78	78	94	98	88	88
5.01	49	80	79	94	98	89	88
5.02	51	80	81	94	98	89	88
5.03	53	81	82	94	98	89	88
5.04	56	83	83	94	98	89	89
5.05	59	85	84	94	98	89	90
5.06	61	85	84	94	98	90	91

Midsize Schools (N = 117)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.07	62	85	84	94	98	90	91
5.08	63	86	85	95	98	91	91
5.09	65	86	85	95	98	91	92
5.10	66	87	86	95	98	92	92
5.11	66	88	86	96	98	92	92
5.12	69	88	87	96	98	92	93
5.13	70	88	87	96	98	92	93
5.14	71	88	87	96	98	92	93
5.15	73	91	89	96	98	93	94
5.16	75	91	89	96	98	93	94
5.17	76	91	90	97	98	93	94
5.18	77	92	90	97	98	93	95
5.19	78	92	90	97	98	94	95
5.20	80	92	90	97	98	94	95
5.21	80	92	91	97	98	94	95
5.22	81	93	91	97	98	95	95
5.23	82	93	92	97	99	96	95
5.24	82	93	93	97	99	96	95
5.25	85	93	93	97	99	96	95
5.26	86	93	93	97	99	97	95
5.27	86	93	94	97	99	97	96
5.28	87	93	94	98	99	97	96
5.29	88	93	95	98	99	97	96
5.30	90	93	95	98	99	97	96
5.31	90	94	95	98	99	98	96
5.32	91	94	96	98	99	98	96
5.33	91	94	96	98	99	98	96
5.34	91	94	96	98	99	98	96
5.35	91	94	96	99	99	98	96
5.36	92	94	96	99.99	99	98	96
5.37	93	94	96	...	99.99	98	96
5.38	93	94	96	...	...	98	96
5.39	94	94	96	...	...	98	96
5.40	95	95	97	...	...	98	96
5.41	96	96	97	...	...	99	96
5.42	96	96	97	...	...	99.99	96
5.43	96	96	97	...	...	...	97
5.44	97	96	97	...	...	...	97
5.45	97	97	98	...	...	...	97
5.46	97	97	98	...	...	...	97
5.47	97	97	98	...	...	...	97
5.48	97	97	98	...	...	...	97
5.49	97	97	98	...	...	...	97
5.50	97	98	98	...	...	...	97
5.51	97	98	98	...	...	...	97
5.52	97	98	98	...	...	...	97
5.53	97	98	98	...	...	...	97
5.54	98	98	98	...	...	...	97
5.55	98	98	98	...	...	...	97
5.56	98	98	98	...	...	...	97
5.57	98	98	98	...	...	...	97
5.58	98	98	98	...	...	...	98
5.59	99	98	98	...	...	...	98
5.60	99.99	98	98	...	...	...	98

Midsize Schools (N = 117)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
5.61	...	98	98	...	...	...	98
5.62	...	98	98	...	...	...	98
5.63	...	98	98	...	...	...	98
5.64	...	98	99	...	...	...	98
5.65	...	98	99	...	...	...	99
5.66	...	98	99	...	...	...	99.99
5.67	...	98	99.99	...	...	...	...
5.68	...	98	...	...	...	...	...
5.69	...	98	...	...	...	...	...
5.70	...	99	...	...	...	...	...
5.71	...	99	...	...	...	...	...
5.72	...	99	...	...	...	...	...
5.73	...	99	...	...	...	...	...
5.74	...	99.99	...	...	...	...	...
5.75
For Midsize Schools, all subscale scores from 5.75 through 6.00 are at the 99.99 percentile							
6.00

F. Midsize schools are those schools with a student population of 300 to 749 students.

Table 42: Percentile Conversion for MSCI Subscale Mean Scores by School Size: Large Schools^G (N = 44)

Large Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
1.00	---	---	---	---	---	---	---
For Large Schools, all subscale scores from 1.00 through 2.80 are below the 1 st percentile							
2.80	---	---	---	---	---	---	---
2.81	---	---	---	---	2	---	---
2.82	---	---	---	---	3	---	---
2.83	---	---	---	---	5	---	---
2.84	---	---	---	---	7	---	---
2.85	---	---	---	---	7	---	---
2.86	---	---	---	---	8	---	---
2.87	---	---	---	---	8	---	---
2.88	---	---	---	---	9	---	---
2.89	---	---	---	---	9	---	---
2.90	---	---	---	---	10	---	---
2.91	---	---	---	---	10	---	---
2.92	---	---	---	---	10	---	---
2.93	---	---	---	---	11	---	---
2.94	---	---	---	---	13	---	---
2.95	---	---	---	---	18	---	---
2.96	---	---	---	---	18	---	---
2.97	---	---	---	---	19	---	---
2.98	---	---	---	---	19	---	---
2.99	---	---	---	---	20	---	---
3.00	---	---	---	---	21	---	---
3.01	---	---	---	---	21	---	---
3.02	---	---	---	---	22	---	---
3.03	---	---	---	---	23	---	---
3.04	---	---	---	---	24	---	---
3.05	---	---	---	---	26	---	---
3.06	---	---	---	---	29	---	---
3.07	---	---	---	---	31	---	---
3.08	---	---	---	---	31	---	---
3.09	---	---	---	---	31	---	---
3.10	---	---	---	---	31	---	---
3.11	---	---	---	---	32	---	---
3.12	---	---	---	---	32	---	---
3.13	---	---	---	---	32	---	2
3.14	---	---	---	---	32	---	2
3.15	---	---	---	---	32	---	2
3.16	---	---	---	---	33	---	2
3.17	---	---	---	---	35	---	2
3.18	---	---	---	---	36	---	2
3.19	---	---	---	---	36	---	2
3.20	---	---	---	---	37	---	2
3.21	---	---	---	---	37	---	2
3.22	---	---	---	---	38	---	3
3.23	---	---	---	---	39	---	3
3.24	---	---	---	---	40	---	3
3.25	---	---	---	---	41	---	3
3.26	---	---	---	---	41	---	3
3.27	---	---	---	---	44	---	3

Large Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.28	---	---	---	---	45	---	3
3.29	---	---	---	---	46	---	3
3.30	---	---	---	---	47	---	3
3.31	---	---	---	---	48	2	3
3.32	---	---	---	---	48	2	3
3.33	---	---	---	---	48	2	3
3.34	---	---	---	---	50	2	4
3.35	---	---	---	---	50	2	4
3.36	---	---	---	---	50	2	4
3.37	---	---	---	---	51	2	4
3.38	---	---	---	---	53	3	4
3.39	---	---	---	---	55	3	4
3.40	---	---	---	---	58	3	5
3.41	---	---	---	---	59	3	5
3.42	---	---	---	---	60	3	6
3.43	---	---	---	---	60	3	6
3.44	---	---	---	2	61	3	6
3.45	---	---	---	2	62	3	7
3.46	---	---	---	2	62	3	7
3.47	---	---	---	2	62	4	7
3.48	---	---	---	3	63	4	7
3.49	---	---	---	3	63	4	7
3.50	---	---	---	3	63	4	7
3.51	---	---	---	3	64	4	8
3.52	---	---	---	3	65	5	8
3.53	---	---	---	4	68	5	8
3.54	---	---	---	4	69	5	8
3.55	---	---	---	4	70	6	8
3.56	---	---	---	4	71	7	9
3.57	---	---	---	5	71	8	10
3.58	---	---	---	5	71	13	11
3.59	---	---	---	5	72	14	11
3.60	---	---	---	6	72	16	11
3.61	---	---	---	6	72	17	11
3.62	---	---	---	6	73	19	11
3.63	---	---	---	7	73	22	11
3.64	---	---	---	7	73	22	12
3.65	---	---	---	8	74	22	12
3.66	---	---	---	8	74	23	12
3.67	---	---	---	9	74	23	12
3.68	---	---	---	10	75	24	12
3.69	---	---	---	10	75	27	12
3.70	---	---	---	11	75	30	13
3.71	---	---	---	11	76	32	13
3.72	---	---	---	11	76	35	13
3.73	---	---	---	12	77	35	15
3.74	---	2	---	12	78	36	16
3.75	---	2	---	12	79	36	16
3.76	---	2	---	12	80	37	17
3.77	---	3	---	13	80	37	17
3.78	---	3	2	14	80	37	18
3.79	---	3	3	15	81	40	18
3.80	---	3	4	16	81	41	18
3.81	---	4	4	16	81	43	18

Large Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
3.82	---	4	4	17	82	47	19
3.83	---	4	4	17	83	48	19
3.84	---	5	5	18	85	49	19
3.85	---	6	5	19	86	50	19
3.86	---	6	5	23	87	51	20
3.87	---	7	5	26	88	52	22
3.88	---	7	5	27	89	53	24
3.89	---	7	5	28	89	53	24
3.90	---	8	6	30	89	54	24
3.91	---	8	6	32	90	54	25
3.92	---	8	6	33	90	55	25
3.93	---	9	6	34	90	55	25
3.94	---	10	7	34	91	56	25
3.95	---	11	7	35	92	57	25
3.96	---	11	8	35	93	60	25
3.97	---	11	9	38	93	61	25
3.98	---	12	9	39	93	61	26
3.99	---	12	9	40	93	62	26
4.00	---	12	10	42	94	63	26
4.01	---	12	10	43	94	63	26
4.02	---	14	10	44	94	64	26
4.03	---	14	11	45	94	64	27
4.04	---	16	13	45	95	65	28
4.05	---	18	14	46	95	65	29
4.06	---	20	15	48	95	66	31
4.07	---	20	15	49	95	66	32
4.08	---	21	16	49	95	66	34
4.09	---	21	16	50	95	67	36
4.10	---	22	17	50	95	67	38
4.11	---	24	18	52	96	67	40
4.12	---	24	20	53	96	67	41
4.13	---	25	21	54	96	68	46
4.14	---	25	22	55	96	68	48
4.15	---	25	23	58	96	68	50
4.16	---	26	24	58	96	68	51
4.17	---	26	25	59	96	70	52
4.18	---	28	26	59	96	72	53
4.19	---	29	27	60	96	73	53
4.20	---	29	28	61	96	73	54
4.21	---	30	29	63	97	73	54
4.22	---	31	29	64	97	74	54
4.23	---	31	30	65	97	74	55
4.24	---	31	33	66	97	74	55
4.25	---	31	34	66	97	75	56
4.26	---	32	37	67	97	75	56
4.27	---	32	38	67	97	75	56
4.28	---	32	39	67	99.99	76	56
4.29	---	33	39	68	...	76	57
4.30	---	34	40	68	...	77	57
4.31	---	37	42	68	...	78	57
4.32	---	38	43	69	...	79	58
4.33	---	38	43	69	...	79	60
4.34	---	39	45	70	...	80	62
4.35	4	39	47	71	...	81	64

Large Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.36	5	41	51	74	...	82	64
4.37	6	42	53	75	...	83	65
4.38	6	43	53	75	...	83	65
4.39	7	43	54	75	...	84	65
4.40	7	44	54	76	...	86	65
4.41	7	44	54	76	...	86	66
4.42	8	45	55	76	...	87	66
4.43	8	46	55	76	...	87	66
4.44	8	47	55	76	...	87	66
4.45	9	48	56	76	...	87	67
4.46	9	49	57	77	...	87	67
4.47	9	49	57	77	...	87	67
4.48	10	49	58	77	...	88	67
4.49	10	49	58	77	...	88	68
4.50	10	49	59	77	...	88	68
4.51	10	50	59	77	...	88	68
4.52	12	50	59	78	...	88	68
4.53	14	50	63	79	...	89	69
4.54	15	50	64	80	...	90	70
4.55	16	51	66	80	...	91	70
4.56	17	53	67	81	...	91	71
4.57	22	53	67	82	...	91	72
4.58	25	54	67	82	...	91	76
4.59	27	54	68	83	...	91	77
4.60	29	54	68	84	...	92	79
4.61	31	55	68	84	...	92	81
4.62	32	55	70	85	...	92	84
4.63	36	58	71	85	...	92	84
4.64	36	59	71	86	...	92	84
4.65	37	62	71	86	...	92	84
4.66	38	63	72	88	...	92	84
4.67	40	64	72	89	...	93	84
4.68	40	67	73	90	...	93	85
4.69	40	71	75	91	...	93	85
4.70	41	73	76	91	...	93	85
4.71	41	74	76	91	...	93	85
4.72	43	75	77	92	...	93	85
4.73	46	75	78	92	...	93	85
4.74	49	75	78	93	...	93	85
4.75	54	76	79	93	...	93	85
4.76	56	76	80	93	...	93	85
4.77	57	76	81	93	...	93	85
4.78	58	76	82	93	...	94	85
4.79	64	76	83	94	...	94	85
4.80	65	77	83	94	...	94	86
4.81	65	77	84	94	...	94	86
4.82	66	77	84	94	...	94	86
4.83	66	77	84	94	...	94	86
4.84	68	78	85	95	...	94	86
4.85	69	80	85	95	...	94	86
4.86	70	80	85	95	...	94	86
4.87	71	80	85	95	...	94	87
4.88	71	81	85	96	...	94	88
4.89	72	81	85	99.99	...	94	91

Large Schools (N = 44)							
Mean	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
4.90	72	81	86	...	...	94	91
4.91	72	82	86	...	...	94	91
4.92	73	82	86	...	...	94	92
4.93	74	83	86	...	...	95	92
4.94	75	84	90	...	...	95	92
4.95	77	84	93	...	...	95	93
4.96	78	85	95	...	...	95	93
4.97	78	86	95	...	...	95	94
4.98	79	87	96	...	...	95	94
4.99	79	89	96	...	...	95	95
5.00	80	90	96	...	...	95	95
5.01	82	90	96	...	...	95	95
5.02	83	91	97	...	...	95	95
5.03	84	91	97	...	...	96	95
5.04	84	91	97	...	...	96	95
5.05	85	92	97	...	...	96	95
5.06	85	92	99.99	...	...	96	95
5.07	85	92	...	...	...	96	96
5.08	86	92	...	...	...	96	96
5.09	86	93	...	...	...	97	96
5.10	89	93	...	...	...	97	96
5.11	91	93	...	...	...	97	96
5.12	91	93	...	...	...	97	96
5.13	91	94	...	...	...	99.99	96
5.14	92	94	...	...	...	...	96
5.15	92	94	...	...	...	...	96
5.16	92	94	...	...	...	...	96
5.17	92	94	...	...	...	...	96
5.18	93	95	...	...	...	...	96
5.19	93	95	...	...	...	...	96
5.20	93	95	...	...	...	...	96
5.21	94	96	...	...	...	...	96
5.22	94	96	...	...	...	...	97
5.23	95	96	...	...	...	...	97
5.24	95	97	...	...	...	...	97
5.25	95	97	...	...	...	...	97
5.26	96	99.99	...	...	...	...	97
5.27	96	...	...	...	...	...	97
5.28	97	...	...	...	...	...	97
5.29	99.99	...	...	...	...	...	97
5.30	...	...	...	...	...	...	97
5.31	...	...	...	...	...	...	97
5.32	...	...	...	...	...	...	97
5.33	...	...	...	...	...	...	99.99
5.34	...	...	...	...	...	...	...
For Large Schools, all subscale scores from 5.34 through 6.00 are at the 99.99 percentile							
6.00	...	...	...	...	...	...	...

G. Large schools are those schools with a student population of 750 or more students.

References

- Abdal-Haqq, I. (1996). *Making time for teacher professional development*. ERIC Digest. Retrieved August 1, 2002 from http://www.ericsp.org/pages/digests/making_time_teacher_pro_dev_95-4.html
- Adelman, N. E., Haslem, M. B., & Pringle, B. A. (1996). *The uses of time for teaching and learning*. Washington, DC: U.S. Department of Education, Office of Education Research and Improvement. Retrieved August 19, 2002 from <http://www.ed.gov/pubs/SER/UsesofTime>
- Adelman, N. E., & Walking-Eagle, K. P. (1997). Teachers, time, and school reform. In A. Hargreaves (Ed.), *Rethinking educational change with heart and mind, 1997 ASCD yearbook* (pp. 92-110). Alexandria, VA: Association for Supervision and Curriculum Development.
- American Institutes for Research. (1999). *An educators' guide to schoolwide reform*. Retrieved July 16, 1999 from <http://www.aasa.org/Reform>
- Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York: Teachers College Press.
- Baber, C. R. (2001). *UNCG conceptual framework for developing caring, collaborative, and competent professionals*. Greensboro, NC: University of North Carolina. Retrieved January 11, 2002 from http://soe.uncg.edu/affiliates/teachers_academy/documents/uncg_cf_ovr.pdf
- Banks, J., & Banks, C. M. (Eds.). (1995). *Handbook of research on multicultural education*. New York: Simon & Schuster.
- Bourdieu, P., & Passeron, J. (1990). *Reproduction in education, society and culture* (2nd ed.). Newbury Park, CA: Sage Publications.
- Brown, P., Halsey, A. H., Lauder, H., & Wells, A. S. (1997). The transformation of education and society: An introduction. In A. H. Halsey, H. Lauder, P. Brown, & A. S. Wells (Eds.), *Education: Culture, economy, and society* (pp. 1-44). New York: Oxford University Press.
- Copley, L. D., Meehan, M. L., Howley, C. W., & Hughes, G. K. (2005, April). *Second field test of the AEL Measure of School Capacity for Improvement*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Corallo, C., & McDonald, D. H. (2002). *What works with low-performing schools: A review of research*. Lanham, MD: Scarecrow Education-AEL.

- Cuban, L. (1993). *How teachers taught: Constancy and change in American classrooms, 1880-1990* (2nd ed.). New York: Teachers College Press.
- Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34(3), 312-341.
- Darling-Hammond, L. (1997). Restructuring schools for student success. In A. H. Halsey, H. Lauder, P. Brown, & A. S. Wells (Eds.), *Education: Culture, economy, and society* (pp. 332-337). New York: Oxford University Press.
- deMarrais, K. B., & LeCompte, M. D. (1999). *The way schools work: A sociological analysis of education*. New York: Longman.
- Desimone, L. (2000). *Making comprehensive school reform work*. New York: ERIC Clearinghouse on Urban Education. Retrieved August 20, 2002 from <http://eric-web.tc.columbia.edu/monographs/uds112/index.html>
- Education Commission of the States. (1996). *Lessons learned: How collaboration contributes to school improvement*. Denver, CO: Author.
- Elmore, R. F., & Rothman, R. (1999). *Testing, teaching, and learning: A guide for states and school districts*. Washington, DC: National Academy Press.
- Fortune, A. (2002). Closing the achievement gap: A look ahead. *Gaining Ground: Achieving Excellence in High-Poverty Schools*, 4 (1). Washington, DC: Council of Chief State School Officers.
- Fullan, M. G. (1991). *The new meaning of educational change*. New York: Teachers College Press.
- Fullan, M. G., & Miles, M. B. (1994). Getting reform right: What works and what doesn't. In *Changing education: Resources for systemic change* (pp. 211-218). Washington, DC: U.S. Department of Education.
- Garson, G. D. (2002). *Factor analysis*. Retrieved on August 8, 2002 from <http://www2.chass.ncsu.edu/garson/pa765/factor.htm>
- Goddard, R. (1998). *The effects of collective efficacy on student achievement in urban public elementary schools*. Doctoral dissertation, Ohio State University, Columbus.
- Goddard, R., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.

- Goddard, R. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*, 62(1), 97-110.
- Goddard, R., Hoy, W. K., & Hoy, A. W. (2002, April). *The effects of collective efficacy on student achievement in urban public elementary schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1987). *Taking charge of change*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Howley, C., & Brown, P. (2001, April). *To continue, press on: Sustaining school improvement*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Howley-Rowe, C. (1999). *Engaging with school improvement: Initial and sustained involvement in the Quest network*. Charleston, WV: AEL.
- Howley, C., & Riffle, M. J. S. (2002). *A pilot test of AEL's school capacity assessment*. Charleston, WV: AEL.
- Johnston, R. C., & Viadero, D. (2000, March 15). Unmet promise: Raising minority achievement. *Education Week*, 19(27). Retrieved April 10, 2002 from <http://www.edweek.org/ew/ewstory.cfm?slug = 27gapintro.h19>
- Kahle, J. B. (2002). *Gender equity in science classrooms*. Retrieved July 31, 2002 from <http://www.te-mat.org/kahle.shtml>
- Kruse, S., Louis, K. S., & Bryk, A. (1995). Let's build teachers' professional community. *WCER Highlights*, 7(1). Retrieved August 12, 2002 from http://www.wcer.wisc.edu/publications/WCER_Highlights/Vol.7_No.1_Spring_1995/Teachers_prof_community.html
- Lashway, L. (1998). *Creating a learning organization*. ERIC Digest. Eugene, OR: ERIC Clearinghouse on Educational Management. Retrieved August 1, 2002 from <http://eric.uoregon.edu/publications/digests/digest121.html>
- Levine, D. U., & Lezotte, L. W. (1995). Effective schools research. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (pp. 525-547). New York: Simon and Schuster.
- Louis, K. S., Marks, H. M., & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal*, 33(4), 757-798.

- Lumsden, L. (1997). *Expectations for students*. ERIC Digest. Eugene, OR: ERIC Clearinghouse on Educational Management. Retrieved August 1, 2002 from <http://eric.uoregon.edu/publications/digests/digest116.html>
- Marzano, R. J. (2000). *A new era of school reform: Going where the research takes us*. Aurora, CO: Mid-continent Research for Education and Learning.
- McLeod, J. (1987). *Ain't no makin' it: Leveled aspirations in a low-income neighborhood*. Boulder, CO: Westview Press.
- Meehan, M. L., & Cowley, K. S. (1998). *Comprehensive evaluation of the Interdisciplinary Teamed Instruction Summer Institute*. Charleston, WV: AEL.
- Meehan, M. L., Cowley, K. S., Craig, J. R., Balow, N., & Childers, R. D. (2002). *AEL Continuous School Improvement Questionnaire: User manual and technical report*. Charleston, WV: AEL.
- Mid-Atlantic Equity Center. (1993). *Beyond Title IX: Gender equity issues in schools*. Chevy Chase, MD: Author. Retrieved August 12, 2002 from <http://www.maec.org/beyond.html>
- Mills, C. W. (1959). *The sociological imagination*. New York: Oxford University Press.
- Mitchell, F. (1999, April). *All students can learn: Effects of curriculum alignment on the mathematics achievement of third-grade students*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Mitchell, F. (1998). *The effects of curriculum alignment on the mathematics achievement of third-grade students as measured by the Iowa Test of Basic Skills: Implications for educational administrators*. Unpublished doctoral dissertation, Clark University, Georgia.
- National Center for Education Statistics (NCES). (2002). *Overview of public elementary and secondary schools and districts: School year 2000-01*. Retrieved June 15, 2005 from <http://nces.ed.gov/pubs2002/overview/tablea-4.asp>
- Newmann, F. M., King, M. B., & Youngs, P. (2001, April). *Professional development that addresses school capacity: Lessons from urban elementary schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). *School instructional coherence: Benefits and challenges*. Chicago, IL: Consortium on Chicago School Reform.

- Newmann, F. M., & Wehlage, G. G. (1996). Conclusion: Restructuring for authentic achievement. In F. M. Newmann (Ed.), *Authentic achievement: Restructuring schools for intellectual quality* (pp. 286-301). San Francisco: Jossey-Bass.
- Nilsen, K. L. (1999). *Assessing pre-intervention capacity for change in a high-need rural school district*. Charleston, WV: AEL.
- Northwest Regional Educational Laboratory (NWREL). (1997). *Closing the achievement gap requires multiple solutions*. Retrieved on March 13, 2001 from <http://www.nwrel.org/cnorse/infoline/may97/article5.html>
- Ogbu, J. (1983). Minority status and schooling in plural societies. *Comparative Education Review*, 27(2), 168-90.
- O'Neil, J., & Tell, C. (1999). Why students lose when "tougher standards" win: A conversation with Alfie Kohn. *Educational Leadership*, 57(1). Retrieved August 19, 2002 from <http://www.ascd.org/pdi/demo/diffinstr/oneiltell.html>
- Paley, V. G. (1979). *White teacher*. Cambridge, MA: Harvard University Press.
- Perez, C. (2000). *Equity in standards-based elementary mathematics classrooms*. Cambridge, MA: TERC. Retrieved August 12, 2002 from <http://www.terc.edu/wge/equity.html>
- Pohan, C. A., & Aguilar, T. E. (2001). Measuring educators' beliefs about diversity in personal and professional contexts. *American Educational Research Journal*, 38(1), 159-182.
- Raywid, M. A. (1993). Finding time for collaboration. *Educational leadership*, 51(1), 30-34.
- Rickford, A. (2001). The effect of cultural congruence and higher order questioning on the reading enjoyment and comprehension of ethnic minority students. *Journal of Education for Students Placed at Risk*, 6(4), 357-387.
- Riffle, M. J. S., & Howley, C. W. (2003, July). *Pilot test of AEL's School Capacity Assessment*. Paper presented at the 12th Annual Consortium for Research on Educational Accountability and Teacher Evaluation National Evaluation Institute, Louisville, KY.
- Riffle, M. J. S., Howley, C., & Ermolov, L. D. (2004, April). *Measure of School Capacity for Improvement (MSCI): Early field test findings*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Riordan, C. (1997). *Equality and achievement: An introduction to the sociology of education*. New York: Longman.
- Rose, S. (1999). Teaching effectively and equitably. *The National Teaching and Learning Forum*, 8(4), 12-14.

- Rose, P. I. (1990). *They and we: Racial and ethnic relations in the United States*, (4th ed.). New York: McGraw-Hill.
- Rowan, B., & Miracle, A. W., Jr. (1983). Systems of ability grouping and the stratification of achievement in elementary schools. *Sociology of Education*, 56(3), 133-144.
- Sadker, M., & Sadker, D. (1994). *Failing at fairness: How America's schools cheat girls*. New York: Charles Scribner's Sons.
- Sarason, S. B., & Lorentz, E. M. (1998). *Crossing boundaries: Collaboration, coordination, and the redefinition of resources*. San Francisco: Jossey-Bass.
- Schmoker, M., & Marzano, R. J. (1999). Realizing the promise of standards-based education. *Educational Leadership*, 56(6), 17-21.
- Schwartz, W. (2001a). *Closing the achievement gap: Principles for improving the educational success of all students*. ERIC Digest. New York: ERIC Clearinghouse on Urban Education. Retrieved March 13, 2002 from <http://eric-web.tc.columbia.edu/digests/dig169.html>
- Schwartz, W. (2001b). *Strategies for improving the educational outcomes of Latinas*. ERIC Digest. New York: ERIC Clearinghouse on Urban Education. Retrieved August 6, 2002 from <http://eric-web.tc.columbia.edu/digests/dig167.html>
- Sizer, T. R. (1999). No two are quite alike. *Educational Leadership*, 57(1). Retrieved August 19, 2002 from <http://www.ascd.org/pdi/demo/diffinstr/sizer.html>
- Takaki, R. (Ed.). (1987). *From different shores*. New York: Oxford University Press.
- Tauber, R. T. (1998). *Good or bad, what teachers expect from students they generally get!* ERIC Digest. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. Retrieved August 6, 2002 from http://www.eric.org/pages/digests/good_or_bad.html
- Thompson, C. L., & O'Quinn, S. D. (2001). *First in America special report: Eliminating the black-white achievement gap*. Chapel Hill, NC: North Carolina Education Research Council.
- Thorne, B. (1995). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.
- Tomlinson, C. A. (1995). *Differentiating instruction for advanced learners in the mixed-ability middle school classroom*. ERIC Digest. Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education.
- Tomlinson, C. A. (1999a). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Tomlinson, C. A. (1999b). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1). Retrieved August 19, 2002 from <http://www.ascd.org/pdi/demo/diffinstr/tomlinson2.html>
- Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. Retrieved January 11, 2002 from <http://ericir.syr.edu/plweb-cgi/obtain.pl>
- Tomlinson, C. A., & Kalbfleisch, M. L. (1998). Teach me, teach my brain: A call for differentiated classrooms. *Educational Leadership*, 56(3). Retrieved August 19, 2002 from <http://www.ascd.org/pdi/demo/diffinstr/tomlinson.html>
- University of Minnesota, Diversity Work Group. (2002). *Survey of campus climate and diversity: Summary, 1997-98*. Retrieved January 11, 2002 from <http://webhome.crk.umn.edu/~mprada/Survey.html>
- University of North Carolina. (2001). *School of Education and Teachers Academy: Conceptual framework for professional education*. Greensboro, NC: Author. Retrieved January 11, 2002 from http://soe.uncg.edu/affiliates/teachers_academy/documents/uncg_cf_ovr_sum.pdf
- van der Bogert, R. (Ed.) (1998). *Making learning communities work: The critical role of leader as learner*. San Francisco: Jossey-Bass.
- Vernon-Feagans, L., Hammer, C. S., Miccio, A., & Manlove, E. (2001). Early language and literacy skills in low-income African American and Hispanic children. In S. Neuman and D. Dickinson (Eds.), *Handbook of early literacy research* (pp. 192-210). New York: Guildford Press.
- Viadero, D. (2000, March 29). Minority gaps smaller in some Pentagon schools. *Education Week*, 19(29). Retrieved April 10, 2002 from <http://www.edweek.org/ew/ewstory.cfm?slug = 29dodd.h19>
- Viadero, D., & Johnston, R. C. (2000a, March 22). Lags in minority achievement defy traditional explanations. *Education Week*, 19(28). Retrieved April 10, 2002 from <http://www.edweek.org/ew/ewstory.cfm?slug = 28causes.h19>
- Viadero, D., & Johnston, R. C. (2000b, April 5). Lifting minority achievement: Complex answers. *Education Week*, 19(30). Retrieved April 10, 2002 from <http://www.edweek.org/ew/ewstory.cfm?slug = 30gap.h19>
- Willis, P. (1981). *Learning to labor: How working class kids get working class jobs*. New York: Columbia University Press.
- Wilson, R. J., & Martinussen, R. L. (1999). Factors affecting the assessment of student achievement. *Alberta Journal of Educational Research*, 45(3), 267-277.

Wishnick, K. T. (1989). *Relative effects on achievement scores of SES, gender, teacher effect and instructional alignment: A study of alignment's power in mastery learning*. Unpublished doctoral dissertation, University of San Francisco, California.

APPENDIXES

Appendix A

MSCI Normative Information Using Scaled Scores

MSCI Normative Information Using Scaled Scores

Throughout this document, the MSCI scores have been defined in terms of item means for each subscale. Some researchers and practitioners may find it more helpful to use scaled scores than item means when examining a school’s capacity to improve. At the request of a school or district, Edvantia staff can calculate scaled scores for the MSCI.

Because there are different numbers of items belonging to each subscale, some adjustments are needed to ensure that all subscales utilize the same range of scores. Researchers determined that it would be most appropriate to multiply scores by certain weights that would ensure that all subscales were scored on scales equal to that of the subscale with the most items. The first subscale, *Equity in Practice*, is also the longest subscale, containing 15 items. Thus, the possible range of scale scores is based on the range possible for the 15-item subscale. Subscale raw scores were multiplied by correction weights to calculate the final subscale scale score. Correction weights were applied in the following manner for each subscale.

- *Equity in Practice* (15 items): no correction weight applied
- *Expectations for Student Performance* (11 items): Raw Score * 1.364
- *Differentiated Instruction* (11 items): Raw Score * 1.364
- *Improvement Program Coherence* (9 items): Raw Score * 1.667
- *Peer Reviewed Practice* (4 items): Raw Score * 3.750
- *Coordinated Curriculum* (4 items): Raw Score * 3.750
- *Technical Resources* (4 items): Raw Score * 3.750

After applying the correction weights, each subscale can be scored on a scale from 15 to 90. The higher a scaled score, the more positive the school staff’s perception that their school has the capacity to undertake improvement efforts in that area. A total MSCI score can be calculated by summing the seven final scale scores. The remainder of this appendix presents normative information for the MSCI based on the final scale scores. Table A1 presents normative descriptive statistics based on all schools in the norming sample. Subsequent tables are presented for each group.

Table A1: Total MSCI Normative Descriptive Statistics for Scaled Scores

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	7,025	73.18	10.64	210	74.09	4.43
Expectations for Student Performance	7,333	69.07	12.24	210	70.22	6.50
Differentiated Instruction	7,247	68.78	11.91	210	69.98	5.88
Improvement Program Coherence	6,729	65.17	12.02	210	66.34	5.97
Peer Reviewed Practice	7,353	51.17	19.21	210	51.40	6.73
Coordinated Curriculum	7,365	62.23	15.45	210	63.14	7.75
Technical Resources	7,345	65.37	14.72	210	66.26	7.27
Total MSCI	5,842	454.46	73.02	210	461.29	38.73

Normative Descriptive Statistics by School Grade Level

Normative statistics were calculated for schools by school level based on grade levels served. Four school levels emerged among the schools participating in the MSCI norming study: elementary schools, middle schools, high schools, and middle/high schools.

Elementary Schools. Elementary schools served students in the range of grades from prekindergarten (PK) through Grade 8. Elementary schools had a variety of grade configurations, the most common of which were kindergarten (K) through fifth grade and PK through fifth grade. A few served students in Grades PK through 8. Schools serving students in Grades 6 through 8 were classified as elementary schools if they also served students in Grade 4 or below. Table A2 presents descriptive statistic norms for elementary schools.

Table A2: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Elementary Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	2,993	74.98	10.13	112	75.33	4.41
Expectations for Student Performance	3,147	71.89	11.40	112	72.48	6.06
Differentiated Instruction	3,120	71.79	11.26	112	72.22	5.33
Improvement Program Coherence	2,965	68.52	11.08	112	68.66	5.21
Peer Reviewed Practice	3,159	52.20	19.19	112	52.12	6.36
Coordinated Curriculum	3,180	65.56	14.67	112	65.57	7.32
Technical Resources	3,164	67.32	13.88	112	67.50	6.89
Total MSCI	2,529	472.28	67.77	112	474.32	33.80

Middle Schools. Middle schools in this study encompassed Grades 5 through 9. Most often, middle schools were configured for sixth through eighth grades. Several ($n = 18$) middle schools included fifth grade. A few ($n = 6$) served only seventh and eighth grade, and one served only sixth and seventh grades. Table A3 presents normative descriptive statistics for middle schools.

Table A3: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Middle Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,717	73.36	10.43	53	73.99	4.02
Expectations for Student Performance	1,802	68.32	12.49	53	68.88	6.40
Differentiated Instruction	1,789	68.42	12.03	53	69.20	5.71
Improvement Program Coherence	1,603	64.54	12.00	53	65.53	5.70
Peer Reviewed Practice	1,807	50.19	19.61	53	50.85	7.84
Coordinated Curriculum	1,798	62.32	15.86	53	62.74	7.79
Technical Resources	1,800	65.76	14.76	53	66.69	7.84
Total MSCI	1,391	452.80	73.47	53	457.82	41.05

High Schools. The high schools in the norming study served students in Grades 8 through 12. One high school included Grades 8 through 12; the remaining high schools served students in Grade 9 through 12. Table A4 presents MSCI descriptive statistic norms for high schools.

Table A4: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: High Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	2,157	70.57	10.97	39	70.95	3.50
Expectations for Student Performance	2,224	65.84	12.32	39	66.20	5.51
Differentiated Instruction	2,177	64.86	11.59	39	65.20	4.46
Improvement Program Coherence	2,009	60.76	11.95	39	61.17	4.97
Peer Reviewed Practice	2,224	50.43	18.88	39	50.11	6.25
Coordinated Curriculum	2,222	57.60	15.10	39	57.40	5.93
Technical Resources	2,221	62.21	15.33	39	62.39	6.31
Total MSCI	1,790	431.41	73.56	39	432.73	31.85

Middle/High Schools. In this norming research, middle/high schools encompassed Grades 6 through 12. Schools were classified as middle/high schools only if they served students in Grade 6 or 7 and students in Grades 9 and higher. MSCI normative descriptive statistics based on the six middle/high schools are presented in Table A5.

Table A5: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Middle/High Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	158	72.83	10.70	6	72.23	3.11
Expectations for Student Performance	160	66.67	11.40	6	65.84	3.33
Differentiated Instruction	161	67.17	10.81	6	66.30	3.68
Improvement Program Coherence	152	64.87	10.72	6	63.74	4.51
Peer Reviewed Practice	163	52.20	18.57	6	51.13	5.57
Coordinated Curriculum	165	59.34	13.92	6	58.78	2.67
Technical Resources	160	66.30	14.66	6	64.34	7.51
Total MSCI	132	443.08	66.14	6	434.10	30.19

Normative Descriptive Statistics by School Locale

Norms were calculated for schools based on locale. Edvantia research staff used each participating school’s locale (Johnson) code to determine its urbanicity/rurality (refer back to Table 8 for the distribution of schools across all eight locale codes). Because some locale codes were represented by a very small number of schools, research staff combined codes to create four categories of school locale: urban, suburban, town, and rural.

Urban Schools. Urban schools are those with locale codes of 1 (large city) or 2 (midsize city). Nineteen schools with a locale code of 1 and 25 schools with a locale code of 2 composed the urban schools group. Table A6 presents normative descriptive statistics for urban schools.

Table A6: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Urban Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,575	73.17	10.20	44	73.79	3.74
Expectations for Student Performance	1,663	67.72	12.45	44	68.13	5.71
Differentiated Instruction	1,636	68.51	11.69	44	69.33	5.02
Improvement Program Coherence	1,543	66.12	12.07	44	67.08	5.50
Peer Reviewed Practice	1,670	52.55	18.74	44	52.56	5.53
Coordinated Curriculum	1,672	63.08	15.61	44	64.15	6.72
Technical Resources	1,670	66.12	14.63	44	66.11	7.04
Total MSCI	1,306	456.70	70.57	44	460.76	34.15

Suburban Schools. Schools with locale codes of 3 (urban fringe of a large city) and 4 (urban fringe of a mid-sized city) composed the suburban schools group. The group consisted

of 18 schools with a locale code of 3 and 25 schools with a locale code of 4. Table A7 presents normative descriptive statistic information for suburban schools.

Table A7: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Suburban Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,633	72.40	11.05	44	73.97	4.24
Expectations for Student Performance	1,695	69.18	12.37	44	71.41	6.80
Differentiated Instruction	1,665	67.91	11.97	44	70.09	6.08
Improvement Program Coherence	1,519	63.50	12.25	44	65.63	6.21
Peer Reviewed Practice	1,708	50.59	19.17	44	51.49	5.82
Coordinated Curriculum	1,708	61.71	14.84	44	63.83	6.74
Technical Resources	1,690	61.95	14.93	44	64.06	6.71
Total MSCI	1,308	445.77	71.91	44	459.99	38.17

Town Schools. Town schools are defined as those schools with a locale code of either 5 (large town) or 6 (small town). The town schools group included one large town school and 44 small town schools. Table A8 presents normative descriptive statistics for town schools.

Table A8: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Town Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	1,341	73.85	10.22	44	74.49	4.45
Expectations for Student Performance	1,389	69.05	11.85	44	69.88	6.43
Differentiated Instruction	1,381	69.76	11.20	44	70.46	5.58
Improvement Program Coherence	1,276	66.09	11.22	44	66.57	5.21
Peer Reviewed Practice	1,389	51.25	19.65	44	51.83	6.78
Coordinated Curriculum	1,399	62.82	15.54	44	62.93	8.64
Technical Resources	1,392	67.75	13.16	44	68.33	5.92
Total MSCI	1,130	460.32	70.82	44	463.70	36.17

Rural Schools. Rural schools are those schools with locale codes of 7 (rural, outside a metropolitan statistical area) or 8 (rural, inside a metropolitan statistical area). The group in this study consisted of 78 schools, 52 of which had a locale code of 7 and 26 of which had a locale code of 8. Table A9 presents MSCI descriptive statistic norms for rural schools.

Table A9: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Rural Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	2,476	73.34	10.84	78	74.12	4.91
Expectations for Student Performance	2,586	60.86	12.15	78	70.91	6.61
Differentiated Instruction	2,565	68.98	12.33	78	70.03	6.44
Improvement Program Coherence	2,391	65.13	12.13	78	66.20	6.53
Peer Reviewed Practice	2,586	50.63	19.26	78	50.43	7.71
Coordinated Curriculum	2,586	61.71	15.67	78	62.31	8.31
Technical Resources	2,593	65.85	15.05	78	66.41	8.11
Total MSCI	2,098	455.33	75.90	78	460.96	43.26

Normative Descriptive Statistics by School Size

Researchers calculated norms based on school size. The size of each school’s student population was labeled Very Small, Small, Midsize, Large, or Very Large according to categories established by NCES (2002). Please refer to Table 7 for a distribution of schools by these size categories. Because both the Very Small and Very Large size categories were not great in number, these two groups were combined with the Small and Large categories (respectively) to create three groups based on school size: Small, Midsize, and Large.

Small Schools. Small schools are those schools with student populations of 1 to 299 students. In the final norming sample, 49 are in this category. Descriptive statistic norms for small schools are presented in Table A10.

Table A10: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Small Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	820	74.73	10.48	49	75.08	5.21
Expectations for Student Performance	878	71.93	12.28	49	72.57	7.46
Differentiated Instruction	870	71.13	12.07	49	71.50	6.36
Improvement Program Coherence	803	67.77	11.07	49	67.93	5.26
Peer Reviewed Practice	873	51.25	19.67	49	51.27	7.30
Coordinated Curriculum	881	62.80	15.14	49	63.05	7.62
Technical Resources	875	66.83	14.77	49	67.30	7.44
Total MSCI	678	466.88	72.64	49	469.39	38.96

Midsize Schools. Midsize schools have student populations between 300 and 749 students. One hundred seventeen of these schools are represented in the norming sample. Table A11 presents MSCI descriptive statistic norms for midsize schools.

Table A11: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Midsize Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	3,605	74.31	10.22	117	74.64	4.04
Expectations for Student Performance	3,769	69.99	11.85	117	70.36	5.82
Differentiated Instruction	3,735	70.30	11.57	117	70.74	5.42
Improvement Program Coherence	3,490	67.06	11.55	117	67.29	5.69
Peer Reviewed Practice	3,788	51.68	19.24	117	51.79	6.83
Coordinated Curriculum	3,790	64.31	15.44	117	64.52	7.99
Technical Resources	3,773	66.69	14.12	117	66.90	7.01
Total MSCI	3,020	463.50	70.61	117	465.82	37.84

Large Schools. Schools with student populations of 750 or more students are classified as large schools in this study. The final norming sample includes 44 large schools. MSCI normative descriptive statistics for large schools are presented in Table A12.

Table A12: Total MSCI and Subscale Normative Descriptive Statistics for Scaled Scores: Large Schools

Scale	Individual Level			School Level		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
Equity in Practice	2,600	71.13	10.95	44	71.53	3.50
Expectations for Student Performance	2,686	66.83	12.40	44	67.21	6.01
Differentiated Instruction	2,642	65.85	11.75	44	66.29	5.06
Improvement Program Coherence	2,436	61.62	12.14	44	62.04	5.55
Peer Reviewed Practice	2,692	50.43	19.00	44	50.47	5.77
Coordinated Curriculum	2,694	59.13	15.07	44	59.58	6.06
Technical Resources	2,697	63.06	15.23	44	63.39	7.17
Total MSCI	2,144	437.80	73.49	44	440.19	34.92

Converting MSCI Scale Scores to Percentiles

The MSCI scaled scores are important because they locate a school staff on the scale of measurement. However, the MSCI means tend to cluster toward the higher end of the scale, even for schools that currently may not have tremendous capacity for improvement. Thus, it is difficult to make comparisons with other schools based on MSCI scale scores for each scale. The MSCI user will find it more helpful to use percentiles for comparative purposes.

The following tables present information to allow the MSCI user to convert his or her school's MSCI scaled scores into percentiles. Percentiles were calculated at the aggregated

school level. In each table, the scaled score is listed in the column at the left, and percentiles associated with that score are listed for each scale in the seven columns to the right. Percentile conversion charts for each of the 11 groups previously defined are presented. Listed below are the table numbers and the group for which they present percentile conversion information:

- Table AP1: Elementary Schools
- Table AP2: Middle Schools
- Table AP3: High Schools
- Table AP4: Middle/High Schools
- Table AP5: Urban Schools
- Table AP6: Suburban Schools
- Table AP7: Town Schools
- Table AP8: Rural Schools
- Table AP9: Small Schools
- Table AP10: Midsize Schools
- Table AP11: Large Schools

**Table AP1: MSCI Conversion Table for Scaled Scores to Percentiles
Elementary Schools (N = 112)**

Elementary Schools (N = 112)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	1	---	---
34	---	---	---	---	1	---	---
35	---	---	---	---	1	---	---
36	---	---	---	---	2	---	---
37	---	---	---	---	2	---	---
38	---	---	---	---	2	---	---
39	---	---	---	---	2	---	---
40	---	---	---	---	3	---	---
41	---	---	---	---	3	---	---
42	---	---	---	---	4	---	---
43	---	---	---	---	5	---	---
44	---	---	---	---	9	---	---
45	---	---	---	---	17	---	---
46	---	---	---	---	20	---	---
47	---	---	---	---	25	1	1
48	---	---	---	---	29	1	1
49	---	---	---	---	36	2	2
50	---	---	---	---	42	2	2
51	---	---	---	---	44	4	2
52	---	---	---	---	51	5	2
53	---	---	---	---	57	7	2
54	---	1	---	---	60	7	3
55	---	1	---	---	68	9	3
56	---	1	---	---	71	13	4
57	---	1	1	1	79	14	6

Elementary Schools (N = 112)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	2	2	5	81	18	7
59	---	2	2	5	88	20	9
60	---	3	3	8	92	21	13
61	---	3	4	9	93	26	19
62	1	4	5	11	94	34	24
63	1	5	5	17	95	36	28
64	3	7	7	21	96	38	33
65	4	10	9	25	98	50	38
66	4	15	13	33	99.99	53	44
67	5	22	16	37	...	56	48
68	8	27	22	45	...	61	57
69	8	29	26	55	...	71	61
70	13	37	34	60	...	77	65
71	17	41	42	69	...	82	69
72	23	47	52	75	...	85	76
73	29	56	58	85	...	86	81
74	34	62	63	87	...	87	85
75	48	70	73	92	...	89	88
76	58	77	78	93	...	91	92
77	67	82	86	96	...	94	93
78	74	85	88	97	...	97	95
79	84	86	91	97	...	98	96
80	89	89	94	98	...	98	96
81	93	90	97	98	...	98	96
82	95	94	98	98	...	98	97
83	97	95	98	98	...	98	97
84	99.99	96	98	99.99	...	99	98
85	...	97	99.99	...	...	99.99	98
86	...	99.99	...	...	...	...	99.99
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP2: MSCI Conversion Table for Scaled Scores to Percentiles
Middle Schools (N = 53)**

Middle Schools (N = 53)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	---	---	---
37	---	---	---	---	---	---	---
38	---	---	---	---	---	---	---
39	---	---	---	---	2	---	---
40	---	---	---	---	5	1	---
41	---	---	---	---	11	2	---
42	---	---	---	---	15	2	---
43	---	---	---	---	19	2	---
44	---	---	---	---	23	2	---
45	---	---	---	---	25	2	---
46	---	---	---	---	28	3	---
47	---	---	---	---	29	3	---
48	---	---	---	---	39	3	---
49	---	---	---	---	47	3	2
50	---	---	---	---	53	4	3
51	---	2	---	2	56	4	4
52	---	2	---	3	63	5	5
53	---	3	---	4	69	7	6
54	---	3	---	5	77	8	7
55	---	4	2	6	83	12	8
56	---	4	2	6	84	17	11
57	---	5	3	7	85	26	11

Middle Schools (N = 53)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	5	4	11	86	29	12
59	---	9	7	13	87	36	16
60	---	10	8	14	88	41	17
61	---	11	8	19	88	47	24
62	---	14	9	29	92	54	30
63	---	19	13	36	92	60	39
64	---	20	19	41	93	62	43
65	2	22	25	48	93	69	44
66	2	26	33	63	94	74	47
67	3	35	39	68	95	76	56
68	4	46	42	74	96	78	59
69	10	52	53	75	96	79	63
70	23	65	56	77	96	81	66
71	33	72	68	81	96	82	70
72	45	77	74	86	96	87	73
73	52	79	79	92	97	89	78
74	55	80	83	94	97	90	85
75	64	81	85	95	97	91	86
76	72	83	87	96	97	93	86
77	79	89	89	97	97	94	90
78	84	92	92	97	97	95	92
79	88	94	96	98	98	96	94
80	92	95	96	99.99	99.99	97	96
81	94	97	97	...	...	99.99	96
82	97	99.99	99.99	...	...	...	97
83	99.99	...	...	...	...	...	97
84	...	...	...	...	...	...	97
85	...	...	...	...	...	...	99.99
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP3: MSCI Conversion Table for Scaled Scores to Percentiles
High Schools (N = 39)**

High Schools (N = 39)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	2	---	---
37	---	---	---	---	3	---	---
38	---	---	---	---	3	---	---
39	---	---	---	---	3	---	---
40	---	---	---	---	4	---	---
41	---	---	---	---	4	---	---
42	---	---	---	---	9	---	---
43	---	---	---	---	18	---	---
44	---	---	---	---	25	---	---
45	---	---	---	---	27	5	---
46	---	---	---	---	30	5	2
47	---	---	---	---	31	6	3
48	---	---	---	---	36	7	3
49	---	---	---	---	51	10	4
50	---	---	---	---	54	10	4
51	---	---	---	---	63	11	7
52	---	---	---	---	68	15	8
53	---	---	---	7	75	21	10
54	---	---	---	11	76	33	11
55	---	---	---	14	77	41	12
56	---	3	---	19	81	45	15
57	---	5	5	24	85	54	19

High Schools (N = 39)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	9	6	35	88	61	28
59	---	11	11	41	89	67	29
60	---	15	16	48	92	70	34
61	---	26	19	52	95	75	45
62	---	33	32	60	96	79	54
63	---	36	40	67	96	84	57
64	---	41	44	69	99.99	86	59
65	4	50	55	79	...	91	68
66	12	54	58	83	...	93	70
67	15	56	68	86	...	94	72
68	28	58	75	92	...	95	78
69	41	62	80	94	...	95	89
70	47	73	83	95	...	96	91
71	54	80	88	96	...	96	92
72	68	86	93	97	...	97	94
73	73	88	95	99.99	...	99.99	95
74	85	92	99.99	...	...	...	99.99
75	88	95	...	...	...	...	...
76	89	96	...	...	...	...	...
77	94	99.99	...	...	...	...	...
78	96	...	...	...	...	...	...
79	99.99	...	...	...	...	...	...
80	...	...	...	...	...	...	...
81	...	...	...	...	...	...	...
82	...	...	...	...	...	...	...
83	...	...	...	...	...	...	...
84	...	...	...	...	...	...	...
85	...	...	...	...	...	...	...
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP4: MSCI Conversion Table for Scaled Scores to Percentiles
Middle/High Schools (N = 6)**

Middle/High Schools (N = 6)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	---	---	---
37	---	---	---	---	---	---	---
38	---	---	---	---	---	---	---
39	---	---	---	---	---	---	---
40	---	---	---	---	---	---	---
41	---	---	---	---	15	---	---
42	---	---	---	---	16	---	---
43	---	---	---	---	18	---	---
44	---	---	---	---	19	---	---
45	---	---	---	---	21	---	---
46	---	---	---	---	23	---	---
47	---	---	---	---	24	---	---
48	---	---	---	---	26	---	---
49	---	---	---	---	28	---	---
50	---	---	---	---	35	---	---
51	---	---	---	---	44	---	---
52	---	---	---	---	50	---	---
53	---	---	---	---	57	---	---
54	---	---	---	---	73	---	---
55	---	---	---	---	77	18	17
56	---	---	---	15	82	29	22
57	---	---	---	18	99.99	38	28

Middle/High Schools (N = 6)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	---	---	21	...	46	31
59	---	---	---	24	...	52	33
60	---	---	---	27	...	60	36
61	---	---	---	31	...	99.99	39
62	---	---	18	35	...	...	42
63	---	23	25	39	...	...	46
64	---	45	32	44	...	...	51
65	---	56	41	53	...	...	56
66	---	70	60	68	...	...	59
67	---	73	71	77	...	...	62
68	---	76	74	85	...	...	65
69	19	79	76	99.99	...	...	68
70	25	81	79	...	...	...	71
71	45	84	82	...	...	...	74
72	72	99.99	85	...	...	...	78
73	74	...	99.99	...	...	...	81
74	77	...	...	...	...	...	85
75	79	...	...	...	...	...	99.99
76	82	...	...	...	...	...	...
77	84	...	...	...	...	...	...
78	99.99	...	...	...	...	...	...
79	...	...	...	...	...	...	...
80	...	...	...	...	...	...	...
81	...	...	...	...	...	...	...
82	...	...	...	...	...	...	...
83	...	...	...	...	...	...	...
84	...	...	...	...	...	...	...
85	...	...	...	...	...	...	...
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP5: MSCI Conversion Table for Scaled Scores to Percentiles
Urban Schools (N = 44)**

Urban Schools (N = 44)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	---	---	---
37	---	---	---	---	---	---	---
38	---	---	---	---	---	---	---
39	---	---	---	---	---	---	---
40	---	---	---	---	---	---	---
41	---	---	---	---	---	---	---
42	---	---	---	---	---	---	---
43	---	---	---	---	6	---	---
44	---	---	---	---	12	---	---
45	---	---	---	---	16	---	---
46	---	---	---	---	20	---	---
47	---	---	---	---	21	---	---
48	---	---	---	---	22	---	---
49	---	---	---	---	29	---	2
50	---	---	---	---	32	---	3
51	---	---	---	---	37	---	4
52	---	---	---	---	48	2	5
53	---	---	---	---	56	3	6
54	---	2	---	2	63	4	7
55	---	3	---	3	67	9	8
56	---	3	---	4	76	14	11
57	---	4	---	5	82	21	12

Urban Schools (N = 44)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	6	3	8	84	23	12
59	---	8	5	10	88	26	15
60	---	10	7	11	91	32	17
61	---	14	8	12	93	41	27
62	---	17	11	20	95	48	29
63	---	20	14	28	96	50	33
64	3	22	17	32	99.99	55	38
65	4	25	21	37	...	64	46
66	5	34	27	48	...	65	50
67	6	46	36	54	...	69	58
68	9	55	42	61	...	70	65
69	10	57	48	64	...	75	68
70	17	69	55	66	...	77	75
71	25	72	62	74	...	83	76
72	36	75	71	79	...	86	77
73	46	81	77	88	...	87	79
74	54	87	82	90	...	89	84
75	66	90	90	94	...	91	88
76	75	91	94	95	...	92	94
77	83	93	95	99.99	...	96	95
78	87	95	96	...	...	99.99	96
79	94	96	97	...	...	...	97
80	99.99	97	99.99	...	...	...	99.99
81	...	99.99	...	...	...	...	...
82	...	...	...	...	...	...	...
83	...	...	...	...	...	...	...
84	...	...	...	...	...	...	...
85	...	...	...	...	...	...	...
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP6: MSCI Conversion Table for Scaled Scores to Percentiles
Suburban Schools (N = 43)**

Suburban Schools (N = 43)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	---	---	---
37	---	---	---	---	---	---	---
38	---	---	---	---	---	---	---
39	---	---	---	---	---	---	---
40	---	---	---	---	---	---	---
41	---	---	---	---	---	---	---
42	---	---	---	---	2	---	---
43	---	---	---	---	5	---	---
44	---	---	---	---	8	---	---
45	---	---	---	---	18	---	---
46	---	---	---	---	22	---	2
47	---	---	---	---	27	---	2
48	---	---	---	---	35	---	3
49	---	---	---	---	37	2	3
50	---	---	---	---	51	3	4
51	---	---	---	---	56	3	6
52	---	---	---	---	61	4	8
53	---	---	---	4	66	6	9
54	---	---	---	5	71	8	10
55	---	---	---	6	74	10	10
56	---	2	---	8	79	12	17
57	---	4	2	12	83	15	18

Suburban Schools (N = 43)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	5	3	18	85	23	18
59	---	7	6	21	87	29	19
60	---	8	7	23	90	38	20
61	---	10	8	26	92	44	26
62	---	12	11	31	94	48	35
63	---	14	16	37	95	51	47
64	---	16	24	42	96	52	51
65	---	20	26	45	97	58	57
66	4	23	30	53	97	62	64
67	6	26	33	58	99.99	64	68
68	12	30	39	63	...	71	76
69	18	32	43	68	...	81	78
70	23	40	49	73	...	84	80
71	31	49	57	75	...	85	83
72	40	56	63	86	...	87	89
73	45	57	69	91	...	91	93
74	51	64	73	93	...	92	94
75	64	70	76	94	...	92	96
76	68	77	81	97	...	94	97
77	76	82	89	99.99	...	96	99.99
78	81	83	93	...	...	99.99	...
79	93	88	94	...	...	...	...
80	94	90	95	...	...	...	...
81	95	92	96	...	...	...	...
82	96	95	99.99	...	...	...	...
83	99.99	96	...	...	...	...	...
84	...	97	...	...	...	...	...
85	...	99.99	...	...	...	...	...
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP7: MSCI Conversion Table for Scaled Scores to Percentiles
Town Schools (N = 45)**

Town Schools (N = 45)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	---	---	---
37	---	---	---	---	---	---	---
38	---	---	---	---	---	---	---
39	---	---	---	---	---	---	---
40	---	---	---	---	---	2	---
41	---	---	---	---	9	2	---
42	---	---	---	---	13	2	---
43	---	---	---	---	14	3	---
44	---	---	---	---	15	3	---
45	---	---	---	---	17	3	---
46	---	---	---	---	19	4	---
47	---	---	---	---	22	4	---
48	---	---	---	---	29	5	---
49	---	---	---	---	35	6	---
50	---	---	---	---	42	8	---
51	---	---	---	---	50	11	---
52	---	---	---	---	60	12	---
53	---	---	---	---	83	15	---
54	---	2	---	---	66	18	---
55	---	3	---	2	77	21	---
56	---	3	---	3	79	23	---
57	---	4	2	4	82	26	4

Town Schools (N = 45)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	5	3	11	83	28	5
59	---	7	4	12	85	31	7
60	---	8	5	17	88	32	10
61	---	11	8	19	89	38	16
62	---	13	11	24	89	50	19
63	2	16	12	26	90	53	24
64	3	20	15	30	91	56	26
65	4	22	17	38	95	61	32
66	5	26	23	45	96	63	40
67	6	32	27	52	97	65	43
68	7	40	38	59	99.99	68	46
69	15	44	42	70	...	73	53
70	19	53	44	77	...	82	57
71	24	60	53	84	...	86	69
72	37	67	63	86	...	89	76
73	40	76	69	91	...	89	82
74	44	77	72	93	...	90	88
75	60	80	80	94	...	91	90
76	66	82	85	96	...	93	92
77	70	85	89	99.99	...	94	94
78	79	89	90	...	...	94	95
79	85	91	95	...	...	96	96
80	90	92	99.99	...	...	99.99	96
81	95	94	...	...	...	...	96
82	96	97	...	...	...	...	97
83	99.99	99.99	...	...	...	...	97
84	...	...	...	...	...	...	97
85	...	...	...	...	...	...	99.99
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP8: MSCI Conversion Table for Scaled Scores to Percentiles
Rural Schools (N = 78)**

Rural Schools (N = 78)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	1	---	---
34	---	---	---	---	2	---	---
35	---	---	---	---	3	---	---
36	---	---	---	---	4	---	---
37	---	---	---	---	4	---	---
38	---	---	---	---	4	---	---
39	---	---	---	---	5	---	---
40	---	---	---	---	7	---	---
41	---	---	---	---	10	---	---
42	---	---	---	---	14	---	---
43	---	---	---	---	17	---	---
44	---	---	---	---	23	---	---
45	---	---	---	---	29	2	---
46	---	---	---	---	31	3	---
47	---	---	---	---	32	3	1
48	---	---	---	---	39	4	2
49	---	---	---	---	52	5	3
50	---	---	---	---	54	5	3
51	---	1	---	1	57	6	4
52	---	1	---	2	59	8	4
53	---	1	---	3	67	12	5
54	---	1	---	4	70	17	5
55	---	2	1	5	74	21	6
56	---	2	2	7	75	29	7
57	---	2	4	9	82	33	8

Rural Schools (N = 78)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	2	4	13	84	38	15
59	---	3	6	15	90	42	19
60	---	3	8	19	93	42	25
61	---	6	9	24	94	45	30
62	1	11	12	26	95	50	39
63	1	12	15	33	96	55	41
64	2	15	17	38	96	56	45
65	5	19	26	45	97	68	47
66	6	26	31	55	97	73	48
67	8	31	35	57	97	75	53
68	12	35	38	66	97	79	61
69	15	41	45	70	97	81	67
70	27	48	52	72	97	83	69
71	33	53	60	78	97	86	71
72	40	59	67	81	98	87	75
73	45	66	71	88	98	90	78
74	52	69	74	90	98	90	85
75	55	76	79	93	98	91	87
76	66	80	82	94	98	92	88
77	74	88	85	94	98	93	90
78	80	89	88	94	98	96	90
79	83	89	91	95	98	96	93
80	87	91	93	97	99.99	97	95
81	92	92	96	97	...	97	95
82	95	94	97	98	...	97	95
83	97	95	97	98	...	98	96
84	99.99	96	98	99.99	...	98	97
85	...	97	99.99	...	...	99.99	98
86	...	99.99	...	...	...	...	99.99
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP9: MSCI Conversion Table for Scaled Scores to Percentiles
Small Schools (N = 49)**

Small Schools (N = 49)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	3	---	---
34	---	---	---	---	4	---	---
35	---	---	---	---	4	---	---
36	---	---	---	---	5	---	---
37	---	---	---	---	5	---	---
38	---	---	---	---	5	---	---
39	---	---	---	---	7	---	---
40	---	---	---	---	8	---	---
41	---	---	---	---	10	---	---
42	---	---	---	---	14	---	---
43	---	---	---	---	15	---	---
44	---	---	---	---	17	---	---
45	---	---	---	---	24	---	---
46	---	---	---	---	26	---	---
47	---	---	---	---	27	2	---
48	---	---	---	---	28	5	2
49	---	---	---	---	36	6	2
50	---	---	---	---	40	7	2
51	---	---	---	---	45	7	2
52	---	---	---	---	51	9	3
53	---	---	---	---	61	12	3
54	---	2	---	---	69	13	3
55	---	2	---	---	72	15	4
56	---	3	---	2	73	20	5
57	---	3	2	4	79	23	5

Small Schools (N = 49)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	4	5	6	81	27	11
59	---	4	8	8	86	32	15
60	---	5	9	9	89	34	19
61	---	5	9	10	91	40	24
62	2	11	10	11	93	48	30
63	4	14	11	14	96	50	35
64	7	18	12	20	97	51	37
65	8	19	13	29	99.99	64	39
66	8	21	21	42	...	66	48
67	9	26	24	48	...	67	53
68	9	29	29	57	...	69	56
69	11	31	33	64	...	83	57
70	15	36	39	70	...	87	60
71	21	41	48	77	...	91	65
72	28	49	55	81	...	92	74
73	35	52	62	88	...	94	79
74	43	56	63	90	...	94	84
75	54	61	70	91	...	95	87
76	61	68	73	93	...	95	88
77	65	74	82	96	...	95	89
78	69	77	84	96	...	96	93
79	77	79	88	96	...	96	95
80	83	82	92	97	...	96	96
81	88	84	96	97	...	97	96
82	92	91	97	97	...	97	96
83	96	92	99.99	97	...	97	97
84	99.99	93	...	99.99	...	97	97
85	...	97	...	...	...	99.99	97
86	...	99.99	...	...	...	...	99.99
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP10: MSCI Conversion Table for Scaled Scores to Percentiles
Midsize Schools (N = 117)**

Midsize Schools (N = 117)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	---	---	---
37	---	---	---	---	1	---	---
38	---	---	---	---	1	---	---
39	---	---	---	---	1	---	---
40	---	---	---	---	2	---	---
41	---	---	---	---	5	1	---
42	---	---	---	---	6	1	---
43	---	---	---	---	10	1	---
44	---	---	---	---	15	1	---
45	---	---	---	---	18	2	---
46	---	---	---	---	20	2	---
47	---	---	---	---	24	3	1
48	---	---	---	---	32	3	1
49	---	---	---	---	40	3	2
50	---	---	---	---	47	4	2
51	---	1	---	1	50	5	3
52	---	1	---	1	57	6	3
53	---	1	---	1	62	8	3
54	---	1	---	3	66	9	4
55	---	1	1	3	73	11	4
56	---	2	1	4	78	15	7
57	---	2	1	4	82	18	8

Midsize Schools (N = 117)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	3	2	6	83	22	9
59	---	4	2	8	88	24	12
60	---	4	3	10	91	27	15
61	---	7	4	14	92	34	21
62	---	8	7	20	93	42	25
63	---	9	10	25	94	45	32
64	---	11	12	31	94	48	36
65	2	14	14	36	95	57	41
66	2	21	22	45	97	60	45
67	3	30	27	50	97	63	51
68	7	39	33	57	98	67	59
69	11	43	39	64	98	71	65
70	18	51	45	68	98	76	69
71	23	58	55	73	98	80	74
72	32	65	64	79	98	84	78
73	38	72	70	87	98	86	82
74	43	76	75	89	98	87	87
75	54	81	81	94	98	89	88
76	65	86	85	95	98	91	92
77	74	90	89	96	98	93	95
78	82	92	92	97	99	96	95
79	90	93	94	98	99	97	96
80	93	94	96	99.99	99.99	98	96
81	96	96	97	...	...	99.99	96
82	97	98	98	...	...	...	97
83	98	98	98	...	...	...	97
84	99.99	98	98	...	...	...	98
85	...	98	99.99	...	...	...	99.99
86	...	99.99	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

**Table AP11: MSCI Conversion Table for Scaled Scores to Percentiles
Large Schools (N = 44)**

Large Schools (N = 44)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
15	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---
21	---	---	---	---	---	---	---
22	---	---	---	---	---	---	---
23	---	---	---	---	---	---	---
24	---	---	---	---	---	---	---
25	---	---	---	---	---	---	---
26	---	---	---	---	---	---	---
27	---	---	---	---	---	---	---
28	---	---	---	---	---	---	---
29	---	---	---	---	---	---	---
30	---	---	---	---	---	---	---
31	---	---	---	---	---	---	---
32	---	---	---	---	---	---	---
33	---	---	---	---	---	---	---
34	---	---	---	---	---	---	---
35	---	---	---	---	---	---	---
36	---	---	---	---	---	---	---
37	---	---	---	---	---	---	---
38	---	---	---	---	---	---	---
39	---	---	---	---	---	---	---
40	---	---	---	---	---	---	---
41	---	---	---	---	---	---	---
42	---	---	---	---	7	---	---
43	---	---	---	---	12	---	---
44	---	---	---	---	19	---	---
45	---	---	---	---	27	---	---
46	---	---	---	---	31	---	2
47	---	---	---	---	33	---	2
48	---	---	---	---	39	---	3
49	---	---	---	---	47	2	3
50	---	---	---	---	52	3	4
51	---	---	---	---	61	3	6
52	---	---	---	---	64	4	8
53	---	---	---	6	71	10	11
54	---	---	---	8	73	21	12
55	---	---	---	10	76	30	13
56	---	2	---	13	79	56	17
57	---	4	4	20	86	45	19

Large Schools (N = 44)							
Scaled Score	Equity in Practice	Expectations for Student Performance	Differentiated Instruction	Improvement Program Coherence	Peer Reviewed Practice	Coordinated Curriculum	Technical Resources
58	---	8	5	36	89	52	24
59	---	11	10	39	91	60	25
60	---	15	14	47	94	65	28
61	---	22	17	49	95	67	40
62	---	26	24	57	96	68	50
63	---	32	30	66	97	74	53
64	---	35	39	68	99.99	77	56
65	---	42	53	73	...	83	64
66	9	47	55	76	...	86	66
67	11	49	59	79	...	88	67
68	20	53	66	84	...	91	74
69	30	55	71	85	...	92	82
70	41	73	76	86	...	93	84
71	53	75	81	92	...	93	85
72	67	77	84	94	...	94	86
73	72	81	85	99.99	...	94	89
74	77	86	93	...	...	95	93
75	84	91	97	...	...	96	95
76	86	92	99.99	...	...	97	96
77	92	94	...	...	...	99.99	96
78	94	96	...	...	...	...	97
79	97	99.99	...	...	...	...	97
80	99.99	...	...	...	...	...	99.99
81	...	...	...	...	...	...	...
82	...	...	...	...	...	...	...
83	...	...	...	...	...	...	...
84	...	...	...	...	...	...	...
85	...	...	...	...	...	...	...
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...

Appendix B

Instructions for Administering the MSCI

Instructions for Administering the MSCI

1. Please administer the MSCI to all professional staff at your school (e.g., teachers, principals, counselors, librarians).

Please advise your staff that participation is voluntary; they may cease participation at any time without adverse consequences. Also, participants should be made aware that there are no direct personal risks or benefits for any individual. However, the information they provide can be used to inform school improvement initiatives and thus benefit the school.

2. Administer the MSCI in a group setting to assure participants about the confidentiality of their responses. Participants should complete their questionnaires individually without discussion. Questionnaires should not be allowed to circulate outside the administration setting.
3. After staff members have completed the survey, they should return their questionnaires to the collection point. At your discretion, you may provide individual envelopes to staff members, in which they can seal their questionnaires before returning them to the collection point. Such a measure further ensures the confidentiality of responses.
4. When all questionnaires have been completed and collected, place them in the return envelope provided by Edvantia, seal and mark it with the name of your school and the date, and place your signature across the seal.
5. Please return all completed questionnaires to Edvantia as soon as possible after the MSCI administration.
6. Data will be stored at the Edvantia offices in Charleston, West Virginia, for a length of time (typically 3 years), in accordance with federal regulations and industry standards. Only authorized Edvantia staff members will have access to the data.

Within a few weeks of receiving your school's completed MSCI instruments, Edvantia staff will analyze the data and send your school its free MSCI profile.

***Thank you for participating in this study!
We appreciate the time and effort you are offering!***

Please contact Edvantia (800.624.9120, info@edvantia.org) if you need additional questionnaires or supplies.

If any members of your staff have questions about their privacy, welfare, or rights as participants in this research, they can contact Merrill Meehan, chair of the Edvantia Institutional Review Board (800.624.9120, ext. 5432 or merrill.meehan@edvantia.org).

Appendix C

Measure of School Capacity for Improvement (MSCI)

Measure of School Capacity for Improvement (MSCI)

Your School: _____

Your School District: _____

Directions: Please fill in the six digits of your “Identification Number” on the grid to the right. This number ensures anonymity and is easy to generate. **It consists of the last two digits of your Social Security Number (SSN), the last two digits of your home phone number, and the two digits for the day of the month (not the month) on which you were born.** This identification number will only be used by the researchers to match your responses on each of the instruments that you complete. This number will not be shared outside of Edvantia and no individuals will be identified in any reports that may be generated using the data you provide.

Identification Number

<u>SSN#</u>		<u>Home#</u>		<u>Day Born (01-31)</u>	
-	-	-	-	-	-
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◀	◀	◀	◀	◀	◀
▶	▶	▶	▶	⤴	▶
▲	▲	▲	▲	⤴	▲
▼	▼	▼	▼	⤴	▼
◀◀	◀◀	◀◀	◀◀	⤴	◀◀
▶▶	▶▶	▶▶	▶▶	⤴	▶▶
◀◀	◀◀	◀◀	◀◀	⤴	◀◀

Please respond to the survey individually and do not discuss or share your responses with any other survey recipient until all of the surveys have been completed and returned. Please ensure that you consider the options carefully before selecting your responses and that you can complete the survey without interruption. If you are asked to complete more than one survey at a time, please do not compare your responses on the different surveys.

For items 1-5, please read each item and then rate **the extent to which it is true for your school.** Using a scale of 1-6 for your ratings, with a “1” indicating “Not at all true” and a “6” indicating “Completely true,” completely fill in the bubble that represents how true that item is for your school.

Like this: ● **Not like this:** ⊗ or ⊙

Not at all true	Not very true	A little true	Somewhat true	Mostly true	Completely true
<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲	▼

At this school:

- | | | | | | | |
|---|--------------------------|--------------------------|---|---|---|---|
| 1. Curriculum is coordinated <i>across</i> the different grade levels..... | <input type="checkbox"/> | <input type="checkbox"/> | ◀ | ▶ | ▲ | ▼ |
| 2. The instructional materials students have allow teachers to teach to their objectives..... | <input type="checkbox"/> | <input type="checkbox"/> | ◀ | ▶ | ▲ | ▼ |
| 3. Our professional development is supported by other initiatives for improving the school..... | <input type="checkbox"/> | <input type="checkbox"/> | ◀ | ▶ | ▲ | ▼ |
| 4. Curriculum is coordinated <i>within</i> the different grade levels..... | <input type="checkbox"/> | <input type="checkbox"/> | ◀ | ▶ | ▲ | ▼ |
| 5. I have the materials I need to teach my students well..... | <input type="checkbox"/> | <input type="checkbox"/> | ◀ | ▶ | ▲ | ▼ |

For items 6-28, please read each item and then rate **the extent to which it is true for the professional staff at your school.** Using a scale of 1-6 for your ratings, with a “1” indicating “Not at all true” and a “6” indicating “Completely true,” completely fill in the bubble that represents your response.

Not at all true	Not very true	A little true	Somewhat true	Mostly true	Completely true
□	▣	◀	▶	▲	▼

Professional staff at this school:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 6. Use flexible classroom grouping methods..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 7. Believe that students here have what it takes to learn this year’s material..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 8. Persist even if a child doesn’t seem to want to learn..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 9. Modify individual students’ assignments to groups based on assessments of their performance..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 10. Believe that most students here are capable of performing at the national average..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 11. Use a variety of classroom grouping methods..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 12. Expect that every child is capable of learning..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 13. Have high expectations for students..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 14. Use a variety of assessment techniques to accommodate diverse learners. | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 15. Have adequate equipment (e.g., computers, maps, lab materials) in their classrooms to teach to their objectives..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 16. Are successful at getting through to students who have difficulty learning. | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 17. Use a variety of materials to accommodate students’ different learning rates..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 18. Believe that most students here will perform at about the national average in terms of academic achievement..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 19. Believe they will be successful in motivating their students..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 20. Understand how students differ in their approaches to learning..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 21. Expect students to perform at or above grade level by the end of this year... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 22. Believe that their students are motivated to learn..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 23. Provide varied learning environments to accommodate diverse learners.... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 24. Think that their students will work hard this year..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 25. Are skilled at handling students’ disciplinary problems..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 26. Expect most students to perform above the national average in terms of academic achievement..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 27. Differentiate instruction to promote student achievement..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |
| 28. Believe that most students are able to master basic skills..... | □ | ▣ | ◀ | ▶ | ▲ | ▼ |

For items 29-42, please read each item and then rate **how often it is true for your school.** Using a scale of 1-6 for your ratings, with a “1” indicating “Never true” and a “6” indicating “Always true,” completely fill in the bubble that represents your response.

Never true	Very rarely true	Rarely true	Sometimes true	Frequently true	Always true
☐	☐	◀	▶	▲	▼

At this school:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 29. Professional development activities are aligned to achieve improvement goals..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 30. A peer from another classroom observes me teaching..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 31. Supplemental programs like Title I are designed to complement classroom teaching..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 32. Two or more colleagues gave me meaningful feedback about my work... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 33. Time is set aside for teachers to coordinate curriculum <i>across</i> the different grade levels..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 34. We choose innovations selectively..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 35. My supervisor informally observes my work..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 36. Professional development topics are offered once and not followed up.... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 37. We evaluate the utility of efforts to improve our school..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 38. Two or more colleagues observed my work..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 39. My requests for materials or equipment are fulfilled by my school or district..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 40. My supervisor gives me meaningful feedback about my work..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 41. Time is set aside for teachers to coordinate curriculum <i>within</i> different grade levels..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 42. I observe a peer teaching..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |

For items 43-44, please read each item and then rate **how often it is true for the professional staff at your school.** Using a scale of 1-6 for your ratings, with a “1” indicating “Never true” and a “6” indicating “Always true,” completely fill in the bubble that represents your response.

Never true	Very rarely true	Rarely true	Sometimes true	Frequently true	Always true
☐	☐	◀	▶	▲	▼

Professional staff at this school:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 43. Discourage disparaging comments about students based on their socioeconomic status..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 44. Ensure that students participate in classroom activities that are respectful of their socioeconomic status..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |

For items 45-58, please read each item and then rate **how often it is true for the professional staff at your school**. Using a scale of 1-6 for your ratings, with a “1” indicating “Never true” and a “6” indicating “Always true,” completely fill in the bubble that represents your response.

Never true	Very rarely true	Rarely true	Sometimes true	Frequently true	Always true
☐	☐	◀	▶	▲	▼

Professional staff at this school:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 45. Assign materials that do not promote stereotypes..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 46. Provide a culturally relevant learning environment for students.... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 47. Encourage students to acknowledge each other’s strengths..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 48. Interact with students in ways that acknowledge students’ speaking style preferences..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 49. Have sufficient time available for professional development that is appropriate to our school’s goals..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 50. Acknowledge the contributions of various racial/ethnic groups.... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 51. Use culturally sensitive assessment strategies..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 52. Discourage disparaging comments about students based on their racial/ethnic background..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 53. Show an interest in learning about diversity..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 54. Use language that does not demean students..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 55. Connect curriculum to students’ experiences outside of school.... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 56. Are aware of their own biases..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 57. Respond to diverse community interests..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |
| 58. Express consistent respect for students’ abilities..... | ☐ | ☐ | ◀ | ▶ | ▲ | ▼ |

Please provide the descriptive information requested on the next page.

Descriptive Information

1. What is your role in the school? (Select only one.)

- Counselor
- Librarian/Media Specialist
- Principal/Assistant Principal
- Regular Classroom Teacher
- Special Education Teacher
- Other _____

2. Which category best describes the degree and credits you have now? (Select only one.)

- Bachelor's
- Bachelor's + 15
- Bachelor's + 30 or more
- Master's
- Master's + 15
- Master's + 30 or more
- Education Specialist
- Doctorate
- Other _____

3. Gender (Select one.)

- Female
- Male

4. Ethnicity (Select all that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian or other Pacific Islander
- White
- Other _____

5. Counting this year, how many years have you taught/worked in any school? _____

6. Counting this year, how many years have you taught/worked in this school? _____

7. Counting this year, how many years have you taught/worked in this district? _____

8. Counting this year, how many years have you taught your current subject? _____

9. Counting this year, how many years have you taught your current grade? _____

10. (A) Please fill in the appropriate bubble for **each subject you currently teach.** Choose all that apply.
 (B) Indicate the subject(s) you are **certified to teach.** Choose all that apply.

(A) Subject(s) I currently teach	(B) I am certified to teach
<input type="checkbox"/> Not Applicable (N/A)	
<input type="checkbox"/> I teach all subjects.....	<input type="checkbox"/>
<input type="checkbox"/> Title I.....	<input type="checkbox"/>
<input type="checkbox"/> Art.....	<input type="checkbox"/>
<input type="checkbox"/> English.....	<input type="checkbox"/>
<input type="checkbox"/> Geography.....	<input type="checkbox"/>
<input type="checkbox"/> History.....	<input type="checkbox"/>
<input type="checkbox"/> Math.....	<input type="checkbox"/>
<input type="checkbox"/> Music.....	<input type="checkbox"/>
<input type="checkbox"/> Physical Education/Health.....	<input type="checkbox"/>
<input type="checkbox"/> Reading/Language Arts.....	<input type="checkbox"/>
<input type="checkbox"/> Science.....	<input type="checkbox"/>
<input type="checkbox"/> Social Studies.....	<input type="checkbox"/>
<input type="checkbox"/> Other _____	<input type="checkbox"/>

11. (A) Please fill in the appropriate bubble for **each grade you currently teach.** Choose all that apply.
 (B) Indicate the grade(s) you are **certified to teach.** Choose all that apply.

(A) Grade(s) I currently teach	(B) I am certified to teach
<input type="checkbox"/> Not Applicable (N/A)	
<input type="checkbox"/> Pre K.....	<input type="checkbox"/>
<input type="checkbox"/> K.....	<input type="checkbox"/>
<input type="checkbox"/> 1.....	<input type="checkbox"/>
<input type="checkbox"/> 2.....	<input type="checkbox"/>
<input type="checkbox"/> 3.....	<input type="checkbox"/>
<input type="checkbox"/> 4.....	<input type="checkbox"/>
<input type="checkbox"/> 5.....	<input type="checkbox"/>
<input type="checkbox"/> 6.....	<input type="checkbox"/>
<input type="checkbox"/> 7.....	<input type="checkbox"/>
<input type="checkbox"/> 8.....	<input type="checkbox"/>
<input type="checkbox"/> 9.....	<input type="checkbox"/>
<input type="checkbox"/> 10.....	<input type="checkbox"/>
<input type="checkbox"/> 11.....	<input type="checkbox"/>
<input type="checkbox"/> 12.....	<input type="checkbox"/>

