The Relationships Between Faculty, Parent, and Student Perceptions of School Climate and Student Achievement

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Abstract

The purpose of this research was to determine whether a relationship exists between student achievement in communication arts and each of the following: perceptions of school climate by faculty, perceptions of school climate by parents, and perceptions of school climate by students. This quantitative study used purposive sampling from low-income Missouri elementary schools that had completed the Missouri School Improvement Program (MSIP), cycle four, and participated in the Advanced Questionnaire (AQ) during the academic year, 2010-2011. The sample included 58 Missouri elementary schools. The independent variables in this study were the faculty, student, and parent perceptions of school climate as measured by the climate scale data from the MSIP Advanced Questionnaire. The numerical dependent variable was the percentage of students scoring in the Proficient or Advanced range of the communication arts Missouri Assessment Program test. A Pearson correlation coefficient was calculated to determine the strength and relationship between each of the pairs of independent and dependent variables. The results of the data analysis indicated no statistically significant relationship between students' perceptions of school climate and student achievement in communication arts in low-income Missouri schools, a marginally significant positive relationship between faculty perceptions of school climate and student achievement in communication arts in low-income Missouri schools, and a marginally significant positive relationship between parents' perceptions of school climate and student achievement in communication arts in low-income Missouri schools. Recommendations for further research include expanding the study to include all elementary schools in Missouri and expand the study to include the area of mathematics achievement.

Additionally, school administrators can analyze the self-efficacy scale on the MSIP Advanced Questionnaire to determine the relationships between school climate and student achievement.

Dedication

This dissertation is dedicated to Laura. Thank you for allowing me to just be me.

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I need to acknowledge numerous people who have supported, assisted, and laughed with me throughout this journey. I would not have completed this without them.

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Chapter One

Introduction

Educational stakeholders have examined school climate in an effort to determine the impact that perceptions of school climate have on student achievement. Bulach, Malone, and Castleman (1995) found "significant differences in student achievement between schools with good climate and those with poor climate" (p. 109). This implies school climate should be a factor in the school improvement process; administrators should constantly be measuring, analyzing and improving school climate.

Along with student learning, a positive school climate can increase academic, social and emotional learning (McNeely, Nonnemaker, & Blum, 2002). Cohen, McCabe, Michelli, and Pickeral (2007) concurred by stating that a positive school climate is associated with positive perceptions of success, with positive predictions of academic achievement, and overall school success. The National School Climate Council (NSCC) described school climate as a measurable data driven strategy that can have impact on specific indicators such as higher student achievement (NSCC, 2010). Perceptions of school climate are often difficult to obtain from stakeholders, because the data is often qualitative in nature as opposed to quantitative data. This is why it is important for administrators to monitor and evaluate perceptions of school climate as a successful implementation tool for school reform.

By definition school climate reflects staff, student, and parent experiences of school, including social, emotional, ethical, and academic experiences (NSCC, 2007). As educators have tried to meet the demands of the No Child Left Behind Act (NCLB, 2001) they have placed less emphasis on the impact that school climate can have on student

achievement. Educators have focused on the increasing expectations of academic achievement using only state assessments as the measuring stick to demonstrate excellence. Through NCLB, K-12 schools began to look at only the narrow scope of NCLB's mandated accountability on reading and mathematics as the way to improve the educational system.

As an alternative to NCLB Missouri, along with other states, has decided to participate in the Elementary and Secondary Education Act Waiver. During the 2012-2013 school year Missouri was granted the Elementary and Secondary Education Act (ESEA) waiver, which allowed Missouri to begin to utilize the their own accountability system, Missouri School Improvement Program (MSIP) as the sole accountability tool (Missouri Department of Elementary and Secondary Education [DESE], 2013). The ESEA waiver is important to Missouri because it allows Missouri to utilize the MSIP as the only accountability system to monitor more effectively struggling schools and to provide appropriate resources to those struggling schools. The MSIP also helps Missouri identify those exemplar schools in a more efficient manner (Missouri DESE, 2013). Educators must begin to understand that there is a relationship between school climate and student achievement. Educators must also begin to realize that the perceptions of staff, students, and parents associated with climate related perceptions play a role in the learning environment and ultimately impact academic achievement (Cohen, Pickeral, & McCloskey, 2009).

Background

The Missouri Department of Elementary and Secondary Education created the Missouri School Improvement Program (MSIP) in 1990 as the state's accountability

system for the purpose of reviewing and accrediting the 522 public school districts in Missouri (Missouri DESE, 2012b). The MSIP has been adapted five different times since 1990. Each adaptation of the MSIP is identified as a cycle. For this study, the focus was on the fourth cycle or the fourth version of the MSIP (Missouri DESE, 2012b). The process consists of three types of reviews. The first type of review is the mini review in which statutory compliance is monitored. The second type of review focuses on those districts that are accredited but have performance areas that are not showing adequate growth. The third type of review is a full review for those districts that are unaccredited (Missouri DESE, 2012b). Through the MSIP process the Missouri State Board of Education then reviews the information regarding accreditation recommendations.

As part of the MSIP process school districts in the state of Missouri, participate in a survey known as the Advanced Questionnaire (AQ). The Advanced Questionnaire was developed by a team from the Department of Elementary and Secondary Education (DESE), personnel from the Missouri Office of Social and Economic Data Analysis (OSEDA) and current educators, as explained by Jamtgaard, Research Associate and Research Assistant Professor in rural Sociology for OSEDA (personal communication, July 18, 2012). Accreditation is not based upon the scores from the Advanced Questionnaire (AQ); instead the AQ data are collected in order to provide guidance to the district administrators for continuous school improvement processes.

Each school in the state of Missouri participates in the AQ once every five years during the semester before the MSIP review is conducted (K.A. Jamtgaard, personal communication, July 18, 2012). The AQ was developed in a team effort involving researching staff from the Missouri Office of Social and Economic Data Analysis

(OSEDA) and educators from a statewide MSIP review committee. The AQ is a battery of questions administered to school staff, students, and parents. The questions are designed to distinguish themes or scales such as climate of the administered school or school district. The questions are constructed in a Likert-type scale and are distributed to each staff member, student, and parent in the district (Missouri DESE, 2011a). The AQ is unique. The responses that are gathered from the various stakeholders provide insight into their personal perceptions of the climate of an individual school. Due to the AQ survey being given to the three different stakeholder groups, the perceptions of the school can vary from staff, to student, to parents. One aspect of the AQ is to measure the perceptions of school climate as reported by faculty, parents, and students (Missouri DESE, 2011a).

Although No Child Left Behind (NCLB) has not mandated an accountability tool for school climate, NCLB has stated the importance of schools having supportive learning environments (NCLB, 2001). Darling-Hammond (2007) stated that a more comprehensive tool is needed for measuring school progress and that school climate is a part of the complete picture when viewing school success. The AQ provides each district with a wealth of information. Often times the success or the lack of success of public schools is determined in large part by how the school is perceived by the community (Bolman & Deal, 1997). By utilizing the information from the AQ, school administrators can begin to measure community perceptions of the schools including their perceptions of climate in their schools. School administrators can then begin to look at the impact that school climate may have on student achievement.

Through the use of the MAP assessment, information regarding student achievement is gathered regarding the performance of the state, the performance of the

district, performance of the building, the classroom, and the student levels of performance. The purpose of the MAP assessment is to determine if students in Missouri are meeting the Show-Me Standards (Missouri DESE, 2012a). In the elementary setting these assessments are called grade-level assessments. Communication arts and math are administered in grades three through eight while science is administered in grades five and eight (Missouri DESE, 2012a).

In Missouri the content area of communication arts is portioned out into seven standards. Those standards are referred to as content standards, and they have been developed to assist students in becoming proficient in the area of communication arts. The seven standards are: (a) speaking and writing standard English, (b) reading and evaluating fiction, poetry, and drama, (c) reading and evaluating nonfiction works and materials, (d) writing formally, (e) comprehending and evaluating the content and artistic aspects of oral and visual presentations, (f) participating in formal and informal presentations and discussions of issues and ideas, and (g) identifying and evaluating relationships between language and culture (Missouri DESE, 2008).

Statement of the Problem

The mandates of No Child Left Behind (NCLB) became more of a reality as 2014 approached. NCLB required that 100% of students be proficient on state achievement tests in communication arts by 2014 (U.S. Department of Education, 2012a). At the time of this study this requirement had become a daunting goal, schools had been searching for strategies to assist them in meeting the NCLB mandate. As the NCLB standard for student achievement had risen, fewer schools achieved this goal (Missouri DESE, 2011a), causing more pressure to be placed on school administrators and teachers to create a

successful learning environment. Financial resources had diminished in Missouri while administrators and teachers continued to be charged with the responsibility of improving student achievement. Administrators and teachers have felt the extra burden of creating a positive school climate that promotes high levels of student achievement (Hallinger & Heck, 1998).

In June of 2012, Missouri was approved for the Elementary and Secondary Education Act (ESEA) waiver. The waiver went into effect for the 2012-13 school year and will remain in effect for three years (Missouri DESE, 2013). The ESEA waiver was designated to provide the state of Missouri some flexibility from the mandates of NCLB (Missouri, DESE 2012a). Through the use of the ESEA waiver, Missouri has been able to more effectively identify troubled schools and allocate resources by using the Missouri School Improvement Program (MSIP) as the accountability tool for school districts (Missouri, DESE 2012a). The main objectives for the ESEA Flexibility waiver are to use one system for accountability; implement readiness standards for college and career; reduce reporting schedules that had become burdensome; set ambitious goals, and allow some flexibility in federal spending (United States Department of Education, 2012b). The ESEA waiver allows Missouri to utilize it own system of accountability, allowing Missouri to more effectively identify struggling schools as well as be more efficient in directing resources to struggling schools (Missouri DESE, 2013).

Several authors by have indicated a relationship between school climate and student achievement exists. School climate impacts student achievement both negatively and positively. Peterson and Deal (1998) indicated that without a strong positive climate schools would fail. Bolman and Deal (2002) stated that the perception of stakeholders

has a strong emphasis on a school's success. Case studies have suggested that schools with high rates of poverty struggle to have positive schools climates and high student achievement rates (Chenoweth, 2009). Cohen and Geier (2010) indicated that school success is strongly tied to student achievement. During the 2010-2011 school year, 82% of low-income school in Missouri failed to meet annual yearly progress as determined by NCLB (Missouri DESE, 2011b).

The NSCC (2007) agreed, stating that stakeholder perceptions are largely influenced by the behaviors of the organization; thus, it is essential to evaluate the perceptions of student, staff, and parents. Ajzen (2003) stated that it is important to study factors that impact perceptions of stakeholders, since those perceptions guide human behavior. Based upon claims by these authors, it is warranted to further investigate the impact perceptions of school climate have on academic student achievement in low-income Missouri school districts.

Purpose Statement

While it has been reported that focusing on climate in a school setting is one of the most important actions a leader can take (Hallinger & Heck, 1998), it is not clear if school climate has a direct relationship with student achievement in Missouri low-income elementary buildings. The purpose of this study was to analyze data from low-income elementary schools in Missouri school districts to determine the relationship between student achievement in communication arts and each of the following: perceptions of school climate by faculty, perceptions of school climate by parents, and perceptions of school climate by students.

Significance of the Study

This study's significance is that the results will provide school administrators with potential conclusions drawn from the evidence provided by the results of statistical analysis that will provide information whether or not school climate impacts school achievement in low-income elementary schools. The results of this study can assist school administrators with an increased knowledge of climate related factors that have a statistically significant relationship to student achievement in low-income schools. The results from this study may also assist school administrators with school improvement planning processes, and possibly add to the current body of research that indicates school climate is related to student achievement. This study may also provide information to Missouri school districts as to how school climate relates to student achievement in low-income elementary schools. School administrators can gather information regarding school climate based upon the results of the AQ, as well as gather student achievement results based upon the Missouri Assessment Program (MAP) and begin to provide a framework to improve both climate and student achievement. The results of this study will also add to the body of research used to advise school districts on the relationship between school climate and student achievement.

Delimitations

Lunenburg and Irby (2008) stated "delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study" (p. 134). The following are delimitations for this study:

1. This study was conducted using data from Missouri elementary settings, grades third through sixth, and the results of this study cannot be generalized to middle and high school settings.

2. This study was conducted by utilizing archived data from low-income elementary school buildings and the results of this study cannot be generalized to all elementary schools.

3. This study was conducted in the content area of communication arts and cannot be generalized to all content areas.

4. The researcher used data from the 2011 school year and MSIP cycle four.

Assumptions

Lunenburg and Irby (2008) stated "assumptions are postulates, premises, and propositions that are accepted as operational for purposes of the research" (p. 135). The following assumptions were made for this study:

1. All information retrieved from Missouri Department of Elementary and Secondary Education (DESE) regarding MAP scores was complete and correct.

2. All faculty, parents, and students understood the material presented within the Advanced Questionnaire (AQ) survey.

3. All faculty, parents, and students responded to the Advanced Questionnaire (AQ) in an honest and accurate manner.

4. All information retrieved from Missouri Department of Elementary and Secondary Education (DESE) regarding Advanced Questionnaire (AQ) data was complete and correct.

Research Questions

According to Creswell (2009), research questions (RQ) bring purpose and focus to the study. The following research questions were addressed in this study:

RQ1. To what extent is there a relationship between Missouri low-income elementary school students' perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

RQ2. To what extent is there a relationship between Missouri low-income elementary school faculty perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

RQ3. To what extent is there a relationship between Missouri low-income elementary school parents' perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

Definition of Terms

Specific vocabulary was utilized for the purpose of this study. In order to provide the necessary schema, the following items are defined:

Advanced Questionnaire (AQ*)*. The Advanced Questionnaire is a survey created by The Missouri Office of Social and Economic Data Analysis (OSEDA). The survey is administered to faculty, students, and parents of Missouri school districts as part of the Missouri School Improvement Program (MSIP) (Missouri DESE, 2011a).

Low-income. For the purpose of this study, low-income elementary schools are defined as those schools in which 70% or more of the student population receive a free or a reduced lunch (Missouri DESE 2011b).

Missouri Assessment Program (MAP). The Missouri Assessment Program (MAP) is a series of assessments in communication arts, mathematics, and science administered to students in grades three through eight. The MAP is created by CTB/McGraw-Hill and is designed to show student progress towards meeting the Show-Me Standards (Missouri DESE, 2012a).

Missouri School Improvement Program (MSIP). The Missouri School Improvement Program (MSIP) is responsible for reviewing and accrediting school districts in Missouri (Missouri DESE, 2012b).

No Child Left Behind (NCLB). The No Child Left Behind Act of 2001 is also known as Public Law No. 107-110. NCLB was authorized with the purpose of ensuring that all children have opportunities that are fair, equal, and significant in obtaining high-quality education. NCLB states that all children will reach a level of proficiency on state academic assessments by 2014 (United States Department of Education, 2012).

School climate. It is often times difficult to define school climate; however, most researchers will agree that school climate is a collection of physical, social, and academic domains. Alexandra Loukas (2007) defined school climate as "the feelings and attitudes that are elicited by the school environment." NSCC (2010) defined school climate as " School climate is based on patterns of people's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (p.1).

Socioeconomic Status (SES). Socioeconomic status is commonly conceptualized as the social standing or class of an individual or group. It is often

measured as a combination of education, income and occupation (American Psychological Association, 2013).

Overview of the Methods

The population for this study included all low-income elementary schools from Missouri. By using the DESE website the researcher obtained a sample of those schools who met the low-income definition and completed the Advance Questionnaire during the academic year of 2010-2011, MSIP (cycle four). The dependent variable for each low-income elementary school in this study was the student achievement in the area of communication arts for those third through sixth grade students participating in the Missouri Assessment Program (MAP). The independent variables for each low-income elementary school in this study included the perceptions from the faculty, from the students, and from the parents regarding school climate based upon their responses to items in the climate scale from the AQ.

Organization of the Study

The first chapter provides the large overview of the study. Chapter one includes the statement of the problem, the purpose, and the significance of the study. Delimitations, assumptions, and terms were also defined as well as the research questions for this study. A brief overview of the methodology was also presented. The second chapter presents relevant literature to this study. Chapter two includes information about school climate and student achievement as well as the impact poverty plays on student achievement and school climate. The third chapter presents in detail the methodology used in this study. The fourth chapter presents the results of the study based upon the research questions presented in chapter one. The fifth and last chapter presents the

concluding information for this study. Chapter five summarizes the findings of the research. The researcher relates the findings to current literature, as well as gives implications for action and recommendations for future studies.

Chapter Two

Review of Literature

Freiberg (1998) declared "School culture has been described as being similar to the air we breathe. No one notices it unless it becomes foul." In order to understand the impact that perceptions have on school climate and school achievement a review of literature was conducted. This review of literature is focused on school climate and student achievement. Hallinger and Heck (1998) described the extra burden teachers and administrators feel in attempting to create a positive school climate while promoting high levels of student achievement. This chapter examines four topics. The first topic noted for this study is defining school climate and student achievement. The dimensions of communication arts is the next topic presented in this chapter. The third topic discussed is the impact poverty has on school climate. Finally this chapter presents research that has examined the impact of poverty on student achievement.

Defining School Climate and Student Achievement

For the past two decades educators and researchers have noticed the impact that school climate plays in the success of schools (Cohen, McCabe, Michelli, & Pickeral, 2007). Bulach and Malone (1994) suggested that school climate is an essential factor in the process of school reform. In a multi-year study of schools in Chicago, Byrk and Schneider (2002) found evidence that schools with high levels of relational trust in regards to climate were more likely to make positive changes to improve student achievement. The Center for Social and Emotional Education (2010) suggested that through a positive school climate, students, families and educators can come together to develop a shared vision for continuous school improvement.

Researchers have studied of school climate and the impact on student achievement for some time (Anderson, 1982: Cohen, McCabe, Michelli, & Pickeral 2007; Ellis, 1988; Loukas, 2007; Mifflen, 2009). As early as 1908, Perry stated that climate had an impact on educational organizations and stated that schools that were fair, calm, and orderly were valued. In 1916, Dewey studied schools and concluded that it was the educational responsibility to teach social skills, group dynamics, and through these teachings build a positive climate for students. Even though authors did not necessarily utilize the term school climate, their observations helped to guide other researchers to better understand the importance of a positive school climate and the impact that climate has on student achievement.

In 1963, Halpin and Croft developed the Organizational Climate Descriptive Questionnaire to focus on measuring the climate of a school. The Organizational Climate Descriptive Questionnaire focused on the perspective from the teacher and the relationship that teachers had with the principal of the school. This questionnaire focused on eight dimensions that shed light on how the behaviors of the principal and the behaviors of the teachers impacted school climate. The four dimensions that focused on teacher behaviors were disengagement, hindrance, esprit and intimacy. The four dimensions that were focused on the principal behaviors were aloofness, production emphasis, trust, and consideration. These dimensions were utilized to measure the organizational climate as perceived by teachers, the climate was either considered an "open" or a "closed" climate. Halpin and Croft (1963) characterized an open climate as members being energetic while working toward the school's goals. Halpin and Croft

(1963) defined a closed climate as being characterized by members having apathy and lacking motivation in working toward the school's goals.

When authors have tried to define school climate there have been a variety of definitions. Often the definition of school climate is altered based upon the components the researchers use when defining school climate. Chandler, Kern, and Durodoye (1996) stated the definition of school climate relates to the perceptions one has in regards to the school and the people associated with the school. Byrk and Schneider (2002) stated the definition of school climate is based upon the experiences of the students and staff. Bulach, Malone, and Castleman (1995) suggested that school climate is defined as one's perception of the organization's attributes, both psychological and institutional, which give an organization a personality. Bulach, Malone, & Castleman (1995) also defined four attributes that were measured using the variables: order, leadership, involvement, instruction, expectations, environment, and collaboration. These variables were defined:

> Order is the extent to which the environment is ordered and appropriate behaviors are present. Leadership is the extent to which the administration provides instructional leadership. Involvement is the extent to which parents and community are involved in the school. Instruction is the extent to which the instructional program is developed and implemented. Expectation is the extent to which students are expected to learn and to be responsible. Environment is the extent to which a positive learning environment exists. Collaboration is the extent to which administration, faculty, and students cooperate and participate in problem solving (Bulach, Malone, & Castleman, 1995, p. 5.)

These authors identified order, leadership, involvement, instruction, and expectations as variables that measure the institutional attributes, while environment and collaboration measure the psychological attributes of school climate.

More recently researchers have come to some agreement about the fact that school climate consists of four areas of focus: safety, relationships, teaching and learning, and institutional environment (NSCC, 2010.) Safety refers to the physical, social, and emotional safety as well as rules and norms (NSCC, 2010). Relationships are identified as school connectedness as well as having respect for diversity (NSCC, 2010). Teaching and learning refers to social, emotional, and civic learning as well as support for learning for both students and adults (NSCC, 2010). The Institutional environment is identified as the physical surroundings (NSCC, 2010).

When looking at those patterns of people's experiences it is important for schools to embrace the whole child and to assist in developing responsible citizens. Cohen and Geier (2010) reported from a Gallup and Rose Poll that parents perceive that the school's primary role is to help teach students to develop into responsible citizens, that schools should assist students in becoming socially, emotionally, and ethically responsible. Cohen and Geier (2010) indicated that the most successful schools accomplish those tasks by always determining the state of the school climate, because identifying the state of the school climate the school is educating the whole child and playing a role in student achievement. In addition, Cohen, McCabe, Michelli, and Pickeral (2007) stated that in order to assist towards healthy development, students needed to be satisfied, productive, and able to contribute to a positive school environment.

School climate is an important strategy when identifying factors for successful school reform (Bulach & Malone, 1994; Gregory, Henry, & Schoeny, 2007). According to NSCC (2010) teachers' perceptions of school climate directly impact their willingness to properly implement school initiatives, especially character education programs. The very definition of school climate is a reflection of the staff, the students', and the parents' experiences of the school. These experiences encompass the whole of the school, the social dimension, the emotional dimension, the ethical dimension, and the dimension of teaching and learning. Sweeny (1998) summarized the impact that a positive school climate plays on student achievement by declaring "A winning school climate provides the very foundation for a sound education program. When the climate is right, people are inspired to do their best" (p. 37).

Phillips (1996), the founder and president of the National School Improvement Program, developed a tool to assist principals in measuring the health of their school culture. This tool was the School Culture Triage Survey (1996). Phillips (1996) conducted over 3,000 School Culture Triage Survey studies from 1981 through 2006. Through these survey studies anecdotal evidence overwhelmingly suggested that a strong connection exists between school culture and student achievement. Phillips (1996) also linked strong connections between school culture and work environment, parent engagement, as well as community support. In 2002 another researcher utilized the School Culture Triage survey on 66 elementary schools in Kentucky. In this study, Melton-Shutt (2004) found in every case, that every high score on the School Culture Triage survey was coupled with a high score on the state assessment, as well as for every low survey score there was a low achievement score.

Several studies have indicated that school climate directly impacts student achievement (Cohen, McCabe, Michelli, & Pickeral, 2007; Hoy, 2012; McNeely, Nonnemaker, & Blum, 2002; Tileston & Darling, 2009). When improvements are focused around school climate, student achievement will benefit. According to Zins and Elias (2006) a positive school climate can and will promote greater student achievement as will as social and emotional development. Cohen, McCabe, Michelli, and Pickeral (2007) added to the research stating that not only does a positive school climate promote gains in student achievement, a positive school climate can promote better attendance and higher morale for students and staff. Christensen and Lehr (2002) declared "An improved climate provides the context in which effective teaching and learning can take root and bear fruit."

Dimensions of Communication Arts

Marlow and Page (2005) described two kinds of learning, top-down and bottom-up. Top-down theorists believe in approaching learning from a constructivist approach, focusing on the development of higher-order thinking skills (Marlow & Page, 2005). Bottom-up theorists believe in approaching learning by focusing on skill attainment, mastering low level skills before moving onto higher order skills (Marlow & Page, 2005). When exploring the constructivist model, theorists noted that students could acquire skills naturally through exposure to literacy and did not need to be taught skills in a defined order. John Dewey has influenced much of the pedagogy for today's classrooms, including communication arts (Marlow & Page, 2005). Dewey wrote about the need for education to go beyond achievement scores alone, he wrote that education should encompass the necessary skills for critical thinking. This work brought forth the concept

of using real-world texts for instruction and the concept of student choice in reading, giving students the opportunity to practice skills in an authentic situation instead of teaching isolated skills in rote text. When exploring bottom-up theorists the focus is concentrated on teaching smaller discrete skills and then building upon that foundation of skill development (Marlow & Page, 2005). In the 1980s, Stage Models of Reading began to be defined and used to determine proficiency levels that are often utilized in classrooms today (Tracey & Marrow, 2006). Tracey and Marrow (2006) defined the stages of Model Theory as visual cue reading stage, alphabetic stage, and phonological recoding stage. This theory follows the belief that students mature as they master skills at each stage of the development process (Tracey & Marrow, 2006).

In 2000, the National Reading Panel conducted a meta-analysis. The National Reading Panel studied over 100,000 reading programs all focusing on reading instruction. The National Reading Panel (2000) found five components that needed to be incorporated into classroom instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. For the purpose of this study, the researcher utilized the Missouri Department of Elementary and Secondary Education's Comprehensive Literacy Plan. The Missouri Department of Elementary and Secondary Education developed a Missouri State Comprehensive Literacy Plan in 2012. The Missouri State Comprehensive Literacy Plan incorporates all aspects of reading, writing, listening, and speaking through the appropriate use of correct strategies and materials to ensure the student is successful in all aspects of life (Missouri DESE, 2012c). Through the use of teaching reading and writing it is essential that students be engaged authentically in speaking, listening, reading and writing in a variety of content areas in multiple settings

throughout the day (Missouri DESE, 2012c). According to DESE (2012c) components of reading entail phonemic awareness, phonics, fluency, vocabulary, and comprehension. The researcher utilized the Missouri State Comprehensive Literacy Plan (Missouri DESE, 2012c) outlines the components of writing instruction as being complex in nature, involving reading, including the study of authors, and the acts of researching, thinking, and practicing. The Comprehensive Literacy Plan incorporates the components from the National Reading Panel.

In 1993 the Outstanding Schools Act was passed (Missouri DESE, 2012a). This State Act enforced school districts to develop and adopt written curricular frameworks that promoted academic standards. Missouri developed and issued the Show-Me Standards to address the curricular needs as well as the accountability that was brought forth by the Outstanding Schools Act. The Missouri Department of Elementary and Secondary Education developed the Show-Me Standards. These are 73 rigorous standards designed to identify what Missouri students are held accountable for upon graduation (Missouri DESE, 2010c). The Show-Me Standards were developed by utilizing the expertise of teachers, school administrators, and knowledgeable citizens over a two-year period of time (Missouri DESE, 2010c). The Show-Me Standards are constructed in a framework of content standards that provide the foundational skills for students. Educators then identified process standards that provided the performance skills necessary for students to achieve at high levels (Missouri DESE, 2010c). Educators created the Grade Level Expectations based upon the Show-Me Standards. The grade level expectation is just that: it outlines what is expected to be taught at each grade level for students to achieve at high levels in the area of communication arts.

Impacts Poverty has on School Climate

Cohen, McCabe, Michelli & Pickeral (2007) argued that socio-economic status (SES) is the overarching variable in schools. This study described factors that had a negative impact on student achievement as being family background and low SES. Edmonds (1979) argued that school climate was a defining factor that impacts student academic achievement. Edmonds (1979) suggested that high expectations from administrators regarding student achievement, an emphasis on skills, safe environment, along with monitoring achievement were the overarching variables in schools. For this study the NSCC (2010) defined school climate as "School climate is based on patterns of people's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (p.1). This definition encompasses the whole child, it utilizes multiple stakeholders as having an impact, and takes into account safety, interpersonal relationships, teaching and learning, and environment.

Cohen and Geier (2010) concluded that the most meaningful ways for schools to teach students to be more socially, emotionally, and ethically aware is to constantly work to improve school climate, measuring school climate recognizes the need to educate the whole the child and identifying success in emotional, ethical, and intellectual aspects of learning. Lee (2003) characterized many of the top performing high poverty schools as having a culture of high expectations. Schools that are able to create a culture of high expectations can begin to close the achievement gap between low SES schools and high SES schools. A number of studies have been conducted on high poverty, high performing schools. In this review, two studies were utilized to help to define common

characteristics. The first study was completed in 2003 by The Learning First Alliance. This study is titled "Beyond Islands of Excellence," and studied five low SES school districts that maintained consistent achievement in reading (as cited in Togneri & Anderson, 2003). The second study was conducted in 2005. This study was titled "Inside the Black Box of High- Performing, High-Poverty Schools," and was conducted by The Prichard Committee for Academic Excellence, and focused on schools that consistently achieved in the top levels while being located in areas of low SES (as cited in Kannaple & Clements, 2005). The common characteristics that were identified in these two studies were: high standards of excellence created by administrators, routine classroom visits that focused on instruction, a viable curriculum that focused on literacy, high standards from staff for student achievement, a building wide focus on discipline and management, faculty maintained high levels of efficacy, focus on professional development, the strong use of data analysis to drive instruction, and schedules that maximize the use of instructional time (Kannaple & Clements 2005; Togneri & Anderson, 2003).

Edmonds (1979) stated that high-poverty schools that are effective instructionally have positive school climates that support high expectations. These high expectations are clearly communicated and attainable for students. Marzano (2010) supported this thinking by going on to state that expectations for student achievement are often communicated through the behavior of teachers. When teachers hold students accountable for achievement and interact with students in positive ways it leads to student achievement regardless of socio-economic status (Rubie-Davies, Peterson, Irving, Widdowson, & Dixon, 2010). Following the characteristics from the above mentioned

studies, Lee (2003) supported the findings that when teachers hold students accountable, follow a viable curriculum that engages students in real world problem solving, and design for remediation along the way students will achieve and a positive school climate is created. Marzano (2010) has identified a four-step process for communicating high academic expectations for students. Step one is to identify the specific students who have low expectations for academic success. This needs to take place early in the year, so the teacher and the student can establish expectations and ability level. The second step is to identify similarities among students. This is needed to identify natural biases that may exists, for example English as a Second Language Learners. Step three is to identify differential treatment that is given to students who fall into the low expectation group. This step is difficult and requires honest reflection of teaching practices. The fourth and final step in this process is to develop a plan to treat the low expectation group in the same manner as the high expectation group. The purpose of this process is to identify differential practices for students and to raise awareness for teachers to change their behavior and hold all students accountable to high expectations. Utilizing Marzano's four step process supports a positive school climate that defines many of the aforementioned characteristics of high-poverty, high-achieving schools.

Impacts of Poverty on Student Achievement

Jensen (2009) defined poverty as "persons with income less than that deemed sufficient to purchase basic needs." The National Center for Children in Poverty (2012) estimated the federal poverty threshold to be $22,350 for a family of four. In 2010, The National Center for Children in Poverty (2012) estimated that 42% of Missouri children were considered to meet the definition of low-income. The Missouri Department of

Elementary and Secondary Education (DESE) has defined poverty as a family status (2011b). The factors that have been included in the definition of poverty for DESE are: the number of people living in the home, the number of related children 18 and younger, and if the primary householder is 65 years old or older (Missouri DESE, 2011b). DESE then compares the income to the national poverty threshold to determine if a family is living in poverty.

According to Jensen (2009) poverty affects families through emotional and social obstacles, acute and chronic stress, cognitive delays, and/or health and safety problems. Often, parents of low-income families are unable to participate in school events. Lee and Bowen (2006) stated that lack of parent involvement at school often relates to a level of poverty such as not having transportation, needing to work odd hours, needing to have multiple jobs, existing language barriers, or dealing with levels of insecurity about the educational setting.

A family's low socioeconomic status (SES) can lead to decreased levels of readiness for school. Bradley and Corwyn (2002) stated that a family's SES status can have an impact regarding children's well-being as related to cognitive, socio-emotional, and health development. There is a belief that high SES families have the ability to provide a variety of services, parental actions, and social experiences that potentially add to the benefit of children. In contrast, Brooks-Gunn and Duncan (1997) believed that low SES children lack access to resources and experiences, therefore placing low SES children at risk for developmental issues. Often children of poverty live in homes where there are little to no school readiness skills taught. According to Hart and Risely (1995), who studied the development of vocabulary, children of low SES families build their

vocabularies at half the rate as families of high SES. It was also determined that the quality of phrases as well as the quantity of phrases used in conversational settings by children were directly correlated with the SES level of the family (Hart & Risely, 1995). Children in low SES homes were spoken to with a decreased quality of phrasing than those children in higher SES homes. Research conducted by Hart and Risely (1995) and by Weizman and Snow (2001) demonstrated that low income caregivers often use shorter and simpler sentences, engage in conversation less often, and ask fewer questions than caregivers with a higher SES. Weizman and Snow (2001) then stated that children in low SES homes are often read to less as a result of a lack of exposure to text rich environments.

Students raised in poverty often times enter school not as prepared as their higher SES peers (Jensen, 2009). According to Tileston and Darling (2009), vocabulary is an essential building block for information, in order for diverse learners to be involved in learning, pre-teaching vocabulary through a variety of pathways is an essential piece of teaching that needs to occur for students to be successful. Students also need appropriate vocabulary skills in order to express prior knowledge regarding subject matter as well as be able to express thoughts regarding content matter (Tilestone & Darling, 2009). Deficits in school readiness can be traced to underdeveloped cognitive, social, and emotional competences on vocabulary development, IQ, and social skill sets (Bradley, Corwyn, Burchinal, & McAdoo, 2001). All of these factors contribute to the decreased readiness for school in families with low SES. One of the greatest challenges for public educators is preparing all students to a level of proficiency. The difficult aspect is in teaching underachieving students from low SES families (Barr & Parrett, 2007).

Summary

This chapter examined topics that were applicable to this study. Research was presented in regards to defining school climate and student achievement. The next topic presented related to the dimensions of communication arts. The third topic presented focused on the impact poverty has on school climate. Finally, research was presented on the impact poverty has on student achievement. The information presented in this chapter is to establish connections in literature and research as it relates to the study at hand. Darling-Hammond (2007) communicated that school climate is part of the big picture when looking at school success. As educators we must begin to look at the stakeholder perceptions regarding school climate. By examining stakeholder perceptions educators can begin to look at the impact those perceptions have on achievement. Educators can also begin to develop strategies to improve school climate and ultimately improve student achievement by changing those perceptions of the stakeholders. Chapter three contains a description of the methods used to conduct this research.

Chapter Three

Methods

The purpose of this study was to determine the extent of the relationship between low-income elementary schools in Missouri and student achievement in communication arts and each of the following perceptions; perceptions of school climate by faculty, perceptions of school climate by parents, and perceptions of school climate by students. The Missouri School Improvement Program Advanced Questionnaire was utilized to measure stakeholder perceptions of climate (Missouri DESE, 2011a). This chapter includes the design of the research as well as the population and the sample along with sampling procedures. The instrumentation used for this research is also included in chapter three with an explanation of the data collection procedures, an explanation in regards to reliability and validity as well as any limitations that are presented for this research.

Research Design

For this study the researcher utilized a correlational research design to analyze the strength and the direction of the relationship between numerical variables. The numerical independent variables in this study were the faculty, student, and parent perceptions of school climate as measured by the climate scale data from the MSIP Advanced Questionnaire. The numerical dependent variable in this study was the percentage of students scoring in the Proficient or Advanced range of the communication arts Missouri Assessment Program (MAP) test.

Population and Sample

The population for this study included all low-income elementary schools from Missouri. From this population a sample was taken of low-income schools that participated in the MSIP AQ during the 2010-11 school year. A total of 254 elementary schools participated in the AQ during the 2010-11 school year. Each of these 254 elementary schools 58 schools had 70% of students receiving a free or reduced lunch, thus qualifying them as low-income. Appendix B includes a list of the 58 elementary schools that met the criteria to be included in this study's sample.

Sampling Procedures

According to Lunenburg and Irby (2008) purposive sampling is a criterion-based selection based upon the researcher's knowledge of the population. For this study the sample of schools were selected based on the following criteria: elementary schools, having a free and reduced lunch rate higher than 70%, and completion of the 2011 MSIP Advanced Questionnaire.

Instrumentation

The Advanced Questionnaire (AQ) is utilized by the Missouri Department of Elementary and Secondary Education (DESE) in addition to other data collected during the Missouri School Improvement Program (MSIP) school accreditation process. The faculty version of the AQ is attached in appendix C, the parent version of the AQ is attached in appendix D, while the student version grades third and fourth is attached in appendix F. Missouri has completed five cycles of MSIP reviews, this research focused on MSIP cycle four.

The current version of the AQ aligns with Marzano, Pickering, and Pollock's (2004) work regarding the meta-analysis of factors that are linked with improving student achievement. The improvements to the MSIP Cycle 4 AQ that are noted include but are not limited to perception of fairness, the use of data to inform classroom practices, communication between parents and school, classroom management, and degree of collegiality and professionalism among faculty (K. A. Jamtgaard, personal communication, November 28, 2012).

The AQ is designed to gather information from a variety of stakeholder groups. The questionnaire is administered to elementary students in grades three through six, secondary grades six through twelve, faculty, support staff, board of education members, and parents. The faculty, support staff, board of education and student versions of the AQ are administered electronically. The version of the questionnaire administered to parents is administered via a paper copy, that is sent home with each student then completed by a parent/guardian and placed in a sealed envelope and hand delivered back to the school to be mailed through the U.S. postal system to DESE for scoring (K.A. Jamtgaard, personal communication, July 18, 2012).

The AQ is organized by grouping individual items into nine common threads, called scales, which all use a Likert-type agreement scale. For this scale there are five possible responses to each item from strongly disagree (1) to strongly agree (5). The student version contains a total of 83 items, the parent version contains a total of 59 items, while the staff version contains a total of 104 items. The AQ is published in a total of seven different forms, which take into account the readability for students in the different grade spans completing each questionnaire. The different forms are: student

grades 3-4, student grade 5, student grades 6-8, student grades 9-12, faculty, parents, and board of education members (Missouri, DESE 2012b). The nine scales that are included in the AQ along with their definitions are presented in Table 1. The AQ contains nine different scales, this study focuses on the school climate scale. The school climate scale is part of the faculty, parent, and student versions of the AQ. The current study involved analyses of the responses from the faculty, parent, and student versions of the school climate scale of the Advanced Questionnaire.

Table 1

Missouri AQ Scales and Measurement

AQ Scales	Measurement
School Leadership	Identifies the degree to which leadership is perceived as being effective in improving school learning
Parental Involvement	Identifies the degree to which parents are viewed as partners in the education of their children
Safe and Orderly Environment	Identifies the degree to which the school environment is safe and orderly
School Climate	Identifies the degree to which all students feel respected and valued
Guaranteed and Viable Curriculum	Identifies the degree to which essential curriculum are identified along with the degree to which students have opportunity to learn content
Professional Development	Identifies the impact on professional development regarding improving learning for all students
Community Capital	Identifies the level of commitment and support by the community for the school
Efficacy and Expectations	Identifies the degree to which teachers and students believe that they are capable of impacting student achievement
Classroom Management	Identifies the degree to which educational personnel establish and enforce classroom management processes that enhance learning

Note. Adapted from *A study of the public schools Missouri*, by S. Preis, 2009, Joint Committee on Education website: http://www.senate.mo.gov/jced/

For this research student achievement was measured in the area of communication arts by appraising the percentage of students in third through sixth grade at each

participating school who scored in the proficient or advanced range on the Missouri Assessment Program (MAP) communication arts test for the academic school year 2010-11. The communication arts test is administered annually to all elementary students in third through sixth grade as part of the MAP testing in April of each school year. This assessment includes three types of test items: selected-response, constructed-response, and performance events (Missouri DESE, 2011c). Selected-response questions are also referred to as multiple-choice questions. These are test items that ask a question and are followed by response options that the student should be able to select the correct response (Missouri DESE, 2011c). Constructed-response questions are test items that ask a question and require the student to supply the response (Missouri DESE, 2011c). Performance events ask students to work through more complicated questions that allow for more than one approach to be correct (Missouri DESE, 2011c). The MAP test is an appropriate measure of student achievement in communication arts for this research study as it is a criterion-referenced, standardized test used by the state to assess the communication arts skills of students (Missouri DESE, 2000).

The purpose of the communication arts MAP is to measure how students are able to acquire skills and knowledge based upon the grade-level expectations for Missouri (Missouri DESE, 2010b). Two types of scores are reported to reflect student achievement for the MAP: a scale score and an associated level of achievement (Missouri DESE, 2010b). According to the CTB/McGraw Hill Technical Report (Missouri DESE, 2010b) the scaled score indicates the total performance as determined for the communication arts content area based on the student's performance. For the communication arts MAP assessment a high scale score indicates a high level of

achievement. The CTB/McGraw Hill Technical Report (2010) defines the level of achievement based upon one of four levels: Below Basic, Basic, Proficient, or Advanced. The scale scores and the achievement levels give insight into the level of student achievement. The scale scores ranges for the communication arts MAP assessments are shown in Table 2.

Table 2

2010-2011 Communication Arts MAP Scale Score Ranges

Grade	Below Basic	Basic	Proficient	Advanced
3	455-591	592-647	648-672	673-790
4	470-611	612-661	662-690	691-820
5	485-624	625-675	676-701	702-840
6	505-630	631-675	676-703	704-855

Note. Adapted from *Map test information for parents*, by Missouri DESE, 2012, http://www.dese.mo.gov/ccr/MAP-info-4-parents.html

Measurement. The School Climate Scale of the AQ was used with this research due to the ability to measure the elementary faculty's perception of school climate. For this survey, participants make responses to individual items in the School Climate Scale by scoring answers based upon a Likert-type scale. As stated earlier, the possible range of responses are *strongly disagree*, *disagree*, *neutral*, *agree*, and *strongly agree*. These answers are then assigned a numerical value of one through five, respectively. Based upon this information, the possible mean values associated with the individual survey item as well as the school climate scale score, which is an average of the values for the individual items, can range between a one and a five. The mean was computed for the responses to each of the survey items individually within the School Climate Scale of the

AQ. A mean is then computed for the responses associated with the survey items addressing school climate. Mean scores are calculated for each response as well as from each group of responders within the school. The total number of individual respondents from a school in each category (students, faculty, and parents) indicating that they either strongly agreed or agreed with an item is then converted into a mean with the total number of responses for each item. A mean closer to five reflects a positive perception of school climate while a mean closer to one reflects a negative perception of school climate (Missouri DESE, 2011a). Results from the AQ are reported by using the mean from each item. The items associated with school climate are presented in Table 3.

Table 3

Advanced Questionnaire Survey Items for School Climate Scale

Item	Survey	Survey Question
24	Student	My opinion is valued by teachers and administrators.
35	Student	There is a feeling of belonging at my school.
36	Student	Teachers in my school really care about me.
44	Student	I feel safe at school.
47	Student	I like going to this school.
50	Student	If a student has a problem there are teachers who will listen and help.
26	Parent	My child's opinions are valued by teachers and administrators.
27	Parent	My child's school promotes an environment of mutual respect among students.
37	Parent	My child likes attending this school.
44	Parent	Discipline in my child's school is handed fairly.
26	Faculty	Student's opinions are valued by teachers and administrators.
38	Faculty	Our school promotes an environment of mutual respect among students.
69	Faculty	This school makes students feel they belong.
70	Faculty	If students in this school have a problem, teachers will listen and help.

Note. Adapted from "*Advanced questionnaire survey information*," by Missouri DESE, 2011, http://dese.mo.gov/divimprove/sia/advanced_questionnaire_surveys.html

As noted above, students are scored on the communication arts MAP test based upon an overall scale score and then categorized into one of four possible categories: Below Basic, Basic, Proficient, or Advanced. For this research, the percentage of elementary school students in third through sixth grades from a school who scored in the Proficient or Advanced categories was the identified measure of student achievement in communication arts for each school.

Reliability and validity. Lunenburg and Irby (2008) defined reliability "as the degree to which an instrument consistently measures whatever it is measuring" (p.182). The internal reliability of the Advanced Questionnaire was reported using Cronbach's alpha. Internal reliability of a questionnaire refers to the relationship between the individual response to an individual item on the questionnaire and the overall responses for the questionnaire itself (Lunenburg & Irby, 2008). According to Santos (1999), Cronbach's alpha, is an index used to determine the internal consistency of a measurement instrument on a scale of zero to one, noting that higher alphas indicate a higher level of internal consistency. The Cronbach's alpha value for the faculty version of the school climate scale on the AQ was reported by The Office of Social and Economic Data Analysis (OSEDA) as 0.84 (K.A. Jamtgaard, personal communication, July 18, 2012). The Cronbach's alpha value for the parent version of the school climate scale on the AQ was 0.82 as reported by OSEDA. The Cronbach's alpha value for the student version of the school climate scale on the AQ was 0.84 as reported by OSEDA. A Cronbach's alpha value of 0.70 is considered to be acceptable evidence of reliability in the area of social science (Santos, 1999).

CTB/McGraw Hill has evaluated the MAP test for reliability by using a sample of student work containing a representative distribution of socio-economic status, race/ethnic categories, as well as school and district size from across the state. CTB/McGraw Hill (2004) stated the sample size has ranged from 2000 to 4000 students. This suggests that the communication arts MAP tests consistently measures student achievement. In 2010, the Missouri DESE published a technical report from CTB/McGraw Hill providing evidence of the reliability and validity of the MAP test

(Missouri, DESE 2010b). Table 4 contains the Cronbach's alpha coefficients for the 2010-11 Communication Arts MAP test.

Table 4

Internal Consistency Reliability Coefficients for 2010-11 MAP Communication Arts Test

Grade	Cronbach's Alpha
3	0.91
4	0.92
5	0.91
6	0.91

Note. Adapted from Missouri Assessment Program Grade Level Assessments Technical 2011.

Lunenburg and Irby (2008) defined validity as "the degree to which an instrument measures what it purports to measure" (p. 181). The Office of Social and Economic Data Analysis (OSEDA) addressed validity for the Advanced Questionnaire by addressing issues regarding content validity and convergent validity. Content validity is addressed by OSEDA through the pilot and revision work using experts from the Department of Elementary and Secondary Education (DESE) as well as experts from Missouri school districts to participate in discussions that review the AQ in order to determine appropriate wording for the intended audiences (K. A. Jamtgaard, personal communication, July 18, 2012).

Convergent validity is addressed by OSEDA through obtaining information regarding an issue (school climate) from multiple perspectives (K. A. Jamtgaard, personal communication, July 18, 2012). OSEDA researches school climate and then gains the perspectives of faculty, parents, and students to present an integrated view of multiple

perspectives to allow the reader to view different perspectives on school climate within the AQ (K. A. Jamtgaard, personal communication, July 18, 2012).

There are two factors associated with claiming the MAP test is a valid test according to the Department of Elementary and Secondary Education in the state of Missouri (2000). DESE claims the MAP test to be a valid assessment with established levels of achievement as set forth by the Missouri legislature and DESE (Missouri DESE, 2000). The second reason that the MAP test is a valid test is due to the practicing classroom teachers who write test items to assess student performance (Missouri DESE, 2000).

Data Collection Procedures

A proposal to conduct this study was submitted to and approved by the Institutional Review Board (IRB) at Baker University, this is included in appendix F. The Missouri Department of Elementary and Secondary Education's (DESE) website was used by the researcher to identify those elementary schools classified as low-income schools. Once that list was obtained the researcher also utilized the DESE website to obtain the percentage of students in each school's third through sixth grade who scored *Advanced* or *Proficient* on the communication arts MAP test during the 2011 school year. The researcher also used the DESE website to obtain the school mean responses to the school climate scale score for the AQ scores of parents, of faculty and of students during MSIP cycle four.

Data Analysis and Hypothesis Testing

For this research, the independent variables for each elementary school that were identified in the population sample were the mean scores from the student, staff, and

parent perceptions of school climate. The dependent variable for this research was the percentage of students scoring in the proficient or advanced range in communication arts. One hypothesis was tested to address the each of the three research questions for this study.

The following is the first research question for this study:

> **RQ1.** To what extent is there a relationship between Missouri low-income elementary school students' perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

In order to address this research question, the following hypothesis was tested:

> Research Hypothesis 1: A positive relationship exists between students' perceptions of school climate and student achievement in communication arts in low-income Missouri elementary schools.

In order to analyze a relationship between students' perceptions of school climate and student achievement in the area of communication arts, the researcher calculated a Pearson's product moment correlation coefficient. The Pearson's product correlation coefficient was used to determine the direction and the strength of the relationship between students' perceptions of school climate and student achievement in communication arts. A one sample *t* test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05.

The following is the second research question for this study:

> **RQ2.** To what extent is there a relationship between Missouri low-income elementary school faculty perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

In order to address this research question, the following hypothesis was tested:

Research Hypothesis 2: A positive relationship exists between elementary school faculty perceptions of school climate and student achievement in communication arts in low-income Missouri elementary schools.

In order to analyze a relationship between elementary school faculty perceptions of school climate and student achievement in the area of communication arts, the researcher calculated a Pearson's product moment correlation coefficient. The Pearson's product correlation coefficient was used to determine the direction and the strength of the relationship between faculty perceptions of school climate and communication arts student achievement. A one sample *t* test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05.

The following is the final research question for this study:

RQ3. To what extent is there a relationship between Missouri low-income elementary school parents' perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

In order to address this research question, the following hypothesis was tested:

Research Hypothesis 3: A positive relationship exists between parents' perceptions of school climate and student achievement in communication arts in low-income Missouri elementary schools.

In order to analyze a relationship between parents' perceptions of school climate and student achievement in the area of communication arts, the researcher calculated a Pearson's product moment correlation coefficient. The Pearson's product moment correlation coefficient was used to determine the direction and the strength of the

relationship between parents' perceptions of school climate and communication arts student achievement. A one sample *t* test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05.

Limitations

Lunenburg and Irby (2008) defined limitations as "factors that may have an effect on the interpretation of the findings or on the generalizability of the results" (p. 133). The researcher does not control the limitations. Limitations associated with the current research follow:

1. The state uses the communication arts MAP test as the sole assessment to evaluate student achievement in communication arts, thus limiting the measurement to an annual single achievement score. By using only this assessment, the representation of true student achievement in communication arts may not be accurate.
2. There are a variety of factors that play a role in student achievement. The MAP test achievement levels were potentially influenced by school climate as well as being influenced by other factors throughout the school.
3. Conditions leading up to the MAP test and during the administration of the MAP test vary greatly among schools. Variability in instructional strategies, test preparation, and environments can impact student achievement.
4. Conditions leading up to the administration of the AQ can vary greatly amongst schools.

Summary

This was a quantitative research study using a correlational design to determine if a relationship exists between the perceptions of students, staff, and parents on the Advance Questionnaire (AQ) and student achievement in communication arts on the MAP test. The population for this research was all low-income elementary schools from Missouri. The use of purposive sampling was utilized for this research. The purposive sample was the use of low-income elementary schools from Missouri school districts that administered the AQ during the 2011 school year. The school climate scale from the AQ was utilized to collect data in order to understand the perception of student, faculty and parents in regards to school climate. The Missouri Assessment Program (MAP) test was utilized to collect data in order to measure the percentage of students scoring in proficient or advanced range. The data collected for the AQ and the MAP test were compiled from the 2010-2011 school year.

Chapter Four

Results

The previous chapters explained the background of this study, reviewed relevant literature to the study, and identified the methodology of this study. Chapter four presents detailed statistics that were obtained by following the methodology presented in chapter three as they relate to the research questions for this study. This quantitative study was completed for the purpose of examining the correlation, if any, between the perceptions of school climate and elementary student achievement in the area of communication arts.

Hypothesis Testing

A hypothesis was proposed for each of the research questions. Each hypothesis is stated below with the question it addresses along with the results of the calculation of the correlation coefficient and the hypothesis test for the significance of the correlation.

RQ1. To what extent is there a relationship between Missouri low-income elementary school students' perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

H1. A positive relationship exists between students' perceptions of school climate and student achievement in communication arts in low-income Missouri elementary schools.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between students' perception of school climate and student achievement in communication arts. A one sample *t* test was conducted to test for the statistical significance of the correlation coefficient. The level of significance

was set at .05. The correlation coefficient (r = .086) provided evidence for no relationship between student perception of school climate and student achievement in communication arts. The results of the one sample t test indicated a non-significant relationship between students' perceptions of school climate and student achievement in communication arts, df = 56, p = .523. There is no evidence for a relationship between student's perceptions of school climate and student achievement.

RQ2. To what extent is there a relationship between Missouri low-income elementary school faculty perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

H2. A positive relationship exists between elementary school faculty perceptions of school climate and student achievement in communication arts in low-income Missouri elementary schools.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between faculty perceptions of school climate and student achievement in communication arts. A one sample t test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05. The correlation coefficient (r = .254) provided evidence for a weak positive relationship between faculty perceptions of school climate and student achievement in communication arts. The results of the one sample t test indicated a marginally significant relationship between faculty perceptions of school climate and student achievement in communication arts, df = 56, p = .054. As faculty perceived the climate to be more positive student achievement tended to increase.

RQ3. To what extent is there a relationship between Missouri low-income elementary school parents' perceptions of the climate portion of the Advanced Questionnaire and student achievement in communication arts?

H3. A positive relationship exists between parents' perceptions of school climate and student achievement in communication arts in low-income Missouri elementary schools.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between parents' perceptions of school climate and student achievement in communication arts. A one sample *t* test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05. The correlation coefficient ($r = .210$) provided evidence for a weak positive relationship between parents' perceptions of school climate and student achievement in communication arts. The results of the one sample *t* test indicated a marginally significant relationship between parents' perceptions of school climate and student achievement in communication arts, $df = 56$, $p = .114$. As parents perceived the climate to be more positive student achievement tended to increase.

Summary

This chapter presented results, the calculations of the correlations, and the hypothesis tests conducted to test for their statistical significance used to address the research questions associated with this study. The results were generated through the SPSS statistical software. Results of the hypothesis testing showed a positive and marginally significant correlation between the faculty perceptions of school climate and student achievement in communication arts. The results of the hypothesis testing showed

a positive and marginally significant correlation between the parents' perceptions of school climate and student achievement in communication arts. The results of the hypothesis testing also showed that there was no relationship present between the students' perceptions of school climate and student achievement in the area of communication arts.

In summary, the results indicate that when the faculty and parent perceptions of school climate are more positive, student achievement on the MAP test increased in the area of communication arts for low-income Missouri schools. Results also indicate that there is no relationship between the student perceptions of school climate and student achievement on the MAP test in the area of communication arts for low-income Missouri schools. Chapter five concludes this study. Chapter five contains findings from the study, findings as they relate to literature, implications for action, and recommendations for future research.

Chapter Five

Interpretation and Recommendations

The purpose of this research was to determine the extent, if any, of the relationship between faculty, parent, and student perceptions of school climate and the percentage of students scoring in the proficient or advanced categories of the communication arts MAP test in low-income Missouri schools. Chapter five provides a brief overview of the main points of chapters one through four, as well as includes the findings related to literature, the recommendations for actions, and the implications for future studies.

Study Summary

This was a quantitative study that examined the relationships between the perceptions of faculty, parent, and students regarding school climate and the achievement of students in the area of communication arts in low-income Missouri elementary schools. This section contains a review of the problem, the purpose statement and research questions, a review of the methodology, and the major findings of the study.

Overview of the Problem. There was a lack of information regarding how the perceptions of school climate by faculty, the perceptions of school climate by parents, and the perceptions of school climate by students in low-income elementary schools as measured by the Missouri AQ were related to student achievement as measured by the communication arts MAP assessment. The AQ contains a scale made up of items related to school climate, this is administered to every student, parent, and teacher of public schools in Missouri as part of the school districts participation in the MSIP review. Each school has access to the data from the AQ. Schools that access this information and are

able to know the relationships that exists between the data from the AQ and student achievement may be able to provide specific opportunities for school improvement. Utilizing these strategies could positively affect school climate, could positively influence school achievement, ultimately impacting the quality of education provided to students.

Purpose Statement and Research Questions. The purpose of this research was to determine the nature of the relationship between student achievement in communication arts and each of the following: perceptions of school climate by faculty, perceptions of school climate by parents, and perceptions of school climate by students. The focus of this study was low-income Missouri elementary schools. Further understanding of the impact school climate may have on student achievement in low-income elementary schools could inform professional development practices for Missouri school districts. Three research questions were posed to guide the research and determine the relationships between faculty, parent, and student perceptions of school climate as measured by the Missouri AQ and the percentage of students who scored in the Advanced or Proficient range on the communication arts MAP assessment.

Review of the Methodology. A quantitative correlational research design was used for this study. The sample for this study included 58 low-income Missouri elementary schools that participated in the Missouri School Improvement Program, Cycle 4 and the Missouri AQ during the academic year 2010-2011. All data that was collected for this research was collected through the Missouri Department of Elementary and Secondary Education archives. Three hypotheses addressed the three research questions.

For each hypothesis, a Pearson product correlation coefficient was calculated to determine the direction and the strength of the relationship.

Major Findings. A summary of the findings for each research question is noted below. The results revealed a non-significant relationship between student's perceptions of school climate and student achievement in communication arts. The results revealed a weak positive relationship between faculty perceptions of school climate and student achievement in communication arts. The results revealed a marginally significant relationship between faculty perceptions and student achievement in communication arts. The results revealed a weak positive relationship between parents perceptions and student achievement in communication arts. The results revealed a marginally significant relationship between parents perceptions and student achievement in communication arts.

Findings Related to the Literature

In this section, connections are made between the results of this study and those found in previous studies identified in chapter two. The first area of examination in this study was the relationship between the perceptions of students regarding school climate and student achievement in communication arts. The result of the data analysis showed no statistically significant relationship between student perceptions of school climate and student achievement in communication arts in low-income schools. The lack of statistically significant results is in contrast to the findings presented in chapter two. Leaders in the field of school climate have research that supports school climate having a positive impact on student achievement (Anderson, 1982; Cohen, McCabe, Michelli, &Pickeral, 2007; Freiberg, 1998; NSCC, 2007). One possible explanation for the discrepancy between the current study's findings and those presented in chapter two is

that this study focused solely on low-income schools in Missouri. Zins and Elias (2006) found a positive school climate can promote greater student achievement. A possible explanation for the discrepancy between the findings from the current study and the study of Zins and Elias is that this study focused only on low-income schools and the area of communication arts, which was not the case in the Zins and Elias study.

The second area of examination in this study was the relationship between the perceptions of faculty regarding school climate and student achievement in communication arts. The result of the data analysis showed a weak statistically significant positive relationship between faculty perceptions of school climate and student achievement in communication arts in low-income schools. The weak positive relationship is aligned with studies presented in chapter two. Edmonds (1979) stated high-poverty schools that are effective instructionally have positive school climate that supports high expectations. In contrast to Edmonds (1979), Darling-Hammond (2007) found that schools that spend vast amounts of energy on preparing for standardized assessments might fail to establish a safe and supportive environment that is needed for a positive school climate.

The third area of examination in this study was the relationship between the perceptions of parents regarding school climate and student achievement in communication arts. The result of the data analysis showed a weak statistically significant positive relationship between parent perceptions of school climate and student achievement in communication arts in low-income schools. The weak positive relationship is aligned with studies presented in chapter two. Cohen and Geier (2010) reported that parents perceive the primary role of the school is to teach students to

develop into responsible citizens and indicated that a positive school climate is important in educating the whole child and plays a major role in student achievement. In contrast to Cohen and Geier (2010), Lee and Bowen (2006) stated that parents in low-income schools often relate a lack of parent involvement with a lack of school achievement. Lee and Bowen (2006) also went on to state that families in low-income schools also have a decreased readiness for school. This could have an impact on student achievement regardless of school climate.

The researcher determined potential causes for the overall differences in the findings of this study compared to the studies examined in chapter two. One potential difference is the methodology and measurement used in the current study differs from those in other studies. This study used a quantitative approach focusing on a correlational study between numerical values, while other studies used a qualitative approach and focused on characteristics of school climate (Bulach, Malone, & Castleman, 1995). A second potential difference in the findings of this study is the population used in each study. This study focused solely on low-income elementary schools in Missouri. Some of the example studies only focused on top performing high poverty schools (Lee, 2003) regardless of grade level. The final potential difference noted in this study is the measurement utilized for measuring student achievement. This study utilized the communication arts portion of the MAP assessment while other studies used a variety of measurements for student achievement.

Conclusions

The final section of chapter five gives closure to the study. The researcher identifies implications for action based upon the major findings of the study. Additionally, suggestions for future research and concluding remarks are provided.

Implications for Action. The findings of this study have implications for educators and policy makers, specifically those educating low-income elementary school students. The results of this study indicated a positive relationship between faculty and parent perceptions of school climate and student achievement in communication arts. Using the results of this study, the following implications for action are noted.

One potential implication for action is measuring faculty, parent, and student perceptions about school climate in low-income elementary schools should be part of every school's continuous school improvement plan. Leaders should spend dissecting the AQ to identify perceptions of elementary school climate. By identifying the perceptions of school climate from a variety of stakeholders school leaders can make informed decisions about identifying goals and strategies needed to improve school climate.

Another possible implication for action is to continue to employ the AQ survey to gain additional information regarding schools. During the 2013-2014 school year the Missouri AQ became an optional piece of the Missouri School Improvement Program (Missouri DESE, 2013). By continuing to utilize the AQ and the information gained from the AQ school leaders will have valuable information regarding their schools based upon the perceptions from faculty, perceptions from parents, and perceptions from students. Understanding the stakeholder perceptions about each school and the various

scales provided by the AQ, school leaders will be able to find specific strategies that can assist in improving stakeholder perceptions.

Recommendations for Future Research. The relationships between elementary school student achievement in communication arts and the faculty, the parent, and the student perceptions regarding school climate were examined in this research. No one study can effectively examine every aspect of a given topic, therefore recommendations for future research are provided. The recommendations for future research include the following:

1. Expand the study to include elementary, middle, and high schools from the population school districts.
2. Expand the study to include all elementary schools in Missouri rather than focusing specifically on low-income schools, a researcher might expand the research to include those schools that are only high-performing or only low-performing.
3. Expand the study to include a variety of achievement measures, such as mathematics assessment scores, graduation rates, dropout rates, attendance rates, or other standardized achievement scores.
4. Employ an additional scale on the Advanced Questionnaire, such as the Sense of Efficacy and Expectation scale to examine relationships with school climate and student achievement.
5. Employ another survey that measures school climate.
6. Expand the study to additional variables such as length of principal tenure, length of teacher tenure, principal turnover rate, teacher

turnover rate, student to teacher ratio, attendance rate, or discipline rate.

7. This study focused only on perceptions of school climate, a researcher might expand the study to determine what characteristics could be identified and examined regarding what schools with positive climates do differently to create the perception of a positive school climate.
8. This study focused on all low-income Missouri schools. A researcher might compare the relationship between perceptions of school climate and student achievement of low-income rural Missouri school districts to low-income urban Missouri school districts.

Concluding Remarks. The purpose of this research was to determine if there was a relationship between faculty, parent, and student perceptions of school climate and the student achievement in the area of communication arts. The schools studied in this research were Missouri elementary schools that were identified as low-income and completed the Missouri School Improvement Program Cycle 4 review during the 2010-2011 academic year. A non-significant relationship was identified between student perceptions and student achievement in communication arts. A weak positive relationship was identified between faculty perceptions and student achievement in communication arts. A weak positive relationship was identified between parent perceptions and student achievement in communication arts. Practitioners in the state of Missouri can utilize data from the AQ to analyze the school climate scale in an effort to identify strategies for the continuous school improvement process.

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Appendices

Appendix A: Communication Arts Content Standards

Missouri Communication Arts Content Standards

Standard	Communication Arts Standard
Standard 1	Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
Standard 2	Reading and evaluating fiction, poetry and drama
Standard 3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
Standard 4	Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
Standard 5	Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
Standard 6	Participating in formal and informal presentations and discussions of issues and ideas
Standard 7	Identifying and evaluating relationships between language and culture

Appendix B: 2010-2011 Elementary Schools included in the Sample

Elementary Schools included in this Study for the Academic School Year 2010-2011

School Name	School District	Percentage of Free and Reduced Lunch
Calhoun Elementary	Calhoun R-VIII	77.6
Warren E. Hearnes	Charleston R-I	87.3
Charleston	Charleston R-I	80.1
Williamsville Elementary	Greensville R-II	83.3
Arrowpoint Elementary	Hazelwood	76.7
Grannemann Elementary	Hazelwood	85.8
Jury Elementary	Hazelwood	70.5
Keeven Elementary	Hazelwood	78.2
Larimore Elementary	Hazelwood	83.9
Townsend Elementary	Hazelwood	72.7
Twillman Elementary	Hazelwood	90.2
Ross Elementary	North Pemiscot County R-I	83.7
Kosh Konong Elementary	Oregon-Howell R-III	83.3
Sheldon Elementary	Sheldon R-VIII	73.2
Ava Elementary	Ava R-I	76.8
Bosworth Elementary	Bosworth R-V	73.5
Bronaugh Elementary	Bronaugh R-VIII	73.9
Blanchard Elementary	Cape Girardeau 63	81.1
Franklin Elementary	Cape Girardeau 63	86.7
Jefferson Elementary	Cape Girardeau 63	90.9
Central Middle	Cape Girardeau 63	70.7

Boone Elementary	Center 58	71.4
Center Elementary	Center 58	94.4
Indian Creek Elementary	Center 58	81.7
Bunceton Elementary	Cooper County R-IV	70.8
East Carter County R-II	East Carter County R-II	74.9
Triway Elementary	East Newton County R-VI	70.6
Greenfield Elementary	Greenfield R-IV	73.1
Lutie Elementary	Lutie R-VI	86.5
Central Elementary	Miller R-II	71.7
Eugene Field Elementary	Poplar Bluff R-I	87.7
Lake Road Elementary	Poplar Bluff R-I	86.7
SW Livingston County R-I	SW Livingston County R-I	70.3
Bingham Elementary	Springfield R-XII	77.6
Bissett Elementary	Springfield R-XII	83.8
Bowerman Elementary	Springfield R-XII	88.9
Boyd Elementary	Springfield R-XII	77.3
Campbell Elementary	Springfield R-XII	94.2
Fremont Elementary	Springfield R-XII	76.3
Holland Elementary	Springfield R-XII	71.7
McGregor Elementary	Springfield R-XII	90.4
Portland Elementary	Springfield R-XII	80.0
Robberson Elementary	Springfield R-XII	94.4
Watkins Elementary	Springfield R-XII	80.5

Weaver Elementary	Springfield R-XII	90.2
Weller Elementary	Springfield R-XII	88.5
Westport Elementary	Springfield R-XII	86.9
Williams Elementary	Springfield R-XII	91.3
York Elementary	Springfield R-XII	90.7
Edison Elementary	St. Joseph	88.0
Hall Elementary	St. Joseph	80.6
Hosea Elementary	St. Joseph	81.1
Humboldt Elementary	St. Joseph	92.6
Lake Contrary Elementary	St. Joseph	85.0
Lindbergh Elementary	St. Joseph	79.4
Mark Twain Elementary	St. Joseph	75.5
Noyes Elementary	St. Joseph	85.4
Success Elementary	Success R-VI	73.2

Appendix C: Student Version of MSIP Advanced Questionnaire

Advance Questionnaire

Student Questionnaire Grades 6-8

1. What is your sex?

Male Female

2. Which best describes you?

White(not Hispanic) American Indian
Asian Hispanic
African American (not Hispanic)

3. Is there usually an adult at home or wherever you go right after school?

Yes No

4. How many days of school did you miss last month?

None 5 to 10 days
1 or 2 days More than 10 days
3 or 4 days

5. How many hours of television do you usually watch each day?

1 hour or less 3 hours 5 hours
2 hours 4 hours 6 hours or more

6. How many hours a day do you spend playing on the computer or with video games?

1 hour or less 3 hours 5 hours
2 hours 4 hours 6 hours or more

7. Which of the following best describes your grades so far in school?

- ○ Mostly A
- ○ Half A & B
- ○ Mostly B
- ○ Half B & C
- ○ Mostly C
- ○ Half C & D
- ○ Mostly D
- ○ Below D

8. How much time do you usually spend on homework each day?

- ○ I don't usually have it assigned
- ○ I have it, but I don't usually do it
- ○ 1/2 hour or less
- ○ 1 hour
- ○ 2 hours
- ○ More than 2 hours

9. How often does someone at home help you with your homework?

- ○ Almost every day
- ○ Once or twice a week
- ○ Once or twice a month
- ○ Never or hardly ever
- ○ I do not have homework

Please select the circle below that best describes how often you do the following:	Not at all	Rarely	Occasionally	Regularly
10. Talk with one of your parents about your experiences in school.	○	○	○	○
11. Talk with one of your parents about your plans for high school classes.	○	○	○	○
12. Talk with one of your parents about your plans for after high school.	○	○	○	○

Please indicate how often you experience the following in most of your classes by clicking one of the circles below:	Never	Rarely	Occasionally	Often	Regularly
13. I am required to take notes.	○	○	○	○	○

14. My teachers place students in small groups.	○	○	○	○	○
15. I am asked to use pictures, graphs, maps, or charts to present my information.	○	○	○	○	○
16. I am asked to summarize new material.	○	○	○	○	○
17. I am asked to revise or correct errors in my work.	○	○	○	○	○
18. I am asked to Identify similarities and differences.	○	○	○	○	○
19. I am given opportunities to work on my own long-term projects.	○	○	○	○	○
20. I am asked to relate what I already know to new material.	○	○	○	○	○
21. I am given opportunities to present what I have learned to other students.	○	○	○	○	○
22. My graded assignments are returned to me before I am tested on the information.	○	○	○	○	○
23. Teachers enforce the rules fairly.	○	○	○	○	○
Indicate how much you agree or disagree with each statement by clicking one of the circles.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24. My opinion is valued by teachers and administrators.	○	○	○	○	○
25. My teachers let me know when I am doing a good job.	○	○	○	○	○
26. During our classes we stay focused on learning and don't waste time.	○	○	○	○	○
27. Being successful in school today will help me in my future.	○	○	○	○	○
28. Differences among students and their families are respected in this school.	○	○	○	○	○
29. I can do well in school.	○	○	○	○	○
30. I learn a lot in this school.	○	○	○	○	○
31. I like reading.	○	○	○	○	○
32. There are students from my school that belong to street gangs.	○	○	○	○	○
33. My teachers help me understand my mistakes on assignments.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
34. Most of my teachers tell me how I am doing in their class.	○	○	○	○	○
35. There is a feeling of belonging at my school.	○	○	○	○	○
36. Teachers in my school really care about me.	○	○	○	○	○
37. My teachers make clear what I'm supposed to learn.	○	○	○	○	○
38. Our classes are often interrupted.	○	○	○	○	○
39. In most classes, if I am having trouble learning something, my teacher usually finds another way to help me understand.	○	○	○	○	○
40. Most of my teachers are well prepared when class starts.	○	○	○	○	○
41. In my school, all students are given a chance to succeed.	○	○	○	○	○
42. My teachers want me to share my ideas in class.	○	○	○	○	○
43. There is good communication between teachers and students.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
44. I feel safe at school.	○	○	○	○	○
45. My school provides me with the textbooks and learning materials I need to learn.	○	○	○	○	○
46. Most kids around here drink alcohol a lot.	○	○	○	○	○
47. I like going to this school.	○	○	○	○	○
48. This community is a good place to grow up.	○	○	○	○	○
49. I am treated fairly at school.	○	○	○	○	○
50. If a student has a problem there are teachers who will listen and help.	○	○	○	○	○
51. My parents have a good idea of what goes on at school.					

52. The community is proud of this school.	○	○	○	○	○
53. Drug use is common among kids in this community.	○	○	○	○	○
Indicate how much you agree or disagree with each statement by clicking one of the circles.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
54. My teachers think I can learn.	○	○	○	○	○
55. My teachers are good teachers.	○	○	○	○	○
56. Students at my school are friendly.	○	○	○	○	○
57. My family believes that I can do well in school.	○	○	○	○	○
58. Teachers treat me with respect.	○	○	○	○	○
59. My teachers expect very good work from me.	○	○	○	○	○
60. Discipline is handled fairly in my school.	○	○	○	○	○
61. I have been encouraged to think about career or educational goals at school.	○	○	○	○	○
62. If I have a personal problem, I can talk to the counselor.	○	○	○	○	○
63. My counselor makes visits to my classroom.	○	○	○	○	○

Submit Survey

If you have any problems, questions or comments about this survey, please contact Fred Raithel e-mail RaithelF@missouri.edu or by telephone (573-882-7396)

Appendix D: Faculty Version of MSIP Advanced Questionnaire

Advance Questionnaire

Certificated Faculty Questionnaire

1. Record the type of assignment which best reflects your primary assignment (you may choose more than one).

☐ School Guidance Counselor ☐ Classroom Teacher

☐ Library Media Specialist ☐ Administrator

☐ Special Education Teacher ☐ Other

Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. My school collaborates with community agencies to meet the needs of students.	○	○	○	○	○
3. There are effective supports in place to assist students who are in jeopardy of academic failure.	○	○	○	○	○
4. I emphasize the importance of effort with students.	○	○	○	○	○
5. In our school, there is adequate support for classroom teachers to address special education students' IEP goals.	○	○	○	○	○
6. There is adequate collaboration between special education staff and classroom teachers in our school.	○	○	○	○	○
7. There is adequate professional development for teachers working with special education students in our school.	○	○	○	○	○
8. Instructional time available to teachers is protected from all types of interruptions.	○	○	○	○	○
9. Our principal uses classroom management as part of our evaluation.	○	○	○	○	○
10. Clear rules that promote good behavior are enforced in our school.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. Clear rules regarding behavior have been established in my classroom.	○	○	○	○	○
12. Educators in our school use effective practices to promote positive behavior.	○	○	○	○	○

13. Teachers in our school use effective practices to keep all students actively engaged in learning.	○	○	○	○	○
14. Educators in our school respond to inappropriate behaviors quickly and effectively.	○	○	○	○	○
15. Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed.	○	○	○	○	○
16. Teachers in my school are routinely involved in formulating schoolwide decisions and policies.	○	○	○	○	○
17. Teachers are routinely engaged in collaborative problem solving around instructional issues.	○	○	○	○	○
18. Effective vehicles are in place for parents and community to communicate with the school.	○	○	○	○	○
19. In our school we communicate effectively to parents and the community.	○	○	○	○	○
20. Parents are encouraged to discuss their child's educational needs with the school.	○	○	○	○	○
Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	*Strongly Disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
21. I routinely analyze disaggregated student data and use it to plan my instruction.	○	○	○	○	○
22. An assessment system is used that provides timely feedback on specific knowledge and skills for individual students.	○	○	○	○	○
23. My school administers assessments througout the school year that are used to guide instruction.	○	○	○	○	○
24. My school uses assessment data to evaluate and align the curriculum.	○	○	○	○	○
25. Emphasis is placed on valuing and respecting differences among students and their families in our school.	○	○	○	○	○
26. Student opinions are valued by teachers and administrators.	○	○	○	○	○
27. Faculty and staff solicit input from diverse student groups regarding the improvement of our school.	○	○	○	○	○
28. I feel comfortable having discussions regarding racial / ethnic issues with my colleagues.	○	○	○	○	○
29. Individual student differences are appreciated at our school.	○	○	○	○	○
30. Students are provided with opportunities to construct and work on long-term projects of their own design.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31. In our school teachers are encouraged to be instructional leaders.	○	○	○	○	○
32. My school's principal fosters shared beliefs and a sense of community and cooperation.	○	○	○	○	○
33. My school's principal monitors the effectiveness of school practices and their impact on student learning.	○	○	○	○	○
34. Our principal identifies issues in the school that could potentially become problems.	○	○	○	○	○
35. My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning.	○	○	○	○	○
36. Our school teaches and reinforces student self-discipline and responsibility.	○	○	○	○	○
37. Students who are prone to violence are systematically identified.	○	○	○	○	○
38. Our school promotes an environment of mutual respect among students.	○	○	○	○	○
39. The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers.	○	○	○	○	○
40. My school systematically ensures that teachers address essential content.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
41. The amount of essential content that has been identified can be addressed in the instructional time available to teachers.	○	○	○	○	○
42. The essential content is organized and sequenced in a way that students have ample opportunity to learn it.	○	○	○	○	○
43. Our principal promotes innovation.	○	○	○	○	○
44. I have the skills necessary to meet the needs of all learners in my classroom.	○	○	○	○	○
45. I believe that I can positively impact student performance.	○	○	○	○	○
46. I have received violence prevention training.	○	○	○	○	○
47. Our professional development improves student achievement.	○	○	○	○	○

48. I have received adequate training in using computers and other technology to support my work with students.	○	○	○	○	○
49. The professional development activities I attend are related to my district's Comprehensive School Improvement Plan.	○	○	○	○	○
50. I have received professional development on differentiating instruction for learners.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
51. My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce.	○	○	○	○	○
52. Students are held accountable for doing quality work.	○	○	○	○	○
53. The mission of this school is clearly defined.	○	○	○	○	○
54. All staff in our school hold high expectations for student learning.	○	○	○	○	○
55. There are open channels of communication among students, staff and administrators.	○	○	○	○	○
56. There are avenues for recognizing and rewarding the accomplishments of all students.	○	○	○	○	○
57. There are sufficient library media materials to support my program.	○	○	○	○	○
58. Career-Technical education is an essential part of the district's program of studies.	○	○	○	○	○
59. I feel safe at this school.	○	○	○	○	○
60. The library media center materials are current and in good condition.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
61. In our community, people tend to trust each other.	○	○	○	○	○
62. My professional development has improved the way I teach.	○	○	○	○	○
63. My school provides suggestions to parents on ways to assist at home with their child's learning.	○	○	○	○	○
64. My school views parents as partners in the educational process.	○	○	○	○	○

65. My school has created specific strategies to better involve parents in the education of their child.	○	○	○	○	○
66. The board has high expectations for student achievement.	○	○	○	○	○
67. Students are treated fairly in this school.	○	○	○	○	○
68. The community is proud of this school.	○	○	○	○	○
69. This school makes students feel they belong.	○	○	○	○	○
70. If students in this school have a problem, teachers will listen and help.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
71. I usually look forward to each working day as a teacher.	○	○	○	○	○
72. Discipline is handled fairly in this school.	○	○	○	○	○
73. Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate.	○	○	○	○	○
74. The librarian/media specialist requests my input into the selection of resources.	○	○	○	○	○
75. There is adequate instruction in the use of library and media resources for classes and individual students.	○	○	○	○	○
76. There is systematic collaboration across subject areas in our building.	○	○	○	○	○
77. Individual counseling services are available to students.	○	○	○	○	○
78. The board establishes policies and permits administrators to implement these policies on a day to day basis.	○	○	○	○	○
79. The community provides enough money to adequately provide quality educational programs to children.	○	○	○	○	○
80. Overall, my school building is in good condition.	○	○	○	○	○
81. If I had a chance to choose all over again, I would still choose teaching as a career.	○	○	○	○	○
82. There is systematic collaboration between the academic and career education programs in our district.	○	○	○	○	○

83. How much homework time do you assign your students each day:

- ○ Do not assign
- ○ 1/2 hour or less
- ○ 1 hour
- ○ 2 hours
- ○ More than 2 hours

Please click on the circle below that best describes how often you do the following:	Never	Rarely	Occasionally	Often	Regularly
84. Students are taught effective note-taking skills.	○	○	○	○	○
85. I assess the level of prior knowledge of all students before initiating instruction.	○	○	○	○	○
86. Organize students into flexible groups based on their understanding of the content and skill level.	○	○	○	○	○
87. Begin instructional units by presenting students with clear learning goals.	○	○	○	○	○
88. Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	○	○	○	○	○
89. Provide students with specific feedback on the extent to which they are accomplising the learning goals.	○	○	○	○	○
90. Have students keep track of their own performance on the learning goals.	○	○	○	○	○
91. Have students assess themselves relative to their personal learning goals after completing a unit.	○	○	○	○	○
92. Make use of cooperative learning groups.	○	○	○	○	○
93. Have students construct verbal or written summaries of new content.	○	○	○	○	○

Please click on the circle below that best describes how often you do the following:	Never	Rarely	Occasionally	Often	Regularly
94. Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	○	○	○	○	○
95. Provide students with opportunities to practice important skills and procedures prior to assessment.	○	○	○	○	○
96. I alter instructional strategies when students are having difficulty learning the material.	○	○	○	○	○
97. Model or demonstrate important skills or procedures.	○	○	○	○	○
98. Incorporate contextual/real life learning in the classroom.					

99. Incorporate problem solving instructional activities in the classroom.

100. Have students revise and correct errors in their work as a way of reviewing and revising content.

101. Have students compare and classify content.

102. Have students construct metaphors and analogies.

103. Provide specific feedback on the homework assigned to students.

104. Incorporate information about careers in my instruction.

Submit Survey

If you have any problems, questions or comments about this survey, please contact Fred Raithel e-mail RaithelF@missouri.edu or by telephone (573-882-7396)

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Appendix E: Parent Version of MSIP Advanced Questionnaire

Advance Questionnaire

Parent Questionnaire

1. In what grade is your child?

- ◯ K-1
- ◯ 2nd
- ◯ 3rd
- ◯ 4th
- ◯ 5th
- ◯ 6th
- ◯ 7th
- ◯ 8th
- ◯ 9th
- ◯ 10th
- ◯ 11th
- ◯ 12th

2. My child is a:

- ◯ Boy
- ◯ Girl

3. What is your relationship to the child?

- ◯ Mother
- ◯ Father
- ◯ Stepmother
- ◯ Stepfather
- ◯ Grandmother
- ◯ Grandfather
- ◯ Other relative
- ◯ Unrelated

4. How many adults in your household work outside the home for pay?

- ◯ None
- ◯ 1
- ◯ 2
- ◯ 3 or more

5. How many years have you lived in this school district?

- ○ Under 5 years
- ○ 5-10 years
- ○ 11-15 years
- ○ Over 15 years

6. How many hours of television does your child usually watch each day?

- ○ 1 hour or less
- ○ 2 hours
- ○ 3 hours
- ○ 4 hours
- ○ 5 hours
- ○ 6 or more hours

7. Which best describes your household?

- ○ Single parent
- ○ Two parent household (mother/father)
- ○ Two parent household (step-family)
- ○ Other

8. Which best describes you?

- ○ White (not Hispanic)
- ○ African American (not Hispanic)
- ○ Asian
- ○ American Indian
- ○ Hispanic

9. How many children in your household are under 18 years old?

- ○ None
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7 or more

10. Please mark any of the following educational programs in which your child participates:

- ☐ Gifted/Talented Program
- ☐ Career-Technical Education
- ☐ Special Education
- ☐ English Language Learners

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11. Which category best describes your age?

- ○ Under 30
- ○ 30 - 39
- ○ 40 - 49
- ○ 50 - 59
- ○ 60 or over

12. What one thing is likely to take the largest share of your child's time in the year after high school?

- ○ Working full-time
- ○ Attending a two-year college, vocational-technical or business school
- ○ Attending a four-year college, service academy, or university
- ○ Serving in the military
- ○ Other

13. Which best describes your level of education?

- ○ Elementary school
- ○ Some high school
- ○ High school graduate
- ○ Some college
- ○ College graduate
- ○ Graduate school

14. Which category best describes the total annual income of your household?

- ○ Under $10,000
- ○ $10,000 - $19,999
- ○ $20,000 - $29,999
- ○ $30,000 - $39,999
- ○ $40,000 - $49,999
- ○ $50,000 - $59,999
- ○ $60,000 - $69,999
- ○ Over $70,000

15. Which of the following best describes your child's grades so far in school?

- ○ Mostly A
- ○ Half A & B
- ○ Mostly B
- ○ Half C & D
- ○ Mostly D
- ○ Below D

- ◯ Half B & C
- ◯ Letter grades are not given
- ◯ Mostly C

16. Would you say that public schools in this community have improved from five years ago, gotten worse, or stayed the same?

- ◯ Improved
- ◯ Stayed the same
- ◯ Gotten worse

17. How much time does your child spend on homework each day?

- ◯ Doesn't have any
- ◯ 1 hour
- ◯ Doesn't do it
- ◯ 2 hours
- ◯ 1/2 hour or less
- ◯ More than 2 hours

18. How many hours a day does your child spend playing on the computer or with video games?

- ◯ 1 hour or less
- ◯ 4 hours
- ◯ 2 hours
- ◯ 5 hours
- ◯ 3 hours
- ◯ 6 hours or more

19. Please fill in the circle below that best describes how often during the past 12 months you have done each of the following things:	Never	Once or twice	3 to 5 times	6 to 10 times	More than 10 times
Talked to your child's teacher.	◯	◯	◯	◯	◯
Gone to an open house at school.	◯	◯	◯	◯	◯
Attended parent/teacher meetings.	◯	◯	◯	◯	◯
Visited the school on your own.	◯	◯	◯	◯	◯
Helped with school activities.	◯	◯	◯	◯	◯

20. Students are often given the grades A, B, C, D, and F to denote the quality of their work. If the public schools in this

community were graded the same way, what grade would you give them--A, B, C, D, or F?

○ A ○ C ○ F
○ B ○ D ○ Don't know

21. How much time does your child spend reading at home each day?

○ No time at all ○ About 1 hour
○ 10 -15 minutes ○ 2 hours or more
○ 20 -30 minutes

22. Please answer YES or NO to the following:	Yes	No
I know the first name of 5 or more of my child's closest friends.	○	○
I know the parents of 5 or more of my child's closest friends.	○	○
I enforce family rules about how many hours my child can watch TV, or play video/computer games.	○	○
I enforce family rules about doing homework.	○	○
My child has access to the internet at home.	○	○

23. Please fill in the circle below that best describes how often you do the following:	Not at all	Rarely	Occasionally	Regularly
Talk to your child about his/her experiences in school.	○	○	○	○
Talk to your child about his/her plans for high school classes.	○	○	○	○
Talk to your child about his/her plans for after high school.	○	○	○	○

24. Is your child covered by some kind of family medical insurance?

○ Yes, through an employer plan ○ Yes, through Medicaid
○ Yes, through some other plan ○ No, my child has no medical insurance

Indicate how much you agree or disagree with each statement by clicking one of the circles.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. The school recognizes the accomplishments of my child.	○	○	○	○	○
26. My child's opinions are valued by teachers and administrators.	○	○	○	○	○
27. My child's school promotes an environment of mutual respect among students.	○	○	○	○	○
28. My involvement in my child's education has improved his/her achievement.	○	○	○	○	○
29. Parents are asked for input about school decisions.	○	○	○	○	○
30. Our school has a program that teaches and reinforces student self-discipline and responsibility.	○	○	○	○	○
31. My school has clear procedures for handling school emergencies.	○	○	○	○	○
32. There are students from my child's school that belong to street gangs.	○	○	○	○	○
33. The school values and respects differences among students and their famillies.	○	○	○	○	○
34. Effective assistance is provided for children having difficulty in school.	○	○	○	○	○
35. The way they teach at this school works well for my child.	○	○	○	○	○
36. My child is given a fair chance to succeed at school.	○	○	○	○	○
37. My child likes attending this school.	○	○	○	○	○
38. I can talk with my child's teachers or principal whenever I need.	○	○	○	○	○
39. I know how well my child is doing in class.	○	○	○	○	○
40. I feel my child is safe at school.	○	○	○	○	○

Indicate how much you agree or disagree with each statement by clicking one of the circles.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
41. I receive information about the educational services available to my child at school.	○	○	○	○	○
42. My child's school building is in good condition.					

43. The community provides enough money to for the schools to do a good job.	○	○	○	○	○
44. Discipline in my child's school is handled fairly.	○	○	○	○	○
45. If I could, I would send my child to a different school.	○	○	○	○	○
46. The school encourages parents to be involved.	○	○	○	○	○
47. In our community people tend to trust each other.	○	○	○	○	○
48. My child has been taught in school about respect for other cultures.	○	○	○	○	○
49. The school offers suggestions about how I can help my child learn at home.	○	○	○	○	○
50. I am a partner with the school in my child's education.	○	○	○	○	○
51. I know what my child's teachers expect in school.	○	○	○	○	○
52. The community is proud of this school.	○	○	○	○	○
53. My child's teachers are good teachers.	○	○	○	○	○
54. I expect my child to do well in school.	○	○	○	○	○
55. My child's teachers expect very good work from my child.	○	○	○	○	○
56. The school has helped my child establish educational and career plans.	○	○	○	○	○
57. The guidance counselor is available to help my child if he/she has a personal problem.	○	○	○	○	○
58. Career-Technical Education is an essential part of the district's program of studies.	○	○	○	○	○
59 I am aware of adult learning opportunities offered by the district.	○	○	○	○	○

Submit Survey

If you have any problems, questions or comments about this survey, please contact Fred Raithel e-mail RaithelF@missouri.edu or by telephone (573-882-7396)

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Appendix F: IRB Application

BAKER UNIVERSITY

SCHOOL OF EDUCATION
GRADUATE DEPARTMENT

Date:
IRB PROTOCOL NUMBER _____
(IRB USE ONLY)

IRB REQUEST
Proposal for Research
Submitted to the Baker University Institutional Review Board

I. Research Investigator(s) (Students must list faculty sponsor first)

Department(s) **School of Education Graduate Department**

	Name	Signature	
1.	Harold Frye		, Major Advisor
2.	Margaret Waterman		Research Analyst
3.	Dan Falvey		University Committee Member
4.	Laura Nelson		External Committee Member

Principal Investigator: K. Jennifer Gaddie
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Faculty sponsor: Harold Frye
Phone:
Email: Harold.frye@bakerU.edu

Expected Category of Review: _X_Exempt ___ Expedited _ _Full

II: Protocol:
The Relationship Between Faculty, Parent, and Student Perceptions of School Climate and Student Achievement

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Summary

In a sentence or two, please describe the background and purpose of the research.
School districts are often judged based upon the perceptions of the community. These perceptions can have negative effects on low-income schools. The purpose of this

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School districts are often judged based upon the perceptions of the community. These perceptions can have negative effects on low-income schools. The purpose of this correlational study is to determine if there is a relationship between faculty, student, and parent perceptions of school climate and student achievement based upon the MAP data in communication arts.

Briefly describe each condition or manipulation to be included within the study.
There are no conditions or manipulations used within this research, archival data is being utilized.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.
Will the subjects encounter the risk of psychological, social, physical or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.
The Advanced Questionnaire (AQ), which is administered by the Missouri Department of Elementary and Secondary Education (DESE), will be utilized to obtain a building score of the climate scale based upon the staff, student, and parent perceptions. The AQ from the spring of 2011 will be used for this research. The AQ is compiled of 104 questions. The responses are grouped into categories by themes or scales. There are 14 scales within the AQ. This research will focus on the climate scale.
The Missouri Assessment Program (MAP) test will also be utilized for this research. Communication arts is the content area in which the data will be utilized.
For this research data for the AQ and MAP testing is publicly available on the DESE website.

Will any stress to subjects be involved? If so, please describe.
Subjects have completed the 2011 Advanced Questionnaire and the data has been archived.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.
Subjects are not being deceived or mislead for this research. Archival data is being utilized.

Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.

No, all archival data being utilized is publicly available on the Missouri Department of Elementary and Secondary Education (DESE) website.

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Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.
No, there will be no offensive, threatening, or degrading materials presented any subjects for this research.

Approximately how much time will be demanded of each subject?
No time will be asked of any subject for this research.

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.
The subjects for this study are students, staff, and parents in low-income schools in Missouri. The subjects will not be contacted for this study as the data is publicly available through the DESE website.

What steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?
Archival data is being utilized, this data is released to the public for every school district in Missouri.

How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.
No consent is needed for the study.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.
For the purpose of this research no individual permanent records of teachers or students will be identified. The data gathered from the Advanced Questionnaire and the MAP test are already attached to permanent records for schools in the study.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.
Data in this study are considered permanent at an aggregated level, not at the individual level.

What steps will be taken to insure the confidentiality of the data?
Data utilized in this research is publicly archived data that can be found on the DESE website.

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?
There are no risks involved in this study.

Will any data from files or archival data be used? If so, please describe.
Yes, data collected from the Advanced Questionnaire for the spring of 2011 will be used to measure the staff, student, and parent perceptions of school climate. Data collected from the 2011 MAP test in the area of communication arts will be used to measure student achievement for low-income Missouri school districts.

Appendix G: IRB Approval

April 28, 2014

Jenni Gaddie,

The Baker University IRB has reviewed your research project application regarding your proposal and has approved it under Expedited Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

The Baker University IRB requires that your consent form must include the date of approval and expiration date (one year from today). Please be aware of the following:

1. At designated intervals (usually annually) until the project is completed, a Project Status Report must be returned to the IRB.
2. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
3. Notify the IRB about any new investigators not named in original application.
4. Any injury to a subject because of the research procedures must be reported to the IRB Chair or representative immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform Office of Institutional Research (OIR) or myself when this project is terminated. As noted above, you must also provide OIR with an annual status report and receive approval for maintaining your status. If your project receives funding which requests an annual update approval, you must request this from the IRB one month prior to the annual update.

Thank you for your cooperation. If you have any questions, please contact me.

Sincerely,

Thomas Peard
Chair, Baker University IRB

cc: Harold Frye