

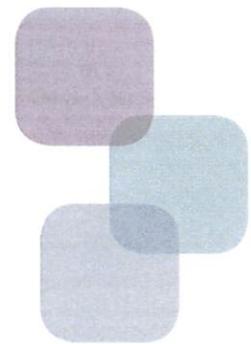
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## APPENDIX A: SCHOOL DATA

Table A1. Graduation Rates by School and Demographic Category for 2014–15 School Year

Group	2014–15 Four-year cohort graduation rate %			
	Crater Renaissance Academy	Jordan Valley High School	Sheridan High School	Jefferson High School
All Students	72.83	100.00	89.58	80.47
Male	65.85	100.00	87.50	76.27
Female	78.43	100.00	91.67	84.06
American Indian/Alaska Native	--	--	100.00	50.00
Asian	100.00	--	--	100.00
Native Hawaiian/Pacific Islander	--	--	--	100.00
Asian/Pacific Islander	100.00	--	--	100.00
Black/African American	100.00	--	100.00	80.56
Hispanic/Latino	60.00	100.00	100.00	66.67
Multi-Racial	37.50	--	33.33	80.00
White	79.10	100.00	92.11	91.67



## APPENDIX B: TEACHER SURVEY RESULTS

Table B1. Collective Efficacy: Group Competence

Item	N	Mean*	SD	Strongly disagree/ disagree	Somewhat disagree or agree	Strongly agree/ agree	Choose not to respond
Teachers in this school have what it takes to get the children to learn	74	5.20	1.01	2.7%	12.2%	85.1%	--
Teachers here are well prepared to teach the subjects they are assigned to teach	74	5.19	0.98	1.4%	14.9%	83.8%	--
Teachers in this school really believe every child can learn	74	5.15	1.04	4.1%	12.2%	83.8%	--
If a child doesn't learn something the first time, teachers will try another way	74	5.14	1.14	6.8%	9.5%	83.8%	--
Teachers in this school are skilled in various methods of teaching	74	4.95	1.13	4.1%	17.6%	78.4%	--
Teachers in this school are able to get through to difficult students	74	4.77	1.35	9.5%	20.3%	70.3%	--
Teachers here are confident they will be able to motivate their students	74	4.65	1.28	8.1%	25.7%	66.2%	--
Teachers here need more training to know how to deal with these students	74	3.45	1.43	32.4%	44.6%	23%	--
Teachers in this school think there are some students that no one can reach	73	2.71	1.46	60.8%	25.7%	12.2%	1.4%
Teachers in this school do not have the skills to deal with student disciplinary problems	73	2.58	1.32	59.5%	29.7%	9.5%	1.4%
Teachers here fail to reach some students because of poor teaching methods	74	2.51	1.43	62.2%	25.7%	12.2%	--
If a child doesn't want to learn, teachers here give up	74	2.18	1.32	73.0%	17.6%	9.5%	--
Teachers here don't have the skills needed to produce meaningful student learning	74	2.07	1.23	78.4%	13.5%	8.1%	--

\* Scale ranged from 1 = *Strongly disagree* to 6 = *Strongly agree*. Respondents could choose not to respond.

Table B2. Collective Efficacy: Task Analysis

Item	N	Mean*	SD	Strongly disagree/ disagree	Somewhat disagree or agree	Strongly agree/ agree	Choose not to respond
The allocation of resources in this school supports the teaching and learning process and our school improvement goals related to college and career readiness	74	4.12	1.32	16.2%	36.5%	47.3%	--
Drug and alcohol abuse in the community make learning difficult for students here	73	4.11	1.35	13.5%	41.9%	43.2%	1.4%
The opportunities in this community help ensure that these students will learn	73	3.51	1.32	24.3%	44.6%	29.7%	1.4%
These students come to school ready to learn	74	3.50	1.04	16.2%	64.9%	18.9%	--
The quality of school facilities here really facilitates the teaching and learning process	74	3.49	1.21	21.6%	56.8%	21.6%	--
The lack of instructional materials and supplies makes teaching very difficult	74	3.31	1.24	32.4%	51.4%	16.2%	--
Students here just aren't motivated to learn	74	2.80	1.23	51.4%	40.5%	8.1%	--
Learning is more difficult at this school because students are worried about their safety	73	2.30	1.07	62.2%	35.1%	1.4%	1.4%
Home life provides so many advantages, they are bound to learn	74	2.16	1.05	66.2%	31.1%	2.7%	--

\* Scale ranged from 1 = *Strongly disagree* to 6 = *Strongly agree*. Respondents could choose not to respond.

Table B3. Teachers' Sense of Efficacy

Question	N	Mean*	SD	Choose not to respond
To what extent can you provide an alternative explanation or example when students are confused?	72	7.86	1.35	2.7%
How well can you implement alternative strategies in your classroom?	72	7.43	1.39	2.7%
To what extent can you craft good questions for your students?	72	7.42	1.29	2.7%
How much can you do to get students to believe they can do well in schoolwork?	74	7.36	1.44	--
How much can you use a variety of assessment strategies?	72	7.32	1.39	2.7%
How well can you establish a classroom management system with each group of students?	71	7.15	1.46	4.1%
How much can you do to help your students value learning?	74	7.09	1.53	--
How much can you do to get children to follow classroom rules?	73	6.96	1.73	1.4%
How much can you do to motivate students who show low interest in schoolwork?	74	6.93	1.52	--
How much can you do to control disruptive behavior in the classroom?	72	6.93	1.86	2.7%
How much can you do to calm a student who is disruptive or noisy?	73	6.90	1.62	1.4%
How much can you assist families in helping their children do well in school?	74	5.53	1.57	--

\* Scale ranged from 1 = *Very low efficacy* to 9 = *Very high efficacy*. Respondents could choose not to respond.



Table B4. Leadership Capacity

Item	N	Mean*	SD	Strongly disagree/ disagree	Somewhat disagree or agree	Agree / strongly agree	Choose not to respond
Leaders encourage and support people who are willing to step up and take on leadership roles	72	4.88	1.13	5.5%	21.9%	71.2%	1.4%
Leaders support creativity, innovation, and appropriate risk taking in the service of meeting student needs	71	4.82	1.21	6.8%	23.3%	67.1%	2.7%
Leaders demonstrate positive and high expectations	73	4.78	1.37	6.8%	28.8%	64.4%	--
Leaders build and maintain a vision, direction, and focus for the organization and student learning—to include everyone's role in that vision	72	4.72	1.27	6.8%	30.1%	61.6%	1.4%
Leadership models the values and behaviors that support student and teacher achievement, and collaboration at all levels	73	4.70	1.39	9.6%	27.4%	63%	--
Leaders ensure that important conversations (e.g., student achievement and civic and social growth) are always at the forefront, and taking place on a regular basis	73	4.58	1.31	8.2%	37.0%	54.8%	--
Vehicles are in place to enable shared/collaborative leadership and decision making	72	4.56	1.24	8.2%	32.9%	57.5%	1.4%
Decisions are shared whenever practical, and people are empowered to make decisions at every level whenever possible	72	4.47	1.29	8.2%	38.4%	52.1%	1.4%
Leaders don't initiate major projects without getting the requisite buy-in and doing all the homework necessary to ensure success	71	4.32	1.33	11.0%	38.4%	47.9%	2.7%
Organization and department goals are clear and aligned	73	4.30	1.30	11.0%	38.4%	50.7%	--
Leadership recognizes and acts upon the need to take things "off the plate" when additional responsibilities are assigned; people are given permission to let go of old requirements/ practices	72	4.11	1.44	16.4%	41.1%	41.1%	1.4%

\* Scale ranged from 1 = *Strongly disagree* to 6 = *Strongly agree*. Respondents could choose not to respond.

Table B5. School Culture

Item	N	Mean*	SD	Strongly disagree/ disagree	Somewhat disagree or agree	Agree / strongly agree	Choose not to respond
Student needs are put ahead of adult needs	72	4.99	1.04	2.7%	23.3%	72.6%	1.4%
People focus on the future and getting better, versus the past and blame	73	4.89	1.15	5.5%	24.7%	69.9%	--
People trust, respect, and support one another as peers and across levels	73	4.56	1.17	8.2%	30.1%	61.6%	--
People feel comfortable to speak freely to express new ideas	71	4.39	1.19	6.8%	35.6%	54.8%	2.7%
People respect the authority and communication "chain of command"	71	4.27	1.23	8.2%	41.1%	47.9%	2.7%
People are prepared for and on time to meetings	73	4.25	1.26	9.6%	37.0%	53.4%	--
Students are generally well behaved	73	4.18	1.30	11%	39.7%	49.3%	--

\* Scale ranged from 1 = *Strongly disagree* to 6 = *Strongly agree*. Respondents could choose not to respond.

Table B6. School Goal Structure for Students (Patterns of Adaptive Learning Scale)

Item	N	Mean*	SD	Strongly disagree/ disagree	Somewhat disagree or agree	Agree / strongly agree	Choose not to respond
Students are told that making mistakes is OK as long as they are learning and improving.	71	5.04	1.06	5.5%	11.0%	80.8%	2.7%
The importance of trying hard is really stressed to students.	72	4.85	1.27	8.2%	19.2%	71.2%	1.4%
The emphasis is on really understanding schoolwork, not just memorizing it.	70	4.81	1.27	6.8%	17.8%	71.2%	4.1%
A real effort is made to recognize students for effort and improvement.	72	4.78	1.12	4.1%	27.4%	67.1%	1.4%
A real effort is made to show students how the work they do in school is related to their lives outside of school.	72	4.67	1.29	8.2%	28.8%	61.6%	1.4%
Students are frequently told that learning should be fun.	66	4.06	1.19	11.0%	38.4%	41.1%	9.6%
It's easy to tell which students get the highest grades and which students get the lowest grades.	71	3.72	1.38	20.5%	46.6%	30.1%	2.7%
Students who get good grades are pointed out as an example to others.	69	3.61	1.19	16.4%	61.6%	16.4%	5.5%
Students hear a lot about the importance of getting high test scores.	72	3.42	1.23	21.9%	58.9%	17.8%	1.4%
Grades and test scores are not talked about a lot.	70	3.39	1.28	23.3%	57.5%	15.1%	4.1%
A lot of the work students do is boring and repetitious.	70	2.94	1.20	37.0%	49.3%	9.6%	4.1%
Students hear a lot about the importance of making the honor roll or being recognized at honor assemblies.	70	2.86	1.41	41.1%	41.1%	13.7%	4.1%
Students are encouraged to compete with each other academically.	71	2.51	1.18	52.1%	41.1%	4.1%	2.7%

\* Scale ranged from 1 = *Strongly disagree* to 6 = *Strongly agree*. Respondents could choose not to respond.

Table B7. Academic Preparedness

How well do you think your school does in preparing students in the following areas:	N	Poor	Fair	Good	Excellent	Choose not to respond
English/language arts	70	2.8%	6.9%	41.7%	45.8%	2.8%
Math	70	8.3%	23.6%	54.2%	11.1%	2.8%
Social studies	69	5.6%	9.7%	52.8%	27.8%	4.2%
Science	69	4.2%	19.4%	50.0%	22.2%	4.2%
Readiness for college	72	8.3%	15.3%	52.8%	23.6%	--
Readiness for careers	72	12.5%	29.2%	48.6%	9.7%	--
Readiness for civic behavior/ citizenship	72	12.5%	20.8%	40.3%	26.4%	--

Table B8. College and Career Readiness Culture

Item	N	Mean*	SD	Strongly disagree/ disagree	Somewhat disagree or agree	Agree / strongly agree	Choose not to respond
My school assesses students' readiness for college and/or careers.	69	4.28	1.26	9.7%	40.3%	45.8%	4.2%
My school has clearly defined and set standards for what constitutes college and/or career readiness for students.	72	4.26	1.36	12.5%	33.3%	54.2%	--
My school creates multiple definitions of success for life after high school.	70	4.20	1.35	15.3%	29.2%	52.8%	2.8%
My school attempts to include families and community members in our college and/or career readiness for students.	71	4.15	1.17	13.9%	43.1%	41.7%	1.4%

\* Scale ranged from 1 = *Strongly disagree* to 6 = *Strongly agree*. Respondents could choose not to respond.

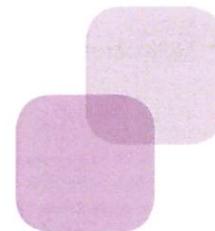


Table B9. Postsecondary Planning and Outreach

How well do you think your school does in preparing students in the following areas:	<i>N</i>	Poor	Fair	Good	Excellent	Choose not to respond
Providing information to STUDENTS about what the requirements are to get postsecondary training (trade/technical school, 2 year, or 4 year)	70	5.6%	15.3%	38.9%	37.5%	2.8%
Providing information to STUDENTS about the availability of and how to get financial aid for postsecondary training	71	4.2%	16.7%	43.1%	34.7%	1.4%
Providing information to PARENTS about what the requirements are to get postsecondary training (trade/technical school, 2 year, or 4 year)	67	8.3%	26.4%	45.8%	12.5%	6.9%
Providing information to PARENTS about the availability of and how to get financial aid for postsecondary training	66	9.7%	26.4%	38.9%	16.7%	8.3%

Table B10. Equity Practices

Item	<i>N</i>	Mean*	<i>SD</i>
Does your school provide language interpreter/translator services for people who speak languages other than English?	71	76.1%	21.1%*
Does your school offer racial equity and cultural competency training?	72	65.3%	34.7%
If yes, do you think that the training is enough to meet the needs of the students at your school?	58	56.9%	43.1%
Does your school offer training around responsiveness to the needs of LGBTQ students?	72	61.1%	38.9%
If yes, do you think the training is enough to meet the needs of the students at your school?	59	47.5%	52.5%
Does your school visibly post materials in languages other than English?	71	50.7%	49.3%

\* 2.8% of respondents chose N/A (No parents or students speak a language other than English).

Table B11. Equity Perceptions

Item	N	Mean*	SD	Choose not to respond
The staff at our school have an understanding of the social, environmental, and structural conditions that lead to inequity.	70	4.07	1.03	2.8%
Our school has an institutional commitment to addressing/eliminating racial and ethnic inequities.	70	4.06	1.18	2.8%
The leaders at our school are effective in reaching out to families in poverty to provide access to support where needed.	69	4.01	0.87	4.2%
School leadership takes issues of equity and justice into account when making decisions	70	4.00	1.24	2.8%
Our school has an institutional commitment to addressing issues of poverty and socioeconomic inequality.	72	4.00	1.04	--
Staff actively address issues of poverty and socioeconomic inequality that affect student learning.	70	3.99	1.01	2.8%
Our school has an explicit school-wide anti-bullying/harassment policy.	70	3.91	1.24	2.8%
Our school has partnerships with local and state agencies that help to identify and provide resources for families living in poverty.	66	3.89	1.10	8.3%
Our school uses inclusive and culturally responsive communication strategies (strategies that take into account cultural knowledge, prior experiences, performance and communication styles, and values and belief systems).	71	3.87	1.06	1.4%
Staff actively address racial and ethnic inequities that affect student learning.	70	3.84	1.27	2.8%
The staff at our school regularly disaggregates student data by race/ethnicity and poverty status in an effort to understand inequities within our school.	69	3.84	1.39	4.2%
Our staff examines their own cultural biases through professional development or other processes.	70	3.83	1.20	2.8%
Our school provides support for teachers around issues of equity.	71	3.80	1.25	1.4%
Our school has an effective means of problem solving when issues of equity arise.	69	3.78	1.20	4.2%
Our school emphasizes using instructional materials that reflect the culture or ethnicity of the students and families.	67	3.76	1.33	6.9%
Our school has a structure that supports authentic community partnerships.	69	3.71	1.10	4.2%

\* Scale ranged from 1 = *Haven't started work in this area* to 5 = *Part of our routine, we model it*. Respondents could choose not to respond.



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