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A New Experience: An Ethnographic Study of Students Who Transfer

From a Low-Performing Public School District to a

Better-Performing Public School District in Missouri

by

Yolanda J. Campbell

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

degree of

Doctor of Education

School of Education

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This dissertation has been approved in partial fulfillment of the requirements for the

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Yolanda J. Campbell

Signature:  Date: 11-18-2021

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Abstract

School districts in Missouri are responsible for public K-12 education and must be accredited to educate children. As a result, there is an evoking interest, demanding attention in Missouri public schools' quality and the students who transfer from unaccredited, critically low-performing schools to accredited, significantly better-performing schools. These students have a higher risk of failing academically or dropping out of school and transitioning successfully into adulthood. Therefore, through this study, students, parents/guardians, and teachers tell their stories to empower the public to work together to raise all students' achievement in school, close the poverty and opportunity gap in education, and increase educators' strategies in supporting student learning. Examining the primary causes of low-performing schools will give the community a historical look at the modern school choice movement (Reeves, 2019). In general, perhaps people will learn how far school segregation and educational inequality have come or still exist after *Brown v Board of Education* over six decades ago. This ethnographic study focuses on factors of disadvantaged students despite being enrolled in a better-performing school so that educators and policymakers understand the cultures and challenges facing transfer students. The main objectives are to improve the public's competency and improve instruction and achievement in general. This study is a narrative account with themes of 15 to 25 students and six to ten parents/guardians and teachers and uses qualitative methods to collect data. Interviews, observations, and surveys uncover experiences and perceptions and disclose in-depth information around transitioning. This study offers a realistic view of school climate, teacher-student relationships, and social and academic adjustments. Moreover, it presents a family-

school relationship to determine how parents/guardians view the school and its outreach efforts to connect, communicate, and explain new families' processes.

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Chapter One: Introduction

Overview of the Study

The importance of educational quality for failing school districts in Missouri has grown tremendously in the recent decade. As a result, the benefits and challenges of transferring students from an unaccredited school district to an accredited one have increased significantly, for example, the students' transportation and tuition rate per Missouri's public school laws (MO Rev Stat §167.241, 2018; MO Rev Stat §167.131, 2018). The Missouri Student Transfer Law has become a controversial experience, with most of the state's policy and politics reporting on fixing, revamping, and changing the law (Griffin, 2014). According to Conchas et al. (2018), the policy change was an answer to promoting equity in schools. The researcher has studied the historical perspectives and contexts, individuals, institutions, and communities thoroughly in American cities and counties that described and understood the phenomena of the student transfer experience and have recommended solutions that determined the inequities rooted within the education system, specifically in the last years.

As indicated by the Glossary of Education Reform (2013):

An education system comprises everything that goes into educating public school students at the federal, state, or community levels:

- Laws, policies, and regulations
- Public funding, resource allocations, and procedures for determining funding levels
- State and district administrative offices, school facilities, and transportation
- Human resources, staffing, contracts, compensation, and employee benefits

- Books, computers, teaching resources, and other learning materials
- And, of course, countless other contributing elements. (p. 1.)

The most recent research in the education field focused on higher standards (Loss & McGuinn, 2016), classroom management (Good et al., 2019), and strengthening teacher preparation (Carinci et al., 2020; Jenlink, 2020; Hollins & Warner, 2021). However, very little research focused on students' transfer experiences and abilities, learning styles, personality traits, and needs.

This detailed study occurred between 2020 and 2021 and was not funded by a specific grant program, project grant, research funder, or another resource available to a university or research institution. The researcher designed the study to describe, explain, and predict the impact of the academic and social factors on transfer students in accredited school districts serving learners aged 13 to 18. The researcher also considered data collection methods, such as interviews, observations, and surveys, to assess the impact of continuous improvement practices and students, parents, and teachers' experiences and perceptions of teaching and learning quality and building learning communities and relationships. Panorama Education created the Panorama Student Survey (see Appendix A), Panorama Family-School Relations Survey (see Appendix B), Panorama Teacher Survey (see Appendix C), and interview questions (see Appendix H).

This study gathered data and evidence about transfer students and contributed to crucial knowledge for advocacy workers, educators, policymakers, service providers, and general information. The study's structure consists of five chapters: Introduction, Literature Review, Methodology, Results, and Discussion. This introduction section

addresses the study's background, purpose, rationale, research questions, limitations, the definition of terms, and summary.

Background of Study

In 2021, the *Mendez v. Westminster School District* (1947) and the Missouri Statute 167.131 – Student Transfer Law – were separated by 74 years. One was the first case to rule that school segregation was unconstitutional and preceded *Brown v. Board of Education* (1954); the other was the typical symbol of school boundaries and segregation in Missouri. Though both were symbols of separation and unequal, one represented a message of hope and expectation, while the other signified the contradiction of that message by angry protest from public school parents/guardians. Despite the apparent similarities in other events like Little Rock Nine (Perritano, 2018; Tougas, 2011; Walker, 2015) and Ruby Bridges (Bridges, 1999; 2009), relatively few people have explored the symbolic connections and the complexity of educational quality and equity from the past to now. Nonetheless, this was a problem stakeholders had to begin discussing, confronting, or dealing with for future generations in the United States. What were stakeholders looking for when they engaged with the past? At stake was the promise of high-quality education for every child. The student transfer law was evidence of social inequality and educational disadvantage, based on discussions around accreditation and accountability in Missouri public schools.

In an article (McKinney, 2019), researcher Monarrez generated interest about how Missouri school boundaries and segregation are linked. The article identified what appeared in history books and newspapers and on the radio during the early 1950s about racial division in schools, communities, and neighborhoods; a memory most Americans

tend to choose to forget. However, decades later, schools were still segregated, and federal and state courts were still faced with the authority and responsibility of equal educational opportunity and fiscal equity in public schools (Rebell, 2011).

In 2007, Riverview Gardens School District and St. Louis Public Schools, and in 2014, Normandy School District, located in the St. Louis area of Missouri, were unaccredited. A reason was the school districts' low academic performances. Nonetheless, many do not realize the three unaccredited school districts were situated in urban counties and faced challenges of meeting higher standards for educators, increasing academic rigor, improving school climate and culture, and the economic burden of paying tuition for transfer students.

Accredited school districts in neighboring suburban counties had to accept transfer students from unaccredited school districts (MO Rev Stat §167.131). The unaccredited school districts were placed under state control and received provisional accreditation. The students' transfers were a separation from their everyday experiences in the urban public schools, and they were able to see a clear difference in resources and quality facilities between unaccredited and accredited school districts (Anderson, 2019). Improving educational quality, therefore, became a priority. Evidence suggested that school segregation affects students' lives (DeFresne, 2018; Frankenberg & Orfield, 2012). This study offered students, their parents/guardians, and teachers an opportunity to tell their stories of everyday life in current circumstances rather than recounting historical perspectives and contexts.

This study aimed to address how transfer students and their parents/guardians perceived social adjustment, measured in connectedness with new teachers and peers, and

academic adjustment, measured in educational performance and engagement in the accredited school. The researcher investigated solution-focused studies with a trauma-informed lens to build empathy, improve opportunities and outcomes for impactful change, enhance communication and collaboration, and identify the causes of negative behavior (Kafele, 2021; Maynard & Weinstein, 2019). The study focused on students who transferred from racially segregated, impoverished, and failed schools to affluent, high-achieving schools and their parents/guardians and teachers' experiences and perceptions of the move. It also examined how the students' teachers perceived factors supporting the transfer students' transition and academic progress. The factors of interest included: teacher-student interaction, classroom experience, and social environment.

Purpose of the Study

This study's purpose was to explain the experiences and perceptions of 15 to 25 transfer students in better-forming schools. The students initially were enrolled at one of the following critically low-performing school districts in Missouri: St. Louis Public Schools, Riverview Gardens, and Normandy. These students then were transferred to public school districts accredited with distinction. The depth of information collected on each participant, including speaking with them, their parents/guardians, and their teachers, justified the number of participants (Fraenkel et al., 2011). In addition, the study's purpose was to address the value placed on cultural proficiency, diversity, equity, and inclusion measured by demographics and the systemic changes to policies, practices, and processes.

St. Louis Public Schools lost its' accreditation in 2007. The Missouri State Board of Education granted the school district full accreditation in 2017. Riverview Gardens

lost accreditation months after St. Louis Public Schools in 2007 and Normandy, which was retitled Normandy Schools Collaborative, in 2014. The Missouri State Board of Education approved Riverview Gardens and Normandy Schools Collaborative provisionally accredited in June 2021.

The researcher elected to use a group of transfer students, 9th through the 12th-grade level, to understand better Missouri's plans for improving school performance in low-performing schools and how they relate to better-performing schools. Moreover, how transfer students, their parents/guardians, and their teachers perceived the transitioning students' experiences: academic, social, emotional, and personal challenges or developmental changes that may adversely affect their educational performance in the better-performing school. During these transitions, transfer students may encounter new teachers, peers, academic expectations, social issues, and school environments. Therefore, it was vital for this study to examine participants' experiences and perceptions of the transition.

As more and more students transferred during K-12 education from low-performing schools to better-performing schools to best meet their needs of succeeding in school and life, they may have faced social perceptions that hindered their transition. These social perceptions were often the result of biases against urban education within urban communities. Politicians, policy leaders, and parents/guardians in better-performing schools routinely expressed discontent over the quality of low-performing schools and used media, including broadcasting, publishing, and the Internet, to tell the stories of failing urban schools. Low- and better-performing school parents/guardians expressed apprehension about transfer students' school experiences and social

perceptions. In 2013, the Missouri Supreme Court upheld a state law for students who transferred from low-performing schools to better-performing schools in the same or neighboring counties. Students who wished to transfer out of a low-performing school, or an unaccredited district, could choose a new school in a different district, as long as it was accredited. The chosen accredited schools must accept them, and the unaccredited districts must pay the tuition and transportation costs at the newly accredited schools (Mo. Rev. Stat. §167.131). These transfer law implications caused a lawsuit, *Turner v. School District of Clayton* (McClure-Hartman, 2012). Social pressures more likely influenced people to change their attitudes, behaviors, and mindsets toward the learning environment inside and beyond the classroom for transfer students. A Black parent in a predominately Black, low-class, and low-performing school district and a White parent in a predominately White, middle-class, and better-performing public school district responded to race, class, and fears in an article (Eligon, 2013). This study explored social pressures that tended to affect transfer students, and the social perceptions of parents/guardians who expressed their concerns about how transfer students will lower test scores and introduce a subversive presence at a public meeting may have a tremendous impact on teaching and learning (Bock, 2013; Grafman, 2013; McDaniel, 2013).

Before the researcher implemented data collection methods, like interviews, observations, and surveys, each adult and child research participant received a consent form with sufficient information about the proposed research and research participation. Participants made an informed decision about participating in the research. The written documents—participant consent form for adult participants, and assent form and research

study consent form on behalf of the minor for child participants—requested permission and outlined the roles and responsibilities of the researcher and participant. After reading the consent forms, participants signed and received a copy of the form to record their involvement in the study. In addition, the researcher informed all participants of the privacy of their responses.

The researcher intended for the unstructured interviews to collect personal stories about participants' experiences through open-ended questions to use and share freely. Therefore, the researcher emailed interview questions to participants in advance to allow questions and answers to be well thought out. The researcher planned for the observations to note how the transfer student interacted in the classroom. For that reason, the researcher proposed to use audio recording and write down everything without direct contact. Also, the researcher planned to ensure reliability and validity in observation to which the data collection and the interpretation processes would genuinely represent the participants' experiences and perceptions. Furthermore, the participants had a clear plan for how often and how long the observations took place (see Table 3 for specifics). Finally, the researcher intended to measure research participants' perceptions of teaching and learning opportunities, teacher-student and family-school interactions, and learning environment through an online survey.

The researcher sent out reminder emails to increase the participants' response rate and response speed. In addition, the researcher explored the causes of potential problems and their potential solutions that would lead to equitable, high-quality education for transfer students and help stakeholders find data they needed for general practice knowledge. Finally, the researcher examined all data independently and used a computer

to type and analyze throughout the study. The interviews, observations, and surveys likely helped uncover participants' experiences and perceptions and pursue in-depth data for school districts that recommended professional development and improvement efforts.

Previous research examined Missouri failing school districts and their outcomes on disadvantaged students' performance, based on test scores (Taketa, 2017). This study examined the Missouri Department of Elementary and Secondary Education's detailed reports to review and compare accountability data to measure academic achievement, attendance, and graduation rate of low- and better-performing public school districts. Little research examined students, their parents/guardians, and their teachers' attitudes, beliefs, and challenges within the framework for functional school improvement. This study gave transfer students, their parents/guardians, and their teachers a voice in which all participants played a significant role.

The Rationale of the Study

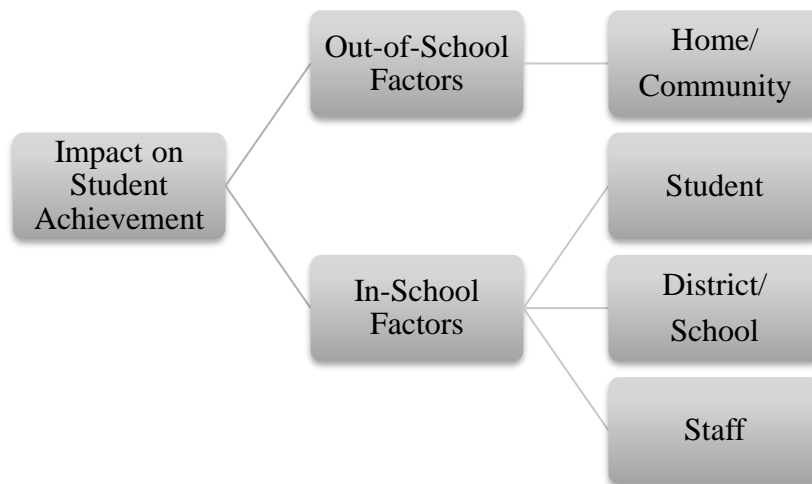
Fraenkel et al. (2011) explained that ethnographic study is documenting and portraying individuals' everyday experiences. The rationale of the study was to collaborate and connect with students who transferred from low-performing schools to better-performing schools in the same or neighboring Missouri Counties, their parents/guardians, and their teachers, and to allow them an opportunity to "tell their story" and provide insight from their experiences. Hopefully, looking through the lens of transfer students, their parents/guardians, and their teachers, those who make educational policy could better understand them and use their input to develop and implement reform as needed. A review of the current literature identified gaps in research concerning

achievement and a possible connection between groups of students and opportunity disparities (Welner & Carter, 2013).

Some researchers measured and studied vital risk factors and their impact on student achievement and opportunity in K-12 public school settings for years (Coleman, 2018; Hattie, 2012; Muller, 2013). This study examined transfer students' perceptions of their transition experiences at a better-performing school. In addition, their parents/guardians and their teachers' views could help stakeholders identify and understand what factors obstructed transfer students' transitions.

Figure 1

Impacts of Student Learning



Note. The figure shows the disproportionate impact on students living in poverty and students of color. In addition, this study examines the importance of out-of-school factors and in-school factors.

Research Questions

Questions to guide this study:

Research Question 1: How do the transfer students perceive their **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 2: How do the transfer students perceive their **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 3: How do the parents of the transfer students perceive their child's **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 4: How do the parents of the transfer students perceive their child's **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 5: How do the teachers of the transfer students perceive **factors** supporting the transfer students' transition and academic progress? [Factors of interest include: teacher-student interaction, classroom experience, and social environment.]

Limitations

Researchers Locke et al. (2000) defined limitation as a factor considered to limit or weaken the outcomes. This study's primary limiting factor was the coronavirus disease 2019 (COVID-19) pandemic that began before the study in 2020 and continued through 2021. The COVID-19 pandemic caused school districts to develop policies and procedures and guidance from the Centers for Disease Control and Prevention and the state and local health officials to provide a safe environment for all visitors. The school

districts updated and revised the policies depending on the spread of COVID-19 in the schools and the communities. Considering the visitor policy, the researcher intended to observe participants in the better-performing schools 2021-2022 fall school year in a physical classroom setting.

Definition of Terms

Accredited with Distinction – Districts receiving a quality mark of 90 or greater and indicating specific standards met, as required by the Missouri Department of Elementary and Secondary Education (Copper, 2014).

Better-Performing Schools – For this study, schools that are helping all students meet or exceed state standards.

Low-Performing Schools – Schools in the bottom 10 percent of performance in the state, or who have significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESA or graduation rates (as defined in this document). (U.S. Department of Education, n.d., para 13)

Provisionally Accredited Districts – Districts underperformed for many years with a quality mark of 50% or greater and were monitored closely by the Missouri Department of Elementary and Secondary Education (Copper, 2014, para 6).

Unaccredited Districts - Districts not complying with minimum quality requirements, less than 50%, as required by the Missouri Department of Elementary and Secondary Education regulation (Copper, 2014, para 5).

Summary

The researcher designed the study to use data and inspire a shared vision to ensure implementation effectiveness and address knowledge gaps about improving professional development, teacher performance, and teacher preparation programs using quality accountability and policies. The students' and their parents' and teachers' involvement in this study focused on current circumstances to help stakeholders, schools, and districts create engaging educational experiences for all students. The study took place between 2020 and 2021 and used historical contexts to examine the education system. This study concluded that most advocates know the causes and consequences of the student transfer experience and the need to increase, improve, and support attainment for all students identified by a distinct group. However, most school districts struggle to provide effective teaching and learning practices for all students in specific environments. The accredited schools lack continuous improvement processes to address students from complex and challenging contexts where teaching practices are inadequate. School districts must commit to full equality and create professional development approaches, guidelines, policies, and tools to produce change and knowledge in today's society (Bernhardt, 2017; Fisk, 2021).

Chapter Two: Review of Literature

Introduction

Public schools are overcome with academic interventions to improve all students' outcomes (Brown & Seda, 2021), particularly in the last decade. Many public schools adopt a data-driven continuous improvement intervention and support plan that focuses on access to high-quality schools, children and families, early prevention, high expectations, and solutions to meet community and school needs (Hyson et al., 2020). Regretfully, many of these plans implement change in current school climates that fail to provide enough academic, emotional, and social support (Blackburn & Witzel, 2018). States reprimand public schools for lack of improvement or failure in performance; yet require the development of school accountability systems, including sharing information and measuring progress toward state goals (Schneider, 2017), in public settings. In other words, states provide an overview of comprehensive improvement policies or turnaround strategies, like alternative school governance; though, they do not include resources, such as guidelines, handbooks, or research-based models, for districts, administrators, and teachers to implement school change (Bernhardt & Hébert, 2017; Selfridge, 2018). The systems can promote a make it happen with no exceptions and no excuses syndrome (Bailey & Jakicic, 2018) and create wrong and too many priorities (Cruz & Muhammad, 2019; Gonzales-Black & Kim, 2018).

Nonetheless, states want the public's view of the schools' systems. Although, the public lacks confidence about the country's direction due to crime, economic insecurity, and inequalities in education, employment, and health (Levin, 2020). As a result, many schools may not meet their goals but expect more rigorous interventions and plans to

understand climate and culture, leadership, learning and teaching, and community and family involvement (Buffum et al., 2017). In general, school data and research help improve education policies and systems across America (Bambrick-Santoyo, 2019; Dufour et al., 2018; Mertler, 2019). School improvement plans build up the value of a growth mindset, increase student achievement, and create learners, but change rarely or are rarely welcome with the countless challenges and setbacks (Brock & Hundley, 2020; Hildrew, 2018; Mandel, 2017), specifically equity and equal opportunity, in the country.

All states establish accountability systems to demonstrate numerous student and school performance measures, such as assessment, career and college readiness, graduation rates, and other school quality and student success indicators (Carr, 2021). This system is done through regular interaction, monitoring, and willingness to accept responsibility with others (Feldman, 2018). Educators will not guide the next generation's success until schools become mindful of improving the systems with communities, public and private organizations, and states (Dugan & Safir, 2021; Dwyer, 2019). Most schools facilitate interactions to influence education policy in a promising direction. However, few struggling schools have high academic and professional competence in connectedness (Chow et al., 2020) and environmental contexts (Stronge, 2018; Stronge & Xu, 2021). What happens to a system when education is mediocre? How do we address public schools' problems, such as states' funding formulas, student transfer laws, and teacher requirements? How do we help all learners, including administrators and teachers, who struggle academically, behaviorally, and socially? The school is a culture. Schools must provide professional development, resources, and support for administrators and teachers to help meet learners' diverse cognitive,

emotional, and social needs and close the performance gap between Black and White students and teachers (Hollie & Russell, 2021).

The range of concerns in struggling traditional public school districts throughout America continues to increase. In 2021, the Missouri student transfer experience is unequal, primarily because of education level, high expectations, and race, particularly in students of color (Benevento, 2021; Weinberg, 2021). Students transfer from a predominantly minority to a predominantly White public school in a neighboring county. Due to cultural differences, teachers in predominantly White schools are less likely to support the minority transfer students' success (Duncan, 2020; Toldson, 2019). Considerably, most of this literature focuses on students' achievement, fairness, and opportunity in American public schools. Nevertheless, little research focuses on quality education in public, underserved schools and even less attention to the unqualified or unskilled teachers to deliver high-quality outcomes.

This chapter considers existing literature and observation conducted by scholars between 2016 and 2021 and documents a detailed analysis of situations concerning individuals' behaviors, beliefs, and cultures. The report examines literature for the impact of the experience in low- and better-performing schools that serve 9th through 12th-grade students, including schools' administrators, educators, and policy leaders' actions and efforts to influence underserved populations in the United States (Eberhardt, 2019). The experience challenges stakeholders to use new methods, such as reflecting and self-assessing, to determine the quality or inequality of instruction in the classroom and the practice and preparation in teacher certification programs.

From reflection, the lawmakers establish laws, namely acts and bills, to support inequality between students and social disparity. For example, the Missouri student transfer bill is a continuous improvement intervention under the measure by a Missouri Senate committee. The bill aims to assess intermediation practices, understand why continuous improvement intervention might work in Missouri, and give students better school opportunities. Although this report relates to struggling schools' impact and implementation, it intends to inform the public about how, where, and why policies might fail in better-performing schools, and historical perspectives and contexts are relevant in education. No cultural, economic, environmental, political, or social happenings influenced the researcher and this study.

Continuous Improvement in Public School Settings

Since the Senate Bill 380 Outstanding Schools Act (MO Rev Stat §167.131), the concern that Missouri students may transfer to an accredited district from an unaccredited one at the expense of struggling public schools troubled educators, parents, policymakers, and service providers. One of the most significant concerns of this student transfer law, before and after 2007, is that many lawmakers conceivably determined the transfer of resources by transportation and tuition costs without considering adequate accountability measures (Baxter & Ehren, 2021) and equitable funding policies (Backer, 2021; Pondiscio, 2020). These concerns may give rise to America's modern school choice movement (Ben-Porath & Johanek, 2019; Ravitch, 2016; Suitts, 2020). To better understand and support the struggling schools and the students' transfer experiences, one must comprehend aspects in the history of educational equity (Davis-Cotton, 2021;

Kozleski, 2020) and equality (Garcia, 2018; Grundy, 2017; Taylor & Francis Group, 2020) in the United States.

Table 1

History of Educational Equity in the United States

Equity	Explanation
14th Amendment (1868)	Citizens born or naturalized in the U.S. have equal protection under the law (U.S. Const. amend XIV).
<i>Plessey v. Ferguson</i> (1896)	U.S. law ruled “separate but equal” public facilities for the Black and White races (163 U.S. 537, 1896).
<i>Mendez v. Westminster</i> (1947)	U.S. Court of Appeals for the Ninth Circuit ruled that segregation in public schools is unconstitutional (United States Court).
<i>Brown v. Board of Education of Topeka</i> (1954)	U.S. Court ruled “separate educational facilities were inherently unequal” (347 U.S. 483, 1954; 349 U.S. 294, 1955).
Little Rock Nine (1957)	Nine Black students registered for school at all-White Central High School in Little Rock, Arkansas (Duchess, 2019; Eckford et al., 2018).
The Civil Rights Act of 1964	U.S. Law prohibited “discrimination based on race, color, religion or national origin” (42 U.S.C. §2000a et seq., 1964).
The Elementary and Secondary Education Act (1965)	The Elementary and Secondary Education Act provided additional resources for low-income students (Catania et al., 2021).

Title IX of the Education Amendments Act (1972)	“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (20 U.S.C. §1681-§1688, 1972).
<hr/>	
The Every Student Succeeds Act (2015)	U.S. law “aims to provide an equal opportunity for all students” (20 U.S.C. § 6301).

Note. Racial equity is the systematic fair, just, and equitable treatment of all people (The Annie E. Casey Foundation, 2020). The table shows essential benchmarks in the history of educational equity and equality in America.

The Missouri Senate Education Committee chair proposed a bill that would require low-performing school districts to close K-12 underperforming schools and transfer students to a better-performing school within the same district, effective August 2021. The Missouri Senate Bill 133 would amend Chapter 162, RSMo, related to low-performing schools' accountability requirements and target public schools performing in the bottom five percent for more than three years. The Missouri Department of Elementary and Secondary Education would publish a list of underperforming schools annually and use intensive support to classify a district with more than two struggling schools as provisionally accredited for more than two years. School districts that identify as struggling in the bottom five percent for three years over five years since 2018 would follow these actions by the end of the academic school year (162.209, RSMo):

- (1) Close the school and transfer students attending such school to a higher-performing school within the district;

(2) Develop a partnership with a nonprofit school operator to create an in-district charter school; or

(3) Reimburse any district or charter school that will allow students to transfer, an amount equal to the average per-pupil expenditure for the district.

The bill continued with a reprimand for struggling districts with more than 20% of students attending persistently struggling schools. In the end, the students would remain in the same struggling district.

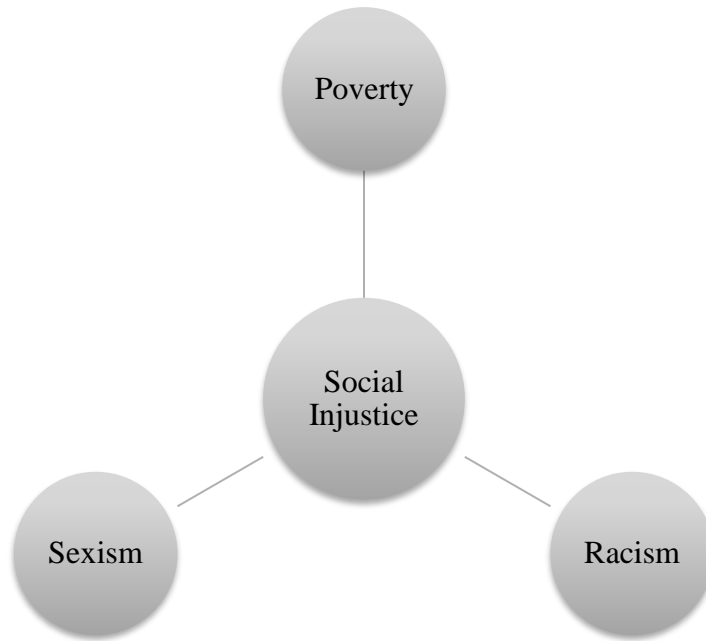
The Missouri Continuous Improvement Program is a comprehensive support and intervention plan that focuses on student needs and district performance. The plan's goal is to provide systemic changes in schools by identifying the trends in student performance. Instructional quality is one of the essential features of traditional public school settings and school-related factors, which influence student achievement. In this situation, teachers need new skills to address academic, behavioral, emotional, and social issues and provide positive developmental and learning experiences. According to the policies, a prescriptive approach to improve student achievement and create learners will not work.

Equality in Public School Settings

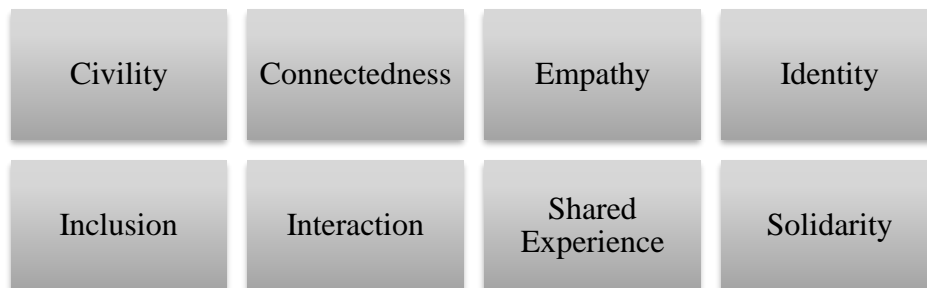
At the start of this research, a review of the current knowledge indicated scholarly literature essentially overlooked parents, students, and teachers' attitudes, experiences, and perspectives in analysis appropriate to the students' transfer from low- to better-performing schools. With only a few exceptions, numerous disciplines and sources failed to consider the significance of minority or low-income families; for instance, the countless challenges economically disadvantaged students faced in these ineffective and

effective school environments. This research's interest attributed to many factors, mainly culturally responsive, social-emotional, social justice, and trauma-responsive practices with children and families in America. These influences might direct our attention to the growth of systemic inequality, injustice, police brutality, and racism in most disadvantaged communities and bring together local, state, and national leaders with a commitment to improving partnerships, policies, and practices for all children.

The significant effect of social justice issues, in particular climate justice, equity, food and hunger insecurity, gun violence, healthcare, income gap, and racial injustice, is possibly found in every aspect of minority students' day-to-day lives and public education in American low- and better-performing schools, specifically Missouri. These everyday issues are opportunities to teach educators and students better communication, problem-solving, and social-emotional skills (Emdin, 2017; Price-Dennis & Sealey-Ruiz, 2021; Reay & Vincent, 2016). Administrators, educators, policy leaders, and service providers who intentionally adapt and respond to human needs use social justice experiences and perspectives as a tool to support a culturally responsive and empathetic school that focuses on each member of a community (Grant & Ray, 2018; Khalifa, 2018; Muhammad, 2020). Scholarly contributions must offer individuals opportunities to reflect on intolerance in communities, public and private institutions, and schools and create collective action strategies.

Figure 2*Social Justice in Education*

Note. This figure shows factors to social justice in education that impact student learning. America faces challenges, convergences, and opportunities, such as digital, economics, health, and media, which have exposed inequalities in education within society.

Figure 3*Examples of Community-Based Solutions*

Note. The figure displays illustrative examples of community-based solutions that can contribute to the reduction of educational inequities.

Research by Forde and Torrance (2021) addresses critical issues, such as discrimination, inequality, and marginalization, through the lens of equity. These issues relate to the divide between advantaged and disadvantaged communities (Robinson, 2017), racial identity (Bell, 2021; Berchini et al., 2020; Jardina, 2019; Kay, 2018), and racial politics (Diamond & Lewis, 2017; DiAngelo & Sensoy, 2019; Lyiscott, 2019; McWilliams, 2019; Wilson, 2021). In addition, some literature directs attention to critical race issues to provide evidence on politics, race discrimination, and social justice in education and the factors that last indefinitely, namely income, health, and economic mobility in the Black community (Goldblum & Shaddox, 2021; Murray, 2021).

The existing literature about the individuals, institutions, and communities in low- and better-performing schools is significant. It helps bring awareness and contributions about the student transfer issue to the public and clarifies the ongoing struggles for equity and equality education for all in a society grounded on different experiences for specific social groups, primarily characterized by race. Regardless of these accomplishments, scholarly sources rarely cite the contributions of students who transfer from unaccredited schools to accredited ones in Missouri. Except for local newspapers, which feature policies and perspectives about public education budgets per student and the warning signs in low-performing schools. Analysis of students' and teachers' experiences and perceptions is practically hidden.

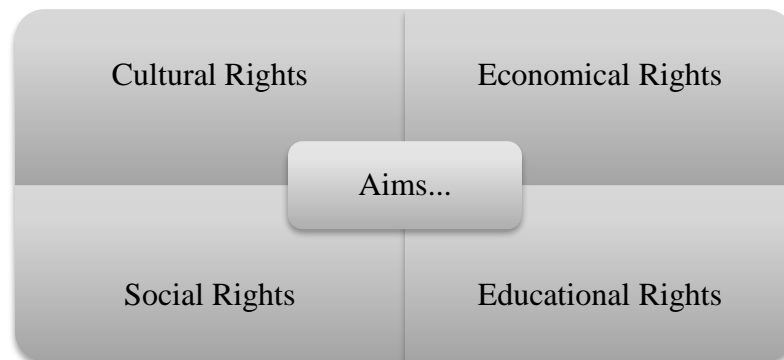
This literature review's primary purpose is to ascertain the cause of the student transfer and evidence that the effort to teach America is needed for such substantial research. The scholarly paper considers national and state governments' attitudes, methods, perspectives, strategies, and responsibilities to create an optimistic view of

public education's future (Ricci, 2018). Some of the current literature focuses on educational equity and equality barriers to determine an educational objective: ensure fair, impartial, and quality education for all students (Curenton et al., 2020; Halder, 2017). A few concentrate on constraints that minority or low-income families and communities face, such as crime and violence, inadequate school systems, poverty, and stigma surrounding mental health (Gaynor et al., 2021; Payne, 2018). This report takes into consideration notions of positivity and negativity bias from an advocate's approach to learners. These notions find a basis in prior literature about identity, diversity, justice, activism, and school districts' characteristics (Davis, 2016; Delpit, 2019). The analysis possibly offers insight into the Missouri policy action framework to improve individuals' and institutions' education delivery and outcome. It is essential to review the existing literature for compelling testimony that describes meaningful, critical conversations about school improvement and community and create a progressive and future-focused education system (Campbell Jones et al., 2020; Collado et al., 2021; Kay, 2018).

While this research will communicate to the reader the contribution Missouri educators, policymakers, and service providers make to the learning community, the students and parents telling their stories is the essential sign of hope to put things right across American schools and serve all students. Whether their stories will address causes, harms, needs, and roles remains to be seen. This research intends to provide sources that encourage individuals to empathize with minority, low-income families and understand public school teachers' challenges and practices. The literature will center on the challenges students face and explore school climate, communication, interaction, and other vital topics, including professional learning.

Figure 4

Social Justice Aims to Put Things Right in Education



Note: The above figure shows that social justice aims to prevent human rights abuse. To put things right requires that Americans stand up to unfair systems as they apply to individuals and communities within a society and commit to equitable opportunities and privileges that affect access to healthcare, housing, and safety.

Understanding the Crisis in Education

From past decades to the present time, the educating of low-income and minority students was not hidden. It is a public phenomenon, often announced through mass media to attract population members and receive an open acknowledgment. Racial and ethnic students, for example, Asian, Black, and Hispanic or Latino, face different barriers to academic and social outcomes, interactions, and relationships in the classroom (Jackson, 2019). However, this analysis considers them as colored or minority, because they are most likely to be adversely affected by segregation, namely economic consequences, higher crime and poverty rates, and linguistic, political, and social isolation in the 21st century (Acevedo-Garcia & McArdle, 2017). Overall, the Black experience in America, including extrajudicial killings, human rights, and slavery, contributes to significant changes in the education crisis (Anderson & Bolden, 2019;

McGhee, 2021). The laws, policies, practices, and stereotypes of embedded racial inequity in education during the slave period in the United States are memories that most White Americans would select to forget (Banaji & Greenwald, 2016; Brace & Davidson, 2018; DiAngelo, 2018; Kendi, 2019; Rothstein, 2017; Wilkerson, 2020). Conversely, for some Black Americans, the memory of Jim Crow laws—legalized racial segregation, lynching, and slavery is a divisive issue and causes emotional distress, grief, and profound discomfort (Anderson, 2017; Gates, 2019; Metzl, 2020; Winters, 2020). Americans, who want to achieve collective impact, support continuous improvement, sustain change, and understand better the crisis in education, need to recognize the importance of engaging and organizing as partners and discussing uncomfortable disagreements and truths about the responsibility and role of the individual in society (Avery et al., 2021; Blake et al., 2018; Board on Children, Youth, and Families et al., 2019; Frankenberg, 2019; Gooden et al., 2021; Ware, 2021). To disregard the origins of families would leave Americans with a fraudulent perspective of this society and the significance of the social disadvantage, discrimination, divide, and opportunity in urban communities where low-performing public schools exhibit racial inequality and injustice (Brown et al., 2017; Walker, 2020) and would perpetuate racism and segregation (Darity & Francis, 2021).

While the Jim Crow era is seldom depicted or discussed (Reece, 2021), it is one of the most racist practices and stereotypes of the Black American experience, and it symbolizes exclusion, hate, and implicit violence (Alexander, 2020; Glaude, 2017; O’Neal, 2018). The existence of colored and White-only signs (Pilgrim, 2015; Pilgrim, 2017) and the separation and segregation of colored and white people (Luxenberg, 2020)

is disbelief to individuals who are not familiar with the historical contexts and regular aspects of Black American life (Smith, 2017). It is not uncommon for some White Americans to embrace slavery, racism, and White supremacy (Brush, 2020) and remain consistent with societal privilege and particular benefit (McDermott, 2020; Roithmayr, 2021), considering the same economic, political, and social circumstances as other groups. Other White and some Black Americans consider it triggers controversy and is the intentional destruction of the Black family (Darity & Mullen, 2020). Despite the end of Jim Crow laws in the mid-1960s, the ongoing oppression, suffering, and terrorizing of people of color in public places and schools continue within a society in the 21st century marked by structural racism (Fidel, 2020; Hamilton-Manson et al., 2018; Oluo, 2019; Powell, 2021; Stern, 2021).

The research provides a brief history of racism. It looks at the past to inform the future. Relevance in this way helps Americans to process the information on a more knowledgeable level. The aim is to help manage change at all levels, explore how to partner for better impact, policies, school quality, and performance, and embrace readiness to pursue equity.

Key Points to Acknowledge

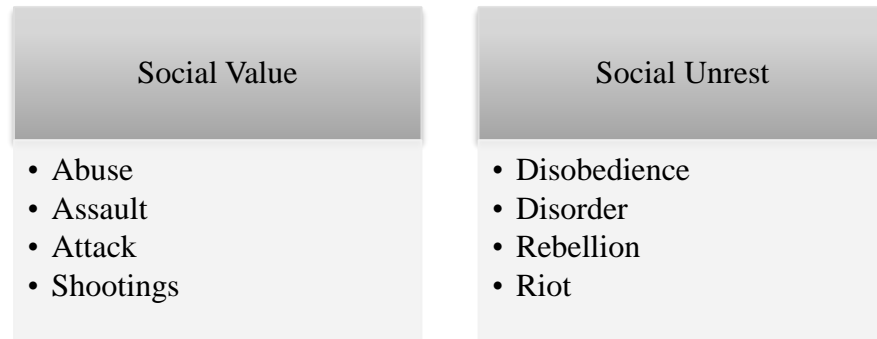
1. The core and essence of the marginalized, underprivileged, and unrepresented ancestors' experiences like repetitive social violence and social unrest can permeate generations and affect families emotionally and physically over time (Schwartz, 2017; Wolynn, 2017).
2. The long-term consequences of adverse childhood experiences, childhood trauma, and collective, historical, and intergenerational trauma change our

biological systems (Anda et al., 2020; Anderson et al., 2016; Arvitt & Hübl, 2020; Becker-Blease, 2017; Benner, 2019; Berger, 2019; Blitz et al., 2020; Chafouleas et al., 2019 & 2021; Gabrieli et al., 2018; Gascoigne & Roseby, 2021; Harris, 2019 & 2020; Menakem, 2017; Nakazawa, 2016; Rossen, 2020). In addition, chronic adversity impacts an individual's mental and physical health (Brewster, 2018; Jensen, 2019).

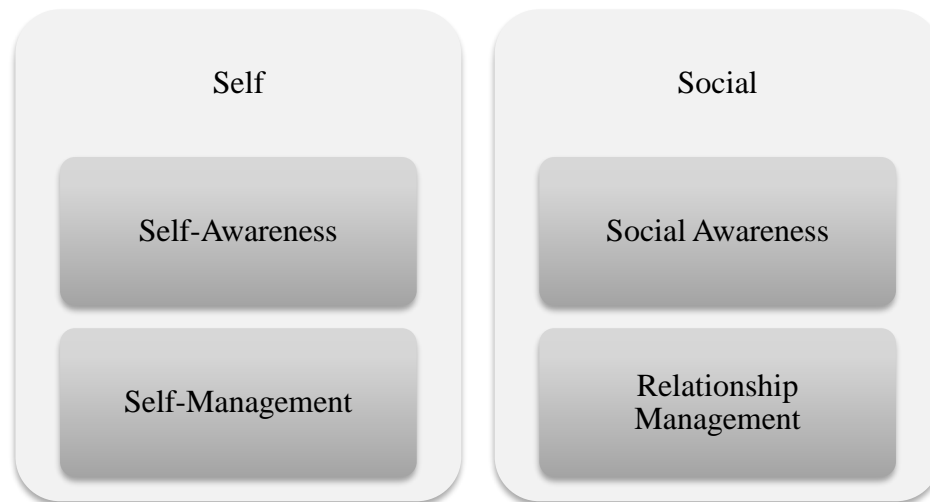
3. The anxiety, fear, and struggle to acquire knowledge, learn to read and write in the days of slavery must not be forgotten as Americans move into the future (Blain & Kendi, 2021; Kendi, 2017 & 2019; Riley, 2018; Rochester, 2018; Sue, 2016).
4. Americans show signs of mental anguish by not telling what happened during historical injustices and how the phenomena continue to manifest (Davis, 2019; DeWolf & Geddes, 2019; Evans & Vaandering, 2016; Love, 2020; Mayfield, 2020). It is vital to understand the damage and impact of unscrupulous behaviors, such as genocide, slavery, and torture for economic or ethnic reasons.
5. Many Americans are comfortless with political and social changes. However, our responsibility is to (1) create accountability with emotional intelligence—manage, understand, and use our actions, feelings, and thoughts, (2) develop pro-social behaviors, resolve conflict, and show empathy, (3) listen with positive intention, (4) establish a foundation of communication, connection, and security, and (5) express our own emotions, perspectives, and changes to cultivate individual and collective resilience for a more meaningful future. Americans must explore fundamental concepts, practices, and theories by facing adversity,

being in touch with our inner powers, and overcoming fear to empower and encourage both students and teachers to heal and be successful in education and life (DeHaan & MacDermid, 2017; Frey et al., 2019; Magee, 2019; Reece, 2020; Rowe, 2020; Singh, 2019).

6. Many Black Americans' alienation from society is heightened by disparities in our laws, public policies, and representation (Desmond, 2017; Fleischmann & Krebs, 2020; Levine, 2019; Moskowitz, 2018; Rodden, 2019; Trounstein, 2018), which impact how they build community with mutual accountability.
7. Belongingness is an emotional need to integrate into and be accepted, embraced, and respected in a social community (Cobb & Krownapple, 2019; DeMauro et al., 2019; Greene, 2016; Hall & Souers, 2016 & 18; Jennings, 2018; Martinez, 2021; Mussey, 2019; Selassie, 2020). It is a commitment done through daily interactions and involvement with others and the opportunity to become mindful of behavioral patterns between families, students, and teachers.
8. According to the Federal Bureau of Investigation (2019), there were 8,374 violent crime incidents and 10,667 offenses in Missouri. The data covers 35% of the state's total population.

Figure 5*Acts of Social Violence and Social Unrest*

Note: This figure expresses the acts of social violence and social unrest. Talking about the disturbances is complex, yet crucial, to comprehend the crisis in education, stop it from happening to future generations, and support survivors.

Figure 6*Emotional Intelligence Attributes*

Note: This figure indicates skills to connect and cope with our feelings, establish and maintain stronger relationships, set and achieve our goals, and make responsible decisions.

Segregated Schooling

In times of civil and social unrest, what role does race play in our school system? Does race have an impact on both students and the teachers in the classroom? How do students of color transfer from predominately Black, low-performing schools to predominately White, better-performing ones experience the educational, psychological, and social impact of discrimination? Researchers Darity et al. (2021) call into question whether students of color should remain predominately separate. Historically, racism negatively affects colored Americans who are systematically denied human rights through education and other racial criteria (Purdum-Cassidy & Scott, 2018).

What lessons might educators, policymakers, and service providers learn about students of color who transfer from a predominately Black, low-performing school to a predominately White, better-performing one? What might students of color tell us about the systemic racism they face in Missouri schools in the complex, ever-changing 21st century? Current school segregation studies focus on emotional, physical, and psychological maltreatment (Degruy, 2017) and racism and mental health equity (Carter & Pieterse, 2020). These factors may help shed light on the transfer students' academic and social outcomes and school relationships in the better-performing school and foster and measure them. Educators have a duty of care and value system to consider and investigate the factors and warning signs that affect and harm learning, ensure students' emotional and physical well-being, guide their behavior, and help students of color cope with traumatic events (Aguilar, 2020; Kwonapple, 2016).

What the Data Shows

The transfer is characteristic of scholarly discoveries that focus on this particular audience from existing studies regarding students. Customarily, minority and low-income families' influences are excluded through academic research. Further, this research attempts to explain and exemplify the historically marginalized, underrepresented, and underserved families from existing studies regarding student transfer. The absence is characteristic of social stories that focus on the following:

1. Student mobility affects learning (Markarian, 2020). As a result, Missouri is increasingly focused on student mobility.
2. School, family, and neighborhood influence student development (Emdin, 2021).
For that reason, educators must empower students to embrace themselves and their backgrounds. In addition, teachers must reimagine academic success and celebrate students' identities in the classroom.
3. Student learning is built on relationships and trust (MacKenzie, 2019).
4. It is essential to understand the current state policy norms (Hess & Noguera, 2021).

The research will serve as a systemic analysis of what is happening in communities, schools, and societies and a resource to empower and engage education and human services leaders by making findings known. In addition, the inquiry involves reviewing methods and quality improvement systems to serve better the families, students, and teachers (Kariya & Rappleye, 2020; Payne & Tucker, 2019; Picower, 2021).

Some Key Points to Remember

Across the nation, families, schools, and communities recognize social justice issues for their valuable contributions to student achievement. Moreover, studies suggest that educators, policymakers, and service providers who address and identify social, economic, and political factors that affect student achievement are significantly less at risk for student transfers (Rogers, 2019; Spring, 2021). At the same time, teachers must help students discern fact from fiction in the information they encounter (Hudgins & LaGarde, 2018).

Minority students' perceptions of the school environment concerning others, scholarly literature related to a range of contextual factors and biases that often measure socio-economic background, a deciding determinant to success and future life possibilities, is examined. How do teachers display cultural competence in a cross-cultural setting? First, teachers must use methods to encourage students to relate the course to cultural content (Hargreaves & Shirley, 2021). How can educators help? How can educators be of service? Finally, educators need to recognize bias and inequity that undermine educational engagement for students experiencing poverty (Banks, J. A. & Gorski, 2017).

Key Points about Equity in Education

- Equity in education provides every student with the resources needed to acquire the essential skills for success in the future. The issue is low-performing schools and classrooms do not have sufficient resources poured into them. Schools shut down due to performance. Students are assessed on lower-level thinking skills: multiple-choice, short-answer, and matching questions.

- Crucial conversations about racial identities are essential to remedy racial and ethnic divides in America (Tatum, 2017). Nevertheless, more than 60 years after *Brown v. Board of Education's* decision, segregation persists in Missouri's traditional public schools and neighborhoods.

Parent and Family Engagement in Education

Education systems must work with families to improve student outcomes.

However, before confronting that significant challenge, educators must consider the history of family and school collaboration affecting American schools and communities (Berger & Riojas-Cortez, 2019). In addition, the education system must identify who and what the family is and the knowledge that students acquire from their family. Finally, families exert influence or exercise authority over essential factors such as (1) student absenteeism, (2) reading material in the home, and (3) technology and television viewing habits related to the education of their students. For that reason, educators must address the diversity and cultural realities of the differences in the classroom (Beck & Robles de Melendez, 2018). In addition, educators must understand that family involvement goes beyond engaging in the classroom and teacher-directed activities and promote academic achievement across all income levels, racial lines, and school levels (Latunde, 2016).

Researchers suggest that families care about their students and want them to succeed (Morgan, 2016). In addition, families want to connect with communities and schools in their students' education but do not know how to build partnerships (Clark-Louque et al., 2019).

School Choice and Social Justice in Education

In Missouri, the choice of school depends significantly on where students live. However, parents have the power to make the best options for high-quality education, which will meet their students' needs, ensuring the students have an excellent educational future. Nevertheless, do transfer students have the same levels of opportunity and support in high-quality, better-performing schools than low-performing schools in failing communities that suffer economic, environmental, and social challenges? Is the level of support based on the transfer student's need or ability? Is the transfer student able to reach their true potential in high-quality schools?

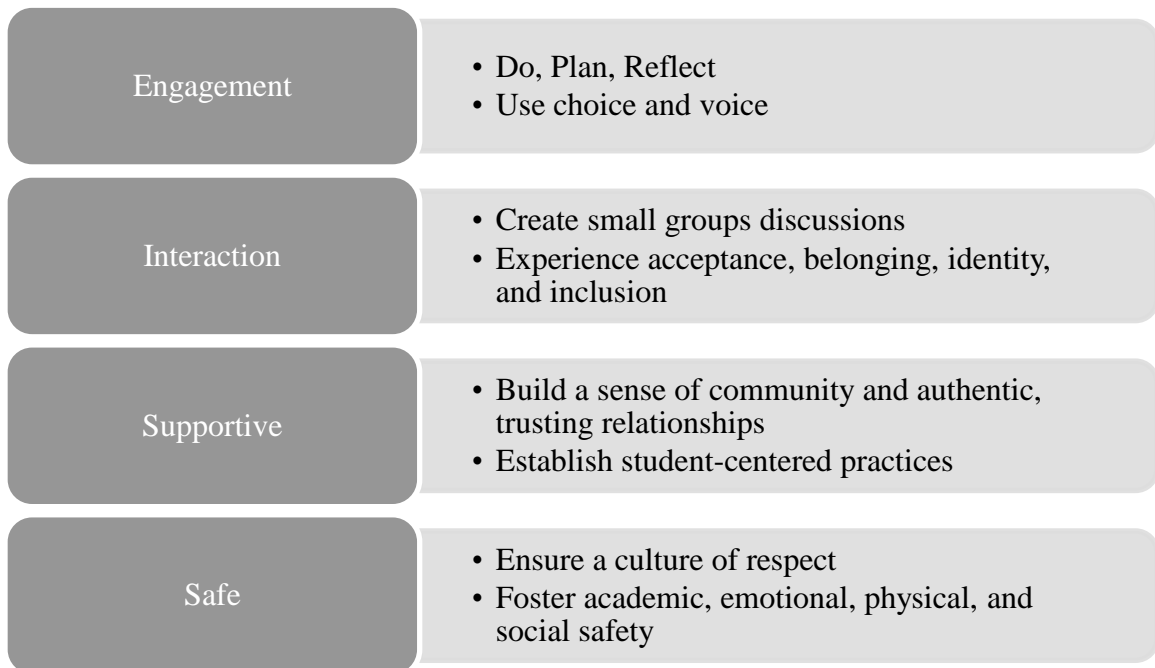
Researchers argue that all students have a real opportunity to become independent, self-sufficient people, feel safe and valued, and have a right to equality in education no matter their academic history, culture, gender identity, home language, individual challenges, race, or sexual orientation (Clark et al., 2021; Gruenert & Whitaker, 2017). In addition, researchers argue that the states use a benchmark of educational quality to utilize educational resources (Donohoo & Katz, 2019). Second, develop networks focusing on racial equity to achieve a different outcome in our communities and schools (Atkins & Oglesby, 2018). Finally, researchers argue that existing educational systems do not fare well against the criterion of social justice, yet this does not need to attack school choice (Venet, 2021). Instead, educators should lead and teach toward identity, skill, and intellectual development and provoke respectful dialogue about challenging topics such as advocacy, bias, discomfort, race, responsibility, and violence (Kleinrock, 2021).

Critical points:

- Racial equity benefits everyone (Livingston, 2021).
- Educators should teach responsibility and create caring cultures (Hass, 2020).
- Educators must respond to the impact of trauma and prevent trauma at school (Laningham et al., 2019; Zelenz, 2020).
- Inequality causes trauma, and schools heighten inequality and implement trauma-informed practices (Ferrara, 2020).

Figure 7

Environments and Systems in Education



Note: This figure indicates environments and systems students need to feel safe and supported to lead and learn and improve the quality of their school experience.

Summary

Missouri is charged with educating all students to high standards (Finn & Hess, 2004). However, in the past decade, Missouri low-performing schools were denied access to quality education, effective teachers, and high expectations for students based on a results-oriented culture and a school district's accountability to reach goals established in partnership by Missouri State Board of Education, Department of Secondary and Elementary Education, and Missouri legislature. Moreover, school funding and accountability created wide gaps in education between Missouri low-performing schools and better-performing schools. In this research, the students', parents', and teachers' perceptions and experiences in a transfer from an unaccredited to an accredited school district were profiled for schools, districts, and other networks to gain significant insight into school improvement and student achievement for the future of education in Missouri. In addition, the research explored what the Missouri public education system needs most to provide students in low-performing schools with a high-quality education and addressed individuals in better-performing schools that succeed.

Chapter Three: Methodology

Overview

In this chapter, the researcher gives the study's work plan and aims to provide practical strategies from better-performing schools for all learners, both individually and collectively. The ethnographic study describes, explains, and predicts the transfer students, their parents/guardians, and their teachers' experiences and perceptions for the future of education; and provides research information on education issues. The data-driven, innovative ideas seek to achieve inclusion at every level and help educators, policymakers, and service providers take evidence-based actions.

The students transferred from an unaccredited school district to an accredited one in Missouri's St. Louis area. This study investigated the students' cultural backdrop and compared learning thoroughly in urban and suburban settings to determine whether differences existed between different geographical areas. In addition, the study addressed social and academic adjustments in the better-performing schools and factors supporting the transfer students' transitions and academic progress to serve society. Finally, this study used interviews, observations, and surveys to create a strong collective narrative with students, parents/guardians, and teachers. For educational quality to improve, a personalized approach to education must be used regularly to ensure that every child can benefit from learning and better shape the future of education for the next generation (France, 2019; Wehmeyer, 2019).

Evidence suggested that many barriers to education remained from what happened or was done in the past to the present and must be recognized and addressed to improve children's outcomes (Schultz, 2019; McGuinn & Manna, 2013). These include

economic, social, cultural, and behavior barriers. However, society expected teaching and learning to happen in these situations: lack of teacher preparation-training needed to help children learn effectively, lack of funding for education, lack of learning materials, lack of accessible schools, living in a community at risk of conflict-exposed to violence, distance from home to school, and hunger and poor nutrition. This study aimed to transform how stakeholders approached the education system. The researcher wanted the study to focus on student, parent, and teacher attitudes, behaviors, and voices for an engaging educational experience and away from a focus on politics and controversy.

Measurements of the Study

Upon approval from the Institutional Review Board to conduct any research activity, the research proposal was emailed to several better-performing public school districts. When approval was obtained from the school district superintendent or representative, school principals were notified and given a research proposal and package. The package included an adult consent form (see Appendix D), child assent form (see Appendix E), and research study consent form (see Appendix F) on behalf of the minor with detailed information about the research study, participant's role, and researcher, and a flyer (see Appendix G). Despite the approval of the Institutional Review Board and the school district superintendent or representative, participants had the option to decline involvement in the research study. Also, the researcher emailed the Panorama Student Survey, Panorama Family-School Relations Survey, Panorama Teacher Survey, and interview questions to the school principal or representative. According to the Family Educational Rights and Privacy Act, the school principal or

representative protected the privacy of student participant education records and issued the flyer to students, parents, and teachers who met the research study criteria.

Interviews

The researcher interviewed participants within the first six weeks of the study. Although an unstructured interview, the researcher formed critical questions for the participants in advance. The participants answered the researcher's open-ended questions orally in person, by phone, and online for data collection. The responses revealed the participants' perspectives of the better-performing schools. The researcher used active listening to understand the participants' attitudes and feelings. The researcher informed participants that the topics (e.g., School Climate, Teacher-Student Relationships) selected for the interview were opportunities for giving feedback about experiences and perceptions of the school in general. The researcher interviewed 15 students and 10 parents/guardians and teachers combined, with no disqualification. Each interview lasted 30 to 60 minutes in length.

Observations

The researcher intended to observe three in-person classrooms and use an Informal Observation Form to document the students and teachers within the first six weeks of the 2021-2022 school year. The data collection plan included anything the researcher heard or observed while conducting the approximately 30-minute observations. For example, the data described the behaviors, events, and settings. In addition, the data helped draw inferences about the participants' perspectives reluctantly stated in the interview. The researcher avoided embarrassing details while reading the

detailed observational notes to analyze and develop ideas about categories, relationships, and themes.

Surveys

The surveys were created by Panorama Education and emailed to participants within the first eight weeks of this study. The Panorama Student Survey was specific to grade levels 9th through 12th. The student, parent/guardian, and teacher participants had at least five response options to questions rather than agree or disagree. The questions focused on by each survey were: Panorama Student Survey – A perception of teaching and learning, school climate; and Panorama Family-School Relations Survey, and Panorama Teacher Survey – A perception of public school life. In addition, the surveys measured family engagement, school fit, family support, learning behaviors, school climate, barriers to engagement, roles and responsibilities, school safety, and background questions. The survey estimated time was approximately 10 minutes.

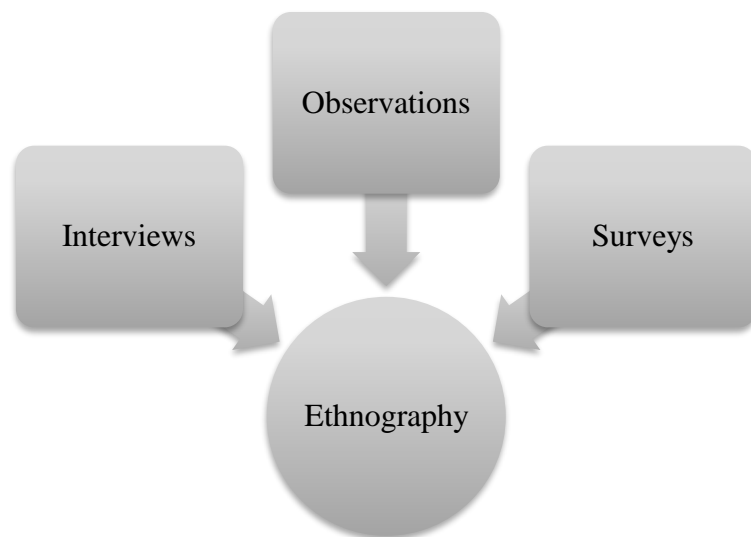
The researcher used surveys to get feedback and a clear picture of participants' attitudes, behaviors, and mindsets about transferring from one school to the following. The researcher reminded participants of the survey's use, anonymity and confidentiality, and lack of evaluation no later than week eight of the study. The participants contacted the researcher, the primary contact person, with questions about the surveys or the process. The researcher expected a minimum number of completed surveys with no disqualification: 25 Panorama Student Surveys and 18 Panorama Family-School Relations and Panorama Teacher Surveys; however, the researcher received 15 student surveys and 10 parent and teacher surveys. The researcher used the feedback from the

survey to discover development areas and guide future school district initiatives that focused on improving the experiences of students, parents, and teachers.

The participants accessed the surveys by direct email. First, students, parents/guardians, and teachers received an email with the survey attached. Then, directly from the email, participants printed or selected checkboxes on the survey, Microsoft Word document. Once the participant completed the survey, they returned it to the researcher. Parent/guardian participants completed one survey for each minor participant. The researcher wanted to allow the parent/guardian to provide feedback related to an individual minor participant. Therefore, the researcher emailed the survey to the parent/guardian participant if a minor participant did not have an email account, expecting the parent/guardian to share the link with their minor participant. The researcher assigned a pseudonym (example: Student 1, Parent 1, or Teacher 1) in the order received.

Figure 8

Qualitative Research Design



Note. The figure shows the main methods of data collection for this ethnographic study. The main aim is to explore and study the participants' first-hand experiences and perceptions and engage in data inquiry to reflect on outcomes in better-performing public school districts.

A summary of procedures the researcher used to collect and produce data includes:

- Contacted the better-performing school principal or representative to identify transfer students to study.
- Contacted the transfer students and their parents/guardians and teachers to discuss the study and determine their willingness to participate.
- Emailed and obtained an assent form and adult informed consent forms.
- Obtained an audio recorder to record the interview. Each interview lasted from 30 to 60 minutes.
- Provided participants with a pseudonym (example: Student 1, Parent 1, or Teacher 1).
- Emailed the Panorama Student Survey, Panorama Family-School Relationships Survey, and Panorama Teacher Survey created by Panorama Education to participants.
- Offered and scheduled a virtual meeting during the COVID-19 pandemic.

The selected better-performing public school districts employed teachers who met the standards to become certified as teachers in Missouri. This methodology section addressed the research questions, ethical concerns, reliability and validity, setting, participants, protection of human subjects, procedures, data analysis, and summary.

Research Questions

Questions to guide this study were:

Research Question 1: How do the transfer students perceive their **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 2: How do the transfer students perceive their **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 3: How do the parents of the transfer students perceive their child's **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 4: How do the parents of the transfer students perceive their child's **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 5: How do the teachers of the transfer students perceive **factors** supporting the transfer students' transition and academic progress? [Factors of interest include: teacher-student interaction, classroom experience, and social environment.]

Ethical Concerns, and Reliability and Validity

Ethical Concerns

The key ethical issues or concerns associated with this research study were the difficulties of (1) obtaining a participant consent form for adult participants and a parent consent form and an assent form for student participants, and (2) conducting on-site

research activities: classroom observations and interviews.

Reliability and Validity

The Panorama Student Survey, Panorama Family-School Relationships Survey, and Panorama Teacher Survey were created by Panorama Education and described a high degree of reliability and validity (Panorama Education, 2015). The whole Panorama Education Validity Brief was examined to understand the surveys' core attributes, development process, statistical properties, and validity evidence.

The unstructured interviews allowed every participant the freedom to share their experiences and perceptions and to answer the same set of open-ended questions in direct one-on-one communication with the researcher. All participants were treated the same: fair. The researcher had the same questions for every participant to compare detailed responses and trends observed easily. The researcher supported the participants as learners and teachers.

Study Setting

This study's setting was in three better-performing schools in the St. Louis area of Missouri attended by a diverse group of students who resided in low- and middle-class communities. Choosing these settings provided a sample that examined the urban-suburban differences in achievement between disadvantaged students and their more advanced peers. The school principal or other representative permitted research during a specific period. Data (i.e., interviews, observations, and surveys of students, their parents/guardians, and their teachers) were collected from all study settings.

The researcher followed the guidelines and visitor practices for classroom observation during this study and the COVID-19-related rules and regulations to limit

risk. Classroom protocols were intended to help many districts and schools ensure the health and safety of faculty, families, students, and others in Missouri's teaching and learning spaces. The researcher took precautions both inside and outside the classroom to prevent the spread of COVID-19 and ensure ethical research. In the spring 2020 school year, during COVID-19, in-person classroom observations were not approved. This study aimed to promote a safe and supportive environment. A question of central importance to the study: What was proposed for classroom observation during the COVID-19 pandemic? The researcher understood risks for public schools in the current COVID-19 environment, remained in close communication with the school principal or representative at the better-performing schools to stay informed about the present situations in the districts, and prepared for participants' safe return to school in the fall 2021-2022 school year. The researcher intended to conduct classroom observations in one to three better-performing schools in the fall 2021-2022 school year after the COVID-19 pandemic restrictions changed St. Louis City and County guidelines. Each observation would occur during a minimum of approximately 30 minutes of instruction in a classroom taught by a teacher with appropriate certification.

Table 2*COVID-19 in School District Communities among Ages 5-19*

Data represents all school-aged residents, ages 15-19, including non-public school students, in this study's school district's geographic boundary.

School	COVID-19 Cases Since 03/01/2020				COVID-19 Cases Beginning 05/13/2021 through 05/26/2021			
	Ages 5-19	Ages 5-9	Ages 10- 14	Ages 15- 19	Ages 5-19	Ages 5-9	Ages 10- 14	Ages 15- 19
Ladue School District Boundary	385	61	110	214	1-10	1-10	0	1-10
University City School District Boundary	249	54	70	125	1-10	1-10	1-10	1-10
Webster Groves School District Boundary	465	84	130	251	1-10	1-10	0	1-10

Note. Table adapted from the Missouri Department of Health & Senior Services, report as of 07/04/2021.

(<https://health.mo.gov/living/healthcondiseases/communicable/novel-coronavirus/data/public-health/school-districts.php>, n.d.).

Participants

In spring 2021, transfer students in three better-performing schools and their parents/guardians and teachers were recruited for this study to examine the effectiveness of the education systems. The 15 to 25 students and six to 18 adults within the collective high schools participated in the study. The researcher was nonparticipant, and involvement in the study setting included:

- Viewing the classroom and documenting what happened using an Informal Observation Form.
- Observing the research participants' (teacher-student) interaction, classroom

experience, and social environment. Unfortunately, due to the COVID-19 pandemic, the in-person classroom was not approved during the study period.

This study used fair and equitable treatment to decide whether to include or possibly exclude participants. The study involved participants less than 18 years-of-age and economically disadvantaged. Each participant's involvement was voluntary. The study ensured that participants and stakeholders were informed of how to access the results of the research. The inclusion criteria for a student participant comprised:

- A male or female
- Between 13 and 18 years-of-age
- In 9th through 12th grades
- Transferred from a low-performing school to a better-performing school in Missouri
- Completed one or more academic years at the better-performing school
- Unlikely to transfer during this study

No requirements were placed on the maximum number of years the student attended a low-performing school. All transfer students, regardless of ethnic, linguistic, socioeconomic backgrounds and diverse needs and abilities, and academic performance, were eligible to participate in this research. The inclusion criteria for an adult participant comprised:

- A male or female
- A parent/guardian or teacher of the student participant in the better-performing school

A participant was disqualified from this study if he or she:

- Did not provide informed consent to participate in the research.
- Was no longer willing to participate in the study.
- Was in the better-performing school for less than one academic year.
- Was likely to transfer or end employment during the study.

A flyer was emailed or delivered to the better-performing schools to inform and invite potential subjects to participate in the study. The school principal or representative was asked to distribute and post the flyer in a designated area at their school (e.g., community bulletin board, cafeteria, etcetera). The researcher followed the guidelines for posting and removing the flyer and the COVID-19-related rules and regulations to limit risk.

Protection of Human Subjects

The ethical principles and guidelines to protect human subjects were followed as identified by researchers of the Belmont Report (Sales & Folkman, 2000; Shore, 2007). Confidential information obtained during this study was treated as private and with respect. Data collection methods were used explicitly for this study's purposes. There were no interventions, personal harm, discomfort, or potential risk to participants for this study. The consent process began when the potential participant was contacted. The researcher:

- Emailed or called the school principal or representative to identify students to study and obtain student and adult participants' email addresses and phone numbers.
- Emailed or called the students, their parents/guardians, and teachers to discuss the study and determine their willingness to participate.

- Gave the participants information about everything that was required before, during, and after the study.
- Asked the participants if they would like to be part of the study.
- Asked the parent/guardian if they would consent on behalf of the minor to be part of the study.
- Emailed and obtained an assent form to/from student participants and an adult informed consent form to/from adult participants.
- Offered to mail the informed consent forms using the United States Postal Service and included a self-addressed stamped envelope that would be returned to the researcher's P.O. Box.

The study participants were unknown to the researcher, yet were informed that the researcher was conducting a study for research, and their identity would remain anonymous and confidential to protect and respect their privacy. In case of a data breach, the researcher would notify all participants. In addition, the researcher (a) treated information gathered directly from the student, parent/guardian, and teacher participants as confidential; (b) provided participants with a pseudonym (example: Student 1, Parent 1, or Teacher 1); (c) obtained appropriate informed consent forms; (d) protected information gathered and stored, which was located in the researcher's home; and (e) used security safeguards, such as a passcode on the portable personal computer and a secure location for standard file folders. The only people who could see the participants' data were members of the research team, qualified staff of Lindenwood University, and representatives of state or federal agencies.

Sample

There were numerous studies on ethnography and the value of ethnographic research, such as sample-size issues. The sample size included students (grades 9th-12th), their parent/guardian(s), and their teachers, based on a well-contained setting and large enough to obtain feedback. However, the minimum sample size was strongly debatable and little understood. Fraenkel et al. (2011) proposed that "the samples of persons studied by ethnographers are typically small (often only a few individuals, or a single class) and do not permit generalization to a larger population" (p. 511). The focus was to capture the whole picture and ensure data integrity and accuracy to support the study. The researcher used qualitative method-ethnographic research to gain enough information and a complete understanding of the participants' experiences and perceptions during the transfer from one school to another.

Study Procedures

Table 3

The Process

Research Question	Measurement Tool(s)	Frequency
RQ1: How do the transfer students perceive their social adjustments in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]	<ul style="list-style-type: none"> ● Email interview with student participants ● Observations within the learning environment of better-performing school ● Survey for student participants 	<ul style="list-style-type: none"> ● Once – Interview student participants within the first six weeks of study ● Once – Observe three classrooms within the first six weeks of the 2021-2022 school year ● Once – Administer student survey within the first eight weeks of study

<p>RQ2: How do the transfer students perceive their academic adjustments in the better-performing school? [Academic adjustment measured in academic performance and engagement.]</p>	<ul style="list-style-type: none"> ● Email interview with student participants ● Observations within the learning environment of better-performing school ● Survey for student participants ● Academic achievement and attendance of students in the better-performing school 	<ul style="list-style-type: none"> ● Once – Interview student participants within the first six weeks of study ● Once – Observe three classrooms within the first six weeks of the 2021-2022 school year ● Once – Administer student survey within the first eight weeks of study ● Once – Review Missouri Department of Elementary and Secondary Education data within the first 12 weeks of study
<p>RQ3: How do the parents of the transfer students perceive their child's social adjustments in the better performing school? [Social adjustment measured in connectedness with new teachers and new peers.]</p>	<ul style="list-style-type: none"> ● Email interview with parent participants ● Survey for parent participants 	<ul style="list-style-type: none"> ● Once – Interview parent participants within the first six weeks of study ● Once – Administer parent survey within the first eight weeks of study
<p>RQ4: How do the parents of the transfer students perceive their child's academic adjustments in the better performing school? [Academic adjustment measured in academic performance and engagement.]</p>	<ul style="list-style-type: none"> ● Email interview with student participants ● Survey for parent participants 	<ul style="list-style-type: none"> ● Once – Interview parent participants within the first six weeks of study ● Once – Administer parent survey within the first eight weeks of study
<p>RQ5: How do the teachers of the transfer students perceive factors</p>	<ul style="list-style-type: none"> ● Email interview with teacher participants 	<ul style="list-style-type: none"> ● Once – Interview teacher participants within the first six weeks of study

supporting the transfer students' transition and academic progress? [Factors of interest include: teacher-student interaction, classroom experience, and social environment.]	<ul style="list-style-type: none"> ● Observations within the learning environment of better-performing school ● Survey for teacher participants 	<ul style="list-style-type: none"> ● Once – Observe three classrooms within the first six weeks of the 2021-2022 school year ● Once – Administer teacher survey within the first eight weeks of study
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1. The researcher wanted the participants to feel comfortable, respected, and free to disclose life as a transfer student without being judged. The study researcher collected participants' informed consent forms and provided information about how the conversation and audio recording would be used, protected, and later destroyed. The participants received a pseudonym (example: Student 1, Parent 1, or Teacher 1) for this study and to tell the story behind their experiences. The study researcher emailed interview questions to participants.

2. The researcher intended to conduct a classroom observation within the first six weeks of the 2021-2022 school year at the better-performing school using an Informal Observation Form. The study participants were aware that the researcher was conducting the observation as part of the study, and the information was private and would remain anonymous and confidential to protect and respect their privacy. The observation took place during a minimum of 30 minutes of instruction in a classroom taught by a teacher with appropriate certification. The researcher observed the transfer students' teacher-student interaction, classroom experience, and social environment.

3. The researcher emailed the Panorama Student Survey, Panorama Family-School Relationships Survey, and Panorama Teacher Survey created by Panorama Education to participants within the first eight weeks of this study. There was one version of the

student survey that was specific to grade levels 9th through 12th. The student, parent/guardian, and teacher participants had at least five response options to questions rather than agree or disagree. The research questions focused on Student Survey – A perception of teaching and learning, school climate; and Parent and Teacher Surveys – A perception of public school life. The surveys measured family engagement, school fit, family support, learning behaviors, school climate, barriers to engagement, roles and responsibilities, school safety, and background questions. The researcher used surveys to get a clear picture of participants' attitudes, behaviors, and mindsets about transferring students from one school to the next and gather feedback for this study. The participants were reminded of the survey's use, anonymity and confidentiality, and lack of evaluation no later than week eight of the study. The researcher was the primary contact person for any questions about the surveys or the process used.

4. The researcher examined the Missouri Department of Elementary and Secondary Education's detailed reports to review and compare accountability data used to measure academic achievement, attendance, and graduation rate of low- and better-performing public school districts over the time the student has been in the transfer school.
5. First, the researcher examined the student participants' interview questions, the Informal Observation Form, and the participants' surveys for analysis. Secondly, the researcher examined each research question separately to access the views and outlooks of research participants and look for patterns and themes. Then, the study researcher coded for patterns and themes.

6. The researcher reviewed the study results and analyzed the data thematically (Fraenkel et al., 2011). The study's primary data analysis was transcribing and interpretation. There was no selected statistical test.

Data Analysis

The study was developed to examine the experiences and perceptions of transfer students and their parents/guardians and teachers in a better-performing public school district. The primary data sources for this study required data collection methods like interviews, observations, and surveys of students and their parents/guardians and their teachers to build a narrative to tell participants' stories in helping school districts assess educational quality. The analysis involved research literature in determining the impact of student learning and the differences between urban and suburban schools in the St. Louis area of Missouri. This study investigated perceptions and values related to teaching and learning to decide if differing cultures and backgrounds impact educational quality and student achievement. This study's other data sources investigated enrollment summaries, attendance rates, dropout rates, demographic data, and student-teacher ratios.

A standard file folder and an electronic file folder identified by a pseudonym (example: Student 1, Parent 1, or Teacher 1) were used to collect and organize data and protect and respect the participants' anonymity and confidentiality. Additionally, the folders contained the informed consent forms and written notes from observations and interviews. The source note information was kept in a separate standard file folder and a Microsoft Word file. The researcher saved all of the source notes until the study was approved.

The study involved audio to record, review and analyze data, such as research

interviews. The researcher recorded the research interviews on a digital voice recorder. The participants, qualified staff of Lindenwood University, and the researcher had access to this data. However, the participants' names nor any other identifying information was associated with the recordings. The researcher secured the data in a locked file cabinet and destroyed it after the study was approved. Video recordings were not involved.

The study examined the Missouri Department of Elementary and Secondary Education's detailed reports to review and compare accountability data used to measure academic achievement, attendance, and graduation rate of low- and better-performing public school districts. The researcher conducted a thematic analysis and used Microsoft Excel for the survey data. After analyzing the survey data, the researcher interpreted the results.

Summary

In 2007 and 2014, Missouri public school districts in the St. Louis area experienced the loss of accreditation. As a result, students from low- to better-performing schools transferred. The better-performing schools faced the challenge of how to go about teaching all students successfully, which reflected the current educational standards-aligned systems with educational expectations and methods. First, the researcher considered the schools' students' academic achievement, demographics, and socioeconomic status. Then, the researcher recruited transfer students, their parents/guardians, and teachers to partake in this study and measured their perceptions of social and academic adjustments like engagement, interaction, and learning environment in the better-performing schools. The researcher aimed to collect data (i.e., interviews, observations, and surveys) that showed the pattern of social and academic differences in

schooling outcomes by economic class and some factors for those differences within external urban spaces, such as inequalities in public schools. The student transfer experience required the public to understand racial and ethnic disparities in education, the social context within the classrooms, and how often policymakers addressed educational equity in American public schools.

The COVID-19 pandemic affected practically every facet of life, including the education community and some research processes. In 2020-2021, the pandemic caused a halt to the schools' visitor policy. However, participants adjusted their schedules willingly, and the research study continued in the new abnormal conditions. The researcher designed an effective strategic plan and adapted it to the COVID-19 pandemic in school settings, like classroom observations. This process allowed the researcher to conduct other aspects of the study under the safest conditions. The researcher practiced social distancing, regularly testing for COVID-19, and wearing personal protective equipment to prevent disease transmission to the community.

Chapter Four: Results

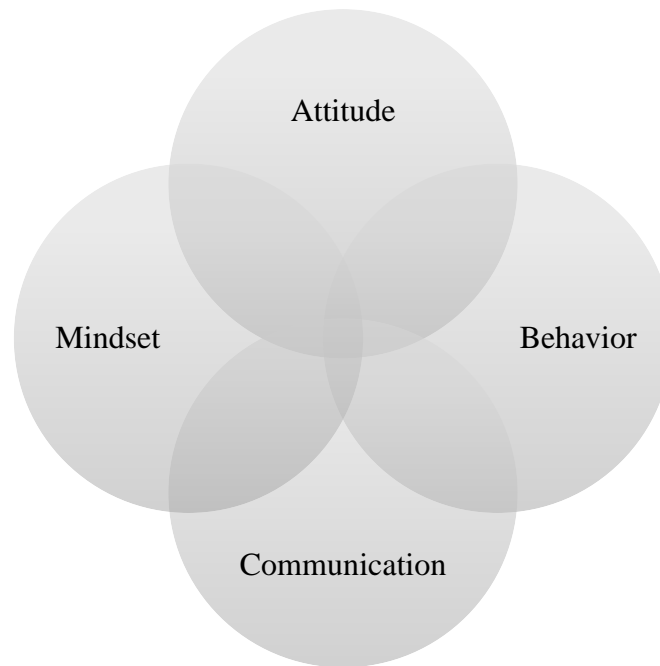
Overview

Chapter three provided the contextual framework for this study and demonstrated that more innovation- and flexibility-like supports were delivered to the participants due to challenges and limitations during the COVID-19 pandemic than pre- and post-pandemic (Achieng-Evensen et al., 2021). The pandemic raised questions about access to classroom observations and changed how the research was done in education systems across America (Bongaardt & Lee, 2021). As a result, the researcher prioritized the study measures completed in the 2020-2021 school year and planned to conclude the study in person in the 2021-2022 school year. Due to the Missouri schools shutdown, all students, parents/guardians, and teachers' activities transitioned to remote learning. The researcher's theory explained how the loss of enrichment opportunities, reduced access to educational opportunities, and trauma experiences impacted teaching and learning before, during, and likely after, the pandemic. The participants' experiences and perceptions contributed to the theory development through the pandemic and other times of history. The researcher focused on the critical elements of attitude, behavior, communication, and mindset to develop a strong understanding of the participants' experiences and perceptions during the transfer from one school to another.

Kafele (2013) made the case that the attitude gap that affects underperforming students could be closed if educators focused on:

- The teacher's attitude toward students
- The teacher's relationship with students
- The teacher's compassion for students

- The learning environment
- The cultural relevance of instruction.

Figure 9*Change in Public Education*

Note: The figure shows outside forces that are not always supported or understood by teachers. The impact of change with keen insights about experiences and perceptions promotes a more profound, progressive approach to teaching and learning (Fine & Mehta, 2020).

Getting Started with the Results

This chapter is intended to help guide educators, parents, policymakers, and service providers through understanding the results received in the data collection. The researcher used the Panorama Student Survey, Family-Relationships Survey, and Panorama Teacher Survey to measure family engagement, school and classroom climate,

staff satisfaction, student social-emotional learning, and teaching and learning. In addition, the researcher used other methods to gather valid and reliable perception data on particular critical classroom-, or school-level topics.

The data collection:

- Surveys were completed on paper or online using Microsoft Word.
- Interviews were completed orally in person, by phone, and online.
- Observations were intended to be completed in person.

The key areas or topics of participants' perceptions:

- **Belonging** – students are valued members of the school community.
- **Climate** – the feel of a classroom and school, including physical, psychological, and social aspects.
- **Engagement** – students' affective, behavioral, and cognitive investment in the classroom, school, and subject.
- **Grit** – students' courage and perseverance through setbacks to accomplish a goal.
- **Mindset** – students' potential to change factors central to their performance in a classroom and school.
- **Pedagogical Effectiveness** – students achieve learning outcomes and realize their full educational potential from a particular teacher.
- **Rigorous Expectation** – teachers challenge students with high expectations for effort, performance, persistence, and understanding in class.
- **Safety** – students feel emotionally and physically safe at school and school-related activities.

- **Teacher-Student Relationships** – the academic and social connection between students and teachers.
- **Valuing** – how vital a particular classroom or school subject seems to the student.

Each topic is measured using several questions for the participants to answer. The answers are recorded anonymously and confidentially to protect and respect the participants' privacy. Therefore, who and how participants respond to the questions is secretive. However, participants, district-level administrators, school-level administrators, and qualified staff of Lindenwood University have access to the study results. The target population was students who transferred from low- to better-performing schools.

Figure 10

The Subject of the Study



Note. The figure represents the study's settings and participants.

Predicting the Results

The feedback allowed the researcher to compare and predict what the participants were experiencing, including the researcher. The researcher and participants had similar feelings on some topics, and other topics differed. The other topics generated a learning moment driven by the research questions (Efron & Ravid, 2019) and the untold stories of

the fundamental flaw in our education system, like the history and research of America's education crisis (Marzano, 2017; Wexler, 2020). The researcher expected the data to show strengths like higher-quality professional development, integrating social-emotional competence and development into classroom instruction for unmotivated students, and reducing the anxiety students feel in our ever-changing academic and social environment (Mendler, 2021). In addition, the areas for growth that administrators, educators, policymakers, and reformers overlooked and the public and parents remained unaware. The researcher had been most curious to learn from the feedback if participants changed their ingrained habits.

Understanding the Results

The topics represented questions that measured the same essential issues in classrooms or schools across America. The topic breakdowns showed how different participants responded on the same topic and identified differences in how participants experience better-performing schools. Unfortunately, the researcher assigned a pseudonym to the participants to hide the study setting and effectively portray the participants' stories for the human element. In addition, the pseudonym differentiated between groups, which made it less able to track the participants. Therefore, the report does not show results against comparing distinct school districts selected for this study from the participants. According to Bosma et al. (2019), confidentiality can be made helpful to research analysis. Overall, the results included considerable representation across various grade levels and racial groups at diverse public high schools in Missouri.

Reading the Results

The researcher looked at the perception data and noticed the highest and lowest percent auspicious, answer distribution, and particular answer choices. Then, the researcher noted the participants' answers and remained unemotionally unattached to understand the results genuinely. Finally, the researcher theorized what the answers suggested about strengths and improvements. The participants identified the most significant strengths and areas of improvement (see Tables 4, 5, and 6 for specifics). The feedback did not differ significantly from what the researcher expected.

The better-performing school community has access to high-quality learning opportunities for all learners. Additionally, the school community promotes the optimal development of educators and students for academic, emotional, physical, and social success. Thus, the researcher is most surprised that change happened in attitude, behavior, and communication in the school family around students from low-performing public school communities who lack access to high-quality development and opportunities. According to the state departments of education across America, most students of color are not at grade level, particularly mathematics and reading, and likely drop out of school. Additionally, at risk of entering the school-to-prison pipeline. The results show that the participants use an empowered mindset to build positive relationships and create positive classroom and school high expectations and culture (Borrero, 2018).

Surveys

In Tables 4, 5, and 6, the researcher made a significant discovery: When teachers collaboratively, comprehensively, and regularly approach the moral and ethical aspects of

teaching for the practice of classroom and social interaction, wide-scale school improvement happens. In addition, the data collection, like student, parent, and teacher survey results, indicated a positive school climate promotes mutual fairness, respect, and trust. Finally, the data analysis helped develop a deeper understanding of the participants and the better-performing schools and systems outcomes. The researcher learned that the schools' concepts are diverse and similar, and the teachers are role models and have an essential part in developing social and emotional learning and resources.

Table 4

Strengths and Areas of Improvement – Panorama Student Survey

The Classroom and Teaching Key Areas	Percent	The School Key Areas	Percent
Pedagogical Effectiveness	90.67%	School Rigorous Expectations	96%
Classroom Climate	100%	School Engagement	89.33%
Classroom Rigorous Expectations	93%	School Teacher-Student Relationship	90.67%
Classroom Engagement	88%	School Belonging	90.67%
Classroom Teacher-Student Relationship	89.33%	Valuing School	85.33%
Classroom Belonging	93.33%	School Learning Strategies	84%
Valuing of Subject	85.33%	School Mindset	95.78%
Classroom Learning Strategies	86.67%		
Classroom Mindset	94.44%		

Note. The table shows the percent of student participants who answered questions in the affirmative about their perceptions of teaching and learning in a specific class and school in general. The total number of participants is 15. The key areas have at least five response options like “Do not matter at all,” “Matter a little bit,” “Matter somewhat,” “Matter quite a bit,” or “Matter a tremendous amount.”

Table 5*Strengths and Areas of Improvement – Panorama Family-School Relationships Survey*

Key Areas	Percent
Family Engagement	48.33%
School Fit	90.83%
Family Support	83.57%
Learning Barriers	
Positive Learning Behaviors	83%
Negative Learning Behaviors	33.33%
Barriers to Engagement	25.77%

Note. The table shows key areas or topics representing parent/guardian participants' responses to school issues and the percent they answered. The topics have at least five response options like “Not at all involved,” “Slightly involved,” “Somewhat involved,” “Quite involved,” or “Extremely involved.”

The total number of participants who answered questions in the median with answer choices like “Every few months,” “Some belonging,” “Sometimes,” or “Somewhat involved” is four. The median percentage result is 41.46% ($17\text{-median responses}/41\text{-output value} [\text{total responses in this table}] = 0.41463415 * 100 = 41.46$). Negative Learning Behaviors and Barriers to Engagement have a low percent; however, they are affirmative.

Table 6*Strengths and Areas of Improvement – Panorama Teacher Survey*

Key Areas	Percent
Professional Learning	100%
Feedback and Coaching	100%
Staff-Leadership Relationships	100%
School Leadership	100%
Teaching	0%
Faculty Growth Mindset	100%
Staff-Family Relationship	90.48%
Evaluation Teacher	100%
Student Mindset	100%
Resources	0%

Note. The table shows the percent of teacher participants who answered questions in the affirmative about key areas or topics. The 0% is favorable. For example, teaching perception is the impact of testing on teachers' and students' achievement. The key area has five response options like "Almost no pressure," "A little bit of pressure," "Some pressure," "Quite a bit of pressure," or "A tremendous amount of pressure." Resources perception is the adequacy of the school's funds. Again, the key area has five response options like "Does not struggle at all," "Struggles a little," "Struggles more," "Struggles quite a bit," or "Struggles a tremendous amount."

In Table 7, the researcher looked at the critical role of school climate and grit in better-performing schools as innovations and strategies to succeed. In addition, displayed are the attitudes, perceptions, and relationships among students, parents, and teachers. Finally, the researcher learned from this collective group that these practical innovations and strategies increase the effectiveness in schools when cultural concerns and character development are addressed, implemented, and supported.

Table 7*Comparing Topics across All Participants*

Key Areas	Percent		
	Students	Parents	Teachers
School Climate	92.38%	93.57%	96.30%
Grit	93.33%	94.17%	100%

Note. In the table, multiple groups of participants answered questions on the same topic.

The researcher examined the surveys and noticed that 46.67% of student participants answered in the affirmative to the questions about school climate with answer choices like “Very positive” and 53.33% “Somewhat positive.” The number of participants who responded this way was 15, and the response options were seven. The parent/guardian participants answered 67.86% favorable to the questions with answer choices like “Extremely motivating,” “Extremely well,” or “A tremendous amount of respect.” In addition, 32.14% “Quite motivating,” “Quite well,” or “Quite a bit of respect.” The number of participants who responded this way was four, and the response options were five. Finally, 81.48% of teacher participants answered positively to the questions with answer choices like “Extremely supportive,” “Extremely respectful,” or “Trusted a tremendous amount” and 18.52% “Quite supportive,” “Quite respectful,” or “Trusted quite a bit.” Again, the number of participants who responded this way was six, and the response options were five. This topic questioned the participants’ perceptions of the overall social and learning school climate.

To get the percentage solution, the researcher determined the response option value (1-7, the minimum to maximum) multiplied by the number of student participants

equals the output value of 100. Then, the researcher divided the number of participants who answered in the affirmative by the response option value. This equation gave the researcher the product. Finally, the researcher multiplied the product by 100 to get the percent. For example, 7 (maximum response option value) * 15 (the number of student participants) = 105 (the output value); 7 (the number of student participants who answered affirmative) * 7 (the response option value) = 49; $49/105 = 0.46666667$; $0.46666667 * 100 = 46.67\%$. Another option is 7 (the number of student participants who answered to the maximum response option value) divided by 15 (the number of student participants) = 0.46666667 ; $0.46666667 * 100 = 46.67\%$.

The researcher noticed that student transfer experiences and perceptions in Missouri caused many schools to reexamine their diversity, equity, and inclusion priorities to close the gap. In addition, identify communities to connect with and change the narrative for the future of education. The data collection showed administrators' and teachers' mission to make educational equity in classrooms and schools. Gray (2020) identified issues and offered necessary, rigorous, substantive solutions to construct an equitable classroom. The researcher noted that the participants' responses served as a lens to help educators, parents, policymakers, and service providers see strengths and areas for growth (Conyers & Wilson, 2020; Ricci, 2018).

The researcher noted that 66.67% of student participants answered in the affirmative to the questions about grit with answer choices like "Extremely well" and 33.33% "Quite likely." The number of participants who responded this way was 15, and the response options were five. The parent/guardian participants answered 70.83% favorable to the questions with answer choices like "Extremely well," "Almost always,"

or “Extremely likely.” In addition, 29.17% of the parent/guardian participants answered “Quite well,” “Frequently,” or “Quite likely.” The number of participants who responded this way was four, and the response options were five. Finally, 100% of teacher participants answered positively to the questions with answer choices like “Extremely well,” “Extremely likely,” or “Extremely focused.” This topic questioned the participants' perceptions of how students persevere through setbacks to achieve significant long-term goals. The participants' answers demonstrated the understanding of courage, resilience, passion, perseverance, and purpose, and willingness to do better in life in a world of constant change (Brown, 2018; Duckworth, 2017 & 2018; Stout, 2020; Tate, 2020). In addition, the answers showed the work of participants who invested in their purpose, full potential (Kanold, 2021).

In Table 8, the researcher examined the outcomes on school safety. Again, school practices and procedures made a difference among the students and parents in the better-performing public settings. In addition, the researcher discovered that the procedures were straightforward in each respective district. Furthermore, cooperative, safe, and welcoming schoolwide cultures and environments that nurture social and emotional wellness improved academic and life achievement for students. The better-performing schools achieved what all schools have every opportunity of becoming: a successful school system with efforts to educate and support learners by any means and demographics.

Table 8*Comparing Topics across Student and Parent Participants*

Scale: School Safety is the overall perception of a student's physical and psychological wellbeing.

Question	Response Option				
How often do you worry about violence at your (child's) school?	<input checked="" type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost Always

Note. In the table, student and parent participants answer a question on the same topic of the survey. The answer to the question was affirmative. School Safety was the only scale to make a comparison between the outcome of student and parent participants.

Once again, the better-performing schools exhibited how simple practices and structures produced astounding results. In Table 9, parents and teachers focused on the significance of efficacy. The researcher discovered that students, parents, and teachers' ideas, questions, and voices were sought and heard collaboratively. In addition, the collaboration and interaction between the family and school contributed to student learning and aligned with their needs. The scheduled and structured teamwork approach developed confident, consistent, effective, and respectful patterns and partnerships.

Table 9*Comparing Topics across Parent and Teacher Participants*

Key Areas	Perception	Percent
Family Efficacy	The level of confidence a family has in essential parenting skills.	87.14%
Teaching Efficacy	The level of confidence a teacher has in their professional strengths and areas for growth.	100%

Note. The table shows key areas or topics, perceptions, and percents of parent/guardian and teacher participants who answered questions about efficacy in the affirmative. The topics have at least five response options like “Not confident at all,” “Slightly confident,” “Somewhat confident,” “Quite confident,” or “Extremely confident.”

Four parent participants answered questions. The median percentage result is 41.46% (17-median responses/41-output value [total responses in this table] = $0.41463415 * 100 = 41.46$). Family Engagement percent is 1.67% lesser than the median. Negative Learning Behaviors and Barriers to Engagement have a low percent; however, they are affirmative.

Interviews

The researcher conducted 20 interviews based on the inclusion criteria for a student, parent/guardian, and teacher participant defined in Chapter Three. Each unstructured interview lasted 30 to 60 minutes and allowed participants to share their experiences and perceptions in better-performing schools and answer powerful open-ended questions in direct one-on-one communication with the researcher. The researcher

asked the same questions in precisely the same order and way to each participant. The researcher used questions created by Panorama Education to navigate the crucial conversation and make a simple framework to build a culture of connection, safety, and trust. The following research questions guided the communication:

Research questions to guide this study:

Research Question 1: How do the transfer students perceive their **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 2: How do the transfer students perceive their **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 3: How do the parents of the transfer students perceive their child's **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 4: How do the parents of the transfer students perceive their child's **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 5: How do the teachers of the transfer students perceive **factors** supporting the transfer students' transition and academic progress? [Factors of interest include: teacher-student interaction, classroom experience, and social environment.]

Research Question 1 – Social Adjustments

The transfer students perceived their social adjustments in the better-performing

school as more pressure. Moreover, transfer students identified interaction with individuals from different cultural backgrounds in the new school environment as reality and established relationships based on benefit to the classroom and personal fulfillment. Finally, the transfer students expected the better-performing schools to create an environment conducive to their whole development and examine their family experiences as risk factors—negative influences—for school adjustment.

The transfer students, parents/guardians, and teachers addressed the issues of educational equity and social-class diversity and faced the challenges of school adjustment and outcome, including changes in attitudes, behaviors, and expectations, together. Ultimately, the transfer students understood perspective-taking, an alternative point of view, and developed cognitive, compassionate, and emotional skills. In addition, they cultivated empathy, healthy relationships, and social connections with their peers and teachers in the classroom. As a result, the researcher found a positive relationship between academic performance and social adjustment in better-performing schools.

Research Question 2 – Academic Adjustments

The transfer students perceived their academic adjustments in the better-performing school as organized with mainstream American cultural beliefs and values. Therefore, the transfer students experienced cultural barriers and conflicts in the classroom. Transfer students shared these poor experiences with teachers, and together the class learned to recognize or respect differences in backgrounds, norms, and values depending on the situation and context. These involvements helped the transfer students with formal and informal learning, reflecting on personal views related to assessment and instruction, and socially interacting. Ultimately, through accommodation and

assimilation, transfer students linked their prior knowledge and selected necessary strategies to complete academic responsibilities and feel worthy.

As a result, the researcher found positive perspectives on academic adjustments in better-performing schools. The perspectives included authentic learning experiences for transfer students and problem-solving under adult guidance or in collaboration with peers until the transfer students could work independently to achieve.

Research Question 3 – Social Adjustments

The parents of the transfer students perceived their child's social adjustments in the better-performing school as a successful partnership for students with a wide variety of diverse, human needs. The transfer students and their parents learned the practices of better-performing schools and then managed the transition. In addition, the schools held informed orientations about extracurricular activities, procedures, school rules, and special support services to build structured relationships. Parents, peers, and teachers encouraged transfer students to participate in strongly influenced activities and patterns that made them more visible and identify with misinterpretation. Finally, the parents supported and set expectations consistent with those for the new environment.

Unfortunately, some families from diverse ethnic, cultural, or linguistic groups had literacy and other issues like parent-child relationships that socially impacted parents' engaging in their child's education. However, the percentage was low, and most parents connected with the school and attended school functions, such as parent-teacher conferences and sporting events. In addition, the researcher found that most parents and transfer students had a consistent and positive connection. As a result, transfer students initiated social interaction with peers and teachers. Whatever the parent-child

relationship, parents sought out information to help their children feel safe and encouraged them to participate in school activities. Parental involvement extended beyond the classroom and teacher-directed activities.

Research Question 4 – Academic Adjustments

The parents of the transfer students perceived their child's academic adjustments in the better-performing school as growing and learning with connections to their peers and teachers. Though recommended, all teachers do not know the unique characteristics of culture, ethnicity, and language. As a result, few parents and students experienced teachers making generalizations about a particular group that did not pertain to every individual, such as the broader perceptions about Black people tied to Black students like literacy assessment, participation in their children's education and their decision-making, special education, and vulnerable community and family structures. The generalizations varied widely regarding awareness, characteristics, and traditions believed to influence students' academic performances. In addition, few parents believed some teachers trivialized and misrepresented American ethnic experiences and groups.

However, other parents believed some teachers looked for similarities and differences regarding educational, cultural, or social adjustments rather than standards identified within American norms and values. As a result, these teachers modified teaching practices to suit the needs of various types of intelligence. In addition, these teachers modeled the ease of communication. For example, the teachers took the extra time to write lesson plans that engaged parents beyond a consent giver and the family's academic and social historian. They shared their excellent work and positive results with peers and created partnerships. Parents reported that teachers tried daily to reflect on

transfer students' overall development and expand learning and opportunities, directly impacting everyone's future.

The researcher found that transfer students preferred communalism, classroom practices, and solving problems related to their survival in difficult situations. In addition, the teachers leveraged the power of quality in better-performing school learning programs. For example, the teachers made an education improvement toolbox that included varied and diverse essential strategies to make a positive educational difference for students, families, schools, and the community.

Research Question 5 – Factors

Teachers in better-performing schools agreed that the challenges and risk factors of exposure to violence, poverty, and substance abuse might be daily concerns for a significant number of transfer students and their families. In addition, teachers understood that their powers like acceptance, intention, and unity could help transfer students and their families become resilient when exposed to adverse experiences and strengthen protective factors—positive influences. However, some transfer students required special considerations from teachers to promote cognitive skills, high self-esteem, relationships with others, and resilience. In addition, teachers focused on transfer students' healthy connections, problem-solving, and safety. Teachers offered empathy, encouragement, and choices and integrated cognitive, cultural, emotional, social, and physical learning in the classroom.

Interview questions to guide this data analysis:

Student:

Interview Question 1: What is your best idea for how groups of people at this school could get along with each other better?

Interview Question 2: What are two things that this school could do to improve? Please be as specific as possible.

Interview Question 3: What are two things this school does well that it should continue to do? Please be as specific as possible.

Interview Question 4: What is the biggest thing that gets in the way of people at this school getting along with each other better?

Interview Question 5: What goals are you most excited to achieve by the end of this school year?

Interview Question 6: What is the most significant barrier that stands between you and achieving this goal?

Interview Question 7: Please list a concrete strategy that you can use to overcome the barriers to reaching your most important goal.

Interview Question 8: What is one thing that students could do at school to make it feel safe?

Parent/Guardian:

Interview Question 1: What 1-2 steps could your school take to improve the school's social climate for students?

Interview Question 2: What is the best thing your school does to help parents become involved?

Interview Question 3: What would you change if you could change one aspect of your child's school to help him/her learn more? Why?

Interview Question 4: What changes could your school make to help your child feel like the school is an excellent fit for him/her?

Interview Question 5: What does the school do well in helping you support your child?

Interview Question 6: What sorts of things might help you feel more confident about your role as a parent?

Interview Question 7: What are the most important things your child's school does to create a positive social climate for students?

Interview Question 8: What is the biggest obstacle that prevents you from getting more involved at your child's school?

Interview Question 9: What is the most important thing for a school to ensure that all children succeed?

Teacher:

Interview Question 1: What are the most important aspects of working at your school?

Interview Question 2: If you could change anything about working at your school, what would you change?

Interview Question 3: For how many years do you plan to stay as a teaching professional?

Interview Question 4: For how many years do you plan to continue teaching in this district?

Table 10*Interview Guide*

Activity	Comments/Questions	Approximate Time
Introduction	<ul style="list-style-type: none"> • Introduce the researcher. • Provide a brief overview. • Express the objective of the interview. • Review the interview method, use of data, and confidentiality. 	10 minutes
Topics/Questions	<ul style="list-style-type: none"> • Family engagement • School fit • Family support • Learning behaviors • School climate • Barriers to engagement • Roles and responsibilities • School safety • Background questions 	30 minutes
General Questions/Open Dialogue	Discuss a perception of teaching and learning and public school life.	10 minutes
Closing Comments	Summarize and confirm the responses.	10 minutes

Note. The table shows a list of topics or questions that the researcher covered during the interview.

The researcher asked transfer students and their parents/guardians and teachers open-ended questions to provide insight concerning the academic development priorities for the future and oversight of Missouri's school improvement program. This thematic analysis considered the progression toward cultural proficiency, diversity, equity, and

inclusion in every way to code the interview transcripts and notes. In addition, to identify different themes. Finally, the researcher compared and contrasted the themes based on the whole person's academic, emotional, ethical, and social needs in the better-performing schools.

Code

The researcher labeled and organized the data to identify different themes and relationships. First, the researcher read the data and labeled words or short phrases that represented essential and periodic or repeated themes in each participant's response. Next, the researcher reread the data line-by-line to make accuracy, consistency, and reliability significant. Then, the researcher categorized the themes into a flat coding frame—the same level of importance. Finally, the researcher identified the common themes and concepts and acted on them to analyze and summarize the results of the interviews. Before starting data coding, the researcher decided to use deductive coding.

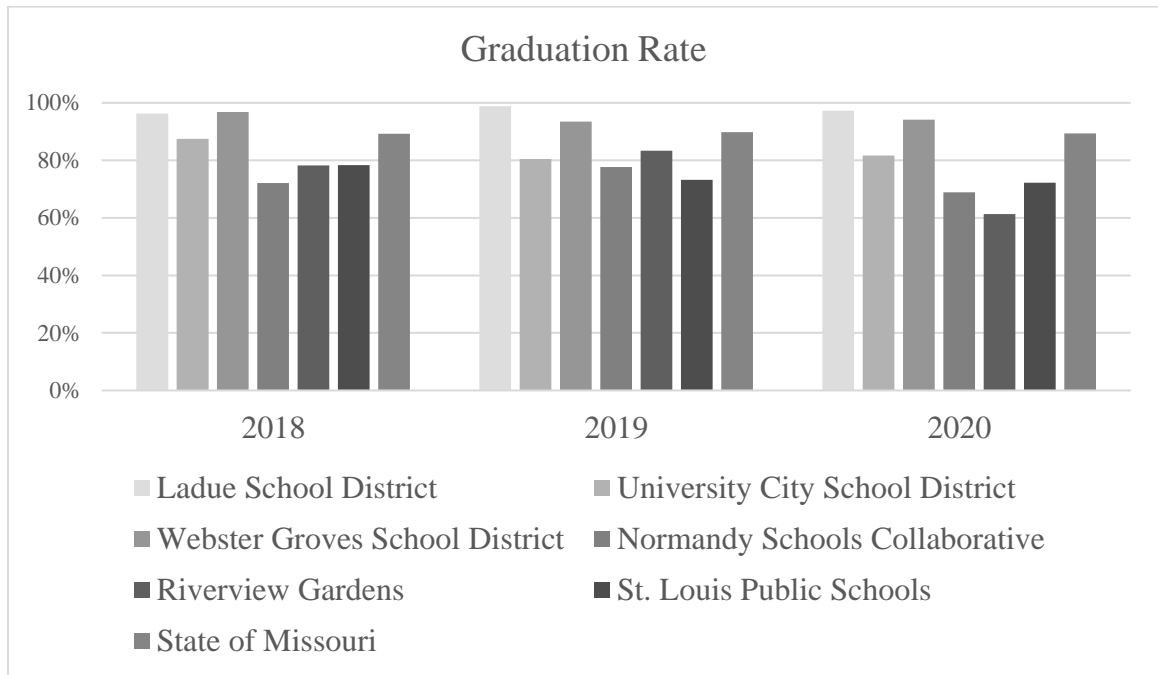
Observations Follow-up

This study's better-performing public school districts prohibited visitors on district property during the fall semester of the 2021-2022 school year. As a result, the principals or other representatives announced that the three classroom observations would not occur to maintain a safe and healthy school environment. The district's guidance aligned with the latest updates from the Centers for Disease Control and Prevention amid rising COVID-19 cases.

Missouri Department of Elementary and Secondary Education Statistics

The researcher used data from the Missouri Department of Elementary and Secondary Education's public, user-friendly website in Figures 11, 12, 13, 14, and 15 and

Table 11. Again, no personally identifiable information was collected or requested from the Department. The Department and researcher acknowledged a commitment to the Children's Online Privacy Protection Act. The researcher's primary purpose of browsing the website was to gather concise evidence on various educational issues and understand what happened, like graduation rate, attendance, enrollment, and other possible barriers to better-performing schools after students transferred from low-performing schools. In addition, analyze data related to education in low-performing schools discussed in this study. For example, in 2018, 2019, and 2020, the data showed that about 95% of public school teachers were certified for their teaching assignments.

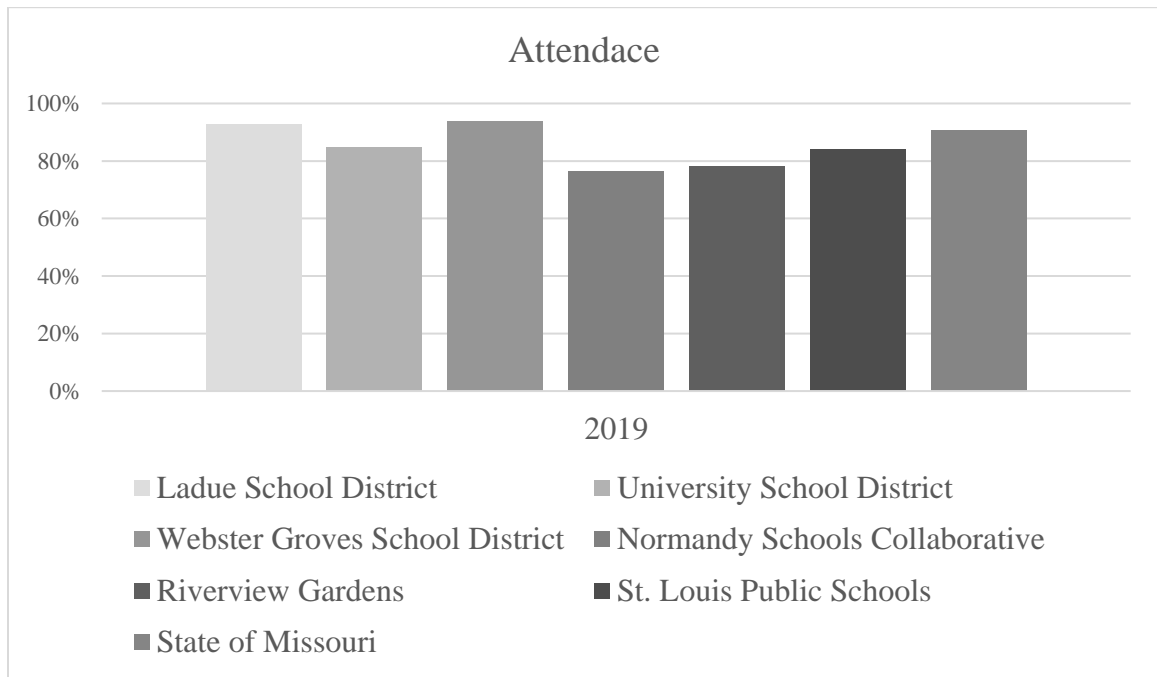
Figure 11*Graduation Rate*

Note. The figure shows the percent of students who graduated with a regular high school diploma within four years of becoming a freshman in a Missouri school district: Ladue School District (96.31%, 2018; 98.85%, 2019; 97.24%, 2020), University City School District (87.50%, 2018; 80.48%, 2019; 81.73%, 2020), Webster Groves School District (96.82%, 2018; 93.44%, 2019; 94.12%, 2020), Normandy Schools Collaborative (72.12%, 2018; 77.64%, 2019; 68.93%, 2020), Riverview Gardens (78.18%, 2018; 83.33%, 2019; 61.29%, 2020), and St. Louis Public Schools (78.31%, 2018; 73.28%, 2019; 72.26%, 2020).

Missouri's average graduation rate displays 89.30% in 2018, 89.77% in 2019, and 89.38% in 2020. Chart adapted from the Missouri Department of Elementary and Secondary Education, report as of 07/04/2021 ("DESE web log in," n.d.).

Figure 12

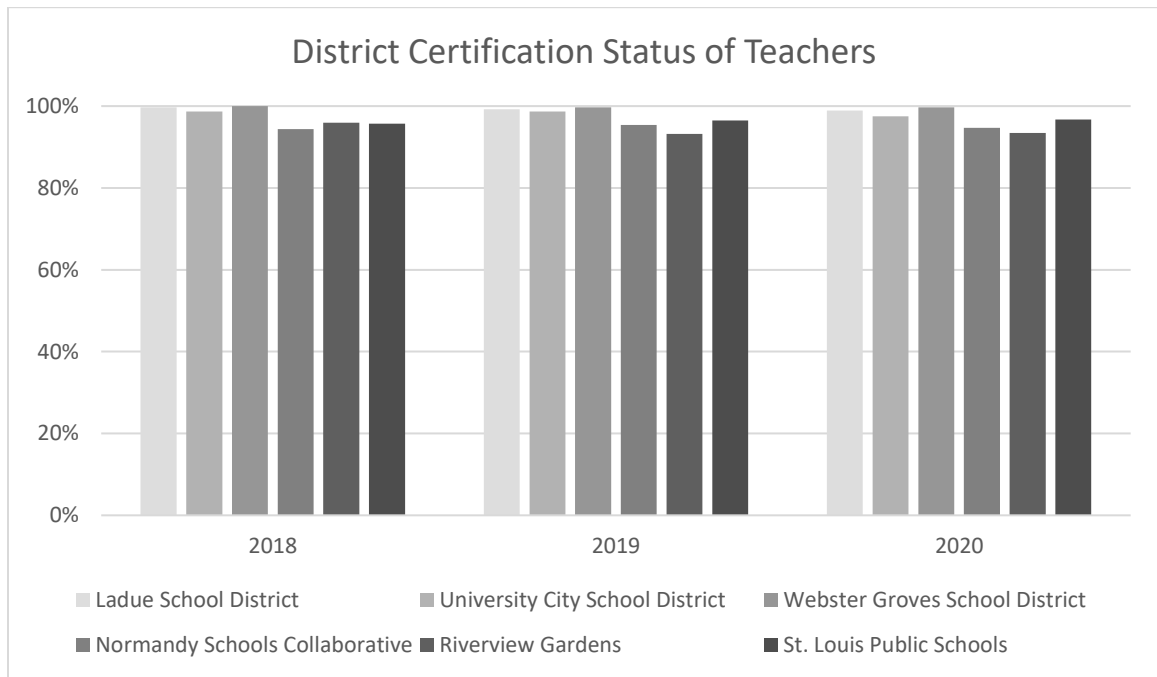
Attendance



Note. The figure shows the percentage of students present 90% of the time in a Missouri school district: Ladue School District (92.73%), University City School District (84.60%), Webster Groves School District (93.63%), Normandy Schools Collaborative (76.33%), Riverview Gardens (78.10%), and St. Louis Public Schools (84.07%). Thus, Missouri’s average attendance displays 90.7%. Chart adapted from Missouri Department of Elementary and Secondary Education, report as of 07/04/2021 (“DESE web log in,” n.d.).

Figure 13

District Certification Status of Teachers



Note. The figure shows the teachers with regular certificates percent, including Life Certificate, Professional Class I and II Certificate, Continuous Professional Certificate, and Provisional Certificate: Ladue School District (99.7%, 2018; 99.2%, 2019; 98.9%, 2020), University City School District (98.7%, 2018; 98.7%, 2019; 97.5%, 2020), Webster Groves (100%, 2018; 99.7%, 2019; 99.7%, 2020). Chart adapted from Missouri Department of Elementary and Secondary Education, report as of 07/04/2021 (“DESE web log in,” 06/26/2021).

Figure 14*Demographic Data – Totaled Enrolled*

Note. The figure shows the total number of students enrolled: Ladue Horton Watkins High (1,286, 2018; 1,214, 2019; 1,318, 2020), University City Sr. High (775, 2018; 748, 2019; 731, 2020), and Webster Groves High (1,371, 2018; 1,414, 2019; 1,383, 2020). Chart adapted from the Missouri Department of Elementary and Secondary Education, report as of 07/04/2021 (“DESE web log in,” 07/03/2021).

Table 11*Demographic Data – Race/Ethnicity (Percent)*

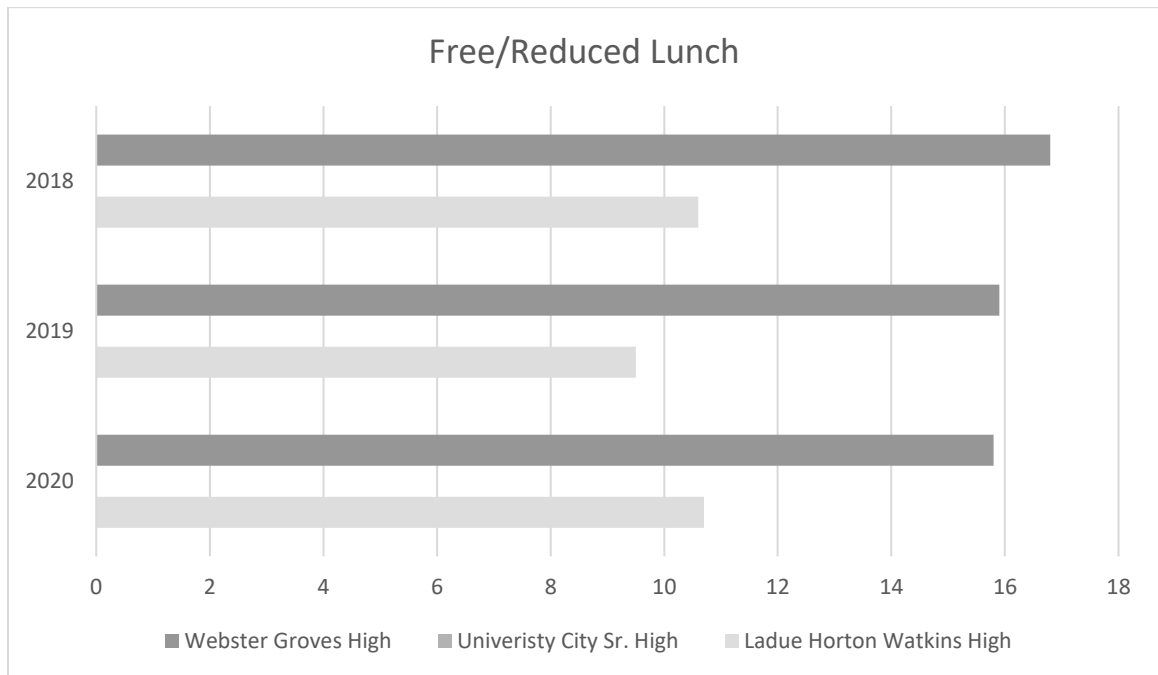
	Ladue Horton Watkins High			University City Sr. High			Webster Groves High		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Asian	13.80	15.00	15.80	*	*	*	*	*	*
Black	17.70	16.00	16.50	84.10	81.40	80.60	17.90	17.80	16.60
Hispanic	*	6.00	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*	*
Multi-race	*	*	*	*	*	*	*	*	*
Pacific- Islander	*	*	*	*	*	*	*	*	*
White	58.70	58.40	55.80	9.00	11.00	10.70	74.00	72.60	72.90

Note. The table shows the students' race/ethnicity percent. The * indicates suppressed

data due to the small sample size. Chart adapted from Missouri Department of

Elementary and Secondary Education, report as of 07/04/2021 (“DESE web log in,”

07/10/2021).

Figure 15*Free/Reduced Lunch*

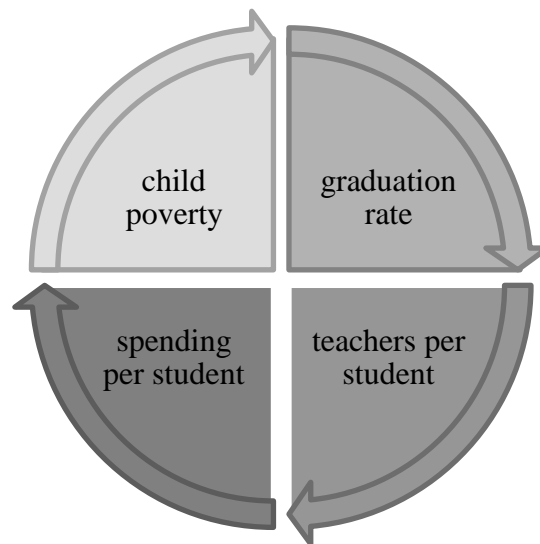
Note. The figure shows the schools' free/reduced lunch percent: Ladue Horton Watkins High (10.6, 2018; 9.5, 2019; 10.7, 2020), University City Sr. High (*), and Webster Groves High (16.8, 2018; 15.9, 2019; 15.8, 2020). The * indicates suppressed data due to the small sample size. Chart adapted from Missouri Department of Elementary and Secondary Education, report as of 07/04/2021 ("DESE web log in," 07/10/2021).

The most significant differences in the transfer students' experience are in the rankings of the various public school districts they attended. Some districts rank the best in Missouri. For example, the Ladue School District national and state recognition for its students' accomplishments. However, other districts in the state can barely obtain and maintain provisional accreditation. When the public discusses some concerns about student achievement, each district and policymakers have the perfect fix. The districts try

one technique after another to find that none of them work in the low-achieving and high-poverty school districts.

Figure 16

Reflection on Concerns in Missouri School Districts



Note. The figure shows the extent and complexity of challenges faced by the low-performing public school district.

Summary

In this chapter, the researcher conducted a thematic analysis and used Microsoft Excel to analyze and code the interview transcripts and notes. In addition, the researcher interpreted the results after analyzing the data. Finally, the researcher compared and contrasted the themes with students, parents/guardians, and teachers in the better-performing school district to confirm or question the literature on low-performing school districts. The researcher discovered that low- and better-performing schools should incorporate the following values:

- Actively encourage students to share experiences and ideas with others of different backgrounds and viewpoints
- Promote strong connections between students' homes, schools, and the community
- Reinforce connections between the students' new and prior knowledge
- Strengthen connections between what the students know and what they would like to learn
- Support the students' protective factors and strengthen their life skills such as grit and resiliency, critical to their development.

Chapter Five: Discussion and Reflection

Research Questions Addressed

The research questions addressed academic and social adjustments and factors supporting the transfer students' transition to better-performing schools. In addition, the researcher used thematic analysis to analyze responses from students, parents/guardians, and teachers about attitudes, behaviors, communication, and mindsets. In this report, the following research questions guided this study:

Research Question 1: How do the transfer students perceive their **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 2: How do the transfer students perceive their **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 3: How do the parents of the transfer students perceive their child's **social adjustments** in the better-performing school? [Social adjustment measured in connectedness with new teachers and new peers.]

Research Question 4: How do the parents of the transfer students perceive their child's **academic adjustments** in the better-performing school? [Academic adjustment measured in academic performance and engagement.]

Research Question 5: How do the teachers of the transfer students perceive **factors** supporting the transfer students' transition and academic progress? [Factors of interest include: teacher-student interaction, classroom experience, and social environment.]

The researcher used the research questions to generate knowledge grounded in transfer students' experiences and perceptions. As a result, the data collection yielded meaningful and valuable results about the students, parents/guardians, and teachers' power in a changing learning environment. In addition, the data collection provided solutions driven by home, school, and community insight and values that focused on improving outcomes for transfer students, specifically ages 13 through 18—the focus of this study.

Solutions to improve American schools for a better future:

- **Attentiveness.** Embrace every experience to listen first. Listening is an essential skill that equips one to become more attuned to people in distress and pain.
- **Behavior management.** Provide methods to optimize brain development for academic, emotional, physical, social, and spiritual achievement and success.
- **Character education.** Embrace the head, heart, hands perspective. Help students distinguish and understand what makes things right and wrong and decide how to act in various situations. Promote ethical decision-making and address the full range of ethical choices students face.
- **Classroom management.** Inspire students to behave, build an easy rapport with students, and teach with a spirit of joy and passion.
- **Consistency.** Produce results that focus on motivating, teaching, and making an impact that lasts a lifetime.

- **Emotional intelligence.** Enable students to effectively identify their and other people's emotions and act accordingly. Help students to analyze situations and think critically before making a decision.
- **Family well-being.** Work with parents/guardians to deal with societal problems. Partner with existing programs to expand services and build parent/guardian advocacy skills.
- **Influences.** Provide methods for fostering positive relationships and teaching self-control. Understand and apply research-based principles for behavior and classroom management.
- **Interpersonal relationships.** Address authentic, real-life conflict within the classroom community.
- **Moral education.** Help students embrace values and lead lives that contribute to civility, common good, and truth. Emphasize that schools are more than about academics.
- **Predictable.** Confidently and meaningfully support trauma-impacted students and create a positive classroom environment. Provide real insight into what educators can do to help learners achieve at high levels, build resilience, and cope with adverse situations.
- **Quality.** Invest in ongoing professional development. Focus on all learner's strengths for individual growth.
- **Reliable.** Learn concrete, developmentally appropriate ways to incorporate hands-on, problem-based activities in the classroom. Use real student work

and new common challenges and misconceptions to visualize good assessment and instruction that challenges and supports all learners.

- **Safety.** Create a protected environment where students can come and learn without fear.
- **Self-regulation.** Encourage determination, grit, mindset, and self-control. Help students manage their behavior, impulses, and thinking, stay focused on completing tasks, and develop autonomy in learning to achieve academic achievement.
- **Technology.** Think critically about the roles of digital media and society in personal relationships. Demonstrate how to develop and maintain relationships that encompass caring and understanding in everyday communications, interaction, and teaching.

Insights and values of the next generation and the future of the country:

- Successful teachers and successful school districts are those that can anticipate and respond to change.
- In response to shifts within and outside the classroom, the teachers' role and teaching methods have changed.
- Teachers are called upon to oversee a broader range of services and use a more comprehensive array of skills, often in the context of rapid change.
- Even though the environment has changed, variations in normal human response to change, inclusion, threat, and other factors make management an inexact science.

- Some students, parents/guardians, and teachers adapt to the differences in expectations, perceptions, and roles with a transfer; others find the transition more difficult.
- Each teacher in the better-performing school will likely have a unique take on effective classroom management, student engagement, and a productive learning environment.

The researcher addressed and compared experiences and perceptions of transfer students and their parents/guardians and teachers assigned to three better-performing school districts from three low-performing school districts. These critical research questions helped understand how, why, and under what circumstances the student transfer was likely to impact academic progress and engagement, connectedness with new teachers and new peers, student-teacher interaction, classroom experience, and social environment. In addition, the researcher concentrated on outcome measures focused directly on identifiable practices like the instructional and continuous improvement widely known in education.

Overview

The results in Chapter Four remained consistent with policymakers' theory of action that assignment to the better-performing schools caused a change in outcomes to students who have less quality in education than some students who might have more opportunity. Analyses in this study addressed the possibility that changes varied for the interventions and involvements to be successful. Transfer students, parents/guardians, and teachers positively adapted to academic and social adjustments in the different public school settings. Family adaptability and social support stayed essential resources for

students' success; also critical skills such as determination, grit, and problem-solving. However, the barriers of cultural and socioeconomic isolation, family structure, literacy, and poverty impacted students' education involvement.

The researcher discovered that the transfer of students from low- to better-performing schools remained a normative experience, with most participants having affirmative involvement. Thus, by far, this study focused on the experiences and perspectives related to academic, behavioral, and developmental outcomes of participants in various better-performing schools. In contrast, very little rigorous research focused on consistency to deliver high-quality experiences for students in low-performing schools. The better-performing schools stayed committed to creating and maintaining diverse, equitable, and inclusive environments reflective of their student populations in all situations. In addition, they endorsed and supported high academic standards and expectations in the schools.

This study summarized findings from the one-year study conducted by the researcher. The research occurred between 2020 and 2021 and did not receive support from a grant or funding agency. The researcher designed the study to examine the impact of better-performing schools serving transfer students aged 13 to 18 and continuous improvement practices. In addition, the study extended the understanding of how, where, and why continuous improvement interventions worked. Data collection for the quality of Missouri public schools supported this study.

Although the study addressed numerous specific research questions related to experiences, impact, and perspectives in better-performing schools, the results from the study also intended to inform readers about ways to establish low-performing schools:

- Involve parents outside school hours.
- Use underutilized public schools as other neighborhood uses such as adult education or community centers.
- Make classroom sizes smaller for students to learn and teachers to be effective.
- Advocate for technology in the classrooms.
- Find ways to recognize different types of learning abilities better and look beyond the typical student model.
- Fund what matters the most in K-12 students.
- Modify teacher education to reflect the demands of the present classrooms.
- Focus on college and career readiness.
- Address the poverty gap and education equity.
- Consider year-round schooling.

Triangulation

This study explored the quality of teaching for transfer students from low- to better-performing schools in the St. Louis area of Missouri. In addition, the study focused on the students and their parents/guardians and teachers' experiences and perceptions in the better-performing setting, with the assumption that the transfer students were from an underrepresented racial and ethnic group, particularly in an underserved neighborhood marked by a lack of opportunity and resources. The researcher designed the ethnographic study to observe student and teacher participants in their classroom surroundings. Additionally, note how they and their parents/guardians responded to

questions about academic performance, social skills, and relationships in the classroom and school climate using interviews and surveys—analysis of the multiple methods allowed for the assumption to be made about the participants sincerely, which represented triangulation. Finally, the researcher used the qualitative research method in the study.

Personal Reflections

This ethnographic study allowed the researcher to look outside of her lens at the opportunities and perspectives of students, parents/guardians, and teachers and make sense of data intentionally collected from their interactions with one another and the social environment. In addition, the study served as an in-depth presentation of traditional public school intervention-like instructional methods, particularly for students of color who experience racial mistrust. The intervention suggested by the researcher is empirically supported and theoretically grounded. The researcher showed that identifying students' educational needs and ensuring effective teaching procedures increase students' achievement. Furthermore, understanding the prevention and response to adverse childhood experiences, responding with trauma-informed approaches, and assuring safe places to build relationships. The families participating in this study had higher familiarities with disruptive classroom and school behavior and a lack of confidence and esteem in underserved communities. Finally, the researcher wanted to show a collaborative intervention that involved administrators, educators, parents, policymakers, service providers, and students.

What does this information mean in future school settings? First, education is the key to providing opportunity and breaking generational and situational cycles like

poverty. Second, mentors and role models are responsible for coaching adults and students differently to learn choice and provide social and emotional resources. Third, educators and policymakers are accountable for supporting academic fairness—diversity, equity, and inclusion—and ensuring every child succeeds through reforming policies, practices, and procedures at the school and district levels. Finally, school settings should consider educators, interventions, resources, and supports that focus on relationships, roles, and rules.

The challenge of ensuring educational equity in American public schools is the commitment to an equitable funding system. Students transfer to better-performing schools to learn, serve, and succeed in life and school. Much depends on how these students connect with teachers and others in the classroom environment. In addition, their willingness to engage rather than avoid issues and opportunities. These students bring a different culture to the demographic switch. Their and teachers' mindset cause change that practices mindful skills like confidence, composure, consequences, empathy, and encouragement. In addition, the schools exhibit the use of authentic and meaningful youth choices and voices throughout the schools.

This personal reflection provides specifics necessary for understanding the benefit of having teachers who share students' identities and look like them. For example, the researcher communicates that the benefit of attending public neighborhood schools impact choices in books, documentaries, employers, lessons learned, mentors, projects, and service opportunities through life. As well, a commitment to educating others by whatever means that work. Each paragraph takes the reader through a different intervention stage, beginning with the researcher's past and theoretical perspectives on

systemic change and equity in Black neighborhoods and beliefs about people and politics that infiltrate those communities and systems and continuing with recommendations to the intervention process. The reflection also provides information for understanding the racial divide pattern that repeats and determines the future in St. Louis—cultural influence, education, employment, health, political power, and wealth.

Limitations of the Study

A potential limitation in the COVID-19 pandemic was in-person research to collect data due to the risks involved. Ideally, the researcher would have conducted three classroom observations.

Recommendations to the Program

This study is a continuation and culmination of researchers' work motivated by a central question reconciling students' and teachers' academic and opportunity gaps and improving outcomes for all learners with the reality of separate and unequal. The gaps are not new; however, they continue to be significantly an issue in many American school districts. How could there be resolve in a world with extreme exposure to abuse, neglect, violence, and racism in homes, schools, and communities? In the study, the researcher takes an unconventional and illuminating approach to student transfer. The critical assumption is that despite the discourse of American equality, there is inequality in teaching and schooling, particularly the school experience for Black and minority students with White teachers in America. Although schools are accountable for achieving and learning, and many teachers may intuitively comprehend the relational facets of teaching, they are not prepared to teach low-income and minority students. In teaching and teacher education programs, the primary focus and result are subject

knowledge requirements. Though the researcher recognizes teachers' actual knowledge—understanding the subject they teach—is essential, subject pedagogy—understanding how to teach the subject—is chiefly adequate; in addition to classroom interaction.

The researcher believes that promoting social and emotional development for all students in the classroom involves demonstrating and teaching social and emotional skills through daily interactions with others. The entire public must interact positively and provide for students' experiences, growth, safety, and well-being in and out of the classroom. Educators, parents, policymakers, and service providers, through teaching, must become change agents, confront stories of racism, cultivate trusting relationships, encourage culturally relevant teaching, and have higher and social expectations for all learners. Through conversation and observation, this study reveals how the interaction between students and teachers stimulates further exploration about the student transfer or effectively terminates the law and allows students to learn in communities with people who mirror their culture, ethnicity, and language. The conversations convey to the participants that their voices are essential and instrumental in driving social change, particularly students who will become leaders of tomorrow. The public must shift the focus of classroom and school authority to students' voices as a shared responsibility.

Conclusion

The achievement and opportunity gaps have been a discussion in education for over a century. One of the core findings of this study is that the student transfer was an accomplishment for students and teachers academically, emotionally, and socially. The study shows how interpersonal interactions in student-teacher relationships foster

productive learning environments. In addition, shared experiences support the students' social needs outside the classroom, which develops home, school, and community connections. Finally, the connections uphold how the public sees, reacts, and responds to communications of these interactions for future success in school districts everywhere, allowing educators, policymakers, and service providers to effectively manage a school district that produces student and teacher achievement and learning.

This study does not address all the concerns or answer all the student transfer issues in failing school districts. Instead, this study employs simple, core practices by the students, parents/guardians, teachers, and school districts. It helps turn failure in education, lack of educational organization, and teaching and learning chaos into school improvement and student achievement. Throughout the study, the researcher takes a detailed look at entire school systems, stories, and viewpoints of those who have experienced effective teaching practices in better-performing schools and shown better results through collaboration, relationships, and teamwork. At the end of this study, the student transfer is better than expected. The researcher's direct reflection is a commitment to close the achievement and opportunity gaps and advocate policies, procedures, and routines to make America's schools run effectively. Probably, the best result of the student transfer was to create a diverse, equitable, inclusive culture within the better-performing school that might have taken longer to establish.

I conclude it was my responsibility to address the unequal opportunity: race and education. The personal reflection explicitly mentions figures whose influence implicitly shapes the biases, embedded racial inequities, and systemic racism prevalent in America today and produce Black childhood experiences, educational successes, and lives. Most

readers might reject some and embrace the other parts of the study—seeing the researcher reflecting on Black Americans' experiences. However, I embrace my childhood experiences and the different learning and teaching methods in the communities that help raise me. I advocate for neighborhood schools and standard procedures to reach the same goal—the achievement of all learners by whatever means that work.

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Appendix A: Panorama Student Survey

Survey User Guide

This guide is part of the student survey. It will give you an overview of the process and advice on how to complete the survey to yield the most accurate data for the research project.

The Principal Investigator is asking all participants to tell about their perceptions and experiences in their better-performing school. Your input is valuable and will possibly help in making decisions about how to improve schools. This survey does not contain your name, and your answers will remain confidential to protect and respect your privacy. It will not be used in any way to evaluate students, their parents/guardians, or their teachers. Please answer the questions as honestly as you can. The survey should only take about ten (10) minutes.

If you have any questions about the survey, please email the Principal Investigator: yolandajcampbell@gmail.com. Thank you for completing this survey.

Directions: With a pencil or blue or black ink pen, please complete the printed survey. Alternatively, select the check box on the Microsoft Word document (double click the box, then select checked).

What to expect for the survey process:

- The survey window will be administered within the first eight weeks of the research project.
- The Principal Investigator will be the primary contact for any questions about the surveys or the process. There are no online responses.
- The participants will receive a pseudonym (example: Student 1, Teacher 1, or Parent 1).

Surveys will include:

- Panorama Student Survey Questions – Microsoft Word
 - Student participants shall complete the Grades 6-12 options survey.
 - Survey uses at least five response options.
 - Scales about the Classroom and Teaching – The following scales measure student perceptions of teaching and learning in a particular class:
 - Pedagogical Effectiveness
 - Classroom Climate
 - Classroom Rigorous Expectations
 - Classroom Engagement
 - Classroom Teacher-Student Relationship
 - Classroom Belonging
 - Valuing of Subject
 - Classroom Learning Strategies
 - Classroom Mindset

- Scales about the School – The following scales measure perceptions of teaching and learning at schools in general:
 - School Climate
 - School Rigorous Expectations
 - School Engagement
 - School Teacher-Student Relationship
 - School Belonging
 - Valuing School
 - School Learning Strategies
 - School Mindset
 - Grit
 - School Safety

Grades 6-12

Pedagogical Effectiveness – Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

Question	Response Options				
How good is this teacher at teaching in the way that you personally learn best?	<input type="checkbox"/> Not good at all	<input type="checkbox"/> Slightly good	<input type="checkbox"/> Somewhat good	<input type="checkbox"/> Quite good	<input type="checkbox"/> Extremely good

Classroom Climate – Perceptions of the overall social and learning climate of the classroom.

Question	Response Options				
How pleasant or unpleasant is the physical space in this classroom?	<input type="checkbox"/> Very pleasant	<input type="checkbox"/> Somewhat unpleasant	<input type="checkbox"/> Slightly unpleasant	<input type="checkbox"/> Somewhat pleasant	<input type="checkbox"/> Very pleasant

Classroom Rigorous Expectations – How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.

Question	Response Options				
How often does this teacher take time to make sure you understand the material?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost always

Classroom Engagement – How attentive and invested students are in class.

Question	Response Options
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In this class, how eager are you to participate?	<input type="checkbox"/> Not at all eager	<input type="checkbox"/> Slightly eager	<input type="checkbox"/> Somewhat eager	<input type="checkbox"/> Quite eager	<input type="checkbox"/> Extremely eager
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Classroom Teacher-Student Relationships – How strong the social connection between teachers and students within and beyond the classroom.

Question	Response Options				
If you walked into class upset, how concerned would your teacher be?	<input type="checkbox"/> Not at all concerned	<input type="checkbox"/> Slightly concerned	<input type="checkbox"/> Somewhat concerned	<input type="checkbox"/> Quite concerned	<input type="checkbox"/> Extremely concerned

Classroom Belonging – How much students feel that they are valued members of the classroom community.

Question	Response Options				
How much do you matter to others in this class?	<input type="checkbox"/> Do not matter at all	<input type="checkbox"/> Matter a little bit	<input type="checkbox"/> Matter somewhat	<input type="checkbox"/> Matter quite a bit	<input type="checkbox"/> Matter a tremendous amount

Valuing of Subject – How much students feel that an academic subject is interesting, important, and useful.

Question	Response Options				
How much, if at all, do the topics in this class relate to your personal values?	<input type="checkbox"/> Not at all	<input type="checkbox"/> A little bit	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> A tremendous amount

Classroom Learning Strategies – How well students deliberately use strategies to manage their own learning processes in class.

Question	Response Options				
How confident are you that you can choose an effective strategy to get your work for this class done well?	<input type="checkbox"/> Not at all confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident

Classroom Mindset – Perceptions of whether students have the potential to change those factors that are central to their performance in class.

Question	Response Options
Whether a person does well or poorly in this class may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In this class, how possible is it for you to change:	

Being talented	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Liking the subject	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Your level of intelligence	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Putting forth a lot of effort	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Behaving well in class	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
How easily you give up	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change

School Climate – Perceptions of the overall social and learning climate of the school.

Question	Response Options						
How positive or negative is the energy of your school?	<input type="checkbox"/> Very negative	<input type="checkbox"/> Somewhat negative	<input type="checkbox"/> Slightly negative	<input type="checkbox"/> Neither negative nor positive	<input type="checkbox"/> Slightly positive	<input type="checkbox"/> Somewhat positive	<input type="checkbox"/> Very positive

School Rigorous Expectations – How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Question	Response Options				
How much do your teachers encourage you to do your best?	<input type="checkbox"/> Do not encourage me at all	<input type="checkbox"/> Encourage me a little	<input type="checkbox"/> Encourage me some	<input type="checkbox"/> Encourage me quite a bit	<input type="checkbox"/> Encourage me a tremendous amount

School Engagement – How attentive and invested students are in school.

Question	Response Options				
How excited are you about going to your classes?	<input type="checkbox"/> Not at all excited	<input type="checkbox"/> Slightly excited	<input type="checkbox"/> Somewhat excited	<input type="checkbox"/> Quite excited	<input type="checkbox"/> Extremely excited

School Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the school.

Question	Response Options				
How many of your teachers are respectful towards you?	<input type="checkbox"/> None of my teachers	<input type="checkbox"/> A few of my teachers	<input type="checkbox"/> About half of my teachers	<input type="checkbox"/> Most of my teachers	<input type="checkbox"/> All of my teachers

School Belonging – How much students feel that they are valued members of the school community.

Question	Response Options				
How well do people at your school understand you as a person?	<input type="checkbox"/> Do not understand at all	<input type="checkbox"/> Understand a little	<input type="checkbox"/> Understand somewhat	<input type="checkbox"/> Understand quite a bit	<input type="checkbox"/> Completely understand

Valuing of School – How much students feel that school is interesting, important, and useful.

Question	Response Options				
How often do you use ideas from school in your daily life?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost always

School Learning Strategies – How well students deliberately use strategies to manage their own learning processes generally.

Question	Response Options				
When you get stuck while learning something new, how likely are you to try a different strategy?	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely

School Mindset – Perceptions of whether students have the potential to change those factors that are central to their performance in school.

Question	Response Options				
Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In this school, how possible is it for you to change:					
Being talented	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Liking the subjects you are studying	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Your level of intelligence	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Putting forth a lot of effort	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Behaving well in class	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
How easily you give up	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change

Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Question	Response Options				
If you fail to reach an important goal, how likely are you to try again?	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely

School Safety – Perceptions of student physical and psychological safety while at school.

Question	Response Options				
How often do you worry about violence at your school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost always

Panorama survey instruments are open-source and free to use. To learn more about Panorama, visit <https://www.panoramaed.com/about> or email contact@panoramaed.com.

Appendix B: Panorama Family-School Relations Survey

Survey User Guide

This guide is part of the parent survey. It will give you an overview of the process and advice on how to complete the survey to yield the most accurate data for the research project.

The Principal Investigator is asking all participants to tell about their perceptions and experiences in their better-performing school. Your input is valuable and will possibly help in making decisions about how to improve schools. This survey does not contain your name, and your answers will remain confidential to protect and respect your privacy. It will not be used in any way to evaluate students, their parents/guardians, or their teachers. Please answer the questions as honestly as you can. The survey should only take about 15 minutes.

If you have any questions about the survey, please email the Principal Investigator: yolandajcampbell@gmail.com. Thank you for completing this survey.

Directions: With a pencil or blue or black ink pen, please complete the printed survey. Alternatively, select the check box on the Microsoft Word document (double click the box, then select checked).

What to expect for the survey process:

- The survey window will be administered within the first eight weeks of the research project.
- The Principal Investigator will be the primary contact for any questions about the surveys or the process. There are no online responses.
- The participants will receive a pseudonym (example: Student 1, Teacher 1, or Parent 1).

Surveys will include:

- Panorama Family-School Relationships Survey Questions – Microsoft Word
 - Student participants shall complete the Grades 6-12 options survey.
 - Survey uses at least five response options.
 - Complete List of Scales
 - Family Engagement
 - School Fit
 - Family Support
 - Family Efficacy
 - Learning Behaviors
 - School Climate
 - Grit
 - Barriers to Engagement
 - Roles and Responsibilities
 - School Safety

Family Engagement – The degree to which families become involved with and interact with their child’s school.

Item	Responses				
How often do you meet in person with teachers at your child’s school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once or twice per year	<input type="checkbox"/> Every few months	<input type="checkbox"/> Monthly	<input type="checkbox"/> Weekly or more
How involved have you been with a parent group(s) at your child’s school?	<input type="checkbox"/> Not at all involved	<input type="checkbox"/> Slightly involved	<input type="checkbox"/> Somewhat involved	<input type="checkbox"/> Quite involved	<input type="checkbox"/> Extremely involved
In the past year, how often have you visited your child’s school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once or twice	<input type="checkbox"/> Every few months	<input type="checkbox"/> Monthly	<input type="checkbox"/> Weekly or more
In the past year, how often have you discussed your child’s school with other parents from the school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once or twice	<input type="checkbox"/> Every few months	<input type="checkbox"/> Monthly	<input type="checkbox"/> Weekly or more
How involved have you been in fundraising efforts at your child’s school?	<input type="checkbox"/> Not at all involved	<input type="checkbox"/> Slightly involved	<input type="checkbox"/> Somewhat involved	<input type="checkbox"/> Quite involved	<input type="checkbox"/> Extremely involved
In the past year, how often have you helped out at your child’s school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once or twice	<input type="checkbox"/> Every few months	<input type="checkbox"/> Monthly	<input type="checkbox"/> Weekly or more

School Fit – Families’ perceptions of how well a school matches their child’s developmental needs.

Item	Responses				
How well do you feel your child’s school is preparing him/her for his/her next academic year?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well

How much of a sense of belonging does your child feel at his/her school?	<input type="checkbox"/> No belonging at all	<input type="checkbox"/> A little bit of belonging	<input type="checkbox"/> Some belonging	<input type="checkbox"/> Quite a bit of belonging	<input type="checkbox"/> Tremendous belonging
At your child's school, how well does the overall approach to discipline work for your child?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well
Given your child's cultural background, how good a fit is his/her school?	<input type="checkbox"/> Not good at all	<input type="checkbox"/> Slightly good	<input type="checkbox"/> Somewhat good	<input type="checkbox"/> Quite good	<input type="checkbox"/> Extremely good
How well do the activities offered at your child's school match his/her interests?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well
How comfortable is your child in asking for help from school adults?	<input type="checkbox"/> Not comfortable at all	<input type="checkbox"/> Slightly comfortable	<input type="checkbox"/> Somewhat comfortable	<input type="checkbox"/> Quite comfortable	<input type="checkbox"/> Extremely comfortable
How well do the teaching styles of your child's teachers match your child's learning style?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well

Family Support – Families' perceptions of the amount of academic and social support they provide their child outside of school.

Item	Responses				
How often do you have conversations with your child about what his/her class is learning at school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
How much effort do you put into helping your child learn to do things for himself/herself?	<input type="checkbox"/> Almost no effort	<input type="checkbox"/> A little bit of effort	<input type="checkbox"/> Some effort	<input type="checkbox"/> Quite a bit of effort	<input type="checkbox"/> A tremendous amount of effort
How often do you help your child engage in activities which are educational outside the home?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
To what extent do you know how your child is doing socially or at school?	<input type="checkbox"/> Not at all	<input type="checkbox"/> A little bit	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> A tremendous amount
How often do you help your child understand the content s/he is learning in school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
How well do you know your child's close friends?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well
How often do you and your child talk when s/he is having a problem with others?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time

Family Efficacy – How confident families are with regard to key parenting skills.

Item	Responses				
How confident are you that you can motivate your child to try hard in school?	<input type="checkbox"/> Not confident at all	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident

How confident are you in your ability to connect with other parents?	<input type="checkbox"/> Not confident at all	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How confident are you in your ability to support your child's learning at home?	<input type="checkbox"/> Not confident at all	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How confident are you that you can help your child develop good friendships?	<input type="checkbox"/> Not confident at all	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How confident are you in your ability to make sure your child's school meets your child's learning needs?	<input type="checkbox"/> Not confident at all	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How confident are you in your ability to make choices about your child's schooling?	<input type="checkbox"/> Not confident at all	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How confident are you in your ability to help your child deal with his/her emotions?	<input type="checkbox"/> Not confident at all	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident

Learning Barriers – Families' perceptions of their child's learning-related behaviors.

Item	Responses				
<i>Positive Learning Behaviors</i>					
How often does your child read for fun?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
How much effort does your child put into school-related tasks?	<input type="checkbox"/> Almost no effort	<input type="checkbox"/> A little bit of effort	<input type="checkbox"/> Some effort	<input type="checkbox"/> Quite a bit of effort	<input type="checkbox"/> A tremendous amount of effort
How motivated is your child to learn the topics covered in class?	<input type="checkbox"/> Not at all motivated	<input type="checkbox"/> Slightly motivated	<input type="checkbox"/> Somewhat motivated	<input type="checkbox"/> Quite motivated	<input type="checkbox"/> Extremely motivated

On average, how well does your child work independently on learning activities at home?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well
In general, how well does your child learn from feedback about his/her work?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well
<i>Negative Learning Behaviors</i>					
How often does your child struggle to get organized for school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
When working on school activities at home, how easy is your child distracted?	<input type="checkbox"/> Not easily at all	<input type="checkbox"/> Slightly easily	<input type="checkbox"/> Somewhat easily	<input type="checkbox"/> Quite easily	<input type="checkbox"/> Extremely easily
How often does your child give up on learning activities that s/he find hard?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time

School Climate – Perceptions of the overall social and learning climate of the school.

Item	Responses				
To what extent do you think that children enjoy going to your child's school?	<input type="checkbox"/> Do not enjoy at all	<input type="checkbox"/> Enjoy a little bit	<input type="checkbox"/> Enjoy somewhat	<input type="checkbox"/> Enjoy quite a bit	<input type="checkbox"/> Enjoy a tremendous amount
How motivating are the classroom lessons at	<input type="checkbox"/> Not at all motivating	<input type="checkbox"/> Slightly motivating	<input type="checkbox"/> Somewhat motivating	<input type="checkbox"/> Quite motivating	<input type="checkbox"/> Extremely motivating

your child's school?	
How fair or unfair is the school's system of evaluating children?	<input type="checkbox"/> Very unfair <input type="checkbox"/> Somewhat unfair <input type="checkbox"/> Slightly unfair <input type="checkbox"/> Neither fair nor unfair <input type="checkbox"/> Slightly fair <input type="checkbox"/> Somewhat fair <input type="checkbox"/> Very fair
How much does the school value the diversity of children's backgrounds?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little bit <input type="checkbox"/> Some <input type="checkbox"/> Quite a bit <input type="checkbox"/> A tremendous amount
How well do administrators at your child's school create a school environment that helps children learn?	<input type="checkbox"/> Not well at all <input type="checkbox"/> Slightly well <input type="checkbox"/> Somewhat well <input type="checkbox"/> Quite well <input type="checkbox"/> Extremely well
Overall, how much respect do you think the children at your child's school have for the staff?	<input type="checkbox"/> Almost no respect <input type="checkbox"/> A little bit of respect <input type="checkbox"/> Some respect <input type="checkbox"/> Quite a bit of respect <input type="checkbox"/> A tremendous amount of respect
Overall, how much respect do you think the teachers at your child's school have	<input type="checkbox"/> Almost no respect <input type="checkbox"/> A little bit of respect <input type="checkbox"/> Some respect <input type="checkbox"/> Quite a bit of respect <input type="checkbox"/> A tremendous amount of respect

for the children?

Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Item	Response Anchors				
If your child has a problem while working towards an important goal, how well can s/he keep working?	<input type="checkbox"/> Not at all well	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well
How often does your child stay focused on the same goal for several months at a time?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost always
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely is your child to continue to pursue one of his/her current goals?	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely
When your child is working on a project that matters a lot to him/her, how focused can s/he stay when there are lots of distractions?	<input type="checkbox"/> Not at all focused	<input type="checkbox"/> Slightly focused	<input type="checkbox"/> Somewhat focused	<input type="checkbox"/> Quite focused	<input type="checkbox"/> Extremely focused
If your child fails to reach an important goal, how likely is s/he to try again?	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely
How likely is it that your child can motivate himself/herself to do unpleasant tasks	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely

if it will help him/her accomplish his/her goals?

Barriers to Engagement – Factors that can create challenges for families to interact with or become involved with their child’s school.

Item	Responses				
<i>How big of a problem are the following issues for becoming involved with your child’s current school?</i>					
Childcare needs	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
Transportation-related challenges	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
Concerns about getting to the school safely	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
How busy your schedule is	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
School staff seem too busy	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
You feel unsure about how to communicate with the school	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
The school provides little information about involvement opportunities	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
The school is not welcoming to parents	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
The school does not communicate well with people from your culture	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
You do not feel a sense of belonging with your child’s school community	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem

Negative memories of your own school experience	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
Your child does not want you to contact the school	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem
You worry that adults at the school will treat your child differently if you raise a concern	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> Small problem	<input type="checkbox"/> Medium problem	<input type="checkbox"/> Large problem	<input type="checkbox"/> Very little problem

Roles and Responsibilities – Perceptions of who should be primarily responsible for school success.

Item	Responses			
<i>Many different factors play a role in school success. Each statement below represents something that may contribute to children’s success in school. Please indicate whom you think is primarily responsible for each factor by checking the appropriate box. If you do not think an item is important for school success, please check “N/A.”</i>				
Make sure that the children understand what is being taught at school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Ensure children have good relationships with their peers	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make time for doing fun activities that are unrelated to schoolwork	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make sure that the children have an adult to talk to at school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Identify what children are most interested in learning	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make sure that children have enough time set aside to do all of their school-related work	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Help children deal with their emotions appropriately	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make sure the children’s learning environment is safe	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Ensure good communication between home and school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Call attention to decisions about learning that do not seem to be in the best interest of the children	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A

Make sure children are supported to do their best in school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
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School Safety – Perceptions of student physical and psychological safety at school.

Item	Response Anchors				
How often do you worry about violence at your child’s school?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost always
If a student is bullied at your child’s school, how difficult is it for him/her to get help from an adult?	<input type="checkbox"/> Not at all difficult	<input type="checkbox"/> Slightly difficult	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Quite difficult	<input type="checkbox"/> Extremely difficult
How likely is it that someone from your child’s school will bully him/her online?	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely
Overall, how unsafe does your child feel at school?	<input type="checkbox"/> Not at all unsafe	<input type="checkbox"/> Slightly unsafe	<input type="checkbox"/> Somewhat unsafe	<input type="checkbox"/> Quite unsafe	<input type="checkbox"/> Extremely unsafe
To what extent are drugs a problem at your child’s school?	<input type="checkbox"/> Not a problem at all	<input type="checkbox"/> A little bit of a problem	<input type="checkbox"/> A moderate problem	<input type="checkbox"/> Quite a problem	<input type="checkbox"/> A tremendous problem

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Appendix C: Panorama Teacher Survey

User Guide

This guide is part of the teacher survey. It will give you an overview of the process and advice on how to complete the survey to yield the most accurate data for the research project.

The Principal Investigator is asking all participants to tell about their perceptions and experiences in their better-performing school. Your input is valuable and will possibly help in making decisions about how to improve schools. This survey does not contain your name, and your answers will remain confidential to protect and respect your privacy. It will not be used in any way to evaluate students, their parents/guardians, or their teachers. Please answer the questions as honestly as you can. The survey should only take about 15 minutes.

If you have any questions about the survey, please email the Principal Investigator: yolandajcampbell@gmail.com. Thank you for completing this survey.

Directions: With a pencil or blue or black ink pen, please complete the printed survey. Alternatively, select the check box on the Microsoft Word document (double click the box, then select checked).

What to expect for the survey process:

- The survey window will be administered within the first eight weeks of the research project.
- The Principal Investigator will be the primary contact for any questions you have about the surveys or the process. There are no online responses.
- The participants will receive a pseudonym (example: Student 1, Teacher 1, or Parent 1).

Surveys will include:

- Panorama Teacher Survey Questions – Microsoft Word
 - Student participants shall complete the Grades 6-12 options survey.
 - Survey uses at least five response options.
 - Complete List of Scales
 - School Climate – Teacher
 - Professional Learning – Teacher
 - Teaching Efficacy – Teacher
 - Feedback and Coaching – Teacher
 - Staff-Leadership Relationships – Teacher and Staff
 - Educating All Students – Teacher
 - School Leadership – Teacher
 - Testing – Teacher
 - Faculty Growth Mindset – Teacher
 - Staff-Family Relationship – Teacher

- Evaluation – Teacher
- Student Mindset – Teacher
- Resources – Teacher
- Grit – Teacher
- Roles and Responsibilities

School Climate – Perceptions of the overall social and learning climate of the school

Item	Response Anchor				
On most days, how enthusiastic are the students about being at school?	<input type="checkbox"/> Not at all enthusiastic	<input type="checkbox"/> Slightly enthusiastic	<input type="checkbox"/> Somewhat enthusiastic	<input type="checkbox"/> Quite enthusiastic	<input type="checkbox"/> Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	<input type="checkbox"/> Not at all trusted	<input type="checkbox"/> Trusted a little bit	<input type="checkbox"/> Trusted somewhat	<input type="checkbox"/> Trusted quite a bit	<input type="checkbox"/> Trusted a tremendous amount
How positive are the attitudes of your colleagues?	<input type="checkbox"/> Not at all positive	<input type="checkbox"/> Slightly positive	<input type="checkbox"/> Somewhat positive	<input type="checkbox"/> Quite positive	<input type="checkbox"/> Extremely positive
How supportive are students in their interactions with each other?	<input type="checkbox"/> Not at all supportive	<input type="checkbox"/> Slightly supportive	<input type="checkbox"/> Somewhat supportive	<input type="checkbox"/> Quite supportive	<input type="checkbox"/> Extremely supportive
How respectful are the relationships between teachers and students?	<input type="checkbox"/> Not at all respectful	<input type="checkbox"/> Slightly respectful	<input type="checkbox"/> Somewhat respectful	<input type="checkbox"/> Quite respectful	<input type="checkbox"/> Extremely respectful
How optimistic are you that your school will improve in the future?	<input type="checkbox"/> Not at all optimistic	<input type="checkbox"/> Slightly optimistic	<input type="checkbox"/> Somewhat optimistic	<input type="checkbox"/> Quite optimistic	<input type="checkbox"/> Extremely optimistic
How often do you see students helping each	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time

other without being prompted?					
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	<input type="checkbox"/> Not at all supportive	<input type="checkbox"/> Slightly supportive	<input type="checkbox"/> Somewhat supportive	<input type="checkbox"/> Quite supportive	<input type="checkbox"/> Extremely supportive
Overall, how positive is the working environment at your school?	<input type="checkbox"/> Not at all positive	<input type="checkbox"/> Slightly positive	<input type="checkbox"/> Somewhat positive	<input type="checkbox"/> Quite positive	<input type="checkbox"/> Extremely positive

Professional Learning – Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Item	Response Anchors				
Overall, how supportive has the school been of your growth as a teacher?	<input type="checkbox"/> Not at all positive	<input type="checkbox"/> Slightly supportive	<input type="checkbox"/> Somewhat supportive	<input type="checkbox"/> Quite supportive	<input type="checkbox"/> Extremely supportive
At your school, how valuable are the available professional development opportunities?	<input type="checkbox"/> Not at all valuable	<input type="checkbox"/> Slightly valuable	<input type="checkbox"/> Somewhat valuable	<input type="checkbox"/> Quite valuable	<input type="checkbox"/> Extremely valuable
How helpful are your colleagues' ideas for improving your teaching?	<input type="checkbox"/> Not at all helpful	<input type="checkbox"/> Slightly helpful	<input type="checkbox"/> Somewhat helpful	<input type="checkbox"/> Quite helpful	<input type="checkbox"/> Extremely helpful
How often do your professional development opportunities help you explore new ideas?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
How relevant have your professional	<input type="checkbox"/> Not at all relevant	<input type="checkbox"/> Slightly relevant	<input type="checkbox"/> Somewhat relevant	<input type="checkbox"/> Quite relevant	<input type="checkbox"/> Extremely relevant

development opportunities been to the content that you teach?					
Through working at your school, how many new teaching strategies have you learned?	<input type="checkbox"/> Almost no strategies	<input type="checkbox"/> A few strategies	<input type="checkbox"/> Some strategies	<input type="checkbox"/> Many strategies	<input type="checkbox"/> A great number of strategies
How much input do you have into individualizing your own professional development opportunities?	<input type="checkbox"/> Almost no input	<input type="checkbox"/> A little bit of input	<input type="checkbox"/> Some input	<input type="checkbox"/> Quite a bit of input	<input type="checkbox"/> A tremendous amount of input
Overall, how much do you learn about teaching from the leaders at your school?	<input type="checkbox"/> Learn almost nothing	<input type="checkbox"/> Learn a little bit	<input type="checkbox"/> Learn some	<input type="checkbox"/> Learn quite a bit	<input type="checkbox"/> Learn a tremendous amount

Teaching Efficacy – Faculty perceptions of their professional strengths and areas for growth.

Item	Responses				
How confident are you that you can help your school’s most challenging students to learn?	<input type="checkbox"/> Not at all confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How thoroughly do you feel that you know all the content you need to teach?	<input type="checkbox"/> Not thoroughly at all	<input type="checkbox"/> Slightly thoroughly	<input type="checkbox"/> Somewhat thoroughly	<input type="checkbox"/> Quite thoroughly	<input type="checkbox"/> Extremely thoroughly
How confident are you that you can move through the material at a pace that works well for each of your students?	<input type="checkbox"/> Not at all confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident

When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?	<input type="checkbox"/> Not at all easily	<input type="checkbox"/> Slightly easily	<input type="checkbox"/> Somewhat easily	<input type="checkbox"/> Quite easily	<input type="checkbox"/> Extremely easily
If a parent were upset about something in your class, how confident are you that you could have a productive conversation with this parent?	<input type="checkbox"/> Not at all confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How effective do you think you are at managing particularly disruptive classes?	<input type="checkbox"/> Not at all effective	<input type="checkbox"/> Slightly effective	<input type="checkbox"/> Somewhat effective	<input type="checkbox"/> Quite effective	<input type="checkbox"/> Extremely effective
How confident are you that you can engage students who typically are not motivated?	<input type="checkbox"/> Not at all confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How clearly can you explain the most complicated content to your students?	<input type="checkbox"/> Not at all clearly	<input type="checkbox"/> Slightly clearly	<input type="checkbox"/> Somewhat clearly	<input type="checkbox"/> Quite clearly	<input type="checkbox"/> Extremely clearly
How confident are you that you can meet the learning needs of your most advanced students?	<input type="checkbox"/> Not at all confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident

Feedback and Coaching – Perceptions of the amount and quality of feedback faculty and staff receive.

Item	Response Anchors				
How much feedback do you receive on your teaching?	<input type="checkbox"/> No feedback at all	<input type="checkbox"/> A little bit of feedback	<input type="checkbox"/> Some feedback	<input type="checkbox"/> Quite a bit of feedback	<input type="checkbox"/> A tremendous amount of feedback
How much do you learn from the teacher evaluation processes at your school?	<input type="checkbox"/> Learn almost nothing	<input type="checkbox"/> Learn a little bit	<input type="checkbox"/> Learn more	<input type="checkbox"/> Learn quite a bit	<input type="checkbox"/> Learn a tremendous amount
How useful do you find the feedback you receive on your teaching?	<input type="checkbox"/> Not at all useful	<input type="checkbox"/> Slightly useful	<input type="checkbox"/> Somewhat useful	<input type="checkbox"/> Quite useful	<input type="checkbox"/> Extremely useful
At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?	<input type="checkbox"/> Not at all thorough	<input type="checkbox"/> Slightly thorough	<input type="checkbox"/> Somewhat thorough	<input type="checkbox"/> Quite thorough	<input type="checkbox"/> Extremely thorough
How often do you receive feedback on your teaching?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost always

Staff-Leadership Relationships – Perceptions of faculty and staff relationships with school leaders

Item	Response Anchors				
How friendly are your school leaders toward you?	<input type="checkbox"/> Not at all friendly	<input type="checkbox"/> Slightly friendly	<input type="checkbox"/> Somewhat friendly	<input type="checkbox"/> Quite friendly	<input type="checkbox"/> Extremely friendly
At your school, how motivating do you find working with the leadership team?	<input type="checkbox"/> Not at all motivating	<input type="checkbox"/> Slightly motivating	<input type="checkbox"/> Somewhat motivating	<input type="checkbox"/> Quite motivating	<input type="checkbox"/> Extremely motivating
How much trust exists	<input type="checkbox"/> Almost no trust	<input type="checkbox"/> A little bit of trust	<input type="checkbox"/> Some trust	<input type="checkbox"/> Quite a bit trust	<input type="checkbox"/> A tremendous

between school leaders and staff?					amount of trust
How much do your school leaders care about you as an individual?	<input type="checkbox"/> Do not care at all	<input type="checkbox"/> Care a little bit	<input type="checkbox"/> Care somewhat	<input type="checkbox"/> Care quite a bit	<input type="checkbox"/> Care a tremendous amount
How confident are you that your school leaders have the best interests of the school in mind?	<input type="checkbox"/> Not at all confident	<input type="checkbox"/> Slightly confident	<input type="checkbox"/> Somewhat confident	<input type="checkbox"/> Quite confident	<input type="checkbox"/> Extremely confident
How fairly does the school leadership treat the staff?	<input type="checkbox"/> Not fairly at all	<input type="checkbox"/> Slightly fairly	<input type="checkbox"/> Somewhat fairly	<input type="checkbox"/> Quite fairly	<input type="checkbox"/> Extremely fairly
When you face challenges at work, how supportive are your school leaders?	<input type="checkbox"/> Not supportive at all	<input type="checkbox"/> Slightly supportive	<input type="checkbox"/> Somewhat supportive	<input type="checkbox"/> Quite supportive	<input type="checkbox"/> Extremely supportive
How respectful are your school leaders towards you?	<input type="checkbox"/> Not at all respectful	<input type="checkbox"/> Slightly respectful	<input type="checkbox"/> Somewhat respectful	<input type="checkbox"/> Quite respectful	<input type="checkbox"/> Extremely respectful
When challenges arise in your personal	<input type="checkbox"/> Not at all understanding	<input type="checkbox"/> Slightly understanding	<input type="checkbox"/> Somewhat understanding	<input type="checkbox"/> Quite understanding	<input type="checkbox"/> Extremely understanding

life, how understanding is your school leaders?

School Leadership – Perceptions of the school leadership’s effectiveness.

Item	Response Anchors				
How clearly do your school leaders identify their goals for teachers?	<input type="checkbox"/> Not at all clearly	<input type="checkbox"/> Slightly clearly	<input type="checkbox"/> Somewhat clearly	<input type="checkbox"/> Quite clearly	<input type="checkbox"/> Extremely clearly
How positive is the tone that school leaders set for the culture of the school?	<input type="checkbox"/> Not at all positive	<input type="checkbox"/> Slightly positive	<input type="checkbox"/> Somewhat positive	<input type="checkbox"/> Quite positive	<input type="checkbox"/> Extremely positive
How effectively do school leaders communicate important information to teachers?	<input type="checkbox"/> Not at all effectively	<input type="checkbox"/> Slightly effective	<input type="checkbox"/> Somewhat effective	<input type="checkbox"/> Quite effective	<input type="checkbox"/> Extremely effective
How knowledgeable are your school leaders about what is going on in teachers’ classrooms?	<input type="checkbox"/> Not knowledgeable at all	<input type="checkbox"/> Slightly knowledgeable	<input type="checkbox"/> Somewhat knowledgeable	<input type="checkbox"/> Quite knowledgeable	<input type="checkbox"/> Extremely knowledgeable
How responsive are school leaders to	<input type="checkbox"/> Not at all responsive	<input type="checkbox"/> Slightly responsive	<input type="checkbox"/> Somewhat responsive	<input type="checkbox"/> Quite responsive	<input type="checkbox"/> Extremely responsive

your feedback?					
For your school leaders, how important is teacher satisfaction?	<input type="checkbox"/> Not important at all	<input type="checkbox"/> Slightly important	<input type="checkbox"/> Somewhat important	<input type="checkbox"/> Quite important	<input type="checkbox"/> Extremely important
When the school makes important decisions, how much input do teachers have?	<input type="checkbox"/> Almost no input	<input type="checkbox"/> A little bit of input	<input type="checkbox"/> Some input	<input type="checkbox"/> Quite a bit of input	<input type="checkbox"/> A tremendous amount of input
How effective are the school leaders at developing rules for students that facilitate their learning?	<input type="checkbox"/> Not at all effective	<input type="checkbox"/> Slightly effective	<input type="checkbox"/> Somewhat effective	<input type="checkbox"/> Quite effective	<input type="checkbox"/> Extremely effective
Overall, how positive is the influence of the school leaders on the quality of your teaching?	<input type="checkbox"/> Not at all positive	<input type="checkbox"/> Slightly positive	<input type="checkbox"/> Somewhat positive	<input type="checkbox"/> Quite positive	<input type="checkbox"/> Extremely positive

Teaching – Perceptions of the impact of testing on teaching and student learning.

Item	Response Anchors				
How much pressure from school leaders do you feel to have your students	<input type="checkbox"/> Almost no pressure	<input type="checkbox"/> A little bit of pressure	<input type="checkbox"/> Some pressure	<input type="checkbox"/> Quite a bit of pressure	<input type="checkbox"/> A tremendous amount of pressure

achieve certain testing results?					
At your school, how often are you encouraged to teach test-taking strategies?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
How much pressure do you feel to cover particular content in your teaching?	<input type="checkbox"/> Almost no pressure	<input type="checkbox"/> A little bit of pressure	<input type="checkbox"/> Some pressure	<input type="checkbox"/> Quite a bit of pressure	<input type="checkbox"/> A tremendous amount of pressure
How many of your teaching decisions are made with the goal of trying to improve students' test scores?	<input type="checkbox"/> Almost no decisions	<input type="checkbox"/> A few decisions	<input type="checkbox"/> Some decisions	<input type="checkbox"/> Many decisions	<input type="checkbox"/> Almost all decisions
How often do you teach topics you think are unimportant because of pressure around standardized tests?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
How much pressure do you feel to cover a certain amount of content by a particular point in the year?	<input type="checkbox"/> Almost no pressure	<input type="checkbox"/> A little bit of pressure	<input type="checkbox"/> Some pressure	<input type="checkbox"/> Quite a bit of pressure	<input type="checkbox"/> A tremendous amount of pressure

Faculty Growth Mindset – Perceptions of whether teaching can improve over time.

Item	Response Anchors				
To what extent can teachers increase how much their most difficult students learn from them?	<input type="checkbox"/> Cannot increase at all	<input type="checkbox"/> Can increase a little	<input type="checkbox"/> Can increase somewhat	<input type="checkbox"/> Can increase quite a bit	<input type="checkbox"/> Can increase a tremendous amount
How easily can teachers change their teaching style	<input type="checkbox"/> Not at all easily	<input type="checkbox"/> Slightly easily	<input type="checkbox"/> Somewhat easily	<input type="checkbox"/> Quite easily	<input type="checkbox"/> Extremely easily

to match the needs of a particular class?					
To what extent can teachers improve their implementation of different teaching strategies?	<input type="checkbox"/> Cannot improve at all	<input type="checkbox"/> Can improve a little	<input type="checkbox"/> Can improve somewhat	<input type="checkbox"/> Can improve quite a bit	<input type="checkbox"/> Can improve a tremendous amount
How possible is it for teachers to change their ability to work with dissatisfied parents?	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
How much can teachers improve their classroom management approaches?	<input type="checkbox"/> Cannot improve at all	<input type="checkbox"/> Can improve slightly	<input type="checkbox"/> Can improve somewhat	<input type="checkbox"/> Can improve quite a bit	<input type="checkbox"/> Can improve a tremendous amount
To what extent can teachers change their intelligence about the subjects that they teach?	<input type="checkbox"/> Cannot change at all	<input type="checkbox"/> Can change a little bit	<input type="checkbox"/> Can change somewhat	<input type="checkbox"/> Can change quite a bit	<input type="checkbox"/> Can change a tremendous amount
Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?	<input type="checkbox"/> Cannot improve at all	<input type="checkbox"/> Can improve slightly	<input type="checkbox"/> Can improve somewhat	<input type="checkbox"/> Can improve quite a bit	<input type="checkbox"/> Can improve a tremendous amount
How possible is it for teachers to change how well they relate to their most difficult students?	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change

Staff-Family Relationships – Perceptions of faculty and staff relationships with the families at their school.

Item	Response Anchors				
How friendly are your school's families towards you?	<input type="checkbox"/> Not at all friendly	<input type="checkbox"/> Slightly friendly	<input type="checkbox"/> Somewhat friendly	<input type="checkbox"/> Quite friendly	<input type="checkbox"/> Extremely friendly
How often do you meet in person with the	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time

families of your students?					
In your communications with families, how caring do they seem towards you?	<input type="checkbox"/> Not at all caring	<input type="checkbox"/> Slightly caring	<input type="checkbox"/> Somewhat caring	<input type="checkbox"/> Quite caring	<input type="checkbox"/> Extremely caring
When you face challenges with particular students, how supportive are the families?	<input type="checkbox"/> Not at all supportive	<input type="checkbox"/> Slightly supportive	<input type="checkbox"/> Somewhat supportive	<input type="checkbox"/> Quite supportive	<input type="checkbox"/> Extremely supportive
How much do you trust that parents of your students will treat you fairly?	<input type="checkbox"/> Do not trust at all	<input type="checkbox"/> Trust a little bit	<input type="checkbox"/> Trust some	<input type="checkbox"/> Trust quite a bit	<input type="checkbox"/> Trust a tremendous amount
At your school, how respectful are the parents towards you?	<input type="checkbox"/> Not at all respectful	<input type="checkbox"/> Slightly respectful	<input type="checkbox"/> Somewhat respectful	<input type="checkbox"/> Quite respectful	<input type="checkbox"/> Extremely respectful
How challenging is it to communicate with the families of your students?	<input type="checkbox"/> Not at all challenging	<input type="checkbox"/> Slightly challenging	<input type="checkbox"/> Somewhat challenging	<input type="checkbox"/> Quite challenging	<input type="checkbox"/> Extremely challenging

Evaluation Teacher – Perceptions of the system that is used to evaluate faculty and staff.

Item	Response Anchors				
How often is your teaching evaluated?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Almost all the time	<input type="checkbox"/> N/A
How accurate is your school's evaluation system at recognizing good teachers?	<input type="checkbox"/> Not at all accurate	<input type="checkbox"/> Slightly accurate	<input type="checkbox"/> Somewhat accurate	<input type="checkbox"/> Extremely accurate	<input type="checkbox"/> N/A
At your school, how objectively is your teaching performance assessed?	<input type="checkbox"/> Not at all objectively	<input type="checkbox"/> Slightly objectively	<input type="checkbox"/> Somewhat objectively	<input type="checkbox"/> Extremely objectively	<input type="checkbox"/> N/A

How effective is your school's evaluation system at helping you improve?	<input type="checkbox"/> Not at all effective	<input type="checkbox"/> Slightly effective	<input type="checkbox"/> Somewhat effective	<input type="checkbox"/> Extremely effective	<input type="checkbox"/> N/A
How accurate is your school's evaluation system at identifying bad teachers?	<input type="checkbox"/> Not at all accurate	<input type="checkbox"/> Slightly accurate	<input type="checkbox"/> Somewhat accurate	<input type="checkbox"/> Extremely accurate	<input type="checkbox"/> N/A
How fair is the way teachers are assessed at your school?	<input type="checkbox"/> Not fair at all	<input type="checkbox"/> Slightly fair	<input type="checkbox"/> Somewhat fair	<input type="checkbox"/> Extremely fair	<input type="checkbox"/> N/A

Student Mindset – Perceptions of whether students have the potential to change those factors that are central to their performance in class.

Item	Response Anchors				
<i>Whether your students do well or poorly in your class may depend on many different factors. Some of these factors might be easier for your students to change than others. How possible do you think it is for your students to change:</i>					
How much talent they have	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
How much effort they put forth	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
How well they behave in class	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
How much they like the content in your class	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
How easily they give up	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change
Their intelligence	<input type="checkbox"/> Not at all possible to change	<input type="checkbox"/> A little possible to change	<input type="checkbox"/> Somewhat possible to change	<input type="checkbox"/> Quite possible to change	<input type="checkbox"/> Completely possible to change

Resources – Perceptions of the adequacy of the school's resources.

Item	Response Anchors				
To what extent does the quality of the resources at your school need to improve?	<input type="checkbox"/> Does not need to improve at all	<input type="checkbox"/> Needs to improve a little bit	<input type="checkbox"/> Needs to improve none	<input type="checkbox"/> Needs to improve quite a bit	<input type="checkbox"/> Needs to improve a tremendous amount
When students need help from an adult, how often do they have to wait to get that help?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the that
At your school, how crowded do the learning spaces feel?	<input type="checkbox"/> Not at all crowded	<input type="checkbox"/> Slightly crowded	<input type="checkbox"/> Somewhat crowded	<input type="checkbox"/> Quite crowded	<input type="checkbox"/> Extremely crowded
How urgently does your school's technology need to be updated?	<input type="checkbox"/> Not at all urgently	<input type="checkbox"/> Slightly urgently	<input type="checkbox"/> Somewhat urgently	<input type="checkbox"/> Quite urgently	<input type="checkbox"/> Extremely urgently
How often do your school's facilities need repairs?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost all the time
For students who need extra support, how difficult is it for them to get the support that they need?	<input type="checkbox"/> Not at all difficult	<input type="checkbox"/> Slightly difficult	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Quite difficult	<input type="checkbox"/> Extremely difficult
How much of your own money do you spend on your classroom?	<input type="checkbox"/> Almost none	<input type="checkbox"/> A little bit	<input type="checkbox"/> Some	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> A tremendous amount
How important is it for your school to hire more specialists to help students?	<input type="checkbox"/> Not important at all	<input type="checkbox"/> Slightly important	<input type="checkbox"/> Somewhat important	<input type="checkbox"/> Quite important	<input type="checkbox"/> Extremely important
How many more resources do you need to adequately	<input type="checkbox"/> Almost no resources	<input type="checkbox"/> A few more resources	<input type="checkbox"/> Several more resources	<input type="checkbox"/> Quite a few more resources	<input type="checkbox"/> A lot more resources

support your students' learning?					
Overall, how much does your school struggle due to a lack of resources?	<input type="checkbox"/> Does not struggle at all	<input type="checkbox"/> Struggles a little bit	<input type="checkbox"/> Struggles more	<input type="checkbox"/> Struggles quite a bit	<input type="checkbox"/> Struggles a tremendous amount

Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Item	Response Anchors				
If your students have a problem while working towards an important goal, how well can they keep working?	<input type="checkbox"/> Not well at all	<input type="checkbox"/> Slightly well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Extremely well
How often do your students stay focused on the same goal for several months at a time?	<input type="checkbox"/> Almost never	<input type="checkbox"/> Once in a while	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Frequently	<input type="checkbox"/> Almost always
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are your students to continue to pursue one of their current goals?	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely
When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?	<input type="checkbox"/> Not at all focused	<input type="checkbox"/> Slightly focused	<input type="checkbox"/> Somewhat focused	<input type="checkbox"/> Quite focused	<input type="checkbox"/> Extremely focused

If your students fail to reach an important goal, how likely are they to try again?	<input type="checkbox"/> Not at all likely	<input type="checkbox"/> Slightly likely	<input type="checkbox"/> Somewhat likely	<input type="checkbox"/> Quite likely	<input type="checkbox"/> Extremely likely
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Roles and Responsibilities – Perceptions of who should be primarily responsible for school success.

Item	Response Anchors			
<i>Many different factors play a role in school success. Each statement below represents something that may contribute to children’s success in school. Please indicate whom you think is primarily responsible for each factor by checking the appropriate box. If you do not think an item is important for school success, please check “N/A.”</i>				
Make sure that the children understand what is being taught at school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Ensure children have good relationships with their peers	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make time for doing fun activities that are unrelated to schoolwork	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make sure that the children have an adult to talk to at school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Identify what children are most interested in learning	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make sure that children have enough time set aside to do all of their school-related work	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Help children deal with their emotions appropriately	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make sure the children’s learning environment is safe	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Ensure good communication between home and school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Call attention to decisions about learning that do not seem to be in the best interest of the children	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A
Make sure children are supported to do their best in school	<input type="checkbox"/> Primarily parents	<input type="checkbox"/> Primarily schools	<input type="checkbox"/> Primarily children	<input type="checkbox"/> N/A

Panorama survey instruments are open-source and free to use. To learn more about Panorama, visit <https://www.panoramaed.com/about> or email contact@panoramaed.com.

Appendix D: Adult Consent Form**LINDENWOOD****Research Study Consent Form**

Title of Project: A New Experience: An Ethnographic Study of Students who Transfer from a Low-Performing Public School District to a Better-Performing Public School District in Missouri

Before reading this consent form, please know:

- Your decision to participate is your choice
- You will have time to think about the study
- You will be able to withdraw from this study at any time
- You are free to ask questions about the study at any time

After reading this consent form, we hope that you will know:

- Why we are conducting this study
- What you will be required to do
- What are the possible risks and benefits of the study
- What alternatives are available if the study involves treatment or therapy
- What to do if you have questions or concerns during the study

Basic information about this study:

- We are interested in learning about the transfer experience from a critically low-performing school to a better-performing school in Missouri.
- You will be required to participate in a survey, an interview and possibly a classroom observation.
- Risks of participation include: There is no potential risk to participants.

LINDENWOOD

Research Study Consent Form

Title of Project: A New Experience: An Ethnographic Study of Students who Transfer from a Low-Performing Public School District to a Better-Performing Public School District in Missouri

You are asked to participate in a research study being conducted by Yolanda J. Campbell under the guidance of Dr. Sherrie Wisdom at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

Why is this research being conducted?

We are doing this study to learn more about the experiences and perceptions of a transfer student from a low-performing school to a better-performing school. We will be asking about six to ten adult participants, parents/guardians, and teachers of recruited transfer students in grades 9th-12th to participate in surveys, interviews, and observations.

What am I being asked to do?

If you choose to be part of this study, you will be asked to consent. In addition, you will be asked questions about the transitioning experience: academic, social, emotional, and personal challenges or developmental changes that may adversely affect your child or student's educational performance in the better-performing school.

If you do not give consent, you cannot be in the study. If you consent, here is what will happen next:

Before you begin the study, please consider the following roles:

Principal Investigator: The person responsible and has access to the plan for the study: consent forms, observations, data collection, recruitment, and commitment to human protections and ethics. The contact person for information if you have problems with the research process.

Adult Participant: The person who participates in the plan for the study: interviews, surveys, and observations. This person's involvement is voluntary.

As part of our improvement process, we ask parents and teachers to tell us about the recruited transfer student experiences in their better-performing schools. The Principal Investigator will give you information about everything adult participants are required to do during the study. Your input is valuable and will help in making decisions about how to improve Missouri school districts. This study does not contain your name, and your

answers will remain confidential to protect and respect your privacy. Please answer the questions as honestly as you can. Thank you for your time and interest.

During the study:

- You will receive a copy of the Research Study Consent Form for your records.
- You will have the right to review material and the right to withdraw from the research study process. You may participate or not participate in the research study without prejudice to you.
- You will receive a pseudonym/code (example: Parent 1, Teacher 1) to identify your involvement in the research study.
- You will be told that the Principal Investigator is conducting a research study and that your identity will remain anonymous and confidential to protect and respect your privacy. Thus, there will be no possible bias, coercion, or conflicts.
- You will receive a survey for parent or teacher participants with a pseudonym/code at the top. You will complete the survey with a pencil or blue or black ink pen. Alternatively, you may select the check box on the Microsoft Word document.
- You will participate in one interview within the first six weeks of the research project and complete one parent or teacher survey within the first eight weeks of the research project. In addition, three classroom observations will take place within the first six weeks of the research project. You may or may not be observed as an adult participant.
- All inquiries about the research process should be sent directly to yolandajcampbell@gmail.com.

When the study ends:

The Principal Investigator will inform you and offer you a summary of research results at the conclusion of the study.

How long will I be in this study?

This study is going to last one year, and then it will be over.

Who is supporting this study?

The study is not funded by a grant or funding agency.

What are the risks of this study?

- Privacy and Confidentiality

We will be collecting data that could identify you, but each survey response will receive a code not to know who answered each survey. The code connecting you and your data will be destroyed as soon as possible.

What are the benefits of this study?

You will receive no direct benefits for completing this survey. However, we hope what we learn may benefit other people in the future.

Will I receive any compensation?

You will not receive any compensation for taking part in our study.

What if I do not choose to participate in this research?

It is always your choice to participate in this study. You may withdraw at any time. For example, you may choose not to answer any questions or perform tasks that make you uncomfortable. If you decide to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from a study, please use the contact information found at the end of this form.

What if I am injured during this research?

If you are injured during this research, tell the Principal Investigator as soon as possible. Please use the contact information at the end of this form.

Decisions to pay you or give you other compensation for the injury will be made by Lindenwood University. You do not give up your legal rights by signing this form.

What if new information becomes available about the study?

We may find information that could be important to you and your decision to participate in this research during this study. Therefore, we will notify you as soon as possible if such information becomes available.

How will you keep my information private?

We will do everything we can to protect and respect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are members of the research team, qualified staff of Lindenwood University, representatives of state or federal agencies.

How can I withdraw from this study?

Notify the research team immediately if you would like to withdraw from this research study.

Whom can I contact with questions or concerns?

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or mleary@lindenwood.edu. In addition, you can contact the researcher, Yolanda J. Campbell, directly at (314) 346-5055 or yolandajcampbell@gmail.com.

I consent to my participation in the research described above. I have read this consent form and have been allowed to ask questions. I will also be given a copy of this consent form for my records.

_____	_____
Participant's Signature	Date

Participant's Printed Name	

_____	_____
Signature of Principal Investigator or Designee	Date

Investigator or Designee Printed Name	

Appendix E: Assent Form**LINDENWOOD****Research Study Assent Form****What is research?**

We are going to do a research study. A research study is when a researcher or doctor collects information to learn more about something. This research study will learn more about your experiences and perceptions as a transfer student from a low-performing school to a better-performing school. After we tell you more about this study, we ask you about being part of it.

We will also ask about 15 to 25 transfer students, 9th-12th-grade level, and other people to be part of this study.

What will you ask me to do?

If you choose to be part of this study, your parent/guardian(s) will be asked to give their permission for you to be in this study. In addition, you will be asked questions about the transitioning experience: academic, social, emotional, and personal challenges or developmental changes that may adversely affect your educational performance in the better-performing school.

If your parent/guardian(s) do not agree, you cannot be in the study. However, if your parent/guardian(s) do agree, and you agree too, here is what will happen next:

Before you begin the study, please consider the following roles:

Principal Investigator: The person responsible and has access to the plan for the study: consent forms, observations, data collection, recruitment, and commitment to human protections and ethics. The contact person for information if you have problems with the research process.

Student Participant: The person who participates in the plan for the study: interviews, surveys, and observations. This person's involvement is voluntary.

As part of our improvement process, we ask students to tell us about their experiences in their better-performing schools. The Principal Investigator will give you information about everything student participants are required to do during the study. Your input is valuable and will help in making decisions about how to improve Missouri school districts. This study does not contain your name, and your answers will remain confidential to protect and respect your privacy. Please answer the questions as honestly as you can. Thank you for your time and interest.

During the study:

- You will receive a copy of the signed Research Study Assent Form for your records.
- You will have the right to review material and the right to withdraw from the research study process. You may participate or not participate in the research study without prejudice to you.
- You will receive a pseudonym/code (example: Student 1) to identify your involvement in the research study.
- You will be told that the Principal Investigator is conducting a research study and that your identity will remain anonymous and confidential to protect and respect your privacy. Thus, there will be no possible bias, coercion, or conflicts.
- You will receive a survey for student participants, which has a pseudonym/code at the top. You will complete the survey with a pencil or blue or black ink pen. Alternatively, you may select the check box on the Microsoft Word document.
- You will participate in one interview within the first six weeks of the research project and complete one student survey within the first eight weeks of the research project. In addition, there will be three classroom observations that will take place within the first six weeks of the research project. You may or may not be observed as a student participant.
- All inquiries about the research study should be sent directly to yolandajcampbell@gmail.com.

When the study ends:

The Principal Investigator will inform you and offer you a summary of research results at the conclusion of the study.

This study is going to last one year, and then it will be over.

Will I be harmed during this study?

You will not be harmed during this study. Therefore, there is no potential risk to participants.

Will I benefit from being in this study?

You will not get anything special if you decide to be part of this study. However, we hope what we learn will help other children.

Do I have to be in this research?

No, you do not. If you do not want to be in this research study, please tell us. You can also tell us later if you do not want to be part of it anymore. No one will be mad at you, and you can talk to us at any time if you are nervous.

What if I have questions?

You can ask us questions right now about the research study. You can ask questions later if you want to. You can also talk to someone else about the study if you want to. Furthermore, you can change your mind at any time. Being in this research study is up to you.

If you want to be in this research study, please tell us. Alternatively, you can sign your name in the blank below. We will give you a copy of this form to keep.

_____	_____
Minor Participant's Signature	Date

Minor Participant's Printed Name	

_____	_____
Signature of Principal Investigator or Designee	Date

Investigator or Designee Printed Name	

Appendix F: Research Consent Form on Behalf of the Minor**LINDENWOOD****Research Study Consent Form**

Title of Project: A New Experience: An Ethnographic Study of Students who Transfer from a Low-Performing Public School District to a Better-Performing Public School District in Missouri

Note: "You" in this form refers to the minor participant. If an activity or requirement refers to the parent or guardian consenting on behalf of the minor, this will be clearly indicated.

Before reading this consent form, please know:

- Your decision to participate is your choice
- You will have time to think about the study
- You will be able to withdraw from this study at any time
- You are free to ask questions about the study at any time

After reading this consent form, we hope that you will know:

- Why we are conducting this study
- What you will be required to do
- What are the possible risks and benefits of the study
- What alternatives are available if the study involves treatment or therapy
- What to do if you have questions or concerns during the study

Basic information about this study:

- We are interested in learning about the transfer experience from a critically low-performing school to a better-performing school in Missouri.
- You will be required to participate in a survey, an interview and possibly a classroom observation.
- Risks of participation include: There is no potential risk to participants.

LINDENWOOD

Research Study Consent Form

Title of Project: A New Experience: An Ethnographic Study of Students who Transfer from a Low-Performing Public School District to a Better-Performing Public School District in Missouri

You are asked to participate in a research study being conducted by Yolanda J. Campbell under the guidance of Dr. Shane Williamson at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

Why is this research being conducted?

We are doing this study to learn more about your experiences and perceptions as a transfer student from a low-performing school to a better-performing school. We will be asking about 15 to 25 students, 9th-12th grade level, and other people to answer these questions.

What am I being asked to do?

If you choose to be part of this study, your parent/guardian(s) will be asked to consent on your behalf. In addition, you will be asked questions about the transitioning experience: academic, social, emotional, and personal challenges or developmental changes that may adversely affect your educational performance in the better-performing school.

If your parent/guardian(s) do not consent, you cannot be in the study. However, if your parent/guardian(s) do consent, and you consent too, here is what will happen next:

Before you begin the study, please consider the following roles:

Principal Investigator: The person responsible and has access to the plan for the study: consent forms, observations, data collection, recruitment, and commitment to human protections and ethics. The contact person for information if you have problems with the research process.

Student Participant: The person who participates in the plan for the study: interviews, surveys, and observations. This person's involvement is voluntary.

As part of our improvement process, we ask students to tell us about their experiences in their better-performing schools. The Principal Investigator will give you information about everything student participants are required to do during the study. Your input is valuable and will help in making decisions about how to improve Missouri school districts. This study does not contain your name, and your answers will remain

confidential to protect and respect your privacy. Please answer the questions as honestly as you can. Thank you for your time and interest.

During the study:

- You will receive a copy of the Research Study Consent Form, signed by a parent/guardian on behalf of a minor for your records.
- You will have the right to review material and the right to withdraw from the research study process. You may participate or not participate in the research study without prejudice to you.
- You will receive a pseudonym/code (example: Student 1) to identify your involvement in the research study.
- You will be told that the Principal Investigator is conducting a research study and that your identity will remain anonymous and confidential to protect and respect your privacy. Thus, there will be no possible bias, coercion, or conflicts.
- You will receive a survey for student participants, which has a pseudonym/code at the top. You will complete the survey with a pencil or blue or black ink pen. Alternatively, you may select the check box on the Microsoft Word document.
- You will participate in one interview within the first six weeks of the research project and complete one student survey within the first eight weeks of the research project. In addition, there will be three classroom observations that will take place within the first six weeks of the research project. You may or may not be observed as a student participant.
- All inquiries about the research process should be sent directly to yolandajcampbell@gmail.com.

When the study ends:

The Principal Investigator will inform you and offer you a summary of research results at the conclusion of the study.

How long will I be in this study?

This study is going to last one year, and then it will be over.

Who is supporting this study?

The study is not funded by a grant or funding agency.

What are the risks of this study?

- Privacy and Confidentiality

We will not be collecting any information that will identify you. We will be collecting data that could identify you, but each survey response will receive a

code not to know who answered each survey. The code connecting you and your data will be destroyed as soon as possible.

What are the benefits of this study?

You will receive no direct benefits for completing this survey. However, we hope what we learn may benefit other people in the future.

Will I receive any compensation?

You will not receive any compensation for taking part in our study.

What if I do not choose to participate in this research?

It is always your choice to participate in this study. You may withdraw at any time. For example, you may choose not to answer any questions or perform tasks that make you uncomfortable. If you decide to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from a study, please use the contact information found at the end of this form.

What if I am injured during this research?

If you are injured during this research, tell the Principal Investigator as soon as possible. Please use the contact information at the end of this form.

Decisions to pay you or give you other compensation for the injury will be made by Lindenwood University. You do not give up your legal rights by signing this form.

What if new information becomes available about the study?

We may find information that could be important to you and your decision to participate in this research during this study. Therefore, we will notify you as soon as possible if such information becomes available.

How will you keep my information private?

We will do everything we can to protect and respect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are members of the research team, qualified staff of Lindenwood University, representatives of state or federal agencies.

How can I withdraw from this study?

Notify the research team immediately if you would like to withdraw from this research study.

Whom can I contact with questions or concerns?

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or mleary@lindenwood.edu. In addition, you can contact the researcher, Yolanda J. Campbell, directly at (314) 346-5055 or yolandajcampbell@gmail.com.

I consent to my participation in the research described above. I have read this consent form and have been allowed to ask questions. I will also be given a copy of this consent form for my records.

_____	_____
Parent or Legally Authorized Representative's Signature	Date

Parent or Legally Authorized Representative's Printed Name	

_____	_____
Signature of Principal Investigator or Designee	Date

Investigator or Designee Printed Name	

Appendix H: Interview Questions

The interview questions are open-ended questions about perceptions and experiences in better-performing schools. Please answer the questions, and be as specific as possible.

Student:

Interview Question 1: What is your best idea for how groups of people at this school could get along with each other better?

Interview Question 2: What are two things that this school could do to improve? Please be as specific as possible.

Interview Question 3: What are two things this school does well that it should continue to do? Please be as specific as possible.

Interview Question 4: What is the biggest thing that gets in the way of people at this school getting along with each other better?

Interview Question 5: What goals are you most excited to achieve by the end of this school year?

Interview Question 6: What is the most significant barrier that stands between you and achieving this goal?

Interview Question 7: Please list a concrete strategy that you can use to overcome the barriers to reaching your most important goal.

Interview Question 8: What is one thing that students could do at school to make it feel safe?

Parent/Guardian:

Interview Question 1: What 1-2 steps could your school take to improve the school's social climate for students?

Interview Question 2: What is the best thing your school does to help parents become involved?

Interview Question 3: What would you change if you could change one aspect of your child's school to help him/her learn more? Why?

Interview Question 4: What changes could your school make to help your child feel like the school is an excellent fit for him/her?

Interview Question 5: What does the school do well in helping you support your child?

Interview Question 6: What sorts of things might help you feel more confident about your role as a parent?

Interview Question 7: What are the most important things your child's school does to create a positive social climate for students?

Interview Question 8: What is the biggest obstacle that prevents you from getting more involved at your child's school?

Interview Question 9: What is the most important thing for a school to ensure that all children succeed?

Teacher:

Interview Question 1: What are the most important aspects of working at your school?

Interview Question 2: If you could change anything about working at your school, what would you change?

Interview Question 3: For how many years do you plan to stay as a teaching professional?

Interview Question 4: For how many years do you plan to continue teaching in this district?

Appendix I: The National Institute of Health



Vitae

Yolanda J. Campbell

Education

Educational Specialist in Educational Administration
Lindenwood University, St. Charles, Missouri

Master of Arts in Educational Administration
Lindenwood University, St. Charles, Missouri

Bachelor of Science in Professional Interdisciplinary Studies
Harris-Stowe State University, St. Louis, Missouri

Experience

- 2020-Present Associate Director of Learning and Organizational Development
Unleashing Potential, St. Louis, Missouri
- 2018-2020 Educational Specialist
Unleashing Potential, St. Louis, Missouri
- 2018-Present Trainer
David P. Weikart Center Youth Work Method Series,
St. Louis, Missouri
- 2018-2018 Field Instructor
St. Louis Field Education Collaborative, St. Louis, Missouri
- 2017-2017 Project Director and Site Testing Manager
Children's Defense Funds Freedom Schools®, St. Louis, Missouri
- 2014-2018 Site Manager
Unleashing Potential, St. Louis, Missouri
- 2014-2014 Children's Service Worker II
Missouri Department of Social Services, St. Louis, Missouri
- 2014-2014 Student Advocate (Grades 3-6)
North Campus, St. Louis, Missouri
- 2012-2013 Youth Advisory Council Specialist
22nd Judicial Court of Missouri, Family Court – Juvenile Division,
St. Louis, Missouri

2009-2010	Vice President of Region Alternatives Unlimited, Inc., St. Louis, Missouri
2008-2009	Vice President of Human Resources Alternatives Unlimited, Inc., St. Louis, Missouri
2007-2008	Executive Director Alternatives Unlimited, Inc., St. Louis, Missouri
2004-2007	Coordinator/Director Alternatives Unlimited, Inc., St. Louis, Missouri
2003-2004	Teacher Alternatives Unlimited, Inc., St. Louis, Missouri
2003-2003	Teacher Ombudsman Educational Services, Inc., St. Louis, Missouri
2003-2003	Student-Teacher (9th Grade) Ritenour School District, St. Louis, Missouri
1998-2003	CSE Technician Missouri Department of Social Services, St. Louis, Missouri
1996-1998	Information Support Coordinator Missouri Department of Social Services, St. Louis, Missouri
1994-1996	Clerk Typist II and III, and Clerk III Missouri Department of Social Services, St. Louis, Missouri
1987-1992	MSA Audit Clerk Brown Group, Inc., St. Louis, Missouri

Affiliations/Memberships

2019-Present	Board Member Flawed Mom, St. Louis, Missouri
2009-Present	Mentor Missouri Mentoring Partnership, St. Louis, Missouri
2004-2007	Advisory Council Member Elaine Steven Beauty College, St. Louis, Missouri
2001	Sigma Tau Delta Harris-Stowe State University, St. Louis, Missouri

- 2003 Pi Lambda Theta
Harris-Stowe State University, St. Louis, Missouri
- 2003 Kappa Delta Pi
Harris-Stowe State University, St. Louis, Missouri