

Research on the School Community Index and Solid Foundation® (which utilizes SCI)

*Below are excerpts from Miller, Kuykendall, and Thomas (2013, pp. 137, 141–142):

In our analyses, we draw on teachers' responses to the School Community Survey (SCS) as well as information on school characteristicsIn the current study we assess the generalizability of measures of teachers' perceptions developed within the SCS. Specifically, we assess the internal consistency of nine subscales as well as a complete index of teachers' perceptions developed in prior analyses. In addition, we explore the association between the demographic characteristics of teachers, institutional (i.e., school) characteristics, and teachers' perceptions. Our findings suggest that measures included in the SCS consistently gauge teachers' perceptions and that multiple measures can be combined to form summary measures of distinct elements of overall perceptions. In addition, our linear regression analyses using robust clustered standard errors suggests there are important variations in both the individual and institutional level correlates of elements of teacher perceptions.

From 1996–1998, the SCS was administered to approximately 7,600 parents and 1,869 teachers in Pennsylvania, Maryland, New Jersey, and Illinois. Prior studies investigated the relationships among various socioeconomic factors, institutional characteristics, a school community, and student learning outcomes. Findings suggested that socioeconomic factors, institutional characteristics, and collaborative school communities were positively correlated with improved average daily attendance, reading scores, and math scores, but negatively correlated with poverty levels (Redding, 1998, 2001).

From 2001 to 2003, ADI investigated the effects of Solid Foundation®, a comprehensive parent engagement program, on student learning outcomes in 129 Illinois elementary schools with high poverty levels (Redding, Langdon, Meyer, & Sheley, 2004)....To examine the impact of parent–teacher engagement, the investigators analyzed statewide assessment scores for each school with matched controls. They found that increasing the cohesiveness between teachers and parents helped to improve the overall learning environment of schools. By that means, student success was also positively influenced. The schools that participated in the Solid Foundation® parent–teacher engagement program demonstrated a 1.9% achievement gain over other Illinois elementary schools with identical beginning test scores....(Redding et al., 2004).

Finally, ADI investigated how parents and teachers view their school communities (Redding, 2008). Specifically, this study examined which aspects of the school community parents and teachers viewed as generally strong or weak, on which areas parents and teachers had divergent opinions, the extent to which the parents' race or ethnicity influenced their own perceptions of the school community, and how parents' and teachers' perceptions about their school communities point to promising paths for improving schools and better educating children (Redding, 2008).

References

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