

PSYCHOMETRIC DATA

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SURVEY HISTORY

Culture of Excellence & Ethics Assessment surveys were developed in 2009 by incorporating a range of items from the *Collective Responsibility for Excellence & Ethics* surveys (CREE, version 2.5). CREE surveys were used in several federally-funded research projects in 2005-2008. They included items and scales designed by the authors to measure school community and related constructs, used in earlier instruments and specific for this survey (Davidson and Khmelkov, 2002; Davidson and Khmelkov, 2003). CREE surveys also included several publicly available scales used in national and international studies—the 2000 Program for International Student Assessment (PISA, see Adams and Wu, 2002) and the Educational Longitudinal Study of 2002 (ELS, see Burns et al., 2003).

The external scales in the CREE student survey measured constructs, such as Preference for Cooperative Learning (developed for PISA by Marsh et al., 1999), Preference for Competitive Learning (developed by Owens and Barnes, 1982, 1992), subject-specific Intrinsic Interest scales (adapted from Baumert et al., 1998, see also Peschar et al., 1999), and subject-specific Self-Efficacy scales (adapted from the original MSLQ, Pintrich et al., 1993). The external scales in CREE faculty/staff survey included Leadership scale from the Schools and Staffing survey (Tourkin et al, 2004), Teaching for Understanding scale (Khmelkov, Power, and Power, 2001; adapted from the original pool of items in Bidwell et al., 1997), Teachers' Sense of Efficacy Scales (OSTES, Tschannen-Moran and Woolfolk Hoy, 2001).

The data from external scales collected in 2005-2008 were used to demonstrate discriminant and convergent validity (cf., Trochim & Donnelly, 2006) of the CREE-specific scales, including School Climate (student social health and safety, social capital generated in community by adults), Ethical Learning Community among students, Faculty/Staff Practices promoting community and development of student character competencies, and Professional Ethical Learning Community (see review and analysis results in Khmelkov and Davidson, 2008).

CEEA survey design started by developing a conceptual

model and framework of school climate and culture (Khmelkov and Davidson, 2009-2011). A pool of over 200 items was generated in summer 2009 to measure the constructs identified in the CEEA model. This pool was based on the original scales and items in CREE 2.5, but was expanded to match the conceptual model. No items from external scales, used in CREE 2.5, were included in CEEA surveys. Through a series of discussions with practitioners and research experts about the face validity of the emerging measurement scales, the survey was narrowed to 110 items on the student survey and 139 items on the faculty/staff survey. This version of the survey was identified as 4.2.

After the psychometric analysis of CEEA 4.2 (available from the authors) demonstrated excellent properties, a decision was made to reduce the number of items to make the surveys shorter and more manageable for administration and review of the results.

Version 4.5 of the student and staff surveys differs from version 4.2 in the fact that one scale was removed from it—student self-efficacy beliefs about their competencies and staff perceptions of students demonstrating those competencies (28 items). In addition, 7 items were removed from the student culture of ethics, 1 item from staff practices, 2 items from health and life balance set, and 1 item from staff collegiate relationships scale.

This report presents the data results for the analysis of version 4.5 of the CEEA surveys.

DATA SAMPLE

The data used for these analyses come from three waves of data collection: Fall 2009, Spring 2010, and Fall 2010. 15 high schools participated in the data collection in Fall 2009; 20 high schools participated in the data collection in Spring 2010; 28 high schools participated in the data collection in Fall 2010.

The majority of schools in the sample were public (two schools were charter schools; there were no private schools in this sample). Schools in this sample were located in the Midwest and North-East, and included urban, suburban, and rural schools.

The data collection in Fall 2009 did not include Student

Safety, Faculty/Staff Support for & Engagement of Students, and Professional Community and School/Home Partnership scales. This explains smaller Ns in the analyses of these scales.

Grade level, gender, and basic race/ethnicity was collected. Schools included students with disability and non-native English speaking students. However, these students were not identified during data collection, therefore, no information is available for analysis. Differences in means for gender and race/ethnicity groups are included.

With the exception of one school, all data was collected using online data collection system (hosted by Vovici). One school collected student surveys on paper-and-pencil forms.

PSYCHOMETRIC DATA

Table 1 presents information on the internal consistency (Cronbach's Alpha) and percent of variance accounted for by the items of the scales in factor analysis. All of the scales in this version of CEEA surveys have consistently high to excellent internal consistency. This is evidenced by Cronbach's alphas ranging from very high at .84 to exemplary at .93 (see Robinson et al, 1991).

For the most part, the scales explain 50% or more of the variance in the contributing items. Faculty/staff student behaviors (ethics) scale explains about 44%. Student scale on staff practices (excellence) explains about 47%.

To explore convergent and discriminant validity, the pattern of relationships between various constructs measured by CEEA surveys can be established by examining bivariate correlations in the student and faculty/staff samples in Table 2 and Table 3. The goal of this analysis is to ascertain whether the observed pattern of relationships in the data corresponds to the theoretical pattern of relationships between constructs of interest, or whether constructs simultaneously demonstrate discriminant and convergent validity as could be predicted theoretically (Trochim & Donnelly, 2006).

The pattern of relationships observed is indeed consistent with what can be expected theoretically. For example, Student Safety scale in student data has relatively small correlations with student perceptions of faculty/staff practices (.249 and .265), but moderate correlations with perceptions of peer student behaviors (.432 and .479). Similarly, student perceptions of faculty support and engagement of students scale has high correlations

with student perceptions of staff practices in domains of excellence and ethics (.734 and .810), but much lower correlations with perceptions of peer behaviors (.448 and .527).

Finally, Tables 4-7 show means, standard deviations, and results of t-test comparisons of differences in means for gender and major race/ethnicity groups in the student data.

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Table 1A: Means, Reliability Alphas, and Variance Explained in Factor Analysis: High School Sample

Student Survey						
	Valid N	Mean	Std. Deviation	Cronbach's Alpha	% Variance Explained	N of Items
Safe, Supportive, & Engaging Climate						
Student Safety	2,801	2.79	1.134	.86	64.0	5
Faculty/Staff Support for & Engagement of Students	2,777	3.46	.879	.91	54.8	10
Culture of Excellence & Ethics: Student Behaviors						
Excellence	3,959	2.88	.640	.85	51.2	14
Ethics	3,995	3.06	.679	.85	52.5	14
Culture of Excellence & Ethics: Faculty/Staff Practices						
Impacting Excellence	3,931	3.55	.764	.91	46.5	14
Impacting Ethics	4,032	3.44	.816	.90	48.8	12
Faculty & Staff Survey						
	Valid N	Mean	Std. Deviation	Cronbach's Alpha	% Variance Explained	N of Items
Safe, Supportive, & Engaging Climate						
Student Safety	703	2.71	.929	.84	62.5	5
Faculty/Staff Support for & Engagement of Students	763	3.96	.683	.91	55.3	10
Culture of Excellence & Ethics: Student Behaviors						
Excellence	1,118	2.83	.637	.88	54.5	14
Ethics	1,141	3.15	.570	.85	43.6	14
Culture of Excellence & Ethics: Faculty/Staff Practices						
Impacting Excellence	1,120	4.17	.543	.88	50.8	14
Impacting Ethics	1,151	4.12	.589	.86	53.7	12
Professional Community and School/Home Partnership						
Leadership Practices	777	3.62	1.051	.92	71.2	6
Faculty/Staff Beliefs & Behaviors	741	3.52	.828	.93	62.4	13
School/Home Communication & Support	758	3.46	.733	.87	49.4	9

Table 1B: Means, Reliability Alphas, and Variance Explained in Factor Analysis

Parent Survey						
High/Middle School Sample						
Parents' Perceptions of School Culture	609	3.64	.652	.91	53.5	20
School Engaging Parents	607	3.02	.750	.87	52.9	13
Parents Engaging with School	627	2.59	.572	.64	42.0	5
Learning at Home/Promoting Excellence	589	3.65	.686	.85	58.8	13
Parenting/Promoting Ethics	582	4.04	.543	.86	51.3	13
Elementary School Sample						
Parents' Perceptions of School Culture	386	3.83	.657	.92	59.5	20
School Engaging Parents	382	3.37	.765	.89	56.1	13
Parents Engaging with School	403	2.99	.553	.68	45.0	5
Learning at Home/Promoting Excellence	370	4.22	.520	.81	62.5	13
Parenting/Promoting Ethics	375	4.20	.492	.85	52.1	13

*Table 2: Correlations between Student CEEA Scales:
High School Sample*

Student Survey					
	Culture of Excellence: Students	Culture of Ethics: Students	Culture of Excellence: Faculty/Staff	Culture of Ethics: Faculty/Staff	Student Safety
Culture of Excellence & Ethics: Student Behaviors					
Culture of Excellence: Students					
Culture of Ethics: Students	.699(**)				
Culture of Excellence & Ethics: Faculty/Staff Practices					
Culture of Excellence: Faculty/Staff	.372(**)	.406(**)			
Culture of Ethics: Faculty/Staff	.399(**)	.459(**)	.800(**)		
Safe, Supportive, & Engaging Climate					
Student Safety	.432(**)	.479(**)	.249(**)	.265(**)	
Faculty/Staff Support for & Engagement of Students	.448(**)	.527(**)	.734(**)	.810(**)	.326(**)

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

*Table 3: Correlations between Faculty/Staff CEEA Scales:
High School Sample*

Faculty Survey								
	Culture of Excellence: Students	Culture of Ethics: Students	Culture of Excellence: Faculty/Staff	Culture of Ethics: Faculty/Staff	Student Safety	Faculty/Staff Support for & Engagement of Students	LeadPrac	FacBehav
Culture of Excellence & Ethics: Student Behaviors								
Culture of Excellence: Students								
Culture of Ethics: Students	.720(**)							
Culture of Excellence & Ethics: Faculty/Staff Practices								
Culture of Excellence: Faculty/Staff	.152(**)	.143(**)						
Culture of Ethics: Faculty/Staff	.159(**)	.144(**)	.730(**)					
Safe, Supportive, & Engaging Climate								
Student Safety	.321(**)	.423(**)	.074(*)	.079(*)				
Faculty/Staff Support for & Engagement of Students	.461(**)	.520(**)	.351(**)	.339(**)	.301(**)			
Professional Community and School/Home Partnership								
Leadership Practices	.330(**)	.378(**)	.115(**)	.184(**)	.335(**)	.403(**)		
Faculty/Staff Beliefs & Behaviors	.402(**)	.459(**)	.202(**)	.226(**)	.256(**)	.586(**)	.569(**)	
School/Home Communication & Support	.376(**)	.457(**)	.238(**)	.244(**)	.239(**)	.536(**)	.442(**)	.649(**)

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

*Table 4: Student CEEA Scales by Gender:
High School Sample*

Student Survey						
		Male	Female	t-test for Equality of Means	t-test for Equality of Means Std. Error Difference	Sig.
Culture of Excellence: Students	Mean	2.91	2.92	-.27	.02	.79
	Std.Deviation	(.63)	(.64)			
	N	1,608	1,503			
Culture of Ethics: Students	Mean	3.09	3.12	-1.27	.02	.21
	Std.Deviation	(.67)	(.68)			
	N	1,611	1,503			
Culture of Excellence: Faculty/Staff	Mean	3.59	3.61	-.68	.03	.49
	Std.Deviation	(.73)	(.73)			
	N	1,614	1,503			
Culture of Ethics: Faculty/Staff	Mean	3.48	3.49	-.30	.03	.76
	Std.Deviation	(.78)	(.81)			
	N	1,610	1,500			
Student Safety	Mean	2.99	2.83	2.83	.05	.01
	Std.Deviation	(1.15)	(1.11)			
	N	890	809			
Faculty Support for & Engagement of Students	Mean	3.53	3.56	-.72	.04	.47
	Std.Deviation	(.85)	(.85)			
	N	893	809			

*Table 5: Student CEEA Scales by Race/Ethnicity (Asian vs White):
High School Sample*

Student Survey						
		White	Asian	t-test for Equality of Means	t-test for Equality of Means Std. Error Difference	Sig.
Culture of Excellence: Students	Mean	2.92	2.81	1.16	.09	.25
	Std.Deviation	(.63)	(.57)			
	N	2,468	48			
Culture of Ethics: Students	Mean	3.12	2.96	1.82	.09	.08
	Std.Deviation	(.67)	(.59)			
	N	2,472	48			
Culture of Excellence: Faculty/Staff	Mean	3.61	3.51	1.00	.10	.32
	Std.Deviation	(.72)	(.66)			
	N	2,473	48			
Culture of Ethics: Faculty/Staff	Mean	3.49	3.48	.16	.09	.87
	Std.Deviation	(.78)	(.62)			
	N	2,467	48			
Student Safety	Mean	2.93	2.66	1.29	.21	.20
	Std.Deviation	(1.11)	(1.07)			
	N	1,281	28			
Faculty Support for & Engagement of Students	Mean	3.58	3.47	.69	.16	.49
	Std.Deviation	(.83)	(.76)			
	N	1,282	29			

*Table 6: Student CEEA Scales by Race/Ethnicity (Black Vs White):
High School Sample*

Student Survey						
		White	Black	t-test for Equality of Means	t-test for Equality of Means Std. Error Difference	Sig.
Culture of Excellence: Students	Mean	2.92	2.93	-.25	.06	.80
	Std.Deviation	(.63)	(.67)			
	N	2,468	128			
Culture of Ethics: Students	Mean	3.12	3.13	-.23	.06	.82
	Std.Deviation	(.67)	(.69)			
	N	2,472	128			
Culture of Excellence: Faculty/Staff	Mean	3.61	3.58	.57	.07	.57
	Std.Deviation	(.72)	(.81)			
	N	2,473	128			
Culture of Ethics: Faculty/Staff	Mean	3.49	3.38	1.51	.07	.13
	Std.Deviation	(.78)	(.88)			
	N	2,467	127			
Student Safety	Mean	2.93	2.97	-.36	.12	.72
	Std.Deviation	(1.11)	(1.23)			
	N	1,281	95			
Faculty Support for & Engagement of Students	Mean	3.58	3.36	2.50	.09	.01
	Std.Deviation	(.83)	(.78)			
	N	1,282	95			

*Table 7: Student CEEA Scales by Race/Ethnicity (Latino/a vs White):
High School Sample*

Student Survey						
		White	Latino/a	t-test for Equality of Means	t-test for Equality of Means Std. Error Difference	Sig.
Culture of Excellence: Students	Mean	2.92	3.09	-2.44	.07	.02
	Std.Deviation	(.63)	(.62)			
	N	2,468	84			
Culture of Ethics: Students	Mean	3.12	3.25	-1.85	.07	.07
	Std.Deviation	(.67)	(.63)			
	N	2,472	84			
Culture of Excellence: Faculty/Staff	Mean	3.61	3.67	-.78	.08	.44
	Std.Deviation	(.72)	(.71)			
	N	2,473	84			
Culture of Ethics: Faculty/Staff	Mean	3.49	3.60	-1.22	.09	.22
	Std.Deviation	(.78)	(.76)			
	N	2,467	84			
Student Safety	Mean	2.93	3.31	-2.37	.16	.02
	Std.Deviation	(1.11)	(1.06)			
	N	1,281	49			
Faculty Support for & Engagement of Students	Mean	3.58	3.86	-2.39	.12	.02
	Std.Deviation	(.83)	(.74)			
	N	1,282	49			