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TRUST IN SCHOOLS, STUDENT RACE, AND THIRD GRADE READING IN NEW YORK CITY PUBLIC SCHOOLS

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TRUST IN SCHOOLS, STUDENT RACE, AND THIRD GRADE READING IN NEW YORK CITY PUBLIC SCHOOLS

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ABSTRACT

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This quantitative study examines the relationship between teachers' and parents' trust in the school principal in association with third-grade students reading proficiency as determined by the New York State Testing Program. In addition, this study examines the association between combined trust scores and their influence on Black and Latino students' reading proficiency. This study merged preexisting New York City Department of Education (NYCDOE) Learning Environment Survey data and examination data from the New York State Testing Program. Six hundred eleven schools comprised the final sample from the 708 public elementary schools that currently make up the NYCDOE traditional public school system (the data did not include charter schools, preschools, K-2 schools, or D75 schools). Regression analyses were used to determine whether teachers' and parents' trust in principals influenced third-grade reading proficiency. This study concentrated on trust in schools to address the achievement gap in reading proficiency across the educational system.

DEDICATION

I dedicate this dissertation to my mother, Maria Gutierrez, and father, Curtis Willingham. My mother came to America in 1971 without speaking English, without a family, and my dad was a functioning illiterate. However, my parents were determined, honest, hardworking, and loving, and together they joined forces in 1976 to raise their first-born daughter (me); I am forever grateful for their commitment.

I also dedicate this to my husband David. Thank you for always having my back and supporting my dreams.

Lastly, I dedicate this dissertation to my three children, Mia, Madison, and Maison; I hope you know you are my entire world.

ACKNOWLEDGEMENTS

In January 2018, I received fantastic news, an acceptance letter from St. John's University. I felt excited about returning to school and nervous about the demands of a doctoral program. However, I was fortunate to be surrounded by a supportive family, friends, and colleagues. For the past four years, my immediate family has supported my doctoral journey; they have wiped my tears and consistently provided words of encouragement. I owe a debt of gratitude to my husband, David, and our three children, Mia, Madison, and Maison. Thank you for picking me up at the train station at 11 pm on Mondays, semester after semester. I also need to acknowledge my mother, Maria Gutierez, who has been my number one cheerleader since my first breath.

Additionally, I want to acknowledge my superintendent Rafael Alvarez for creating the conditions I needed to dedicate time to my dissertation. Moreover, I must thank my Concourse Village Elementary School community for supporting my doctoral endeavor. Together we have created a loving and supportive school community. Also, Jennifer and Saskia, thank you for being soul sisters; every vulnerable moment, positive text messages, prayers, gifts of love, and support, helped me make it to the finish line. Finally, I have to thank Dr. Stephen Kotok for being a supportive mentor. Thanks, Dr. Kotok, for believing in me. Thank you for seeing me through a pandemic, tears, and exhaustion; I am grateful.

Again, I have to reiterate that my family has been my support system. They have watched me work on the weekends, late at night, on vacations, through a pandemic and absolute exhaustion. My family has been my strength. Ultimately my goal is to leave a

legacy that my family is proud of. Becoming Dr. Alexa Sorden is a generational gift of excellence, dedication, and legacy for Mia, Madison, and Maison.

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CHAPTER 1 INTRODUCTION

Improving teaching and learning is essential for achieving academic and personal success. However, enhancing teaching and learning is challenging (Tschannen-Moran & Gareis, 2015). In addition to strengthening instructional practices, creating high trust in school communities is essential to support academic success. As a result, trust has been identified as a critical component needed to improve education (Tschannen-Moran & Hoy, 2000; Van Maele & Van Houtte, 2009). Trust is viewed as a necessary component when increasing teacher growth, which is the only way for educational reform to be successful (Cosner, 2009). An increased level of trust allows for the foundation of improvement across all life areas, including education (Bottery, 2004).

According to Bryk and Schneider (2002), "trust is a firm belief in someone's reliability, truth, ability, or strength" (pg. 20). Therefore, trust in schools plays a significant role in a school's day-to-day functions. Bryk and Schneider's relational trust is essential for developing high-trust school communities. Relational trust is grounded in social exchanges, assuming tangible goods or observable behaviors (Blau, 1964). Moreover, within this model for individual and organizational capacity building, there is a link to relational trust and accountability to standards. This two-dimensional model for capacity building identified four categories of school capacity based on relational trust and accountability levels to standards. They include low capacity schools, compliant schools, complacent schools, and high capacity schools (Bryk & Schneider, 2002).

The structures of school systems are determined by the locus of control in the educational process, ranging from distributed leadership to concentrated power. Bryk and Schneider (2002) found that transforming governance structures to shift the locus of

control from the district to the school level does not necessarily improve student outcomes. Improved student outcomes in Bryk and Schneider's study of six public elementary schools under local control by their school district depended most strongly upon levels of relational trust within the schools, suggesting locus of control may also be an issue on an intraschool scale.

Purpose of the Study

This quantitative study explores the concept of trust in New York City's traditional public elementary schools and its association with the third-grade New York State English Language Arts Examination. Children reading at grade level by third grade are significantly more likely to stay on grade level over time, graduate from high school, enter and complete post-secondary programs, and become gainfully employed later in life (Sherman et al., 1998). Extensive research has demonstrated a strong correlation between children who learn to read early and later academic success. This could mean the difference between being a productive member of society or being incarcerated. In addition, researchers have found a link between literacy and reduced crime rates. For example, one study concluded that seventy-five percent of adults incarcerated in state prisons lack a high school diploma and/or have poor literacy skills (Holzer, 2004). This is an overwhelming percentage, highlighting the importance of researching effective practices and/or approaches for teaching children how to read. A student’s academic progress is significantly shaped by their ability to understand what they are reading. Students who cannot recall what they have read are more likely not to actively acquire the necessary skills to participate in the 21st-century workforce. Therefore, given the

importance of literacy, research is needed to understand the relationship between trust and reading proficiency.

Given the ongoing global pandemic, the educator's role has intensified; educators are expected to manage students' academic success and social-emotional well-being both virtually and in person. As such, building a trusting school community is a school leader's central role. It is therefore imperative to understand how the school's contextual environment can foster academic success. Two studies have examined the relationship between trust and academic achievement (Comer et al., 1996; Malloy, 1998). Unfortunately, no known research has solely investigated the association between trust and third-grade reading proficiency in the context of the New York State English Language Arts Examination. However, current theories and existing empirical evidence suggest a relationship between trust and achievement (Parrett & Budge, 2020). Therefore, this study investigates perceptions of trust in the school principal and how it is associated with students' reading proficiency outcomes. More specifically, this study adds to the knowledge base in the literature on trust, as defined by Bryk and Schneider (2002), and to the understanding of trust in schools in connection to its role in increasing reading proficiency.

This study also contributes to the body of literature regarding trust in schools by illuminting the association between trust and reading proficiency at the third grade level specifically. Information from the Learning Environment Survey and New York State Examination database was used to analyze this relationship. Every year, families, teachers, students in grades 6-12, and select school support staff participate in completing the NYC Learning Environment Survey. The survey is aligned with the Department of

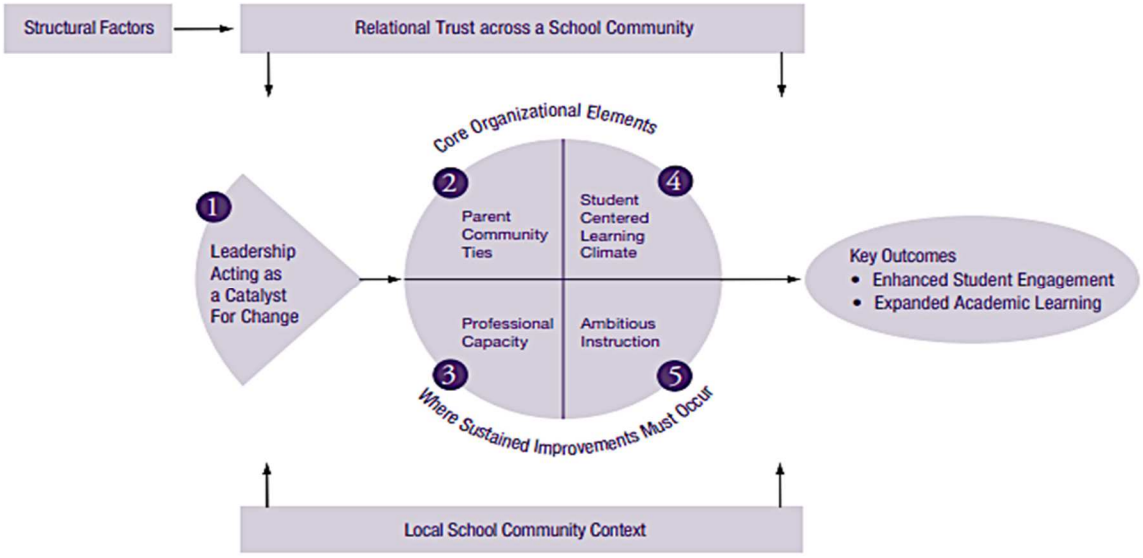
Education's Framework for Great Schools, which helps school leaders understand what key members of their school community think about the learning environment at their school. Ultimately the information captured by the Learning Environment Survey is designed to support a dialogue among all school community members about making the school a better place to learn.

Theoretical/Conceptual Framework

This study drew on Sebring et al.'s Five Essentials Supports Framework (2010). This framework identifies five essential components for school improvement. The first component of leadership acts as a catalyst fueling the development of the remaining four: parent-community ties, a student-centered learning culture, professional capacity, and ambitious instruction.

Figure 1

Relational Trust Framework (Sebring et al., 2010)



Students' academic learning predominantly occurs in the classroom; therefore, utilizing a framework focused on improving student outcomes is essential to education.

Moreover, trust plays a pivotal role in supporting the core organizational elements of the framework. Trust in schools is established by events that ultimately shape the culture. Empirical evidence supports the perception that trust is vital to schools' success because it helps establish a healthy school culture (Warren, 2005). School culture arises from conscious and unconscious perspectives, values, interactions, and practices, and is heavily shaped by its history.

Trust facilitates reform initiatives because teachers will most likely implement them faithfully if they trust the school leader. When trust is high, teachers will have faith in the school vision, thereby creating an environment that is conducive to excellence in education for students who have traditionally failed to perform at expected levels academically (Bryk & Schneider, 2002; Fuller, 1994; Smith, Hoy, & Sweetland, 2001; Tschannen-Moran & Hoy, 1999). Moreover, staff trust in students and parents has been shown to be positively correlated with and predictive of academic achievement (Goddard et al., 2001).

According to Bryk and Schneider (2002), there are four critical attributes to build trust: respect, personal regard for others, competence, and integrity. Each feature plays a vital role in forming a community grounded in trust. Respect is viewed as genuinely listening and valuing others' opinions during social discourse across the school community. Personal regard is defined as the willingness of members of a school community to extend themselves beyond what their role formally requires in any given situation. Competence is the practice of executing an individual’s formal responsibilities. There is recognition of the interdependence of our roles in attaining the desired outcome. When negligence or incompetence is allowed to persist in any one role in the school, it

undermines trust. Finally, integrity is consistency between what a person says and does (Bryk & Schneider, 2002).

Relational trust is unique in having a foundation “founded both on beliefs and observed behavior” (Kenny, 2005, p. 22). Research on trust in schools dates back over forty years. Studies conducted by Currall (1992) and Bryk and Schneider (2002) led the way. However, interest in the dynamics of trust manifested itself in organizational theory much earlier. Research on trust in organizations can be of significant importance in the context of school relationships. Tschannen-Moran and Hoy (2000) found that when relationships are embedded in an organizational context, the dimensions and dynamics of trust genuinely impact the collective sense of the organization's effectiveness.

Trust plays a significant role in our lives and influences how we interact with the world. For example, trust is defined as "one party's willingness to be vulnerable to another party based on the confidence that the later party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (Tschannen-Moran & Hoy, 1999, p. 189). This sort of trust has been shown to have a significant effect on student outcome variables such as academic performance. However, lack of trust in public schools has been a substantial problem for educators since the inception of parent choice initiatives via the implementation of vouchers, homeschooling and charter schools, increased legislation, and high-stakes testing. Moreover, trust has significant implications for all the parties connected with schools and can be a vital resource in establishing a healthy school culture (Bryk & Schneider, 2002; Tschannen-Moran & Hoy, 1999).

Significance of the Study

Teachers, parents, students, and principals are stakeholders within a school environment creating mutual vulnerabilities and risks (Bryk & Schneider, 2002). "Where there is no vulnerability, there is no need for trust" (Tschannen-Moran & Hoy, 1998, p. 337). Additionally, there is a mutual dependency between a principal and teachers in a school environment, which produces a sense of vulnerability and lends itself to the importance of building trust (Bryk & Schneider, 2002). According to Bryk and Schneider (2002), reducing vulnerability is critical in asymmetric power relations between principals and teachers. A recognition of vulnerability by the superior party and a conscious effort to relieve the uncertainty and unease of the subordinate party can create meaningful social exchanges and bonds for both parties, leading to trust. The power base held by each actor (e.g., principal and teacher) directly affects the very nature of relational trust in this hierarchical relationship. Bryk and Schneider (2002) theorized that the social dynamic created in asymmetric power relations cannot be captured by organic or contractual trust and argue for an "alternative conceptualization of interpersonal exchange – relational trust" (p. 20).

Additionally, since trust has been identified as a contagious construct, all actors within a school community may benefit from trust-based solid relationships (Tschannen-Moran & Hoy, 1999). Building trust between the actors within a school community enhances communication and sharing of ideas, strengthens collaboration, and increases focus on students (Bryk & Schneider, 2002; Tschannen-Moran & Gareis, 2015). Consequently, schools with high levels of trust in their principals may have the ability to create more positive and productive school cultures (Tschannen-Moran & Gareis, 2015).

Moreover, principals cannot be influential leaders without trust. Therefore, those schools with high degrees of teacher trust in their principal are better positioned to carry out the educational goal of fostering student learning (Tschannen-Moran & Gareis, 2015). New York City's traditional public schools currently face ongoing pressure to improve student achievement and increase proficiency; a focus must be placed on the school conditions that promote long-term sustainability and positive and productive school cultures (Brewster & Railsback, 2003). This is even more important in low-performing, high-poverty urban school districts (Brewster & Railsback, 2003).

Tracking a child's reading development at the outset of their academic career will allow schools to create intervention plans to close the achievement gap earlier. Overall, there is a sense of urgency for reading on grade level by the end of third grade. Hernandez (2011) describes learning to read as a crucial educational benchmark. In his research report, *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*, Hernandez (2011) reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. While those with the lowest reading scores account for only a third of students, this group constitutes more than 63% of all children who do not graduate from high school. This research demonstrates the need for schools to ensure students are reading proficiently earlier than third grade. Moreover, schools should provide students with reading skills by the end of first grade, but continue to monitor their reading progress throughout their entire academic career.

Unfortunately, too many schools are performing far below grade-level expectations. The 2019 New York State English Language Arts Examination shows that

only 32% of New York City Department of Education students read proficiently. This is troubling data because an overwhelming amount of students, 68%, are not performing at grade level. New York City schools are primarily located in urban communities with predominantly minority students, and 32% proficient does not give our neediest population a fighting chance.

Over the past two decades, research has shown that teachers impact student achievement (Darling-Hammond, 2000). However, teachers are only one component in a school's complex role in educating the whole child. The school's environment plays a vital role in students' academic achievement. Therefore, trust is essential for schools to thrive; trust is a must, "…neither organizational learning nor professional community can endure without trust – between teachers and administrators, among teachers, and between teachers and parents" (Louis & Wahlstrom, 2011, p. 55). Historically schools have been part of the community where they are geographically located; neighborhood traditional public schools were the only choice for most parents. However, with charter, private, and homeschooling options, parents are more likely to "shop around" to find a school with the same ideologies as the home environment. Therefore, trust in the school leader plays a significant role for parents when making decisions about schools for their children. The same is true for teachers when they are searching for schools to join. Alignment between the moral purpose of the group and individual moral values produces organic trust (Bryk & Schneider, 2002).

This study explores how the perception of trust is associated with students' reading proficiency using Bryk's Theory of Relational Trust: The Five Essentials Support framework (Bryk & Schneider, 2002). In addition, Bryk and Schneider's (2002) work

shows the role of relational trust as one such resource for fostering reform and promoting student achievement. Bryk and Schneider (2002) assert that "good schools depend heavily on cooperative endeavors. Relational trust is the connective tissue that binds individuals together to advance the education and welfare of students" (p. 44). Finally, relational trust further focuses this study on the perception of trust between teachers and principals and parents and principals.

Research Questions

To explore the perceptions of trust in reading third-grade reading proficiency, this quantitative research study addressed the following research questions:

1. To what extent is the teacher's perception of trust in the principal associated with third-grade student reading proficiency?
2. To what extent is the parents' perception of trust in the principal associated with third-grade student reading proficiency?
3. To what extent is the combined trust score between teachers and parents associated with third-grade reading proficiency?
4. To what degree do the relationships between combined trust in the principal vary for Black and Latino reading proficiency?

Hypothesis

- H0 1: There will be no significant correlation between trust perceptions in the principal and reading proficiency.
- H1 1: There will be a significant correlation between perceptions of trust in the principal and reading proficiency

- H0 2a: There will be no significant correlation between parents'' perception of trust in the school principal and reading proficiency.
- H1 2a: There will be significant correlation between parents' perception of trust in the school principal and reading proficiency.
- H0 2b: There will be no significant correlation between teachers' and parents' perception of trust in the school principal and reading proficiency.
- H1 2b: There will be significant correlation between teachers' and parents' perception of trust in the school principal and reading proficiency.
- H0 2c: There will be no significant correlation between trust and achievement as determined by ethnicity.
- H1 2c: There will be significant correlation between trust and achievement as determined by ethnicity.

These research questions reflect the theoretical framework of relational trust in school communities applied by Bryk and Schneider (2002). Additionally, Bryk and Schneider (2002) assert that schools with a high degree of relational trust are far more likely to make changes that help raise student achievement than those where relations are poor. This theoretical framework focused on the design, the collection and analysis of data, and generating inferences and reporting of findings in this study.

Definition of Terms

For purposes of this study, the terms below will be defined as follows:

1. Relational Trust: Each partner in various role relationships operating within the relational network, including teacher-parent, principal teacher, teacher-teacher, teacher-student, and student-student, incurs obligations and maintains the other's

expectations. In Bryk and Schneider's 2002 model, relational trust is a resource for school improvement. Relational trust grows in a community when mutual obligations and expectations are well matched and reinforced. Conversely, relational trust may contract in an organization when mutual obligations and expectations are not aligned. Trust-based relationships among and between all stakeholders in the community. In asymmetric relationships, leaders honor followers' potential and initiate a trust cycle by trusting weaker partners before their trustworthiness has been demonstrated.

2. Accountability: Leaders must be accountable to high community standards, enacted not by an external force but by reliance upon honor as a personal quality, is evident in transparency and trustworthiness.
3. Professional Community: Louis and Marks (1998) defined a professional community as "a school organizational structure with an intellectually directed culture" (p. 539). Bryk, Camburn, and Louis (1999) described the professional community in schools as a merger of two bodies of research: "communal school organization and enhanced teacher professionalism" (p.751). For purposes of this study, professional school communities feature widely distributed leadership and shared accountability for outcomes as evident in organizational conditions described by Bryk and Schneider (2002): “teacher orientation to innovation, teacher commitment to the school community, peer collaboration, reflective dialog, collective responsibility, focus on student learning, and teacher socialization”(p. 25).

4. Standards: In common usage, as applied to public schools operating within the broader educational system of bureaucratic accountability, standards reference carefully defined, quantifiable criteria and benchmarks for achievement. In independent schools, the construct of high standards references more general, qualitative aspects of the term, such as academic press, college preparation, and scholarly rigor.
5. Social Capital: Coleman (1990) applies Loury's term, social capital, to emphasize that relationships formed to assess risk and manage resources are resources to individuals and their communities.
6. Trust: The willingness to make oneself vulnerable to someone else in the belief that your interests or something you care about will not be harmed (Tschannen-Moran, 2014).

CHAPTER 2 REVIEW OF RELATED RESEARCH

The primary purpose of school is to provide for the entire possible development of each learner for living morally, creatively, and productively in a democratic society. As a result, student achievement and excellence have been at the forefront of educational reform and policy since the beginning of time.

This chapter will identify the theoretical perspectives around trust. First, several theoretical models will explain the connection between academic achievement and trust throughout the literature review. Finally, this literature review explores the connection between relational trust (teachers' and parents' trust in the school principal) and achievement. The literature review is organized into three subsections.

Theoretical Framework

This section reviews prominent research around trust in schools focusing on Bryk and Schneider's work on Chicago schools (2002), followed by additional studies examining trust conducted by other scholars. Trust and effective school leadership are two of the six elements used in the Learning Environment Survey to determine New York City Public School quality. The Learning Environment Survey stems from the Framework for Great Schools. This study determines a relationship between relational trust and student achievement. While Bryk and Schneider (2002) stated that most research studies examining trust and student achievement begin to evolve at middle and high school levels, this study looks at relational trust at the elementary school level.

As stated in chapter 1, this study drew from Sebring et al.'s Five Essentials Supports Framework. The framework identifies five essential components for school improvement. The first component, leadership, acts as a catalyst because it fuels the

development of the remaining four: parent-community ties, a student-centered learning culture, professional capacity, and ambitious instruction.

Throughout the 20th century, historical, educational, political, and scholarly perspectives marked trust as an element needed to bring people together across communities, including schools. As early as Erikson's (1950) eight stages of social development, trust has been perceived as the social capital between individuals necessary to create positive relationships and reliable outcomes. His first social development stage indicated that individuals learn the concept of trust and mistrust between birth and age two. Erikson (1950) stated that relationships that nurture an individual's basic needs create trust and better outcomes. He also said that individuals need to experience mistrust to understand the difference between trustworthy and untrustworthy. He further argued that this concept accentuates the power of trust between individuals and outcomes. This may support the notion that a trusting relationship between students and teachers produces better student academic outcomes; conversely, the opposite might occur if teachers and students do not experience a trusting relationship.

Evaluating the late 1980s and early 1990s, Sako (1992) described trust as goodwill coupled with deep moral commitment. He stated that a moral commitment shapes trust between individuals and improves outcomes. Furthermore, he questioned whether or not trust can exist without deep moral commitment. His concept supported the idea that moral commitment may be viewed as the end-product of trust. Sako (1992) believed that whether trust exists between people for personal, social, political, or educational reasons, it is necessary to establish trust to enhance, maintain, expand, and advance outcomes. He considered the critical notion that trust could change its form

because trust cycles occur within relationships. For example, student outcomes may be perceived as the end-product of trust between teachers and students. As the levels of trust increase or decrease, so too may the student performance levels. Bryk and Schneider (2002) stated it is essential to build, maintain, and sustain trust over time, which poses a significant challenge to improving outcomes when leading people in a school or organization.

By the late 1990s, Rousseau et al. (1998) perceived trust as a dance that ebbs flows. They stated that the ups and downs individuals experience with trust creates or does not create solid relationships and improved outcomes. This concept aligned with Putnam's (2000) idea of social capital. Rousseau et al. (1998) stated that trust is one way people choose to bond together. Bryk and Schneider (2002) and Tschannen-Moran (2004) further supported this perception of trust by describing it as an individual's shared care and needs. Bryk and Schneider (2002) stated that people demonstrate a reduction of vulnerability when they come together regularly to address frequent needs. Also, they proposed that individuals value their relationships because they believe each party will uphold their truths and confidences. Most importantly, they argued that teachers and students choose to engage because they realize a better chance that a collaborative approach and better student outcomes will emerge if trust exists. They further stated that developing trust between teachers and students to improve student performance levels continues to be an issue facing most schools today.

Likewise, throughout the early to mid-1990s and 2000s, trust was perceived as a characteristic of school culture. Tschannen-Moran (2004) stated that trust maintains confidence, integrity, reliability, and competence to fulfill each other's expectations

within a school culture. Mayer, Davis, and Schoorman (1995) aligned themselves with Tschannen-Moran arguing that people need to show a willingness to be vulnerable because trust is about taking risks and relying on interdependence without fear. They suggested that individual belief systems about fear may undermine trusting teacher-student relationships and affect student performance levels or outcomes.

It is a commonly held belief that public trust in schools has diminished significantly over the past several decades. This is evident in legislation and mandates governing parent choice initiatives such as homeschooling, charter schools, or voucher programs. On the other hand, the increasing emphasis on high-stakes testing mandated state standards and accountability. Bryk and Schneider (1996) state, "this distrust reflects a belief that schools are inadequately fulfilling their responsibilities to educate the nation's children to be productive citizens" (p. 1). They also indicate that this increasing distrust of schools is partly due to the loss of social relationships between school personnel and families resulting from legislation promoting desegregation. Some schools removed children from their communities and separated teachers from the districts they served. Trust diminishes when individuals perceive that others are not acting in in accordance with these shared commitments. Thus, fulfilling obligations on which relational trust rests entails “'doing the right thing,' but also for what is perceived as the right reasons'" (Bryk & Schneider, 1996, p. 7).

Trust in schools is established by events that ultimately define the culture. There is empirical evidence supporting the perception that trust is vital to schools' success because it helps establish a healthy school culture. For example, the research design used by Bryk and Schneider (2002) tested the proposition that relational trust was an essential

resource for school improvement by examining, over four years, the impact of changes in levels of trust on school organization and student learning.

In their study of the effects of relational trust in Chicago school reform, Bryk and Schneider (2002) included several contextual variables as possibly significant alternate variables in the observed effects: percentage of low-income students, racial-ethnic composition, school size, stability of student body, history of racial conflict among teachers, and prior school achievement. Bryk and Schneider's analysis found that improvements in trust observed in some schools accounted for most teacher innovation changes, outreach to parents, professional community, and school commitment.

In all analyses, racial conflict among teachers was a significant secondary variable, especially at one school. The student body's racial composition and stability showed significant correlation with some schools' measures. While socioeconomic status and race were found to contribute to other organizational effects and student outcomes, they were subsidiary to relational trust. Many components come together in a school community; however, in schools where it is truly effective, one essential ingredient ensures that these various factors do not clash: trust. As Kars and Inandi (2018) suggest:

> In an organization where the feeling of trust is dominant, there is an open and participative environment, the members adopt their responsibilities, productivity and organizational commitment is high, the culture of reconciliation is prevalent, and the inclination to work in groups, job satisfaction, and levels of taking part in the decision making process increase (p. 147).

Trust and its place within the literature will be covered in greater depth within this literature review. Still, it is vital to understand the concept's theoretical roots to grasp the

relationships that contribute to the culture of schools. School culture forms from conscious and unconscious perspectives, values, interactions, and practices, and its history heavily shapes it. Additionally, trust supports the implementation of reform initiatives, which create an environment that is valuable to excellence in education for students who have traditionally failed to perform at expected levels academically (Bryk & Schneider, 2002; Fuller, 1994; Smith, Hoy, & Sweetland, 2001; Tschannen-Moran & Hoy, 1999).

A significant amount of research has been conducted on trust within organizations. However, schools have the unique feature of being grounded in relational ties. As Bryk and Schneider (1996) put it, "the academic work of school rests on a foundation of social relations among local school professionals and the parents and community the school is supposed to serve" (p. 2). The kind of trust associated with the school has been referred to as relational trust (Bryk & Schneider, 1996) or institution-based trust (Tschannen-Moran & Hoy, 1999).

Bryk and Schneider (1996) define relational trust as trust that "is formed through the mutual understandings that arise out of the sustained associations among individuals and institutions, each of which is expected to behave in an appropriate normative manner" (p. 6). This type of trust involves personal judgments about individuals' intentions and behavior relative to normative expectations of what should occur in schools. Bryk and Schneider (1996) explain that relational trust entails a dynamic interplay of actual behavior and a discernment of the intentions in the context of the obligations shared by various parties.

Trust is the connective tissue that holds improving schools together (Bryk & Schneider, 2002). According to Bryk and Schneider (2002), trust is built through day-to-day social exchanges in a school community thereby facilitating shared accountability standards. Additionally, trust allows people to experience autonomy and mutual support for individual efforts, ensuring the safety needed to experiment with new practices.

Romero (2010) and Bryk and Schneider (2002) suggested that when trust exists between teachers and students from the adults' perspective, student achievement levels improve at the elementary and secondary levels. Likewise, Durnford (2010) stated that when trust exists from the students' perspective, student achievement levels improve for students at the secondary level. However, two essential elements of student outcomes were missing: relational trust and the elementary teacher-student perspective.

Bryk and Schneider (1996) identify three significant consequences of developing a solid sense of relational trust between all school parties. First, a high level of trust fosters increased cooperation between all parties. Second, normative values within high trust organizations act as a social control mechanism. Third, the relational trust serves as a resource during transition and change. These three consequences are commonsensical to the development of a high trust community.

Review of Related Literature

This section presents the literature on the culminating history that discusses the element of trust in school communities. The research findings within this review were organized into three themes: teacher trust, leadership principles and effective schools, and the relationship between trust and student achievement.

Teacher Trust

Their research of secondary schools in Denmark, Van Maele and Van Houtte (2009) found that trust is related to its effective functioning. Furthermore, the same research found that trust may influence students' performances and influence teachers' functioning by affecting their (collective) sense of efficacy and job satisfaction (Van Houtte, 2004). Also, trust in schools determines teachers' collaboration, successful teacher leadership, and a school's capacity to build a professional learning community (Tschannen-Moran, 2004). Moreover, trust relations support teachers' collaboration and a school's capacity for developing a professional learning community among the staff, therby quantifying that trust strengthens some critical characteristics of effective schools (Tschannen-Moran, 2004).

According to Hawkins and Kratsch (2004), there must be a sense of teamwork throughout the school community to have a healthy functioning school, regardless of employment status. Likewise, Hoy and Tarter (1992) argued that a healthy organizational culture is crucial for a good school. Another ingredient thought to be essential for implementing change and reform is trust between employees. Durnford (2010) found that mutual dependencies exist at all levels and between all stakeholders in the educational system; attempting to reduce the vulnerabilities which result from these dependencies constitutes perhaps the most essential social foundation for building trust in organizations.

According to Daly (2009), "trust seems ever more difficult to achieve and maintain" (p. 168). Daly also found that educational scholars have reported the positive connection of trust in schools, including increased collaboration, engagement in

organizational citizenship behaviors, risk-tolerant cultures, and links to improvement in academic productivity. According to Bryk and Schneider (2002), trust is an interactive process and a critical aspect of productive social relations, with each party discerning the other party's trustworthiness. However, the absence of trust has been associated with anxiety, separation, and isolation (Bryk & Schneider, 2002). This mutual process can build on itself with frequent trusting interactions between individuals, thereby creating a sense of collective trust. Tschannen-Moran and Hoy (2000) stated that "creating an organizational culture of cooperation rather than competition is likely to have a significant impact on the trusting and trustworthy behavior of participants" (p. 573).

Further exploring the phenomenon, Bryk and Schneider (2002) analyzed the same school composition and context variables to see how relational trust depended upon school context. They found that the most significant predictors of relational trust correlated with race. Their study found that if the teacher was Black, there were substantial effects on teacher-parent and teacher-principal trust, but not on teacher-teacher trust. A history of racial conflict among teachers was highly significant in predicting all forms of relational trust. A predominantly African American school population was significant in predicting all conditions of relational trust. Less significantly, gender and prior school achievement were predictors of teacher-principal trust.

Further evidence about the relationship between trust and student outcomes is available from several other studies. For example, Goddard, Tschannen-Moran, and Hoy (2001) found a positive relationship between trust and student achievement in a sample of U.S. urban elementary schools. There is also some evidence of the impact of trust on

student social outcomes. For example, in a related study of Chicago schools, students in improving and high-trust schools "report that they feel safe, a sense that teachers care about them and experience greater academic challenge" (Sebring & Bryk, 2000, pp. 442–443).

Trust, Principal Leadership, and School Effectiveness

Teachers' trust in the principal and colleagues has impacted school effectiveness (Hoy et al., 1992; Tarter et al., 1995). Hoy and colleagues have established a consistent line of inquiry into the importance of trust and its consequences for schools (Goddard, Tschannen-Moran, & Hoy, 2001; Hoy & Kupersmith, 1984, 1985; Hoy & Tschannen-Moran, 1999; Hoy, Tarter, & Witkoskie, 1992; Tarter, Bliss, & Hoy, 1989; Tschannen-Moran & Hoy; 1997). This distinguished group of researchers has made significant progress toward understanding the effects of trust in school environments. Although they are not the only scholars to take an interest in this subject, they have certainly helped pave the way for future researchers and assisted substantially in providing a common ground from which further research on trust in schools can grow.

Hoy, Tarter, and Witkoskie (1992) examined the principal's role in predicting school effectiveness. Their study, conducted in 44 elementary schools in New Jersey, found that the principal's leadership style positively predicted teacher collegiality and trust. When the principal engaged in supportive leadership that reflected concern, praise, and respect, teachers responded by demonstrating increased collegiality and increased trust for the principal.

Similarly, while the supportive leadership style was not directly related to effectiveness, it did promote teacher collegiality, and teacher behavior was linked to

school effectiveness. In a five-year study conducted in the Chicago schools, Bryk and Schneider (1996) investigated the effects of role relationships on school change efforts. They focused specifically on teacher-teacher relationships, teacher-principal relationships, and teacher-parent relationships. Their study examined survey data, interviews, and direct observation. They found that positive reciprocal relationships between teachers, principals, and parents created a necessary resource to initiate and sustain reform efforts. More specifically, Bryk and Schneider (1996) found the following to be true. First, "principal leadership was associated with positive trust relations." (p. 28) Second, teachers are more trusting in smaller schools. Third, student achievement was a predictor of teacher-parent trust. Teachers tended to trust mainly parents of students who have a history of higher academic performance. Fourth, schools with lower trust levels had more racial/ethnic tension. Fifth, "teacher-teacher, teacher-parent, and teacher-principal relationships were positively related to…school commitment, innovation orientation, outreach to parents, and collective responsibility" (p. 30). Overall, Bryk and Schneider's (1996) findings suggest that trusting relationships within schools positively contribute to school reform efforts.

Kratzer (1997) conducted an ethnographic study in an urban elementary school in Los Angeles described as having "a positive culture and sense of community, effective site-based management, teacher collaboration and collegiality, significant parent involvement and enthusiasm, and student-centered curricular and instructional approaches" (p. 2). Kratzer was interested in understanding what type of relationships between school personnel, parents, and students predicted this kind of school culture. Sebring and Bryk (2000) found that respect, caring, and trust was essential to the school

parties' relationships. Principals who hold the trust of those they work with do so because they demonstrate their concern for the well-being of members of their school communities.

Young (1998) also conducted an ethnographic study in an urban elementary school in Texas that served a large population of Mexican-American students. She sought to understand the effects of trust on family involvement among low-income Mexican-American families. She found that it is vital for school personnel to clearly understand the cultural dynamics of the communities they serve. Due to a cultural bias in favor of respecting authority, some of these families submit too readily to the school authority. Young (1998) found communication with families essential to encourage involvement and collaboration and promote shared decision-making and foster trusting relationships between families and school leaders. She argued that it is vital to properly inform families on how to participate in their children's education.

In an empirical study meant to validate an instrument to measure teacher trust in principals, teacher trust in the teacher, and teacher trust in clients, Tschannen-Moran and Hoy (1998) found that faculty trust was significantly related to parental collaboration with the school. Trust in the principal corresponds with trust in colleagues and trust in clients, and teacher trust in clients was the most prominent predictor of parental collaboration. Tschannen-Moran and Hoy (1999) note that approximately two-thirds of the variation in parental collaboration was explained by teacher trust. The study validated an instrument to measure the five-fold dimensional nature of trust. Consequently, a set of trust scales was developed to measure three dimensions of faculty trust: teacher trust of principal, teacher trust of teacher, and teacher trust of clients.

In an empirical study conducted by Tschannen-Moran (2001) that investigated the relationship between collaboration and trust, it was found that there is a significant relationship between collaboration and trust in schools. Tschannen-Moran's sample consisted of 45 schools in an urban school district. Using school as the analysis element, Tschannen-Moran predicted that the level of trust in a school would be related to collaboration. She found that collaboration was associated with trust level for principals, teachers, and parents, and that trust was the most striking predictor of the school's overall success. In addition, there was a high degree of collaboration with parents in schools where a high level of trust between parents and students existed.

Adams and Christenson (2000) conducted a six-school study with "over 1000 parents and more than 200 teachers in a first-ring suburban school district in a large Midwestern metropolitan area" (p.483). Using survey data, they found that parents and teachers exhibit more significant trust levels at the elementary school level. However, parental trust diminishes as students move to the high school level. Interestingly, parents trust teachers significantly more than teachers trust parents, and communication is crucial in improving trust levels between teachers and parents.

There is empirical evidence supporting the idea of trust as vital and fundamental to the operation of schools. Establishing healthy school cultures that focus on creating an atmosphere conducive to the education of students who have traditionally failed to perform at expected academic levels is vital (Bryk & Schneider, 2002; Fuller, 1994; Smith, Hoy, & Sweetland, 2001; Tschannen-Moran & Hoy, 1999). Faculty trust of students and parents has shown a positive correlation with predictive academic achievement (Goddard, Tschannen-Moran & Hoy, 2001).

Additional empirical students about trust seem to be more promising (Bryk & Schneider, 2002; Smith, Hoy, & Sweetland, 2001; Tschannen-Moran & Hoy, 1999). Trust, defined as "one party's willingness to be vulnerable to another party based on the confidence that the later party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open," has proven to have a significant effect on student outcome variables such as academic performance (Tschannen-Moran & Hoy, 1999, p. 189). Diminishing trust in public education is a crucial problem for educators, as evidenced by parent choice initiatives such as vouchers, home schools, charter schools, increased legislation, and high-stakes testing. Moreover, trust has significant implications for all the parties connected with schools and can be a vital resource in establishing a healthy school culture (Bryk & Schneider, 2002; Tschannen-Moran & Hoy, 1999).

Tschannen-Moran and Hoy (1999) concur with this idea of the positive consequences of trust within schools stating that "as trust declines, the costs of doing business increase" (p. 334). Regarding the notion of trust as providing a social control mechanism, they stated, "the social network of relationships within an organization can exert both formal and informal control that encourages people to act in a trustworthy manner" (Tschannen-Moran & Hoy, 1999, p. 334). Trust, therefore, can be seen as a vital resource for school effectiveness. Teachers' trust in schools has been linked to teacher efficacy (Tschannen-Moran & Hoy, 1999). A high level of trust improves effectiveness, impacts academic outcomes, and significantly affects school collaboration. In this respect, Tschannen-Moran (2001) states:

> Principals who do not trust their teachers will not share authority and responsibility. Teachers who do not trust one another will not measure their

> autonomy to collaborate with others. School personnel who do not trust parents will guard against giving them a real voice in their decisions. Inversely as principals, teachers, and parents have opportunities for greater genuine participation, this may fuel a spiral of trust that generates more trust. Collaboration and trust are reciprocal processes; they depend upon and foster one another (pp. 314-315).

Adams and Christenson (2000) discuss some aspects of collaboration they believe to be essential: mutual respect, honest communication, open sharing of information, mutually agreed upon goals, shared planning, and shared decision-making. The authors stated that "trust between families and effectiveness are implicit in these elements of collaboration; in fact, we contend these elements are predicated on trust between partners" (Adams & Christenson, 2000, p. 479). Thus, school effectiveness is connected to cooperation, collaboration, and positive social relationships, and trust seems to provide a foundation; trust is essential for enhancing school effectiveness.

Trust and Academic Achievement

Teachers' trust in students and parents has also been linked to students' academic success (Goddard, Tschannen-Moran & Hoy, 2001). More specifically, it was found that teacher trust in students and parents is positively correlated with and predictive of academic achievement. Goddard, Tschannen-Moran and Hoy (2001) similarly found that establishing a trusting relationship with students and parents is vital to low-come or minority students' academic success. Their study was conducted in 47 urban elementary schools, involving 452 teachers and 2,536 fourth-grade students. They found that teacher trust in students and parents correlates positively with academic achievement and could

be used to predict academic success. Moreover, schools with high teacher trust in students and parents had significantly higher academic performance. Thus, trust seems to foster a context that supports student achievement, even in the face of poverty (Goddard, Tschannen-Moran & Hoy, 2001).

Goddard, Tschannen-Moran and Hoy (2001) studied 47 elementary schools in one urban school district. They randomly selected 452 teachers to complete the survey. Their surveys indicated a significant correlation between trust and teacher efficacy. Therefore, it implies that teachers trust each other when they demonstrate competency. A final sample of 7,016 elementary students was administered the Metropolitan Achievement test for mathematics and reading in grades 2, 3, and 5. They found a significant correlation between teacher efficacy and student achievement at the $p>.05$ level. The examination of each variable implied that when teacher competency is high, relational trust is high, and student performance levels increase, especially at the secondary level.

Like Goddard, Tschannen-Moran and Hoy (2001), Romero's (2010) quantitative study involved high school students. In this study, Romero set forth four hypotheses. One stated that trust had a significantly measurable effect on high school outcomes. Romero defined trust as multifaceted, with competence, trust, and benevolence as trust facets. The trust facets guided the design of her study.

Moreover, Romero's (2010) research questions explored the definition of trust and how trust facets impacted student relationships with their teachers and student outcomes. She used the 2002 Educational Longitudinal Study, a nationally representative sample that yielded longitudinal data and multiple results over four years. The participants were from a nationally stratified sample of 752 participating high schools,

and a sample of 24 students at the tenth-grade level was selected from those 752 schools (Romero, 2010).

Romero (2010) employed structural equation modeling (SEM) to yield the multivariate analysis results for trust facets. Her findings demonstrated more than 80% variance in benevolence and almost 60% in integrity and competence. These statistical results showed that benevolence, integrity, and competence were significant factors for students to trust their teachers. Furthermore, when she measured student outcomes, the results showed a significant correlation between graduation status and grade point average (GPA) in twelfth grade, with a chi-square of 87.90. Thus, Romero's findings demonstrated that students with high trust levels tend to have positive student outcomes at the secondary level.

Like Romero (2010), Mitchell (2004) examined the effects of internal and external trust on student identification and student performance. She defined internal trust as the faculty's willingness to risk vulnerability based on the confidence that the other school constituents, students, and parents would be open, reliable, competent, and benevolent. Mitchell defined external trust as the parent's willingness to be open, reliable, proficient, and kind. She viewed trust as a resource for increasing student achievement levels. Her participants included 67 randomly selected school districts and included the principal, ten teachers, 15 randomly selected students in grades 5, 7, 11, and 15 randomly selected parents.

Mitchell (2004) administered the Trust Scales by Tschannen-Moran and Hoy (1999) to the teachers, the Parental Trust of School Scales (Forsyth, Adams, & Barnes, 2002) to the parents, and the Student Trust of Principal Scale (Forsyth, Adams, & Barnes,

2002) to the students. Other data included the Academic Performance Scale (API) for the 2001-2002 school year to assess the school's performance. Mitchell's findings indicated a significant correlation at the $p < .05$ level between parental trust in the school and academic performance of fifth, seventh, and eleventh-grade students, parental trust of the principal and academic performance of the fifth, seventh, and eleventh-grade students, and student trust of the principal and the student academic performance levels at the seventh and eleventh-grade levels. The findings suggested that when levels of trust increase, the levels of academic performance also increase.

Lee (2007) studied the correlation between trust and student achievement. She selected over 300 seventh-grade students in a middle school. There were 170 male students and 148 female students who participated. Most students came from middle-class families with aspirations and educational values that supported attending prestigious Korean colleges and universities after high school graduation.

The short version of the Student's Trust in Teachers Scale (Lee & Han, 2004) was administered to the students during class time. This was a Likert scale that ranged from one (strongly disagree) to five (strongly agree). Lee's (2007) results indicated statistically significant findings correlated to high trust in student-teacher relationships and improved student performance at the $p < .05$ level when the factors of school adjustment and motivation were present. The total school adjustment score was at a standard deviation of 12.05, and the total motivation score was measured at a standard deviation of 8.44. Thus, the study showed that trust could affect student success when adjustment and motivation behaviors are present.

Conclusion

Historical background, a social behavior theory, and several studies about trust were explored in this chapter. In addition, school culture, teacher trust, teacher and leadership relations, and student achievement are connected to relational trust. In summary, Bryk and Schneider (2002) addressed relational trust as a resource for school improvement. The theme of relational trust ran through variables such as culture, teacher trust, teacher and leadership, and student outcomes.

Moving forward, this study will highlight the importance of trust in the school leader to support academic achievement in reading. The achievement gap has been a significant issue facing educators in the United States (Pew Research Center for People and the Press, 2010; Romero, 2010). Bryk and Schneider (2002) and Tschannen-Moran (2004) stated that trust is connected to student performance. They also argued that trust must be established early between students and teachers to impact student outcomes. Hence, it is vital to research this topic further in elementary school in connection to reading proficiency.

Accordingly, the problem is that there has not been enough research on the connection between trust in the principal and reading proficiency. The study described in this dissertation researched the levels of trust between teachers and parents in the school principal and the third-grade student's performance levels on a standardized state examination across New York City's traditional public schools. Consequently, this study addresses the shortcomings in the extant literature and contributes to research by highlighting the importance of trust in schools to improve reading proficiency in elementary school.

CHAPTER 3 METHODS AND PROCEDURES

As described in Chapter 1, this research sought to capture the association between the levels of trust in the school principal, as perceived by teachers and parents in connection with the third-grade reading proficiency levels as per the 2019 New York State English Language Arts Examination. The study highlights the importance of trust in the school leader to support academic proficiency in reading.

The achievement gap has been a significant issue facing educators in the United States (Romero, 2010). Bryk and Schneider (2002) and Tschannen-Moran (2004) stated that trust is connected to student performance. They also argued that trust must be established early between students and teachers to impact student outcomes. Hence, the importance of examining trust in elementary school correlates to reading proficiency.

There has not been enough research on the connection between trust in the school principal as a predictor of reading proficiency by the end of third grade. This study describes the levels of trust between teachers and parents in the school principal and third-grade student's performance levels on a standardized state examination across New York City Traditional Public Schools. Moreover, it focuses on the relationship between the levels of trust in the principal as perceived by the teachers and parents and student performance levels on the 2019 New York State English Language Arts examination. This quantitative study tests whether there is a significant, positive relationship and whether the association varies by individual characteristics of students.

Research Questions and Hypotheses

The following are this study’s guiding research questions and hypotheses:

1. To what extent is the teacher's perception of trust in the principal associated with third-grade student reading proficiency?
2. To what extent is the parents' perception of trust in the principal associated with third-grade student reading proficiency?
3. To what extent is the combined trust score between teachers and parents associated with third-grade reading proficiency?
4. To what degree do the relationships between combined trust in the principal vary for Black and Latino proficiency?

Hypothesis

- H0 1: There will be no significant correlation between trust perceptions in the principal and reading proficiency.
- H1 1: There will be a significant correlation between perceptions of trust in the principal and reading proficiency
- H0 2a: There will be no significant correlation between parents'' perception of trust in the school principal and reading proficiency.
- H1 2a: There will be significant correlation between parents' perception of trust in the school principal and reading proficiency.
- H0 2b: There will be no significant correlation between teachers' and parents' perception of trust in the school principal and reading proficiency.
- H1 2b: There will be significant correlation between teachers' and parents' perception of trust in the school principal and reading proficiency.
- H0 2c: There will be no significant correlation between trust and achievement as determined by ethnicity.

- H1 2c: There will be significant correlation between trust and achievement as determined by ethnicity.

Research Design and Data Analysis

This quantitative study examines the association between teacher and parent trust (Teacher-Principal and Parent-Principal) on the 2018-2019 Learning Environment Survey and the spring 2019 third grade English Language Arts exam. The research design used to conduct this study was statistical analysis, which involved data collection, organization, presentation, analysis, and interpretation. The data were merged from the 2019 Learning Environment Survey and NYSED third-grade English Language Arts Exam.

This study investigated the level of trust teachers and parents have for their school principals to determine trust's influence on third-grade reading proficiency. It utilized publicly available data provided by the New York City Department of Education and did not involve formal treatment or intervention. The study was grounded in an understanding of the relational trust framework developed by University of Chicago researchers Bryk and Schneider. Relational trust comes from individuals making judgments about social respect, interpersonal regard, integrity, and competence of others (Bryk, 2010). Bryk and Schneider (2004) argue that schools with a high degree of relational trust are far more likely to make changes that help raise student achievement than those where relations are poor.

Table 1

Study Variables and Types of Variable

Variables	Type of Variable	Levels or Measurement
DV: Third Grade ELA Score (% Proficiency)	Dependent	Continuous
DV: Third-Grade ELA Score (Raw Score)	Dependent	Continous
IV: Teacher Trust Do teachers trust the school principal?	Independent	Composite
IV: Parent Trust Do parents trust the principal?	Independent	Composite
IV: Combined Teacher & Parent Trust Score Do teachers and parents trust the principal?	Independent	Composite

Each research question was analyzed using regressions for teacher and parent responses to trust questions from the Learning Environment Survey as independent variables. To interpret the data, regressions were conducted to find an association between the dependent and independent variables. Additionally, the regression helped track how changes in one variable affect changes in another or the effect of one on the other. Also, Zscores were created to represent teacher and parent data. The Zscore

describes the position of a raw score in terms of its distance from the mean when measured in standard deviation units.

This dissertation study examines the association between teachers' and parents' levels of trust in the school principal and third-grade student proficiency levels on the Spring 2019 New York State English Language Arts Examination and the raw ELA score.

Research questions 1, 2, 3, and 4 utilized data from the 2019 Learning Environment Survey and New York State English Language Arts Examination data. The Learning Environment Survey measures the perception of key stakeholders regarding the school's learning environment. Questions 1 and 2 looked at how teachers and parents responded to trust questions about the school principal. Question 3 sought to measure combined trust (teacher and parent) in principal associated with the third-grade reading exam. Finally, research question 4 analyzed the combined trust (teacher and parent) scores in connection with reading proficiency to evaluate the impact of trust on Black and Latinos.

Regressions were conducted to understand the data better, and the mean and proficiency scores were analyzed. The goal of the mean scale score was to determine the average performance of students on the reading assessment. Although the study analyzed both the mean and proficiency scores, the findings hone in on the proficiency results for interpretation because that is what New York City schools reference when citing academic progress. Additionally, the results interpreted from the mean and proficiency scores did not differ significantly; therefore, proficiency scores provided a commonsense approach.

Table 2

Research Questions and Analysis Process

Research Question	Analysis
RQ1 -To what extent is the teachers' perception of trust in the principal associated to third-grade reading proficiency	Regression
RQ2-To what extent is the parents' perception of trust in the school principal associated to third-grade reading proficiency?	Regression
RQ3- To what extent is the combined trust score between teachers and parents' associated to third-grade reading proficiency?	Regression
RQ4- To what degree do the relationships between combined trust in the principal vary for Black and Latino proficiency?	Regression

In 2014, the New York City Department of Education began developing a new approach to school improvement. A centerpiece of this effort was adopting the Framework for Great Schools, which outlines specific areas of school functioning that are critical for improving student outcomes. Based on research initially conducted at the University of Chicago Consortium on School Research (CCSR), the Framework includes six elements: Effective Leadership, Rigorous Instruction, Supportive Environment, Collaborative Teachers, Strong Family-Community Ties, and Trust. The purpose is that

the framework can help schools understand their strengths and weaknesses and improve in most areas to boost academic achievement.

The Framework for Great Schools is the primary way the New York City Department of Education includes feedback on the school's overall learning environment. At the center of the Framework is student achievement. The core is surrounded by three student support elements: instructional guidance, teacher empowerment, and student-centered learning. The element that ties all of the pieces together is trust. Building trust across the school system is the foundation of the Framework for Great Schools and the focus of this study. Trust is the primary independent variable being tested and measured throughout this study. The goal is to find the possible effect of the dependent variable when changing the independent variable.

Moreover, this study utilizes New York State English Language Arts Examination data, the dependent variable. The data were merged from the 2019 New York State English Language Arts Exam for third-grade students across the New York City Department of Education. The 2019 Grades 3–8 English Language Arts exam is a criterion-referenced test composed of multiple-choice and constructed-response test items based on the New York State P–12 Common Core Learning Standards. The test was administered in New York State classrooms over three days in March 2019. It can be measured as a raw score or as percent proficiency.

Reliability and Validity of the Research Design

This study's reliability was measured with the goal of consistency, which was achieved by collecting data using the same methods under the same circumstances. Since the data already exists, the researcher merged the data in SPSS to conduct a simple

regression to test my hypothesis. The survey included items that mapped to four predefined reporting categories: Academic Expectations, Communication, Engagement, and Safety, and Respect/Trust for three distinctive reporters parents, students, and teachers. However, for this study, the category of Respect/Trust was closely examined. The Department of Education's four reporting categories measured different aspects of a school's learning environment empirically through this process. In this work, I was primarily interested in examining whether a construct such as third-grade reading proficiency was statistically connected to the element of trust.

Additionally, the Learning Environment Survey has several components that ensure the instrument's distribution and results are confidential and maintain its integrity. For example, the Ethics Reference Guide outlines the steps to administer the survey. It must be voluntary, its distribution ethical, and subjects' confidentiality must be maintained. These standards help ensure the reliability and validity of the instrument and are essential in analyzing the instrument's complete integrity for interpreting teacher, administrator, and school success.

The Research Alliance for New York City Schools conducted significant work throughout the last decade to confirm that the survey is a valid and reliable instrument for assessing schools (NYU Steinhardt, 2022).

The Sample and Population

Sample

The study's sample of elementary schools consists of about 80,000 students. The population was composed of third-grade students who took the New York State English

Language Arts Exam in 2019 from Traditional Public Schools in New York City; Table 3 shows the distribution of schools across the five boroughs of New York City.

Table 3

Description of Participants

Borough	Number of Districts	Number of Elementary Schools	Estimated Number of Students
Bronx	6	170	17,000
Brooklyn	12	240	24,000
Manhattan	6	146	11,000
Queens	7	207	21,000
Staten Island	1	50	4,600

Population

According to the Department of Education, most New York City public school students are Black or Hispanic. The study's sample population included data for over 80,000 students and families. The population consisted of elementary schools with at least third grade. Schools were selected using 70% response rates for teacher participation. Schools that did not have a 70% response rate for teacher participation were removed. Initially, parent participation was gauged at 70%. However, it lost around 50% of the study's sample; therefore, only teacher participation remained at least 70%. The rationale for this decision was considered using the information gathered from the Rand Institute's criteria, which emphasized a 60% response rate, commonly a measure for social sciences and education-based research (Fincham, 2008). However, according to the Research Alliance for New York City Schools (2022), a 70% response rate is a more viable and realistic to achieve the most accurate interpretation of survey results.

Instruments

This study used the 2019 Learning Environment Survey data and the results of the third-grade 2019 New York State English Language Arts Examination. Research shows that the Framework for Great Schools hones six conditions and practices that drive improved student learning (Grissom, Egalite, & Lindsay, 2021). Although there are six areas, I only focused on trust, particularly for questions under Teacher-Principal Trust: Q5: a,b, c, d, e, f, g, and h and four questions in the parent survey: Q1: j, k, i, and 2b. I selected these questions because they connect to the theoretical framework used for this study. The questions for Teacher-Principal-Trust are in Table 4. The nine questions were combined to create a Zscore for Teacher-Principal-Trust. The rationale was to take the nine questions and create a Zscore to interpret the data as a whole. Additionally, the questions for Parent-Principal-Trust are listed in Table 5. The same approach was used to create a Zscore to interpret parents' responses to trust questions about the school principal.

Table 4

Teacher-Principal-Trust Questions

Question #	Question Prompt
q5a	I feel respected by the principal/school leader at this school.
q5b	I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
q5c	The principal/school leader has confidence in the expertise of the teachers at this school.
q5d	I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
q5e	It's OK to discuss feelings, worries, and frustrations with the principal/school leader at this school.
q5f	The principal/school leader takes a personal interest in the professional development of teachers.
q5g	The principal/school leader looks out for the personal welfare of the staff members.
q5h	The principal/school leader places the needs of children ahead of personal interests.

Table 5

Parent-Principal Trust Questions

Question #	Question Prompt
1j	I feel respected by my child's principal/school leader.
1k	I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
1i	The principal/school leader is an effective manager who makes the school run smoothly.
2b	The principal/school leader works hard to build trusting relationships with parents/guardians like me.

Learning Environment Survey

Every spring, the New York City Department of Education invites its key stakeholders, i.e., middle and high school students, teachers, and parents, to complete the Learning Environment Survey. The New York City School Survey was designed to measure schools against the Framework for Great Schools. Framework scores are on a 1.00 – 4.99 scale. Framework element ratings are on a four-level scale. For example, the School Quality Guide has four levels: Exceeding Target, Meeting Target, Approaching Target, and Not Meeting. The purpose of the survey was to collect information designed to inform educational leaders and policymakers about the progress of its schools. More importantly, struggling schools can be identified so that interventions can improve academic and personal outcomes among students in those schools.

Families can complete the Learning Environment Survey using a paper copy or online format. However, teaching staff is provided a unique postcard that contains a seven-digit code. Teachers use the code to access the online survey during a specific completion window. Through the code, teachers can take the survey and maintain their anonymity. Different members take four sub-surveys covering groups that comprise the school culture: administrators, teachers, parents, and middle to high school students.

The New York City Department of Education's Framework for Great Schools outlines specific school functioning areas vital for improving student outcomes. It focuses on effective leadership, rigorous instruction, supportive environment, collaborative teachers, strong family-community ties, and trust. The goal is to help schools understand their strengths and weaknesses to improve in most areas to boost academic achievement.

The Learning Environment Survey is designed in partnership with the Research Alliance for NYC Schools and aligned with the six core elements of the Framework for Great Schools: Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. Research has demonstrated that schools which score highly on the Framework elements are more likely to produce gains in attendance and student achievement. In addition, school communities use survey responses to identify areas of strength and improvement and make changes that can improve student outcomes. In collaboration with the Research Alliance for New York City Schools, the survey is refined annually to provide actionable, Framework-aligned feedback about each school. The study includes elementary-level traditional public schools in New York City. The Learning Environment Survey has been determined valid and reliable (Forsyth, Tarter, & Hoy, 1978).

The results are public and are utilized by some families when researching schools for their children across all grade bands. Ultimately, these results contribute to the Department of Education's School Quality Snapshot, which provides statistics such as demographics and characteristics, information on the school's students' achievement levels, and the efficacy of the school's teachers and school leaders. Within the survey itself, the core components are questions on student achievement, levels of trust, the efficacy of school leaders, the collaboration of teachers, and a supportive school environment. Ultimately, the Learning Environment Survey was of high interest for the development of this study.

New York State English Language Arts Examination

The New York State English Laungauge Arts (NYS ELA) Examination is a state standardized examination. According to the New York State Department of Education (2011), the validity and reliability of the NYS ELA are measured annually. The NYS ELA Examination's inter-rater validity was measured using diverse panels of educators from various levels and ethnic backgrounds to review the multiple-choice and construct response questions to measure content validity. The Cronbach Alpha and Feldt Raju statistical software applications have been used to measure the New York State English Language Arts reliability factors (New York State Education Department, 2011). The Cronbach Alpha measures reliability for the multiple-choice items, ranging from m .85 to .89. The Feldt Raju measures reliability for the construct response questions, and the reliability values range from .83 to .88. The NYS ELA examine was administered to third-grade students on April 2-3, 2019, as part of the New York State Testing Program.

The results from the 2019 New York State English Language Arts examination were analyzed by the New York State Education Department during the summer of 2019. The NYS ELA levels are state performance benchmarks that range from one to four. Levels one and two represent students who are not meeting the state performance standards. Levels three and four represent students who meet or exceed state student performance standards. The scale score and benchmark ranges change yearly on these state examinations. The study recorded the proficiency and scaled scores for individual students. Individual codes for schools were used rather than school names.

Validity indicates the degree to which evidence and theory support the interpretations of test scores entailed by the proposed uses of tests. Test validation is an ongoing process of gathering evidence from many sources to evaluate the desired score interpretation's soundness or use. For example, the New York State English Language Arts Exam uses evidence from studies of the content and studies involving scores produced by the test to assure its validity. Validity is the most critical consideration in test evaluation. Test validation is the process of accumulating evidence to support an inference; however, reliability has to be considered before validity considerations are made. For example, a test cannot be valid if the test scores are not reliable. The Standards for Educational and Psychological Testing (AERA, APA, and NCME, 2014) addressed the concept of validity in testing, which refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores.

New York State exams are used for accountability and adequate yearly progress (AYP). The New York State Education Department uses various assessment data in reporting AYP. Specific to student-level outcomes, the New York State Testing Program

(NYSTP) documents student performance in the area of English Language Arts as defined by the New York State Learning Standards. For the test score interpretations to meet their purpose, their content must carefully match the specified standards. The New York State Testing Program test development process requires specific attention to content representation and the balance within each test form. New York State educators were involved in test construction at various development stages. For example, they reviewed field-test items to align with the Common Core Learning Standards items during the item review process.

Treatment/Intervention

There will not be a treatment or intervention group since this is an ex-post-facto study. Furthermore, I used data involving dependent and independent variables that could not be manipulated.

Procedures for Collecting Data

As the primary and only researcher for this study, I was responsible for each step of the data collection process. First, I compiled a master Google Sheet spreadsheet of the over 708 New York City public schools available on the "Find a School" New York City Department of Education website and recorded each school's demographic and environmental factors according to the independent variables designated for this study. Since third-grade reading data is required, any school that was K-2 was not included for consideration in the study.

Additionally, since categorical-based variables are challenging to decipher in simple regressions, boroughs were further broken down into individual variables; therefore, Manhattan, Bronx, Brooklyn, Queens, and Staten Island were broken down

individually and assigned their variable coding. After all the information for each variable was paired with its associated school, the list of schools was studied further according to their response rate to the New York City School Survey revealed in their School Quality Snapshot. Schools that did not have over a 70% response rate for teachers were omitted from the study. The rationale behind using this percentage is based on the suggestions from core research institutions. Typically, as the Rand Institute emphasizes, a 60% response rate is usually a respectable measure for social sciences and education-based research (Finchman, 2008). However, according to the Research Alliance for New York City Schools (2022), a 70% response rate is more viable and realistic for optimal interpretation of survey results.

Next, the 2018-2019 New York City Learning Environment Survey Trust Scores for the Teacher-Principal Trust and Parent-Principal Trust component and each school's third-grade reading proficiency for the 2018-2019 school year were added to the spreadsheet. It is important to note that for the fourth year, participation in the New York City School Survey exceeded one million respondents, with 1,026,220 New York City parents, students, and teachers completing the 2019 Learning Environment School Survey.

To test this hypothesis, I collected data from the Learning Environment Survey and New York State English Language Arts third-grade test results to run a series of simple regressions. First, I conducted a simple regression with one dependent variable, the third-grade ELA proficiency, and one independent variable, teacher-principal trust. Then I ran another simple regression with parent-principal trust, followed by the

combined trust score, and finally for proficiency for Black and Latino students. Table 6 shows the steps I followed to organize the data.

Table 6

Steps Followed to Complete the Data Analysis

Step	Procedure
1	Downloaded the Learning Environment Survey data for teachers and parents for traditional elementary public schools across the New York City Department of Education
2	Zscores were created for teacher and parent trust questions
3	Criteria for selecting schools was 70% or above for teachers. All parent responses were accepted
4	Downloaded the New York State (NYSED) 2019 ELA third-grade ELA proficiency data for all New York City Department of Education
5	Determined a final list of schools
6	Ran appropriate assumption tests for regression analysis; regressions for Teacher-Principal-Trust, Parent-Principal-Trust, combined trust score, boroughs, and Black and Hispanic proficiency
7	Conducted regressions using $p<.05$ as the threshold for significance

While 708 New York City elementary-level public schools were considered for this study, 611 schools were used to compile the data analysis because they met the criteria.

Research Ethics

This study was conducted using preexisting public data from traditional public elementary schools within the New York City Department of Education. As a tenured New York City Department of Education Principal, I was diligent in ensuring that I adhered to ethical principles to protect the dignity of the research process. Since public data was utilized in this study, contact with the New York City Learning Environment Survey participants was unnecessary. In addition, I obtained my sample of schools from the extensive public database of the Department of Education.

Conclusion

As described in this chapter, simple regressions were conducted to prove the associations between variables. In addition, the dependent variable was assessed against the varying independent variables as they changed throughout the analysis. Consequently, regressions evaluated the relationships between quantitative variables. In the upcoming chapter, an analysis of the data will be explained in depth.

CHAPTER 4 RESULTS

The purpose of this study was twofold: 1) to determine the perception of trust that teachers and parents have with their respective school principals: and 2) to determine the relationship between trust with third-grade reading proficiency. To determine these associations, several regressions using SPSS were conducted. In this chapter, the analyses are presented to answer each research question of this study.

Research Questions

1. To what extent is the teacher's perception of trust in the principal associated with third-grade student reading proficiency?
2. To what extent is the parents' perception of trust in the principal associated with third-grade student reading proficiency?
3. To what extent is the combined trust score between teachers and parents associated with third-grade reading proficiency?
4. To what degree does the relationships between combined trust in the principal vary for Black and Latino proficiency?

This chapter begins with a discussion of the study's findings. The various statistical analyses that correspond to each research question will follow. Simple regressions were used to determine how trust between teachers and their school principal and between parents and the school principal is associated with third-grade reading proficiency on the New York State exam. As mentioned in Chapter 3, Zscores were used to analyze the teacher and parents trust. The Zscore describes the position of a raw score in terms of its distance from the mean when measured in standard deviation units.

Results/Findings

This section examines the associations between teacher-principal, parent-principal, combined trust scores, and cross tab statistics for 611 elementary schools analyzed across New York City to the third-grade reading proficiency; Table 7 displays the number of schools by borough that was included in the study. Findings were based on the 2019 Learning Environment Surveys (trust section) and the 2019 New York State English Language Arts Examination.

This study focused on the perceptions of trust and its association with third-grade reading proficiency. The study was designed to answer specific research questions concerning perceptions of significant stakeholders into how these perceptions influence reading proficiency. Ultimately, this study was focused and constrained by its research questions.

Table 7

School Institutions Meeting Participation Rates by Borough

Borough	Participating Schools
Brooklyn	183
Bronx	126
Manhattan	101
Queens	164
Staten Island	37
Total	**611**

Table 8

Descriptive Statistics of All Data

	N	Minimum	Maximum	Mean	Std Deviation
Combined Trust	707	1.45	4.9	3.6	.62476
Zscore: Parent Response	707	-7.14	1.9	.000	1.0
Zscore Teacher Response	708	-4.19	1.1	.000	1.0
ELA Proficiency	708	.02	1.00	.52	.19973
ELA Mean Scale Score	708	573	626	599	9.1
Black Mean	333	572	624	595	8.4
Black Proficiency	333	0	100	43	20
Hispanic Mean	533	580	624	597	8.1
Hispanic Proficiency	533	7	100	47	19
Borough	708	1	5	2.8	1.2
Valid N (listwise)	262				

Research Question 1

A regression was conducted among the 611 schools to determine a statistically significant association between teacher-to-principal trust and students' reading proficiency and then replicated by the borough. In addition, the mean scale score and proficiency were analyzed to understand the data better. The data will be introduced in the following order mean scale score, proficiency, and borough.

Table 9

Teacher-Principal-Trust and ELA Raw Score

Model		Unstandardized Coefficients B		Standardized Coefficient Std. Error	T	Sig
1	(Constant)	599	.332		1807	.000
	Zscore: TeacherResponseTrustQuestions	2.38	.332	.261	7.173	<.001

a. Mean Scale Score

Table 9 illustrates the result of the regressions of the mean scale score as the dependent variable and the Zscore for Teacher-Principal-Trust as the independent variable. The P-value <.001 indicates that the coefficient in the regression model is statistically significant. Table 9 shows that the unstandardized regression coefficient for teacher-principal trust is 2.38. The positive value of the coefficient confirms that a positive relationship exists between the dependent variable and the predictor. This coefficient value implies that a one standard deviation increase in the teacher-principal trust scores is associated with a 2.38 increase in the mean ELA score. The standardized regression coefficient for teacher-principal trust (.261) is similar to Pearson's correlation value. A standard deviation increase in teacher-principal trust is associated with a .261 unit deviation increase in the mean scale score. Consequently, there is a positive association between the teacher-principal trust score and the mean scale score, indicating high teacher trust in the principal. It could increase students' reading proficiency on the New York State English Language Arts Exam.

Table 10

Model Summary Teacher-Principal-Trust and ELA Proficiency

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.264	.070	.068	.19280

a. Predictors: (Constant), Zscore: TeacherResponseTrust
b. Dependent Variable ELA Proficiency

Table 10 displays the Pearson correlation value since there is only one predictor in the linear regression. Therefore, before a regression analysis can be carried out, it is advisable to perform correlation analysis to determine whether a statistically significant relationship exists between the variables. For example, the R-value of 0.264 illustrates a relatively strong positive correlation between the mean scale score and the Teacher-Principal-Trust. R-Squared shows the proportion of the variance in the mean scale score (dependent variable) explained by the predictor (Zccore: Teacher-Response-Trust). It is a statistical measure of fit that indicates how much variation of a dependent variable is explained by the independent variable(s) in a regression model. For example, the R squared value of .068 means that only 6.8% of the variance in the mean scale score is accurately predicted or explained by the independent variable.

Table 11

Teacher-Principal-Trust and ELA Proficiency

Model		Unstandardized Coefficients		Standardized Coefficient		
	B	Std. Error		Beta	T	Sig.
1	(Constant)	.524	.007		72.355	.000
	Zscore: TeacherResponseTrustQuestions	.053	.007	.264	7.262	<.001

a. Dependent Variable: ELA Proficiency

Table 11 also displays the association between ELA *proficiency* as the dependent variable and Zscore for Teacher-Principal-Trust as the independent variable. For example, the R-value shown in Table 10 (same as the Pearson's r correlation coefficient shown in Table 9) is .261, indicating a positive correlation between the students' ELA proficiency and Teacher-Principal-Trust. Hence, increased teacher-principal trust is associated with students' ELA proficiency. On the other hand, Table 10 R-Squared (.070) indicates the proportion of the variance in the dependent variable explained by the independent variable in the model. Hence, the Teacher-Principal-Trust explains only 7% of the variance in students' ELA proficiency rate.

Table 12 presents the results of the simple regression model. Sig. value <.001 indicates that the coefficient for the regression is statistically significant. The table below shows that the unstandardized regression coefficient for teacher-principal trust is 0.053. The positive value of the coefficient confirms that a positive relationship exists between the ELA achievement and the teacher-principal trust. A one-unit increase in Zscore of teacher-principal trust is associated with a 5.3% unit increase in ELA proficiency. It means that a unit increase in the Zscore of the Teacher-Principal-Trust is associated with

a .264 unit increase in the ELA proficiency of students. Therefore, the positive association between the Teacher-Principal-Trust score and students' ELA proficiency indicates that high teacher trust in the principal is positively related to students' reading proficiency on the English Language Arts state exam.

Table 12

Teacher-Principal-Trust and ELA Mean Scale Score across New York City Boroughs

	All Schools	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Teacher Trust	2.3	1.9	1.8	3.4	1.2	3.7
Constant	599	602	595	598	602	602
R Squared	0.07	.038	.077	.151	.020	.111
N	611	101	126	183	164	37

a. Dependent Variable: Mean Scale Score

Additionally, Table 12 suggests a positive relationship between the mean scale score and Teacher-Principal-Trust for each borough. For example, a one-unit increase in Teacher-Principal-Trust score is related to a 2.06, 3.46, and 3.78 units increase in mean scale score in Bronx, Brooklyn, and Staten Island, respectively. Again, the magnitude of the coefficients suggests that Teacher-Principal-Trust has the greatest influence on the mean scale score in State Island, followed by Brooklyn and the Bronx.

Table 13

Teacher-Principal-Trust and ELA Proficiency across New York City Boroughs

	All Schools	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Teacher Trust	0.53	.056	.022	.068	.026	.089
Constant	.52	.556	.428	.514	.576	.570
R Squared	0.07	.060	.024	.177	.019	.137
N	611	101	126	183	164	37

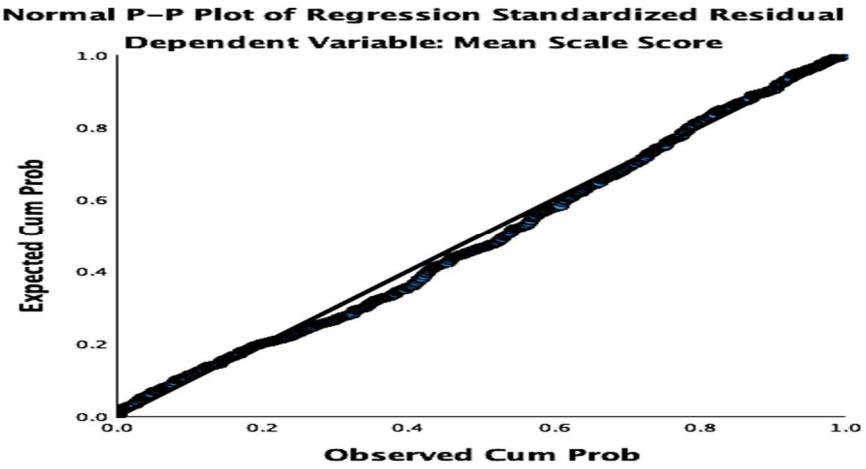
a. Dependent Variable: ELA Proficiency

Table 13 below examines how the relationship between teacher-principal trust and ELA proficiency varies by borough. A regression was conducted to investigate the relationship between the mean scale score and Teacher-Principal-Trust for each borough. The coefficients of this regression model are presented in table 13 above. As seen in the table, only the regression coefficients of Teacher-Principal trust in Bronx, Brooklyn, and Staten Island are statistically significant ($p < .05$).

Figure 2 below indicates that the residual values are normally distributed along the diagonal line. Therefore, the existing points are normally distributed.

Figure 2

Mean Scale Score



Research Question 2

As with research question 1, regressions were used. A regression was conducted among the 611 schools to determine a statistically significant association between Parent-Principal-Trust and students' reading proficiency and then replicated by borough. In addition, the mean scale score and proficiency were analyzed to understand the data better. The data will be introduced in the following order: mean scale score, proficiency, and borough.

Table 14

Parent-Principal-Trust and Mean Scale Score

	Understandized Coefficients		Standardized Coefficients			95.% Confidence Interval for B	
Model	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
(Constant)	600.	.367		1635	.000	599	600

Zscore: Parent Response Trust Questions	-.184	.384	-0.19	-.480	.63	-.937	.569

a. Dependent Variable: Mean Scale Score

Table 14 shows the result of the regression of the mean scale score as the dependent variable and Zscore for Parent-Principal-Trust as the independent variable. Sig. value < 0.63 indicates that the coefficients in the regression model are not statistically significant ($p > .05$). This means that Parent-Principal-Trust cannot be used to predict the students' mean scale score; hence, Parent-Principal-Trust has no statistically meaningful effect on the mean scale score.

Table 15

Parent-Principal-Trust and Mean Scale Score

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.019	.000	-.001	9.058	1.364

a. Predictors: (Constant), Zscore: ParentResponseTrustQs
b. Dependent Variable: Mean Scale Score

Table 15 describes the association between the mean scale score (dependent variable) and the standardized scores of the parent-principal trust (predictor variable). The R-value is also the Pearson correlation value since there is only one predictor in the linear regression. For example, the R-value of .019 in Table 15 shows a weak positive correlation between the mean scale score and the Parent-Principal trust. R-Squared shows

the proportion of the variance in the mean scale score (dependent variable) explained by the predictor (Zscore: ParentResponseTrust). The R squared value of .000 means no variance in the mean scale score is accurately predicted or explained by the independent variable.

Table 16

Parent-Principal-Trust and Mean Scale Score

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.020	1	.020	.496	.482[b]
	Residual	24.071	608	.040		
	Total	24.090	609			

Table 16 below shows the result of the simple regression model. The p-value of 0.48 suggests that the regression coefficients are not statistically significant. This means that Parent-Principal-Trust cannot be used to predict the students' ELA proficiency; hence, Parent-Principal-Trust has no statistically meaningful effect on predicting English Language Arts proficiency for third-grade students.

Table 17

Parent-Principal-Trust and ELA Proficiency

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.029	.001	-.001	.19897	1.393

a. Predictors: (Constant), Zscore: ParentResponseTrustQs
b. Dependent Variable: ELA Proficiency

Table 17 above illustrates the association between the ELA proficiency as the dependent variable and Zscore for Parent-Principal-Trust as the independent variable. R-value (same as the Pearson's r correlation coefficient) is .029, indicating a weak positive correlation between the students' ELA proficiency and parent-principal trust Zscores. Hence, an increase in Parent-Principal-Trust is associated with a slight increase in students' ELA proficiency. However, R-Squared (.001) demonstrates that the Parent-Principal-Trust only accounts for 1% of students' ELA proficiency variance.

Additionally, regressions were conducted for individual boroughs; however, Table 18 (Mean Scale Score) and Table 19 (Proficiency) illustrate that Parent-Principal-Trust is non-significant in association with ELA achievement.

Table 18

Parent-Principal-Trust and Mean Scale Score across New York City Boroughs

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Parent Trust	-1.3	-.402	-.648	.583	1.6
Constant	601	594	599	602	603
R Squared	.024	.004	.005	.003	.023
N	101	126	183	164	37

Table 19

Parent-Principal-Trust and ELA Proficiency across New York City Boroughs

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Parent Trust	-0.25	-.007	-0.18	.005	.033
Constant	.544	.423	.521	.576	.597
R Squared	.019	.003	.008	.000	.021
N	101	126	183	164	37

Research Question 3

The second phase of this study sought to determine whether the combined trust scores on the 2019 New York City Learning Environment Survey impacted third-grade reading proficiency on the New York State English Language Arts exam. As with research questions 1 and 2, simple regression was conducted among the 611 schools. However, for research question 3, regressions were conducted to determine a statistically significant association between combined trust and reading proficiency and then replicated by borough. In addition, the mean scale score and proficiency were analyzed to understand the data better. The data will be introduced in the following order: mean scale score and proficiency.

Table 20

Descriptive Statistics Combined Trust Scores and Mean Scale Score

	Mean	Std. Deviation	N
Mean Scale Score	600.03	9.049	611
Combined Trust Score	3.7	.61572	611

a. Dependent Variable: Mean Scale Score

Table 20 shows the descriptive statistics of the mean scale score and the combined trust scores. The average mean scale score and combined trust for the 611 schools are 600.3 and 3.7, respectively.

Table 21 shows the results of the Pearson correlation analysis, indicating a positive correlation value of 0.267 between the mean scale and combined trust scores. Increased combined trust is associated with an increase in the mean scale scores, and this positive correlation is statistically significant ($P < .001$).

Table 21

Pearson Correlation Combined Trust Score and Mean Scale Score

		Mean Scale Score	Combined Trust Score
Pearson Correlation	Mean Scale Score	1.000	.267
	Combinedtrust	.249	1.000
Sig. (1-tailed)	Mean Scale Score	.	<.001
	Combined trust	.000	
N	Mean Scale Score	611	611
	Combined trust	611	611

a. Dependent Variable: Mean Scale Score

Table 22

Combined Trust Score and Mean Scale Score

	Understandized Coefficients		Standardized Coefficients			95.% Confidence Interval for B	
Model	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
(Constant)	585	2.158		271	.000	581	589.
Combined Trust Score	3.9	.574	.267	6.8	<.001	2.7	5.0

a. Dependent Variable: Mean Scale Score

Table 22 displays data indicating a slightly higher than the 6.8% association obtained for combined trust. The P-value of <.001 shown in Table 22 indicates the coefficients of regression obtained are statistically significant. The unstandardized coefficient value of 3.9 suggests a positive relationship between the mean scale score and combined trust. This also means that a one-unit increase in combined trust score is associated with a 3.9-unit increase in mean scale score. A one-unit increase in combined trust score is associated with a 3.9-unit increase in the percent of students deemed proficient in ELA. Research question 1 showed that this is expected because the Teacher-Principal-Trust positively correlates with the mean scale score. However, in research question 2, there was no significance for Parent-Principal-Trust in third-grade reading proficiency.

Table 23

Descriptive Statistics for ELA Proficiency and Combined Trust Scores

	Mean	Std. Deviation	N
ELA Proficiency	.53	.19888	611
Combined Trust	3.71	.61572	611

Table 23 above shows the descriptive statistics of students' English Language Arts proficiency and the combined trust scores. The average score and combined trust for the 611 schools are 0.53 and 3.71.

Table 24

Model Summary for Combined Trust Score and ELA Proficiency

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.264	.070	.068	1.9200	1.450

Table 24 illustrates that a positive correlation value of 0.264 exists between the ELA proficiency of students and the combined trust scores. An increase in combined trust is associated with an increase in the ELA proficiency of students, and this positive correlation is statistically significant ($P < .001$), as shown in Table 25 from the Pearson correlation analysis.

Table 25

Pearson Correlation Combined Trust Score and ELA Proficiency

		ELA Proficiency	Combined Trust Score
Pearson Correlation	ELA Proficiency	1.000	.264
	Combinedtrust	.264	1.000
Sig. (1-tailed)	ELA Proficiency	.	<.001
	Combined trust	.000	
N	ELA Proficiency	611	611
	Combined trust	611	611

a. Dependent Variable: ELA Proficiency

Table 26

Coefficients Combined for Trust Score and ELA Proficiency

	Understandized Coefficients		Standardized Coefficients			95.% Confidence Interval for B	
Model	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
(Constant)	.211	.047		4.445	<.001	.118	.304
Combined Trsut Score	.085	.013	.264	6.745	<.001	.060	.110

a. Dependent Variable: ELA Proficiency

Sig. value of <.001 shown in Table 26 shows that the regression coefficient is statistically significant. The unstandardized coefficient value of .085 shows that a positive relationship exists between the ELA proficiency of students and the combined trust scores.

The regression results illustrate a prediction for ELA proficiency of students using combined trust as a predictor and are presented in Table 26. The R-value (.264) seen in Table 24 is the R squared value of .070, showing that only about 7.0% of the variance in students' English Language Arts proficiency is explained by the combined trust. This is just a minor improvement on the 6.8% obtained for only teacher-principal trust in research question 1.

The tables below analyzed the combined trust scores for New York City schools across each borough. They are organized by borough with the mean scale score and proficiency data.

Table 27

Combined Trust Scores and Mean Scale Score for New York City Schools by Borough

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Combined Trust	2.729	3.791	5.140	2.497	3.453
Constant	591	581	580	593	590
R Squared	.028	.125	.144	.026	.058
N	101	126	183	164	37

Table 28

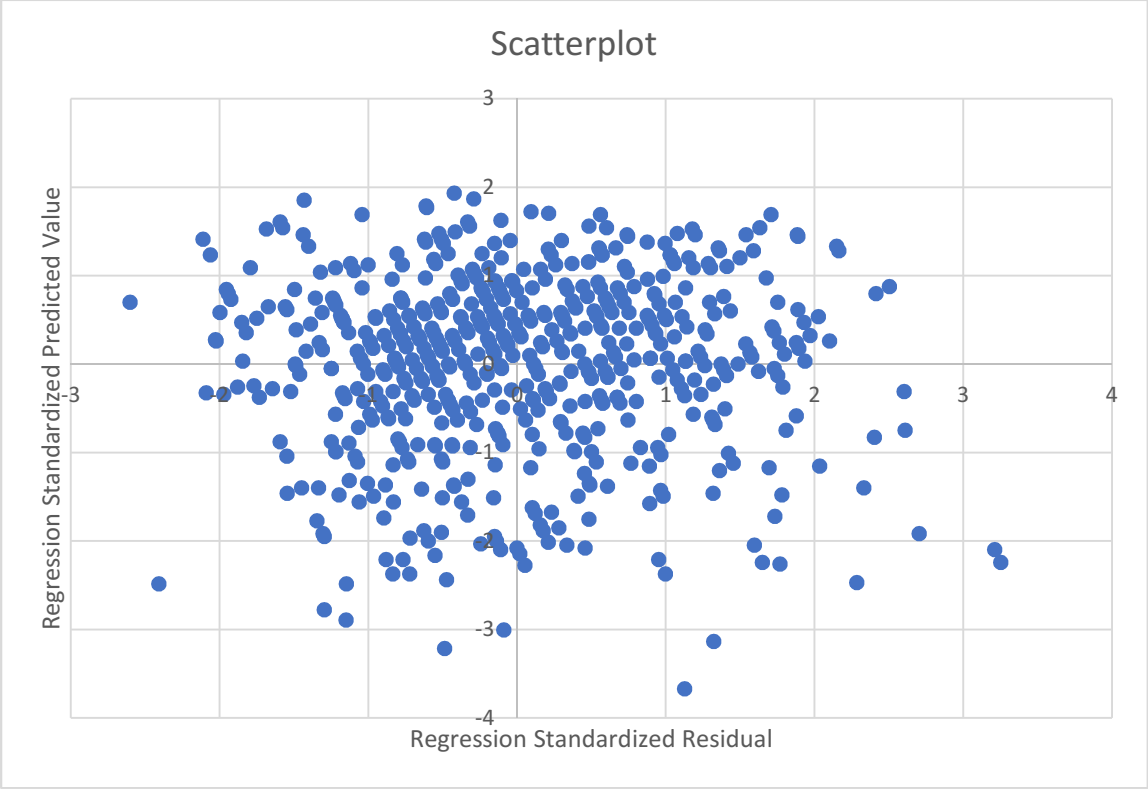
Combined Trust Scores and ELA Proficiency for New York City Schools by Borough

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Combined Trust	.072	.044	.128	.056	.081
Constant	.288	.270	.041	.371	.290
R Squared	.040	.037	.169	.027	.070
N	101	126	183	164	37

Figure 3 below shows homoscedasticity, which is the variance of residual.

Figure 3

Scatter Plot Showing Prediction



Research Question 4

The final question sought to answer the relationship between combined trust in the principal associated with Black and Latino reading proficiency. Again, simple regressions were carried out to investigate the relationship between the percentage of Black students achieving proficiency and Hispanic students achieving proficiency with combined trust. The regression was replicated for each borough representing Black and Hispanic achievements. Tables 29 and 30 are presented first to depict combined trust with

mean and proficiency scores for all students. After that, the tables represent data for Black students and then for Hispanics across New York City schools.

Table 29

Combined Trust Score and Mean Score for All Students

Model	Unstandardized Coefficients			Standardized Coefficients Beta	T	Sig.
1	(Constant)	584	1.966		297	.000
	COMBINEDTRUST	4.1	.529	.280	7.7	<.001

a. Dependent Variable: Mean Scale Score

Table 30

Combined Trust Score and Proficiency for All Students

Model	Unstandardized Coefficients			Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	.204	.043		4.733	<.001
	COMBINEDTRUST	.088	.012	.274	7.563	<.001

a. Dependent Variable: Proficiency

The regression results for predicting Black proficiency for each borough using a combined trust are presented in Table 31 below. The R-values seen in the table are the same as the Pearson correlation value between the proficiency of the Blacks in each borough and combined trust. The results showed a positive correlation between Black proficiency and combined trust for all the boroughs; hence, a high score for combined trust is associated with high proficiency among the Blacks. The highest association (0.375) was observed for Brooklyn, followed by Queens (0.342), Manhattan (0.333), Bronx (0.182), and lastly, Staten Island (0.060).

Table 31

Combined Trust Score and Mean Score for Black Students

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Combined Trust	3.0	2.3	4.0	3.9	1.8
Constant	583	586	581	584	587
R Squared	.062	.040	.101	.068	.017
N	101	126	183	164	37

Table 32

Combined Trust Score and Proficiency Score for Black Students

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Combined Trust	8.6	5.0	11.3	12.8	1.765
Constant	7.1	24.8	4.1	2.3	36.397
R Squared	.111	.033	.140	.117	.004
N	101	126	183	164	37

Table 33

Coefficients across New York City and ELA Proficiency for Black Students

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
1	(Constant)	13.0	5.7		2.2	.024
	COMBINEDTRUST	8.6	1.6	.285	5.4	<.001

a. Dependent Variable: Black_Proficiency

Table 34

Model Summary by Borough and ELA Proficiency for Black Students

Boro Code	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Manhattan	1	.333	.111	.087	17.339
Bronx	1	.182	.033	.022	18.764
Brooklyn	1	.375	.140	.133	18.213
Queens	1	.342	.117	.102	20.647
Staten Island	1	.060	.004	-.046	21.056

Table 34 also shows the R squared values associated with the relationship between Black proficiency and combined trust for each borough. Again, the highest R squared value is observed for Brooklyn (0.140). That means that combined trust explains 14% of the variance in proficiency among the Blacks in Brooklyn. Also, it is observed from the table that only 11.7%, 11.1%, 3.3%, and 0.4% of the variance in proficiency among Blacks is explained by combined trust scores in Queens, Manhattan, Bronx, and Staten Island, respectively.

Regressions were conducted to investigate the relationship between Black proficiency and combined trust for each borough. The coefficients of these regression models are presented in Table 35 below. The data shows only the regression coefficients of combined trust in Manhattan, Brooklyn, and Queens are statistically significant ($p < .05$). Positive coefficient values showed a positive relationship between the proficiency among the Blacks in each borough and combined trust. For example, a one-unit increase in the combined trust scores is associated with an 8.6, 11.38, and 12.83 units increase in Black proficiency in Manhattan, Brooklyn, and Queens. The weights of the coefficients

suggest that combined trust has the most significant influence on Black proficiency in Queens, followed by Brooklyn, then Manhattan.

Table 35

Coefficients Borough and ELA Proficiency for Black Students

Bar Code	Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
Manhattan	1	(Constant)	7.1	14.2		.498	.621
		Combined Trust	8.6	4.0	.333	2.1	.038
Bronx	1	(Constant)	24.8	10.2		2.4	.017
		Combined Trust	5.0	2.9	.182	1.746	.084
Brooklyn	1	(Constant)	4.1	9.5		.436	.664
		Combined Trust	11.3	2.6	.375	4.3	<.001
Queens	1	(Constant)	2.3	15.9		.150	.881
		Combined Trust	12.8	4.4	.342	2.8	.006
Staten Island	1	(Constant)	36.3	24.9		1.456	.161
		Combined Trust	1.7	6.6	.060	.267	.792

The simple regression was also carried out to investigate the relationship between Hispanic proficiency and combined trust, with each borough representing each level of the regression. The regression results for predicting proficiency among Hispanics for each borough using combined trust as a predictor is presented in Table 36 below. The R values seen in the table are the same as the Pearson correlation value between the Hispanic proficiency in each borough and the combined trust. The results showed a

positive correlation between Hispanic proficiency and all the boroughs; hence, a high score for combined trust is associated with high proficiency among the Blacks. The highest correlation (0.324) was observed for Manhattan, followed by Bronx (0.317), Brooklyn (0.313), Staten Island (0.298), and lastly, Queens (0.120).

Table 36

Combined Trust Scores and Mean Score for Hispanic Students

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Combined Trust	4.2	4.1	4.3	1.9	3.9
Constant	582	579	580	591	584
R Squared	.110	.127	.108	.016	.092
N	101	126	183	164	37

Additionally, the regression is carried out to investigate the relationship between Hispanic proficiency and combined trust for each borough as per Table 37. As seen in Table 37, only the regression coefficients of combined trust in Manhattan, Bronx, and Brooklyn are statistically significant ($p < .05$). Positive coefficient values showed a positive relationship between the proficiency among the Hispanics in each borough and combined trust. A one-unit increase in the combined trust scores brings about a 10.4, 7.7, and 10.0 increase in Hispanic proficiency in Manhattan, Bronx, and Brooklyn. The magnitude of the coefficients suggests that combined trust has the most significant influence on Hispanic proficiency in Manhattan, followed by Brooklyn and the Bronx.

Table 37

Combined Trust Scores and ELA Proficiency for Hispanic Students

	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Combined Trust	10.4	7.7	10.0	4.0	9.3
Constant	9.3	14.4	8.6	36.5	16.2
R Squared	.105	.101	.098	.014	.089
N	101	126	183	164	37

Table 38

Coefficients Combined Trust and ELA Proficiency for Hispanic Students

Model	Unstandardized Coefficients			Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	14.757	4.745		3.110	.002
	COMBINEDTRUST	8.814	1.276	.287	6.907	<.001

a. Dependent Variable: Hisp_Proficiency

Table 39

Coefficients Borough and ELA Proficiency for Hispanic Students

Bar Code	Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
Manhattan	1	(Constant)	9.316	12.692		.734	.465
		Combined Trust	10.487	3.421	.324	3.066	.003
Bronx	1	(Constant)	14.597	7.164		2.038	.044
		Combined Trust	7.742	2.007	.317	3.857	<.001
Brooklyn	1	(Constant)	8.684	9.873		.880	.381
		Combined Trust	10.020	2.609	.313	3.840	<.001
Queens	1	(Constant)	36.519	10.575		3.453	<.001
		Combined Trust	4.038	2.815	.120	1.434	.154
Staten Island	1	(Constant)	16.280	20.182		.807	.426
		Combined Trust	9.550	6.108	.298	1.796	.082

Table 40 below shows the R squared values associated with the relationship between Hispanic proficiency and combined trust for each borough. Again, Manhattan's highest R squared value is observed (0.105). That means that combined trust explains 10.5% of the variance in proficiency among the Hispanics in Manhattan. Also, it is observed from the table that only 10.1%, 9.8%, 8.9%, and 1.4% of the variance in proficiency among the Hispanics is explained by the combined trust in the Bronx, Brooklyn, Staten Island, and Queens, respectively.

Table 40

Model Summary Borough and ELA Proficiency for Hispanic Students

Boro Code	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Manhattan	1	.324	.105	.094	19.968
Bronx	1	.317	.101	.094	14.683
Brooklyn	1	.313	.098	.091	18.352
Queens	1	.120	.014	.007	17.451
Staten Island	1	.298	.089	-.061	22.206

Conclusion

This chapter examined the results of several simple regression analyses specific to trust in the school principal and the impact of trust on third-grade reading proficiency. Regarding those variables, the influence of trust was the most prominent finding when Teacher-Principal-Trust was high. Interestingly, Parent-Principal-Trust did not significantly impact students' English Language Arts proficiency. Therefore, whether the trust was high or low, it did not impact students' proficiency. Trust coincides explicitly with the knowledge in connection to Teacher-Principal-Trust, positively correlating with students' proficiency scores.

Additional findings regarding the role of trust in reading proficiency throughout the New York City Department of Education require further research. Since the New York City Department of Education is the most extensive school system in the United

States, with over 1.1 million students taught in more than 1,800 separate schools, it is vital to research what practices will improve students' achievement.

Chapter 5 will discuss the implications of the findings within this study and their relationship to the research literature. The discussion will also review the implications for future practice and studies and the limitations of this study.

CHAPTER 5 DISCUSSION

This quantitative study examined how the element of trust influences third-grade reading proficiency. This chapter begins with a discussion of the key findings of this study as related to Sebring et al.'s Five Essentials Supports Framework (2010). This framework identifies five essential components for school improvement. The first component of leadership performs as a catalyst because it fuels the development of the remaining four: parent-community ties, a student-centered learning culture, professional capacity, and ambitious instruction. The discussion also connects the significant findings of this study to those revealed in prior empirical research. Finally, this chapter examines the limitations and recommendations for future practice and research.

Implications of Findings

This study's findings indicate that Teacher-Principal-Trust may be positively associated with third-grade reading proficiency. Although principal-teacher relationships vary significantly among schools and even among teachers at the same school, those relationships impact student achievement (Edgerson, Kritsonis, & Harrington, 2006). This phenomenon transpires because teachers who see principals as facilitators, supporters, and reinforcers for the school's mission rather than guides, directors, and leaders of their agenda are far more likely to feel personally accountable for student learning (Edgerson, Kritsonis, & Harrington, 2006).

However, the data indicates that Parent-Principal-Trust did not significantly influence students' reading proficiency. In contrast, research highlight the benefits of parental involvement. Parent involvement is not the only factor in improving student learning; many decades of research have consistently linked family involvement to higher

student achievement. Moreover, parent involvement supports better attitudes toward school, lower dropout rates, increased community support for education, and many other positive outcomes for students, families, and schools (Henderson & Mapp, 2002). When families are involved in learning, the research shows, "students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level" (Antunez, 2000).

Schools need to leverage language and linguistic capital to improve trust. Therefore, if families trust school officials, they must believe that school personnel are qualified, fair, and dependable and have their child's best interests (Adams & Christenson, 2000; Bryk & Schneider, 2002; Young, 1998). In most cases, such trust is built over time, based on sustained interactions between the parties in question. According to Bryk and Schneider (2002) families and educators who have no previous relationship with educators tend to be more trusting of those with good reputations who share certain demographic qualities they feel they can relate to. Unfortunately, the Learning Environment Survey does not capture the entire picture. The survey does not capture how long the family has interacted with the school. For example, the more families interact over time, the more their willingness to trust and perceptions of one another's intentions, competence, and integrity increases.

The influence of combined trust (teacher and parent) in the principal on third-grade proficiency indicates that the variable of combined trust should be closely examined in school settings where trust improvement is considered and modeled. Overall, the regressions reveal that trusting relationships could impact students' academic achievement. In particular, teachers' perception of trust in the school's leader indicates an

impact. In addition, other fundamental demographic variables examined in this study, such as the borough where the school is located, were deemed statistically significant predictors of reading achievement. For example, the data from question 4 suggests that combined trust positively influences Black and Hispanic proficiency in Staten Island and Brooklyn.

These findings verify and further the research literature on trust and academic achievement and connect directly to the theoretical framework that provides the foundation of this current study. Each core statistical analysis will be further clarified and analyzed using previous studies, perspectives, and interpretative lens to better connect the critical research that has come before to the work that still needs to be done for the future of trust in association with reading proficiency.

Relationship to Prior Research

According to Bryk and Schneider (2002), there are four critical attributes to build trust: respect, personal regard for others, competence, and integrity. Each feature plays a vital role in forming a community grounded in trust. Bryk and Schneider (2002) show that trust is vital to a community's success. Respect is viewed as genuinely listening and valuing others' opinions during social discourse across the school community. The idea of having personal regard is defined as the willingness of members of a school community to extend themselves beyond what their role might formally require in any given situation. Competence is the idea of executing an individual's formal responsibilities. It is strongly assumed that these elements were in place for teachers to have a high level of trust in the school principal. There is recognition of the interdependence of our roles in

attaining the desired outcome. Moreover, integrity is the consistency between what a person says and does (Bryk & Schneider, 2002).

Relational trust is unique in having a foundation "founded both on beliefs and observed behavior" (Kenny, 2005, p.22). Research on trust in schools dates back at least forty years, with studies from scholars such as Currall (1992) and Bryk and Schneider (2002). However, interest in the dynamics of trust manifested itself in organizational theory much earlier. Research on trust in organizations can be of significant importance related to school relationships. Teachers who trust their school principal must have established strong relationships. Tschannen-Moran and Hoy (2000) found that when relationships are embedded in an organizational context, the dimensions and dynamics of trust genuinely impact the collective sense of the organization's effectiveness.

Hence, trust plays a significant role in our lives, and it influences how we interact with the world. For example, trust is defined as "one party's willingness to be vulnerable to another party based on the confidence that the later party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (Tschannen-Moran & Hoy, 1999, p. 189). It has been shown to have a significant effect on student outcome variables such as academic performance. Lack of trust in public schools has been a substantial problem for educators since the evolution of parent choice initiatives via the implementation of vouchers, homeschooling and charter schools, increased legislation, and high-stakes testing. Moreover, trust has significant implications for all the parties connected with schools and can be a vital resource in establishing a healthy school culture (Bryk & Schneider, 2002; Tschannen-Moran & Hoy, 1999).

The relationship between trust and reading proficiency was the basis for this study; therefore, adding to the literature was significant. In addition, tracking a child's reading development at the outset of their academic career will allow schools to create intervention plans to close the achievement gap earlier. Overall, there is a sense of urgency for reading on grade level by the end of third grade. Hernandez (2011) describes learning to read as a crucial benchmark and points out that third-graders who struggle to read are significantly less likely to graduate from high school.

In his research report, *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*, Hernandez (2011) reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. While those with the lowest reading scores include only a third of students, this group accounts for more than 63% of all children who do not graduate from high school. This research demonstrates the need for schools to ensure students are reading proficiently earlier than third grade. Moreover, schools should ensure students can read by the end of first grade, but they should continue to monitor their reading progress throughout their entire academic career. Finally, the findings showed that Teacher-Principal-Trust could positively influence third-grade reading proficiency.

The significant findings of this study support and extend prior research on both the trust and reading proficiency phenomena. Trust in schools is established by events that ultimately define the culture. There is empirical evidence supporting the perception that trust is vital to schools' success because it helps establish a healthy school culture. In their study of the effects of relational trust in Chicago school reform, Bryk and Schneider

(2002) included several contextual variables as possibly significant alternate variables in the observed effects: percentage of low-income students, racial-ethnic composition, school size, stability of student body, history of racial conflict among teachers, and prior school achievement.

This study found that combined trust positively influenced students' reading proficiency. The majority of the literature review states that the analyses, racial conflict among teachers were a significant secondary variable, especially at one school. The student body's racial composition and stability exerted little but significant correlation with some schools' measures. While socioeconomic status and race were found to contribute to other organizational effects and student outcomes, they were subsidiary to relational trust and not analyzed. Many components come together in a school community; however, in schools where it is efficient, one essential ingredient ensures that these various factors do not clash: trust. As Kars and Inandi (2018) reveal:

> In an organization where the feeling of trust is dominant, there is an open and participative environment, the members adopt their responsibilities, productivity and organizational commitment is high, the culture of reconciliation is prevalent, and the inclination to work in groups, job satisfaction, and levels of taking part in the decision making process increase (p. 147).

Additionally, the element of trust supports the implementation of reform initiatives, which create an environment that is valuable to excellence in education for students who have traditionally failed to perform at expected levels academically (Bryk & Schneider, 2002; Fuller, 1994; Smith, Hoy, & Sweetland, 2001; Tschannen-Moran & Hoy, 1999).

It can be argued that schools are organizations, and a significant amount of research has been done on the effect of trust in organizations. However, schools have the peculiar feature of being grounded in relational ties. As Bryk and Schneider (1996) put it, "the academic work of school rests on a foundation of social relations among local school professionals and the parents and community the school is supposed to serve" (p. 2). The kind of trust associated with the school has been referred to as relational trust (Bryk & Schneider, 1996) or institution-based trust (Tschannen-Moran & Hoy, 1999).

Bryk and Schneider (1996) define relational trust as trust that "is formed through the mutual understandings that arise out of the sustained associations among individuals and institutions, each of which is expected to behave in an appropriate normative manner" (p. 6). This type of trust involves personal judgments about individuals' intentions and behavior relative to normative expectations of what should occur in schools. Bryk and Schneider explain their understanding of relational trust: In sum, relational trust entails a dynamic interplay of actual behavior and a discernment of the intentions in the context of the obligations shared by various parties.

Bryk and Schneider's (2002) relational trust theory is a framework that will support this study. Trust is the connective tissue that holds improving schools together (Bryk & Schneider, 2002). According to Bryk and Schneider (2002), trust is built through day-to-day social exchanges in a school community because trust facilitates shared accountability standards. Additionally, trust allows people to experience autonomy and mutual support for individual efforts, promoting the safety needed to experiment with new practices.

Romero (2010) and Bryk and Schneider (2002) suggested that when trust exists between teachers and students from the adults' perspective, student achievement levels improve at the elementary and secondary levels. Likewise, Durnford (2010) stated that when trust exists from the students' perspective, student achievement levels improve for students at the secondary level. However, two essential elements of student outcomes were missing: relational trust and the elementary teacher-student perspective.

As early as Erikson's (1950) eight stages of social development, trust has been perceived as the social capital between individuals necessary to create positive relationships and reliable outcomes. His first social development stage indicated that individuals learn the concept of trust and mistrust between birth and age two. Erikson stated that relationships that nurture an individual's basic needs create trust and better outcomes. He also said that individuals need to experience mistrust to understand the difference between trustworthy and untrustworthy. He further argued that this concept accentuates the power of trust between individuals and outcomes. This concept may support the notion that a trusting relationship between students and teachers produces better student academic outcomes; hence, the opposite might occur if teachers and students do not experience a trusting relationship.

On the other hand, some Black Americans do not trust schools. Unsurprisingly, this stems from a long history of institutionalized racism, socio-political marginalization, and discrimination (Smith, 2010). Depending on how trust is measured, members of minority groups may trust more (Smith, 2010). Whereas generalized trust refers to the belief we place in others in this situation, trust in the school principal. It is a belief in the trustworthiness of one's kind. According to Uslaner (2002), because they do not assume

that most others share their fundamental moral values, the particularized trust uses social categories, such as race, religion, and class status, to categorize people as members of either in-groups or outgroups.

Limitations of the Study

While this quantitative research design provided the specific, measurable scores of teachers' trust captured on the New York City Learning Environment Survey, it does not explain why teachers answered the way they did. For example, if a teacher ranked their answer to whether they trust their school leader's word as ‘disagree’, we do not know what the school leader did to precipitate that response. An additional step that could be taken to add credibility and reliability to these results is to pursue a mixed-methods study that involves qualitative components. For example, interviewing teachers in schools that exhibit high and low levels of trust can help provide a deeper understanding of trust's influence. In addition, interviews would provide context to teachers' interactions with their school principals and their overall impact on students' reading proficiency. In addition to this limitation, there were also several threats to the statistical conclusions and internal and external validity.

The current study met the criteria for statistical power using an alpha level of .50 and a statistical power level of .80. However, only some findings met the large effect size (Pearson's r = .50) criteria. This reveals that some correlation and regression analysis results may not indicate strong relationships between particular variables, specifically those within a school's level of trust. This could be a result of overrepresentation of specific schools within the data due to the specific data collecting criteria designated at the onset of the study (i.e., the number of schools in one borough and the 70% response

rate for the survey). For example, Staten Island schools represented 37 schools; Manhattan schools represented 101, while Brooklyn comprised 183 of the 611 schools examined. Despite this, it should still be noted that the central findings of this current study (i.e., whether Teacher-Principal and Parent-Principal trust impacts third-grade reading proficiency and whether each trust relationship impacts students' reading proficiency) did meet Cohen's guidelines for large effect size, which makes these findings particularly compelling and informative to future research.

Another aspect of the study to consider is that the New York City Learning Environment Survey is an online survey that teachers complete. Since it was online, participants could complete the survey in any location, indicating random irrelevancies in the participants' setting. Variation of an environment could threaten the potential conclusions made in this current study, as it can increase the level of variance and result in the researcher not being able to reject a false null hypothesis.

Due to this study's reliance on preexisting data, the threats to the internal and external validity are potentially much lower than those based upon an experimental design. However, there are some factors to consider that may have potentially impacted the results of this current study.

The 611 of the original 708 schools were selected for the study's final sample because of the participation rate requirement. The survey response rate criteria were established at the outset of the study. These criteria systematically weeded out schools that did not meet the parameters. While this helped with the organization and efficient analysis of the sample, schools that were removed, if included, could have potentially led to varying results altogether and impacted the conclusion validity of this study.

This study examines the results of a survey taken in 2019; however, the transfer of these results to 2022 could threaten the conclusions of this study. For example, can it be accurately stated that teachers' trust in their school principal is a valid predictor of reading proficiency rates in 2022? An additional factor to consider is the idea of participants' attitudes and motivation toward taking the New York City Learning Environment Survey. For instance, a school principal may incentivize the community to increase participation rates. Issuing rewards may not be the case in every school community. However, it may present a potential threat to the results of this study.

Additionally, some teachers may not respond truthfully or may respond emotionally. This mindset dynamic, or the Hawthorn effect, can skew the interpretation of data in experimental and survey design studies. The benefit in the case of this study is that the researcher could not impact the results because this data was preexisting. Nonetheless, participants' attitudes and mindsets may have already been improved or been impacted by different variables altogether when the survey was completed.

While it is noted that the New York City Department of Education public school system is the largest in the nation and one of the most diverse, one consideration is whether the results generalized from this study's sample (611 schools) can be applied to the overall population of elementary schools (708). In addition, a question to consider is, could the results found for the New York City Department of Education transfer and apply to other large, urban public systems across the nation? Finally, it is essential to note that, while significant findings were identified for Teacher-Principal-Trust and third-grade reading proficiency on the New York State exam within this current study, trust

and reading proficiency is a definitively unique phenomenon that can be interpreted differently within other settings and populations, and combined with additional factors.

The low parent response rate may be a factor since it limited the data sample. Parental participation was not as high as teacher participation; therefore, the parent data sample was not as significant. In addition, it is essential to consider the language demands of the survey as a possible barrier. For example, the parent may have received the survey in English, which is not their native language, or may not understand the academic demands. Generally, parents are not as available as teachers for survey participation within the traditional school environment, which could increase participation. Ultimately, the goal is to grow parental involvement because research indicates it can improve teacher performance and, as a result, increase students' academic achievement.

Recommendations for Future Practice

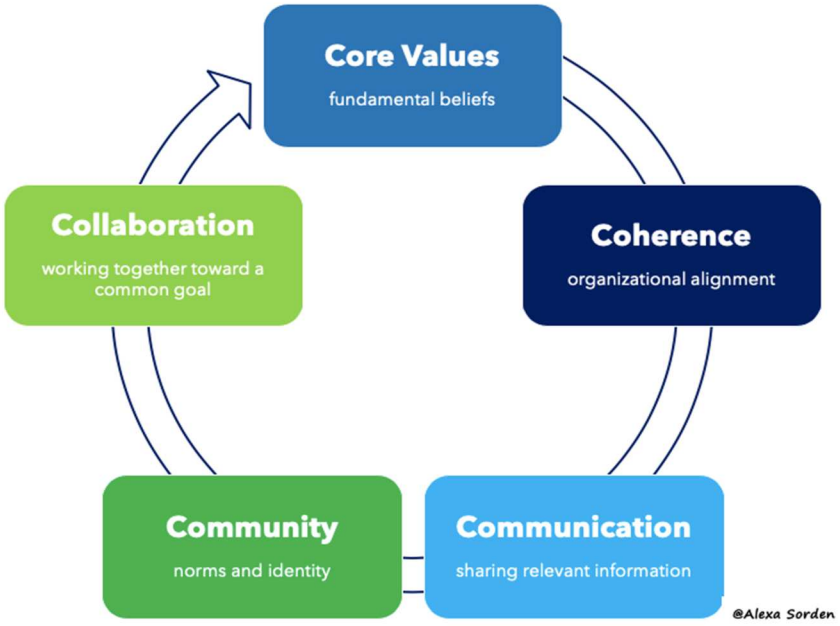
This study began with the notion that attaining reading proficiency is an ongoing problem. But countless decades of empirical research on this topic have stated that trust and achievement are correlated. Despite this obvious correlation, the results of this study aimed to inform changes at the school level and the policymaking level, to more effectively analyze the influence of trust in school principals and third-grade reading proficiency. Ultimately, there needs to be a closer understanding of those intimate factors contributing to this underlying issue. For example, this study determined that teachers' level of trust toward their school principal strongly influences reading proficiency. Therefore, the need to help students attain reading proficiency by third grade and its impact can no longer be addressed as merely an instructional problem but rather include

various aspects and relationships of school culture connected to trust. Therefore, all educational leaders should pinpoint the unique factors that influence those institutions, districts, or states that experience low trust and poor reading proficiency.

Schools and districts need to design action plans geared toward replicating high trust relationships from school to district and district. Building trusting relationships across schools and districts allow for smoother transitions from school to school. Creating these structures for increasing trust in schools may be established by implementing the process below.

Figure 4

The 5Cs for Organizational Excellence was developed by Alexa Sorden 2020



An organization needs to be grounded in trust to experience excellence. “Trust emerges when we have a sense that another person or organization is driven by things other than their own self-gain” Simon Sinek Therefore, it is vital to ensure that all stakeholders clearly explain and understand the 5Cs of Organizational Excellence. In

addition, an organization must be clear about its mission and vision, hence, the need to establish core values alongside a coherent set of expectations. Establishing core values and coherence will help facilitate communication because all members speak the same language. A transparent community begins to form once those within an organization speaks the same language. As the community forms, it develops its own identity, which will lead to collaboration. When an organization collaborates at a high trust level, it will experience long-term success; hence it is destined to attain organizational excellence. Proper implementation of the 5Cs of Organizational Excellence has the potential to replicate high trust communities and therefore promote sustainability across schools and districts.

Moreover, principal leadership programs need to incorporate practices that show how to increase trust and student performance. Leadership development programs need to be grounded on helping future leaders define what schools feel like, sound like and look like in connection to trust to increase performance.

Recommendations for Future Research

This study began with the belief that an achievement gap needs to be addressed. There is a myriad of empirical research on this topic, and the data shows that this has been an ongoing issue. Despite this daunting notion, the results of this study aimed to inform changes at the school level as opposed to just the policymaking level, to analyze students reading proficiency more effectively. Ultimately, there needs to be a deeper understanding of those critical factors contributing to this achievement gap. For example, this current study determined that teachers' trust in their school leaders will positively impact students' reading proficiency. Therefore, the issue of low proficiency and its

impact can no longer be treated as an isolated problem but must also factor in the residual effects on various aspects and relationships of school culture, such as trust in the school principal. Consequently, all educational leaders should pinpoint the prime factors that impact those institutions, districts, or states that experience low reading proficiency.

Another element to consider is the impact of trust resulting from staff turnover rates. Teacher and principal turnovers may cause disruptions that negatively impact the school community. In addition, turnover may undo gains in interpersonal trust and hinder trust from developing over time in all schools (Bryk & Schneider, 2002; Holme & Rangel, 2012). Hence, researching trust, performance, and teacher and principal turnover will better understand increasing trust.

Conclusion

The findings of this study demonstrate the importance of intentionally promoting trust in leadership programs. Administration programs need to emphasize helping future learners create trusting environments for all stakeholders. Trust theorizes a prospective resolution to this decades-old dilemma with various understandings and outcomes. It should be a critical focus of all educational leaders to identify the unique aspects of trust that either nurture or hinder collaborative success within school institutions. By doing so, they can determine corrective measures and actions to ensure this issue is remediated. If the necessary steps are taken to begin this massive reform, conceivably, the literacy achievement gap may no longer be the main point of future empirical research. Ultimately, the literature indicates that relational trust is essential for student success. Hence, my findings built a foundation for future scholarly research and future insight into practice and policy development.

Lastly, I conclude that relational trust must be further researched to understand its potential value as an instructional tool for educators to gain further insight into future practice and policy development. Educators must embrace today's educational challenges by implementing culturally solid practices to further improve reading proficiency levels for all students.

APPENDIX A: 2018-2019 SCHOOL QUALITY SNAPSHOT

NYC Department of Education

2018-19 School Quality Snapshot BETA
Elementary School

Concourse Village Elementary School (07X359)

Overall School Ratings

- Student Achievement
- Rigorous Instruction
- Collaborative Teachers
- Supportive Environment
- Effective School Leadership
- Strong Family-Community Ties
- Trust

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.

Key:
- Excellent
- Good
- Fair
- Needs Improvement

School Info

General Information

School website: cves.connectwithkids.com/
Principal: Alexa Sorden
Grades served: PK,0K,01,02,03,04,05,SE
Enrollment: 317
Shared space: Yes
Admission methods: Choice School

Student Demographics
Asian: 1%
Black: 34%
Hispanic or Latinx: 63%
White: 1%
English language learners: 10%
Students with special needs: 22%

Staff Experience
Years of principal experience at this school: 6.1
Teachers with 3 or more years of experience: 61%

Attendance
Student attendance: 93% (City: 93%)
Students chronically absent: 21% (City: 23%)
Teacher attendance: 99%

Location

750 Concourse Village West
Bronx, NY 10451
Phone: 718-402-7503

Parents and Teachers Say...

95% of families say that their school offers a wide enough variety of programs, classes, and activities to keep their child interested in school
City: 90%

99% of families say that they are satisfied with the education their child has received this year
City: 95%

100% of teachers say that they recommend their school to families seeking a place for their child
City: 83%

Concourse Village Elementary School (07X359)

Student Achievement

Overall Rating for Student Achievement

Excellent

The **Student Achievement** rating looks at this school's State test results, including student growth and performance; how students performed in core courses; and how well students are prepared for middle school.

The overall section rating is a combination of many Student Achievement measures, including those presented here.

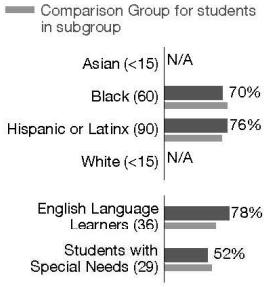
English

Performance on State Tests

73% of students at this school met State standards on the State English test; the average score was 3.3 out of 4.5
Comparison Group*: 71%; District 07: 34%; City: 48%

Performance on State Tests by Subgroups

What percentage of different groups of students met State standards (scored a 3 or 4) on the State English test?
(number of students in subgroup is in parentheses)



Growth on State Tests

How well did this school help students improve on their State English tests?

All students at this school
School's lowest performing students N/A

Over the past two years, how did fifth graders' State test scores compare to their scores from when they were in third grade?

Third-grade test scores	Fifth-grade test scores
Level 3 or 4	62% scored 3 or 4 (Comp Group*: 79%)
Level 2	N/A scored 3 or 4 (Comp Group*: N/A)
Level 1	N/A scored 2, 3, or 4 (Comp Group*: N/A)

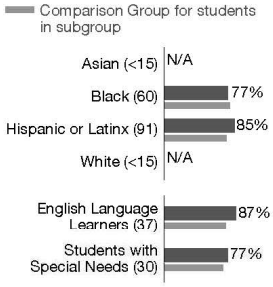
Math

Performance on State Tests

82% of students at this school met State standards on the State math test; the average score was 3.5 out of 4.5
Comparison Group*: 76%; District 07: 30%; City: 50%

Performance on State Tests by Subgroups

What percentage of different groups of students met State standards (scored a 3 or 4) on the State math test?
(number of students in subgroup is in parentheses)



Growth on State Tests

How well did this school help students improve on their State math tests?

All students at this school
School's lowest performing students N/A

Over the past two years, how did fifth graders' State test scores compare to their scores from when they were in third grade?

Third-grade test scores	Fifth-grade test scores
Level 3 or 4	83% scored 3 or 4 (Comp Group*: 90%)
Level 2	N/A scored 3 or 4 (Comp Group*: N/A)
Level 1	N/A scored 2, 3, or 4 (Comp Group*: N/A)

Passing Courses

Next Level Readiness

100% pass rate by this school's former fifth graders in their sixth-grade classes in math, English, social studies, and science
Comparison Group*: 96%; District 07: 92%; City: 96%

Frequently Attended Middle Schools

Which middle schools did students from this school most frequently attend?

28% The Urban Assembly Bronx Academy Of Letters
23% The Laboratory School Of Finance And Technology: X223
18% J.H.S. 151 Lou Gehrig
5% Legacy College Preparatory
3% P.S./M.S. 031 The William Lloyd Garrison

Concourse Village Elementary School (07X359)

Rigorous Instruction

Overall Rating for Rigorous Instruction

Excellent

The **Rigorous Instruction** rating looks at how well curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

This section rating combines the results from the Quality Review Report (PDF) and the NYC School Survey (available in the School Quality Guide).

Quality Review

How interesting and challenging is the curriculum?

How effective is the teaching and learning?

How well does the school assess what students are learning?

School Survey

98% responded positively to questions about Rigorous Instruction
District 07: 85%; City: 83%

Selected Questions about Rigorous Instruction

100% of teachers of all subjects say that they had the resources to include opportunities for reading and writing experiences grounded in evidence from text, both literary and informational
City: 92%

100% of teachers of all subjects say that they had the resources to develop students' conceptual understanding, procedural fluency, and their ability to apply math in context
City: 94%

Collaborative Teachers

Overall Rating for Collaborative Teachers

Excellent

The **Collaborative Teachers** rating looks at how well teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

This section rating combines the results from the Quality Review Report (PDF) and the NYC School Survey (available in the School Quality Guide).

Quality Review

How well do teachers work with each other?

How well are teachers developed and evaluated?

N/A

*Quality Review ratings are from an experienced educator who visited and evaluated the school **December 19, 2014**.*
Read the complete Quality Review Report (PDF) (http://nycenet.edu/OA/SchoolReports/2014-15/Quality_Review_2015_X359.pdf).

School Survey

98% responded positively to questions about Collaborative Teachers
District 07: 85%; City: 85%

Selected Questions about Collaborative Teachers

100% of teachers say that they design instructional programs (for example, lessons and units) together
City: 91%

100% of teachers say that they had opportunities to work productively with colleagues at their school on professional development
City: 87%

100% of teachers say that teachers feel responsible that all students learn
City: 89%

Survey Response Rates
Parents: 75% (203 surveys submitted)
Teachers: 100% (30 surveys submitted)

Find more survey questions in the School Quality Guide (tools.nycenet.edu/guide/2019/#dbn=07X359&report_type=EMS).

Concourse Village Elementary School (07X359)

Supportive Environment

Overall Rating for Supportive Environment

Excellent

The **Supportive Environment** rating looks at how well the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

This section rating combines the results from the Quality Review Report (PDF), the NYC School Survey (available in the School Quality Guide), and moving students with special needs to **less restrictive environments**, as well as chronic absenteeism.

Quality Review

How clearly are high expectations communicated to students and staff?

How safe and inclusive is the school?

N/A

Less Restrictive Environment

Movement of students with special needs to less restrictive environments

School Survey

96% responded positively to questions about Supportive Environment
District 07: 82%; City: 83%

Selected Questions about Supportive Environment

100% of pre-k through 5 teachers say that students are safe in the hallways, bathrooms, locker rooms, and cafeteria of their school
City: 95%

100% of teachers say that adults at their school teach students how to advocate for themselves
City: 85%

100% of teachers say that adults at their school teach critical thinking skills to students
City: 90%

Effective School Leadership

Overall Rating for Effective School Leadership

Excellent

The **Effective School Leadership** rating looks at how well school leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

This section rating combines the results from the Quality Review Report (PDF) and the NYC School Survey (available in the School Quality Guide).

Quality Review

How well are resources aligned to instructional goals?

N/A

How well does the school meet its goals?

N/A

How well does the school make decisions?

N/A

*Quality Review ratings are from an experienced educator who visited and evaluated the school **December 19, 2014**.*
Read the complete Quality Review Report (PDF) (http://nycenet.edu/OA/SchoolReports/2014-15/Quality_Review_2015_X359.pdf).

School Survey

99% responded positively to questions about Effective School Leadership
District 07: 88%; City: 86%

Selected Questions about Effective School Leadership

100% of teachers say that the principal communicates a clear vision for this school
City: 88%

100% of teachers say that curriculum, instruction, and learning materials are well coordinated across different grade levels
City: 85%

99% of families feel that the principal works to create a sense of community in the school
City: 95%

Survey Response Rates
Parents: 75% (203 surveys submitted)
Teachers: 100% (30 surveys submitted)

Find more survey questions in the School Quality Guide (tools.nycenet.edu/guide/2019/#dbn=07X359&report_type=EMS).

Concourse Village Elementary School (07X359)

Strong Family-Community Ties

Overall Rating for Strong Family-Community Ties

Excellent

The **Strong Family-Community Ties** rating looks at how well the school forms effective partnerships with families and outside organizations to improve the school.

This section rating combines the results from the Quality Review Report (PDF) and the NYC School Survey (available in the School Quality Guide).

Quality Review

How well does the school partner with families?

*Quality Review ratings are from an experienced educator who visited and evaluated the school **December 19, 2014**. Read the complete Quality Review Report (PDF) (http://nycenet.edu/OA/SchoolReports/2014-15/Quality_Review_2015_X359.pdf).*

School Survey

97% responded positively to questions about Strong Family-Community Ties
District 07: 94%; City: 95%

Selected Questions about Strong Family-Community Ties

99% of families say that school staff regularly communicate with them about how families can help their child learn
City: 93%

97% of families say that they have communicated with their child's teacher about their child's performance
City: 95%

97% of teachers say that teachers at this school work closely with families to meet students' needs
City: 97%

Trust

Overall Rating for Trust

Excellent

The **Trust** rating looks at whether relationships between school leaders, teachers, students, and families are based on trust and respect.

This section rating is based on the results of the NYC School Survey (available in the School Quality Guide).

School Survey

99% responded positively to questions about Trust
District 07: 91%; City: 90%

Selected Questions about Trust

100% of teachers say that they trust the principal
City: 81%

100% of teachers say that they trust each other
City: 83%

98% of families say that school staff work hard to build trusting relationships with families like them
City: 94%

Survey Response Rates
Parents: 75% (203 surveys submitted)
Teachers: 100% (30 surveys submitted)

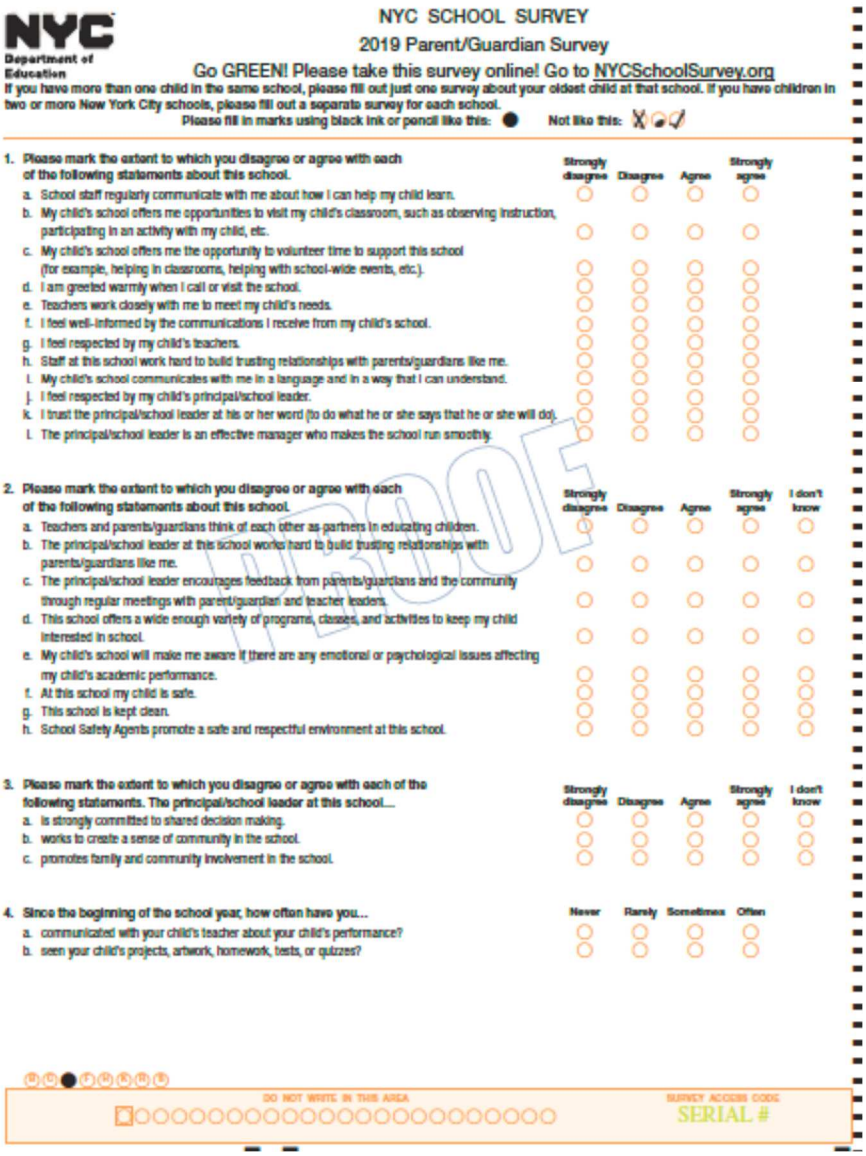
Find more survey questions in the School Quality Guide (tools.nycenet.edu/guide/2019/#dbn=07X359&report_type=EMS).

Looking for more?

- Find the full set of survey questions and responses in the School Quality Guide (tools.nycenet.edu/guide/2019/#dbn=07X359&report_type=EMS). Also check the Guide for more about school demographics and student achievement.
- Read the complete Quality Review Report (PDF) (www.nycenet.edu/OA/SchoolReports/2014-15/Quality_Review_2015_X359.pdf).
- Find kindergarten admissions information (schools.nyc.gov/enrollment/enroll-grade-by-grade/kindergarten).
- Multi-year performance data is available on the School Performance Dashboard (tools.nycenet.edu/dashboard/#dbn=07X359&report_type=EMS).

* The Comparison Group shows how similar students performed at other schools throughout the city. Read about how the Comparison Group is calculated (tools.nycenet.edu/resources/comp-group.html).

APPENDIX B: 2019 NYC SCHOOL SURVEY



NYC Department of Education

NYC SCHOOL SURVEY

2019 Parent/Guardian Survey

Go GREEN! Please take this survey online! Go to NYCSchoolSurvey.org

If you have more than one child in the same school, please fill out just one survey about your oldest child at that school. If you have children in two or more New York City schools, please fill out a separate survey for each school.

Please fill in marks using black ink or pencil like this: ● Not like this: ✗ ◌ ✓

1. Please mark the extent to which you disagree or agree with each of the following statements about this school.	Strongly disagree	Disagree	Agree	Strongly agree
a. School staff regularly communicate with me about how I can help my child learn.	○	○	○	○
b. My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.	○	○	○	○
c. My child's school offers me the opportunity to volunteer time to support this school (for example, helping in classrooms, helping with school-wide events, etc.).	○	○	○	○
d. I am greeted warmly when I call or visit the school.	○	○	○	○
e. Teachers work closely with me to meet my child's needs.	○	○	○	○
f. I feel well-informed by the communications I receive from my child's school.	○	○	○	○
g. I feel respected by my child's teachers.	○	○	○	○
h. Staff at this school work hard to build trusting relationships with parents/guardians like me.	○	○	○	○
i. My child's school communicates with me in a language and in a way that I can understand.	○	○	○	○
j. I feel respected by my child's principal/school leader.	○	○	○	○
k. I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).	○	○	○	○
l. The principal/school leader is an effective manager who makes the school run smoothly.	○	○	○	○

2. Please mark the extent to which you disagree or agree with each of the following statements about this school.	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a. Teachers and parents/guardians think of each other as partners in educating children.	○	○	○	○	○
b. The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.	○	○	○	○	○
c. The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders.	○	○	○	○	○
d. This school offers a wide enough variety of programs, classes, and activities to keep my child interested in school.	○	○	○	○	○
e. My child's school will make me aware if there are any emotional or psychological issues affecting my child's academic performance.	○	○	○	○	○
f. At this school my child is safe.	○	○	○	○	○
g. This school is kept clean.	○	○	○	○	○
h. School Safety Agents promote a safe and respectful environment at this school.	○	○	○	○	○

3. Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a. is strongly committed to shared decision making.	○	○	○	○	○
b. works to create a sense of community in the school.	○	○	○	○	○
c. promotes family and community involvement in the school.	○	○	○	○	○

4. Since the beginning of the school year, how often have you...	Never	Rarely	Sometimes	Often
a. communicated with your child's teacher about your child's performance?	○	○	○	○
b. seen your child's projects, artwork, homework, tests, or quizzes?	○	○	○	○

DO NOT WRITE IN THIS AREA

SURVEY ACCESS CODE

SERIAL #

5. How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	I don't know
a. The response I get when I contact this school.	○	○	○	○	○
b. The education my child has received this year.	○	○	○	○	○
c. The overall quality of my child's teachers this year.	○	○	○	○	○
d. The performance of the citywide Panel for Education Policy with regard to school resources, oversight, curriculum, and progress in student achievement.	○	○	○	○	○
e. The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement.	○	○	○	○	○

6. During the school year, how likely are you to....	Very unlikely	Somewhat unlikely	Somewhat likely	Very likely
a. attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?	○	○	○	○
b. go to a regularly scheduled parent-teacher conference with your child's teacher?	○	○	○	○

7. Which of the following improvements would you most like your school to make (Choose ONE)?

- ○ Stronger school leadership
- ○ More hands-on learning
- ○ Stronger enrichment programs (e.g. afterschool programs, clubs, teams)
- ○ Stronger arts programs
- ○ More challenging courses
- ○ Better communication with parents/guardians
- ○ Higher quality teaching
- ○ Smaller class size
- ○ Safer school environment

If you are a parent/guardian of a child in grades 9-12, ANSWER this question.

8. Please mark the extent to which you disagree or agree with each of the following statements.	Strongly disagree	Disagree	Agree	Strongly agree
a. This school helps keep my child on track for college, career, and success in life after high school.	○	○	○	○
b. This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.	○	○	○	○

If you are a parent/guardian of a child who receives special education services through an Individualized Education Program (IEP), ANSWER this question.

9. Mark the extent to which you disagree or agree with each of the following statements.	Strongly disagree	Disagree	Agree	Strongly agree
a. I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school.	○	○	○	○
b. This school works to achieve the goals on my child's Individualized Education Program (IEP).	○	○	○	○
c. This school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child.	○	○	○	○

If you are a parent/guardian of a 4-year-old in pre-K or a 3-year-old in 3-K, ANSWER this question.

10. Mark the extent to which you disagree or agree with each of the following statements.	Strongly disagree	Disagree	Agree	Strongly agree
a. I feel good about the way that my child's teacher helped my child adjust to pre-K or 3-K.	○	○	○	○
b. My child's teacher gives me helpful ideas about how I can support my child's learning.	○	○	○	○
c. My child's teacher lets me know that I can make a difference in my child's learning.	○	○	○	○
d. My child's teacher gives me opportunities to share what I know about my child.	○	○	○	○
e. Someone at my child's pre-K or 3-K program has helped me consider which schools or programs would be best for my child for next school year.	○	○	○	○

NYC Department of Education

ENCUESTA ESCOLAR DE LA CIUDAD DE NUEVA YORK

Encuesta para padres/tutores 2018

¡PROTEJA EL MEDIO AMBIENTE! ¡Por favor, llene esta encuesta por Internet!
Ingrese a NYCSchoolSurvey.org.

Si tiene más de un hijo en la misma escuela, complete una sola encuesta sobre el mayor de sus hijos en esa escuela. Si tiene hijos en dos o más escuelas públicas de la Ciudad de Nueva York, complete una encuesta por separado para cada escuela.

Rellene los círculos con tinta negra o lápiz de la siguiente manera: ● **No así:** ✗ ◯ ✓

1. Marque en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones sobre esta escuela.	Completamente en desacuerdo	En desacuerdo	De acuerdo	Completamente de acuerdo
a. Los empleados de la escuela se comunican conmigo con frecuencia para decirme cómo puedo contribuir al proceso de aprendizaje de mi hijo.	◯	◯	◯	◯
b. La escuela me da la oportunidad de visitar el salón de clases de mi hijo, por ejemplo, para observar la enseñanza, participar en una actividad con él, etc.	◯	◯	◯	◯
c. Me dan un saludo cordial cuando llamo o visito la escuela.	◯	◯	◯	◯
d. Los maestros trabajan estrechamente conmigo para satisfacer las necesidades de mi hijo.	◯	◯	◯	◯
e. Me siento bien informado gracias a las comunicaciones que me envía la escuela de mi hijo.	◯	◯	◯	◯
f. Siento que los maestros de mi hijo me respetan.	◯	◯	◯	◯
g. El personal de esta escuela trabaja arduamente para forjar relaciones cordiales con padres y tutores como yo.	◯	◯	◯	◯
h. La escuela de mi hijo se comunica conmigo en un idioma y de una manera que yo puedo entender.	◯	◯	◯	◯
i. Siento que el director/líder escolar de mi hijo me respeta.	◯	◯	◯	◯
j. Confío en la palabra del director/líder escolar (de hacer lo que dice que hará).	◯	◯	◯	◯
k. El director/líder escolar es un administrador eficiente, gracias a lo cual la escuela funciona sin problemas.	◯	◯	◯	◯
l. El director/líder escolar de esta escuela trabaja arduamente para forjar relaciones cordiales con padres y tutores como yo.	◯	◯	◯	◯

2. Marque en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones sobre esta escuela.	Completamente en desacuerdo	En desacuerdo	De acuerdo	Completamente de acuerdo	No lo sé
a. Los maestros y los padres/tutores se ven entre sí como aliados en el proceso educativo de los niños.	◯	◯	◯	◯	◯
b. El director/líder escolar estimula los comentarios de padres/tutores y de la comunidad, mediante la programación habitual de reuniones entre padres/tutores y maestros.	◯	◯	◯	◯	◯
c. Esta escuela ofrece una variedad de cursos, actividades extracurriculares y servicios lo suficientemente amplia como para mantener a mi hijo interesado en la escuela.	◯	◯	◯	◯	◯
d. Si hubiera un problema psicológico o emocional que afectara el desempeño académico de mi hijo, la escuela me lo haría saber.	◯	◯	◯	◯	◯
e. En esta escuela mi hijo está seguro.	◯	◯	◯	◯	◯
f. Esta escuela se mantiene limpia.	◯	◯	◯	◯	◯
g. Los agentes de seguridad escolar promueven un entorno respetuoso y seguro en esta escuela.	◯	◯	◯	◯	◯

3. Marque en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones sobre esta escuela. El director/líder escolar de este establecimiento…	Completamente en desacuerdo	En desacuerdo	De acuerdo	Completamente de acuerdo	No lo sé
a. está firmemente comprometido a compartir las decisiones que se toman.	◯	◯	◯	◯	◯
b. trabaja para generar un sentido de comunidad en la escuela.	◯	◯	◯	◯	◯
c. promueve la participación familiar y comunitaria en la escuela.	◯	◯	◯	◯	◯

4. Desde el comienzo del año escolar, ¿con qué frecuencia…	Nunca	Raramente	Algunas veces	A menudo
a. a usted le han pedido o usted ha tenido la oportunidad de donar su tiempo como voluntario para apoyar a esta escuela (por ejemplo, aportó tiempo para cooperar en los salones de clases, ayudó en eventos de toda la escuela, etc.)?	◯	◯	◯	◯
b. se comunicó con el maestro de su hijo para hablar acerca del desempeño académico del alumno?	◯	◯	◯	◯
c. ha visto los trabajos, las obras de arte, las tareas para hacer en casa, los exámenes o las pruebas de su hijo?	◯	◯	◯	◯

NO ESCRIBA EN ESTA SECCIÓN

CODIGO DE ACCESO A LA ENCUESTA
SERIAL #

5. ¿Cuán contento se siente con lo siguiente?

	Muy descontento	Descontento	Contento	Muy contento	No lo sé
a. La respuesta que obtengo cuando me comunico con esta escuela.	○	○	○	○	○
b. La educación que mi hijo ha recibido este año.	○	○	○	○	○
c. La calidad de los maestros en general de mi hijo este año.	○	○	○	○	○
d. El desempeño del Panel para la Política Educativa de la Ciudad con respecto a recursos escolares, supervisión, planes de estudio y progreso en el rendimiento estudiantil.	○	○	○	○	○
e. El desempeño de la Canciller de Educación con respecto a recursos escolares, supervisión, planes de estudio y progreso en el rendimiento estudiantil.	○	○	○	○	○

6. A lo largo del año escolar, ¿qué tan probable es que usted...

	Muy improbable	Algo improbable	Algo probable	Muy probable
a. asista a una reunión general o evento escolar (día de puertas abiertas, noche de regreso a clases, obra de teatro, baile, evento deportivo o feria de ciencias)?	○	○	○	○
b. asista a las reuniones regulares de padres y maestros con el maestro de su hijo?	○	○	○	○

7. ¿Cuál de las siguientes mejoras preferiría usted que la escuela incorpore? (Seleccione UNA)

- ○ Liderazgo escolar más fuerte
- ○ Enseñanza con más actividades prácticas
- ○ Programas de enriquecimiento académico más sólidos (p. ej., después de clases, clubes, equipos)
- ○ Programas de arte más rigurosos
- ○ Cursos más exigentes
- ○ Mejor comunicación con los padres/tutores
- ○ Enseñanza de una calidad más alta
- ○ Menor número de alumnos por clase
- ○ Entorno escolar más seguro

Si es padre/tutor de un alumno que cursa un grado entre 9.° y 12.°, CONTESTE esta pregunta.

8. Marque en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones.

	Completamente en desacuerdo	En desacuerdo	De acuerdo	Completamente de acuerdo
a. Esta escuela ayuda a mi hijo a mantenerse en el camino correcto para la universidad, el mundo laboral y una vida exitosa luego de la secundaria.	○	○	○	○
b. Esta escuela nos proporciona lo que necesitamos en la preparación de mi hijo para la universidad, el mundo laboral y una vida exitosa luego de la secundaria.	○	○	○	○

Si es padre/tutor de un alumno que recibe servicios de educación especial por medio de un Programa de Educación Individualizado (IEP), CONTESTE esta pregunta.

9. Marque en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones.

	Completamente en desacuerdo	En desacuerdo	De acuerdo	Completamente de acuerdo
a. Estoy satisfecho con la planificación educativa y el proceso de elaboración del Programa de Educación Individualizado (IEP) de esta escuela.	○	○	○	○
b. Esta escuela trabaja para lograr los objetivos que figuran en el Programa de Educación Individualizado (IEP) de mi hijo.	○	○	○	○
c. Esta escuela ofrece una variedad de actividades y servicios (incluidos servicios auxiliares y dispositivos de asistencia y adaptación cuando corresponden) lo suficientemente amplia como para ayudar a mejorar el desempeño y la calidad de vida de mi hijo.	○	○	○	○

Si usted es padre/tutor de un niño de 4 años en prekínder o de uno de 3 años en 3-K, CONTESTE esta pregunta.

10. Marque en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones.

	Completamente en desacuerdo	En desacuerdo	De acuerdo	Completamente de acuerdo
a. Me gusta la forma en que el maestro de mi hijo lo ayudó a adaptarse a prekínder o 3-K.	○	○	○	○
b. El maestro me da ideas útiles sobre cómo puedo apoyar el aprendizaje de mi hijo.	○	○	○	○
c. El maestro me hace ver que puedo ejercer una influencia importante en el aprendizaje de mi hijo.	○	○	○	○
d. El maestro me da la oportunidad de expresarle lo que sé de mi hijo.	○	○	○	○
e. Alguien en el programa de prekínder o 3-K de mi hijo me ha ayudado a determinar qué escuelas o programas serían los mejores para su próximo año escolar.	○	○	○	○

Accessibility Report

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Summary

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- Failed manually: 0
- Skipped: 1
- Passed: 29
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