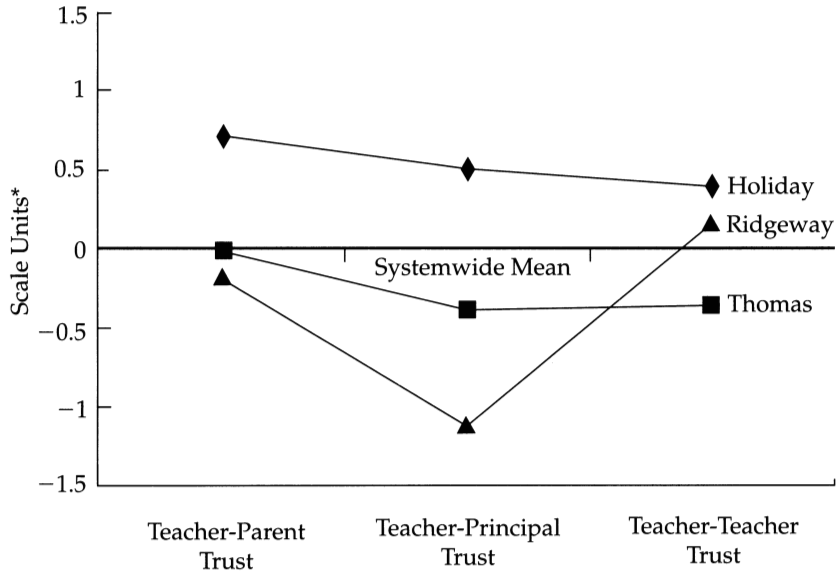


**Figure 6.1 1994 Survey Reports on Relational Trust in Three Case Study Schools, Compared to School System Average**

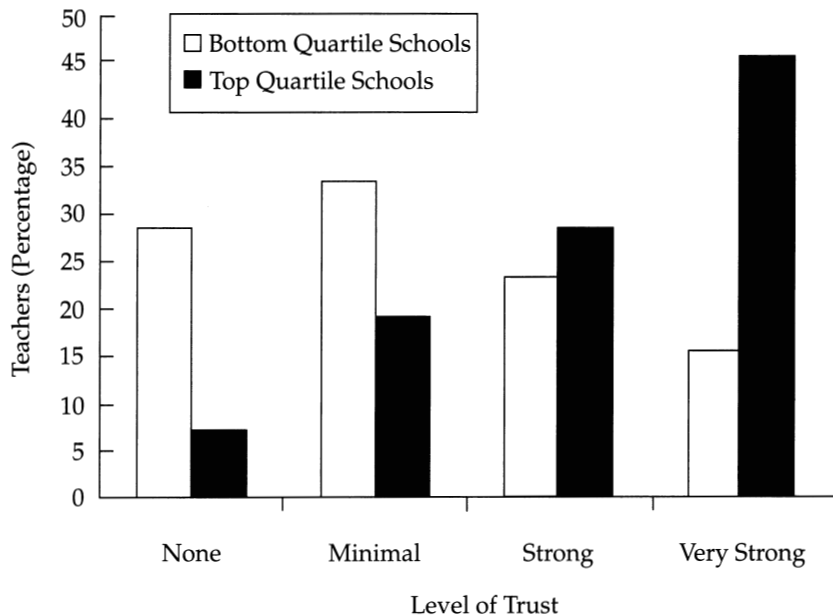


Source: Authors' configuration.

\*All of the Consortium survey measures are based on Rasch Rating Scale Analyses that have been transferred into a 0–10 point scale. The mean differences presented here are in the 10-point scale metric.

**Figure 6.2 Comparing Responses in Top and Bottom Quartile Schools on Teacher-Teacher Trust (1997 Survey)**

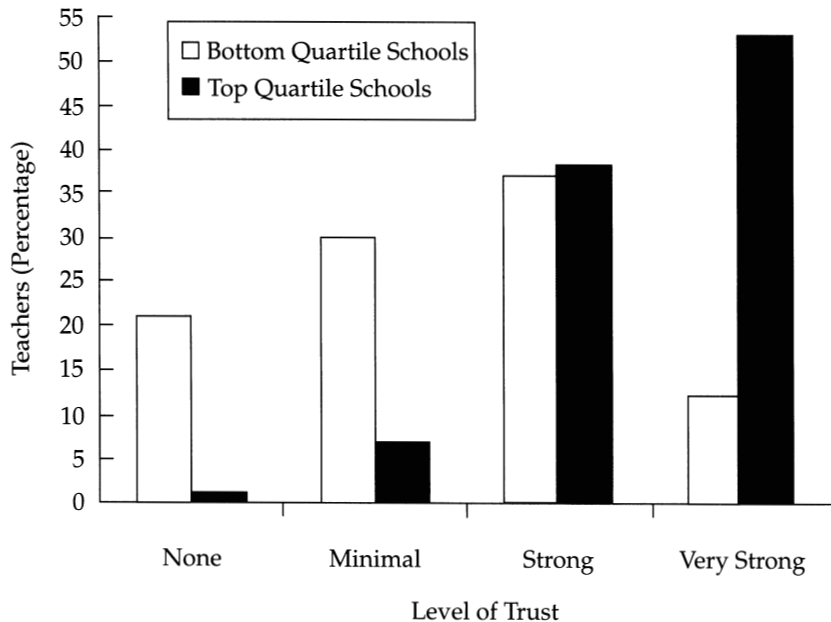
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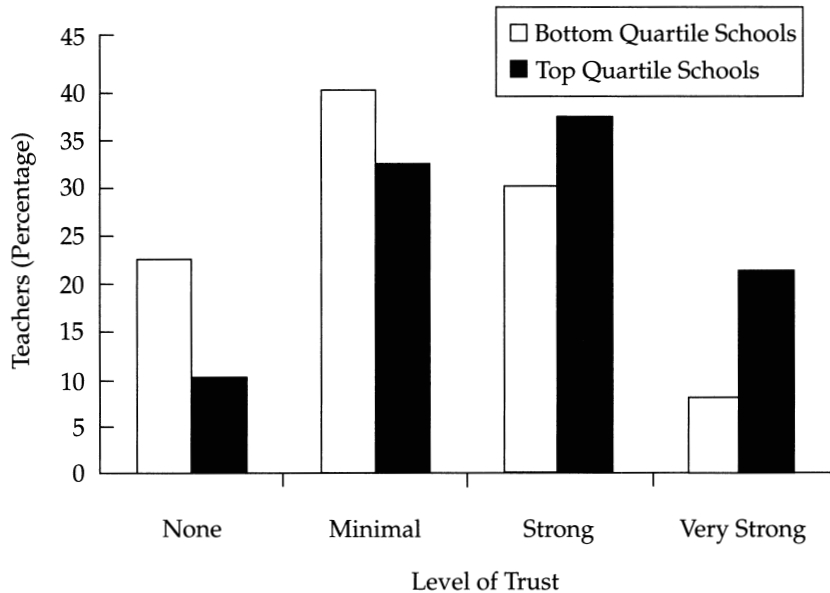
Source: Authors' configuration.

**Figure 6.3 Comparing Responses in Top and Bottom Quartile Schools on Teacher-Principal Trust (1997 Survey)**



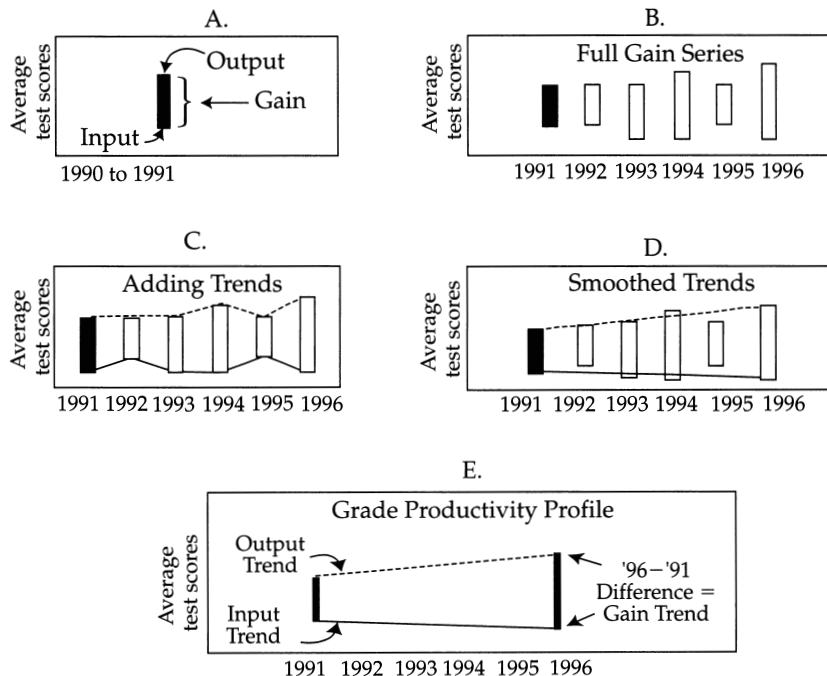
Source: Authors' configuration.

**Figure 6.4 Comparing Responses in Top and Bottom Quartile Schools on Teacher-Parent Trust (1997 Survey)**



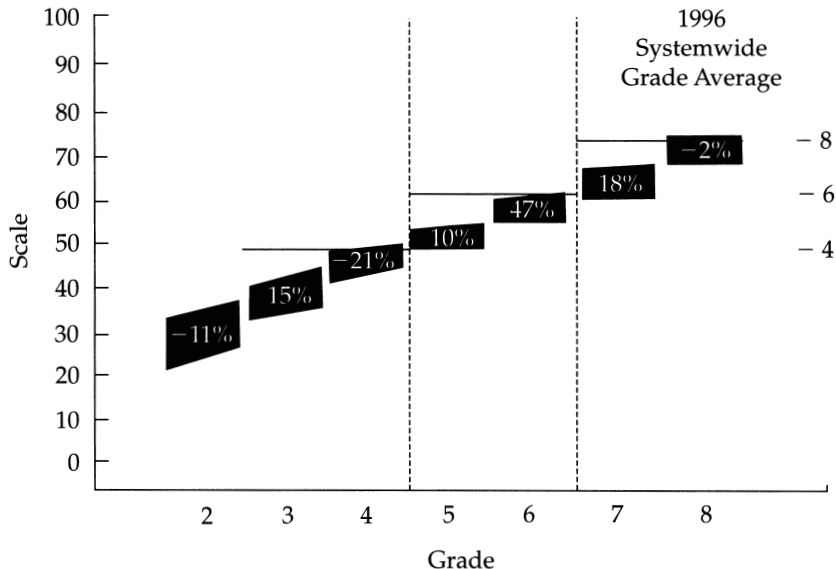
Source: Authors' configuration.

**Figure 6.5 Constructing a Sixth-Grade Productivity Profile for Prairie School, 1991 to 1996**



Source: Authors' configuration.

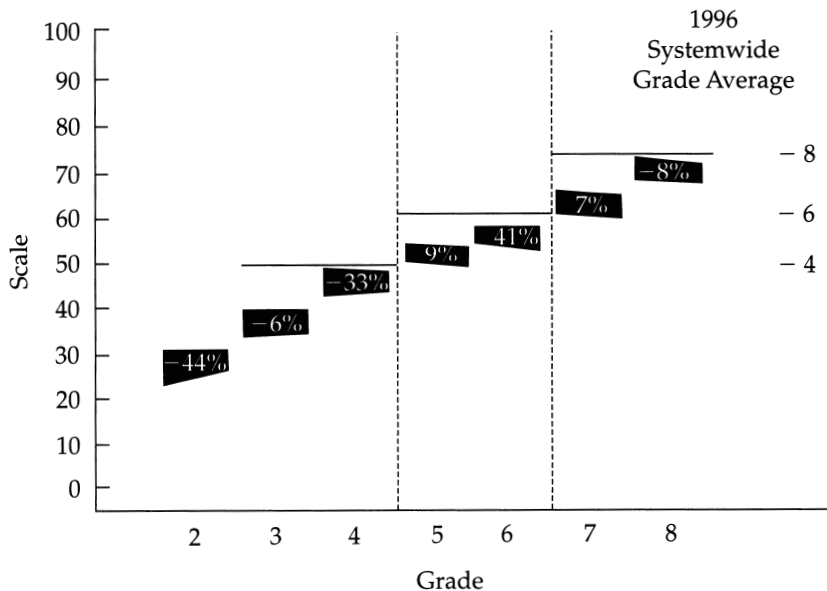
**Figure 6.6 Consistently Improving Schools: ITBS Reading Productivity Profile, 1991 to 1996**



*Source:* Authors' configuration.

*Note:* The numbers presented in each grade productivity profile calculate the percentage change in learning gains over the period 1991 to 1996. Positive numbers indicate a positive gain trend. Negative numbers mean a productivity decline in the particular school grade.

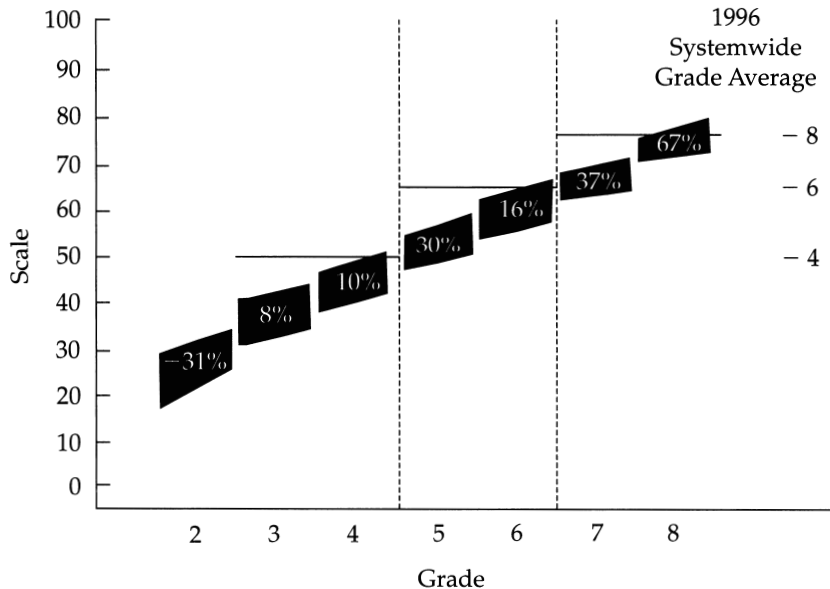
**Figure 6.7 Consistently Nonimproving Schools: ITBS Reading Productivity Profile, 1991 to 1996**



*Source:* Authors' configuration.

*Note:* The numbers presented in each grade productivity profile calculate the percentage change in learning gains over the period 1991 to 1996. Positive numbers indicate a positive gain trend. Negative numbers mean a productivity decline in the particular school grade.

**Figure 6.8** Consistently Improving Schools: ITBS Mathematics Productivity Profile, 1991 to 1996

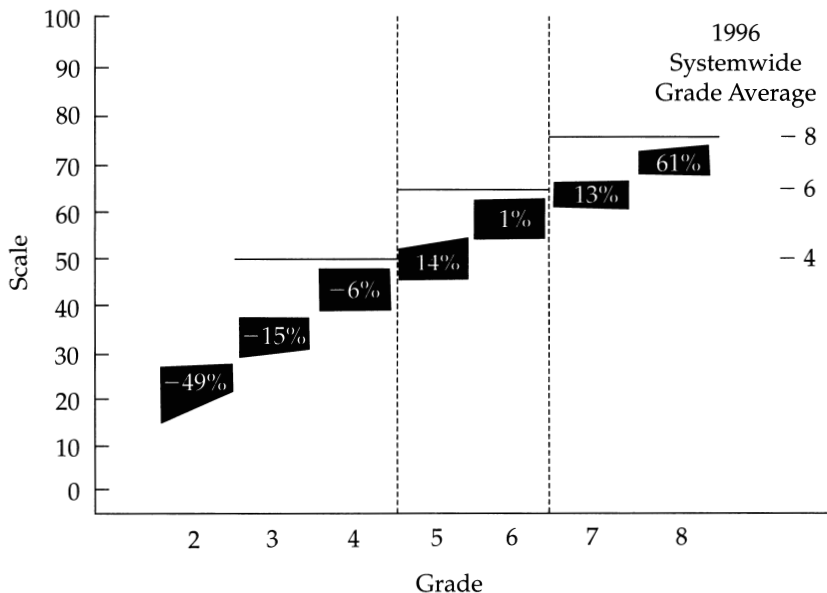


*Source:* Authors' configuration.

*Note:* The numbers presented in each grade productivity profile calculate the percentage change in learning gains over the period 1991 to 1996. Positive numbers indicate a positive gain trend. Negative numbers mean a productivity decline in the particular school grade.



**Figure 6.9 Consistently Nonimproving Schools: ITBS Mathematics Productivity Profile, 1991 to 1996**

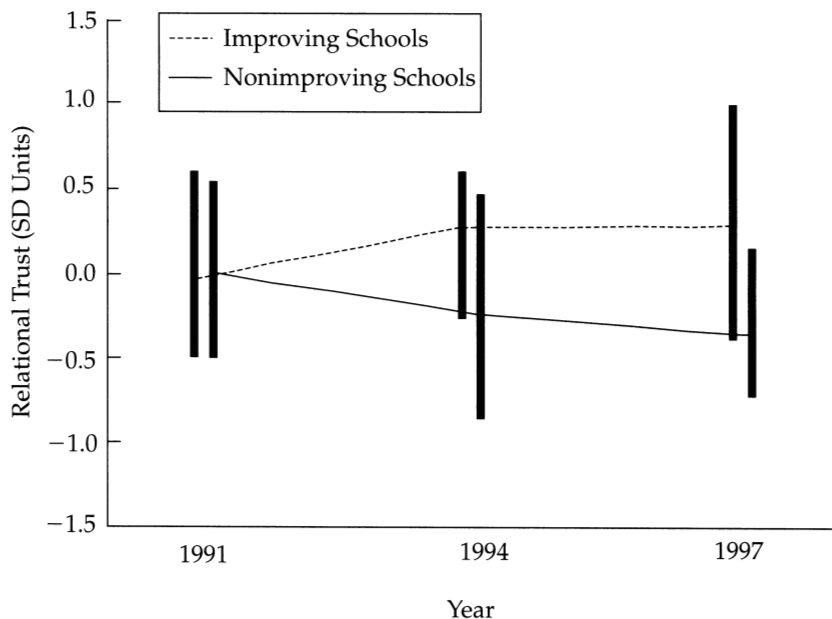


*Source:* Authors' configuration.

*Note:* The numbers presented in each grade productivity profile calculate the percentage change in learning gains over the period 1991 to 1996. Positive numbers indicate a positive gain trend. Negative numbers mean a productivity decline in the particular school grade.

**Figure 6.10 Trends in Relational Trust for Improving and Nonimproving Schools in Reading**

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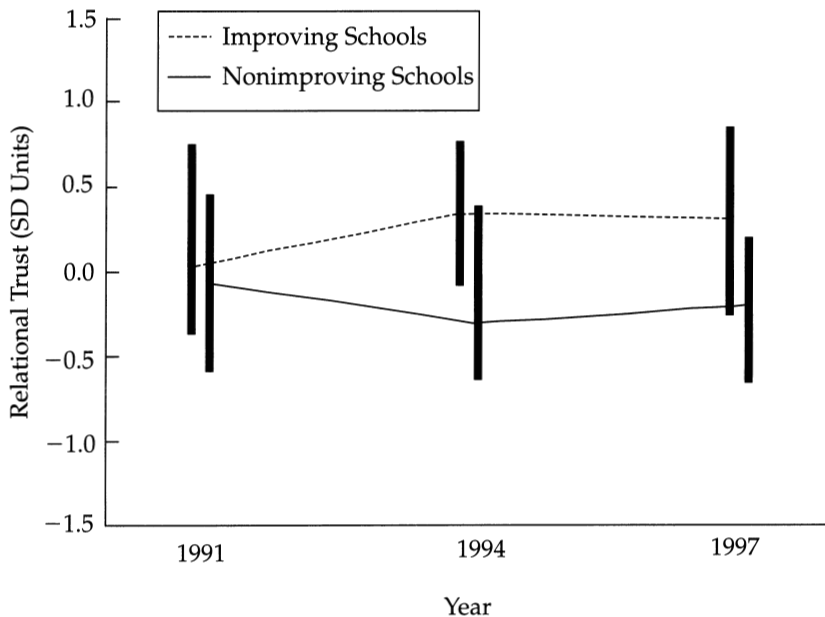


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*Source:* Authors' configuration.

*Note:* The lines in the figure connect the mean levels of trust on the composite indicator across the three years for each group. The lengths of the bars reflect the interquartile range. The middle 50 percent of the schools are captured here. The top 25 percent offer reports above the top of the bar; the lowest 25 percent fall below the bottom of the bar. All results are in standard deviation (SD) units for the composite trust indicator.

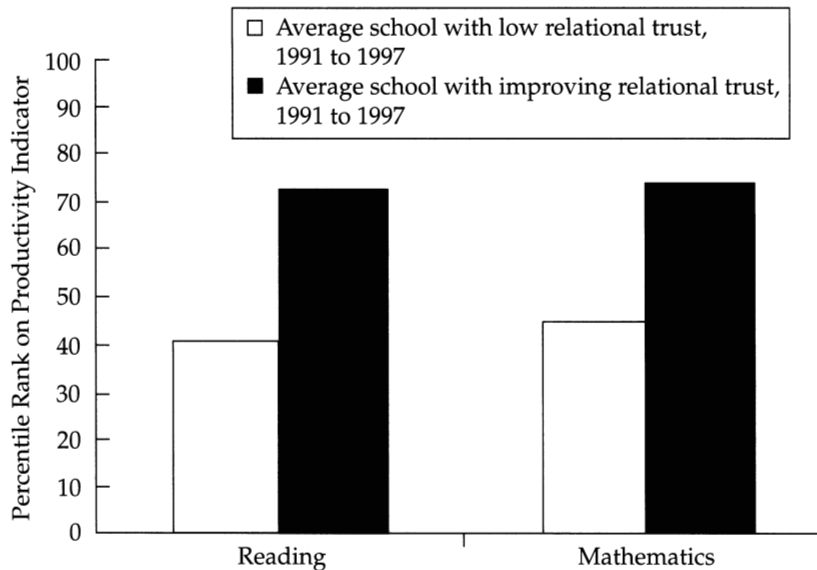
**Figure 6.11 Trends in Relational Trust for Improving and Nonimproving Schools in Mathematics**



*Source:* Authors' configuration.

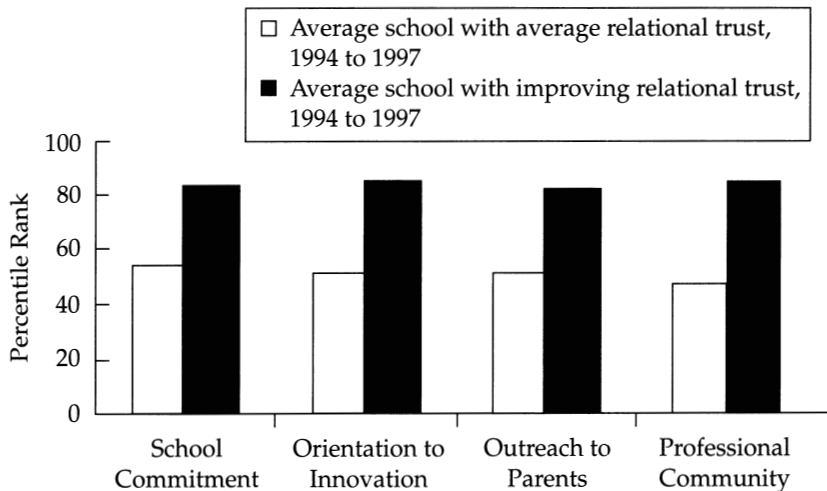
*Note:* The lines in the figure connect the mean levels of trust on the composite indicator across the three years for each group. The lengths of the bars reflect the interquartile range. The middle 50 percent of the schools are captured here. The top 25 percent offer reports above the top of the bar; the lowest 25 percent fall below the bottom of the bar. All results are in standard deviation (SD) units for the composite trust indicator.

**Figure 6.12 Impact of Improving Relational Trust on Trends in Academic Productivity**



Source: Authors' configuration.

**Figure 6.13 Impact of Improving Relational Trust (1994 to 1997) on Core Organizational Conditions Over Same Period**



*Source:* Authors' configuration.

*Note:* The four measures of core organizational conditions were created by the Consortium on Chicago School Research from teacher surveys in 1994 and 1997.

**Table 6.1 School Context Effects on 1997 Relational Trust Measures**

School-Level Variables	Teacher-Parent Trust	Teacher-Principal Trust	Teacher-Teacher Trust
Racial conflict among teachers	-1.1100***	-1.8842***	-2.3065***
Prior school achievement, 1989	0.0027*	0.0061**	0.0021
Low income (percentage)	-0.0021	0.0077	0.0033
Small school size	0.1232	0.2930	0.3115*
Stability of student body	0.1829*	0.0527	0.2443**
Racial-ethnic composition			
Predominantly African American	-0.3665***	-0.7036***	-0.3776***
Predominantly Hispanic	0.1649	-0.4505*	-0.0633
Predominantly minority	-0.1117	-0.1094	0.0324
Racially mixed	-0.1622	-0.5154*	-0.2430*

Source: Authors' compilation.

Note: All of the school composition characteristics used in this analysis are from the 1993 to 1994 school year. The data on racial conflict come from the Consortium's 1997 teacher survey.

\*p < 0.05.

\*\*p < 0.01.

\*\*\*p < 0.001.

**Table 6.2 Effects of Changing Levels of Relational Trust on Improvements in Reading Productivity, 1991 to 1996**

Teacher educational background, 1997	-0.0029	-0.0011
Teacher professional background, 1997	-0.0032	0.0009
New teachers hired in first three years of reform (percentage)	0.0001	0.0001
Average years teaching in school, 1997	0.0062	-0.0028
Small school size	0.0416	0.0392
Racial-ethnic composition		
Predominantly African American	-0.0838***	-0.0682**
Predominantly Hispanic	-0.0493	-0.0267
Predominantly minority	-0.0856**	-0.0816**
Racially mixed	-0.0374	-0.0227
Concentration of poverty	-0.0221*	-0.0209*
Low-income students (percentage)	0.0007	0.0008
Stability of student body	0.0173	0.0123
Prior school achievement, 1989	-0.0004	-0.0004
Trust, 1991		-0.0887***
Trust, 1994		0.0971***
Change in trust, 1994 to 1997		0.0366

Source: Authors' compilation.

\* $p < 0.05$ .

\*\* $p < 0.01$ .

\*\*\* $p < 0.001$ .

**Table 6.3 Effects of Changing Levels of Relational Trust on Improvements in Mathematics Productivity, 1990 to 1996**

Teacher educational background, 1997	0.0433*	0.0465**
Teacher professional background, 1997	0.0025	0.0056
New teachers hired in first three years of reform (percentage)	0.0008	0.0012
Average years teaching in school, 1997	0.0128	0.0045
Small school size	0.1002***	0.0981**
Racial-ethnic composition		
Predominantly African American	-0.1260***	-0.1073***
Predominantly Hispanic	-0.1360***	-0.1175**
Predominantly minority	-0.1814***	-0.1758***
Racially mixed	-0.1252***	-0.1118**
Concentration of poverty	-0.0402**	-0.0353**
Low-income students (percentage)	0.0007	0.0008
Stability of student body	0.0131	0.0033
Prior school achievement, 1989	-0.0008	-0.0009*
Trust, 1991		-0.0849*
Trust, 1994		0.1030***
Change in trust, 1994 to 1997		0.0752**

*Source:* Authors' compilation.

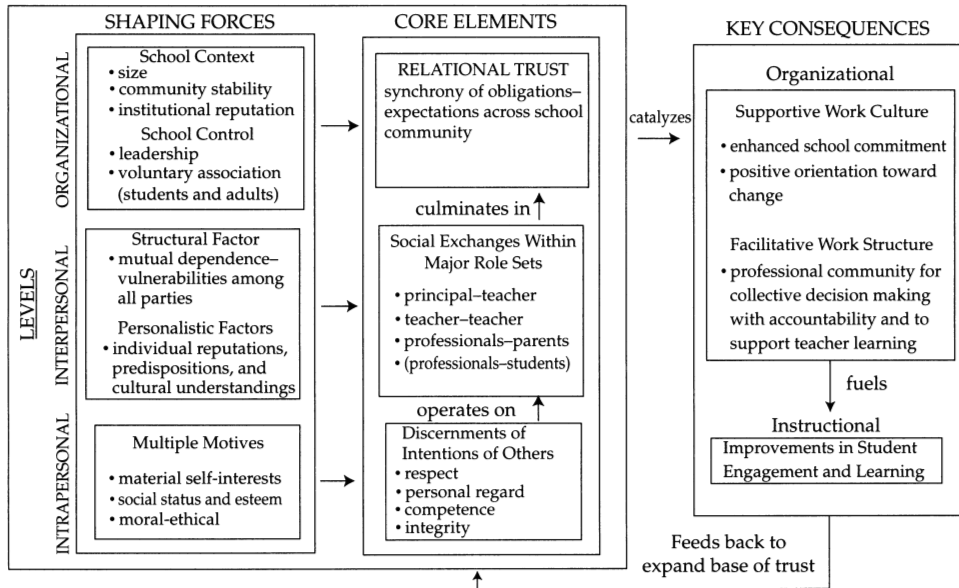
\* $p < 0.05$ .

\*\* $p < 0.01$ .

\*\*\* $p < 0.001$ .



**Figure 7.1 Relational Trust as a Social Resource for School Improvement**



Source: Authors' configuration.

**Table B.1 Rasch Rating Scale of 1997 Teacher-Principal Trust**

Teacher-Principal Trust Item	Measure	
	Reliability: 0.92	
	Difficulty	Infit
It's OK in this school to discuss feelings, worries, and frustrations with the principal. <sup>a,d</sup>	0.79	0.91
The principal looks out for the personal welfare of the faculty members. <sup>a,d</sup>	0.33	0.84
I trust the principal at his or her word. <sup>a,d</sup>	0.21	0.84
The principal at this school is an effective manager who makes the school run smoothly. <sup>a</sup>	0.05	1.16
The principal places the needs of children ahead of her personal and political interests. <sup>a</sup>	-0.02	1.09
The principal has confidence in the expertise of the teachers. <sup>a,d</sup>	-0.17	1.14
The principal takes a personal interest in the professional development of teachers. <sup>a,d</sup>	-0.20	0.91
I really respect my principal as an educator. <sup>a</sup>	-0.27	0.85
To what extent do you feel respected by your principal? <sup>c,d</sup>	-0.73	1.22

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

**Table B.2 Rasch Rating Scale of 1997 Teacher-Teacher Trust**

Teacher-Teacher Trust Item	Measure	
	Reliability: 0.82	
	Difficulty	Infit
How many teachers in this school really care about each other? <sup>b,d</sup>	2.31	1.03
Teachers in this school trust each other. <sup>a,d</sup>	1.01	0.72
It's OK in this school to discuss feelings, worries, and frustrations with other teachers. <sup>a,d</sup>	0.34	1.00
Teachers respect other teachers who take the lead in school improvement efforts. <sup>a,d</sup>	-0.12	0.90
Teachers at this school respect those colleagues who are expert at their craft. <sup>a</sup>	-1.12	0.99
To what extent do you feel respected by other teachers? <sup>c,d</sup>	-2.42	1.32

Source: Authors' compilation.

Note: The 1994 measure also included "Most teachers in this school are cordial."

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

**Table B.3 Rasch Rating Scale of 1997 Teacher-Parent Trust**

Teacher-Parent Trust Item	Measure	
	Reliability: 0.78	
	Difficulty	Infit
How many of your students' parents do their best to help their children learn? <sup>b</sup>	1.83	1.12
How many teachers at this school feel good about parents' support for their work? <sup>b,d</sup>	1.59	1.03
How many teachers at this school really care about this local community? <sup>b,d</sup>	1.48	1.14
How many of your students' parents support your teaching efforts? <sup>b</sup>	0.90	1.05
Teachers and parents think of each other as partners in educating children. <sup>a</sup>	0.73	0.87
At this school, it is difficult to overcome the cultural barriers between teachers and parents. <sup>a,e</sup>	-0.02	1.36
Parents have confidence in the expertise of the teachers. <sup>a,d</sup>	-0.11	0.81
There is conflict between parents and teachers at this school. <sup>a,e</sup>	-0.21	1.05
Staff at this school work hard to build trusting relationships with parents. <sup>a,d</sup>	-0.41	0.81
Talking with parents helps me understand my students better. <sup>a</sup>	-1.23	1.20
To what extent do teachers in this school respect parents and community members of the local community? <sup>c,d</sup>	-1.39	0.84
To what extent do teachers in this school respect students' parents? <sup>c,d</sup>	-1.55	0.79
To what extent do you feel respected by the parents of your students? <sup>c,d</sup>	-1.61	0.85

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

<sup>e</sup>Item was reversed for analysis purposes.

**Table B.4 Rasch Rating Scale of 1997 Teacher Orientation to Innovation**

Orientation to Innovation Item	Measure Reliability: 0.89	
	Difficulty	Infit
How many teachers in this school are willing to take risks to make this school better? <sup>b,d</sup>	0.49	0.97
How many teachers in this school are eager to try new ideas? <sup>b,d</sup>	0.31	0.89
In this school, teachers have a "can do" attitude. <sup>a,d</sup>	0.02	0.96
All the teachers are encouraged to "stretch and grow." <sup>a,d</sup>	-0.35	1.33
In this school, teachers are continually learning and seeking new ideas. <sup>a,d</sup>	-0.47	0.93
How many teachers in this school are really trying to improve their teaching? <sup>b</sup>	-0.68	1.14

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

**Table B.5 Rasch Rating Scale of 1997 Teacher Outreach to Parents**

Outreach to Parents Item	Measure Reliability: 0.89	
	Difficulty	Infit
Teachers work closely with parents to meet students' needs. <sup>a,d</sup>	1.51	1.07
Parents are invited to visit classrooms to observe the instructional program. <sup>a,d</sup>	0.98	1.43
This school regularly communicates with parents about how they can help their children learn. <sup>a</sup>	0.15	0.93
We work at communicating to parents about support needed to advance the school mission. <sup>a,d</sup>	-0.05	0.91
We encourage feedback from parents and the community. <sup>a,d</sup>	-0.36	0.83
The principal pushes teachers to communicate regularly with parents. <sup>a</sup>	-0.51	1.30
Teachers really try to understand parents' problems and concerns. <sup>a,d</sup>	-0.67	1.03
Parents are greeted warmly when they call or visit the school. <sup>a,d</sup>	-0.69	0.97

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

**Table B.6 Rasch Rating Scale of 1997 Teacher Commitment to School Community**

Commitment to School Community Item	Measure Reliability: 0.89	
	Difficulty	Infit
I wouldn't want to work in any other school. <sup>a,d</sup>	0.89	0.83
I would recommend this school to parents seeking a place for their child. <sup>a,d</sup>	0.31	1.08
I usually look forward to each working day at this school. <sup>a,d</sup>	-0.09	1.34
I feel loyal to this school. <sup>a,d</sup>	-1.10	0.88

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

**Table B.7 Rasch Rating Scale of 1997 Peer Collaboration**

Peer Collaboration Item	Measure	
	Difficulty	Infit
Teachers design instructional programs together. <sup>a,d</sup>	0.90	0.85
Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels. <sup>a,d</sup>	0.81	0.93
The principal, teachers, and staff collaborate to make this school run effectively. <sup>a,d</sup>	-0.23	1.17
Most teachers in this school are cordial. <sup>a,d</sup>	-1.48	1.55

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

**Table B.8 Rasch Rating Scale of 1997 Reflective Dialogue**

Reflective Dialogue Item	Measure	
	Difficulty	Infit
This school year, how often have you had conversations with colleagues about the goals of this school? <sup>d,e</sup>	0.85	0.78
This school year, how often have you had conversations with colleagues about development of new curriculum? <sup>d,e</sup>	0.84	0.76
This school year, how often have you had conversations with colleagues about managing classroom behavior? <sup>d,e</sup>	-0.04	1.12
This school year, how often have you had conversations with colleagues about what helps students learn best? <sup>d,e</sup>	-0.10	0.76
Teachers in this school regularly discuss assumptions about teaching and learning. <sup>a,e</sup>	-0.43	0.88
Teachers in this school share and discuss student work with other teachers. <sup>a</sup>	-1.03	0.90
Teachers talk about instruction in the teachers' lounge, faculty meetings, etc. <sup>a,e</sup>	-1.12	1.11

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Four-point scale: less than once a month, two or three times a month, once or twice a week, almost daily.

<sup>e</sup>Item used in 1994 measure.

**Table B.9 Rasch Rating Scale of 1997 Collective Responsibility**

Collective Responsibility Item	Measure Reliability: 0.92	
	Difficulty	Infit
How many teachers in this school feel responsible when students in this school fail? <sup>b</sup>	1.53	1.37
How many teachers in this school feel responsible to help each other do their best? <sup>b,d</sup>	0.83	0.90
How many teachers in this school help maintain discipline in the entire school, not just their classroom? <sup>b,d</sup>	0.73	1.26
How many teachers in this school take responsibility for improving the school? <sup>b,d</sup>	0.67	0.89
How many teachers in this school feel responsible for helping students develop self-control? <sup>b,d</sup>	-0.25	0.89
How many teachers in this school set high standards for themselves? <sup>b,d</sup>	-0.31	0.94
How many teachers in this school feel responsible that all students learn? <sup>b,d</sup>	-0.86	0.99

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.

**Table B.10 Rasch Rating Scale of 1997 Focus on Student Learning**

Focus on Student Learning Item	Measure Reliability: 0.88	
	Difficulty	Infit
This school really works at developing students' social skills. <sup>a,d</sup>	0.70	0.95
When making important decisions, the school always focuses on what's best for student learning. <sup>a,d</sup>	0.00	1.02
The school has well-defined learning expectations for all students. <sup>a,d</sup>	-0.04	0.78
The school sets high standards for academic performance. <sup>a,d</sup>	-0.11	0.80
The school day is organized to maximize instructional time. <sup>a,d</sup>	-0.55	1.09

Source: Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

<sup>d</sup>Item used in 1994 measure.



**Table B.11 Rasch Rating Scale of 1997 Teacher Socialization**

Teacher Socialization Item	Measure	
	Reliability: 0.60	
	Difficulty	Infit
Experienced teachers invite new teachers into their rooms to observe, give feedback, etc. <sup>a</sup>	1.11	0.91
A conscious effort is made by faculty to make new teachers feel welcome here. <sup>a</sup>	-1.11	1.03

*Source:* Authors' compilation.

<sup>a</sup>Four-point scale: strongly disagree, disagree, agree, strongly agree.

<sup>b</sup>Five-point scale: none, some, about half, most, nearly all.

<sup>c</sup>Four-point scale: not at all, a little, some, to a great extent.

**Table C.1 Teacher-Parent Trust**

Random Effect	Variance Component	<i>df</i>	$\chi^2$	p-value
Teacher (level 2)	1.272			
School (level 3)	0.293	417	1473.734	0.000
Proportion of variance between schools	0.19			

*Source:* Authors' compilation.

**Table C.2 Teacher-Principal Trust**

Random Effect	Variance Component	<i>df</i>	$\chi^2$	p-value
Teacher (level 2)	3.447			
School (level 3)	1.174	418	2238.117	0.000
Proportion of variance between schools	0.25			

*Source:* Authors' compilation.

**Table C.3 Teacher-Teacher Trust**

Random Effect	Variance Component	<i>df</i>	$\chi^2$	p-value
Teacher (level 2)	1.690			
School (level 3)	0.451	418	1605.770	0.000
Proportion of variance between schools	0.21			

*Source:* Authors' compilation.

**Table C.4 School Context Effects on 1997 Relational Trust Measures**

	Teacher- Parent Trust	Teacher- Principal Trust	Teacher- Teacher Trust
Teacher-level variables, 1997			
Primary grade flag	0.0646	0.1284	0.0879
Upper grade flag	-0.0596	0.0111	-0.0601
Grade missing	-0.1550*	-0.0116	-0.0927
Female flag	0.0699	-0.1752*	-0.0104
Gender missing	0.0418	-0.5902**	-0.2041
Black	0.1699***	0.4042***	0.0263
Hispanic	0.1157	0.2495*	-0.2472**
Race missing	-0.0172	-0.1271	-0.2388*
Teaching experience	0.1398***	-0.2649***	0.0522
School-level variables			
Racial conflict among teachers	-1.1100***	-1.8842***	-2.3065***
Prior school achievement, 1989	0.0027*	0.0061**	0.0021
Percentage low-income	-0.0021	0.0077	0.0033
Small school size	0.1232	0.2930	0.3115*
Stability of student body	0.1829*	0.0527	0.2443**
Racial-ethnic composition			
Predominantly African American	-0.3665***	-0.7036***	-0.3776***
Predominantly Hispanic	0.1649	-0.4505*	-0.0633
Predominantly minority	-0.1117	-0.1094	0.0324
Racially mixed	-0.1622	-0.5154*	-0.2430*

Source: Authors' compilation.

Note: All of the school composition characteristics used in this analysis were from the 1993 to 1994 school year. The data on racial conflict came from the Consortium's 1997 teacher survey.

\* $p < 0.05$ .

\*\* $p < 0.01$ .

\*\*\* $p < 0.001$ .

**Table C.5 Predicting Change in Teacher Innovation, 1994 to 1997, Using Trust Measures**

	A	B	C	D
Teacher innovation, 1994	-0.7754***	-0.6220***	-0.6114***	-0.6679***
Context variables				
Racial conflict among teachers	-0.3657*	-1.2305***	-0.9163***	-0.0232
Prior school achievement, 1989	-0.0013	0.0007	-0.0014	0.0015
Percentage low-income students	-0.0032	-0.0005	-0.0023	-0.0031
Racial-ethnic composition				
Predominantly African American	0.1562	0.0541	0.0278	0.1989*
Predominantly Hispanic	0.1161	-0.0855	0.1260	0.1708
Predominantly minority	0.3172**	0.4751**	0.2402	0.3279**
Racially mixed	0.0705	0.0310	0.0014	0.0350
Small school size	0.0300	-0.0114	0.0216	0.0058
Concentration of poverty	-0.0068	0.0069	-0.0341	-0.0430
Stability of student body	0.0911	0.1196	0.1204	0.0869
Trust measures				
Trust, 1994	1.0865***			
Change in trust, 1994 to 1997	1.0449***			
Teacher-parent trust, 1994		0.8750***		
Change in teacher-parent trust, 1994 to 1997		0.5325***		
Teacher-principal trust, 1994			0.4617***	
Change in teacher-principal trust, 1994 to 1997			0.4641***	
Teacher-teacher trust, 1994				1.0358***
Change in teacher-teacher trust, 1994 to 1997				1.0701***

Source: Authors' compilation.

\*p < 0.05.

\*\*p < 0.01.

\*\*\*p < 0.001.

**Table C.6 Predicting Change in Outreach to Parents, 1994 to 1997, Using Trust Measures**

	A	B	C	D
Outreach to parents, 1994	-0.7115***	-0.6718***	-0.7286***	-0.5721***
Context variables				
Racial conflict among teachers	0.0152	-0.4464*	-0.3908*	-0.2305
Prior school achievement, 1989	0.0029	0.0046**	0.0023	0.0042*
Percentage low-income students	0.0043*	0.0064**	0.0051*	0.0052
Racial-ethnic composition				
Predominantly African American	0.1285	0.1170	0.0617	0.1116
Predominantly Hispanic	-0.1285	-0.2688*	-0.1018	-0.1113
Predominantly minority	-0.0584	0.0857	-0.1029	-0.0284
Racially mixed	-0.0539	-0.0511	-0.0779	-0.0599
Small school size	0.1643	0.1524	0.1310	0.0782
Concentration of poverty	-0.0044	0.0374	-0.0365	-0.0644
Stability of student body	0.0534	0.0884	0.0909	0.1269
Trust measures				
Trust, 1994	0.5099***			
Change in trust, 1994 to 1997	0.8484***			
Teacher-parent trust, 1994		0.6279***		
Change in teacher-parent trust, 1994 to 1997		0.8726***		
Teacher-principal trust, 1994			0.2773***	
Change in teacher-principal trust, 1994 to 1997			0.3755***	
Teacher-teacher trust, 1994				0.2202
Change in teacher-teacher trust, 1994 to 1997				0.4600***

Source: Authors' compilation.

\*p < 0.05.

\*\*p < 0.01.

\*\*\*p < 0.001.

**Table C.7 Predicting Change in Professional Community, 1994 to 1997, Using Trust Measures**

	A	B	C	D
Professional community, 1994	-0.9045***	-0.6456***	-0.7672***	-0.7312***
Context variables				
Racial conflict among teachers	-0.0336	-1.2072***	-0.7309**	0.2281
Prior school achievement, 1989	-0.0039*	-0.0020	-0.0054*	-0.0009
Percentage low-income students	0.0001	0.0034	0.0008	0.0003
Racial-ethnic composition				
Predominantly African American	0.1451	-0.0256	-0.0296	0.1535
Predominantly Hispanic	-0.0482	-0.2706	-0.0191	0.0278
Predominantly minority	0.0950	0.2666	-0.0409	0.0940
Racially mixed	-0.0517	-0.0800	-0.1087	-0.0849
Small school size	-0.0166	-0.1131	-0.0624	-0.0881
Concentration of poverty	0.0511	0.0580	-0.0080	-0.0134
Stability of student body	0.2482**	0.3370**	0.3357**	0.2889**
Trust measures				
Trust, 1994	1.5720***			
Change in trust, 1994 to 1997	1.4821***			
Teacher-parent trust, 1994		1.0233***		
Change in teacher-parent trust, 1994 to 1997		0.7738***		
Teacher-principal trust, 1994			0.7064***	
Change in teacher-principal trust, 1994 to 1997			0.6728***	
Teacher-teacher trust, 1994				1.2672***
Change in teacher-teacher trust, 1994 to 1997				1.3326***

Source: Authors' compilation.

\*p < 0.05.

\*\*p < 0.01.

\*\*\*p < 0.001.

**Table C.8 Predicting Change in Commitment to School Community, 1994 to 1997, Using Trust Measures**

	A	B	C	D
Commitment to school community, 1994	-0.9628***	-0.7631***	-0.8150***	-0.7319***
Context variables				
Racial conflict among teachers	0.1080	-1.1024***	-0.5431*	-0.2674
Prior school achievement, 1989	0.0006	0.0026	-0.0010	0.0042
Percentage low-income students	0.0037	0.0070	0.0040	0.0051
Racial-ethnic composition				
Predominantly African American	-0.2670*	-0.3842*	-0.4077**	-0.2581
Predominantly Hispanic	-0.0680	-0.3318	0.0170	0.0281
Predominantly minority	-0.0986	0.1421	-0.2264	-0.0173
Racially mixed	0.0433	-0.0145	-0.0351	-0.0196
Small school size	-0.0557	-0.1876	-0.1357	-0.2391
Concentration of poverty	-0.0707	-0.0414	-0.1135	-0.1254
Stability of student body	0.2517**	0.2809*	0.2912**	0.2983*
Trust measures				
Trust, 1994	1.5871***			
Change in trust, 1994	1.4902***			
Teacher-parent trust, 1994		1.3240***		
Change in teacher-parent trust, 1994 to 1997		0.8534***		
Teacher-principal trust, 1994			0.7857***	
Change in teacher-principal trust, 1994 to 1997			0.7620***	
Teacher-teacher trust, 1994				1.1286***
Change in teacher-teacher trust, 1994 to 1997				0.9258***

Source: Authors' compilation.

\*p < 0.05.

\*\*p < 0.01.

\*\*\*p < 0.001.