

Allen, D. L. (2004). *An examination of the relationship between teachers' perceptions of their school's ability to foster a culture of resilience and student outcomes on the Ohio sixth grade reading proficiency test*. Unpublished doctoral dissertation, University of Cincinnati, Cincinnati, Ohio.

Abstract

School systems across the state of Ohio, as well as across the country, are continually investigating ways to improve student achievement and student outcomes on standardized tests. The purpose of this exploratory study was to examine the relationship between school culture and student outcomes on the 6th grade reading section of the Ohio Proficiency Test. More specifically, this study examined the presence of a specific type of school culture based on resiliency theory. This study examined the presence of a resilient culture as perceived by the teachers within the school and the relationship to student outcomes on the 6th grade reading section of the Ohio Proficiency Test. The following conclusions were drawn: 1. This study indicates that school culture should be one variable considered when examining student outcomes and how to improve student success on high stakes tests. Furthermore, two sub-scales (Teaching of Life Skills and High Expectations) of a specific type of school culture known as a resilient school culture have been found to significantly impact proficiency scores in this exploratory study. 2. Even though one participating school had greater than 50% of its students coming from economically disadvantaged backgrounds, it was able to get more than 50% of its students to pass the 6th grade Reading Proficiency Test. This same school had the highest average response rate on 14 of the 36 items administered on the "Assessing School Resiliency Building" survey. The information discussed and the findings of this study have implications for school administrators, teachers, superintendents, state agencies, intervention specialists, researchers, parents, and most of all students.