

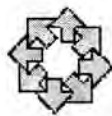
1999 Consortium Survey Reports

January 2000

Harding School

Improving Chicago's Schools

An individual school report specially
designed to assist in developing the School
Improvement Plan for Advancing
Academic Achievement



Consortium on Chicago School Research

1313 E. 60th Street - Chicago IL 60637

Tel: 773-702-3364 Fax: 773-702-2010

www.consortium-chicago.org

Acknowledgments

The two surveys reported here, *Improving Chicago Schools: The Students Speak, 1999* and *Improving Chicago Schools: The Teachers Turn, 1999*, were created and developed in order to meet several important goals. Primary among them was the desire to provide individual schools with useful information about themselves for their planning and self-analysis and to guide their improvement efforts. To help meet this goal, the Chicago Public Schools played a major role in supporting this survey effort. In addition to providing financial support for printing surveys and survey reports, the CPS encouraged schools to participate so that more schools would have access to this relevant information. About 350 CPS elementary schools and 45 high schools participated in these surveys and are receiving this report. We especially thank Paul Vallas, Chief Executive Officer of the CPS, and Phil Hansen, Chief Accountability Officer, for their efforts to make these surveys successful.

The two surveys are also part of the Chicago Annenberg Challenge study at the Consortium on Chicago School Research. The results of the surveys will help inform Annenberg schools and Annenberg leaders about the progress of their change tactics. The majority of the expenses incurred as a result of these surveys were paid by the Chicago Annenberg Challenge.

Most of the questions in the 1999 surveys were asked in previous surveys in order to make comparisons between years. These questions were developed through an intensive stakeholder consultation and review process. Mark Smylie, University of Illinois at Chicago, led the survey development work. He and other Consortium researchers collected survey items from across the country. They met with groups of teachers (through the Chicago Teachers Union), principals (through the Chicago Principals and Administrators Association), and central office staff to discuss the content and logistics of the surveys. CPS high school students reviewed the student surveys. Researchers also met with members of the Chicago Annenberg Challenge evaluation committee, Chicago Annenberg Research Project researchers, and with the Consortium's Steering Committee and Constituent Advisory Board. New questions about the CPS promotion policy were developed by Melissa Roderick and her research team, including Susan Stone, Mimi Engel, and Tania Gutierrez. These questions were field tested and reviewed by both CPS students and teachers.

The Consortium's core analytic team analyzed the survey results, created the scales included here, and developed the report protocol. This core work is supported by the Joyce Foundation, The John D. and Catherine T. MacArthur Foundation, and The Spencer Foundation.

We would especially like to acknowledge the work of Christopher Kelly of the Center for School Improvement who oversaw the printing, distribution, and collection of surveys with the assistance of Sara Hallman, Rodney Harris, and Ronald Stroud. For assistance in the complex printing task we thank Kay Kirkpatrick, from the Consortium. Ken Rolling and the staff of the Chicago Annenberg Challenge helped communicate with schools and encourage their participation. At the CPS, Ellie Kierson of the CEO's Office; Nick Zagotta, Dennis Jeskewitz, and Miguel Cortes in the Bureau of Warehouse Services; and John Delmonte, Bill Galante, and Daisy Garcias of the Office of Accountability provided invaluable help in all phases of the survey work.

Report Authors:

Stuart Luppescu is Chief Psychometrician at the Consortium, specializing in educational measurement. He received his Ph.D. in Educational Measurement from the University of Chicago. Before coming to Chicago, Dr. Luppescu taught English in Japan and Hawaii for 13 years. His research interests are in language acquisition and vocabulary, and performance assessment.

Anthony S. Bryk is the Director of the Center for School Improvement, Professor of Education and Sociology at the University of Chicago, and Senior Director of the Consortium. He received his Ed.D. from Harvard University. Professor Bryk's research has investigated an array of educational programs for urban youth. Among his current interests are the social organization of schools and their effects and school restructuring to improve student learning.

Jenny Nagaoka is a research associate at the Consortium. She is currently a Ph.D. candidate at the University of Chicago's Harris School of Public Policy, focusing on education policy. She received her B.A. from Macalester College in St. Paul, Minnesota in history and Japan studies. Before coming to the Consortium, she lived in Sendai, Japan, where she attended Tohoku University under a Fulbright Fellowship and taught English.

John Q. Easton is Deputy Director at the Consortium. He has participated in several major projects, including surveys of CPS teachers, principals, and students. Formerly, Dr. Easton was Director of Research, Analysis and Assessment in the Chicago Public Schools Office of Accountability, and Director of Research for the Chicago Panel on School Policy. Dr. Easton received his Ph.D. in Measurement, Evaluation and Statistical Analysis from the Department of Education at the University of Chicago.

Shazia R. Miller is a Senior Research Associate at the Consortium, where she specializes in work on high schools. Dr. Miller received her Ph.D. in Human Development and Social Policy from Northwestern University. Prior to entering graduate school, she was an evaluator in the Resources, Community, and Economic Development Division of the U.S. General Accounting Office.

Lara L. Cohen is the editorial assistant at the Consortium. She received her B.A. in English from the University of Chicago, where she was the recipient of the Napier Wilt Prize in English and American Literature. During college, she tutored and assistant taught fourth, fifth, and sixth graders at Ray School and Murray Language Academy.

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Introduction

This is your school's report of the results of two surveys, *Improving Chicago's Schools: The Students Speak, 1999* and *Improving Chicago's Schools: The Teachers' Turn, 1999*. The Consortium on Chicago School Research administered these surveys to sixth-, seventh-, eighth-, ninth-, and tenth-grade students and elementary and high school teachers during spring 1999. In all, 350 elementary schools and 45 high schools in Chicago participated with a response rate high enough to receive an individual school report. The purpose of the study was to collect reliable information on students' and teachers' views of the school environment, classroom learning, parent involvement, school governance, and the professional work life of teachers. The report is intended to assist you in the assessment of the strengths and weaknesses of your school improvement efforts. A new feature of the report compares responses in 1994, 1997, and 1999. This is possible because the same questions have been repeated over time so that trends could be reported.

Relationship of Your School Report to the *School Improvement Plan: Advancing Academic Achievement*

Many of the questions in the teacher and student surveys are directly relevant to the five essential supports for student learning, initially presented in *Pathways to Achievement: The Three Tiered Process, Self-Analysis Guide* (now available from the CPS as *Children First: Self-Analysis Guide*.)

The survey results are organized according to the Five Essential Supports included in the SIPAAA:

- School Leadership
- Parent and Community Partnerships
- Student-Centered Learning Climate
- Professional Development and Collaboration
- Quality Instructional Program

This report also includes several measures of students' academic and social attitudes and behaviors. These attitudes and behaviors represent important schooling outcomes, in addition to academic achievement.

How Your Report is Organized

The report is organized into two parts. In Part I (page 13 to page 33), you will find ten profile graphs. Each of these ten profiles displays a set of teacher or student scales. (The text descriptions for the measures are marked "T," denoting measures produced from teacher survey data, or "S," denoting student measures.) The profiles provide information for 1994, 1997, and 1999 for the years that your school participated. These profiles give a quick glimpse of your school and whether responses have gotten more positive or negative over this time period. You can also see how your school compares to the CPS systemwide average for each scale and to a group of schools similar to yours.

By comparing your school to the system average as well as to other schools like yours, you can be alerted to possible strengths (above the average of other schools) and weaknesses (below). You can also compare your school's responses over time in relation to the two comparison groups.

These are the ten profiles:

- School Leadership
- Parent Community Partnerships: Teacher Views
- Parent Community Partnerships: Student Views
- Student-Centered Learning Climate: Student and Teacher Relations
- Student-Centered Learning Climate: Student Views
- Professional Development and Collaboration: Professional Community
- Professional Development and Collaboration: Professional Workplace
- Professional Development and Collaboration: Professional Development
- Quality Instructional Program
- Student Outcomes

Part II (page 35 to page 117) contains much more detailed information about each scale in the profiles. There are two pages for every scale. The first page (on the left-hand side) shows how your teachers or students responded to all of the survey questions that make up the scale. It also shows the citywide average response.

The second page (on the right-hand side) displays the percent of respondents in your school who fall into three or four broad categories ranging from negative to positive. The percent of respondents in each category from the bottom and top quartile schools on this scale are also represented. These are provided to help you compare the patterns of response from your students and teachers to the patterns in schools with particularly high or low responses.

Getting the Most Out of Your Report

Because this is such a long report, you may want to divide it up into sections and have small groups of people working to understand separate sections. This will increase the likelihood that the reports are fully used, reduce the burden on everyone, and encourage those people with more specialized interest and expertise to focus on the parts of the survey that are most relevant to them.

Confidentiality

The Consortium promised students and teachers complete confidentiality. We stress that this report is the property of your school and only three people have a copy of it: the principal, the PPAC chair, and the LSC chair. The Consortium will not print or distribute more copies, unless the principal requests it and agrees to it in writing.

Criteria for Receiving a Report

Schools with a teacher response rate of at least 42 percent or a student response rate of 50 percent will receive a report. If there are responses from only one group (for example, teachers but not students), just one set of scales is provided.

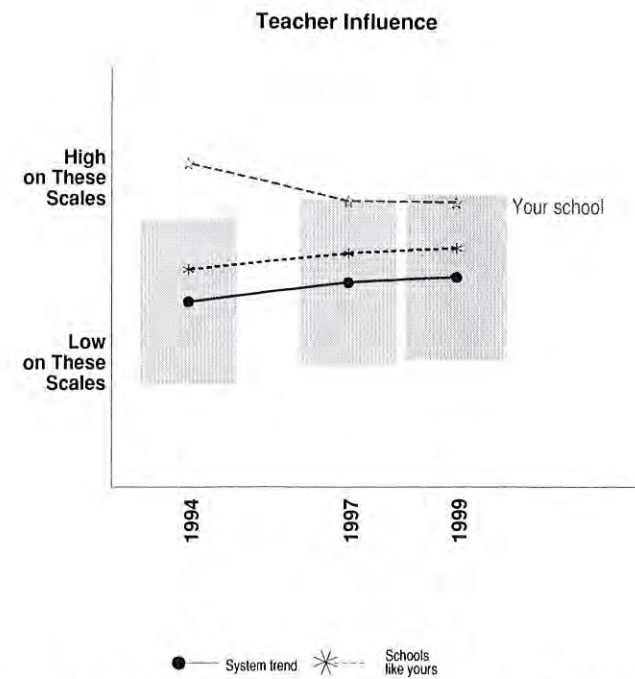
Some individual scales may not be reported, even though the school as a whole may have met the response criteria for receiving a report. There are two criteria for reporting individual scales: 1) number of respondents: there have to have been at least 7 students or teachers with valid scales; and 2) precision of the estimate of the school-level average: if a school-level average could not be estimated with sufficient precision, no results are reported for that scale. For scales that do not meet the individual reporting criteria, there is no red star indicating "Your School" in the profile. The horizontal bar chart displays data for the system only, with the notation, "Insufficient number of teachers/students responding." The vertical bar chart displays charts for the top and bottom quartile schools, with the notation "Not enough data for your school" in the center where your school's data would be.

How to Read Your School Report

Your school report has two major parts — summary profiles of three-year trends, followed by more detailed analyses of students' and teachers' responses. You might want to scan the profiles, read the summary and then flip to the back, Part II, to learn more about the qualities that the profile measures and the specific responses at your school. This guide is intended to help you understand how to read the figures.

Part I: Summary Profiles

Three-year trend figures. Each figure displays a three-year trend in survey responses from 1994, 1997, and 1999. This trend is charted for three groups: your school (in red), schools like yours (dashed line), and the entire CPS (solid black line). The "schools like yours" profile represents the expected results for a school with the same characteristics as yours. We used a statistical method to create a comparison group that is matched to your school based on 1994 test scores, enrollment, mobility, racial composition, neighborhood characteristics, and other demographic measures.



The gray boxes in the trend figures represent a range of schools, with the black dots in the middle showing the systemwide averages. The area in the gray box above the black dot includes the one-third of schools just below average. Schools above the gray box are among the one-sixth most positive of schools; schools below the gray box are among the one-sixth most negative.

For example, the figure above illustrates trends in perceptions of teacher influence at a sample school, in schools like the sample school, and systemwide. The figure shows that in 1994, the teachers in this sample school were among the most positive in the school system about the degree of influence they had. In 1997 and 1999, while they also reported more influence relative to other schools, the reports of teacher influence decreased somewhat. Be cautious in interpreting relatively small changes in trend lines for student measures in your school — changes can occur for many reasons. The important point to note in this example is that reports of teacher influence at the sample school are very high in all three years.

By looking at the solid black line, you can see that, systemwide, teachers' reports of their influence were relatively stable across the three years. By comparing the dashed line to the solid black line, you can see that in schools like the sample school, across all survey years, teachers' reports of their influence were slightly more positive than those systemwide.

The uneven spacing between boxes represents the fact that three years passed between the 1994 and 1997 surveys, but only two years passed between the 1997 and 1999 surveys. If a box is missing for a given year, it means that the questions evaluating this measure were not asked that year. If your school did not have enough responses for a given measure, the red line will be missing.

Please note that while most of the measures are positive, two are negative (Incidence of Disciplinary Action on page 22 and Uncoordinated Professional Development on page 28). On the positive measures, a rating high on the scale is desirable; on the negative measures, a rating that is low on the scale is desirable. Check the title of each figure to see if it is a positive or negative measure before looking at the figure to assess your school's progress.

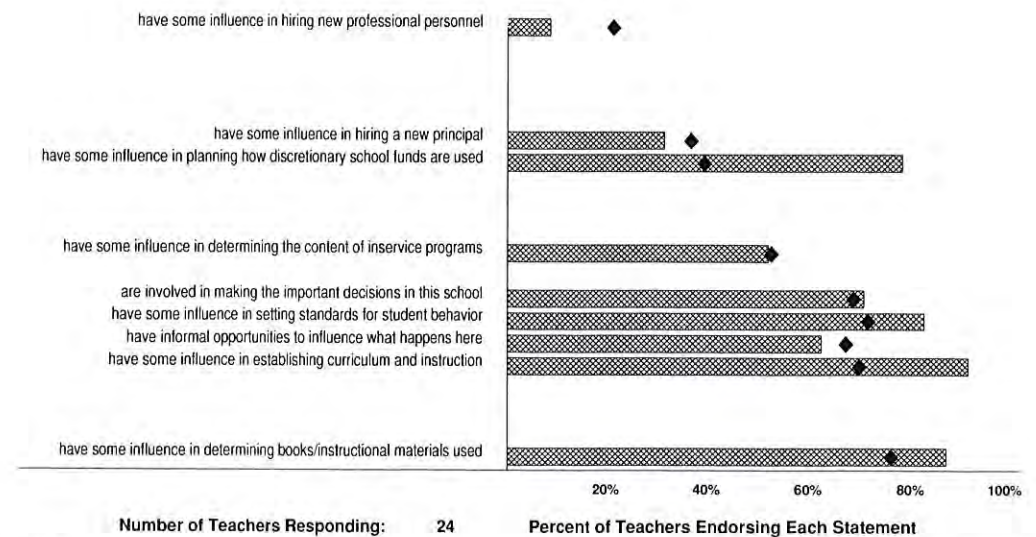
Part II: Details of Students' and Teachers' Responses

Horizontal bar figures. The figure on page 7 illustrates teachers' opinions of their influence at a sample school. Several statements about teacher influence are listed down the left side of the figure. These are the survey questions that make up the teacher influence scale, the profile of which is shown on page 6. Each statement is accompanied by a bar on the right side of the figure.

Begin reading the bar graph at the top. The survey questions with the fewest positive responses citywide are first. (You can think of this as the question in the scale that is most difficult to endorse.) The question at the bottom of the graph has the most positive responses (is the easiest to endorse); those in between are in order. The spacing between questions reflects the relative difference in positive responses; that is, questions that are bunched up close together received about the same level of positive responses, whereas those spaced further apart differ in the rate of positive responses.

The length of the bar represents the percentage of teachers who agreed with this statement. For instance, the bar corresponding to the statement "Teachers agree that they have some influence in hiring a new principal" ends between the points marked "20%" and "40%" along the bottom of the figure at about the point where 30% would be. This means that 30% of the teachers surveyed at the school agreed with this statement.

Teachers agree that they:



You will also find a diamond either on or next to each bar on the figure. The diamond indicates the percentage of all teachers systemwide who agreed with this statement about teacher influence. For example, in the figure above, the diamond corresponding to the statement, "Teachers agree that they have some influence in hiring a new principal," is located over a point before 40% — about where 38% would be. This means that, on average, 38% of the teachers within the Chicago Public Schools agreed with this statement. This diamond allows you to compare responses from your school to the average response of all the surveyed teachers in the school system.

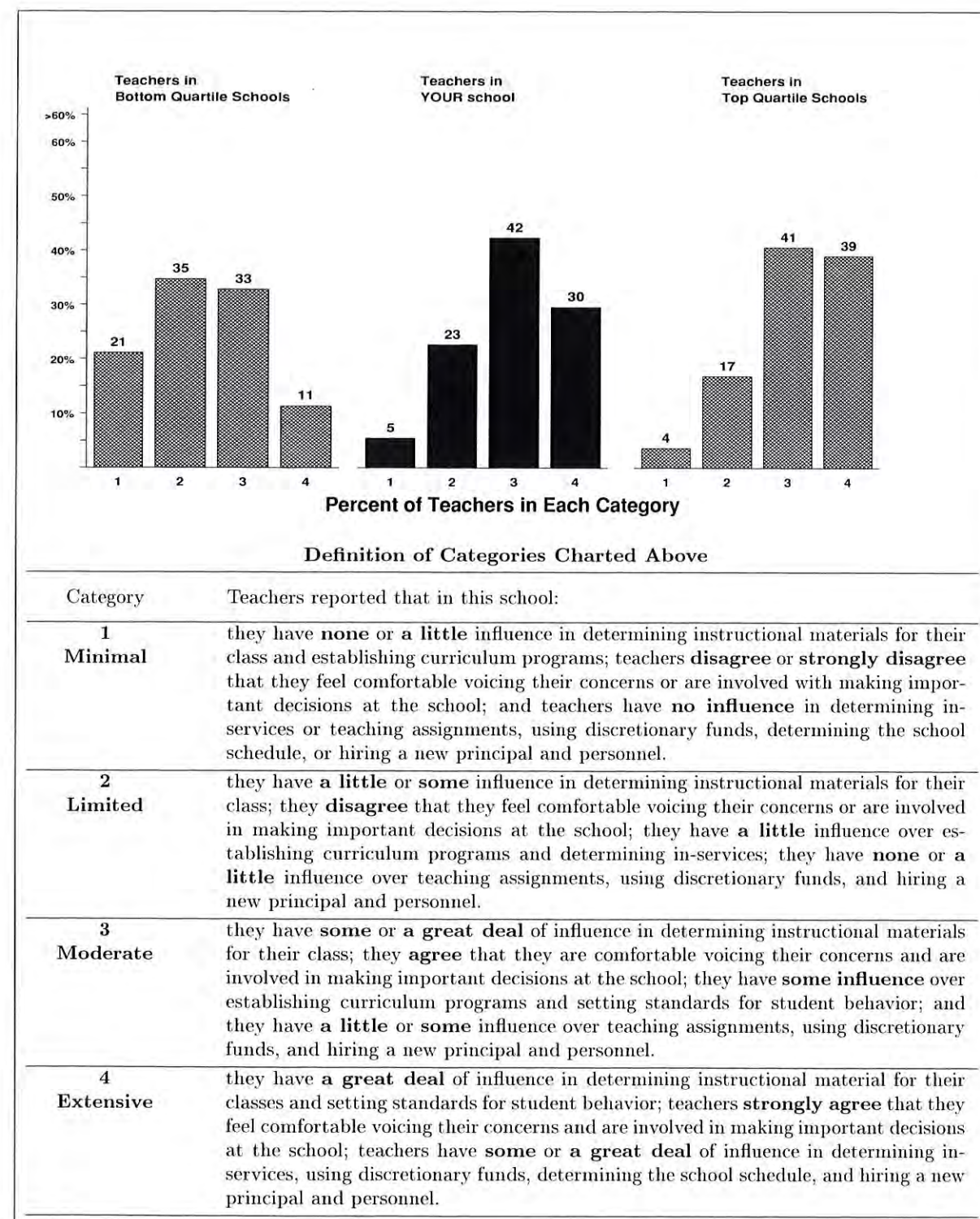
Vertical bar figures. The figure on the next page compares teachers' responses at this school to teachers' responses at both the schools that were rated highest and the schools that

were rated lowest on the same set of questions.

Using all of the surveys we received, we divided schools into four equally sized categories (quartiles) based on their responses to each set of questions. The bottom quartile schools were the 25% that gave the most negative responses to each set, while the top quartile schools were the 25% that gave the most positive responses. Which schools were in each quartile varied for every set. For instance, teachers could have rated a school very high on teacher-parent trust, placing the school in the top quartile for that set of questions, but rated it quite low on classroom personalism, placing it in the bottom quartile for that set of questions.

We grouped the school ratings into categories. In the figure on page 9, category 1 means that teachers rated teacher influence at their school "minimal"; category 2 means that teachers rated teacher influence at their school "limited"; category 3 means that teachers rated teacher influence at their school "moderate"; and category 4 means that teachers rated teacher influence at their school "extensive."

The figure tells you that 21% of the teachers in bottom quartile schools considered teacher influence at their school "minimal." In contrast, only 5% of teachers in the sample school considered teacher influence at their school "minimal." Similarly, only 4% of teachers in top quartile schools considered teacher influence at their school "minimal."



For the school represented in the figure above, the majority of the teachers surveyed (42%) rated teacher influence at their school "moderate." Looking at the box showing the definition of the categories for this measure, we can see that this rating indicates that these teachers believe they have some or a great deal of influence in determining instructional materials for their class; they agree that they are comfortable voicing their concerns and are involved in making important

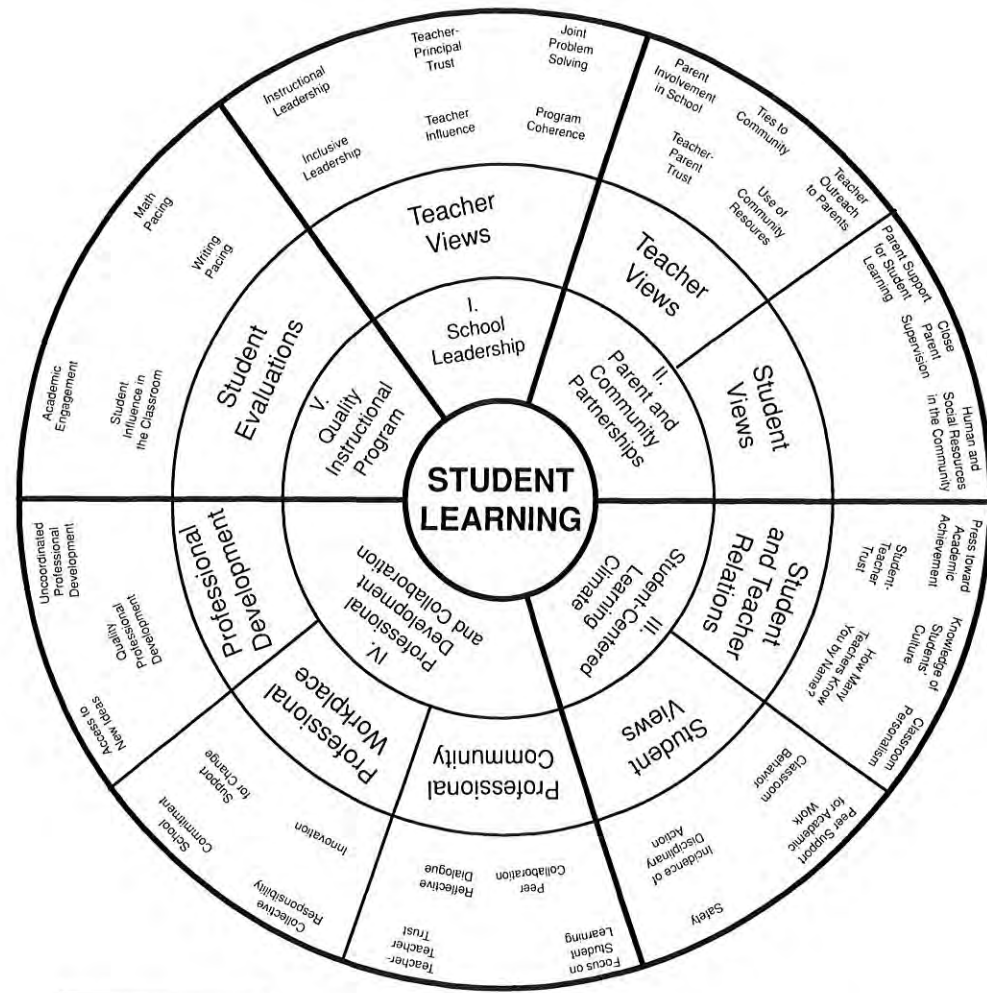
decisions at the school; they have some influence over establishing curriculum programs and setting standards for student behavior; and they have a little or some influence over teaching assignments, using discretionary funds, and hiring a new principal and personnel.

The 30% of teachers surveyed who rated teacher influence at their school "extensive" have a great deal of influence in determining instructional materials for their classes and setting standards for student behavior; they strongly agree that they feel comfortable voicing their concerns and are involved in making important decisions at the school; they have some or a great deal of influence in determining in-services, using discretionary funds, determining the school schedule, and hiring a new principal and personnel.

The 23% of teachers surveyed who rated teacher influence at their school "limited" have a little or some influence in determining instructional materials for their class; they disagree that they feel comfortable voicing their concerns or are involved in making important decisions at the school; they have a little influence over establishing curriculum programs and determining in-services; they have none or a little influence over teaching assignments, using discretionary funds, and hiring a new principal or personnel.

The 5% of teachers surveyed who rated teacher influence at their school "minimal" have none or a little influence in determining instructional materials for their class and establishing curriculum programs; they disagree or strongly disagree that they feel comfortable voicing their concerns or are involved with making important decisions at the school; they have no influence in determining in-services or teaching assignments, using discretionary funds, determining the school schedule, or hiring a new principal and personnel.

After reading these instructions, you should be able to move quickly through your results. We hope you find this information helpful, and we welcome any comments you may have. Your suggestions will help us to improve the clarity of these presentations in the future. If you have questions or comments, contact John Easton, Consortium on Chicago School Research, (773) 834-0098. You can also email him at jqeaston@consortium-chicago.org, or provide us with feedback through our web page: <http://www.consortium-chicago.org/comments.html>.



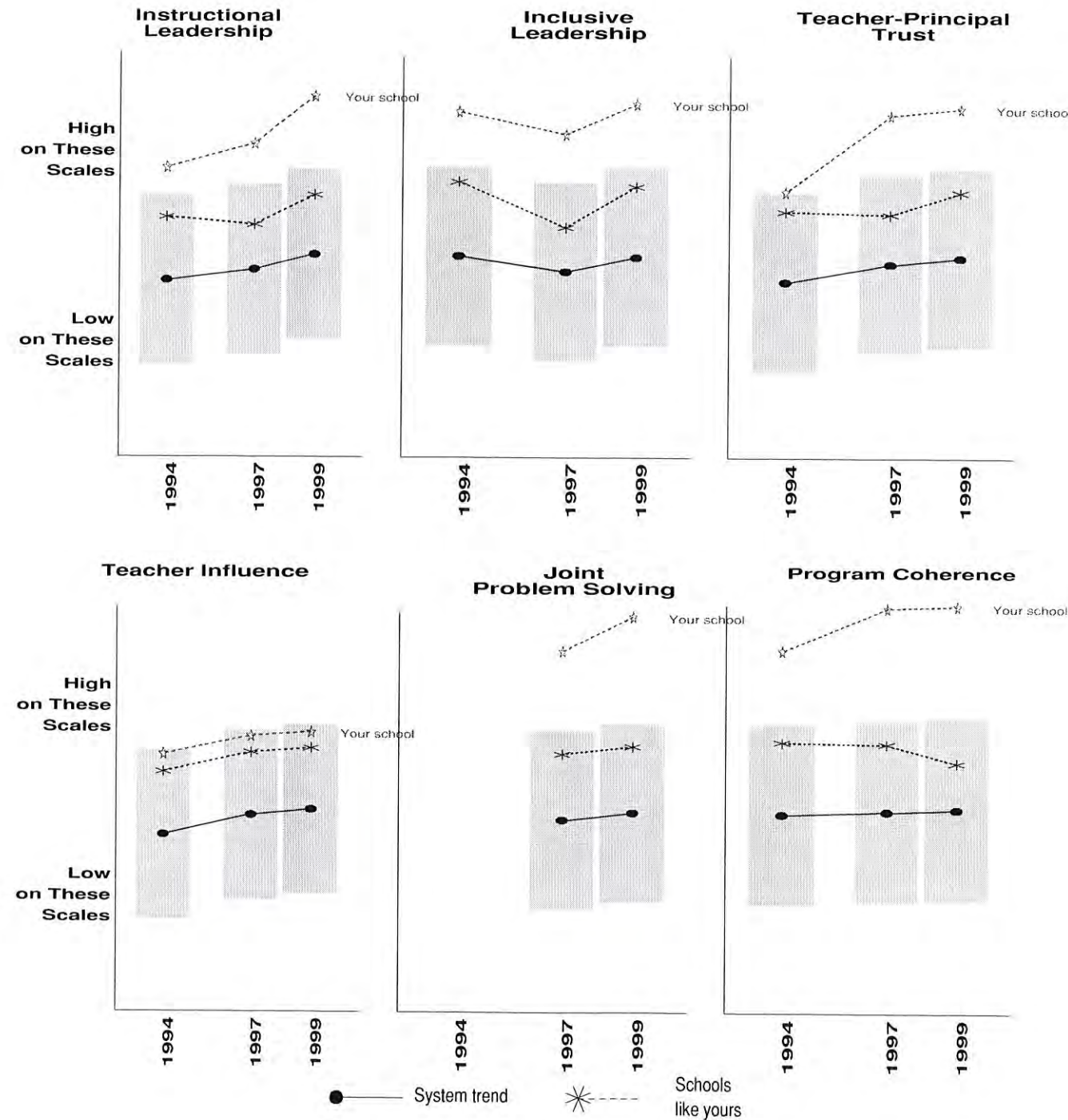
Student Outcomes Profile	
Number of Hours Spent on Homework Per Week	
Social Competence	
Social Conscience	
Liking School	
Student Self-Efficacy	



Part I

Summary Profiles for Harding School

School Leadership



The figure to the left shows how your school compares to all participating elementary schools and to schools with similar characteristics on the six scales that measure teachers' perceptions of school leadership.

Instructional Leadership (T) assesses teachers' perceptions of their principal as an instructional leader. Teachers were asked about their principal's leadership with respect to standards for teaching and learning, communicating a clear vision for the school, and tracking academic progress. *In schools with a high score, teachers view their principal as very involved in classroom instruction, thereby able to create and sustain meaningful school improvement.* (Details on page 36.)

Inclusive Leadership (T) indicates whether teachers view the principal as a facilitative and inclusive leader. Teachers were asked about the principal's leadership with respect to parent and community involvement, creating a sense of community in the school, and commitment to shared decision making. *A high score indicates the principal supports shared decision making and broad involvement.* (Details on page 38.)

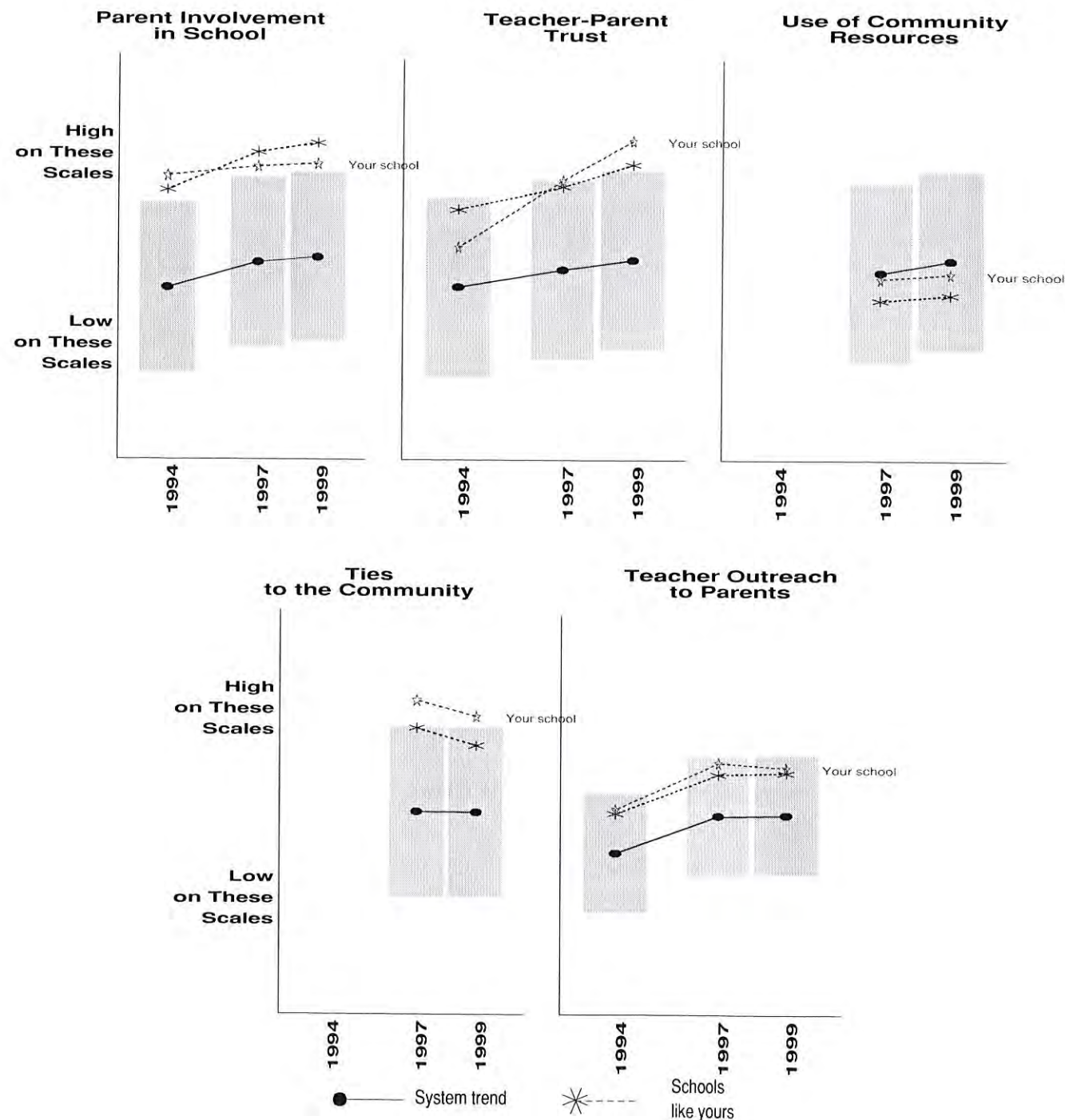
Teacher-Principal Trust (T) measures the extent to which teachers feel their principal respects and supports them. Teachers were asked if their principal looks out for the welfare of teachers and has confidence in their expertise, and if they respect the principal as an educator. *A high score means that teachers and the principal share a high level of mutual trust and respect.* (Details on page 40.)

Teacher Influence (T) measures the extent of teachers' involvement in school decision making. Teachers registered how much influence they have over such matters as selecting instructional materials, setting school policy, planning in-service programs, spending discretionary funds, and hiring professional staff. *A high score indicates influence over both classroom matters and major schoolwide decisions, such as budgets and hiring new staff, implying a broad sense of "ownership" for school decisions.* (Details on page 42.)

Joint Problem Solving (T) examines whether teachers sustain a public dialogue to solve problems. Teachers reported whether they used faculty meetings to discuss personal views and problem solving, and whether there is a good process for making decisions. *Schools with a high score have good communication among teachers who work together to solve problems.* (Details on page 44.)

Program Coherence (T) assesses the degree to which teachers feel the programs at their school are coordinated with each other and with the school's mission. Teachers were asked, for example, if the materials in their schools are consistent both within and across grades, if there is sustained attention to quality program implementation, and if changes at the school have helped promote the school's goals for student learning. *A high score on this measure means a school's programs are coordinated and consistent with the school's goals for student learning, enabling the development of a high quality core program.* (Details on page 46.)

**Parent and Community Partnerships:
Teacher Views**



The figure to the left shows how your school compares to all participating schools and to schools with similar characteristics on the five scales that measure teachers' perceptions of parent involvement and their relations with parents and the community.

Parent Involvement in School (T) measures parent participation and support for the school. Teachers reported how often parents picked up report cards, attended parent-teacher conferences, attended school events, volunteered to help in the classroom, or raised funds for the school. *Schools with a high score have many parents who actively aid the school.* (Details on page 48.)

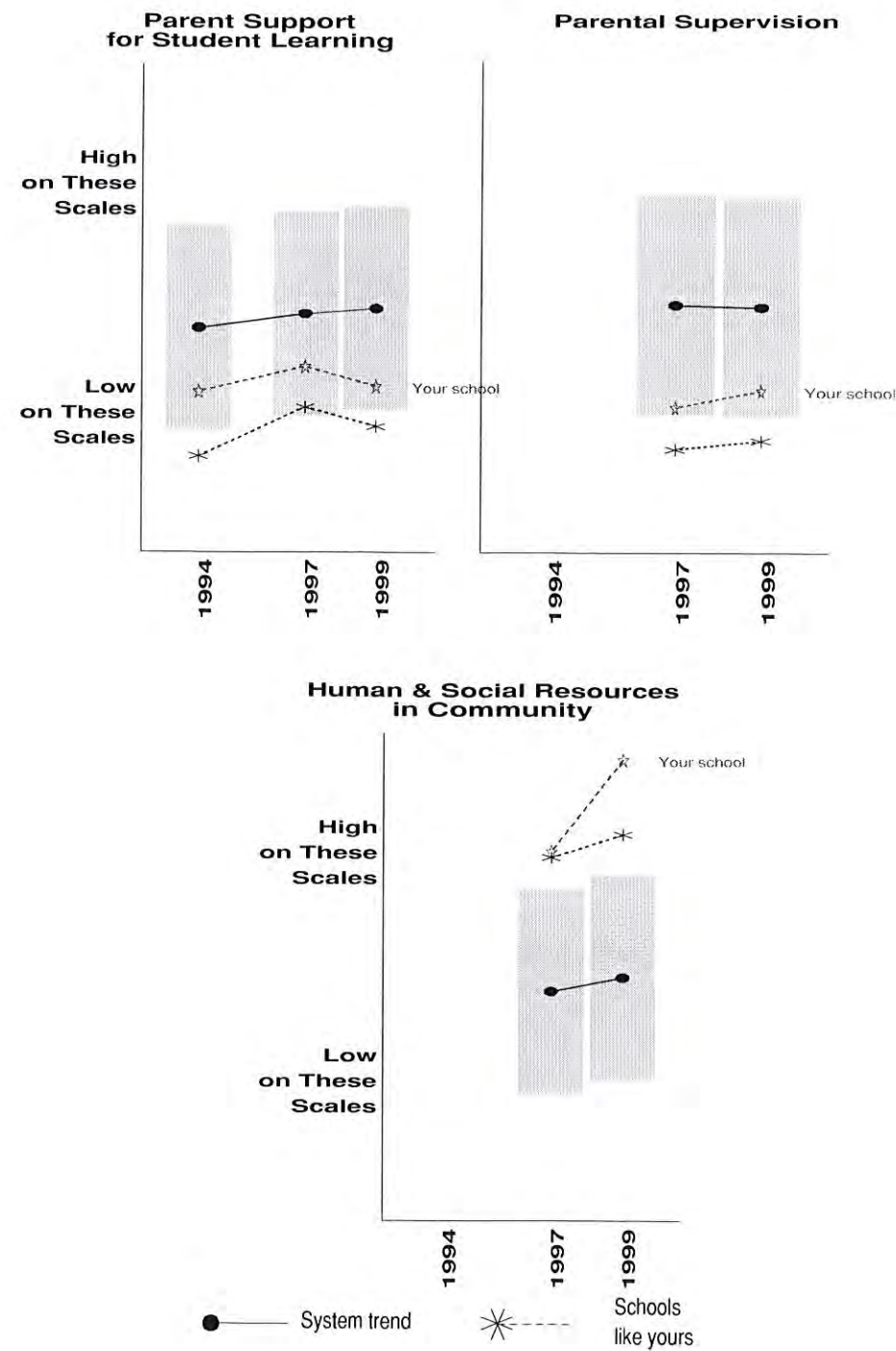
Teacher-Parent Trust (T) measures the extent to which parents and teachers support each other to improve student learning and feel mutual respect. Teachers were asked if they feel they are partners with parents in educating children, if they receive good parental support, if the staff works hard to build trust with parents, and if teachers respect parents. *A high score indicates very supportive relations among teachers and parents.* (Details on page 50.)

Use of Community Resources (T) measures the extent to which teachers use the local community as a resource in their teaching and in their efforts to understand their students better. Teachers reported how often they brought in guest speakers from the community, consulted with community members to understand their students better, and used examples from the community in their teaching. *A high score means greater use of these community resources and more effort on the part of teachers to understand their students' surroundings.* (Details on page 54.)

Ties to Community (T) examines the extent to which teachers interact with the school's community. Teachers reported, for example, how often they visited the homes of students, attended religious or recreational events where students attend, or shopped in the community. *A high score means teachers are more involved with the school's community and therefore more able to play an extended role in students' lives.* (Details on page 52.)

Teacher Outreach to Parents (T) measures the school's efforts to work with parents to develop common goals and good communication, and to strengthen student learning. Teachers reported their efforts to understand parents' problems, invite them to visit the classrooms, seek their input, and generally build trusting relationships. *A high score means teachers reach out to parents more often.* (Details on page 56.)

Parent and Community Partnerships: Student Views



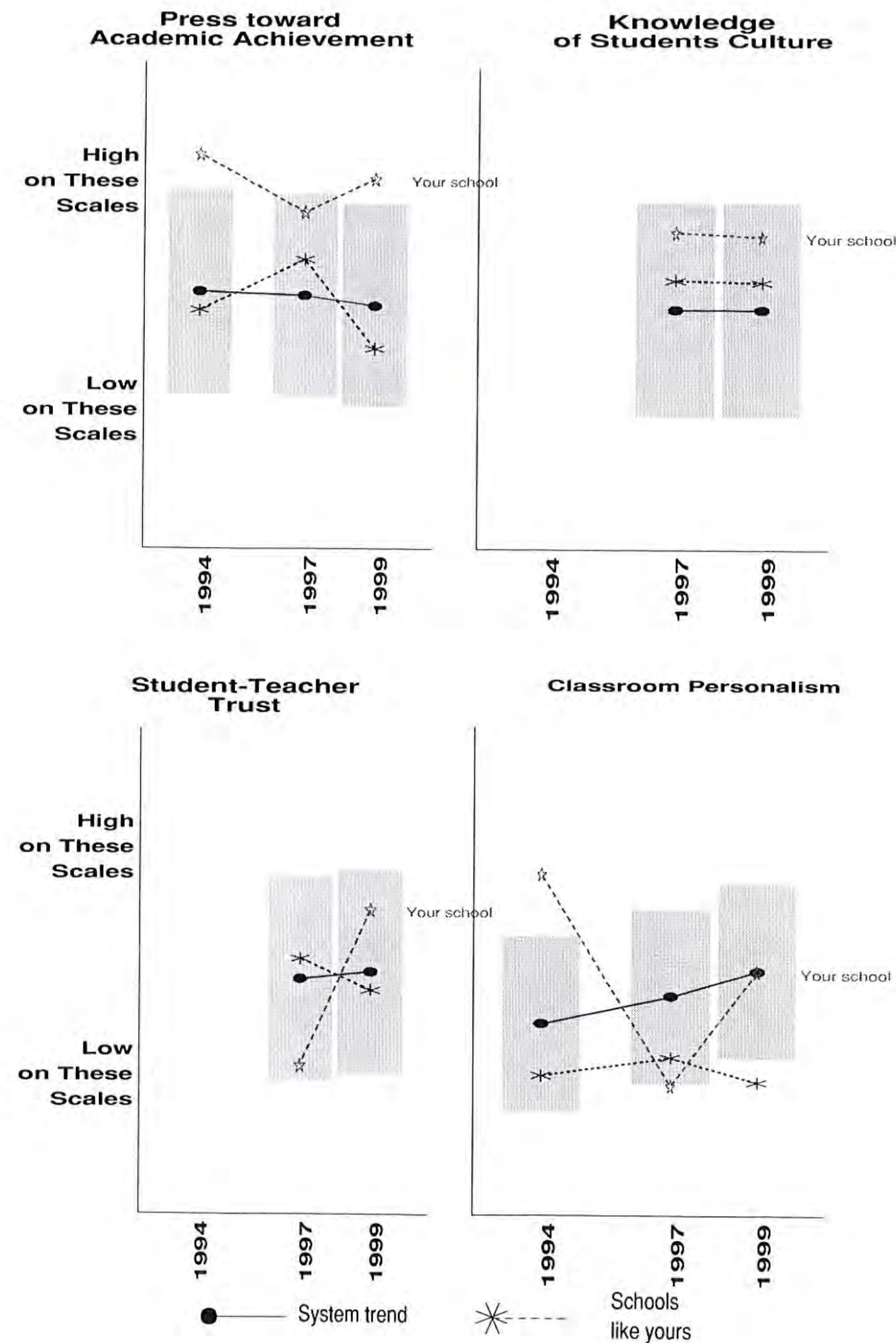
The figure on the left shows how your school compares to all participating schools and to schools with similar characteristics on the five scales that measure students' perceptions of parent and community involvement.

Parent Support for Student Learning (S) gauges student views of their parents' support for their school work. Students were asked about how often their parents (or other adults) encourage them to work hard, do their homework, and take responsibility. *A high score means strong parental support.* (Details on page 58.)

Parent Supervision (S) assesses the extent to which parents make sure their children arrive at school on time, know where their child is after school, can be reached any time their child needs them, and waits for their child at home. *A high score means that parents are very accessible and maintain close supervision of their children's activities.* (Details on page 60.)

Human and Social Resources in the Community (S) assesses whether students trust and rely on neighbors and community members and whether they know and care about them and each other. Students were asked (for example) if adults make sure that children in the neighborhood are safe, if they know who the local children are, and if people in the neighborhood can be trusted. *In schools with a high score, many students have community resources that support them.* (Details on page 62.)

Student-Centered Learning Climate Student and Teacher Relations



The figure on the left shows how your school compares to participating elementary schools and schools with similar characteristics on four scales that measure students' views of the learning climate.

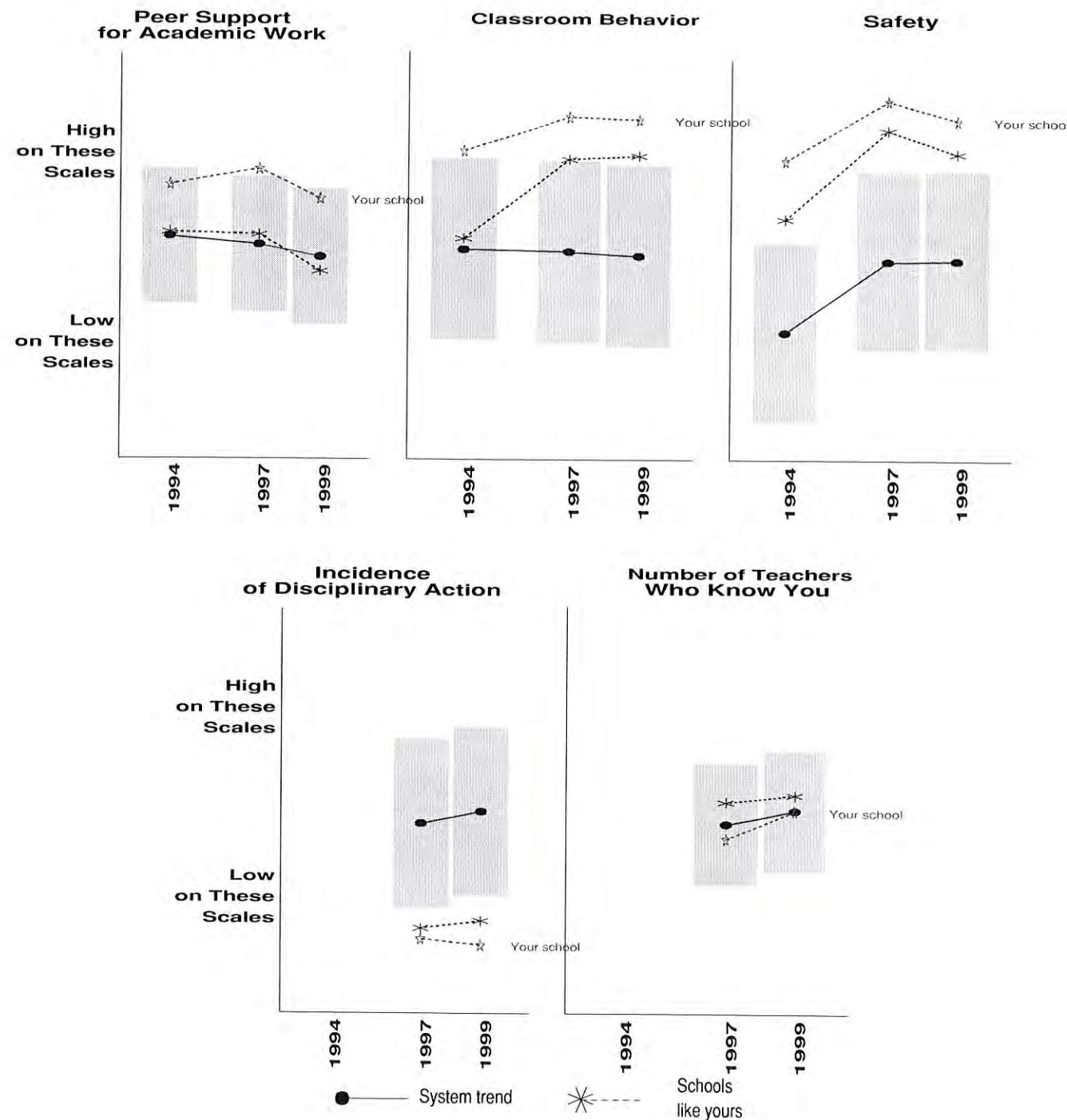
Press toward Academic Achievement (S) gauges whether students feel their teachers challenge them to reach high levels of academic performance. This is a key element in a school climate focused on student learning. Students were asked if their teachers press them to do well in school, expect them to complete their homework, and to work hard. The scale also includes questions about teachers praising students' work and willingness to give extra help. *In schools that score high, most teachers press all students toward academic achievement.* (Details on page 64.)

Knowledge of Students' Culture (T) measures teachers' efforts to better understand their students. Teachers were asked how many teachers in their school talk with students about their lives at home and cultures, and how many teachers are knowledgeable about issues and concerns in the school's community. *Schools with a high score have many teachers who are committed to learning more about their students' and the school's community.* (Details on page 66.)

Student-Teacher Trust (S) focuses on the quality of relations between students and teachers. Students were asked whether they believe teachers can be trusted, care about them, keep their promises, listen to students' ideas, and if they feel safe and comfortable with their teachers. *In high-scoring schools there is a high level of care and communication between students and teachers.* (Details on page 68.)

Classroom Personalism (S) gauges whether students perceive that their classroom teachers give them individual attention and show personal concern for them. Students were asked if their teachers know and care about them, notice if they are having trouble in class, and are willing to help with academic and personal problems. *A high score here means students experience strong personal support from school staff.* Academic achievement is more likely in classrooms that combine personalism with a strong press toward academic work. (Details on page 70.)

Student-Centered Learning Climate: Student Views



This figure to the left shows how your school compares to participating elementary schools and schools with similar characteristics on five scales that measure students' views of the learning climate.

Peer Support for Academic Work (S) reveals whether prevailing norms among students support academic work. Students reported whether their friends try hard to get good grades, do their homework regularly, pay attention in class, and follow school rules. *In schools with high scores, students experience support from peers for academic work. As a result, student learning is more likely.* (Details on page 72.)

Classroom Behavior (S) asks if their classmates treat each other with respect, work together well, and help each other learn, and if other students disrupt class, like to put others down, and don't care about each other. *In high scoring schools, positive behaviors are prevalent, and the problem behaviors are less prevalent.* (Details on page 74.)

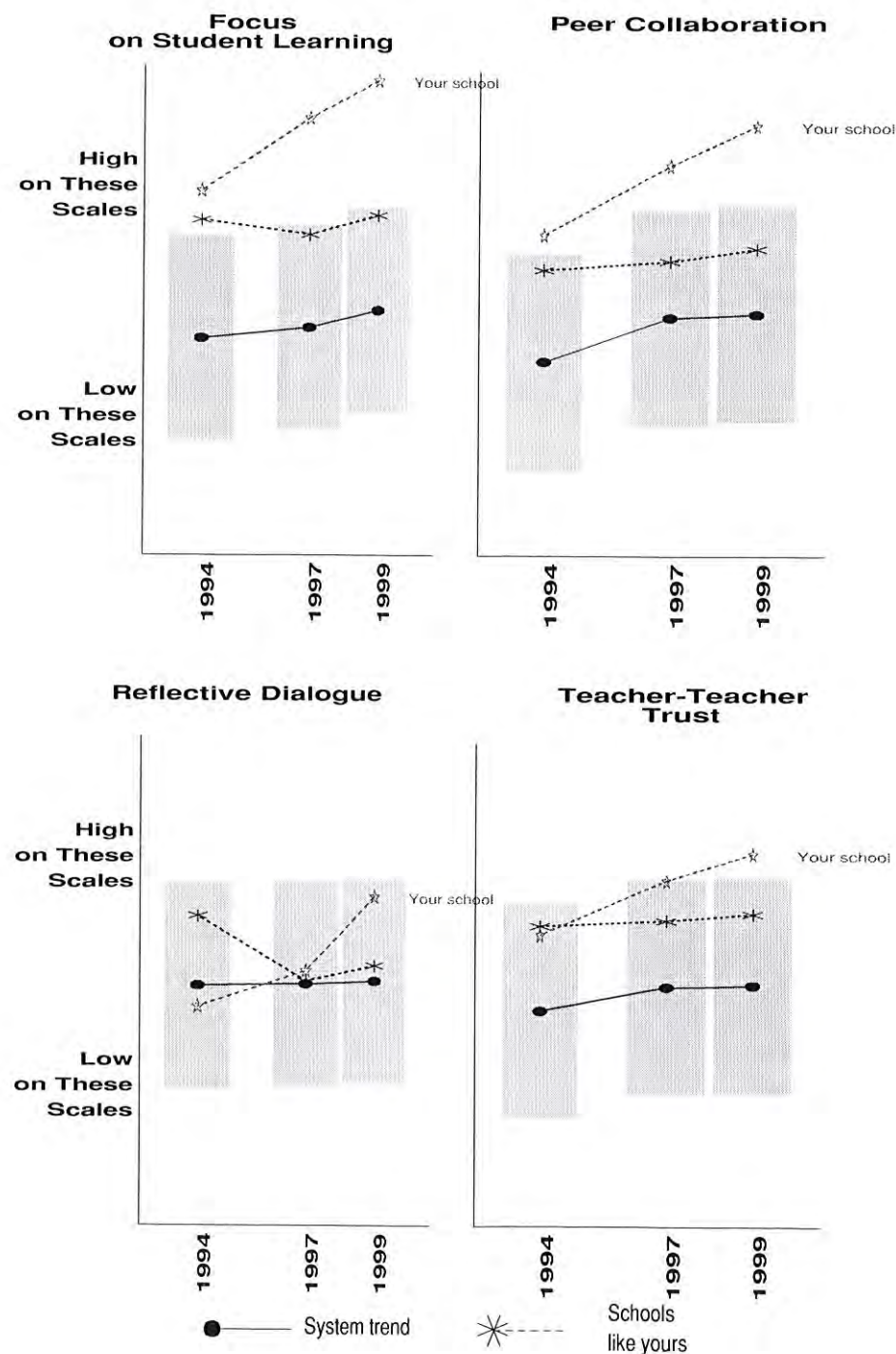
Safety (S) reflects the students' sense of personal safety inside and outside the school, and traveling to and from school. *A high score means they feel very safe in all these areas.* (Details on page 76.)

Incidence of Disciplinary Action (S) measures how often students get into trouble and are disciplined. Students were asked how many times they were sent to the office, how often their parents were contacted about discipline problems, and how often they had been suspended from school. *In schools with high scores, students frequently get into trouble or receive disciplinary action.* (Because this is a *negatively worded scale*, a low score is more desirable than a high score.) (Details on page 78.)

How Many Teachers Know You by Name? (S) Unlike other scales, this one is composed of a single questionnaire item: "About how many teachers at this school know you by name?" *A high score means that most or all teachers know many students by name.* (Details on page 80.)

Professional Development & Collaboration

Professional Community



The profile on the left shows how your school compares to all participating elementary schools and to schools with similar characteristics on four scales that measure teachers' views of their professional community.

Focus on Student Learning (T) gauges the extent to which teachers feel their school's goals and actions are focused on improving student learning. Teachers reported whether the school has well-defined learning expectations for all students, sets high standards for academic performance, and always focuses on what is best for student learning. *Schools that share a consensus about their goals and actions for improving student learning score high on this measure. Advancing education for all students is the central concern here.* (Details on page 82.)

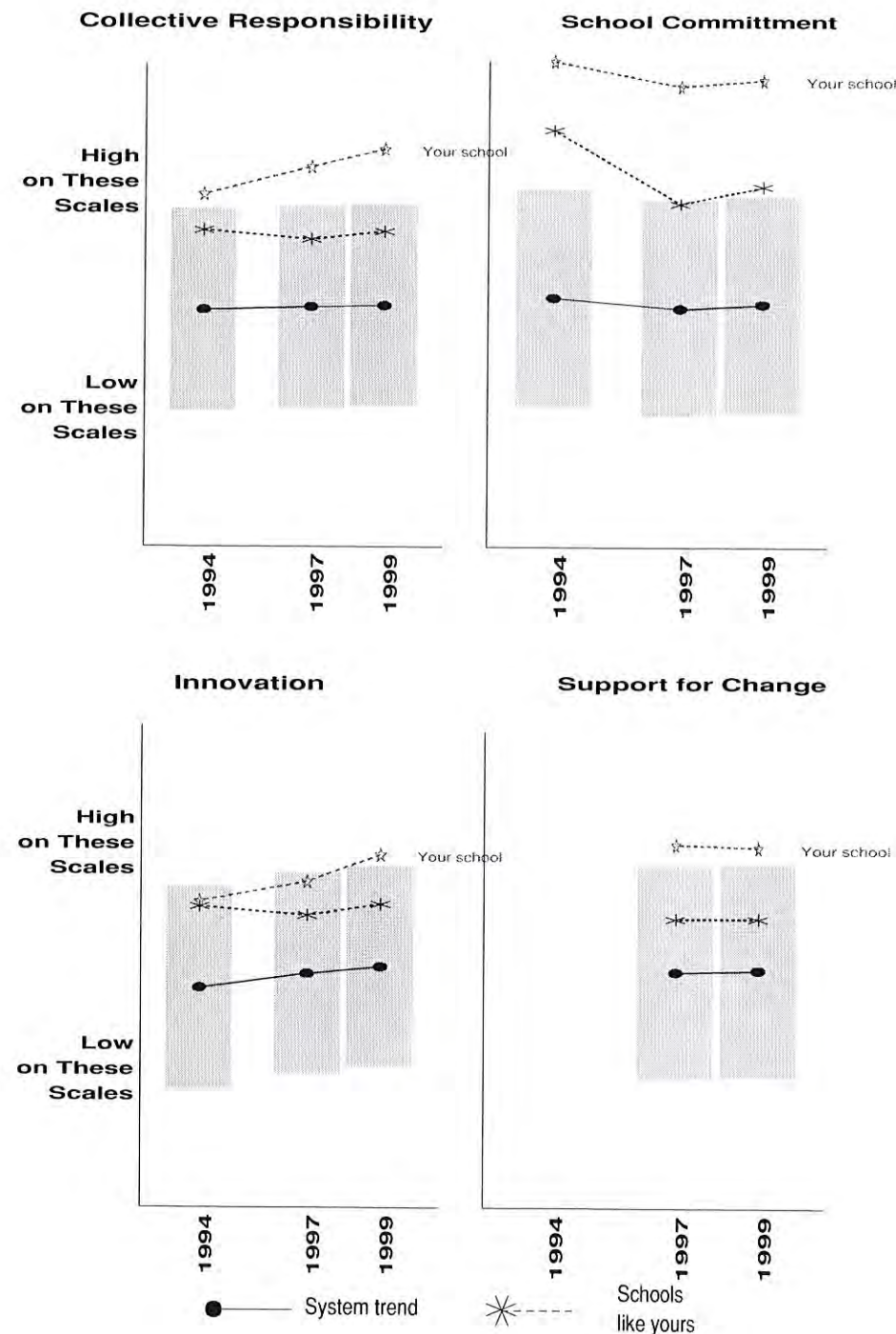
Peer Collaboration (T) reflects the extent of a cooperative work ethic among staff. Teachers were asked about the quality of relations among the faculty, whether school staff coordinate teaching and learning across grades, and whether they share efforts to design new instructional programs. *Schools where teachers move beyond just cordial relations to actively working together score high on this scale and can develop deeper understandings of students, each other, and their profession.* (Details on page 84.)

Reflective Dialogue (T) reveals how much teachers talk with one another about instruction and student learning. Teachers reported how often they discuss curriculum and instruction as well as school goals, and how best to help students learn and how to manage their behavior. *A high score indicates that teachers are engaged in frequent conversations with each other about instruction and student learning, helping to build common beliefs about the conditions of good schooling.* (Details on page 86.)

Teacher-Teacher Trust (T) measures the extent to which teachers in a school have open communication with and respect for each other. We asked, for example, whether teachers in the school respect other teachers who lead school improvement efforts, and whether teachers trust and respect each other. *Schools where teachers have high mutual regard for each other score high on this measure.* (Details on page 88.)

Professional Development & Collaboration

Professional Workplace



The figure on the left shows how your school compares to all participating elementary schools and to schools with similar characteristics on four scales that measure teachers' views of their professional workplace.

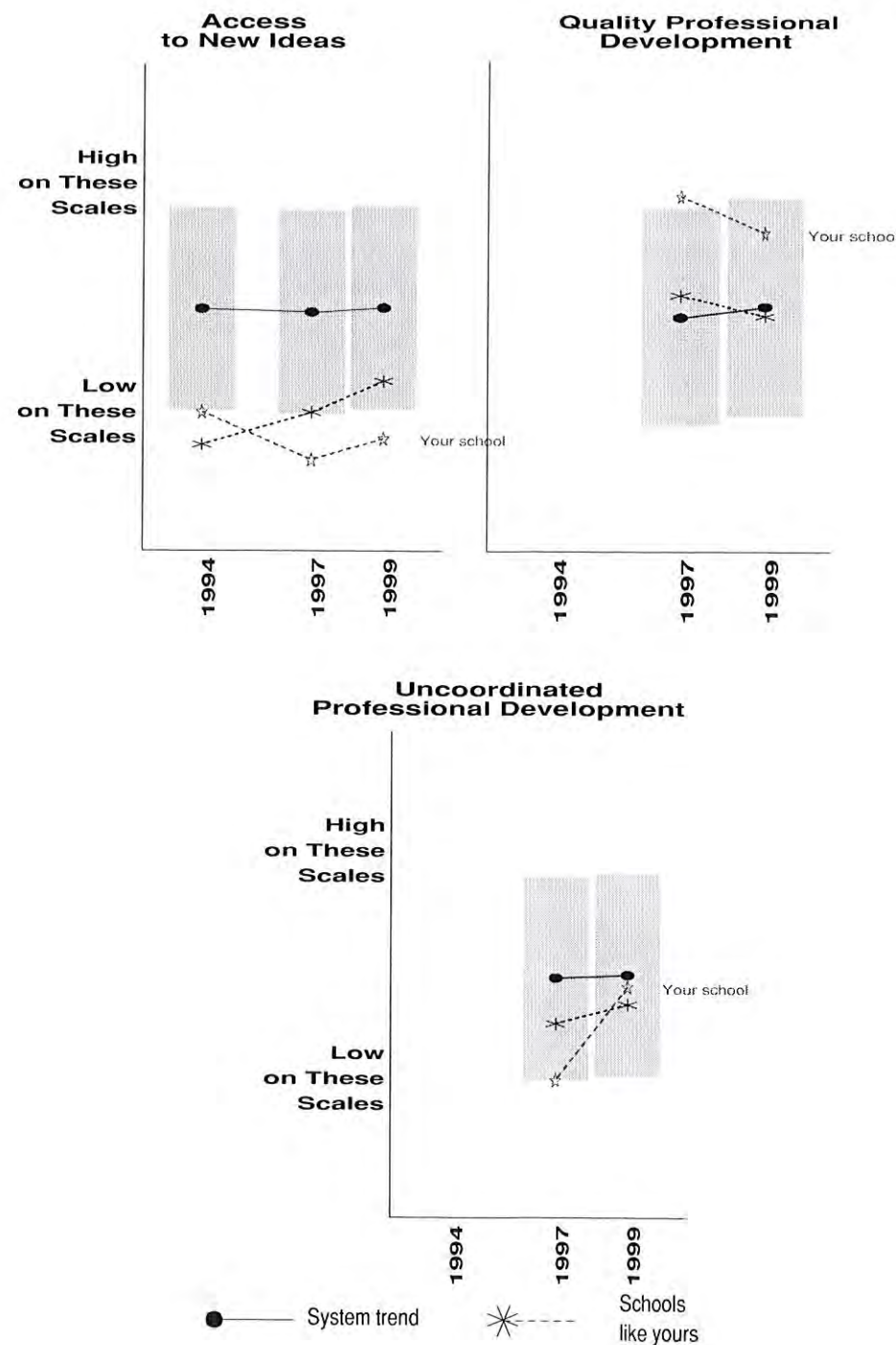
Collective Responsibility (T) focuses on the extent of a shared commitment among the faculty to improve the school so that all students learn. Teachers were asked how many colleagues feel responsible for students' academic and social development, set high standards of professional practice, and take responsibility for school improvement. *A high score means a strong sense of shared responsibility among the faculty who help each other reach high standards.* (Details on page 90.)

School Commitment (T) gauges the extent to which teachers feel loyal and committed to this school. Teachers reported whether they look forward to working in the school, would rather work somewhere else, and would recommend the school to other parents. *A high score means teachers are deeply committed to their school.* (Details on page 92.)

Innovation (T) indicates whether teachers are continually learning and seeking new ideas, have a "can do" attitude, and are encouraged to change. *A high score means a strong orientation to improve among the faculty, indicating their willingness to try new things for the sake of their students and to be part of an active learning organization themselves.* (Details on page 94.)

Support for Change (T) assesses the support that teachers sense from their principal and colleagues for change in the school. Teachers were asked, for example, if their principal encourages them to take risks and try new methods of instruction, and the extent to which the whole faculty embraces change. *A high score indicates a schoolwide environment supportive of change.* (Details on page 96.)

Professional Development and Collaboration: Professional Development



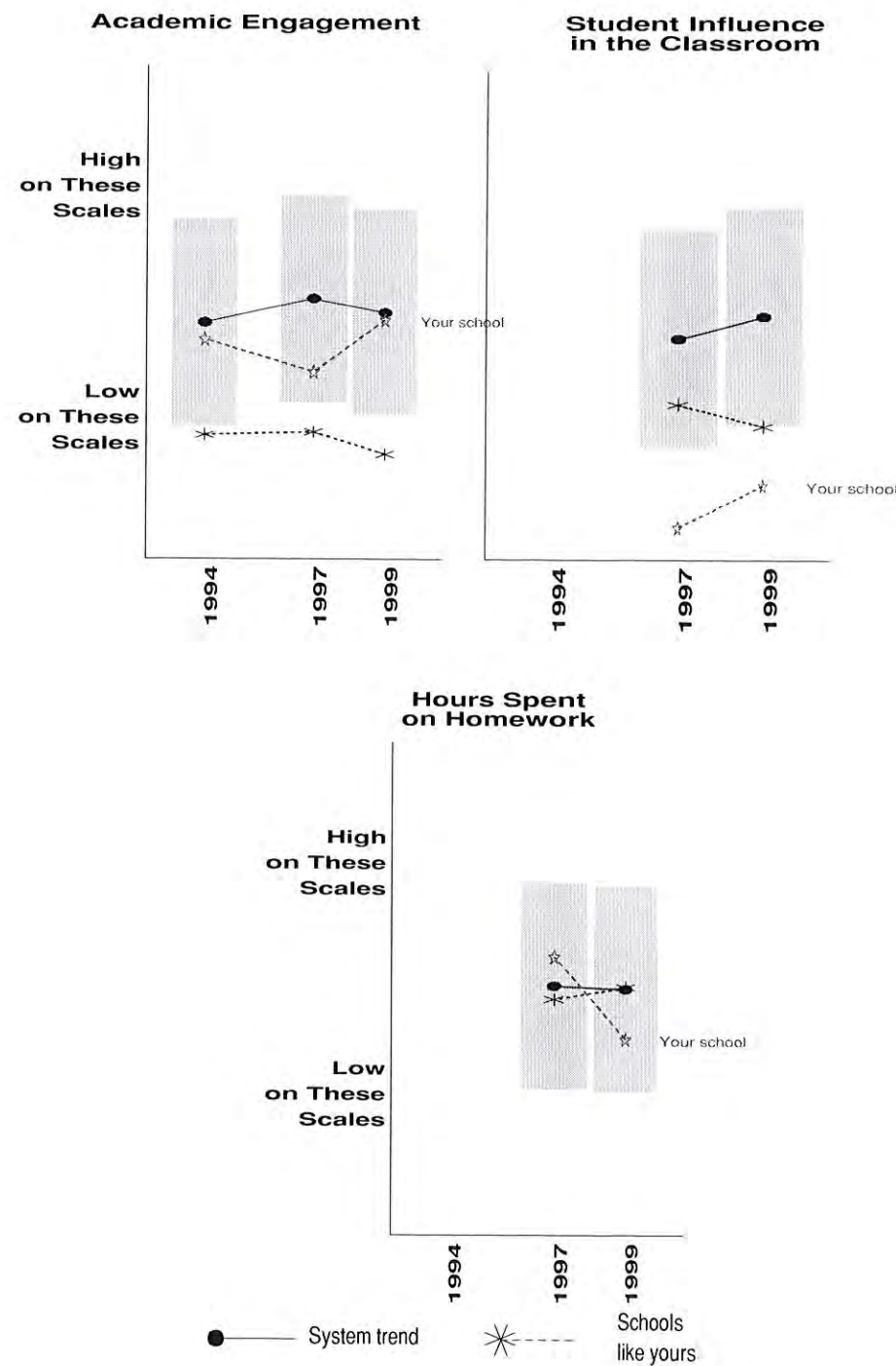
The figure above shows how your school compares to all participating elementary schools and to schools with similar characteristics on three scales that measure teachers' views of their professional development.

Access to New Ideas (T) indicates the extent to which teachers participate in professional development. Teachers reported how often they attended professional development activities organized by their school, the Chicago Public Schools, or the Chicago Teachers' Union, and participated in a network with teachers outside their school. *A high score means extensive involvement in professional development showing teachers' willingness to change and improve.* (Details on page 98.)

Quality Professional Development (T) asks a range of questions including whether their professional development experiences influenced their teaching practices, helped them understand their students better, and provided them opportunities to work with colleagues and teachers from other schools. *Schools where teachers are involved in comprehensive professional development score high on this measure.* (Details on page 100.)

Uncoordinated Professional Development (T) measures whether professional development topics were followed up on, if teachers had to seek out professional development with no help, and if professional development activities advocated practices they did not believe. *A high score indicates uncoordinated professional development activities at a school.* (Because this is a *negatively worded scale*, a lower score is more desirable than a high score. Details on page 102.)

Quality Instructional Program



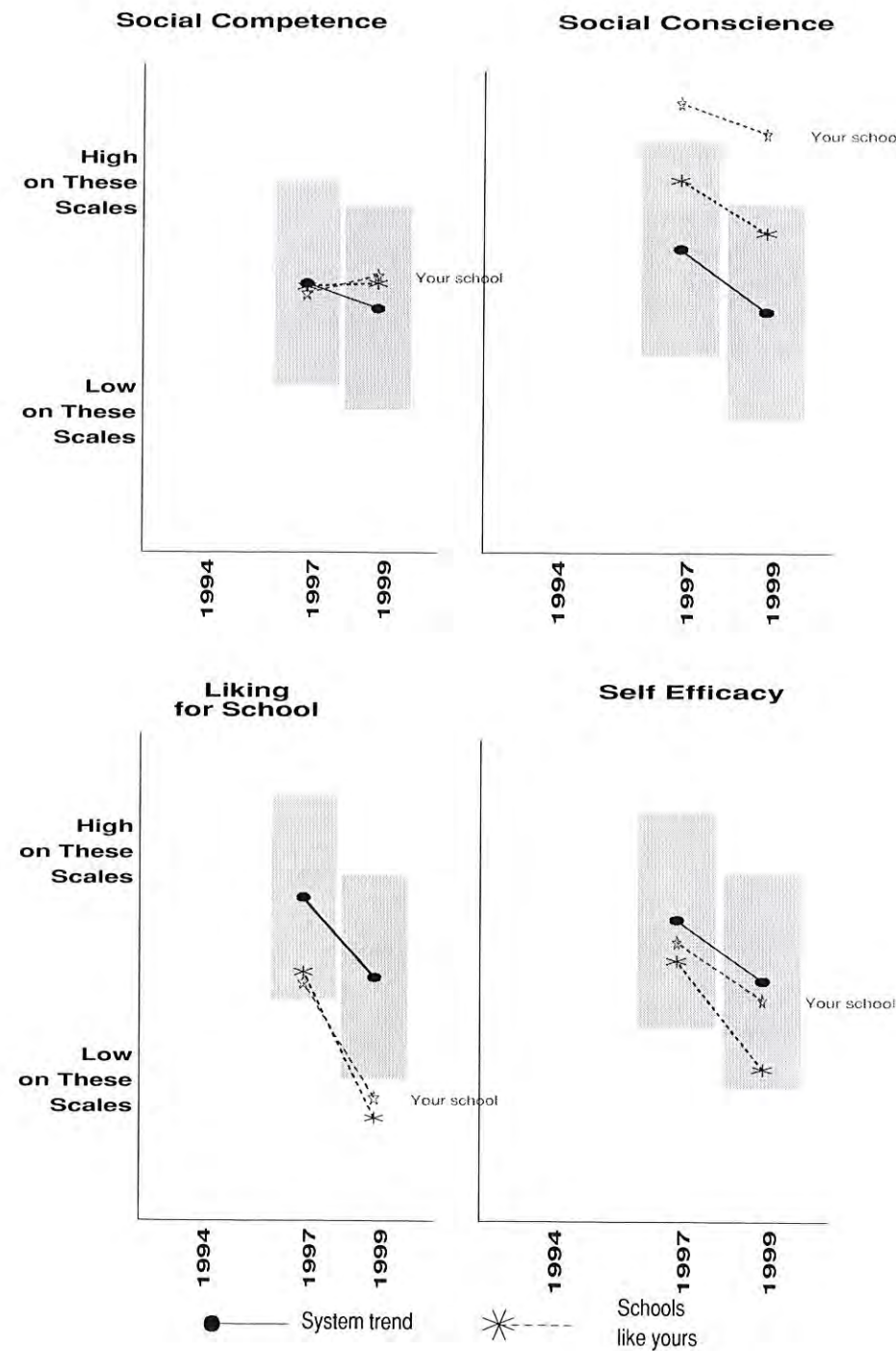
This profile shows how your school compares to all participating schools and to similar schools on five scales that offer students' evaluations of their classroom experiences.

Academic Engagement (S) examines student interest and engagement in learning. Students responded to items regarding whether they are interested in their class and the topics studied. They also reported whether they work hard to do their best. *A high score means greater individual engagement in learning.* (Details on page 104.)

Student Influence in the Classroom (S) focuses on whether students have an opportunity to work with teachers to decide classroom rules and class work, and how often they can choose their own reading, writing topics, and math problems to work on. *A high score indicates an environment where students exercise some choice about their work and feel more responsibility for setting the rules they follow. Such climates tend to encourage stronger student efforts.* (Details on page 106.)

Number of Hours Spent on Homework Per Week (S) measures how much time students spent on homework outside of class in reading assignments. *A high score indicates more time on assigned reading.* (Details on page 108.)

Student Outcomes



This profile shows how your school compares to participating elementary schools and to schools with similar characteristics on four scales that examine students' academic and social attitudes and behavior. These dispositions are important goals that complement the focus on academic achievement.

Social Competence (S) examines whether students feel they can help people end arguments; listen carefully to what others say; and share, help, and work well with other students. *A high score means that students feel competent to deal with a wide range of social situations.* (Details on page 110.)

Social Conscience (S) gauges students' concern for others and their inclination to help solve others' problems. *A high score means students have a strong social commitment.* (Details on page 112.)

Liking for School (S) assesses how students feel about their own school and their commitment to going there. *A high score indicates that students have strong loyalty and emotional ties to their school.* (Details on page 114.)

Self-Efficacy (S) examines students' confidence in their academic ability. Students were asked if they believe they could master skills, do even the hardest work if they try, and do a good job with sufficient time. *A high score means students feel they can achieve high standards.* When a strong sense of efficacy is accompanied by sustained student effort, better academic achievement is likely. (Details on page 116.)

The following table shows the results of the survey conducted in the school during the year 1954-55. The table is divided into two parts, (A) and (B), and shows the number of responses for each item. The items are listed in the left column, and the number of responses is shown in the right column.

Item	Number of Responses
1. I like to go to school.	100
2. I like to study.	95
3. I like to play sports.	80
4. I like to read books.	75
5. I like to go to the movies.	60
6. I like to go to the beach.	50
7. I like to go to the park.	45
8. I like to go to the zoo.	40
9. I like to go to the museum.	35
10. I like to go to the library.	30

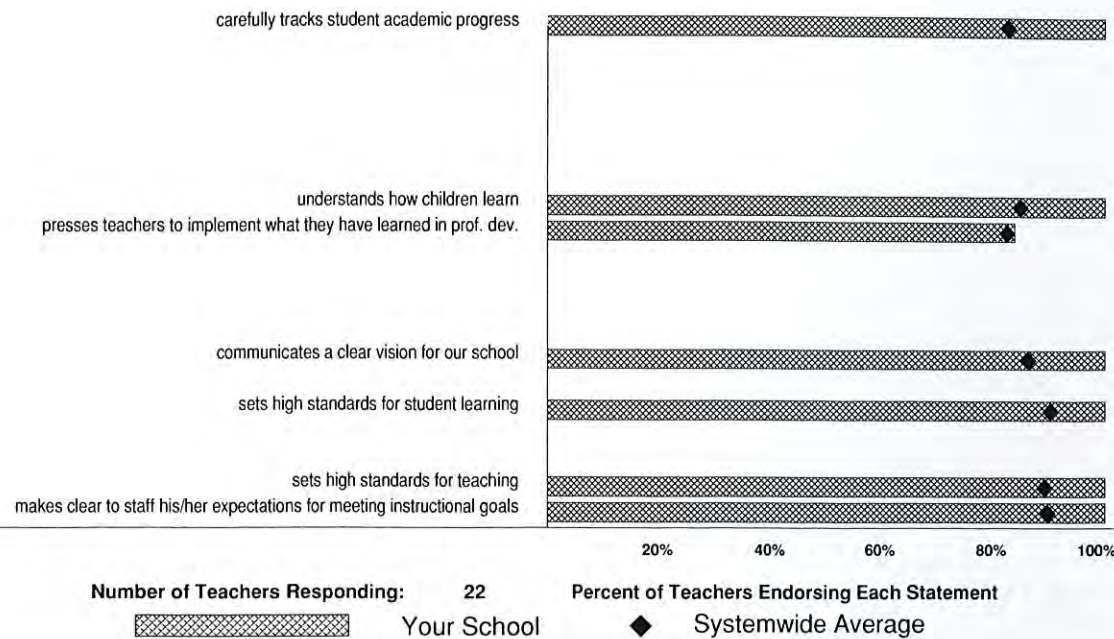
Part II

Details of Student and Teacher Responses

Instructional Leadership

The items in this scale assess teachers' perceptions of their principal as an instructional leader who sets high standards, communicates a clear vision, and tracks academic progress.

Teachers agree that the principal:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

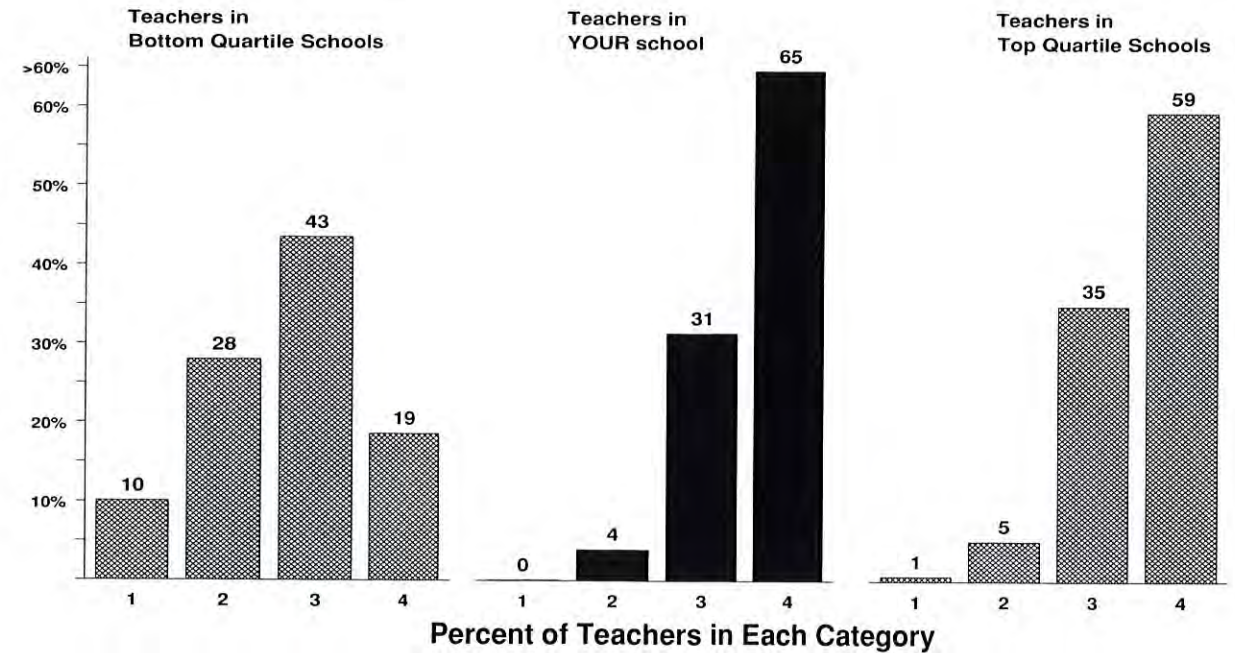
On the next page, you will find a frequency distribution of responses to the Instructional Leadership scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in the black bars in the center chart. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Teachers in the top quartile schools give their principals very high ratings for instructional leadership. More than half give very strong ratings and an additional one-third give strong ratings. Only 5 percent give weak or mixed ratings. Even in the bottom quartile, many teachers rate principals highly, with nearly two-thirds giving strong or very strong ratings. However, 38 percent of teachers in these low-rated schools give weak or mixed ratings to their principal's instructional leadership.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Instructional Leadership



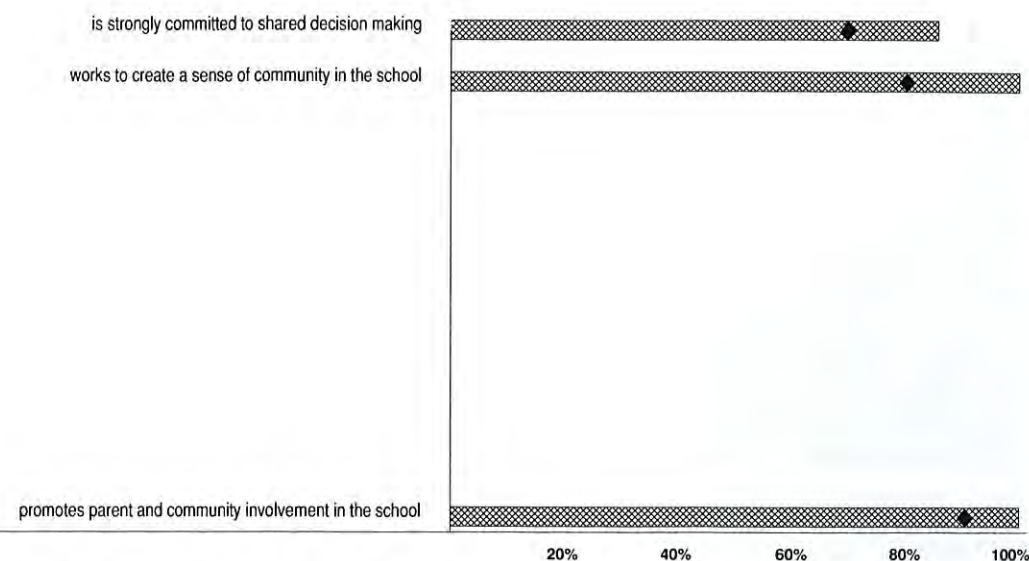
Definition of Categories Charted Above

Category	In this school:
1 Weak	teachers disagree or strongly disagree with all items on the scale.
2 Mixed	some teachers agree and some disagree that their principal makes teaching expectations clear, sets high standards for both teaching and student learning, and communicates a clear vision for the school; they disagree that their principal presses them to implement what they learn in professional development activities, understands how students learn, and tracks student academic progress.
3 Strong	teachers agree with all items on the scale.
4 Very strong	teachers strongly agree that their principal makes teaching expectations clear, sets high standards for both teaching and student learning, and communicates a clear vision for the school; they agree or strongly agree that the principal presses teachers to implement what they learn in professional development activities, understands how students learn, and tracks student academic progress.

Inclusive Leadership

This scale indicates the extent to which teachers view the principal as a facilitative and inclusive leader who involves others and is committed to shared decision making.

Teachers agree that the principal:



Number of Teachers Responding: 22
 Percent of Teachers Endorsing Each Statement
 [Hatched Box] Your School [Diamond] Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

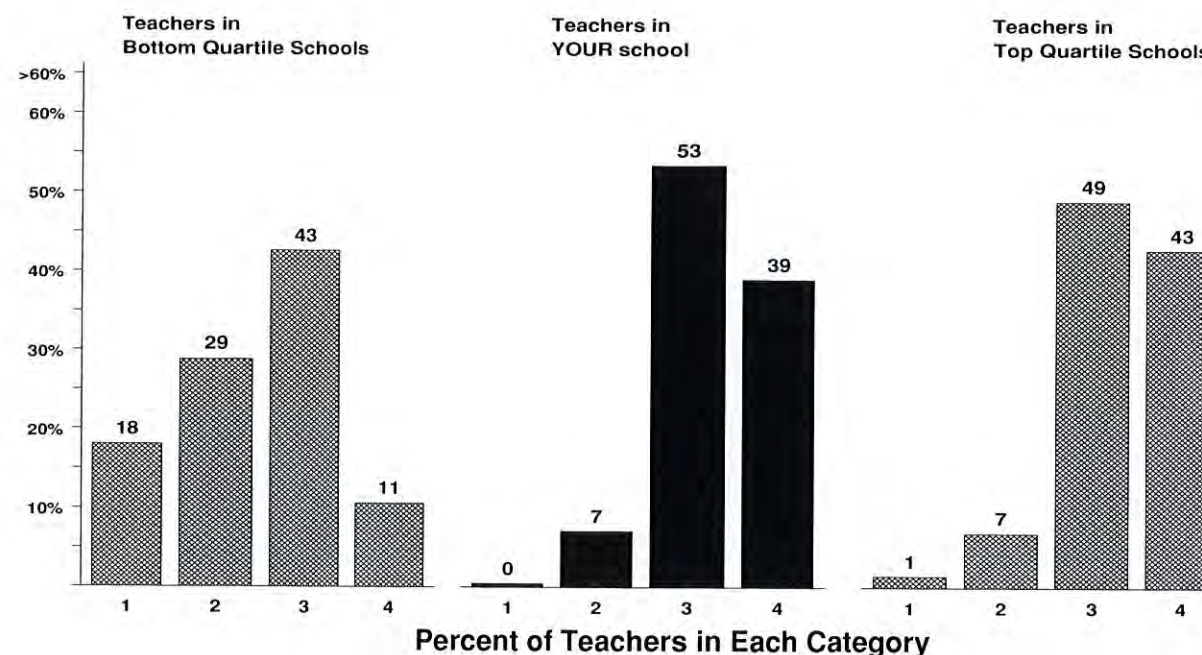
On the next page, is a frequency distribution of responses to the Inclusive Leadership scale, created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools, over 90 percent of teachers are very positive or positive about their principal as an inclusive leader; very few offer mixed or negative views. In the lowest quartile schools, almost half of the teachers are negative or mixed. Even in these schools, though, a substantial number of teachers are positive, although few are very positive.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Inclusive Leadership



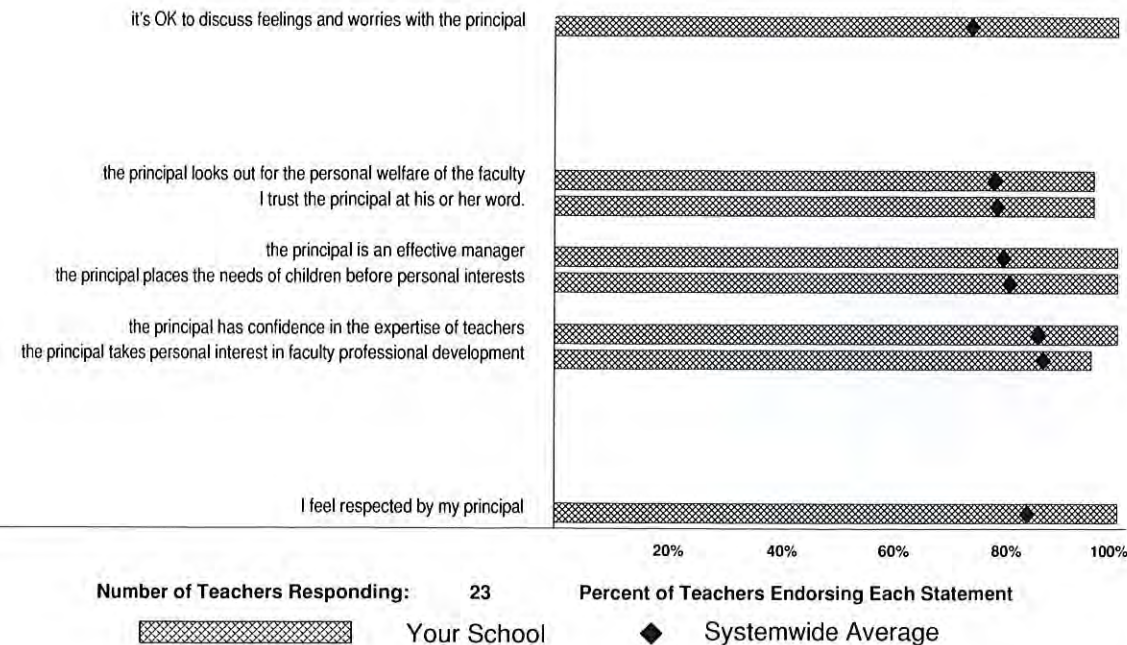
Definition of Categories Charted Above

Category	Teachers in this school:
1 Negative	disagree or strongly disagree that the principal promotes parent and community involvement and strongly disagree that the principal works to create a sense of community in the school and is committed to shared decision making.
2 Mixed	agree that the principal promotes parent and community involvement; but they disagree that the principal works to create a sense of community in the school or is committed to shared decision making.
3 Positive	agree or strongly agree that the principal promotes parent and community involvement; they agree that the principal works to create a sense of community in the school and is committed to shared decision making.
4 Very positive	strongly agree with all items on this scale.

Teacher-Principal Trust

These items measure the extent to which teachers trust and respect the principal and feel reciprocal respect and support.

Teachers agree that:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

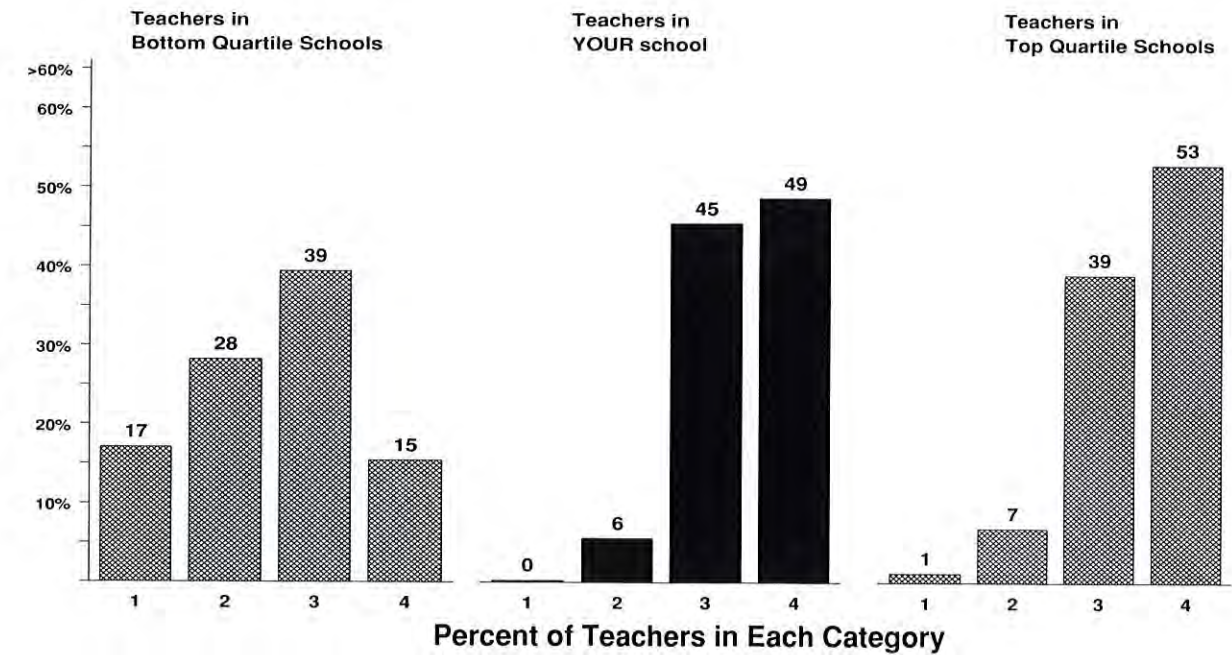
On the next page, you will find a frequency distribution of responses to the Teacher-Principal Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

More than half of the teachers in the top quartile note very strong trust between teachers and the principal and another 39 percent describe strong trust. In these schools, all but a few feel very good about the relationship between teachers and the principal. A little less than half of the teachers in the low quartile schools describe minimal or no trust between teachers and principals. Of the other half of teachers, 39 percent note strong trust and 15 percent very strong trust.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Teacher-Principal Trust



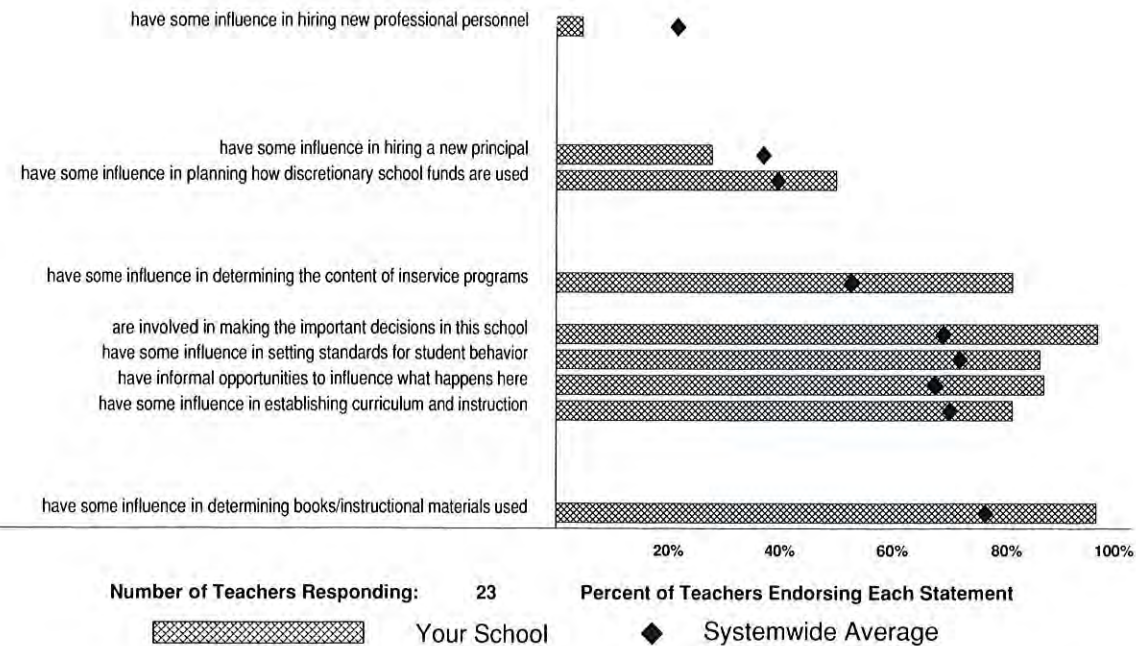
Definition of Categories Charted Above

Category	Teachers in this school:
1 No trust	feel respected by their principal not at all ; they disagree or strongly disagree that they respect their principal as an educator, that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager or looks out for teachers' welfare, that they trust their principal, or it is OK to discuss worries with their principal.
2 Minimal trust	feel respected by their principal a little ; they disagree that they respect their principal as an educator, that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager, looks out for teachers' welfare, that they trust their principal, or it is OK to discuss worries with their principal.
3 Strong trust	feel respected by the principal some or to a great extent ; they agree that they respect their principal as an educator, that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager, looks out for teachers' welfare, that they trust their principal, and it is OK to discuss worries with their principal.
4 Very strong trust	feel respected by their principal to a great extent ; they strongly agree that they respect their principal as an educator, that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager and looks out for teachers' welfare, and they trust their principal; they agree or strongly agree that it is OK to discuss worries with the principal.

Teacher Influence

These items measure the extent to which teachers are involved in making decisions about a wide range of activities within the school.

Teachers agree that they:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

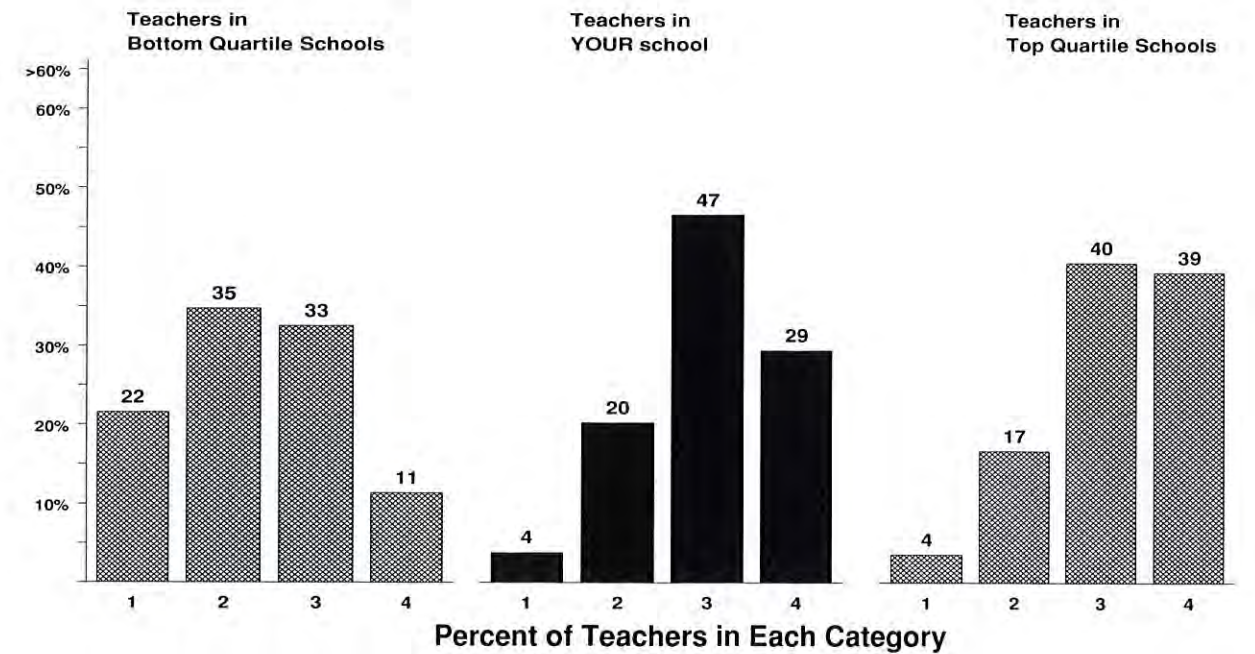
On the next page, you will find a frequency distribution of responses to the Teacher Influence scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Nearly 80 percent of the teachers in the top quartile schools feel that they have moderate or extensive influence over decision making in their school. But even in the schools where teachers have the most influence, teachers describe their influence as moderate rather than extensive. In the schools where teachers have the least influence, the most common category is limited influence, but more than 20 percent of teachers feel they have minimal influence.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Teacher Influence



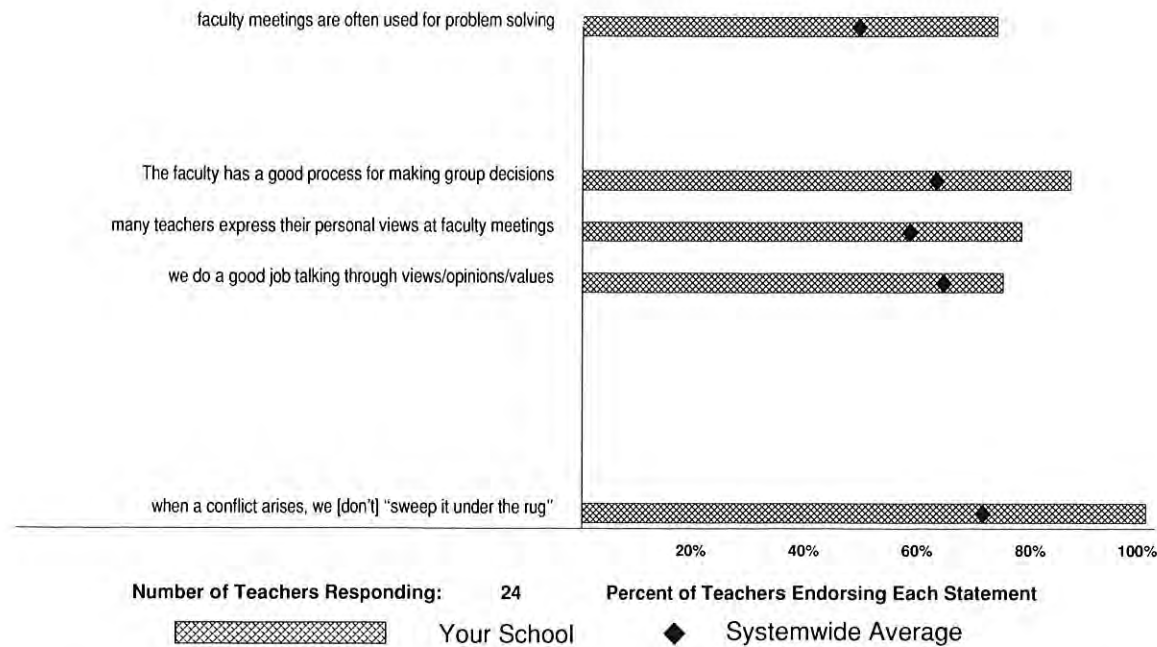
Definition of Categories Charted Above

Category	Teachers reported that in this school:
1 Minimal	they have none or a little influence in determining instructional materials for their class and establishing curriculum programs; teachers disagree or strongly disagree that they feel comfortable voicing their concerns or are involved with making important decisions at the school; and teachers have no influence in determining in-services or teaching assignments, using discretionary funds, determining the school schedule, or hiring a new principal and personnel.
2 Limited	they have a little or some influence in determining instructional materials for their class; they disagree that they feel comfortable voicing their concerns or are involved in making important decisions at the school; they have a little influence over establishing curriculum programs and determining in-services; they have none or a little influence over teaching assignments, using discretionary funds, and hiring a new principal and personnel.
3 Moderate	they have some or a great deal of influence in determining instructional materials for their class; they agree that they are comfortable voicing their concerns and are involved in making important decisions at the school; they have some influence over establishing curriculum programs and setting standards for student behavior; and they have a little or some influence over teaching assignments, using discretionary funds, and hiring a new principal and personnel.
4 Extensive	they have a great deal of influence in determining instructional material for their classes and setting standards for student behavior; teachers strongly agree that they feel comfortable voicing their concerns and are involved in making important decisions at the school; teachers have some or a great deal of influence in determining in-services, using discretionary funds, determining the school schedule, and hiring a new principal and personnel.

Joint Problem Solving

This scale examines how well teachers talk through and solve problems with each other.

Teachers agree that:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

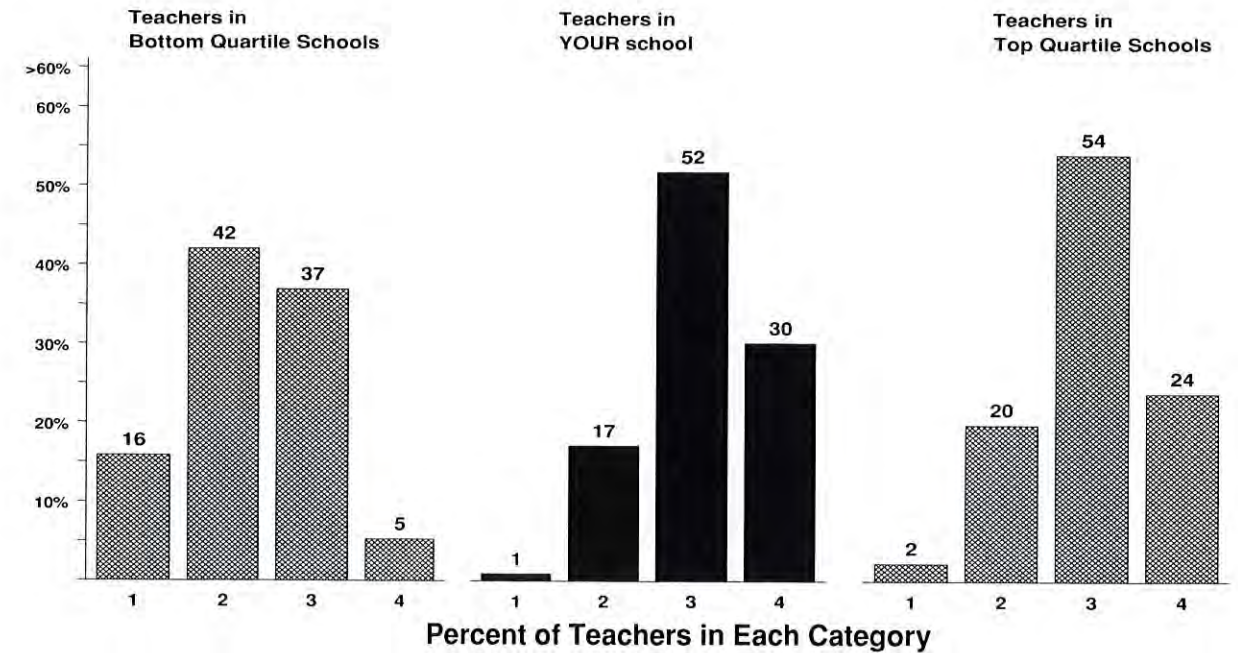
On the next page, you will find a frequency distribution of responses to the Joint Problem Solving scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

More than three-quarters of the teachers in the top quartile schools describe strong or very strong joint problem solving processes. Only 42 percent of the bottom scoring schools say the same. Teachers in the bottom quartile schools are much more likely to describe their joint problem solving as weak or very weak.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Joint Problem Solving



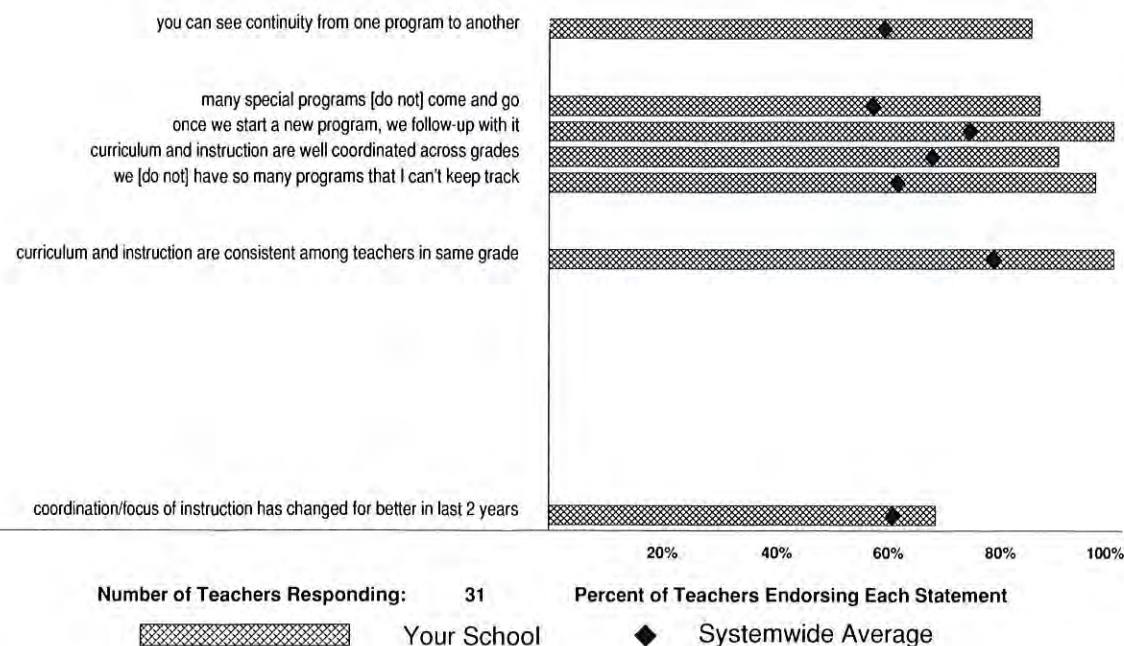
Definition of Categories Charted Above

Category	In this school:
1 Very weak	teachers disagree or strongly disagree with all items on the scale.
2 Weak	some teachers agree and others disagree that teachers sweep conflict under the rug; they agree that teachers do a good job talking through views/opinions; they agree or strongly agree that teachers in their school express personal views at meetings, have a good process for solving problems, and use faculty meetings for problem solving.
3 Strong	teachers agree with all items on the scale.
4 Very strong	teachers strongly agree that teachers do not sweep conflict under the rug and do a good job talking through views and opinions; they agree or strongly agree that teachers in their school express personal views at meetings, have a good process for solving problems, and use faculty meetings for problem solving.

Program Coherence

This scale assesses the degree to which teachers believe the programs at their school are coordinated with each other and are consistent both within and across grade levels.

Teachers agree that at this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

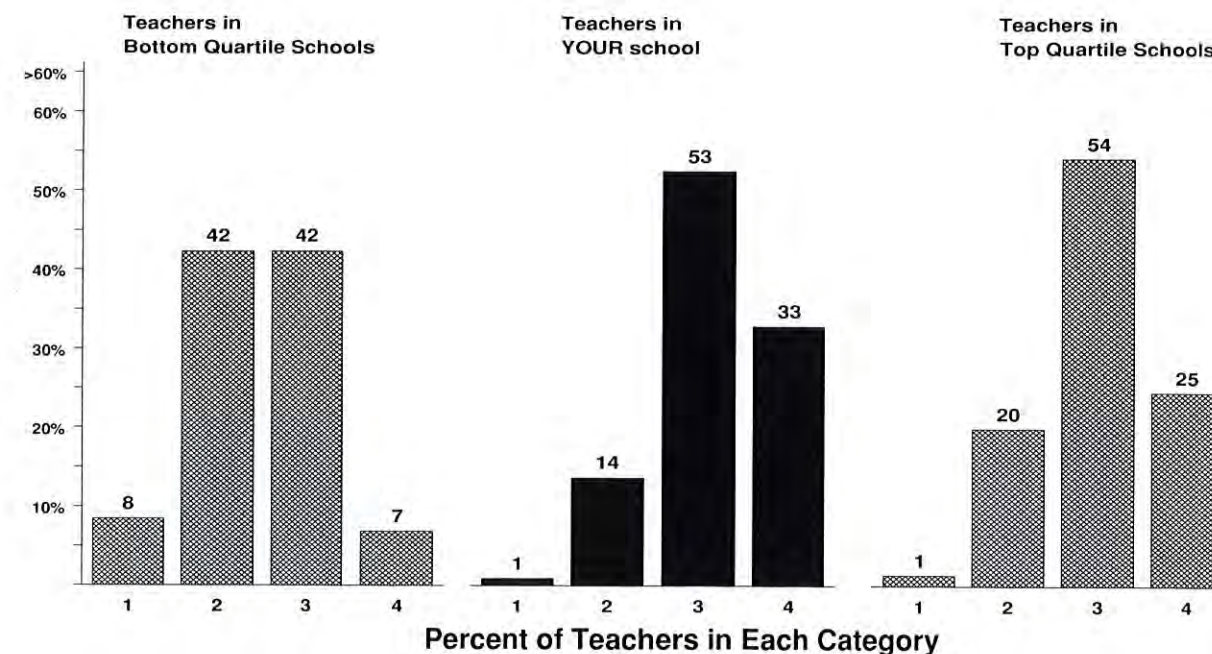
On the next page, you will find a frequency distribution of responses to the Program Coherence scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools more than half of the teachers describe moderate program coherence, with another 25 percent noting strong program coherence in their school. Relatively few teachers (about one-fifth) consider these schools to have little or no coherence. Teachers in the bottom quartile schools are more negative about the amount of program coherence in their schools; half describe little or no coherence, although 42 percent consider their school to have moderate program coherence.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Program Coherence



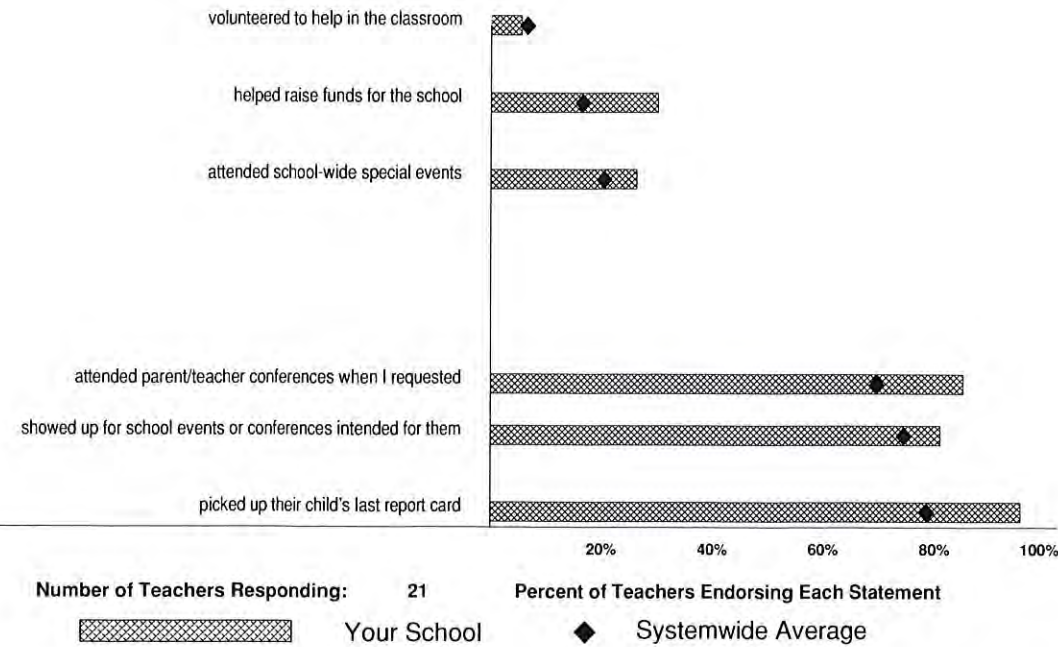
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	believe the focus of the instructional programs has changed for the worse; they strongly disagree with all other items on the scale.
2 Little	believe that there has been no change in the focus of instructional programs in their school; some agree and some disagree that changes in the school promote the school's goal for student learning; they disagree with the remaining items on the scale.
3 Moderate	agree with the items on this scale and believe that the focus of instructional programs has changed for the better.
4 Strong	strongly agree with the items on this scale and believe that the focus of instructional programs has changed for the better.

Parent Involvement in School

This scale measures teachers' views of parent participation and support for the school.

Of the students I taught this year, most of their parents:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

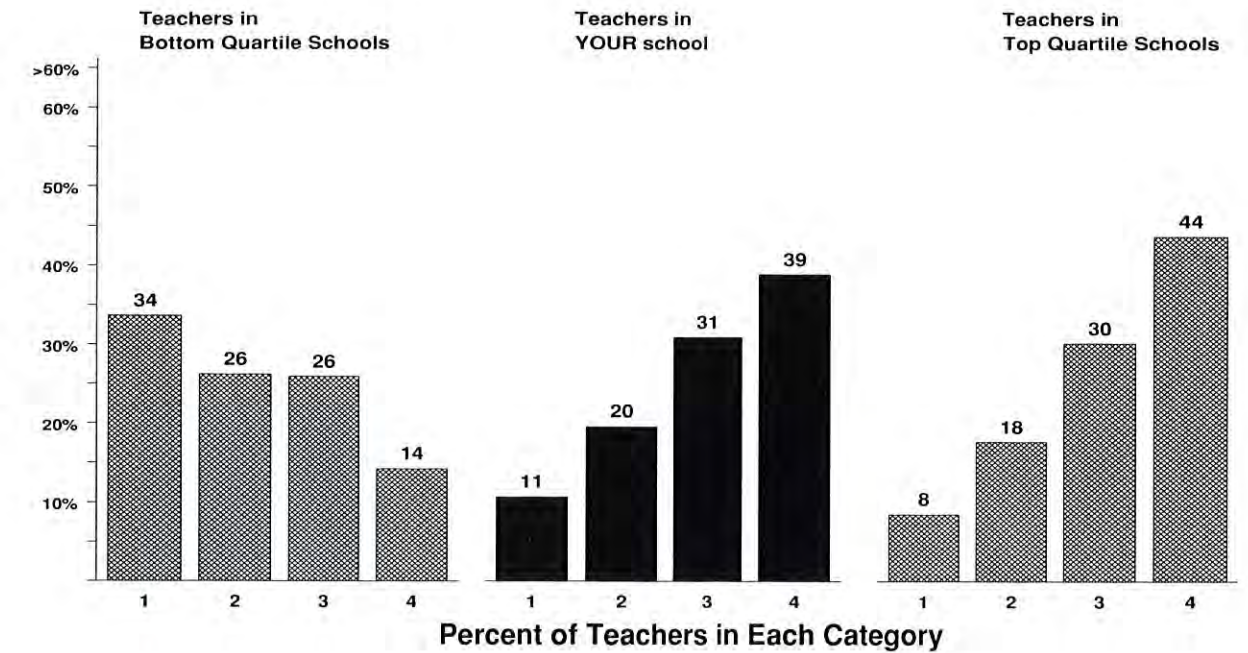
On the next page, you will find a frequency distribution of responses to the Parent Involvement in School scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top rated schools, 44 percent of teachers report high levels of parent involvement, and another 30 percent describe moderate levels of parent involvement. Only about one-quarter report limited or minimal parent involvement. The pattern is very different in the lowest rated schools where about one-third of the teachers say that parent involvement is minimal and another 26 percent say parent involvement is limited.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Parent Involvement in School



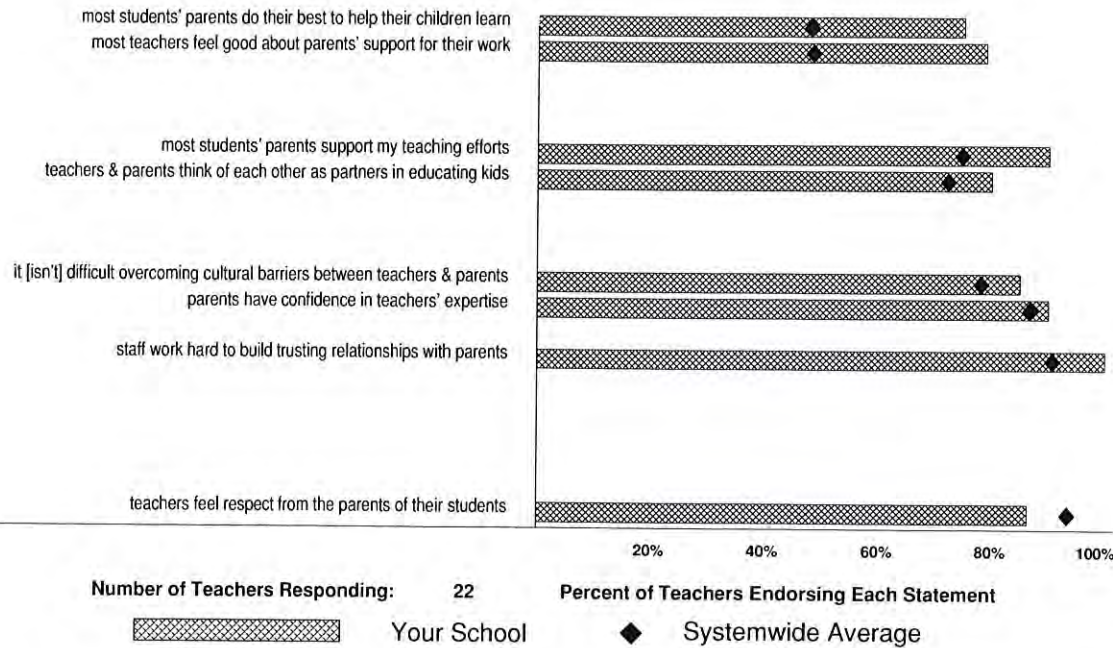
Definition of Categories Charted Above

Category	Teachers in this school reported that:
1 Minimal	none or about half of the parents picked up their child's report cards and attended school events; none or some attended parent/teacher conferences and special school-wide events; none of the parents helped raise funds for the school or volunteered in the classroom.
2 Limited	about half or most of the parents picked up their child's report card and attended school events; some or about half attended parent/teacher conferences; some attended special school-wide events and helped raise funds for the school; none of the parents volunteered in the classroom.
3 Moderate	most or nearly all parents picked up their child's report cards and attended school events and parent/teacher conferences; some or about half attended special school-wide events and helped raise funds for the school; only some volunteered in classroom.
4 High	nearly all parents picked up their child's report cards and attended school events and parent/teacher conferences; most or nearly all attended special school-wide events; and about half to nearly all helped raise funds for the school and volunteered in the classroom.

Teacher-Parent Trust

These items measure the extent to which parents and teachers support each other to improve student learning and feel mutual respect.

At this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

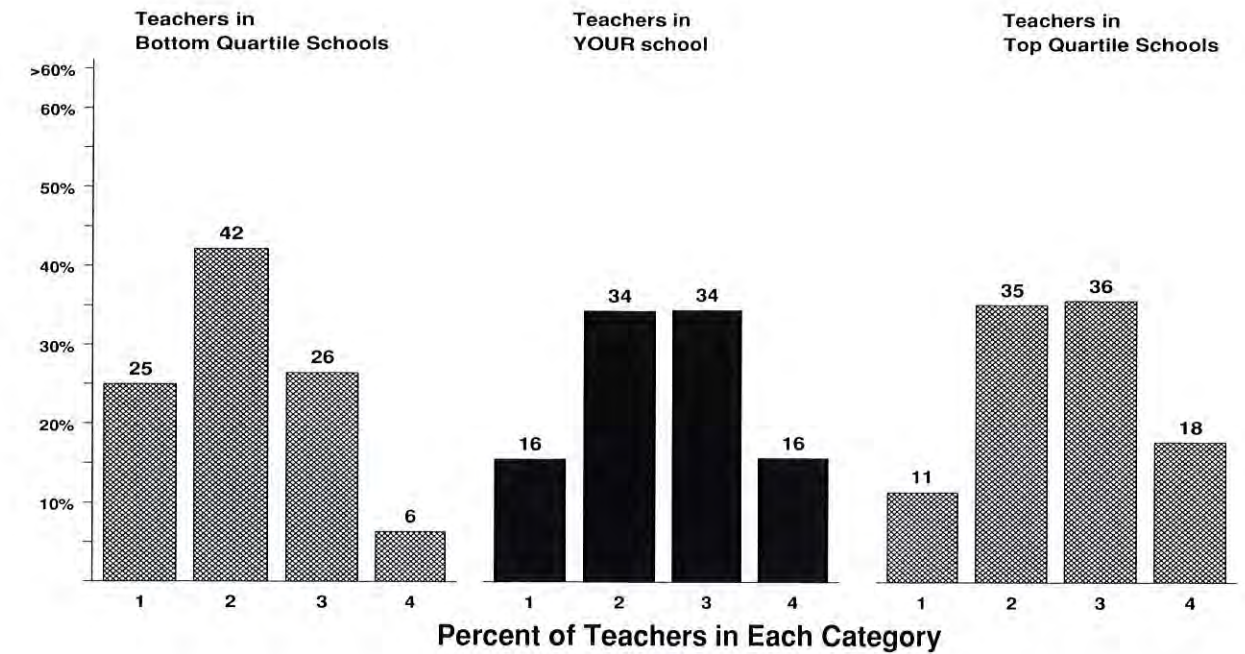
On the next page, you will find a frequency distribution of responses to the Teacher-Parent Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Even in the highest rated schools, less than 20 percent of teachers classify the trust level between teachers and parents as very strong. Though 36 percent rate the trust level as strong, almost half say there is minimal or no trust. In the bottom quartile schools, trust between teachers and parents is even lower, with over two-thirds of teachers describing no trust or minimal levels of trust between teachers and parents.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Teacher-Parent Trust



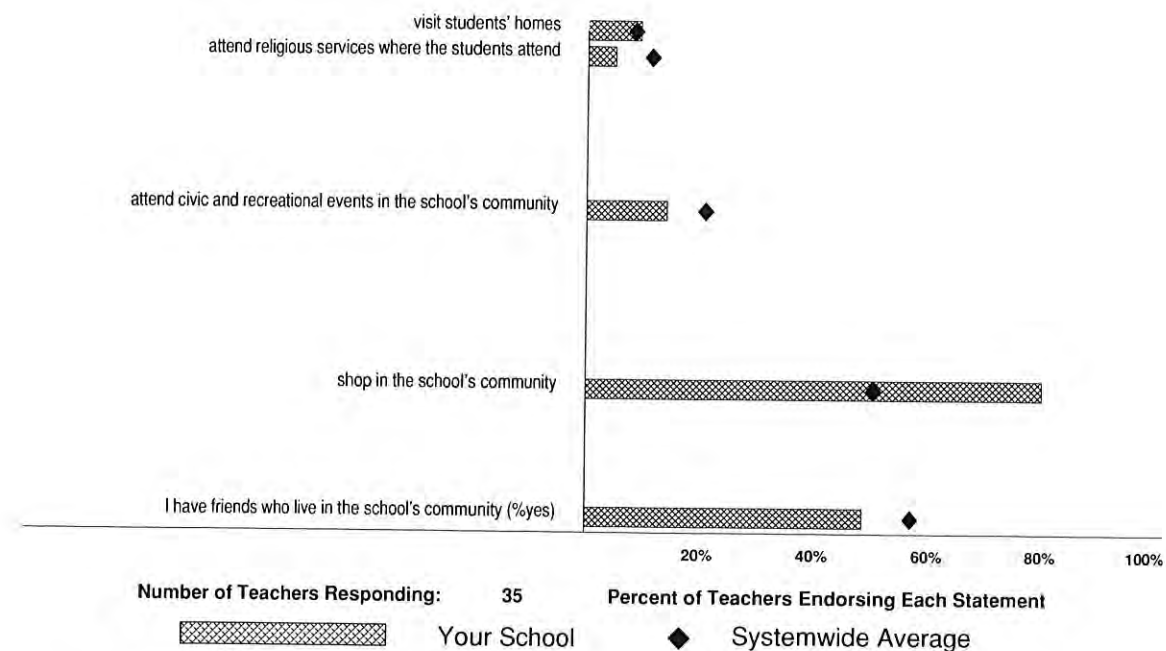
Definition of Categories Charted Above

Category	Teachers in this school:
1 No trust	respect and feel respected by parents not at all or a little ; they disagree or strongly disagree that talking with parents helps them understand students better, there is no conflict between parents and teachers, and teachers and parents are partners in educating children; none of the parents support their teaching efforts or do their best to help their children learn, and none of the teachers care about the community or feel good about parental support.
2 Minimal trust	respect and feel respected by parents to some extent ; they agree that talking with parents helps them understand students better, but some agree and some disagree that there is no conflict between parents and teachers, and that teachers and parents are partners in educating children; none to some of the parents support their teaching efforts or do their best to help their children learn, and none to some of the teachers feel good about parental support.
3 Strong trust	respect and feel respected by parents to a great extent ; they agree or strongly agree that talking with parents helps them understand their students better, and agree that there is no conflict between parents and teachers, and teachers and parents are partners in educating children; about half of parents support their teaching efforts and do their best to help their children learn, and about half of teachers care about the community and feel good about parental support.
4 Very strong trust	respect and feel respected by parents to a great extent ; they strongly agree that talking with parents helps them understand students better, there is no conflict between parents and teachers, and teachers and parents are partners in educating children; most or nearly all parents support their teaching efforts and help their children learn, and most or nearly all teachers care about the community and feel good about parental support.

Ties to Community

The items in this scale examine the extent to which teachers interact with the school's community.

Teachers report that at least two to three times a month, they:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

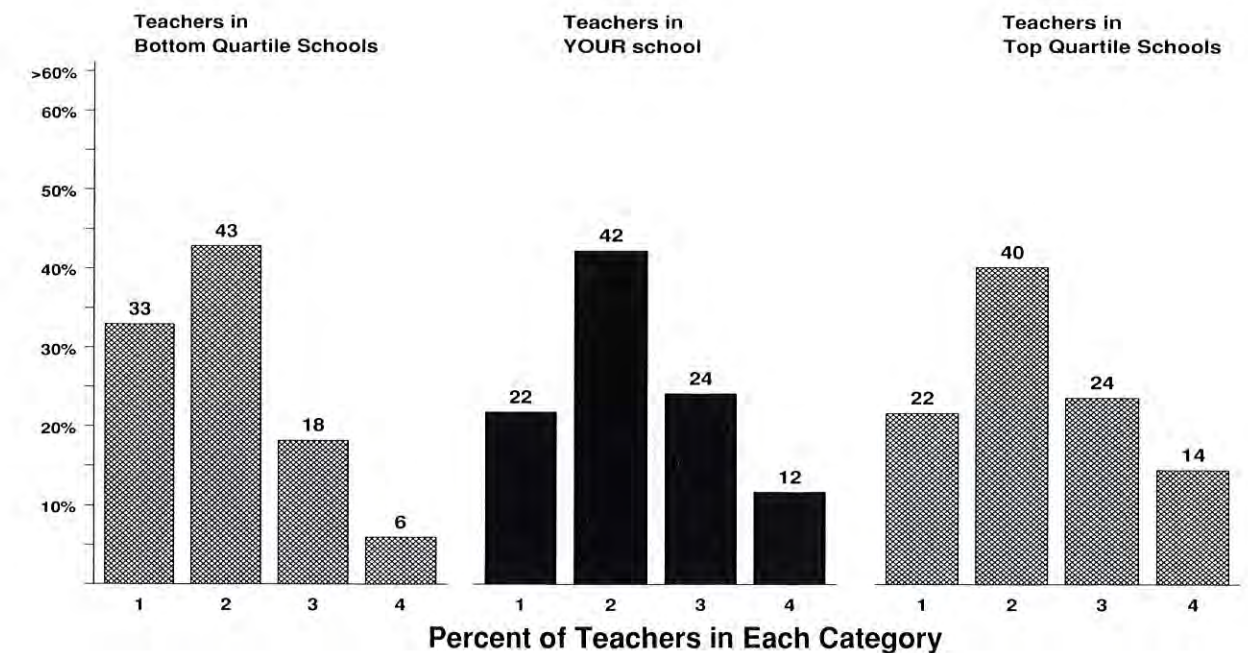
On the next page, you will find a frequency distribution of responses to the Ties to Community scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Even in the top scoring schools only about one-third of the teachers note very strong or strong ties to the community. In these high rated schools, the most prevalent category of responses indicates only slight ties. In the bottom quartile schools, ties to the community are even weaker with over 75 percent of teachers rating them as weak or slight.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Ties to Community



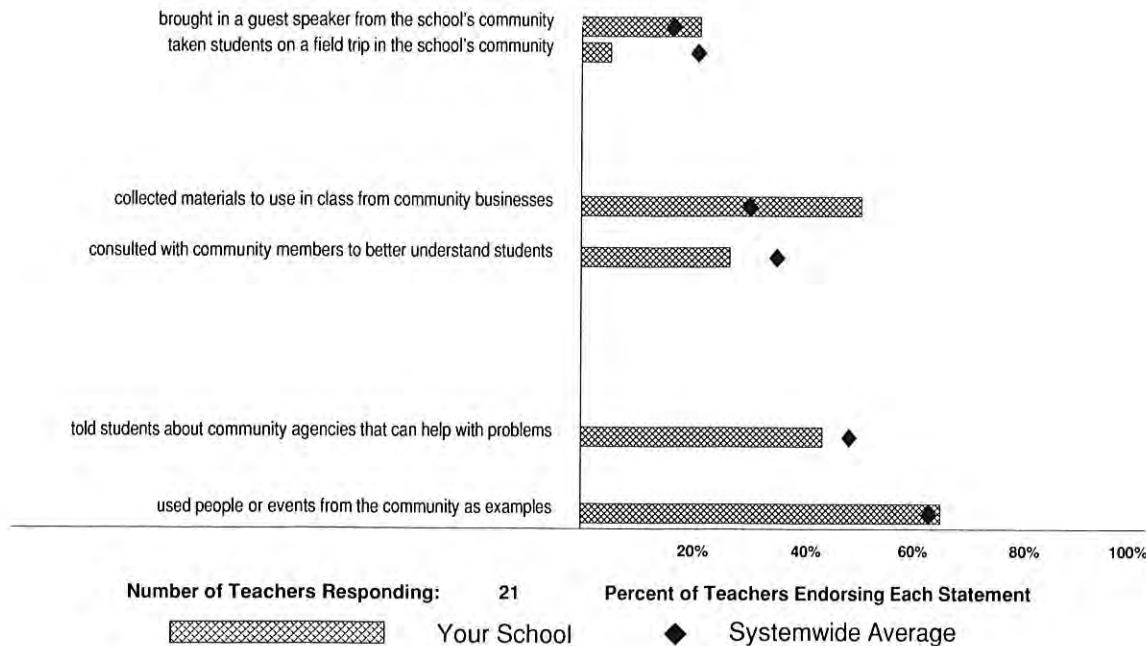
Definition of Categories Charted Above

Category	Teachers in this school reported that:
1 Weak	some teachers have friends who live in the community; they shop in the school community less than once a month, but never attend recreational activities in the school community or religious services where students attend, or visit the homes of students.
2 Slight	they have friends who live in the school community; they shop in the school community once or twice a month; attend recreational activities in the school community 2 or 3 times a month; and attend religious services where students attend and visit the homes of students less than once a month.
3 Strong	they have friends who live in the community; they shop in the school community fewer than 2 or 3 times a month; attend recreational activities in the school community less than once a month; but never attend religious services where students attend or visit the homes of students.
4 Very strong	they have friends who live in the school community; they shop in the school community almost daily; attend recreational activities in the school community at least once or twice a week; and attend religious services where students attend and visit the homes of students at least 2 or 3 times a month.

Use of Community Resources

This scale measures the extent to which teachers use the community as a resource in their teaching and in their efforts to understand their students better.

Teachers report that at least three times this school year, they have:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

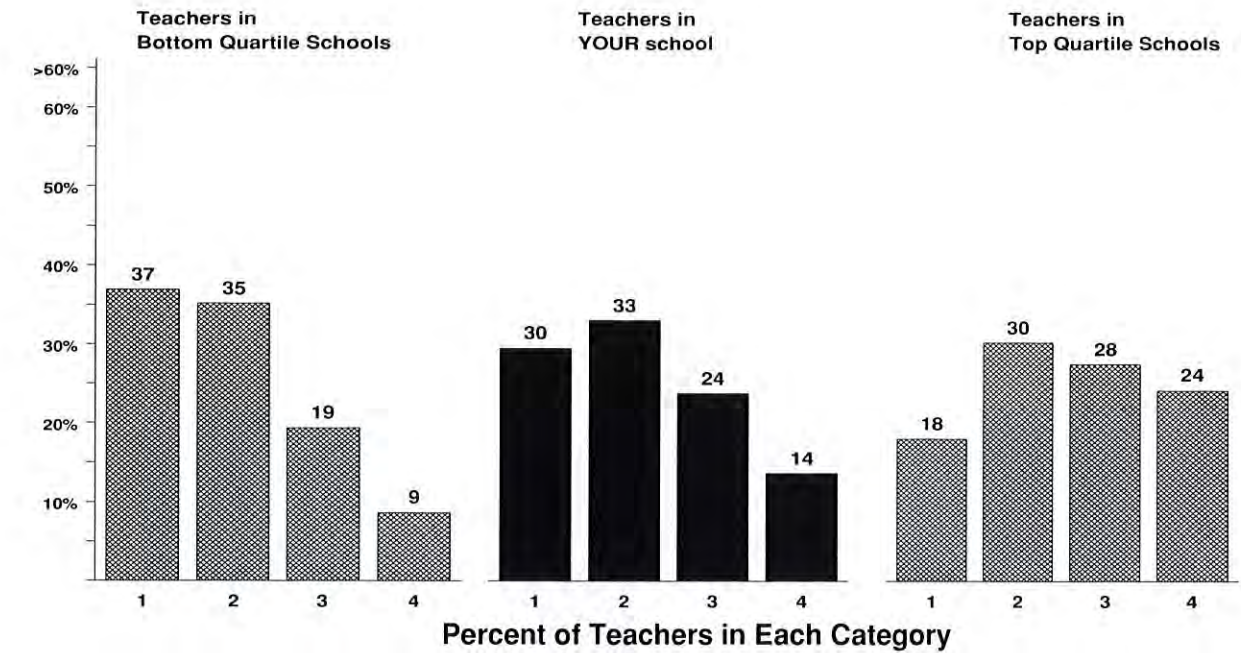
On the next page, you will find a frequency distribution of responses to the Use of Community Resources scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quarter of schools over half of the teachers report extensive or frequent use of community resources. In the lowest rated schools, only 28 percent report frequent or extensive use of community resources, 35 percent report occasional use, and 37 percent of teachers report no use.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Use of Community Resources



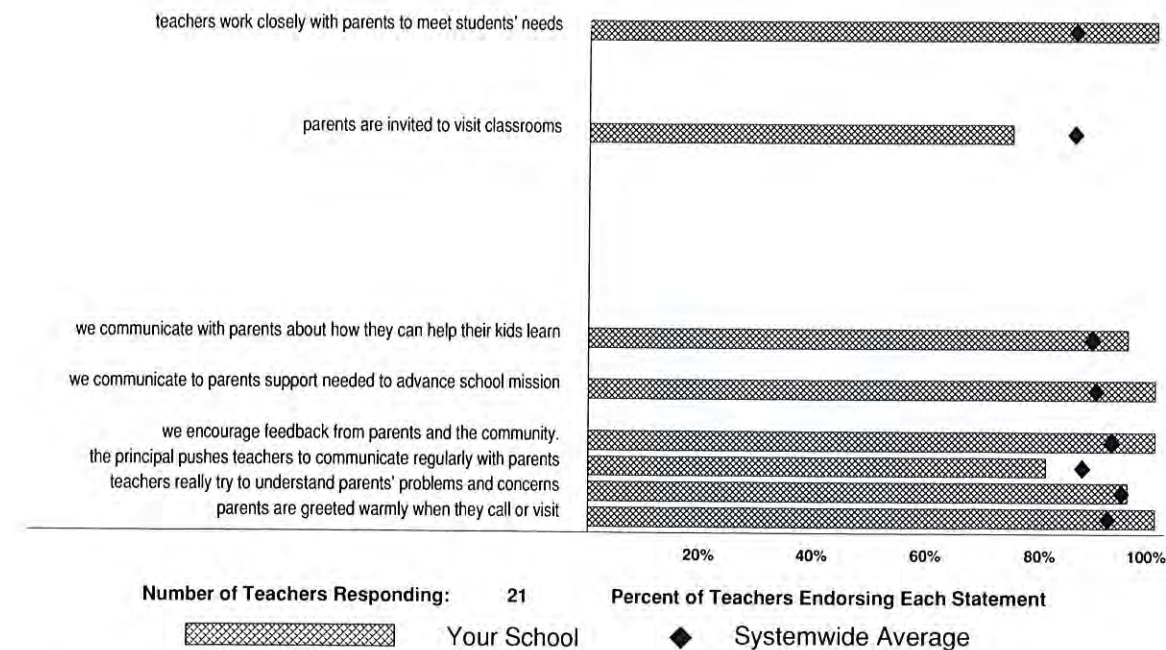
Definition of Categories Charted Above

Category	Teachers in this school reported that in the last school year:
1 No use	they used people/events from the community as an example and told students about community agencies once or twice , or never ; never consulted with community members to understand students better, collected materials from the business community for class, or took students on a field trip or brought in guest speakers from the community.
2 Occasional	they used people/events from the community as an example and told students about community agencies once to 4 times ; consulted with community members to better understand students and collected materials from community businesses for class once or twice ; took students on a field trip or brought in guest speakers from the school community once or twice , or never .
3 Frequent	they used people/events from the community as an example and told students about community agencies 5 to 9 times ; consulted with community members to better understand students and collected materials from community businesses for class 3 to 4 times ; took students on a field trip or brought in guest speakers from the school's community once or twice .
4 Extensive	they used people/events from the community as an example and told students about community agencies more than 10 times ; consulted with community members to better understand students and collected materials from community businesses for class more than 5 times ; took students on a field trip or brought in guest speakers from the school's community more than 3 or 4 times .

Teacher Outreach to Parents

This measures the school's efforts to work with parents to develop common goals and good communication, and to strengthen student learning.

Teachers agree that at this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

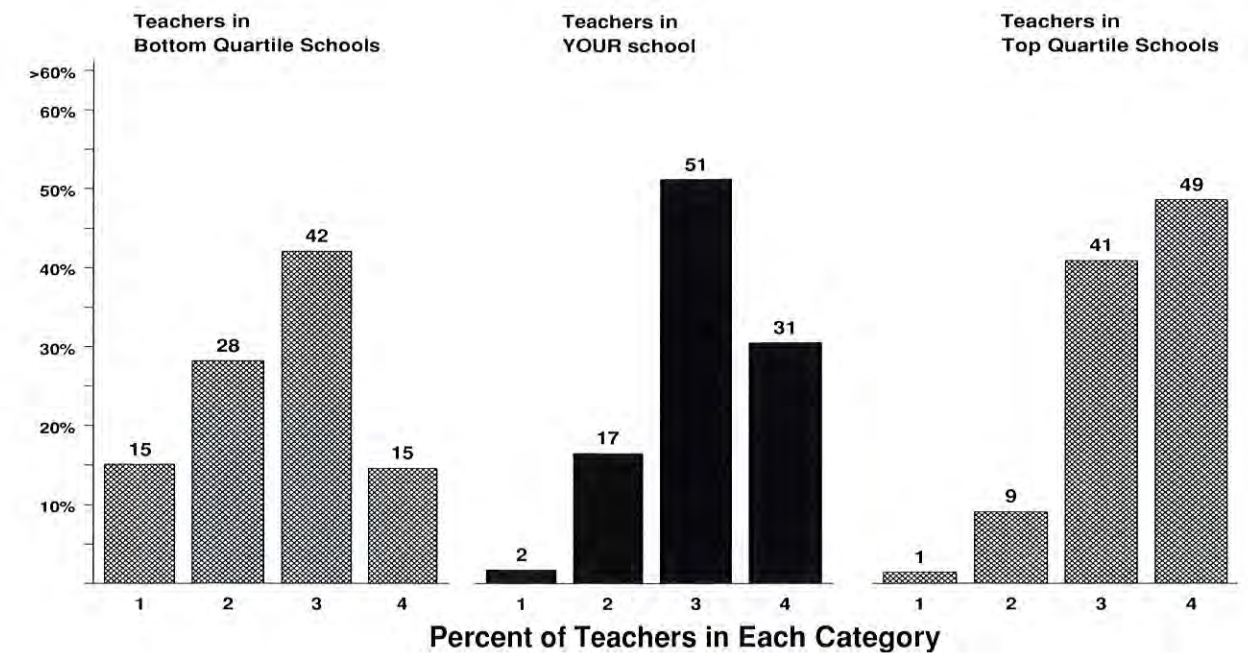
On the next page, you will find a frequency distribution of responses to the Teacher Outreach to Parents scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the highest rated schools teachers report a great deal of outreach to parents. Almost half of the teachers describe their outreach as broad and another 41 percent as significant. Only 10 percent describe moderate or no outreach. In contrast, 43 percent of teachers in the bottom quartile schools note moderate or no outreach. Even in the lowest schools, however, more than half of teachers report significant or broad outreach to parents.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Teacher Outreach to Parents



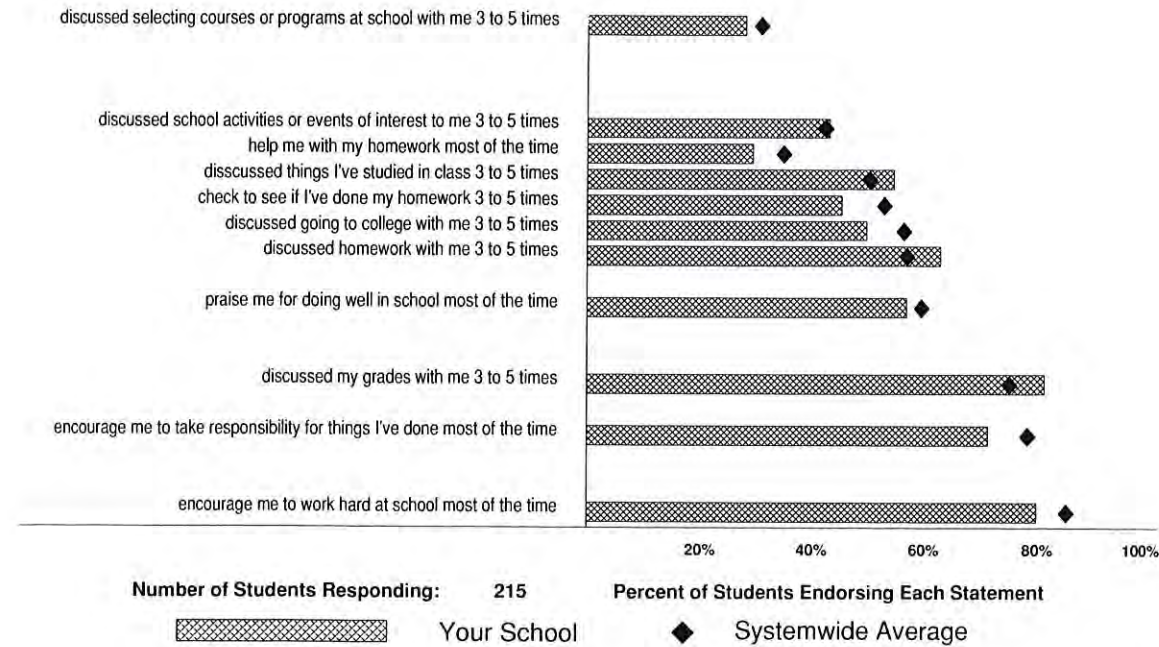
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	disagree or strongly disagree with all items on the scale.
2 Moderate	agree that parents are greeted warmly when they visit the school, teachers try to understand parents' problems, the principal pushes teachers to communicate with parents, and the school encourages feedback from parents; some agree and some disagree that the school works at communicating with parents about advancing the school mission and helping children learn; they disagree that parents are invited to the classroom or teachers work closely with parents.
3 Significant	agree with all items on the scale.
4 Broad	strongly agree or agree with all items on this scale.

Parent Support for Student Learning

This scale gauges student views of their parents' support for their schoolwork.

In the past year, my parents:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

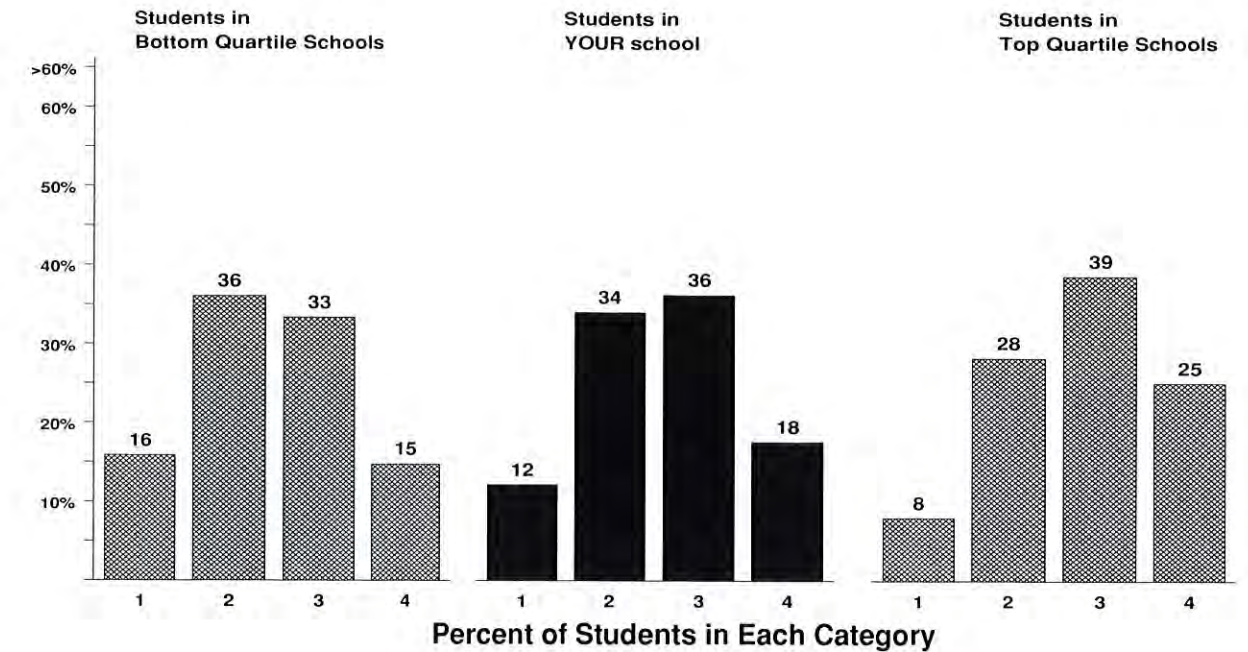
On the next page, you will find a frequency distribution of responses to the Parent Support for Student Learning scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Sixty-four percent of the students in the top quartile schools report very strong or strong parent support for learning. Even in these top schools, a significant minority of students report moderate or minimal parent support. There is less reported parent support in the lowest quartile schools. Nearly half of the students report very strong or strong support; 16 percent report minimal support and 36 percent report moderate support.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Parent Support for Student Learning



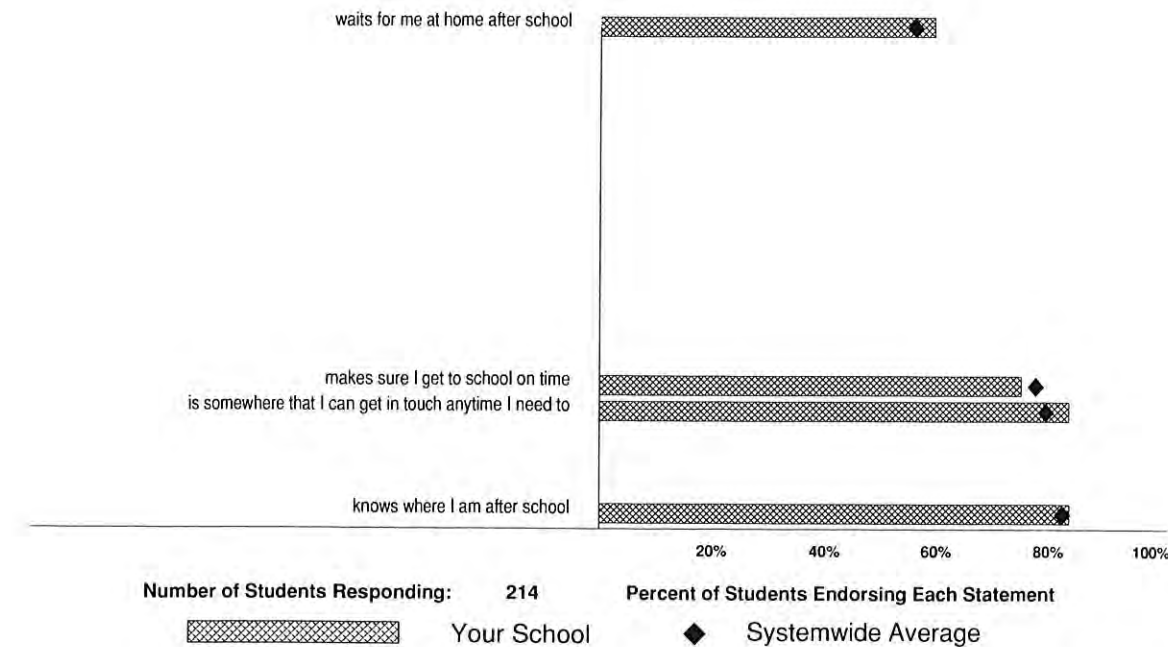
Definition of Categories Charted Above

Category	Students reported:
1 Minimal	their parents encourage them to work hard and take responsibility for things they had done less than once in a while; they discussed grades with their parents less than 1 to 2 times last year; their parents never praise their school work, check to see if homework was done or help with it, or discussed homework, going to college, things they had studied, school activities, or selecting courses.
2 Moderate	their parents encourage them to work hard and ask them why they were not doing their homework once in a while to most of the time; they check to see if it was done or helped with it once in a while; they discussed grades with their parents 1 to 5 times last year, but they discussed going to college, things they had studied, and school activities with their parents one to two times, and selecting courses less than once or twice.
3 Strong	their parents encourage them to work hard all the time; ask them about why they were not doing their homework and praise them for doing well in school most or all of the time; check to see if their homework was done or help with it most of the time; they discussed grades, going to college, things they have studied in school, and school activities with their parents 3 to 5 times last year, and selecting courses 1 to 5 times.
4 Very Strong	their parents encourage them to work hard and take responsibility for things they have done, praise them for doing well in school, check to see if their homework was done, and help them with their homework all the time; they discussed their grades, homework, going to college, things they studied, and school activities with their parents more than 5 times, and selecting courses more than 3 times last year.

Parent Supervision

These items asked students how often their parents closely supervise their activities and keep track of their whereabouts.

Most of the time, my parent (or other adult living with me):



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

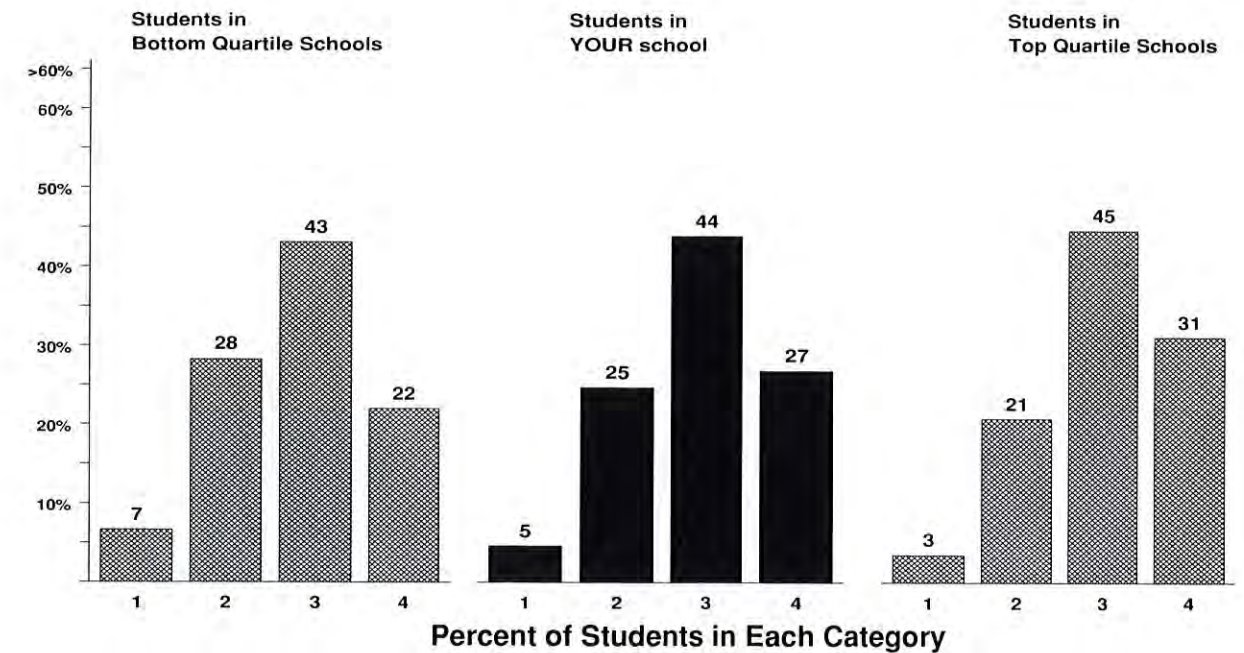
On the next page, you will find a frequency distribution of responses to the Parent Supervision scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools, 76 percent of students say that their parents provide close or very close supervision. Students give similar reports in the bottom quartile schools, though fewer report very close supervision and a larger group (28 percent) report minimal parent supervision.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Parent Supervision



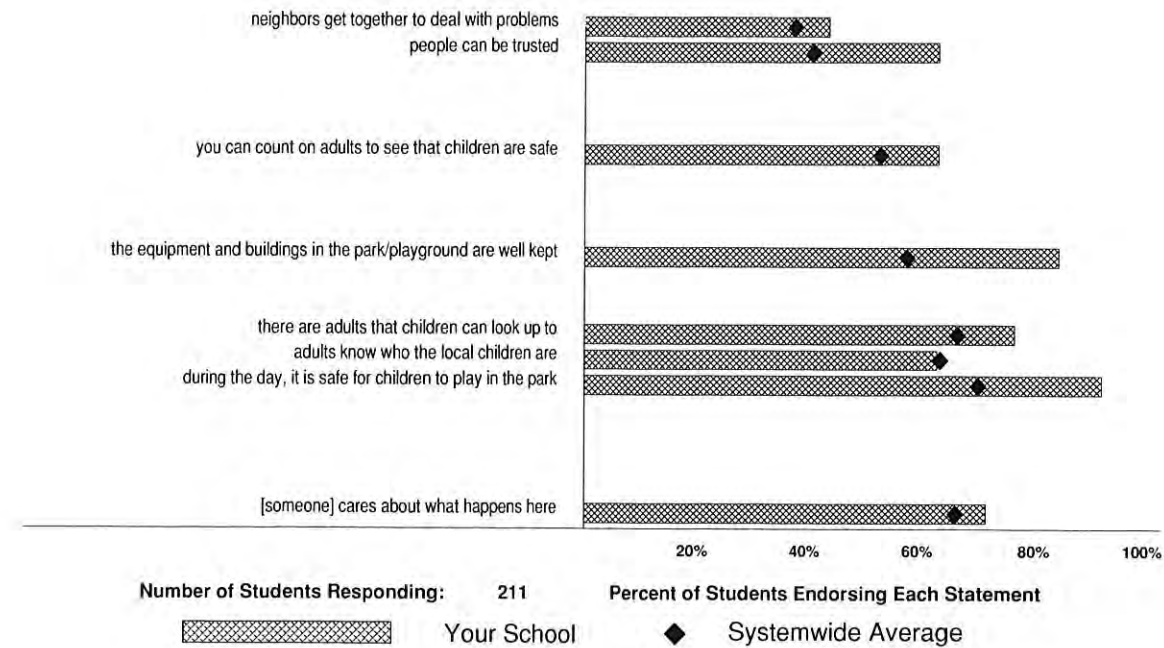
Definition of Categories Charted Above

Category	In this school, students reported that their parents:
1 None	never engage in any of the activities included in this scale.
2 Minimal	know where they are, are somewhere they can get in touch anytime they need to, and insure they are at school on time once in a while ; never wait at home for them after school.
3 Close	know where they are, are somewhere they can get in touch anytime they need to, and insure they are at school on time most of the time ; wait at home after school once in a while .
4 Very Close	know where they are, are somewhere they can get in touch anytime they need to, and insure they are at school on time all of the time ; wait at home after school most or all of the time .

Human and Social Resources in the Community

This scale assesses how much students trust and rely on neighbors and community members and whether the neighbors know and care about the students and each other.

Students report that in this neighborhood:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

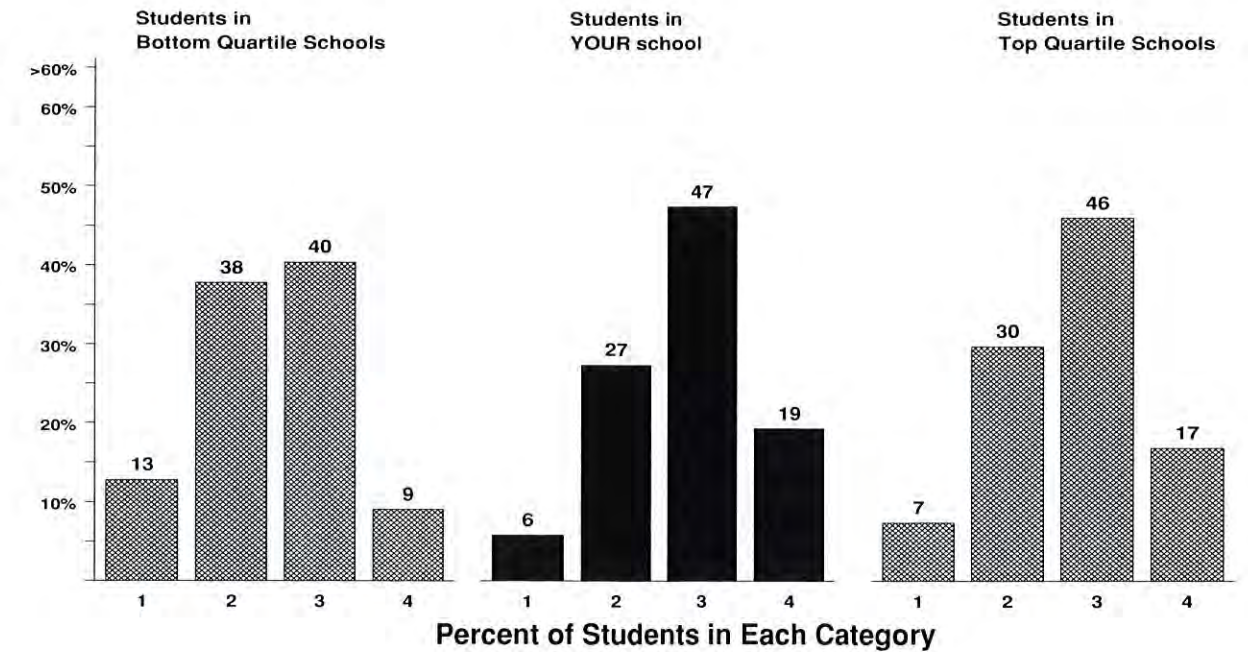
On the next page, you will find a frequency distribution of responses to the Human and Social Resources in the Community scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools, where students give the highest ratings to human and social resources in the community, 63 percent of students says that at least some of these resources are available. Even in these top schools, 30 percent of students rate these resources as scarce and another 7 percent as none. The ratings are even lower in the bottom quartile schools: over half say human and social resources are scarce or absent.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Human and Social Resources in the Community



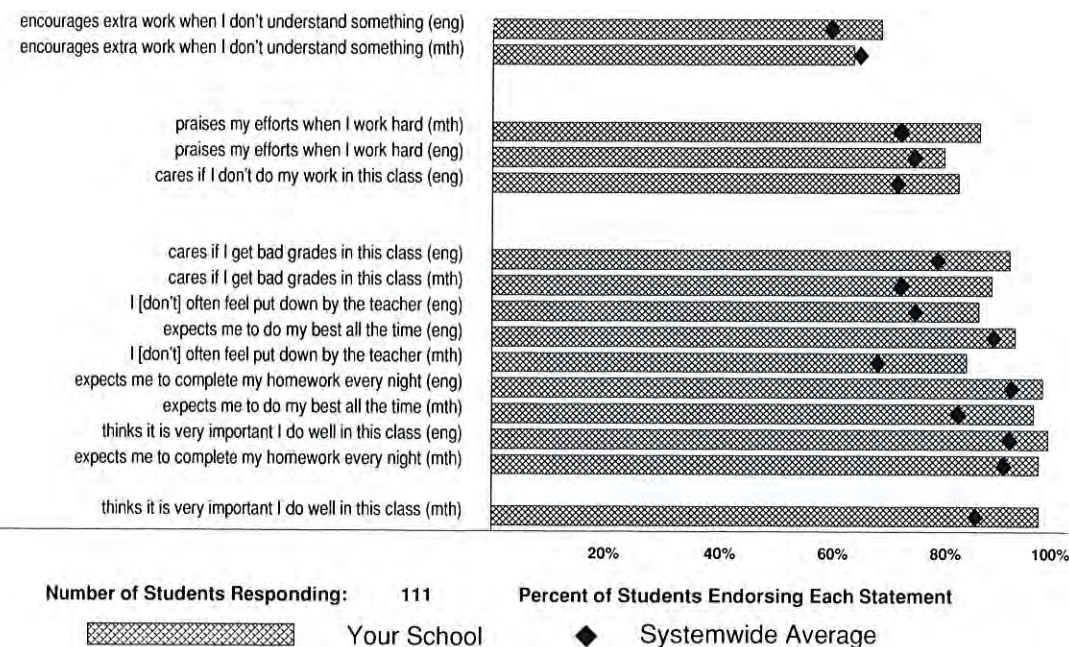
Definition of Categories Charted Above

Category	In this school, students:
1 None	disagree or strongly disagree that people in the neighborhood care about what happens there; they strongly disagree with the remaining items on the scale.
2 Scarce	agree and others disagree that people in the neighborhood care about what happens there; they disagree that the parks are safe for kids to play in during the day and there are adults in the neighborhood who know the local kids and whom the kids can look up to; they disagree or strongly disagree that adults make sure neighborhood kids are safe, people in the neighborhood can be trusted, and neighbors deal with any problems in the neighborhood.
3 Some	agree or strongly agree that people in the neighborhood care about what happens there; they agree that the parks are safe for kids to play in during the day and there are adults in the neighborhood who know the local kids and whom the kids can look up to; some agree and others disagree that adults make sure neighborhood kids are safe, people in the neighborhood can be trusted, and the neighbors deal with any problems in the neighborhood.
4 Many	strongly agree that people in the neighborhood care about what happens there, the parks are safe for kids to play in during the day, and there are adults in the neighborhood who know the local kids and whom the kids can look up to; they agree or strongly agree that adults make sure neighborhood kids are safe, people in the neighborhood can be trusted, and the neighbors deal with any problems in the neighborhood.

Press toward Academic Achievement

The items in this scale gauge how much students feel their teachers challenge them to reach high levels of academic performance.

My English or Math teacher:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

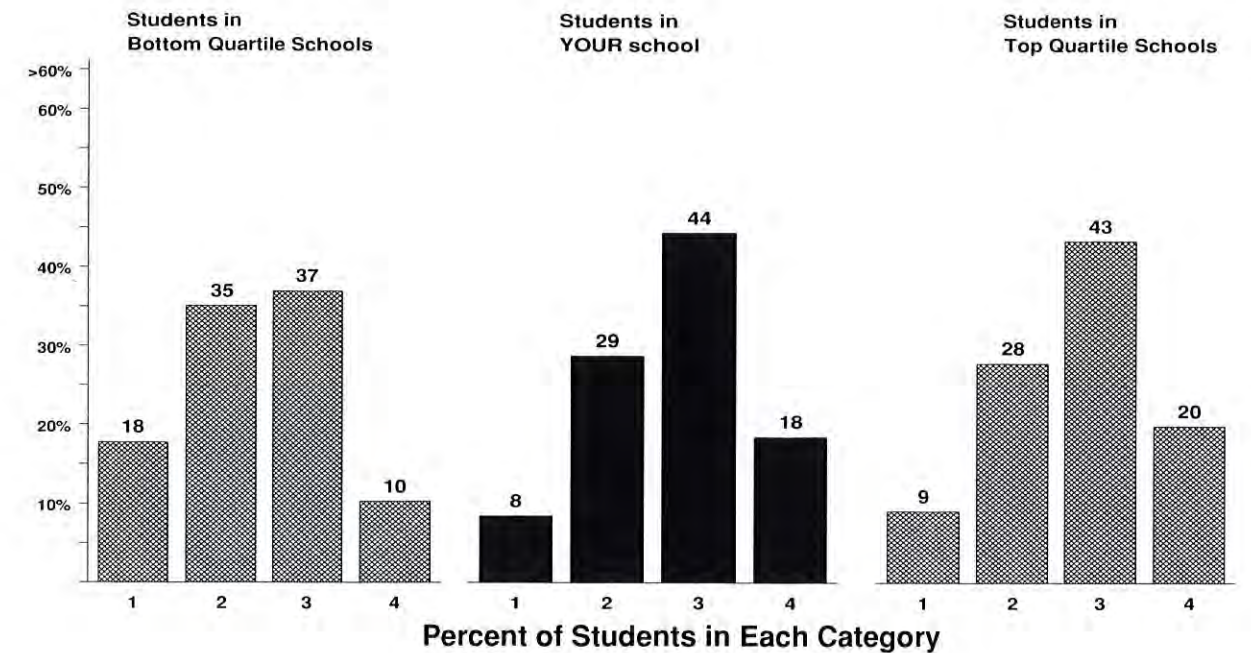
On the next page, you will find a frequency distribution of responses to the Press Toward Academic Achievement scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools, about 63 percent of students report high or moderate press toward academic achievement. In these top schools, a sizable minority also report limited or no academic press. In the lowest schools about half of students report high or moderate levels of press toward academic achievement, and half report limited or no press.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Press Toward Academic Achievement



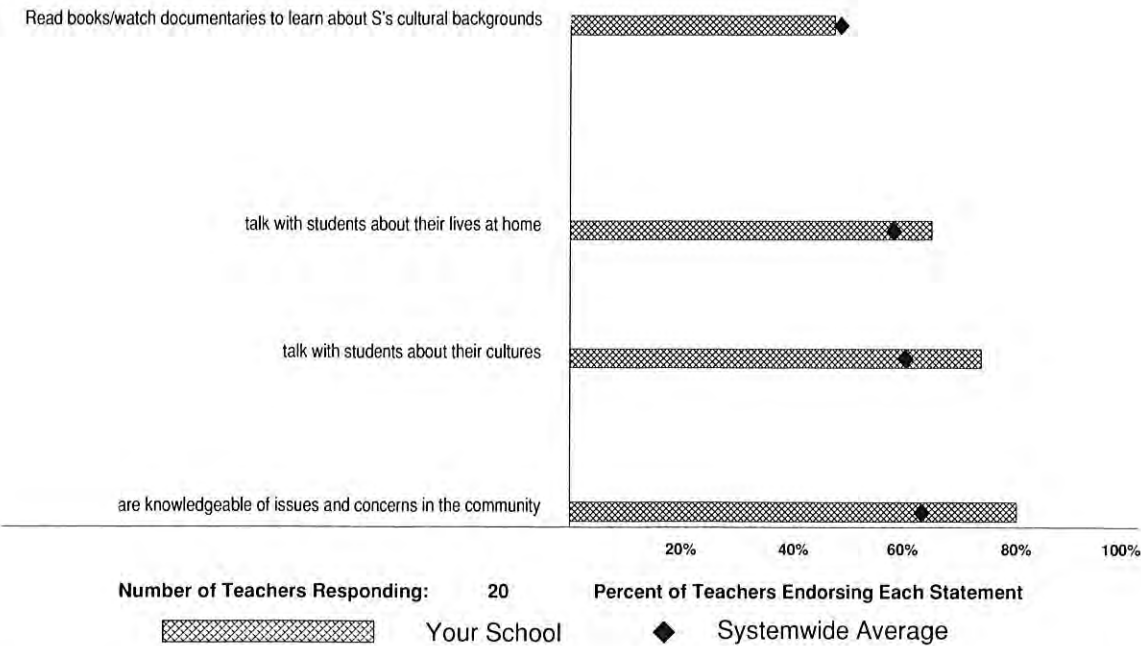
Definition of Categories Charted Above

Category	Students in this school:
1 None	disagree or strongly disagree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework and do their best, does not put them down, and cares if they get bad grades or don't do their work; they strongly disagree that their teacher praises them when they work hard or encourages them to do extra work when they don't understand something.
2 Limited	agree and others disagree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework, and do their best, does not put them down, and cares if they get bad grades or don't do their work; they disagree that their teacher praises them when they work hard or encourages them to do extra work when they don't understand something.
3 Moderate	agree or strongly agree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework and do their best, does not put them down, cares if they get bad grades or don't do their work, and praises them when they work hard; they agree that their teacher encourages them to do extra work when they don't understand something.
4 High	strongly agree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework and do their best, does not put them down, cares if they get bad grades or don't do their work, praises them when they work hard, and encourages them to do extra work when they don't understand something.

Knowledge of Students' Culture

These questions measure teachers' efforts to better understand their students and their homes and cultural backgrounds.

Most teachers in this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

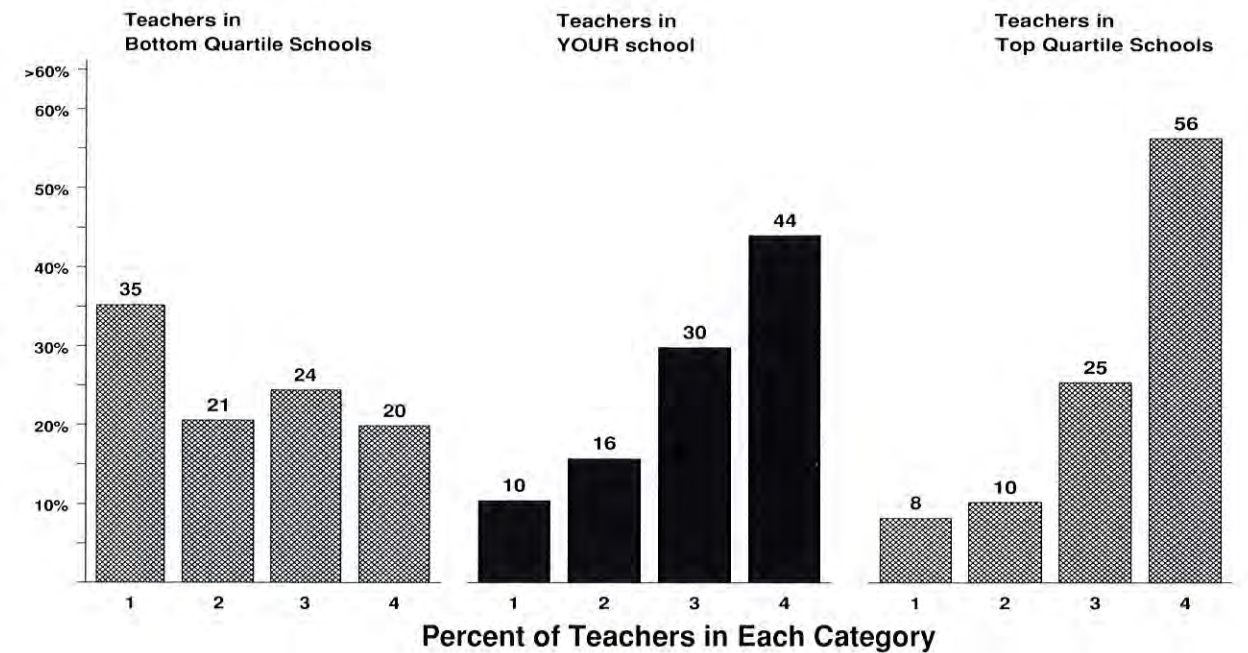
On the next page, you will find a frequency distribution of responses to the Knowledge of Students' Culture scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top rated schools on this scale, the most prevalent category of teacher responses show that 56 percent have an extensive knowledge of their students' culture. Another 25 percent indicate significant knowledge. Fewer than one-fifth show limited or no knowledge. Teachers in the bottom quartile schools have much less knowledge of their students' culture. Here 35 percent have minimal knowledge and 21 percent have limited knowledge.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Knowledge of Students' Culture



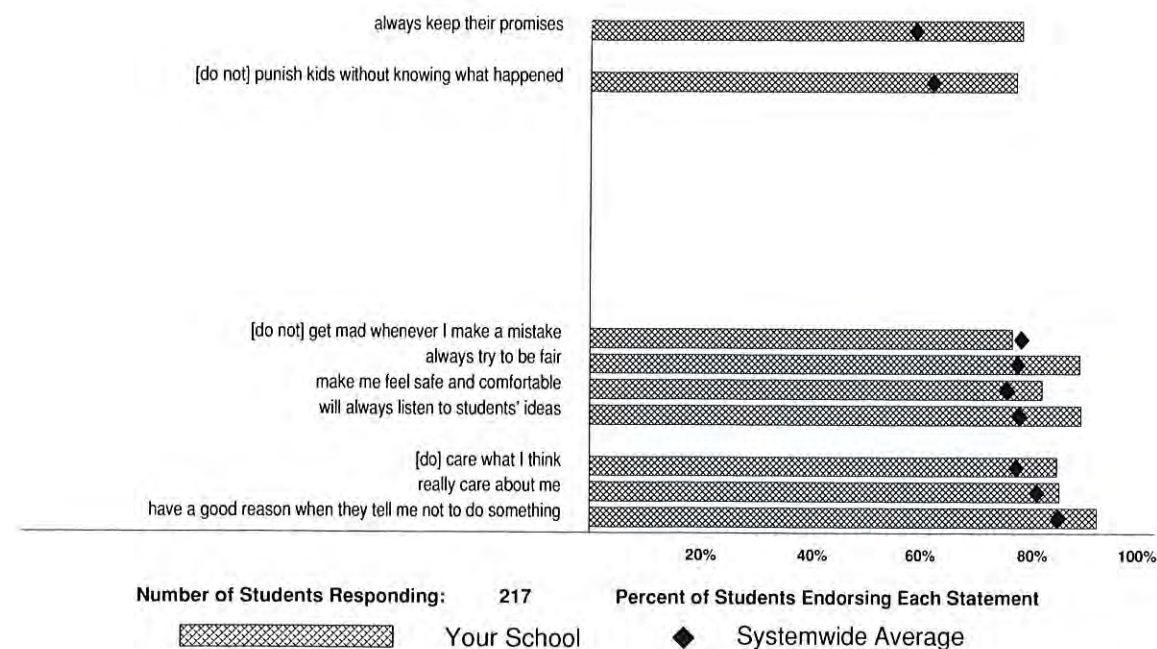
Definition of Categories Charted Above

Category	In this school:
1 Minimal	none or only some of the teachers engage in these activities.
2 Limited	about half of the teachers know about community issues; some or about half talk with students about their homes and cultures; and some try to learn about students' cultural backgrounds.
3 Significant	most teachers know community issues; about half or most talk with students about their home and culture; and about half try to learn about students' cultural backgrounds.
4 Extensive	most or nearly all engage in these activities.

Student-Teacher Trust

This measure focuses on the quality of relations and the amount of trust and comfort between students and teachers.

Students agree that their teachers:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

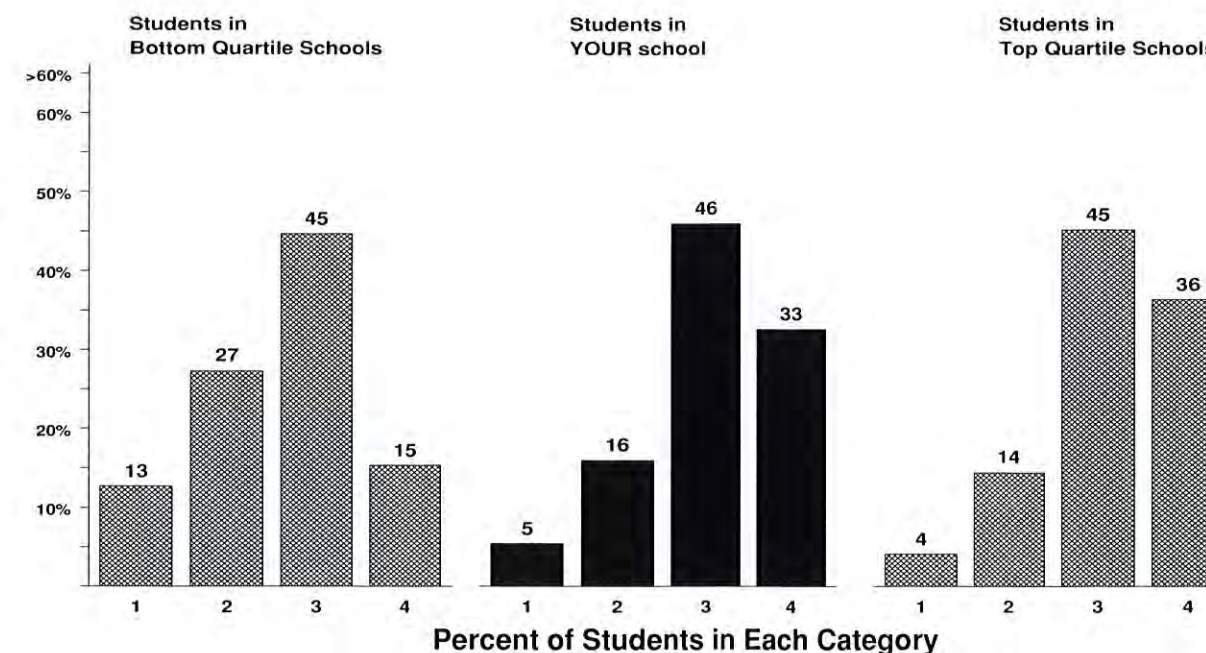
On the next page, you will find a frequency distribution of responses to the Student-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the schools rated high on this scale, over 80 percent of students tell of very strong or strong levels of student and teacher trust. Even in the schools with the lowest ratings on this scale, about 60 percent of students report very strong or strong trust with teachers. However, a significant number of students in these schools experience minimal or no trust with their teachers.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Student-Teacher Trust



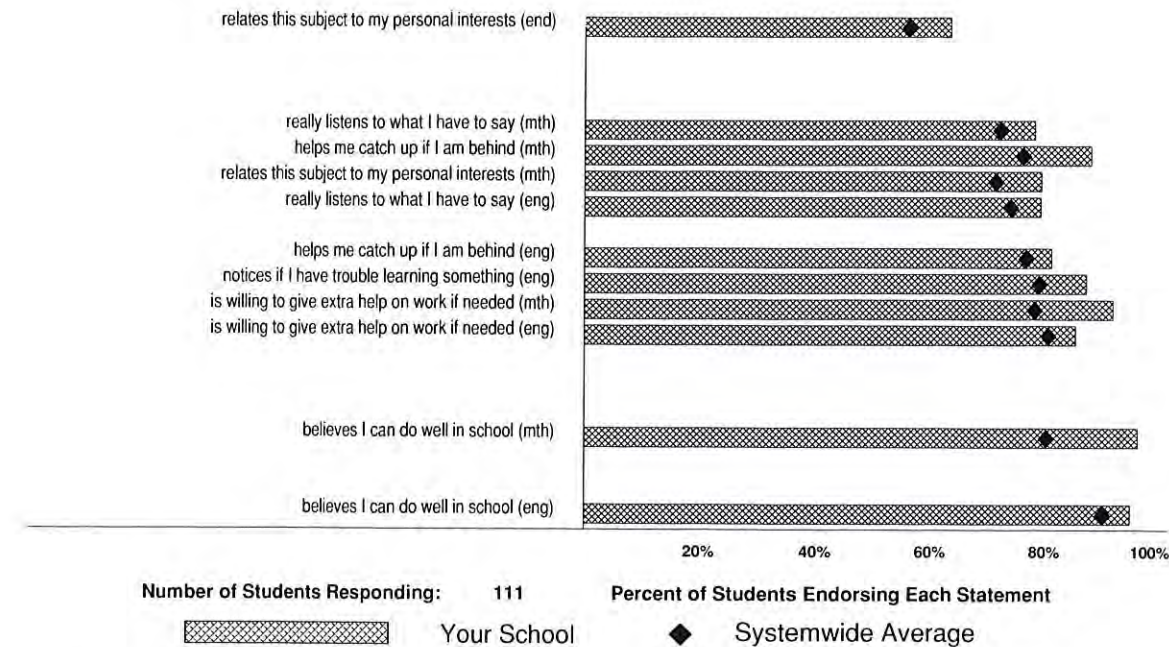
Definition of Categories Charted Above

Category	In this school:
1 No Trust	students disagree that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make mistakes, will always listen to students' ideas, always tries to be fair, makes them feel safe and comfortable, and can be trusted; they disagree or strongly disagree that their teacher does not punish students without knowing what happened and keeps his or her promises.
2 Minimal Trust	some students agree and others disagree that their teacher has a good reason for telling them not to do something, and cares about what they think; they disagree that their teacher really cares about them, gets mad when they make mistakes, will always listen to students' ideas, always tries to be fair, makes them feel safe and comfortable, can be trusted, does not punish students without knowing what happened and keeps his or her promises.
3 Strong Trust	students agree that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make a mistake, will always listen to their ideas, always tries to be fair, makes them feel safe and comfortable, and can be trusted; some agree and others disagree that their teacher does not punish students without knowing what happened and keeps his or her promises.
4 Very Strong Trust	students strongly agree that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make a mistake, will always listen to their ideas, always tries to be fair, makes them feel safe and comfortable, and can be trusted; agree or strongly agree that their teacher does not punish students without knowing what happened and keeps his or her promises.

Classroom Personalism

This scale focuses on the individual attention and personal concern that students receive from their teachers.

Students agree that their teacher:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

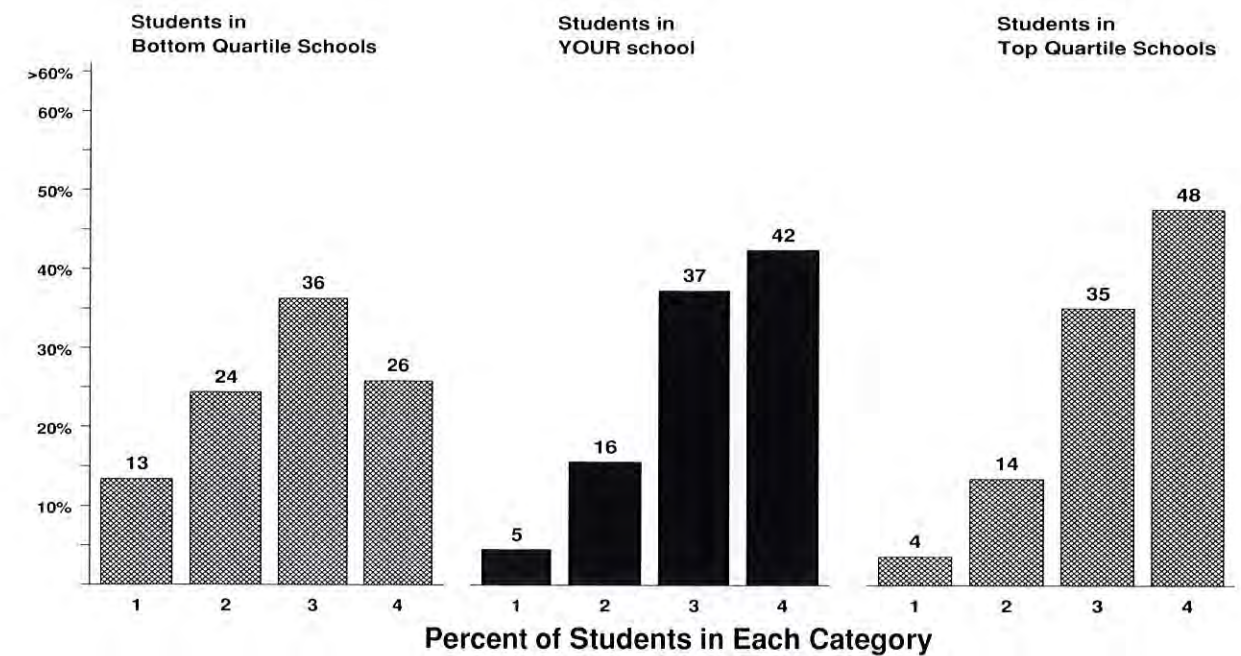
On the next page, you will find a frequency distribution of responses to the Classroom Personalism scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools on this scale, 48 percent of students, the largest single group, experience strong classroom personalism from their teachers. Another 35 percent report considerable classroom personalism. Relatively few students in these high rated schools report minimal or no classroom personalism. In the bottom quartile schools the most prevalent response is that a considerable amount of classroom personalism exists. A fairly large number of students (more than one-third) report minimal or no personalism.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Classroom Personalism



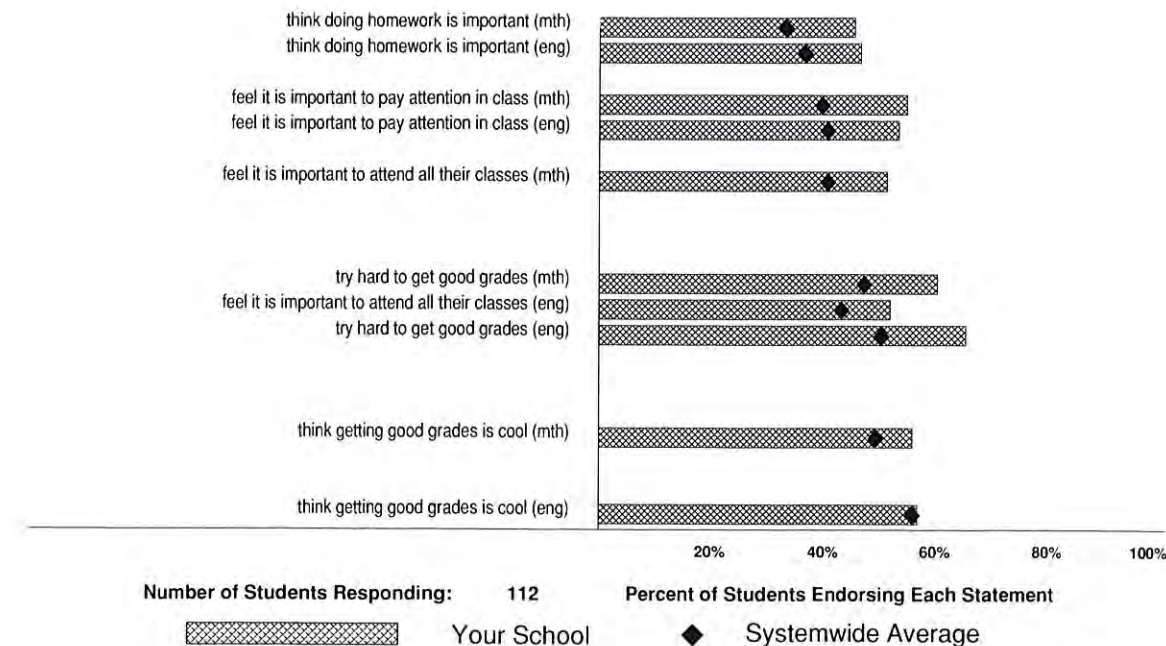
Definition of Categories Charted Above

Category	In this school:
1 None	students disagree or strongly disagree that their teacher believes they can do well in school, is willing to give extra help, notices if they are having trouble learning something, helps them catch up if they are behind, and really listens to what they have to say; they strongly disagree that the teacher relates the subject matter to their personal interests.
2 Minimal	some agree and others disagree that their teacher believes they can do well in school; all disagree that their teacher is willing to give extra help, notices if they are having trouble learning something, helps them catch up if they are behind, and really listens to what they have to say; they disagree or strongly disagree that their teacher relates the subject matter to their personal interests.
3 Considerable	students agree or strongly agree that their teacher believes they can do well in school; they agree that their teacher is willing to give extra help, notices if they are having trouble learning something, helps them catch up if they are behind, and really listens to what they have to say; however, some agree and others disagree that their teacher relates the subject matter to their personal interests.
4 Strong	students strongly agree that their teacher believes they can do well in school, is willing to give extra help, notices if they are having trouble learning something, and helps them catch up if they are behind; they agree or strongly agree that their teacher listens to what they say and relates the subject matter to their personal interests.

Peer Support for Academic Work

This measure reveals the extent to which norms among students support and encourage academic work.

Most students in my English or Math class:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

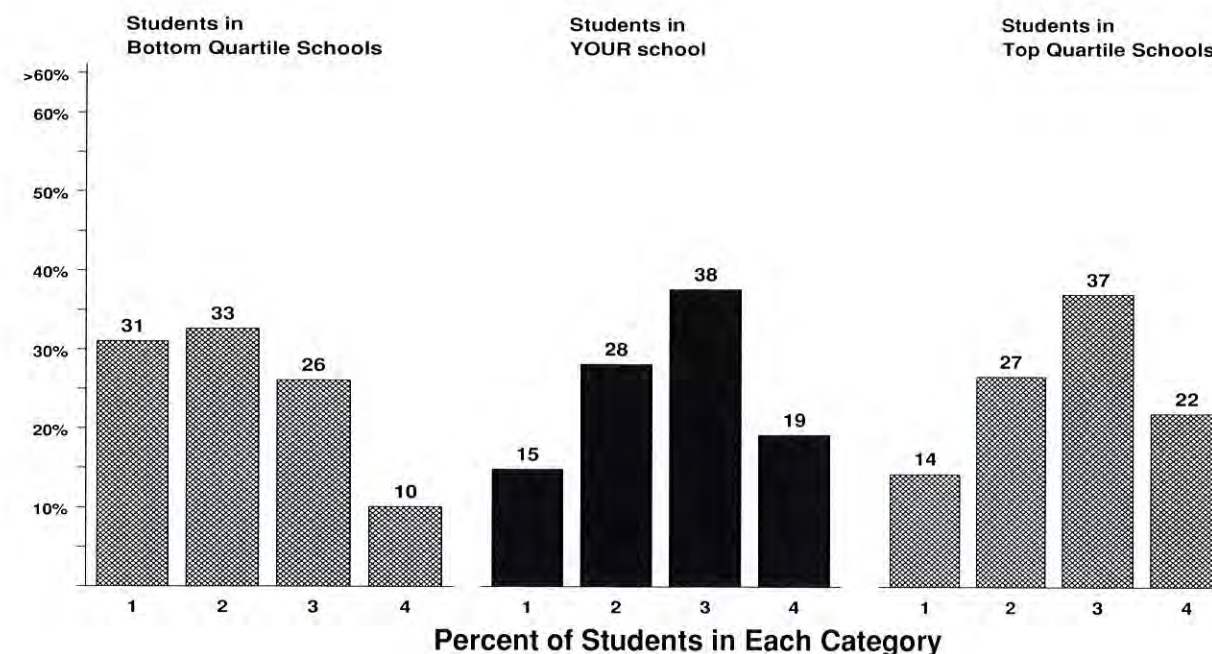
On the next page, you will find a frequency distribution of responses to the Peer Support for Academic Work scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Although almost 60 percent of students in the top quartile schools report that their peers provide strong or moderate support for academic work, 41 percent of students in these schools report limited or minimal peer support. There is even less peer support for academic work in the bottom quartile schools. Almost two-thirds (64 percent) of students report minimal or limited peer support

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Peer Support for Academic Work



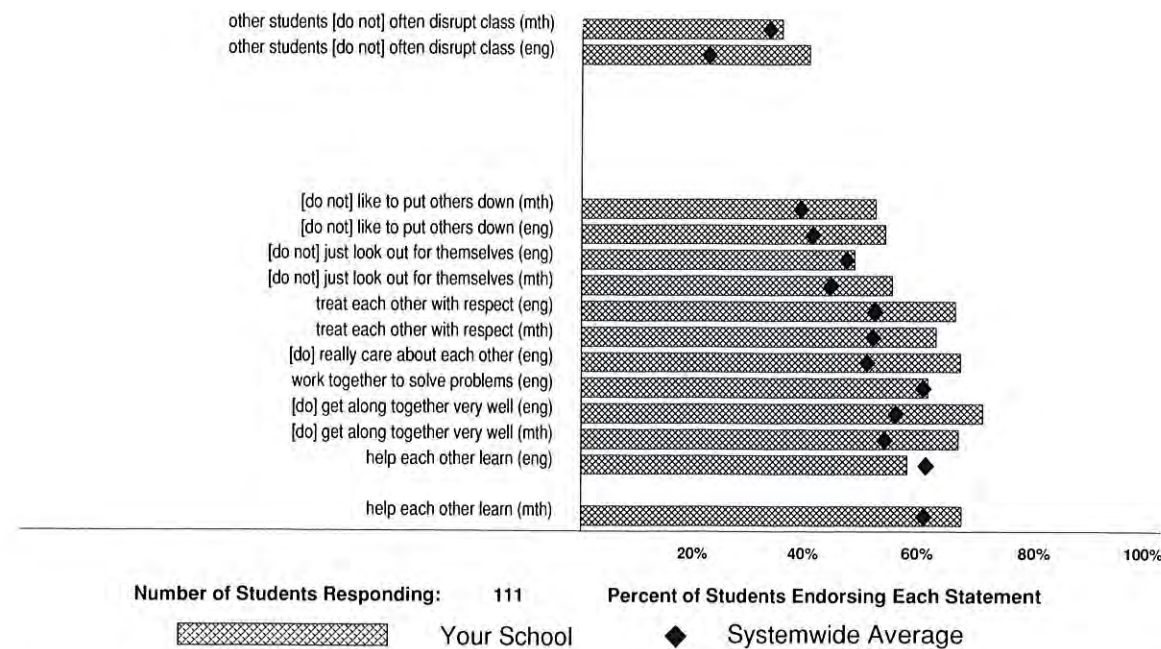
Definition of Categories Charted Above

Category	Students in this school reported that:
1 Minimal	few or none of the students in their class think getting good grades is cool, try to get good grades, attend all their classes, pay attention in class, and think doing homework is important.
2 Limited	between about half and most of the students in their class think getting good grades is cool; most try hard to get good grades and attend all their classes; a few or most think doing homework is important and pay attention in class.
3 Moderate	most of the students in their class try hard to get good grades and attend all their classes, and about half or most pay attention in class and think doing homework is important.
4 Strong	all of the students in their class think getting good grades is cool, try hard to get good grades, and attend all of their classes; most or all of the students in their class pay attention in class and think doing homework is important.

Classroom Behavior

Students were asked if their classmates treat each other with respect, work together well, and help each other learn, and if other students disrupt class, like to put others down, and don't care about each other.

Students agree that other students in their class:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

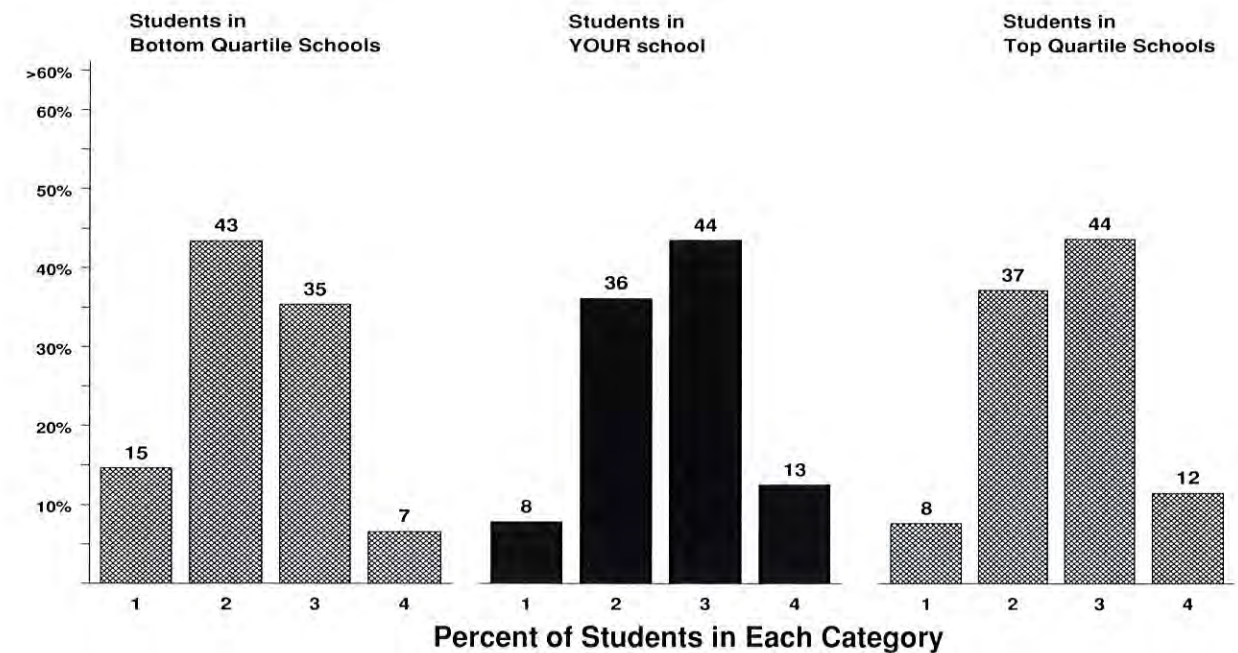
On the next page, you will find a frequency distribution of responses to the Classroom Behavior scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Fifty-six percent of students in the top quartile schools on this scale report very positive or moderately positive classroom behavior. Forty-five percent report negative or very negative classroom behaviors in these high rated schools. Classroom behavior is worse in the bottom quartile schools, where the most frequent rating, made by 43 percent of students, is negative, and 15 percent of students rate classroom behaviors as very negative.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Classroom Behavior



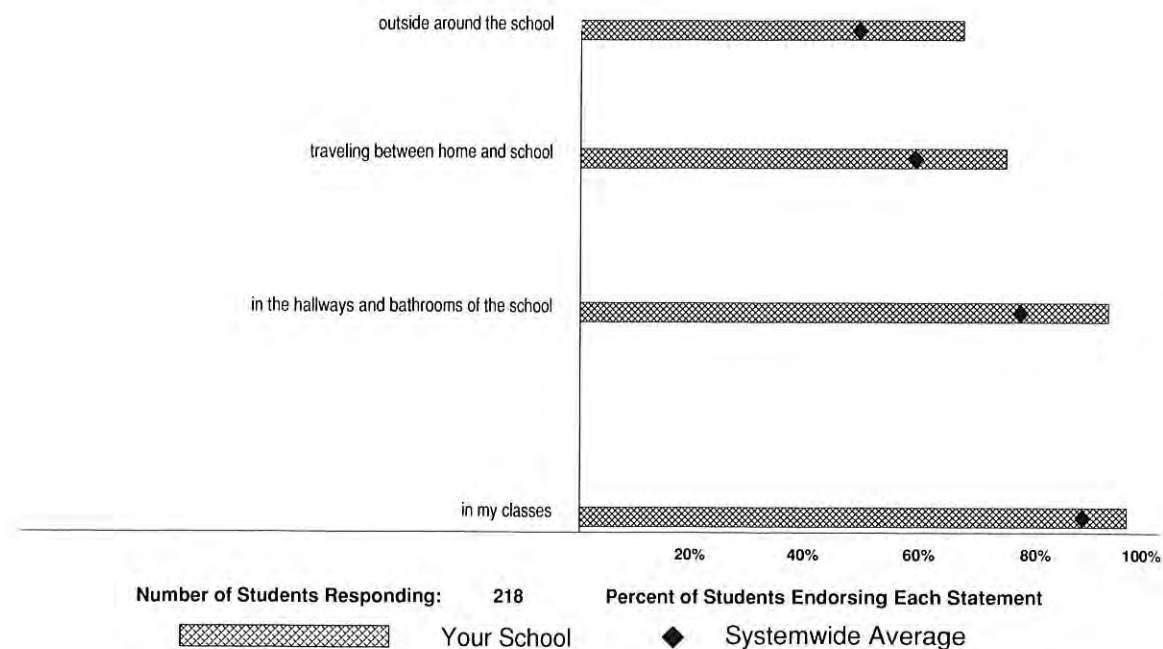
Definition of Categories Charted Above

Category	In this school, students:
1 Very Negative	strongly disagree with all items on the scale.
2 Negative	disagree with all items on the scale, except that some strongly disagree that students do not disrupt class.
3 Moderately Positive	agree or strongly agree that students who do well are not made fun of, and students work together to solve problems, help each other learn, get along well, care about each other, and treat each other with respect; they agree that students do not look out just for themselves, and do not like to put others down; some agree and some disagree that students do not disrupt class.
4 Very Positive	strongly agree with all items on the scale.

Safety

This scale measures students' sense of personal safety inside and outside the school and traveling to and from school.

I feel mostly safe:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

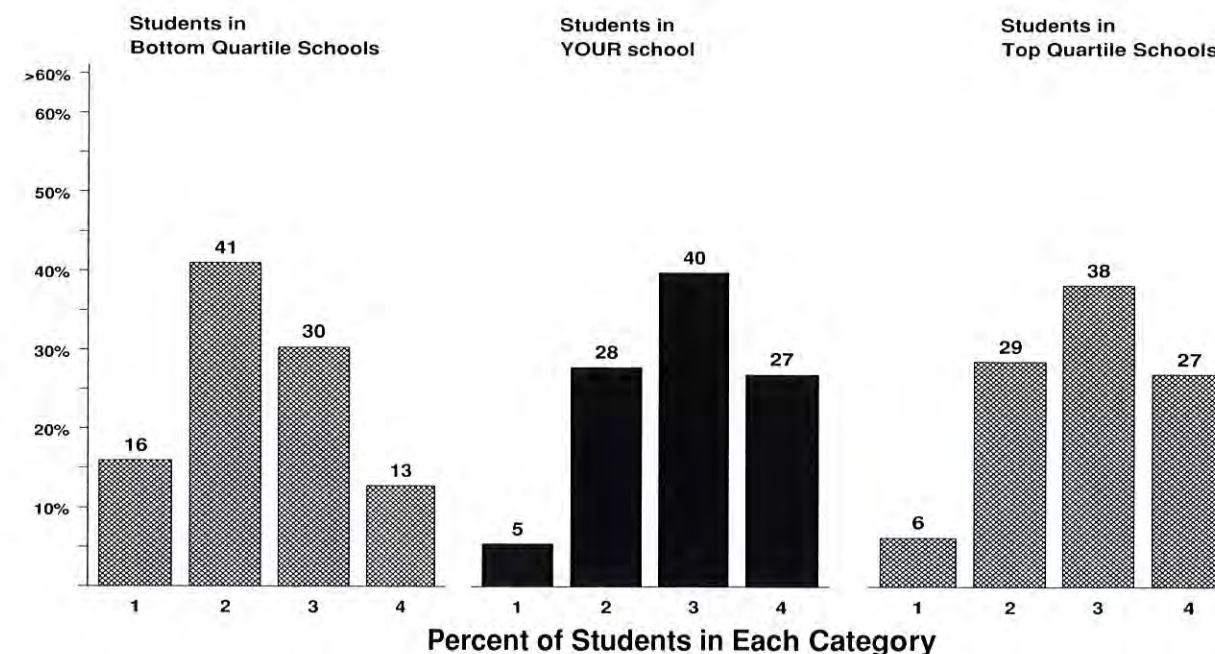
On the next page, you will find a frequency distribution of responses to the Safety scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the schools rated highest on student safety, 27 percent of students feel very safe and 38 percent feel mostly safe. About one-third feel somewhat safe or not safe. In the lowest rated schools only 13 percent of students feel very safe and the most common category is somewhat safe with 41 percent of students. In general, students are much less apt to feel safe outside the school than inside.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Safety



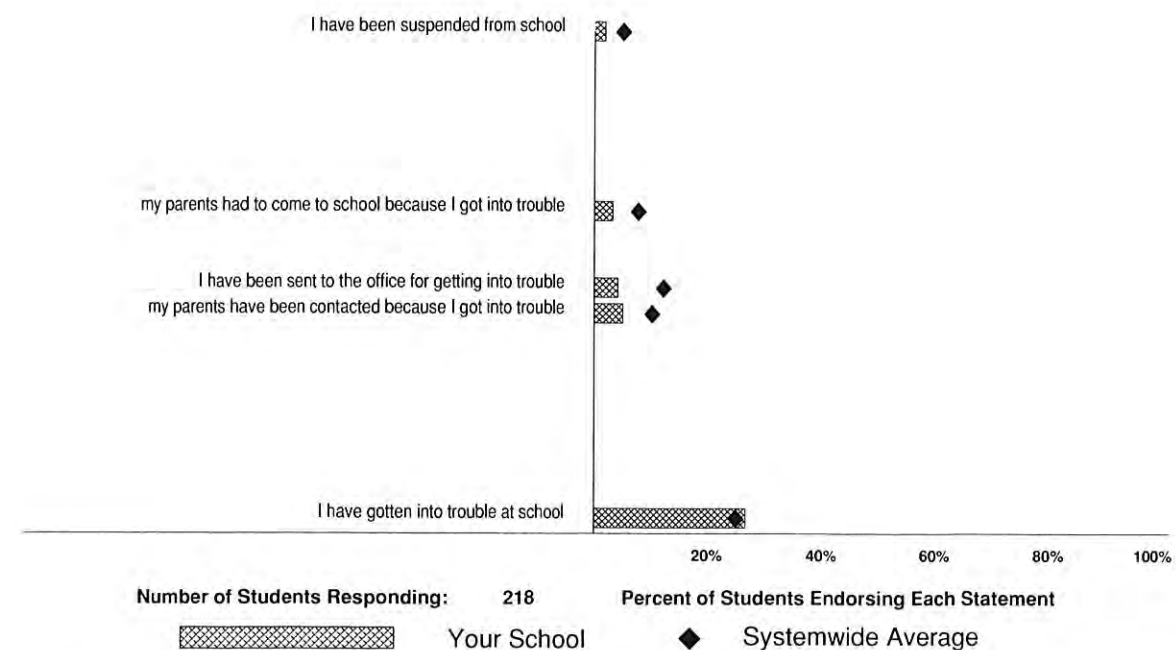
Definition of Categories Charted Above

Category	In this school, students reported that they feel:
1 Not Safe	somewhat or not safe in their classes and in the hallways and bathrooms; they do not feel safe traveling between home and school and outside around the school.
2 Somewhat Safe	somewhat or mostly safe in their classes, in the hallways and bathrooms, and traveling between home and school; they feel somewhat safe outside around the school.
3 Mostly Safe	very safe in their classes, and mostly or very safe in the hallways and bathrooms, traveling between home and school, and outside around the school.
4 Very Safe	very safe in all these areas.

Incidence of Disciplinary Action

In this scale *higher scores are more negative*. The questions measure how often students get into trouble and are disciplined.

At least 3 to 5 times this school year:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

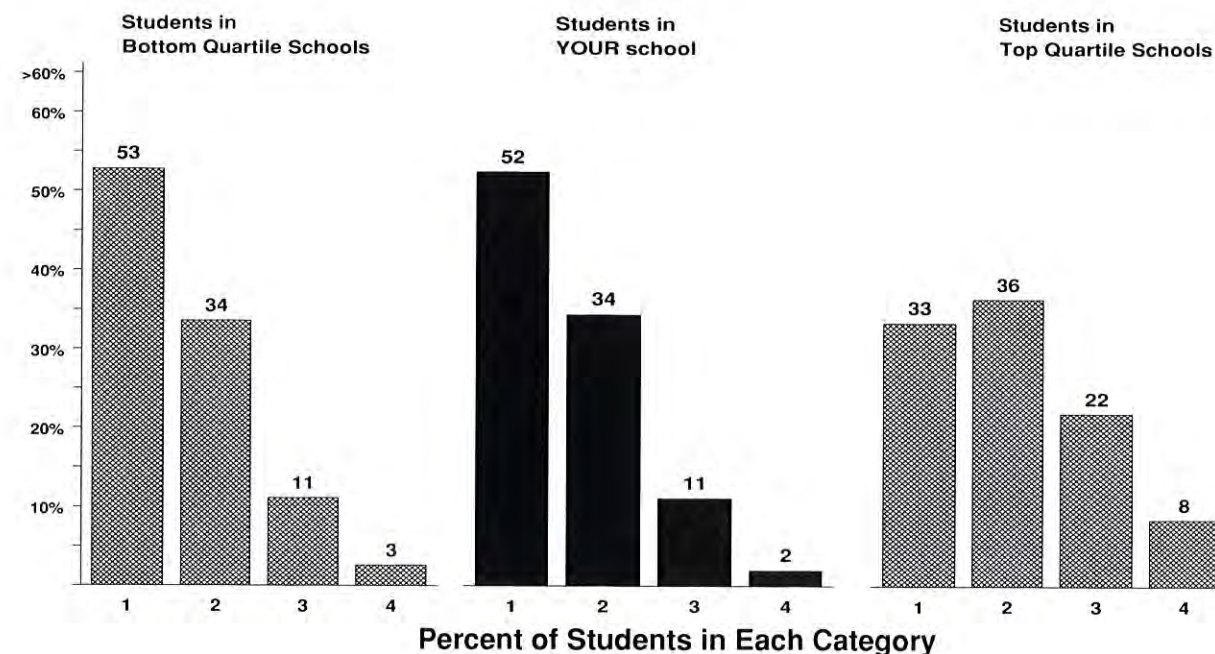
On the next page, you will find a frequency distribution of responses to the Incidence of Disciplinary Action scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

On this scale the top quartile schools are the most negative. Thirty percent of students report very extensive or extensive incidence of disciplinary action and nearly 70 percent report limited or no incidences. In the bottom quartile schools where the reports of disciplinary actions are fewest, 14 percent of students are in the very extensive or extensive category and 53 percent report no incidences of disciplinary action.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Incidence of Disciplinary Action



Definition of Categories Charted Above

Category	In this school, students reported that last year:
1 None	they never got into trouble or were sent to the office, their parents never were contacted because of trouble or went to the school because of trouble, and they were never suspended from school.
2 Limited	they got into trouble 1 to 2 times ; they were sent to the office or their parents were contacted because of trouble and came to the school up to 1 to 2 times ; and they had never been suspended from school.
3 Extensive	they got into trouble more than 3 times ; they were sent to the office or their parents were contacted because of trouble and came to the school between 1 and 5 times ; and they were suspended from school 1 to 2 times .
4 Very Extensive	they got into trouble, were sent to the office, or their parents were contacted because of trouble and came to the school more than 5 times ; and they were suspended from school more than 3 times .

How Many Teachers Know You by Name?

This is a single question from the survey, "About how many teachers at this school know you by name?"

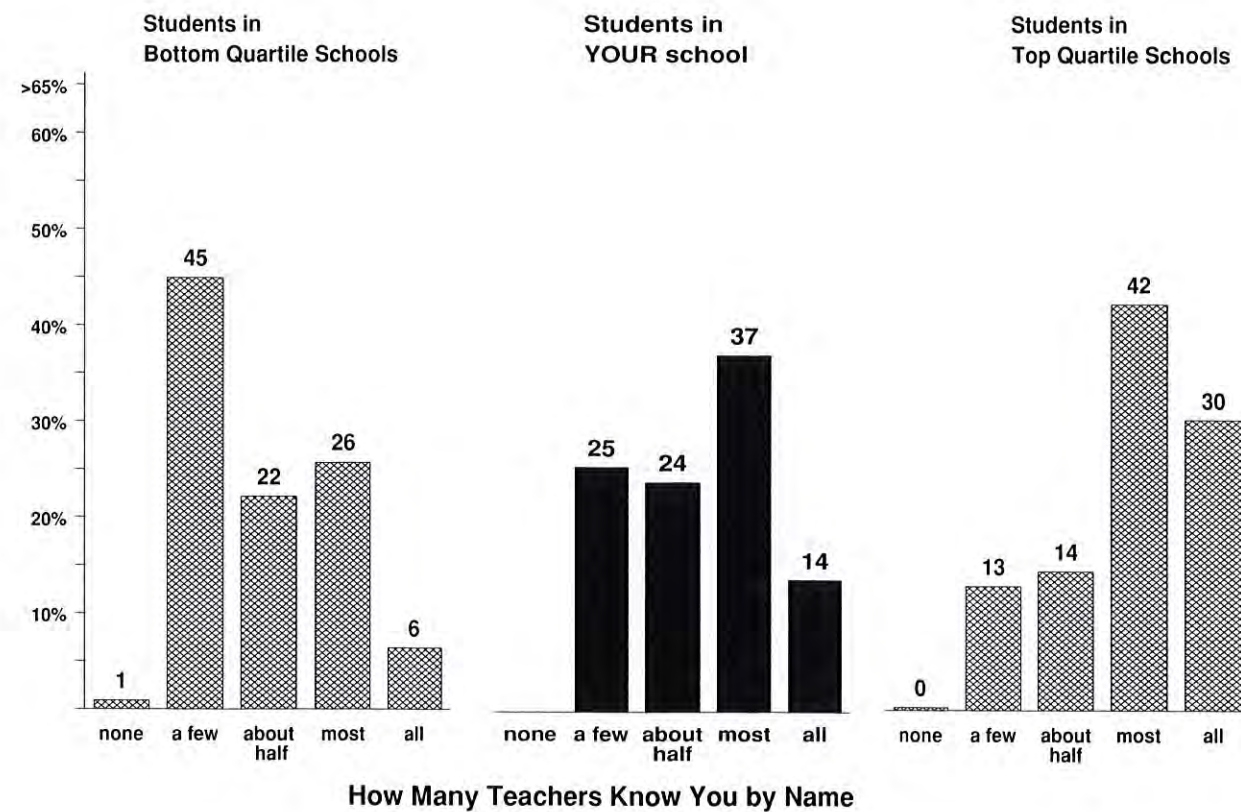
Below, you will find a frequency distribution of responses. The frequency distribution tells you what percent of students have scores that fall into five different categories.

Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools on this question the vast majority of students (72 percent) report that most or all of the teachers know them by name. In contrast, in the bottom quartile schools almost half of students say that none or a few teachers know them by name.

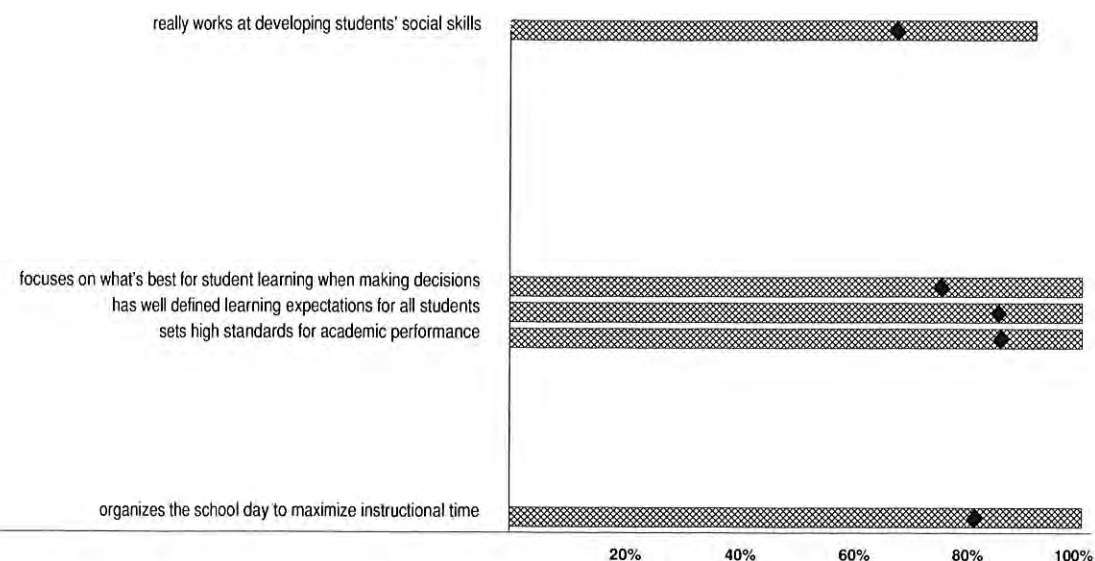
Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools



Focus on Student Learning

This scale gauges the extent to which teachers feel their school's goals and actions are focused on improving student learning.

Teachers agree that this school:



Number of Teachers Responding: 24
 Percent of Teachers Endorsing Each Statement
 Your School Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

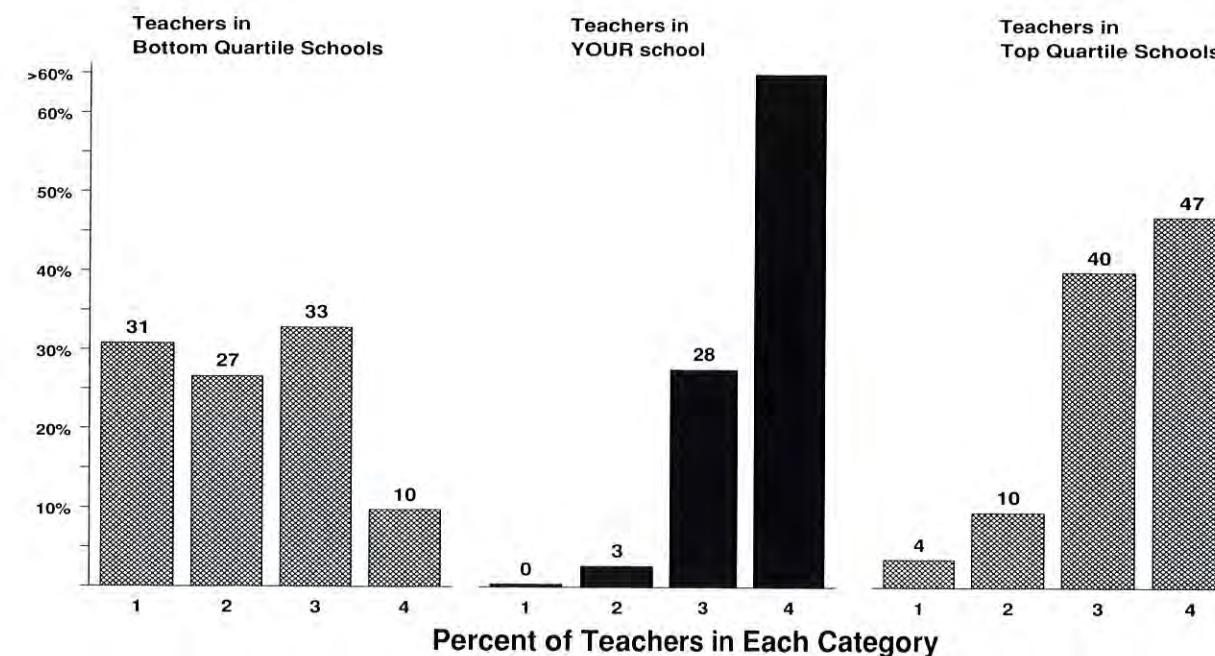
On the next page, you will find a frequency distribution of responses to the Focus on Student Learning scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

The top quartile schools on this scale show a very strong focus on student learning. Eighty-seven percent of teachers report that their school is very focused or focused on student learning. The bottom quartile schools, where 58 percent of teachers report that they are not very focused or have no focus on student learning, are very different.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Focus on Student Learning



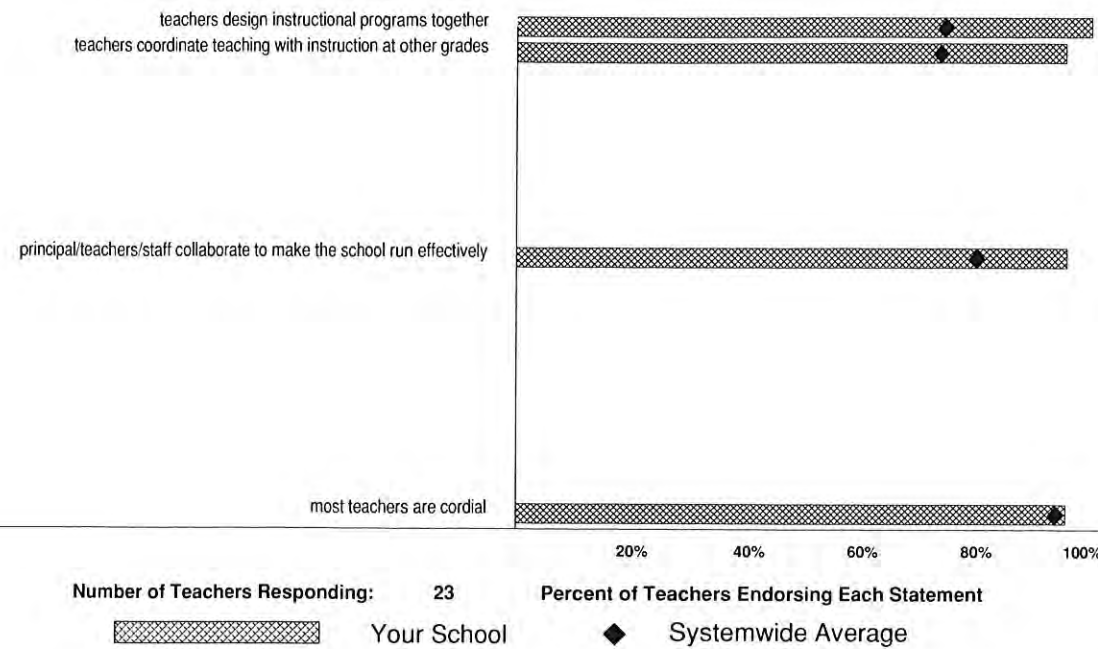
Definition of Categories Charted Above

Category	Teachers in this school:
1 No Focus	disagree or strongly disagree with all items on the scale.
2 Not Very Focused	agree that the school maximizes instruction time; some agree and some disagree that the school sets high standards for academic performance, has well-defined learning expectations for students, and makes decisions based on what is best for students; they disagree that the school works at developing students' social skills.
3 Focused	agree with all items on the scale.
4 Very Focused	strongly agree that the school day is organized to maximize instruction time; they agree or strongly agree that the school sets high standards for academic performance, has well-defined defined learning expectations for students, makes decisions based on what is best for students, and works at developing students' social skills.

Peer Collaboration

These questions measure the extent of a cooperative work ethic among staff.

Teachers agree that in this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

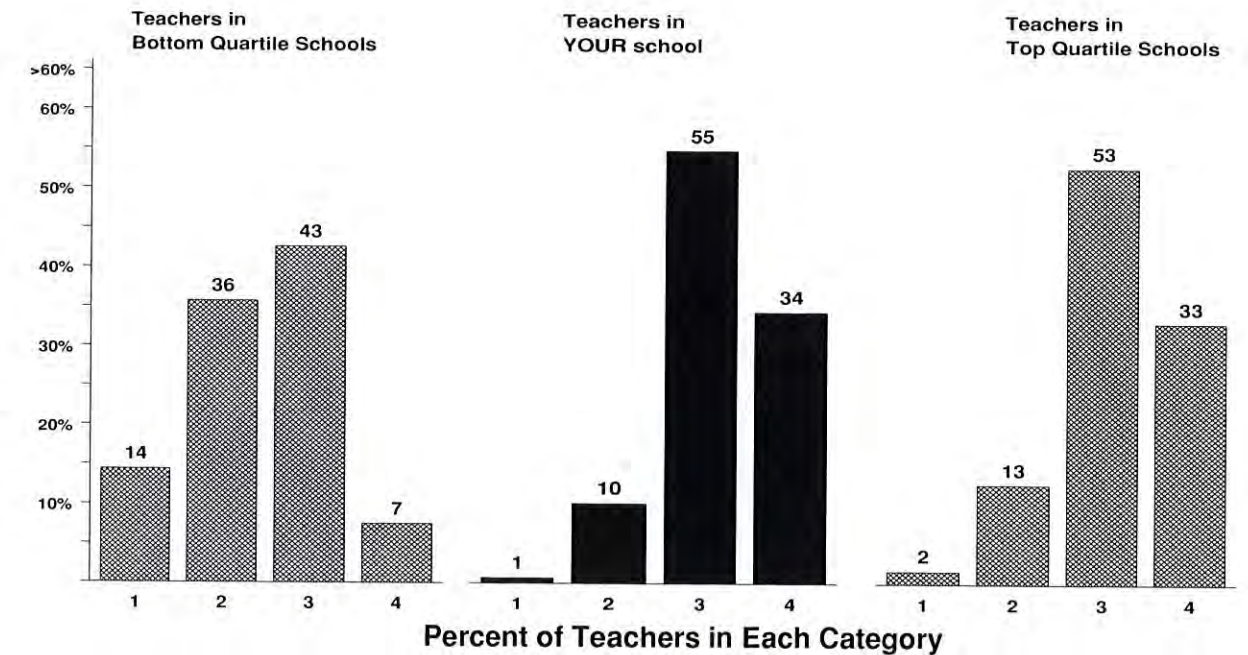
On the next page, you will find a frequency distribution of responses to the Peer Collaboration scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Teachers in the top quartile schools report very high levels of peer collaboration, with 86 percent noting extensive or significant levels. In contrast, half of the teachers in the bottom quartile schools report limited or no peer collaboration.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Peer Collaboration



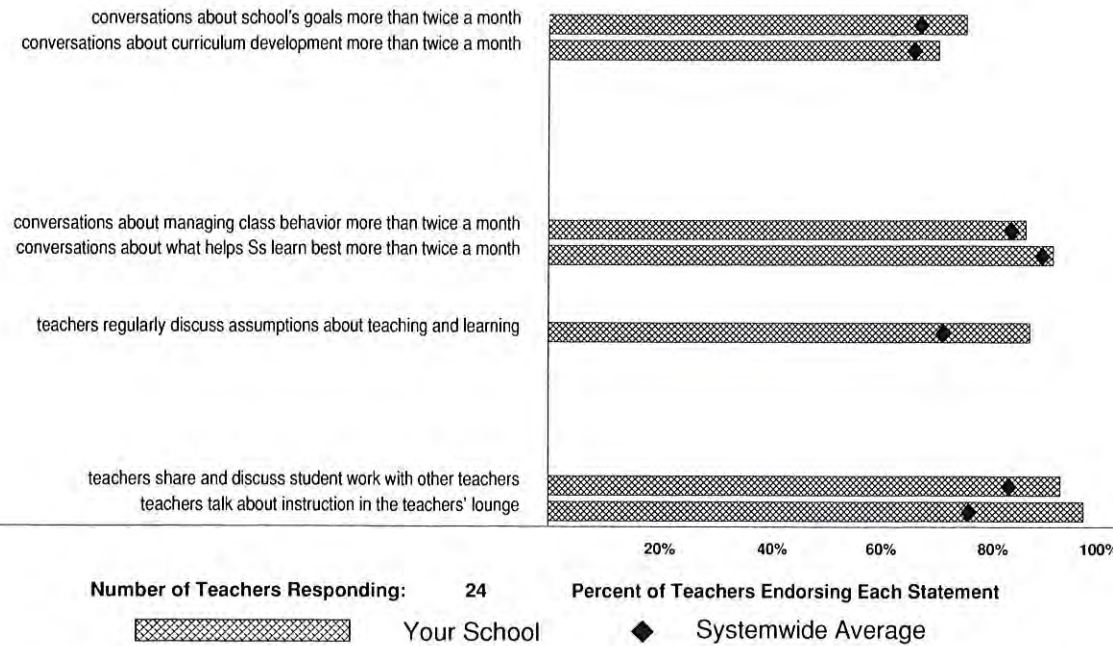
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	disagree that other teachers are cordial; and disagree and strongly disagree that collaborative efforts make the school run well, and that teachers coordinate instruction across grades and design instructional programs together.
2 Limited	agree that other teachers are cordial; some teachers agree and some disagree about whether collaborative efforts make the school run well; and all teachers disagree that teachers in their school coordinate instruction across grades and design instructional programs together.
3 Significant	agree or strongly agree that other teachers are cordial, and agree that collaborative efforts make their school run well, teachers coordinate instruction across grades, and teachers design instructional programs together.
4 Extensive	strongly agree that other teachers are cordial, and agree or strongly agree that collaborative efforts make their school run well, teachers coordinate instruction across grades, and teachers design instructional programs together.

Reflective Dialogue

The questions on this scale reveal how much teachers talk with one another about instruction and student learning.

Teachers report:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

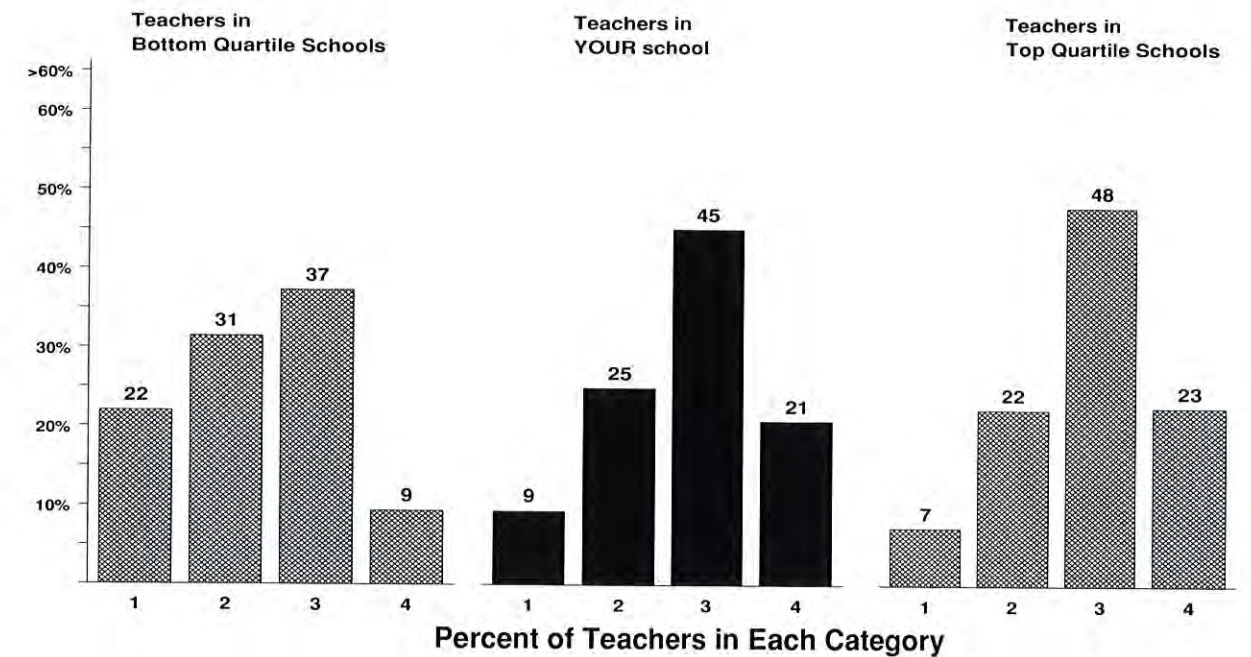
On the next page, you will find a frequency distribution of responses to the Reflective Dialogue scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In top quartile schools one fifth of teachers report frequent occurrences of reflective dialogue, and another 48 percent report at least regular occurrences. By contrast, over half of the teachers in bottom quartile schools report almost no or only occasional reflective dialogue.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Reflective Dialogue



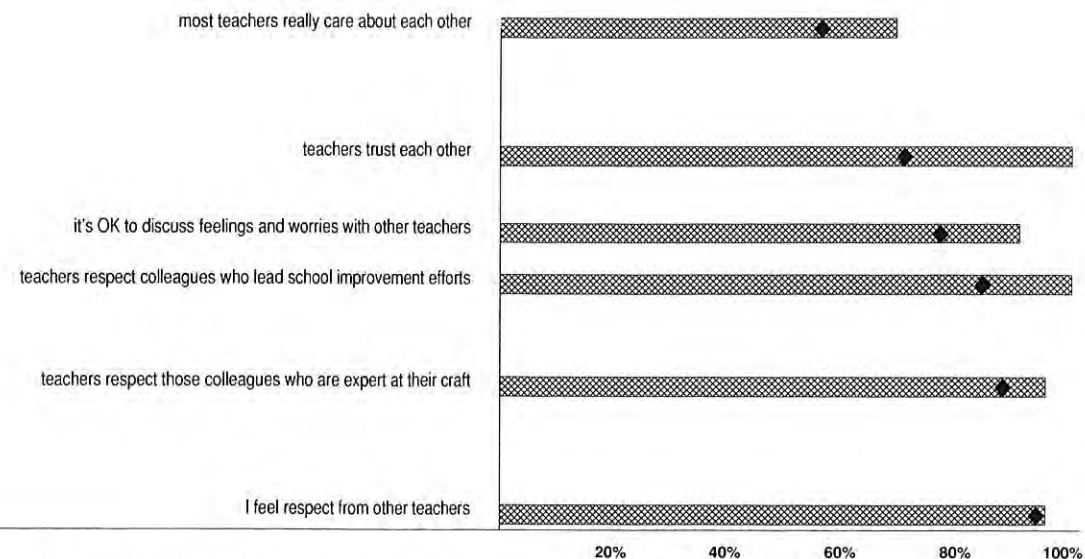
Definition of Categories Charted Above

Category	Teachers in this school:
1 Almost None	disagree or strongly disagree that they talk informally about instruction, share and discuss student work with other teachers, and discuss assumptions about student learning; they have conversations about how students learn best, managing student behavior, developing new curriculum, and school goals less than once a month .
2 Occasional	agree that they talk informally about instruction and share and discuss student work with other teachers, some agree and some disagree that they discuss assumptions about student learning; they have conversations about how students learn best and managing student behavior 2 to 3 times a month , and have conversations about developing new curriculum and school goals less than 2 to 3 times a month .
3 Regular	agree that they talk informally about instruction, share and discuss student work with other teachers, and discuss assumptions about student learning; they also have conversations with other teachers about how students learn best and managing student behavior more than once or twice a month ; and have conversations about developing new curriculum and school goals from once to three times a month .
4 Frequent	strongly agree that they talk informally about instruction, share and discuss student work with other teachers, and discuss assumptions about student learning; they also have conversations with other teachers about how students learn best, managing student behavior, developing new curriculum, and school goals almost daily .

Teacher-Teacher Trust

This scale measures the extent to which teachers in a school have open communication with and respect for each other.

Teachers agree that in this school:



Number of Teachers Responding: 23
 Percent of Teachers Endorsing Each Statement
 [Patterned Bar] Your School [Diamond] Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

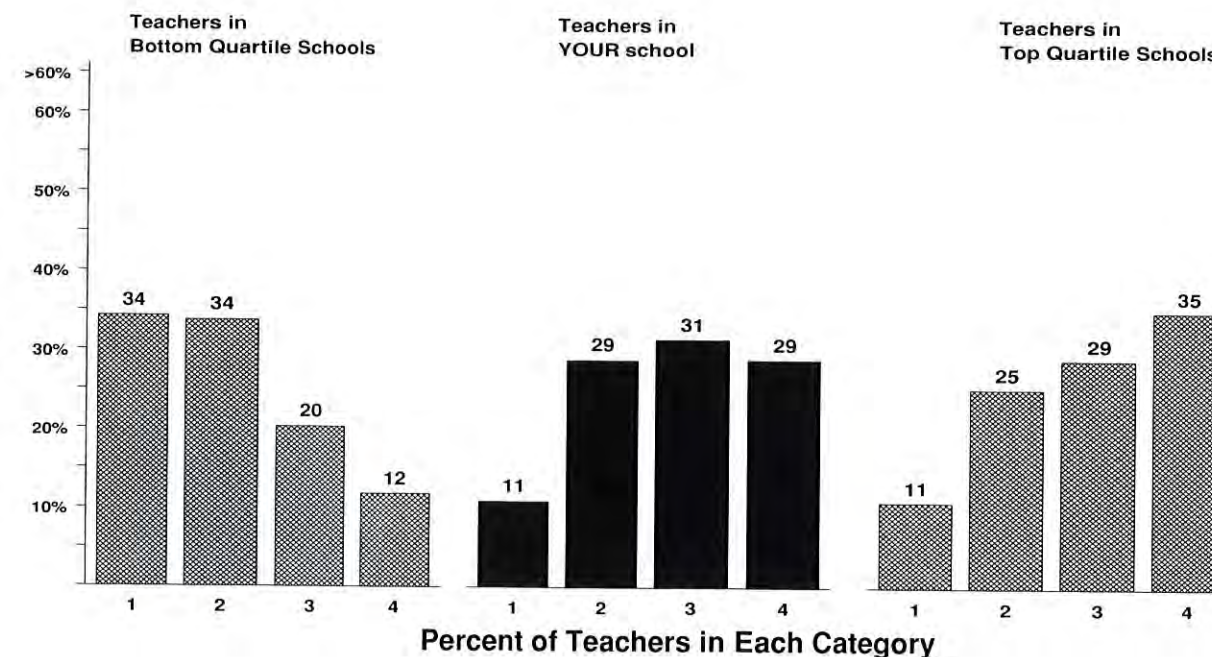
On the next page, you will find a frequency distribution of responses to the Teacher-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Most teachers in the top quartile schools report a great deal of teacher-teacher trust. Sixty-four percent note either very strong or strong trust among teachers. The bottom quartile schools are quite different, with only 32 percent reporting very strong or strong trust, and the vast majority (68 percent) describing no trust or minimal levels of trust among teachers.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Teacher-Teacher Trust



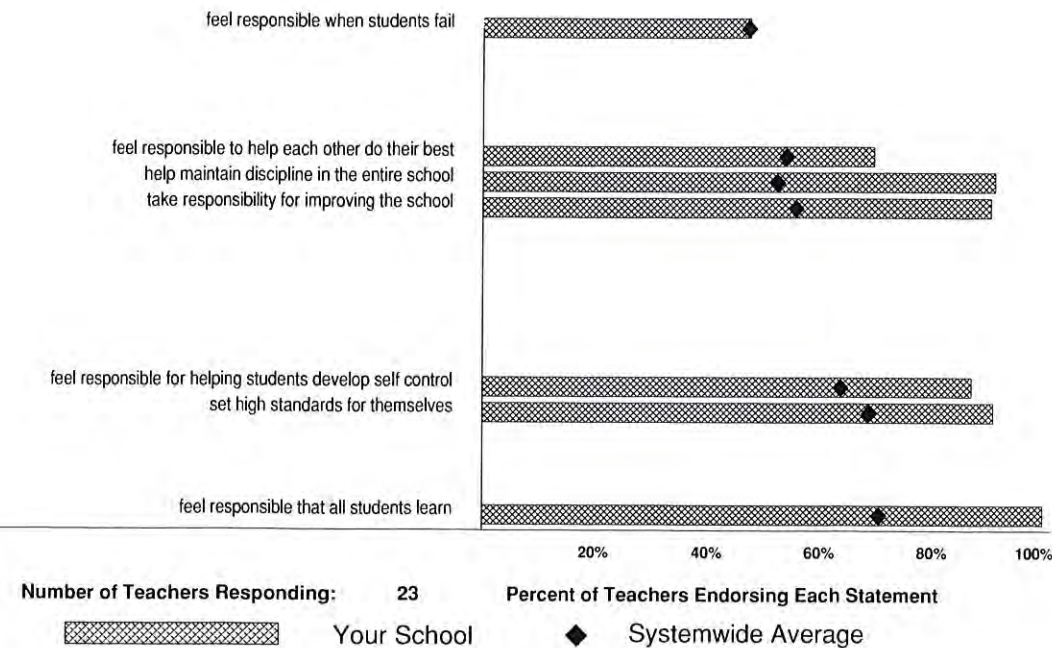
Definition of Categories Charted Above

Category	In this school, teachers:
1 No Trust	feel respected by none or some of the other teachers; they disagree or strongly disagree that teachers respect colleagues who are expert at their craft or who lead school improvement efforts, it is OK to discuss worries with other teachers, and teachers trust each other; and they feel that none of the teachers care about each other.
2 Minimal Trust	feel respected by some of the other teachers; they agree that teachers respect colleagues who are experts at their craft or who take the lead in school improvement efforts, and it is OK to discuss worries with other teachers; some agree and some disagree that teachers trust each other at this school; and none to some of the teachers in this school care about each other.
3 Strong Trust	feel respected by other teachers to a great extent ; they agree that teachers respect colleagues who are expert at their craft or who take the lead at school improvement efforts, it is OK to discuss worries with other teachers and teachers trust each other; and they feel that about half of the teachers in the school care about each other.
4 Very Strong Trust	feel respected by other teachers to a great extent ; they strongly agree that teachers respect colleagues who are experts at their craft and who take the lead on improvement efforts; they agree or strongly agree it is OK to discuss worries with other teachers and that teachers trust each other; and they feel most or nearly all teachers in the school care about each other.

Collective Responsibility

This scale gauges the extent of shared commitment among the faculty to improve the school so that all students learn.

Most teachers in this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

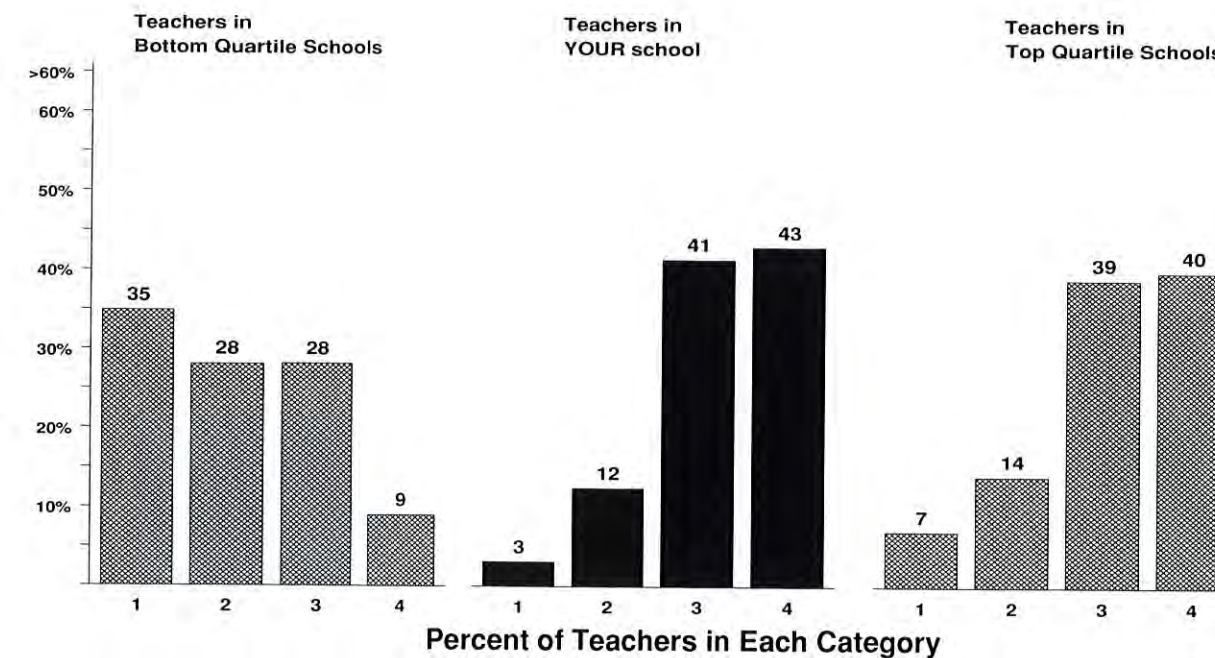
On the next page, you will find a frequency distribution of responses to the Collective Responsibility scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools on this scale, 79 percent of teachers describe strong or fairly strong collective responsibility in their schools. Teachers who report limited or very limited sense of collective responsibility make up a small minority of respondents in these schools. In the bottom quartile schools, on the other hand, 63 percent of teachers report limited or very limited collective responsibility.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Collective Responsibility



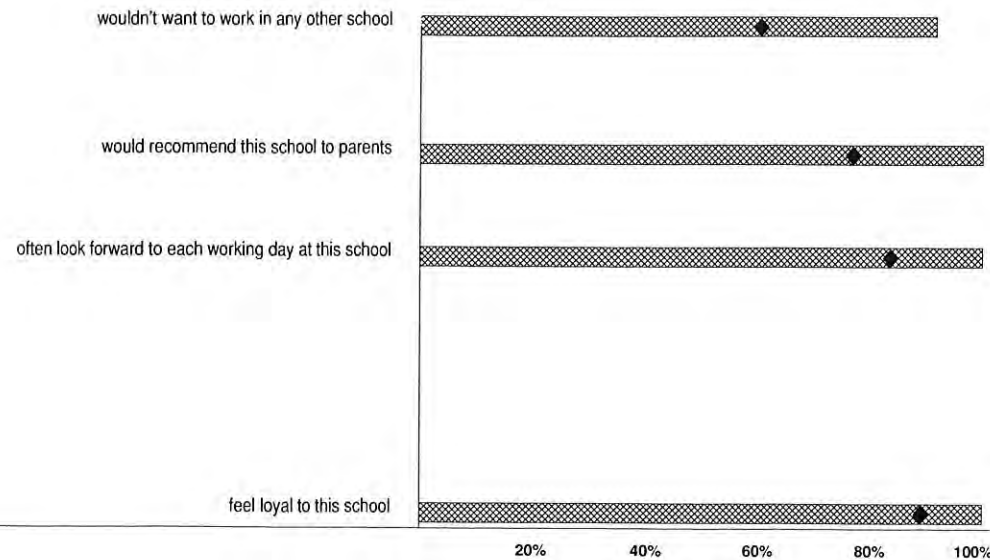
Definition of Categories Charted Above

Category	Teachers in this school reported that:
1 Very limited	none or about half of the teachers feel responsible that all students learn; some or none set high standards for themselves, help students with their self-control, take responsibility for school improvement, help discipline all students, help each other, and feel responsible when students fail.
2 Limited	about half of the teachers feel responsible that all students learn, set high standards for themselves, and help students with their self-control; some or about half take responsibility for school improvement, help discipline all students, and help each other; some feel responsible when students fail.
3 Fairly high	most teachers feel responsible that all students learn, set high standards for themselves, and help students with their self-control; about half or most take responsibility for school improvement, help discipline all students, help each other, and feel responsible when students fail.
4 Strong	most or nearly all embrace the items on this scale.

School Commitment

This scale measures the extent to which teachers feel loyal and committed to their school.

Teachers report they:



Number of Teachers Responding: 24
 Percent of Teachers Endorsing Each Statement
 [Patterned Box] Your School [Diamond] Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

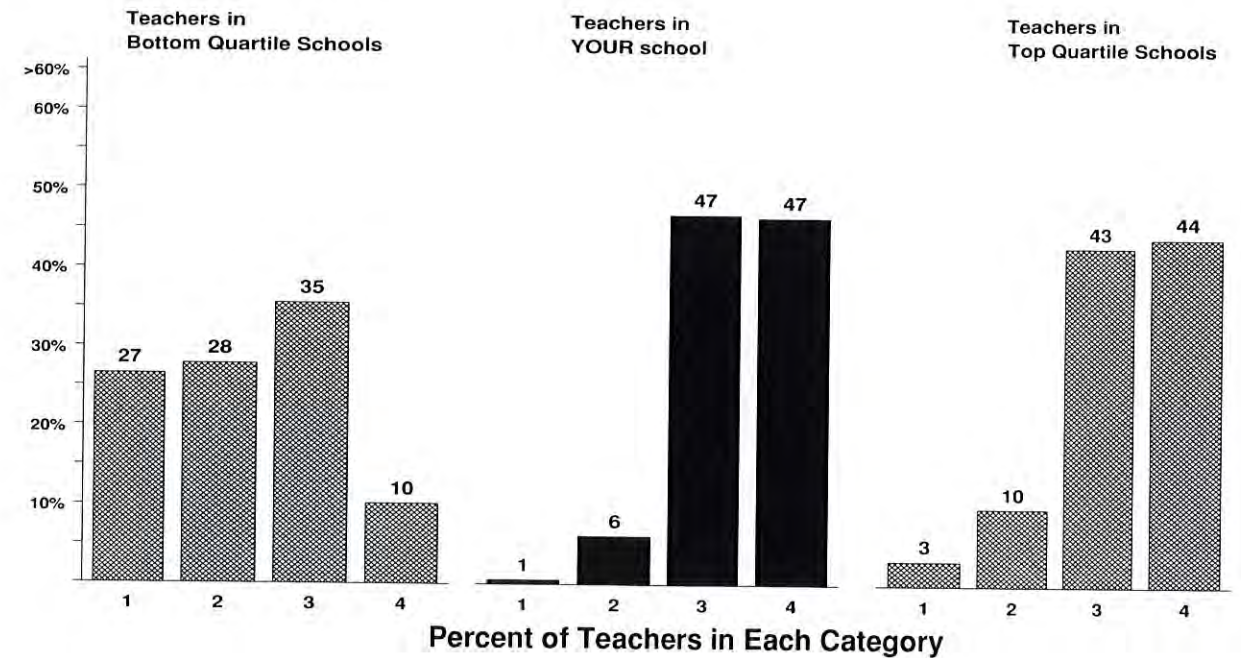
On the next page, you will find a frequency distribution of responses to the School Commitment scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile of schools on school commitment, 87 percent of teachers feel very strong or strong commitment to their school. Only a small group (13 percent) report minimal or no commitment. In the bottom quartile schools, teachers are much less committed. Fifty-five percent describe minimal or no commitment to their school, although there are a substantial number of teachers who do feel strong or very strong commitment to their school.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on School Commitment



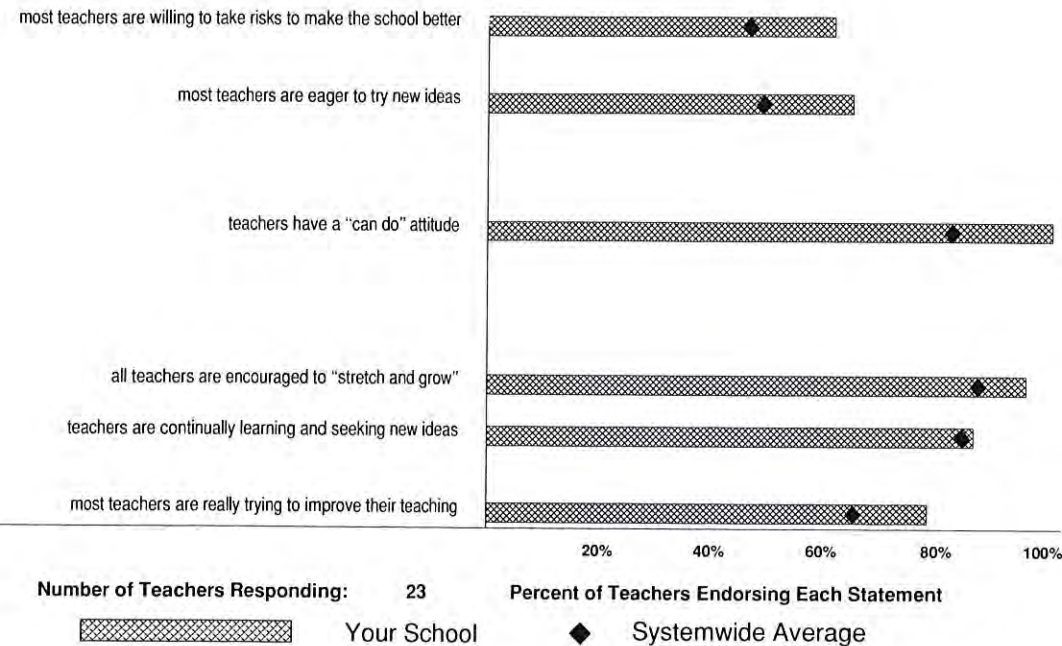
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	disagree or strongly disagree with all items on the scale.
2 Minimal	agree that they feel loyal to their school; some agree and some disagree that they look forward to school each day; all disagree that they would recommend the school to other parents and would not want to work at other schools.
3 Strong	strongly agree or agree that they feel loyal to their school; agree that they look forward to school each day, would recommend the school to other parents, and would not want to work at other schools.
4 Very Strong	strongly agree that they feel loyal to their school; agree or strongly agree that they look forward to school each day, would recommend the school to other parents, and would not want to work at any other school.

Innovation

These questions measure whether teachers are continually learning and seeking new ideas, have a “can do” attitude, and are encouraged to change.

Teachers agree that in this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

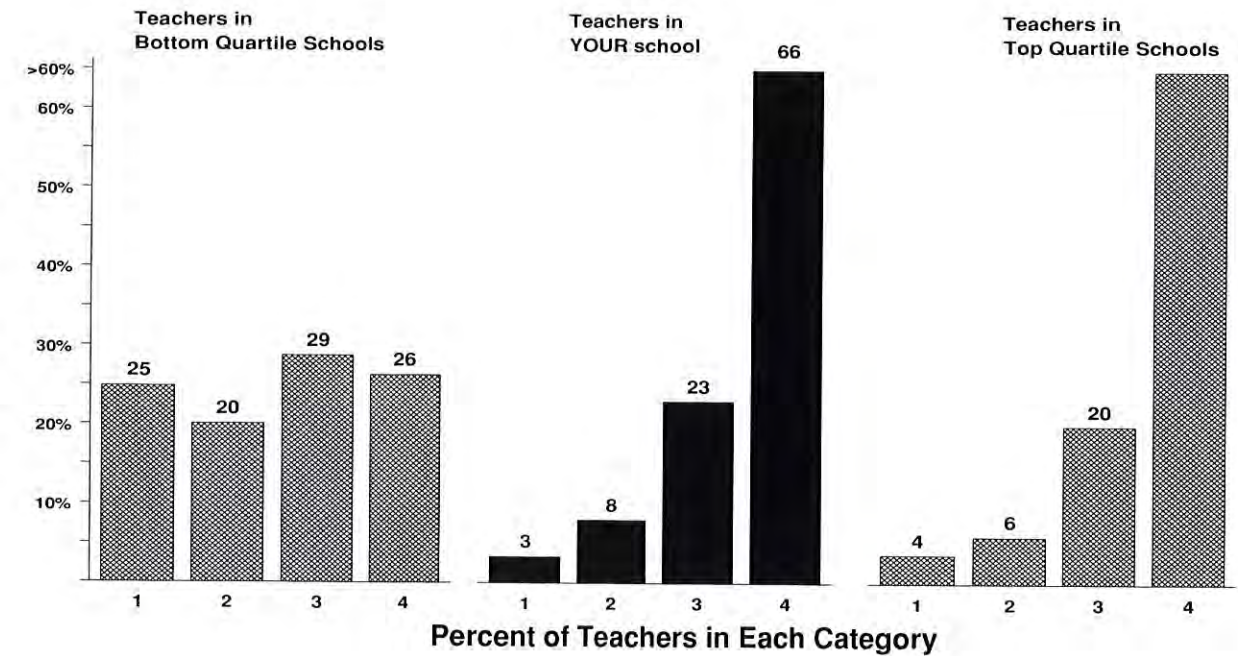
On the next page, you will find a frequency distribution of responses to the Innovation scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Teachers in the top quartile of schools report a great deal of innovation. Seventy percent describe a strong tendency toward innovation among their colleagues and another 20 percent note a moderate tendency. The responses in the bottom quartile show a real division among teacher responses: Roughly equal numbers of teachers are in each of the four response categories.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Innovation



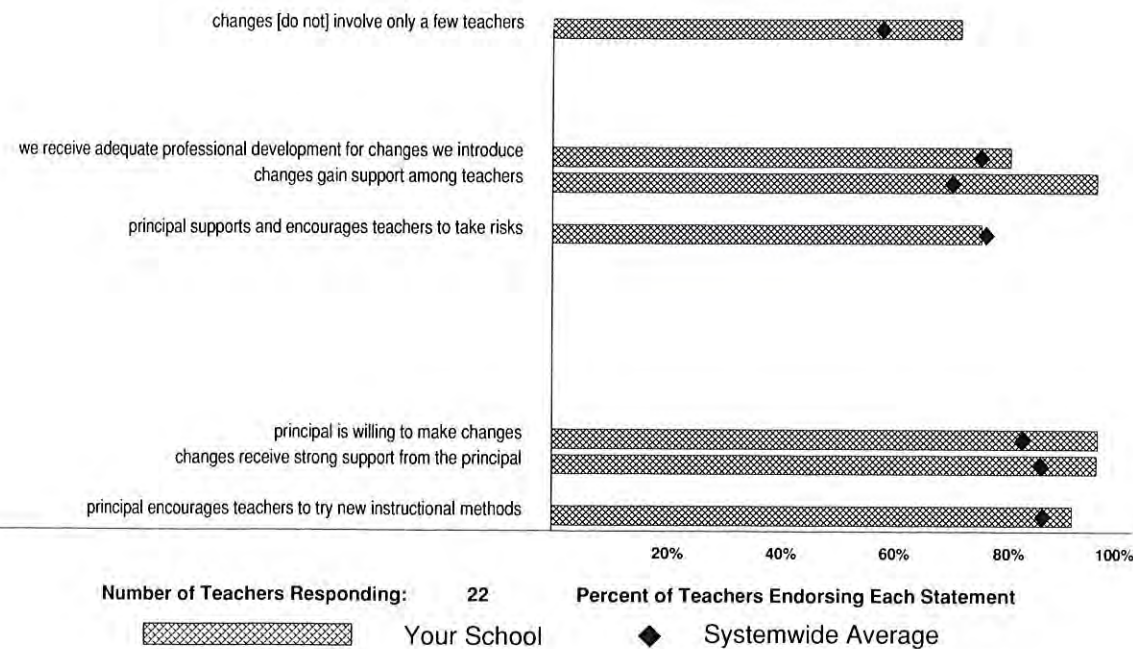
Definition of Categories Charted Above

Category	Teachers reported that in this school:
1 Minimal	none or some of the teachers really try to improve their teaching; they disagree or strongly disagree that teachers are continually learning, are encouraged to grow, and have a “can do” attitude; and none or some of their teachers try new ideas and take risks.
2 Limited	about half of the teachers really try to improve their learning; some teachers agree and others disagree that teachers at their school are continually learning, are encouraged to grow, and have a “can do” attitude; only some of the teachers in their school try new ideas and take risks.
3 Moderate	about half or most of the teachers really try to improve their teaching; they agree that teachers are continually learning, are encouraged to grow, and have a “can do” attitude; and about half of the teachers try new ideas and take risks.
4 Extensive	most or nearly all of the teachers really try to improve their teaching; they agree or strongly agree that teachers are continually learning, are encouraged to grow, and have a “can do” attitude; and most or nearly all of the teachers try new ideas and take risks.

Support for Change

These items assess the support that teachers sense from their principal and colleagues for change in the school.

Teachers agree that at this school:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

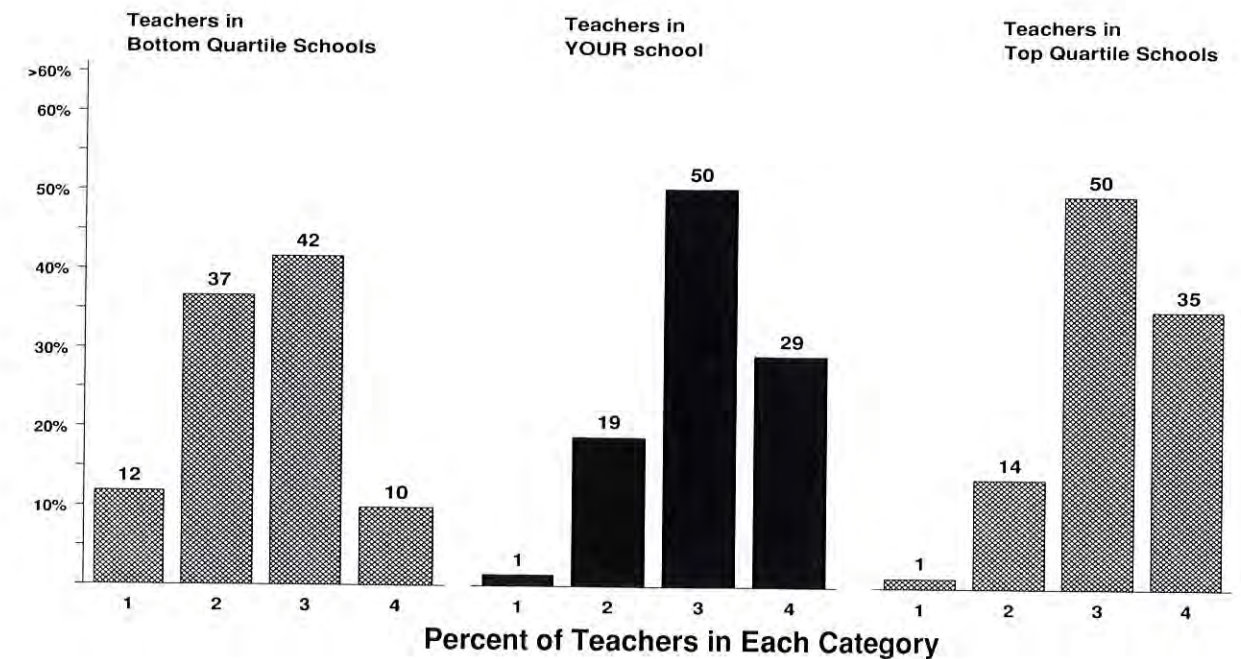
On the next page, you will find a frequency distribution of responses to the Support for Change scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Teachers in the top quartile of schools on this scale feel a great deal of support for change. Eighty-five percent of teachers report strong or moderate support. Teachers' views in the bottom quartile schools are much more mixed. Although over half of teachers report strong or moderate support, slightly less than half (49 percent) describe minimal or no support.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Support for Change



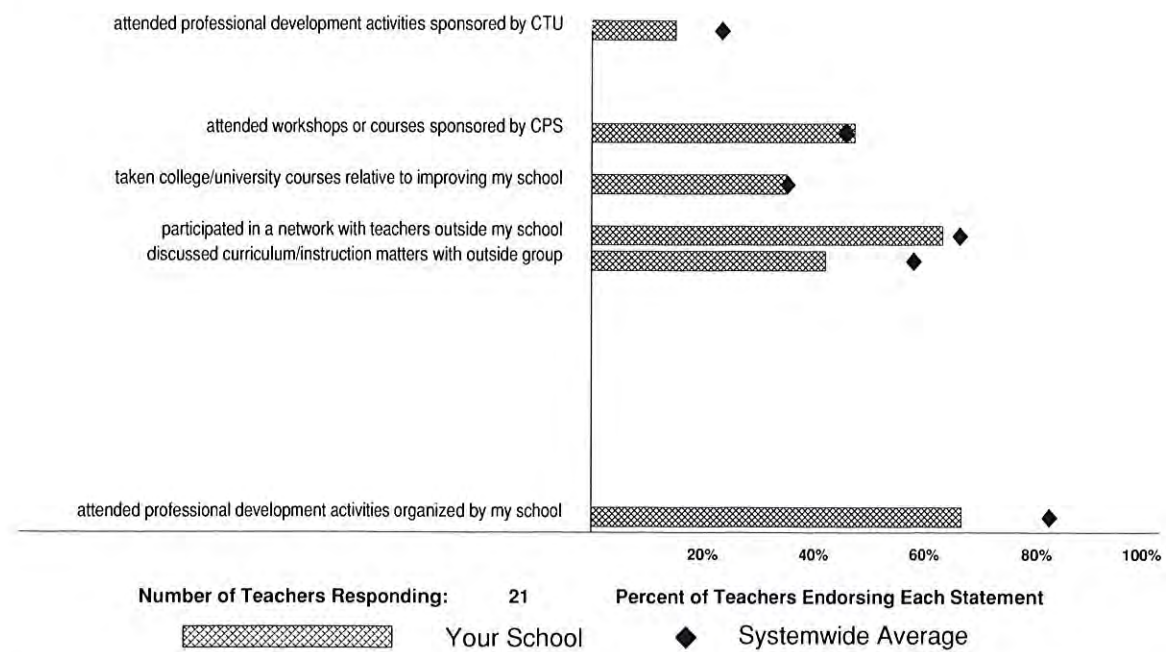
Definition of Categories Charted Above

Category	In this school:
1 None	teachers disagree or strongly disagree with all items on the scale.
2 Minimal	some teachers agree and some disagree that the principal encourages them to try new methods and is willing to make changes, and that changes introduced at the school receive strong support from the principal; they disagree that the principal encourages teachers to take risks, changes introduced at the school gain support among teachers, adequate professional development is provided for changes that are made, and changes involve many teachers.
3 Moderate	teachers agree or strongly agree that the principal encourages them to try new methods and is willing to make changes and that changes introduced at the school receive strong support from the principal; they agree that the principal encourages teachers to take risks, changes introduced at the school gain support among teachers, adequate professional development support is provided for changes that are made, and changes introduced at the school involve many teachers.
4 Strong	teachers strongly agree that the principal encourages them to try new methods, is willing to make changes, encourages teachers to take risks, changes introduced at the school receive strong support from the principal and gain support among teachers, and that adequate professional development support is provided for changes that are made; they agree that changes introduced at the school involve many teachers.

Access to New Ideas

This scale indicates the extent to which teachers participate in professional development activities and gain exposure to new ideas.

At least twice this school year, I have:

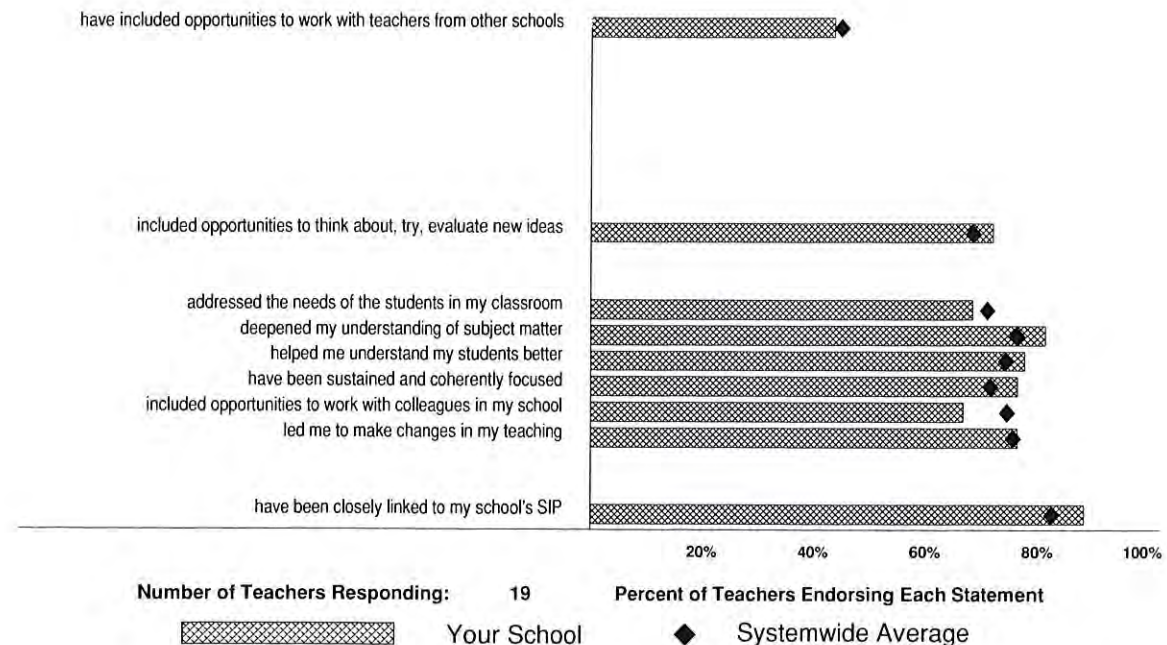


The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response. The six items above do not form a scale like most other measures in this report. Therefore, we are not able to provide category breakdowns for responses to these questions.

Quality Professional Development

The questions on this scale asked teachers how much their professional development experiences helped them work with others to reach school goals.

My professional development experiences:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

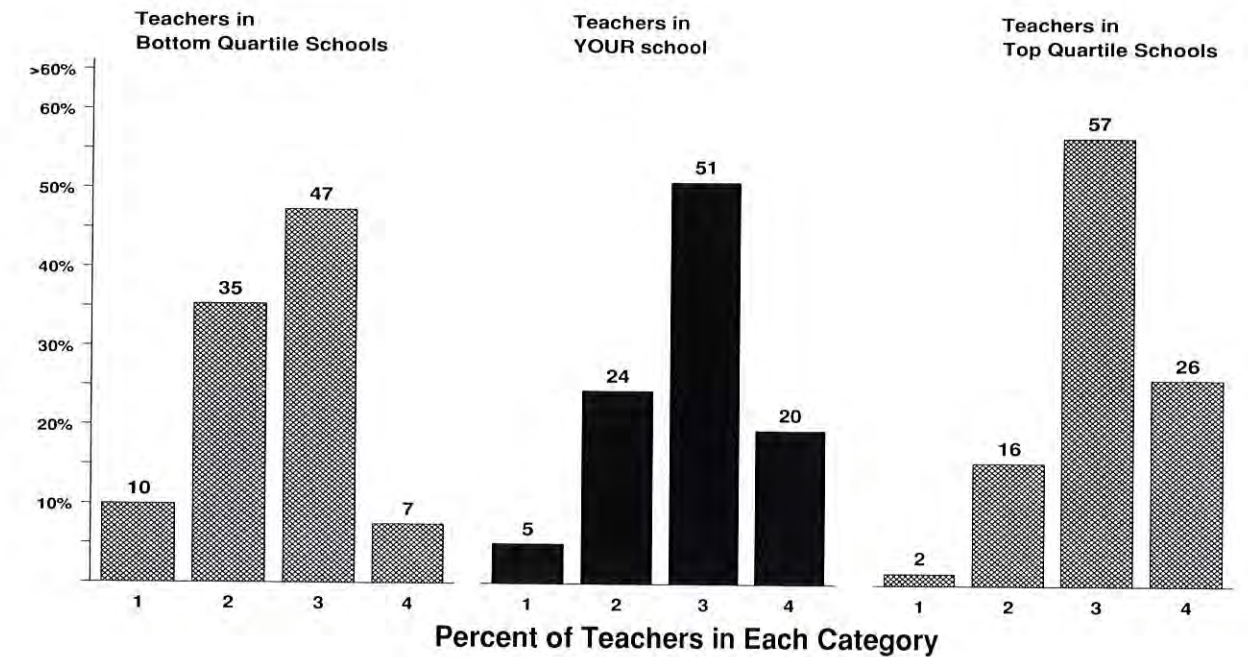
On the next page, you will find a frequency distribution of responses to the Quality Professional Development scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top quartile schools, the most prevalent rating is that the quality of professional development activities is high. Another 26 percent give very high ratings. Fewer teachers in the bottom quartile schools give high ratings (47 percent) and very high ratings (7 percent). Nearly half (45 percent) rate the quality of professional development as low or very low.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Quality Professional Development



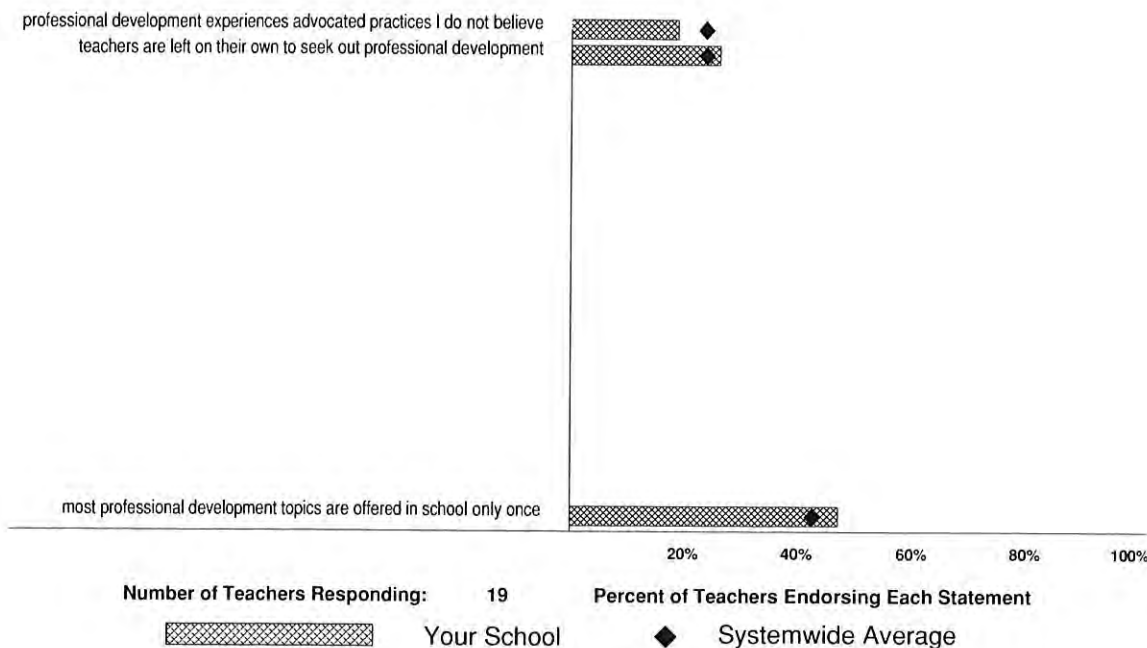
Definition of Categories Charted Above

Category	In this school:
1 Very low quality	teachers disagree or strongly disagree that their professional development experiences were closely connected to the SIP, led to changes in their teaching, provided opportunities to work with colleagues, or provided a deeper understanding of the subject matter; they strongly disagree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, or provided opportunities to work with teachers from other schools.
2 Low quality	some teachers agree and others disagree that their professional development experiences were closely connected to the SIP; teachers disagree that it led to changes in their teaching, provided opportunities to work with colleagues, or helped them understand their students better; they disagree or strongly disagree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, or provided opportunities to work with teachers from other schools.
3 High quality	teachers agree that their professional development experiences were closely connected to their SIP, provided opportunities to work with other colleagues, were sustained and focused, helped them understand their subject matter better, addressed students' needs, and included enough time to think about and judge the new ideas; some agree and others disagree that it provided opportunities to work with teachers from other schools.
4 Very high quality	teachers strongly agree that their professional development experiences were closely connected to their SIP, provided opportunities to work with other colleagues, were sustained and focused, and addressed students' needs; they agree or strongly agree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, and provided the opportunity to work with teachers from other schools.

Uncoordinated Professional Development

In this scale, *higher scores are more negative*. The scale shows the extent to which teachers rate professional development activities as uncoordinated and lacking follow-up.

Teachers agree that:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of teachers in your school that endorsed the question. The diamond shows the citywide response.

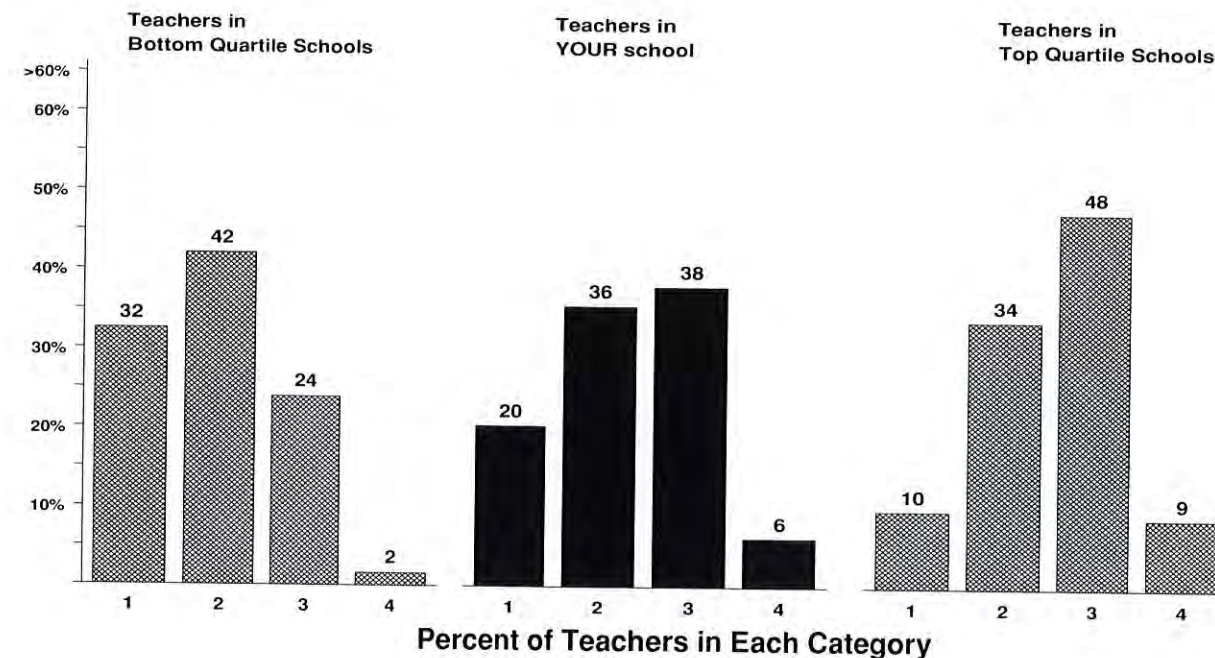
On the next page, you will find a frequency distribution of responses to the Uncoordinated Professional Development scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

The top quartile schools on this scale are the most negative. Over half of the teachers rate professional development activities as very uncoordinated or uncoordinated. In the bottom quartile schools where there are more favorable ratings, 74 percent of teachers rate their professional development as coordinated or very well coordinated.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools for Uncoordinated Professional Development



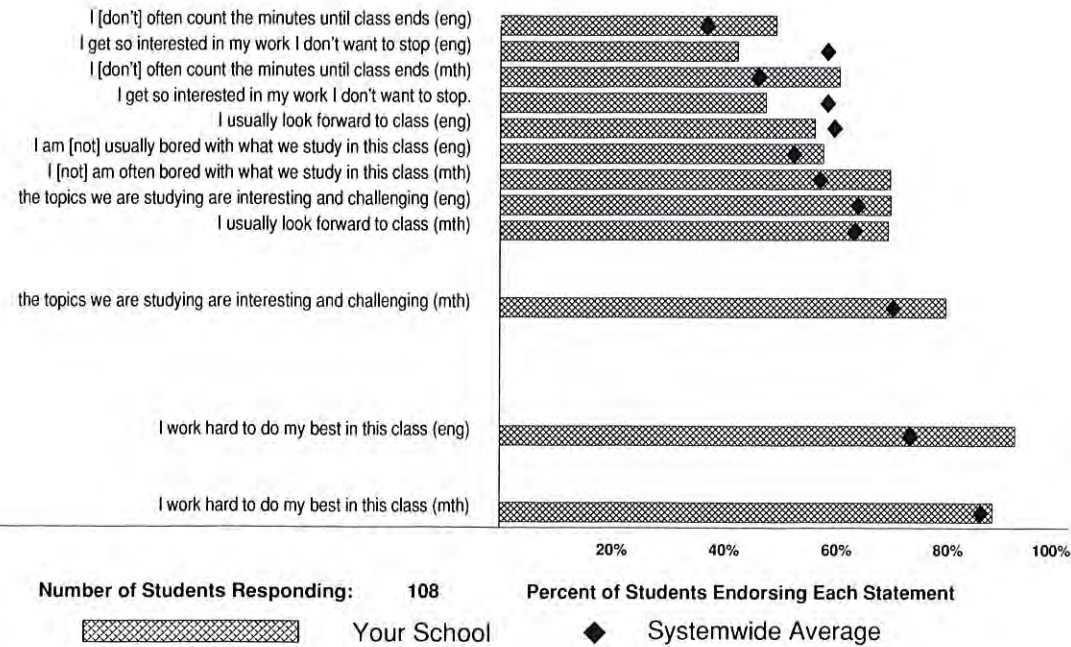
Definition of Categories Charted Above

Category	Teachers in this school:
1 Very Well Coordinated	disagree or strongly disagree with all items on this scale.
2 Coordinated	disagree with all items on this scale.
3 Uncoordinated	agree or strongly agree that most professional development topics are offered in the school once and not followed up; however, some agree and some disagree that teachers are left completely on their own to seek out professional development and their professional development experiences advocated practices they do not believe in.
4 Very uncoordinated	strongly agree with all items on this scale.

Academic Engagement

This scale examines student interest and engagement in learning.

Students report:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

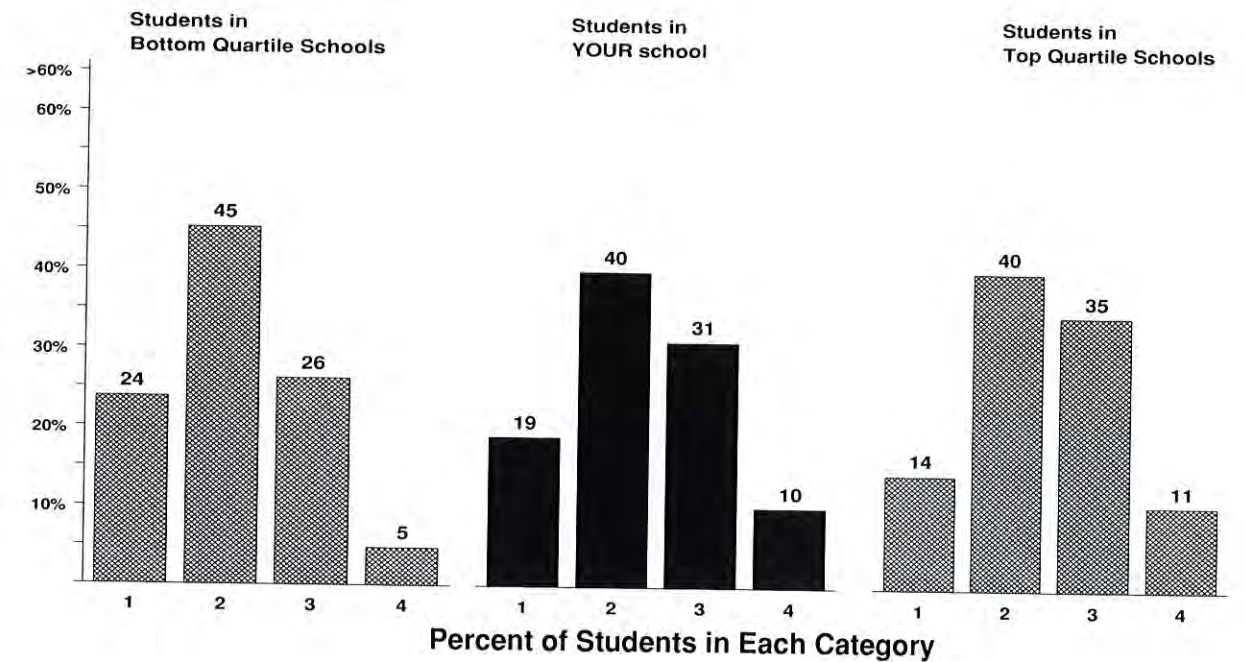
On the next page, you will find a frequency distribution of responses to the Academic Engagement scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

Even in the top quartile schools, fewer than half of the students report high or moderate levels of engagement. In this group of schools the most prevalent responses indicate limited levels of student engagement. The bottom quartile schools report even less engagement. Almost 70 percent of students report limited or no engagement, and less than one-third report high or moderate engagement.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Academic Engagement



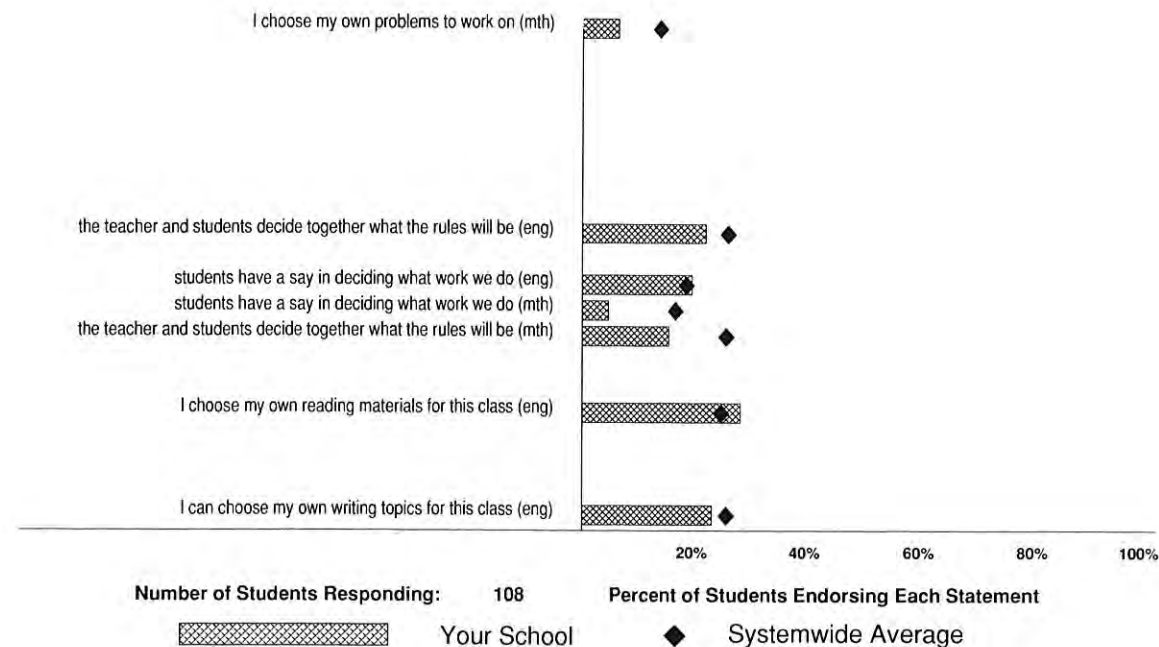
Definition of Categories Charted Above

Category	In this school, students:
1 None	disagree or strongly disagree that they try hard to do their best and find their math topics interesting; they strongly disagree that they are not often bored in class, they are so interested in the work they don't want to stop, and they do not often count the minutes until class ends.
2 Limited	agree that they try hard to do their best; some agree and others disagree that their math topics are interesting; however, they disagree that they are not often bored in class, they are so interested in the work they don't want to stop, and they do not often count the minutes until class ends.
3 Moderate	agree or strongly agree that they work hard to do their best; they agree with the other items.
4 High	strongly agree with all items on this scale.

Student Influence in the Classroom

These questions measure the amount of influence that students have in deciding classroom rules, class work, and assignments.

Most of time in this class:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

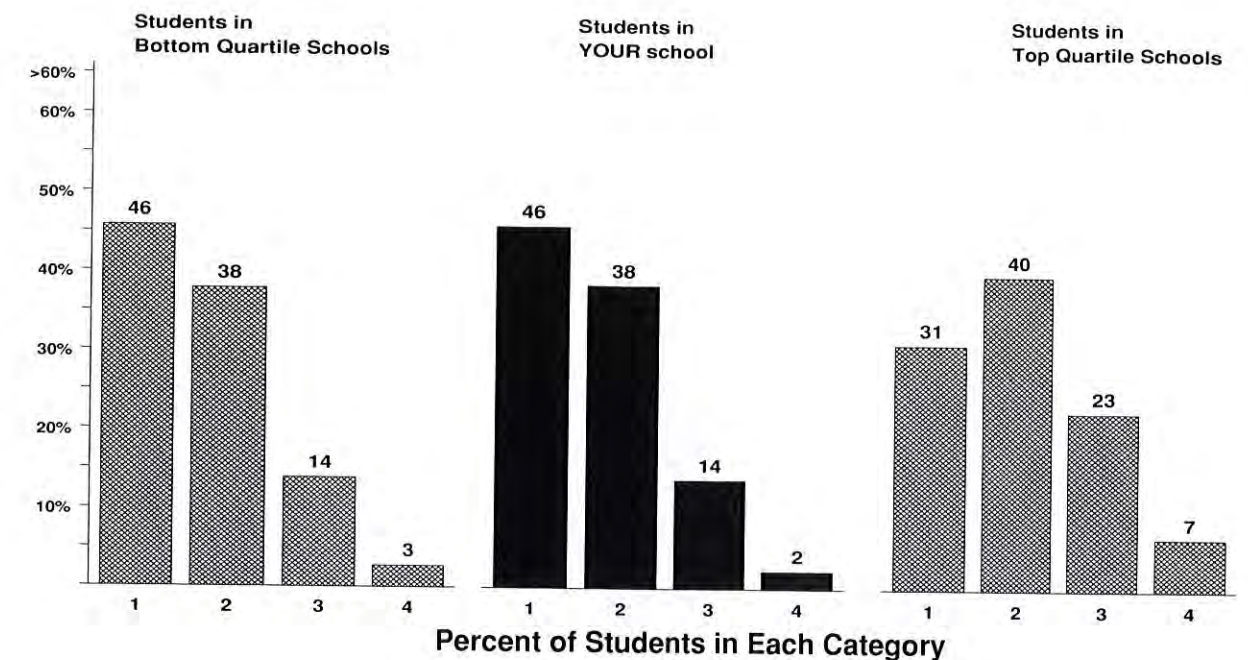
On the next page, you will find a frequency distribution of responses to the Student Influence in the Classroom scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

On the whole, students do not report a large amount of influence in their classrooms. In the highest rated schools, only 30 percent report extensive or moderate influence and almost one-third report minimal influence. In the lowest quartile of schools, students report even less influence. Forty-six percent of students report minimal influence and 38 percent report limited influence.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Student Influence in the Classroom

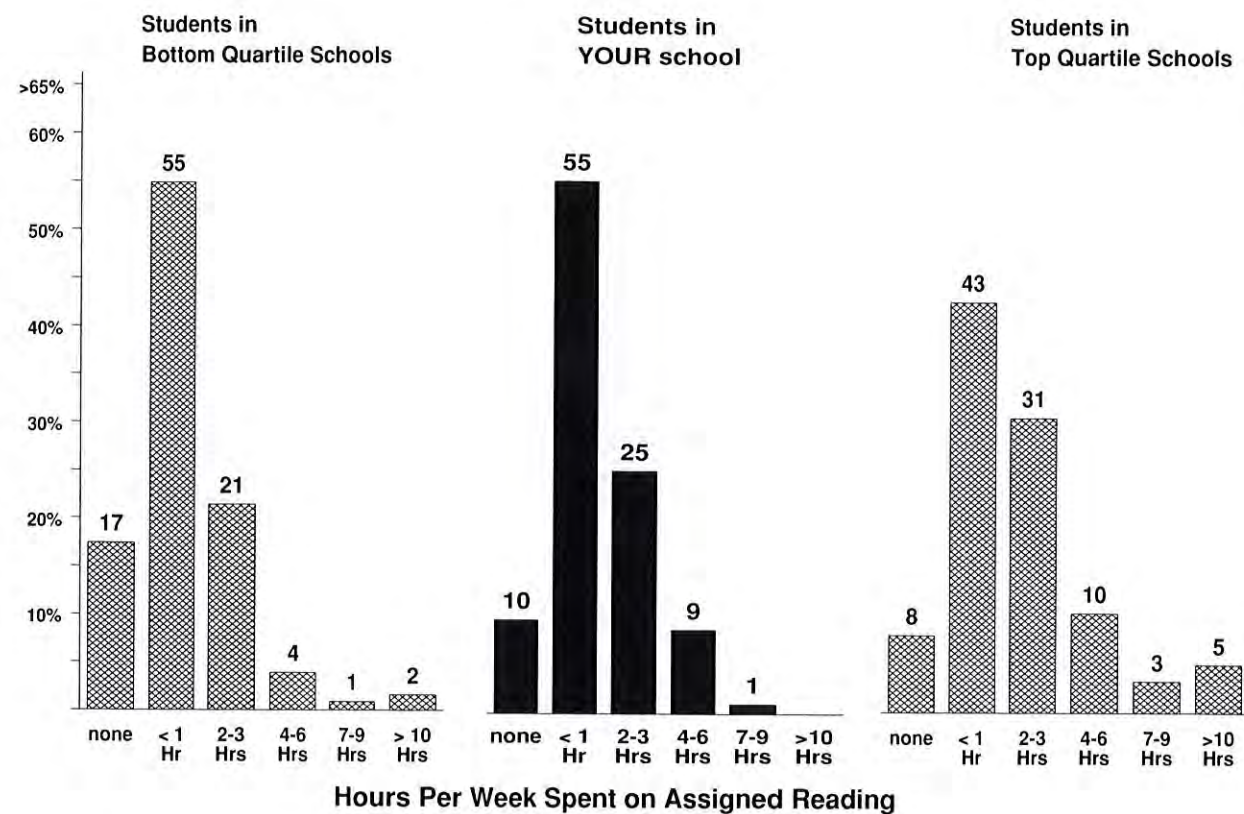


Definition of Categories Charted Above

Category	In this school, students reported that:
1 Minimal	they choose their own writing topics or class reading never or once in a while ; they never have a say in deciding what work they do, plan with teachers what work they will do and what the rules will be, change an unfair rule, or choose their own math problems.
2 Limited	they choose their own writing topics once in a while or most of the time ; they choose their own class reading, have a say in deciding what work they will do, work with teachers to plan what work they will do and what the rules will be, and students in the class can change unfair rules once in a while ; they can never or once in a while choose their own math problems.
3 Moderate	they can choose their own writing topics most or all of the time ; they choose their own class reading, have a say in deciding what work they will do, plan together with teachers what work they will do and what the rules will be, and students in the class can change a rule that is unfair most of the time ; they can choose their own math problems once in a while or most of the time .
4 Extensive	they choose their own writing topics and class reading, have a say in deciding what work they do, plan with teachers what work they will do and what the rules will be, and students in the class can change an unfair rule all of the time ; and they can choose their own math problems most or all of the time .

Assigned Reading Homework in Language Arts/English

Comparing Responses in Harding School
to Low-Rated Schools and to High-Rated Schools on Number of Hours Spent
on Assigned Reading Homework in Language Arts/English Per Week

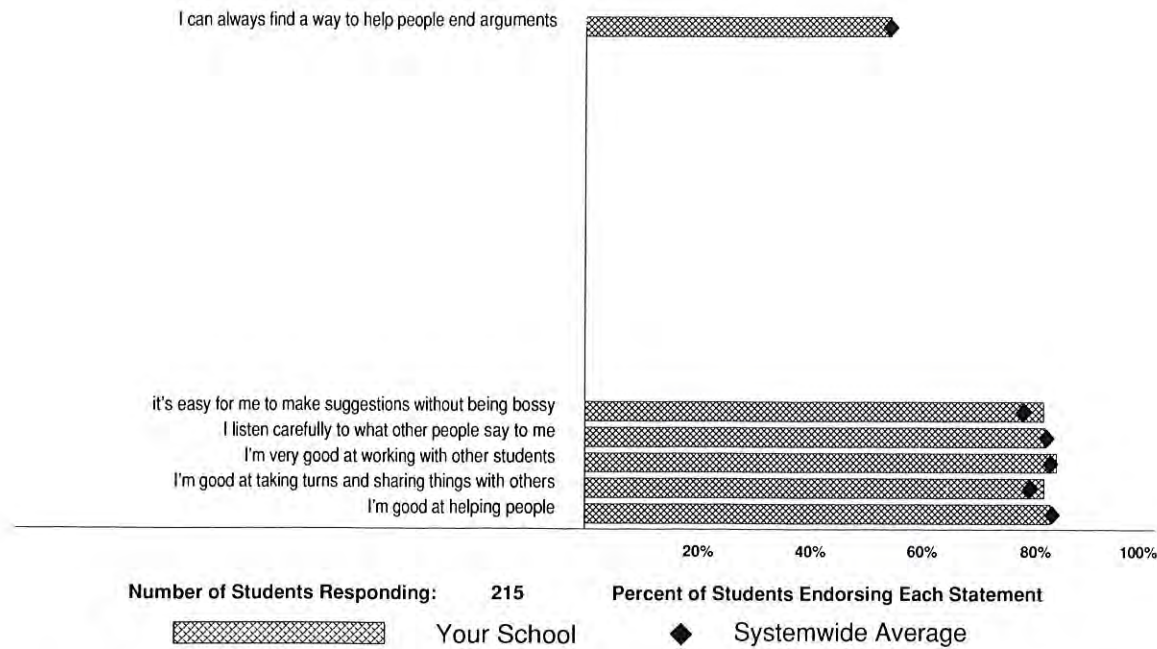


The majority of students in both the top and bottom quartile spend less than one hour per week on assigned reading. Of those in the top quartile, 51 percent report spending less than one hour per week, and only 18 percent report spending more than four hours. In the bottom quartile, 72 percent spend less than 1 hour per week and 7 percent spend more than 4 hours.

Social Competence

This scale measures students' ability to work with others, share, listen, and mediate disputes.

Students report:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

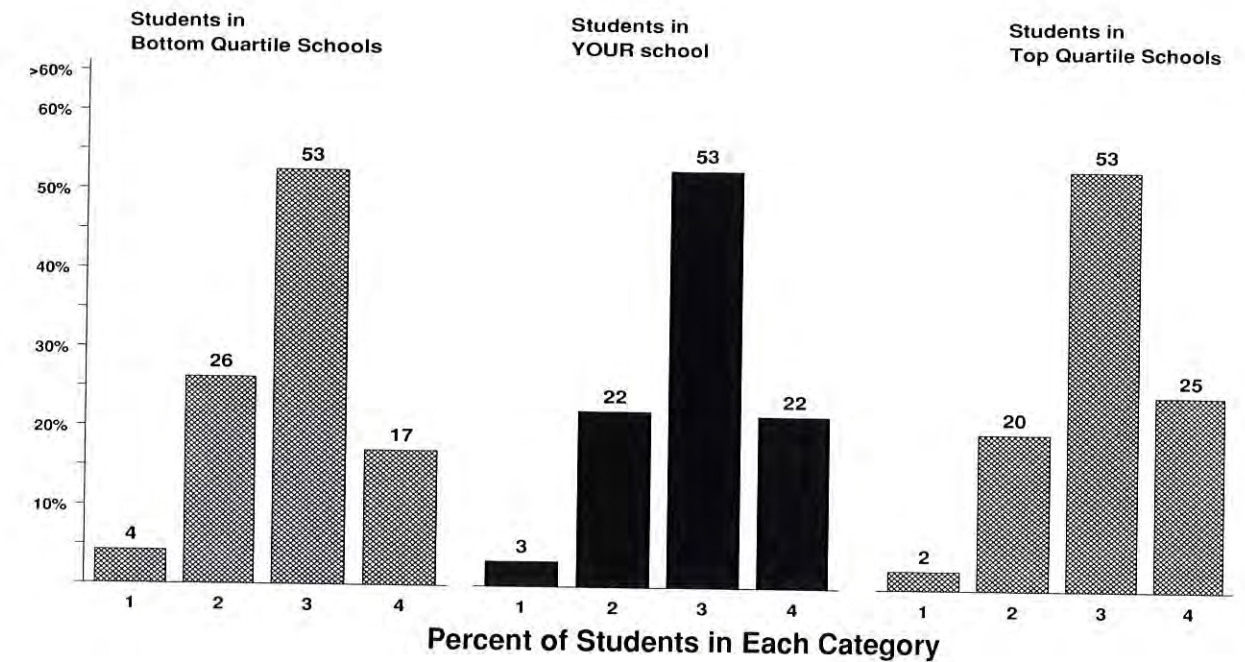
On the next page, you will find a frequency distribution of responses to the Social Competence scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

There is very little differentiation between the highest rated schools and the lowest rated schools on this scale. In both groups the most prevalent category is moderate social competence, with just over half of the students. The top quartile schools have more students reporting strong social competence and the bottom quartile schools have more students reporting weak social competence.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Social Competence



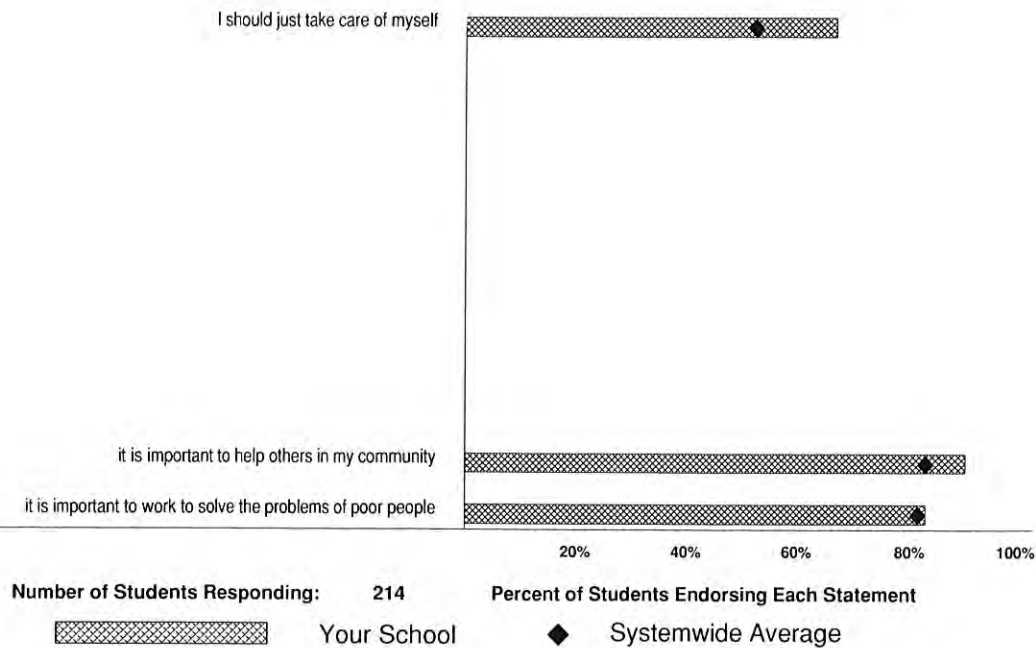
Definition of Categories Charted Above

Category	Students in this school:
1 None	strongly disagree with all items on the scale.
2 Weak	disagree that they are good at helping people, taking turns, working with other students, they know how to disagree without starting a fight, listen carefully to what others say, and find it easy to make suggestions without being bossy; they disagree or strongly disagree that they can always find a way to help people end arguments.
3 Moderate	agree that they are good at helping people, taking turns, working with other students, that they know how to disagree without starting a fight, listen carefully to what others say, and find it easy to make suggestions without being bossy; some agree and others disagree that they can always find a way to help people end arguments
4 Strong	strongly agree that they are good at helping people, taking turns, working with other students, they know how to disagree without starting a fight, listen carefully to what others say, and find it easy to make suggestions without being bossy; they agree or strongly agree they can always find a way to help people end arguments.

Social Conscience

This measure gauges students' concern for others and their inclination to help solve others' problems.

Students report:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

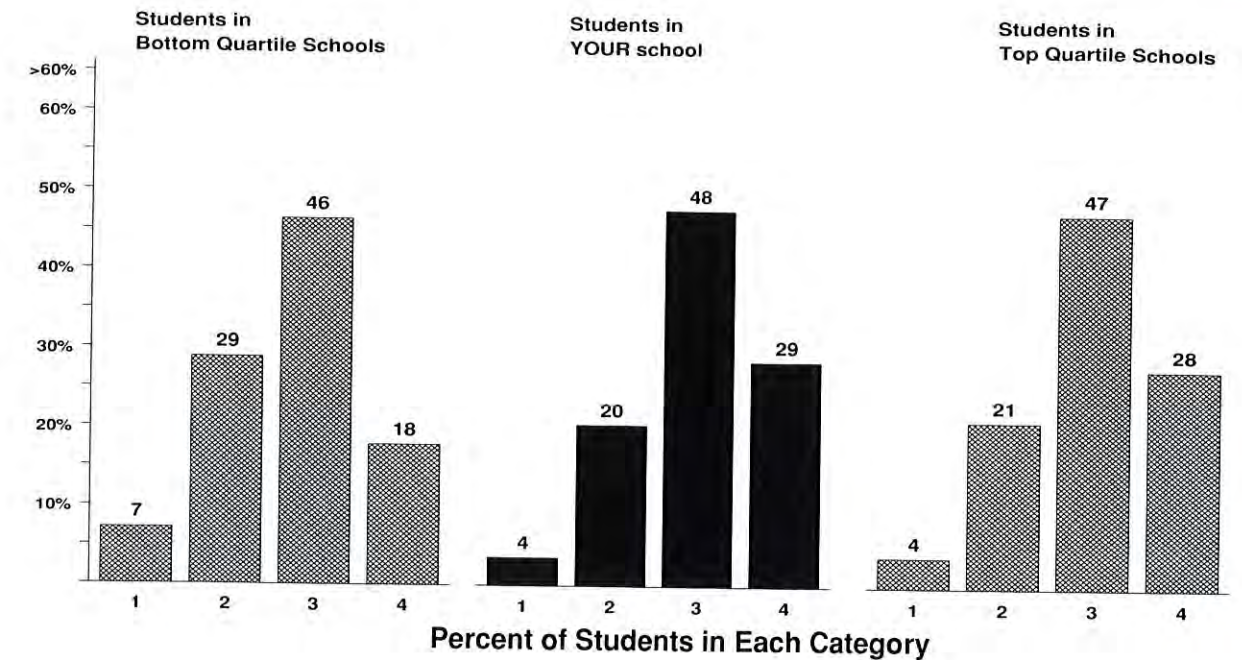
On the next page, you will find a frequency distribution of responses to the Social Conscience scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

This scale shows very little difference between the highest rated schools and the lowest rated schools. In both groups about one-half of students indicate moderate levels of social conscience. In the top quartile schools, the second largest group of students (28 percent) report strong social conscience, whereas in the bottom quartile the second largest group of students (29 percent) report weak social conscience.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Social Conscience



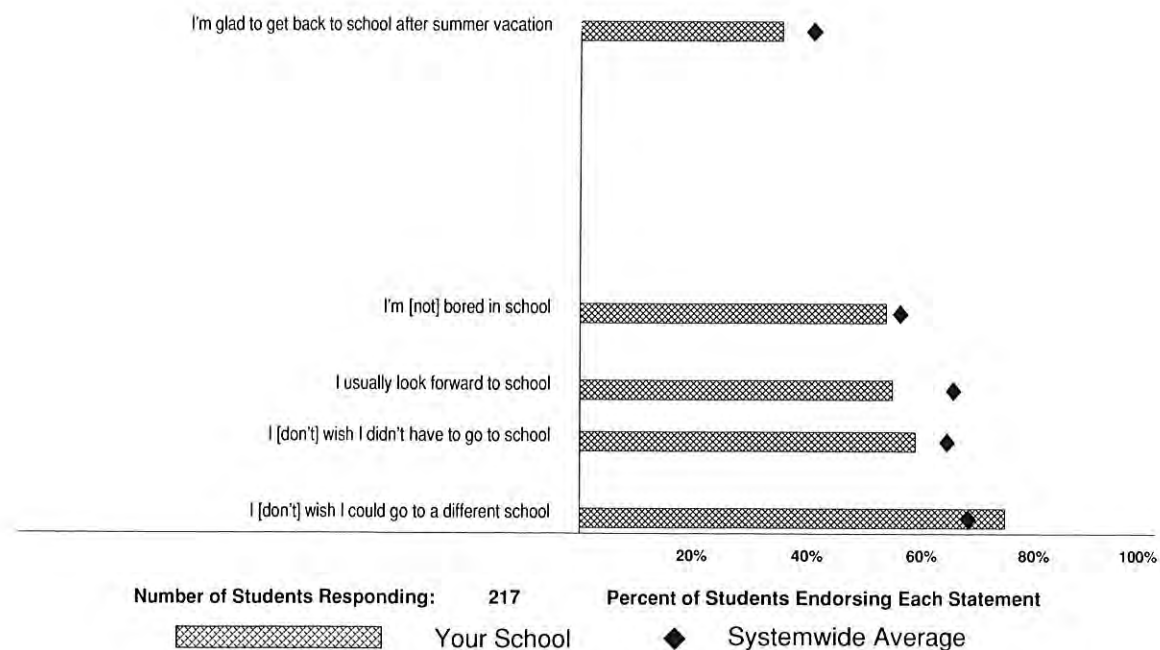
Definition of Categories Charted Above

Category	Students in this school:
1 None	strongly disagree with all items on the scale.
2 Weak	disagree that they want to help sad or lonely people, it is important to solve the problems of poor people, people who ask for help are not lazy, they want to help people having problems, and problems in the world are a concern of theirs; they disagree or strongly disagree that they should think of others and not just let others take care of themselves.
3 Moderate	agree that they want to help sad or lonely people, it is important to solve the problems of poor people, that people who ask for help are not lazy, they want to help people having problems, and problems in the world are a concern of theirs; however, some agree and others disagree that they should think of others and not just let others take care of themselves.
4 Strong	strongly agree that they want to help sad or lonely people, it is important to solve the problems of poor people, that people who ask for help are not lazy, they want to help people having problems, and problems in the world are a concern of theirs; they also agree or strongly agree that they should think of others and not just let others take care of themselves.

Liking for School

This scale assesses how students feel about their school and their commitment to going there.

Students report:



The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

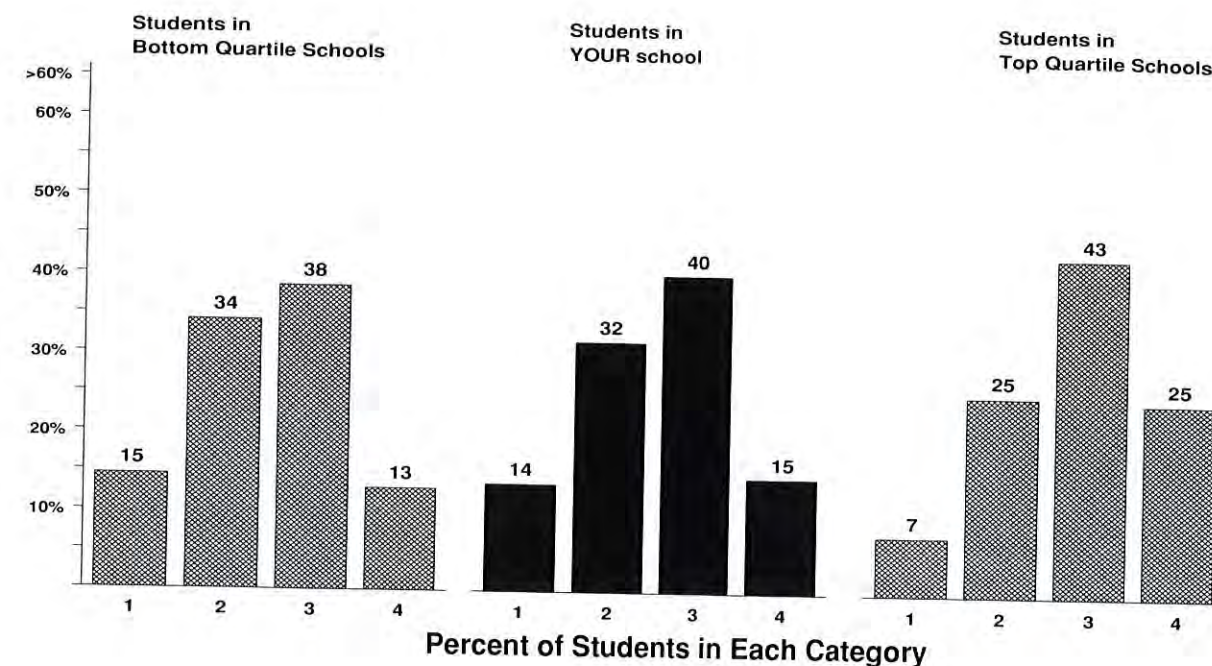
On the next page, you will find a frequency distribution of responses to the Liking for School scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

In the top rated schools on this scale, 68 percent of students report strong or moderate levels of liking school. In the lowest schools, 51 percent of students have strong or moderate liking for school, but a substantially higher 34 percent report limited liking and 15 percent no liking for school.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Liking for School



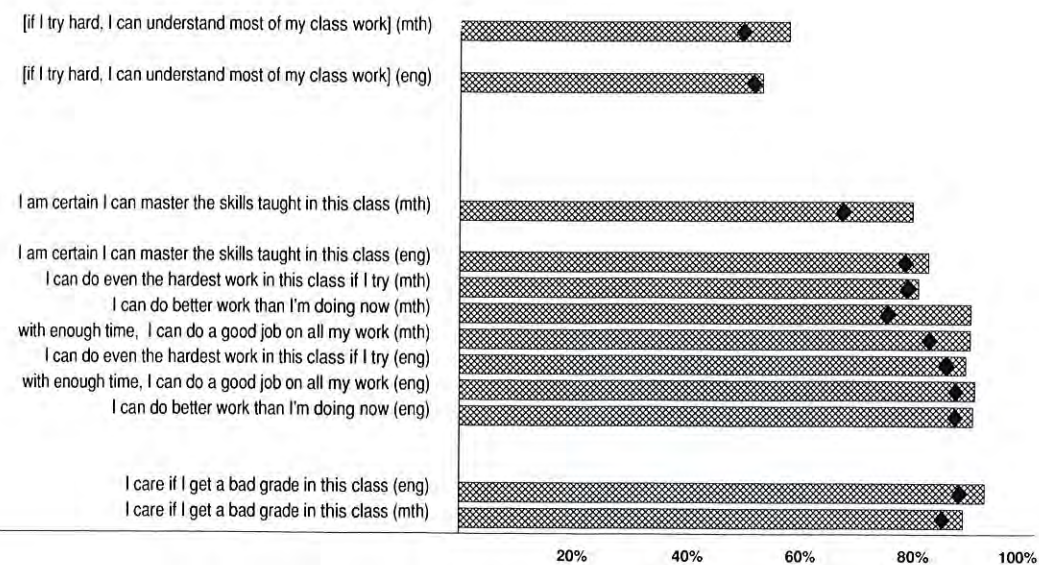
Definition of Categories Charted Above

Category	Students in this school:
1 None	strongly disagree with all items on this scale.
2 Limited	disagree that they do not want to go to a different school, they do not object to going to school, they usually look forward to school, and they are not bored in school; however, they disagree to strongly disagree that they are glad to return to school from summer vacation
3 Moderate	agree that they do not want to go to a different school, they do not object to going to school, they usually look forward to school, and they are not bored in school; however, some agree and others disagree that they are glad to return to school from summer vacation.
4 Strong	strongly agree that they do not want to go to a different school, they do not object to going to school, they usually look forward to school, and they are not bored in school; they agree or strongly agree that they are glad to return to school from summer vacation.

Self-Efficacy

This measure gauges students' confidence in their academic ability.

I agree that:



Number of Students Responding: 114
 Percent of Students Endorsing Each Statement
 Your School Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.

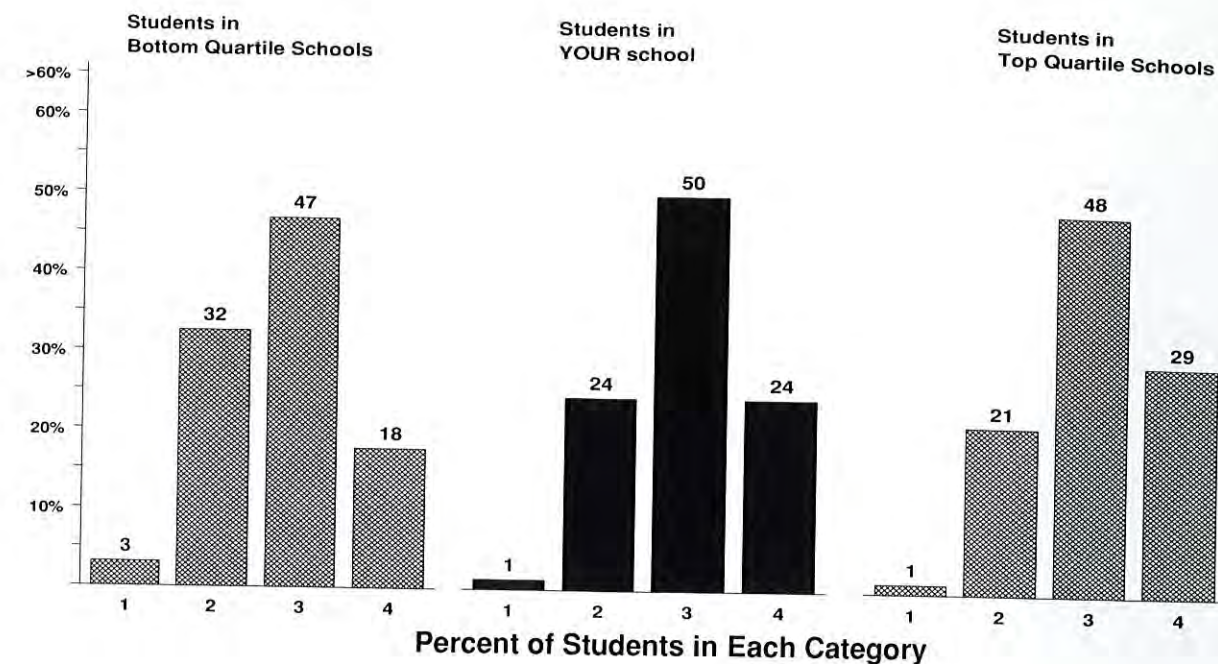
On the next page, you will find a frequency distribution of responses to the Self-Efficacy scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom quartile schools (the lowest 25 percent) on the left and the top quartile schools (the highest 25 percent) on the right.

Here is a summary comparing top scoring schools to the bottom scoring schools.

For the most part, students report relatively high levels of self-efficacy. In the top quartile schools 77 percent have very high or high levels. In the bottom quartile schools, two-thirds of students describe very high or high self-efficacy. In this lower group, there are more students with minimal self-efficacy and fewer students reporting very high self-efficacy.

Comparing Responses in Harding School to Low-Rated Schools and to High-Rated Schools on Self-Efficacy



Definition of Categories Charted Above

Category	In this school, students:
1 Low	disagree or strongly disagree that they care if they get bad grades, can do better than they are now, and can do a good job if they have enough time; they strongly disagree that they can do the hardest work if they try, can master certain skills, and understand all class work if they try hard.
2 Minimal	some students agree and some disagree that they care if they get bad grades and can do better than they are now; they disagree that they can do a good job if they have enough time, can do the hardest work if they tried, and can do better than they are; they disagree or strongly disagree that they can master the skills taught in class and understand all class work if they try hard.
3 High	agree or strongly agree that they care if they get bad grades in class, can do better than they are now, and can do a good job if they have enough time; they agree that they can do the hardest work if they try and are certain they can master the skills taught in class; some agree and others disagree that they can understand all class work if they try hard.
4 Very high	strongly agree that they care if they get bad grades in class, can do better than they are now, can do a good job if they have enough time, can do the hardest work if they try, and are certain they can master the skills taught in class; they agree or strongly agree that they can understand all class work if they try hard.