Consortium on Chicago School Research

At the University of Chicago

Assessing Progress

Informing Policy

Enriching Practice
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<th>Our Mission</th>
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The Consortium on Chicago School Research (CCSR) at the University of Chicago aims to conduct research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. By broadly engaging local leadership in our work, and presenting our findings to diverse audiences, we seek to expand communication between researchers, policy makers, and practitioners. CCSR encourages the use of research in policy action, but does not argue for particular policies or programs. Rather, we believe that good policy is most likely to result from a genuine competition of ideas informed by the best evidence that can be obtained.
For more than 15 years, CCSR has been conducting research on policy and practice issues of importance to the Chicago Public Schools and the broader community. Our singular focus on one city has allowed us to examine key policies and their impact over time and to discover the school organizational and instructional elements that contribute to improvement of student learning. Even though communities vary, we believe that our studies can be instructive to others, particularly to urban systems. In addition, our singular focus has allowed us to delve more deeply into urban school issues than have most national studies.

In this catalog, we present CCSR publications on concerns such as postsecondary outcomes, graduation trends, small schools, instructional effectiveness, professional development, and other topics.

The John D. and Catherine T. MacArthur Foundation, the Joyce Foundation, and the Spencer Foundation fund core research activities of CCSR on Chicago School Research. CCSR is a nonprofit independent research organization at the University of Chicago.
The Essential Supports for School Improvement
September 2006 | Penny Bender Sebring, Elaine Allensworth, Anthony S. Bryk, John Q. Easton, and Stuart Luppescu

This report draws on 15 years of observations and evidence from Chicago public elementary schools to validate CCSR’s framework of essential supports. In the 1990s, schools that made progress and improved student learning tended to embrace the five essential supports—leadership, parent-community ties, professional capacity, student-centered learning climate, and curriculum alignment—whereas schools weak in the essential supports were likely to stagnate. The authors show how strength across multiple supports was closely associated with improved student outcomes, and they also examine how social resources in the community impacted the presence of essential supports in the school.

Principal and Teacher Leadership in Chicago: Continuing Analysis of Three Initiatives
September 2006 | Holly M. Hart, Stephen M. Ponisciak, Susan E. Sporte, and W. David Stevens

Following up on a 2004 study of LAUNCH principals and national-board-certified teachers, this report further examines the performance of principals who have participated in LAUNCH and the New Leaders for New Schools leadership programs and teachers who have earned certification from the National Board for Professional Teaching Standards. The authors use standardized test scores and results from the CCSR’s 2005 principal and teacher surveys to examine whether these programs have led to improvements in school leadership and student learning. This report was prepared for the Chicago Public Education Fund.

Still Crazy after All These Years: Race in the Chicago School System
September 2006 | Charles Payne

In this speech, Duke University Professor Charles Payne reflects on the role that race has played in Chicago schools. Professor Payne says that race can often be a sensitive topic that permeates nearly all interactions at the school. He offers keen observations on how racial thinking has influenced pedagogical practices, partnerships with external institutions, staff relationships, and parent involvement.
Promoting Instructional Improvement:  
A Strategic Human Resource Management Perspective

July 2006  |  Mark A. Smylie and Stacy A. Wenzel

This final report on the Chicago Annenberg Research Project argues that strategic human resource management (HRM) is a tool that schools and districts can use to achieve instructional improvement. To illustrate how HRM practices such as teacher recruitment, induction, and evaluation can enable schools to promote intellectually ambitious instruction, the authors provide vignettes from three elementary schools that participated in the Chicago Annenberg Challenge.

Catalog #084  44 pages  $10.00

Small Schools on a Larger Scale: The First Three Years of the Chicago High School Redesign Initiative

July 2006  |  Joseph E. Kahne, Susan E. Sporte, and Marisa de la Torre; with John Q. Easton

CCSR, in partnership with Mills College, continues its study of the Chicago High School Redesign Initiative (CHSRI) in this report, which examines how CHSRI small high schools compare to other Chicago public high schools. Using school district records, test scores, and survey data, this report examines student and teacher experiences and student outcomes in the first three years of CHSRI’s small school creation.

Catalog #085  62 pages  $10.00

From High School to the Future: A First Look at Chicago Public School Graduates’ College Enrollment, College Preparation, and Graduation from Four-Year Colleges

April 2006  |  Melissa Roderick, Jenny Nagaoka, and Elaine Allensworth; with Vanessa Coca, Macarena Correa, and Ginger Stoker

Following CPS graduates from 1998, 1999, 2002 and 2003, this report uses records from Chicago high schools and data from the National Student Clearinghouse to examine the college experiences of all CPS alumni who entered college in the year after they graduated high school.

Catalog #082  112 pages  $12.00

Update  8 pages  No Charge
Professional Communities and Instructional Improvement Practices: A Study of Small High Schools in Chicago
January 2006 | W. David Stevens; with Joseph Kahne

This qualitative study, which includes numerous teacher interviews and observations of professional development activities, examines the work of teacher professional communities and concludes that their work is generally either supportive (related to achieving the daily tasks required of individual teachers) or developmental (related to improving instruction and curriculum across the school).

Sample Individual School Reports: Results about Postsecondary Preparation
2006 | Jenny Nagaoka, Ginger Stoker, Vanessa Coca, and Melissa Roderick

This CCSR survey queries students and teachers about students’ plans for life after high school.

Improving Chicago’s Schools: Sample Elementary and High School School Reports
2006 | Stuart Luppescu and Holly Hart

CCSR prepares school-specific reports of survey responses for every school in which at least 42 percent of teachers or 50 percent of students participate in the survey. These reports paint a picture of the type of learning climate, quality of instructional program, nature of student-teacher relationships, and kind of leadership that exists in each school.

Sample Elementary School Reports

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Sample High School Reports

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### Understanding the Prairie State Achievement Exam: A Descriptive Report with Analysis of Student Performance

**August 2005 | Steve Ponisciak**

This report gives an overview of key elements related to the Prairie State Achievement Exam (PSAE) and is intended to provide a foundation for CCSR's future reports on the PSAE.

| Catalog #077 | 31 pages | $6.00 |

### The On-Track Indicator as a Predictor of High School Graduation

**June 2005 | Elaine Allensworth and John Q. Easton; with Commentary by Duncan Chaplin**

In response to a widely recognized need for improved ways to analyze student performance, CCSR created the on-track indicator, which combines course credits and failures to predict students' likelihood of completing high school. This indicator offers a way for parents, schools, teachers, and community groups to better understand how students are progressing toward graduation.

| Catalog #076 | 26 pages | $10.00 |

### Graduation and Dropout Trends in Chicago: A Look at Cohorts of Students from 1991 through 2004

**January 2005 | Elaine Allensworth; with Foreword by Duncan Chaplin**

This report was written to disseminate accurate information about the incidence of graduating and dropping out among students in the Chicago Public Schools. It is intended to provide information about students' school outcomes to the many policy makers, community groups, and educators who are working to improve opportunities for Chicago's students.

| Catalog #075a | 77 pages | $12.00 |
| Catalog #075b (Teacher Summary) | 8 pages | No Charge |

### Notes from the Ground: Teachers, Principals, and Students' Perspectives on the Chicago High School Redesign Initiative, Year Two

**September 2004 | Susan E. Sporte, Joseph Kahne, and Macarena Correa**

This report follows up CCSR's 2003 examination of small schools, *Chicago High School Redesign Initiative (CHSRI): A Snapshot of the First Year of Implementation*. Interviews with the students, teachers and principals of 11 CHSRI-supported small schools are compiled to address questions about the schools' implementation experiences.

| Catalog #074 | 30 pages | $6.00 |
Selected Indicators from the U.S. Census and Chicago Public Schools Records Related to the Lives and Schooling of Children

May 2004 | Macarena Correa, John Q. Easton, Odis Johnson, Steve Ponisciak, and Todd Rosenkranz

CCSR’s newest web-only data brief presents hundreds of tables and maps about the demographics of Chicago public school students. Also available on compact disc (CD), these data quantify the diverse characteristics that influence who students are and how they learn. Data are presented for the city as a whole and for each of the city’s 77 community areas. Results can be viewed for 1990, 2000, and the change over this 10-year period.

Available online at ccsr.uchicago.edu  CD $10.00

Ending Social Promotion: The Effects of Retention

March 2004 | Jenny Nagaoka and Melissa Roderick

This report and the companion report, Ending Social Promotion: Dropout Rates in Chicago after Implementation of the Eighth-Grade Promotion Gate, are the final two reports in the six-year Ending Social Promotion series. This report describes the experiences of third- and sixth-grade students who did not meet Chicago Public Schools’ promotional test-score cutoffs and were retained in grade. Researchers examine how the practices resulting from the policy affected the retention experience and evaluate the impact of retention on students’ achievement growth and experiences in school.

Catalog #070  62 pages  $12.00

Ending Social Promotion: Dropout Rates in Chicago after Implementation of the Eighth-Grade Promotion Gate

March 2004 | Elaine Allensworth

This report, partnered with Ending Social Promotion: The Effects of Retention, completes the six-year Ending Social Promotion research series. This report fills the gap in knowledge about the effect of the eighth-grade promotion gate on dropout rates. It evaluates whether retention at the eighth-grade gate affected students’ likelihood of dropping out, if retention at the gate caused students to drop out at earlier ages, and if dropout trends were different for subgroups of students by race, gender, and exclusion from testing.

Catalog #069  41 pages  $12.00
Working for School Improvement: Reflections of Chicago Annenberg External Partners
March 2004 | Karin Sconzert, Mark A. Smylie, and Stacy A. Wenzel

This report draws on the insights of a sample of Chicago Annenberg external partners. The partners discuss the challenges of working with public schools, keys to successful school improvement, causes of failure, and necessary supports.

Catalog #071  48 pages  $8.00

Principal and Teacher Leadership in Chicago: Early Evidence on Two Initiatives
March 2004 | Penny Bender Sebring, Susan Sporte, Stephen Ponisciak, and Elaine Allensworth

This small-scale study, which was prepared for The Chicago Public Education Fund, provides preliminary evidence about the performance of LAUNCH principals and National Board Certified teachers. Results are based on data from annual test-score compilations and CCSR’s biannual surveys.

Catalog #072  25 pages  $5.00

Ending Social Promotion: The Response of Teachers and Students
February 2004 | Robin Tepper Jacob, Susan Stone, and Melissa Roderick

The third report in the Ending Social Promotion series, this study examines the Chicago Public Schools high-stakes testing initiative and its impact on students’ academic experiences. The report presents teachers and principals’ evaluations of the policy, tracks changes over time in instructional practice, and provides an analysis of trends in critical student indices.

Catalog #068  106 pages  $12.00

Key Measures of School Development
February 2004 | Susan E. Sporte; with Stuart Luppescu and Kumail Nanjiani

This data brief, the first in the web-only published data briefs series, displays findings from the 2003 survey plus 10-year trends in Chicago elementary and high schools on 31 important variables. Available on compact disc (CD), these variables measure school leadership, parent and community partnerships, student-centered learning climate, and professional community and workplace.

Available online at ccsr.uchicago.edu  CD $10.00
Teacher and Principal Resources to the Grow Network: 
A Preliminary Evaluation of Use in Chicago Public 
Elementary Schools

January 2004  |  John Q. Easton and Stuart Luppescu

During the 2001-02 school year, Chicago Public Schools officials contracted with the Grow Network to provide supplemental reporting of student test results to parents, teachers, and school administrators. The network provides a variety of resources, including individualized, printed score reports for parents; classroom-level reports for teachers; and school building reports for principals.

Catalog #066  8 pages  $6.00

Consortium on Chicago School Research: 
Research Agenda 2004-2008

September 2003  |  Penny Bender Sebring

This agenda highlights CCSR’s priorities for Chicago school research during the 2004 to 2008 period, including both the continuation of current research and new explorations. This proposed research intends to assist CPS leadership, local schools, and the education reform community with evidence-based results that inform long-term educational policies and practices.

Catalog #065  17 pages  $5.00

Improving Chicago’s Schools: Torvalds

September 2003  |  Stuart Luppescu, Holly Hart, Sandra Jennings, and Melissa Dean

More than 101,000 students, teachers, and principals across the Chicago public school system participated in the CCSR’s 2003 Improving Chicago’s Schools survey. Students told us about their school experiences, attitudes, and activities. Teachers and principals told us about instruction in their classrooms and their professional development experiences, and answered our questions about the conditions under which they work. This information about where a school is and how it is developing can help the school assess its progress and plan for the future. Torvalds is the pseudonym for a representative CPS high school.

Catalog #073  35 pages  $10.00
The Chicago Annenberg Challenge: Successes, Failures, and Lessons for the Future

August 2003 | Mark A. Smylie, Stacy A. Wenzel, Elaine Allensworth, Carol Fendt, Sara Hallman, Stuart Luppescu, and Jenny Nagaoka

The final technical report examines whether the Annenberg Challenge’s local school reform initiative catalyzed student achievement and school development improvements in 210 of Chicago’s public elementary schools. The report also provides an understanding of the myriad factors that contribute to students’ and schools’ success or failure, such as professional development opportunities, leadership changes, and the interplay of multiple pedagogies.

Catalog #062  251 pages  $10.00

Chicago High School Redesign Initiative: A Snapshot of the First Year of Implementation

August 2003 | Susan E. Sporte, Macarena Correa, Joe Kahne; with John Q. Easton

In the fall of 2002, Chicago created five new small high schools within three large, traditional high schools. In order to understand the progress that these small schools made during their inaugural year, interviews with principals, teachers, students, and other stakeholders are summarized and quoted in this report and are followed by a series of questions that will inform future studies of new small schools.

Catalog #064  21 pages  $5.00

External Support to Schools on Probation: Getting a Leg Up?

July 2003 | Kara Finnigan and Jennifer O’Day; with the assistance of David Wakelyn

This report illuminates a two-year analysis of the design of CPS’s accountability policy and its implementation in Chicago’s elementary schools. Findings center on the role of external partners and probation managers in their implementation of the policy, the constraints their influence posed, and numerous suggestions for policy changes to assist urban centers, such as Chicago, in these dedicated school reform efforts.

Catalog #063  55 pages  $10.00
### How Well Do Vivaldi Students Succeed After Elementary School?

Winter 2003 | Shazia Rafiullah Miller, Stuart Luppescu, and Macarena Correa

Many in the elementary school communities have wondered what happens to their students after they leave eighth grade. This sample report looks at how students perform after eighth grade in terms of outcomes like graduation and student performance in terms of on- or off-track status and whether they passed English and math. The sample report also shows performance based on the high school or academic preparatory center the student attended.

| Catalog #060 | 13 pages | $6.00 |

### Trust in Schools: A Core Resource for School Reform

March 2003 | Anthony S. Bryk and Barbara Schneider

The authors conducted a longitudinal study of 400 Chicago elementary schools engaged in improvement efforts, and found that relational or social trust played a central role in the success of such efforts. The article explores the components of trust, including respectful social discourse, personal regard, competence, and perceptions of personal integrity. In schools with high levels of social trust, all parties understand one another’s expectations and their own obligations, and the actions of principals, teachers, and parents validate those expectations. In the authors’ study, schools with high levels of social trust were more likely to show improved student achievement. This article appears in the March 2003 issue of *Educational Leadership*.

| Order from the Publisher | 6 pages |

### Ending Social Promotion: Results From Summer Bridge

February 2003 | Melissa Roderick, Mimi Engel, and Jenny Nagaoka

The latest in CCSR’s *Ending Social Promotion* series, this report examines the effects of Chicago’s Summer Bridge Program between 1997 and 2000. The report looks at student achievement as well as student and teacher experiences in the program using student test scores, student and teacher surveys from the 1999 school year and summer bridge, classroom observations, and interviews with students and teachers.

| Catalog #059 | 155 pages | $12.00 |
How Do They Compare? ITBS and ISAT Reading and Mathematics in the Chicago Public Schools, 1999 to 2002
February 2003  | John Q. Easton, Macarena Correa, Stuart Luppescu, Hye-Sook Park, Stephen Ponisciak, Todd Rosenkranz, and Susan Sporte

In this data brief we compare and contrast the two tests to bring some needed attention to the ISAT and, by doing so, perhaps assist the discussions about the next generation of assessments that must be put into place by the 2005-06 school year.

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Trust in Schools: A Core Resource for Improvement
2002  | Anthony S. Bryk and Barbara Schneider

The rhetoric of standards and vouchers has occupied center stage, polarizing public opinion and affording little room for reflection on the intangible conditions that make for good schools. Trust in Schools engages this debate with a compelling examination of the importance of social relationships in the successful implementation of school reform. This book can be ordered from the publisher, Russell Sage Foundation.

Order from the Publisher  | 217 pages |

Reforming Chicago’s High Schools: Research Perspectives on School and System Level Change
November 2002  | Edited by Valerie E. Lee


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Educational Technology: Its Availability and Use in Chicago’s Public Schools

A baseline report on the availability and use of educational technology in Chicago’s elementary and high schools. Includes an examination of the digital divide in Chicago and supports for creating technology-rich learning environments.

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August 2002 | Stacy Wenzel, Jenny Nagaoka, Loretta Morris, Sabrina Billings, and Carol Fendt

In this manual, researchers from the Chicago Annenberg Research Project describe the process by which they collected, scored, and analyzed the thousands of teacher assignments and pieces of student work collected from our sample of public schools participating in Chicago Annenberg Challenge–funded networks.

Catalog #067  93 pages  $10.00

Research and Evaluation in the Chicago Public Schools: A Plan for the Future

August 2002 | Laurence Stanton and John Q. Easton

In the fall of 2001, John Q. Easton, the new Director of Research and Evaluation for CPS, initiated this study to develop a plan for building the department's capacity.

Available online at ccsr.uchicago.edu 17 pages

2001 CPS Test Trend Review: Iowa Tests of Basic Skills

June 2002 | Todd Rosenkranz

This report provides data from 2001 review of productivity gains on the Iowa Tests of Basic Skills and shows average ITBS results by race/ethnicity.

Catalog #055  22 pages  $6.00

Changing Special Education Enrollments: Causes and Distribution Among Schools

June 2002 | Shazia Rafiullah Miller and Robert M. Gladden

Reforms in elementary and high schools collided to increase the proportion of students with disabilities in the high schools; encourage unequal distribution of these students among schools; and increase the isolation of students with learning disabilities in classrooms. This report examines the dramatic increase in the enrollment of students with disabilities in ninth grade between 1993 and 2000. It includes systemwide trends and school-by-school special education enrollment.

Catalog #054  54 pages  $10.00
Declining High School Enrollment: An Exploration of Causes

May 2002 | Elaine M. Allensworth and Shazia Rafiullah Miller

What accounts for the dramatic decline in high school enrollment between 1993 and 2000? Researchers track the effect of nine factors on student enrollment in grades nine through twelve. This report includes systemwide trends and school-by-school enrollment changes.

Catalog #053  39 pages $10.00

Student Performance: Course Taking, Test Scores, and Outcomes

May 2002 | Shazia Rafiullah Miller, Elaine M. Allensworth, and Julie Reed Kochanek

This report looks at student performance in Chicago public high schools between 1993 and 2000, showing improved student performance on a range of measures, compares unadjusted trends with trends adjusted for the characteristics of incoming students, and includes school-by-school information on TAP scores and two-year dropout rates.

Catalog #052  66 pages $10.00

Improving Chicago's Schools: Zora Neale Hurston Academy and Pablo Neruda High School

Autumn 2001 | Stuart Luppescu, Holly M. Hart, Jenny Nagaoka, John Q. Easton, and Rose E. Sweeney

These reports detail survey responses from the spring 2001 Improving Chicago’s Schools survey. Zora Neale Hurston Academy is a sample report for a representative CPS elementary school; Pablo Neruda is a representative high school. The reports paint a picture of a school’s learning climate, instructional program, student-teacher relationships, leadership, and professional environment, among other things. They also show trends from 1994, 1997, and 1999, and compare the school’s performance to a group of demographically comparable schools and schools systemwide.

Zora Neale Hurston Academy

Catalog #044  36 pages $8.00

Pablo Neruda High School

Catalog #046  113 pages $8.00
July 2001 | Stacy A. Wenzel, Mark A. Smylie, Penny Bender Sebring, Elaine Allensworth, Tania Gutiérrez, Sara Hallman, Stuart Luppescu, and Shazia Rafiullah Miller
Researchers present data on the Annenberg schools in the first three years of the Challenge's support as well as case studies and initial lessons on promoting school development.

Catalog #043 105 pages $10.00

Calculating a Cohort Dropout Rate for the Chicago Public Schools
June 2001 | Elaine Allensworth and John Q. Easton
The authors present CCSR’s best estimate of CPS dropout rates starting with the 13-year-old cohort from 1991. Details behind the computations, including the decisions involved in their construction and the effects of those decisions on the final rates, are presented.

Catalog #042 19 pages $8.00

Teacher Professional Development in Chicago: Supporting Effective Practice
April 2001 | Mark A. Smylie, Elaine Allensworth, Rebecca C. Greenberg, Rodney Harris, and Stuart Luppescu
The authors identify the sources, means of delivery, and organizational supports (particularly at the school level) that promote effective professional development.

Catalog #041 67 pages $10.00

Instruction and Achievement in Chicago Elementary Schools
January 2001 | Julia B. Smith, Valerie E. Lee, and Fred M. Newmann
Clear and consistent evidence shows that the instructional approach teachers use influences how much students learn in reading and mathematics.

Catalog #040 50 pages $10.00
**Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence?**

**January 2001 | Fred M. Newmann, Anthony S. Bryk, and Jenny K. Nagaoka**

This study of third-, sixth-, and eighth-grade teacher’s assignments in math and writing shows that students who received assignments requiring more challenging intellectual work also achieved greater than average gains on standardized tests.

Catalog #039  43 pages  $10.00

**School Instructional Program Coherence: Benefits and Challenges**

**January 2001 | Fred M. Newmann, BetsAnn Smith, Elaine Allensworth, and Anthony S. Bryk**

Evidence shows that elementary schools with greater instructional program coherence demonstrate higher gains in student achievement.

Catalog #038  50 pages  $10.00

**Annual CPS Test Trend Review, 2000**

**January 2001 | John Q. Easton, Todd Rosenkranz, and Anthony S. Bryk**

The authors review data from 2000 review of productivity gains.

Catalog #037  20 pages  $6.00

**Testing and Assessment in Illinois School Districts**

**November 2000 | John Q. Easton**

75 Illinois school districts were surveyed on why they use tests, which tests are administered, how the results are used, how districts feel about the Illinois Standards Achievement Tests program, how it could be improved, and how it could better meet their needs.

Catalog #036  8 pages  $6.00

**Chicago Classroom Demands for Authentic Intellectual Work: Trends from 1997 to 1999**

**October 2000 | Anthony S. Bryk, Jenny K. Nagaoka, and Fred M. Newmann**

This report examines the prevalence of more demanding classroom tasks in Annenberg schools and their relationship to student achievement and demonstration of more complex intellectual work.

Catalog #035  14 pages  $8.00
Update: Ending Social Promotion: Passing, Retention and Achievement Trends among Promoted and Retained Students
September 2000  | Melissa Roderick, Jenny Nagaoka, Jen Bacon, and John Q. Easton

The authors report on the progress of students who faced the test cutoffs in 1999; add a new year of data on students who faced the policy in 1997; and examine in particular what happened to the students who were in sixth grade in 1997 when they faced their second promotional gate in the eighth grade.

Catalog #034  24 pages  $10.00

Access to Magnet Schools in Chicago
August 2000  | Elaine M. Allensworth and Todd Rosenkranz

This report examines the status of CPS magnet schools and the change in their enrollment since the magnet school policy was revised in 1998. It also looks at whether these changes and the locations of the new magnet high schools benefit students from certain ethnic groups or areas of the city. This is a joint project with the Mexican American Legal Defense and Educational Fund.

Catalog #033  50 pages  $25.00

School Improvement with External Partners
June 2000  | Fred M. Newmann and Karin Sconzert

The Chicago Annenberg Challenge links external partners with school networks to encourage reform. This report presents the achievements, strategies, and challenges nine external partners faced.

Catalog #032  70 pages  $10.00

Annual CPS Test Trend Review, 1999
May 2000  | John Q. Easton, Todd Rosenkranz, Anthony S. Bryk, Brian A. Jacob, Stuart Luppescu, and Melissa Roderick

Researchers adjust for changes in CPS reporting policies in order to provide comparability in scores on the Iowa Tests of Basic Skills between 1992 and 1999.

Catalog #031  19 pages  $6.00
School Leadership and the Bottom Line in Chicago
February 2000  Penny Bender Sebring and Anthony S. Bryk
The authors identify the key characteristics of principal leadership and certain focus areas that lead to improved student learning. An edited version of this report appears in the February 2000 issue of Phi Delta Kappan.

Catalog #030  6 pages  $3.00

Improving Chicago's Schools: Harding School
This is a sample of the individual reports prepared for each school participating in CCSR's 1999 survey of students and teachers, featuring three-year trends charting survey responses from 1994, 1997, and 1999.

Catalog #029  117 pages  $6.00

Ending Social Promotion: Results from the First Two Years
December 1999  Melissa Roderick, Anthony S. Bryk, Brian A. Jacob, John Q. Easton, and Elaine Allensworth
This report examines the impact of CPS’s 1996 policy establishing minimum standardized test scores as criteria for promotion in the third, sixth, and eighth grades.

Catalog #028  74 pages  $10.00

The Chicago Annenberg Challenge: The First Three Years
March 1999  Dorothy Shipps and Karin Sconzert; with Holly Swyers
Founded in 1995 as a collaborative of community organizations, the Challenge evolved into an activist foundation with a distinct theory of action. The authors examine the Challenge’s activities and influences.

Catalog #027  52 pages  $6.00

Social Support, Academic Press, and Student Achievement: A View from the Middle Grades in Chicago
October 1999  Valerie E. Lee, Julia B. Smith, Tamara E. Perry, and Mark A. Smylie
What is the relationship of social support and academic press to gains in student achievement? Analyses reveal that students learn most when they have strong press and support both in and out of school.

Catalog #026  33 pages  $10.00

“Even after two years in the same grade and as many as four chances to pass the test, only 43 percent of third graders and 47 percent of sixth graders who were retained in 1997 managed to raise their scores high enough to meet the test criteria by the end of the summer of 1998.”

Ending Social Promotion: Results from the First Two Years, p. 19
How Do Barton Graduates Perform in CPS High Schools?
How Do Kenwood Academy Students Perform?
August 1999 | Shazia Rafiullah Miller, Stuart Luppescu, Robert M. Gladden, and John Q. Easton

These reports are examples of the customized reports prepared for every Chicago public school (Barton is an elementary school; Kenwood Academy is a high school). The authors address graduation and dropout rates and the success of at-risk students. The latter report tracks students by feeder schools and eighth-grade test scores.

**Barton**

Catalog #025  17 pages  $6.00

**Kenwood Academy**

Catalog #024  29 pages  $6.00

Adjusting Citywide ITBS scores for Student Retention in Grades Three, Six, and Eight
December 1998 | John Q. Easton, Brian Jacob, Stuart Luppescu, and Melissa Roderick

The authors look at how 1998 standardized test scores were affected by the scores of students retained under the CPS promotion policy. Findings show that even when the retained students' scores on the Iowa Tests of Basic Skills are counted as if the students had taken the test at a higher grade, the system's scores are still rising overall.

Catalog #023  8 pages  $3.00

It's About Time: Opportunities to Learn in Chicago's Elementary Schools
December 1998 | BetsAnn Smith

This examination of the amount of time devoted to instruction in elementary schools per day and over the school year, illustrates how allocations of instructional and non-instructional time affect the ability to achieve the 300 minutes of daily instruction mandated by the state.

Catalog #022  38 pages  $10.00
As students are being exposed to the concepts they are held accountable for on standardized tests, this report examines the pacing of curriculum content in math and language arts. The authors found that although about half of CPS schools maintained grade-level pacing, the other half fell far behind, especially in the upper grades.

| Catalog #021 | 30 pages | $10.00 |

Analyses of classroom assignments and work show that most of Chicago students’ assignments fail to go beyond reproduction of information. Where teachers give more challenging assignments, however, student performance is considerably higher.

| Catalog #020 | 50 pages | $10.00 |

The authors examine why parents become less involved in their children’s activities after the transition to high school and report on high schools’ efforts to reverse this trend.

| Catalog #019 | 32 pages | $6.00 |

This report presents data and patterns of the characteristics, activities, and accomplishments of schools participating in the Chicago Annenberg Challenge during their first 12 to 18 months of support.

| Catalog #018 | 98 pages | $10.00 |
**Academic Productivity of Chicago Public Elementary Schools**

March 1998 | Anthony S. Bryk, Yeow Meng Thum, John Q. Easton, and Stuart Luppescu

This technical report examines the productivity index, a content-based measure of student improvement, as an accurate and defensible alternative to the current testing system. It then uses the index to analyze trends in Chicago schools the first decade after reform.

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**Summary of Productivity Trends**

| Catalog #015 | 8 pages | $3.00 |

**Policy Brief**

| Catalog #014 | 8 pages | $3.00 |

**Charting Chicago School Reform: Democratic Localism as a Lever for Change**

1998 | Anthony S. Bryk, Penny Bender Sebring, David Kerbow, Sharon Rollow, and John Q. Easton

Chicago began an experiment in 1989 that dramatically changed the power and authority within its schools. The authors of this book examine the progress of reform in Chicago’s 473 elementary schools through 1995. The result is a complex picture that joins the politics of local control to the dynamics of school change. This book can be ordered from the publisher, Westview Press, Boulder, CO.

| Order from the Publisher | 383 pages |

**Improving Chicago’s Schools: Millard Fillmore School and John Tyler High School**

August 1997 | Anthony S. Bryk, Stuart Luppescu, Diane King Bilcer, Gudelia Lopez, Jenny Nagaoka, and John Q. Easton

These sample reports prepared for each school that participated in CCSR’s 1997 survey of students and teachers compare the schools’ 1997 data with demographically similar schools and schools systemwide.

**Millard Fillmore School**

| Catalog #012 | 127 pages | $6.00 |

**John Tyler High School**

| Catalog #012 | 29 pages | $6.00 |
“Students tend to report higher levels of engagement when teachers demonstrate keen personal interest in them and at the same time press them toward academic work.”
Charting Reform in Chicago: The Students Speak, p. 77
The Charting Reform Survey Series:  
Public Use Data on Compact Disc

1996 (updated continuously)  | Diane King Bilcer, Stuart Luppescu, Penny Bender Sebring, and Yeow Meng Thum

Included in this set are data from each major CCSR survey, including the 1991 survey of elementary school teachers, the 1992 survey of principals, and the 1994, 1997, 1999, and 2001 surveys of teachers and students. CD contains raw data, programs to read the data into SAS, and Adobe Acrobat Reader. Users manual included.

| Catalog #001 | 1 CD, 1 manual–155 pages | $30.00 |

Charting Reform: Chicago Teachers Take Stock

August 1995  | Penny A. Sebring, Anthony S. Bryk, John Q. Easton, Stuart Luppescu, Yeow Meng Thum, Winifred A. Lopez, and BetsAnn Smith

Five years after the 1988 Chicago School Reform Act, 8,800 teachers give their opinions on the progress of reform in their schools.

| Catalog #008 | 76 pages | $10.00 |

Charting Reform in Prairie School: Results of Student and Teacher Surveys and Charting Reform in Asbury School: Results of Student and Teacher Surveys

January 1995  | Penny A. Sebring, Anthony S. Bryk, Stuart Luppescu, and Yeow Meng Thum

Samples of the individual reports prepared for each school that participated in CCSR’s 1994 survey of students and teachers. Prairie School is the pseudonym of a representative elementary school; Asbury of a representative high school.

| Prairie Elementary School | 85 pages | $6.00 |
| Asbury High School | 85 pages | $6.00 |

School Reform, Retention Policy, and Student Achievement Gains

1995  | Stuart Luppescu, Anthony S. Bryk, Paul Deabster, John Q. Easton, and Yeow Meng Thum

The authors compare the achievement gains of students who were retained in 1987 with those who faced a similar risk for retention but were promoted, showing that promoted students had higher gains on standardized tests.

| Catalog #005 | 10 pages | $3.00 |
Consortium on Chicago School Research

Charting Reform: The Principals’ Perspective
December 1992  |  Albert L. Bennett, Anthony S. Bryk, John Q. Easton, David Kerbow, Stuart Luppescu, and Penny A. Sebring

The 1988 Chicago School Reform Act drastically changed the work life of principals—they lost job tenure and became accountable to the Local School Councils that awarded their contracts. Principals present their opinions on reform and their changing role in it.

Catalog #004  31 pages  $6.00

Achieving School Reform in Chicago: What We Need to Know
January 1991  |  Anthony S. Bryk, Penny Bender Sebring

CCSR’s five-year research agenda identifies four topical areas for further research: school governance, teaching and learning, the quality of the school as an organization, and systemic change.

Catalog #089   9 pages  Available online only

Charting Reform: The Teachers’ Turn
1991  |  John Q. Easton, Anthony S. Bryk, Mary E. Driscoll, John G. Kotsakis, Penny A. Sebring, and Arie J. van der Ploeg

Over 12,708 CPS elementary school teachers offer their opinions on a range of issues associated with school reform. The majority of teachers agree on the issues, but a significant number do have concerns about the changes reform will bring.

Catalog #003  15 pages  $6.00

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