

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

February 1995

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Specially Designed as a Companion to
*Pathways to Achievement: The Three-Tiered Process
Self-Analysis Guide*

SAMPLE REPORT

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Introduction

This is your school's report of the results of the surveys, *Charting Reform: The Students Speak*, and *Charting Reform: The Teachers' Turn, 1994*. The Consortium on Chicago School Research administered these surveys to sixth, eighth and tenth grade students and elementary and high school teachers during Spring 1994. In all, 266 elementary schools and 46 high schools in Chicago participated with a response rate high enough to receive a 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, governance, and the professional work life of teachers. This report is intended to assist you in the assessment of the strengths and weaknesses of your school and the effectiveness of improvement efforts you have under way.

Relationship of Your School Report to *Pathways to Achievement: The Three-Tiered Process, Self-Analysis Guide*

Although the *Charting Reform* surveys were not originally designed to relate to the Three-Tiered Process (it was approved after the Consortium initiated the surveys), many of the questions focused on key concepts that ultimately were included in *Pathways to Achievement: The Three-Tiered Process, Self-Analysis Guide*. Consequently, in response to a request by the school system, we have organized the information in a way that would allow schools to make use of the data for their self-analysis. Thus, we have deliberately tailored the individualized school reports to serve as a companion to *The Self-Analysis Guide* which was recently distributed to schools. The survey results are organized according to the same five "essential supports" for student learning:

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

Each of these five essential supports involves a number of "best practices." For most of these practices, we have developed one or two scales from student or teacher responses that summarize the state of the practice in your school. The display on page 5 shows the five essential supports, the best practices associated with each, and the survey results for each practice which are contained in this report. For seven of the practices, there are no survey data.

