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## For Additional Help

The Consortium on Chicago School Research website has additional information on how to read your report, tips on how to use this report to help you write your SIPAAA, and where you can go to get assistance in relating the contents of this report to what is going on in your school. Go to <http://ccsr.uchicago.edu/ISR>

You may also download an electronic copy of this report from the CCSR website: <http://ccsr.uchicago.edu/ISR/7777/> (Don't forget the final '/') using the following username and password:

Username: report7777

Password: W\_3209Sx]

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*Acceptance of this report implies endorsement of the conditions listed below.*

The Consortium on Chicago School Research has promised to maintain the confidentiality of all schools and survey participants. This report is the property of Sample Elementary School, and will not be distributed to anyone outside of the school without the written permission of the principal. Anyone accepting a copy of this report promises to adhere to this agreement as well.

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## Introduction

This report provides the details of what your students and teachers say about your school. Students in grades six through twelve and all teachers in the Chicago Public Schools were asked to complete a survey during spring 2007. Your school participated, which we appreciate very much. As we promised, here is a confidential report of your results.

This *Details* report is the companion to your *Summary: Five Fundamentals for School Success* (blue cover). This report provides more specific evidence about students' and teachers' perceptions of your school. It shows the percentages of teachers who agree with the questions that comprise each measure—for instance the six questions that make up Teacher Influence.

Here's what you can learn from the Details report.

- First, these results give you concrete, specific information on students' and teachers' perceptions of practices and conditions we know are important for improving student learning.
- Second, this information can help you understand the reasons why your school may be high or low on a measure of the Five Fundamentals. Say that the Summary report shows declining feelings of safety among students. The results in this report tell you whether students are feeling safe in the hallways, outside around the school, or traveling between home and school. Pinpointing the problem helps you address the problem.
- Third, these findings provide perspective on your strengths and weaknesses. Let's say that only 35 percent of your students report that they "apply math to situations in life outside school." You may be concerned about this, but we also show that only 43 percent of students in other schools report doing this. While your school is below average, most schools are struggling with this aspect of math instruction. This does not mean you should be complacent about such results, but it does provide some context for evaluating your situation. At the same time, you may have very positive responses to a question, but teachers or students in other schools may have responded similarly.
- Fourth, your data permit you to see crucial differences in the ways your teachers and students perceive their experiences. Understanding this can be instructive and useful. For instance, most of your teachers may agree that they have moderate to extensive influence in the school. But if one-third of the teachers claim only minimal or limited influence in the school, you may want to find out why. Are there ways to foster greater influence among teachers who feel disconnected? You will not know who these teachers are, but this is a question that could be raised with the faculty.
- Fifth, these results allow you to uncover puzzling contradictions. Exploring such contradictions can bring to light conditions about which your staff may be unaware. Two questions come to mind that are part of the set for Academic Press. Most students in all schools agree with this statement: "students must generally work hard to do well." However, fewer than 30 percent report that in their school "they usually find the work difficult." While students report that hard work is important for success, many also indicate that the work is not hard. This could be a worthwhile topic to discuss with your students.

### Survey Response Rates at Sample Elementary School

In all, there were 161 sixth-, seventh-, and eighth-grade students at Sample Elementary School. Of these, **144 students returned surveys** for a **response rate of 89.4 percent**. The following table breaks down student survey responses according to gender, race/ethnicity, and achievement for all students in your school and for the students who responded to the survey. This tells you the degree to which the students who responded to the survey are representative of your school. Achievement is reported by the percentage of students in each performance level on the spring 2007 ISAT.

		All Students	Students Who Responded
Gender	Male	56.9	57.7
	Female	43.1	42.3
Race/Ethnicity	White	5.7	4.5
	African-American	11.5	10.3
	Native American	0.0	0.0
	Asian	1.6	0.6
	Latino	81.2	84.6
	Warning	0.7	0.7
Math	Basic	21.8	22.8
	Meets	66.9	65.4
	Exceeds	10.6	11.0
	Warning	0.0	0.0
Reading	Basic	26.3	24.8
	Meets	62.5	63.5
	Exceeds	11.2	11.7

It is difficult for us to calculate a perfectly accurate teacher response rate, because we do not have exact counts of the number of teachers in each school. (This is especially difficult in schools with both elementary and high school grades, since we make separate reports for elementary and high schools.) According to CPS, Sample Elementary School had 32 full-time teacher positions last winter. We received **30 surveys**, resulting in an approximate **teacher response rate of 93.8 percent** for your school.

## How to Read the Figures for Each Measure

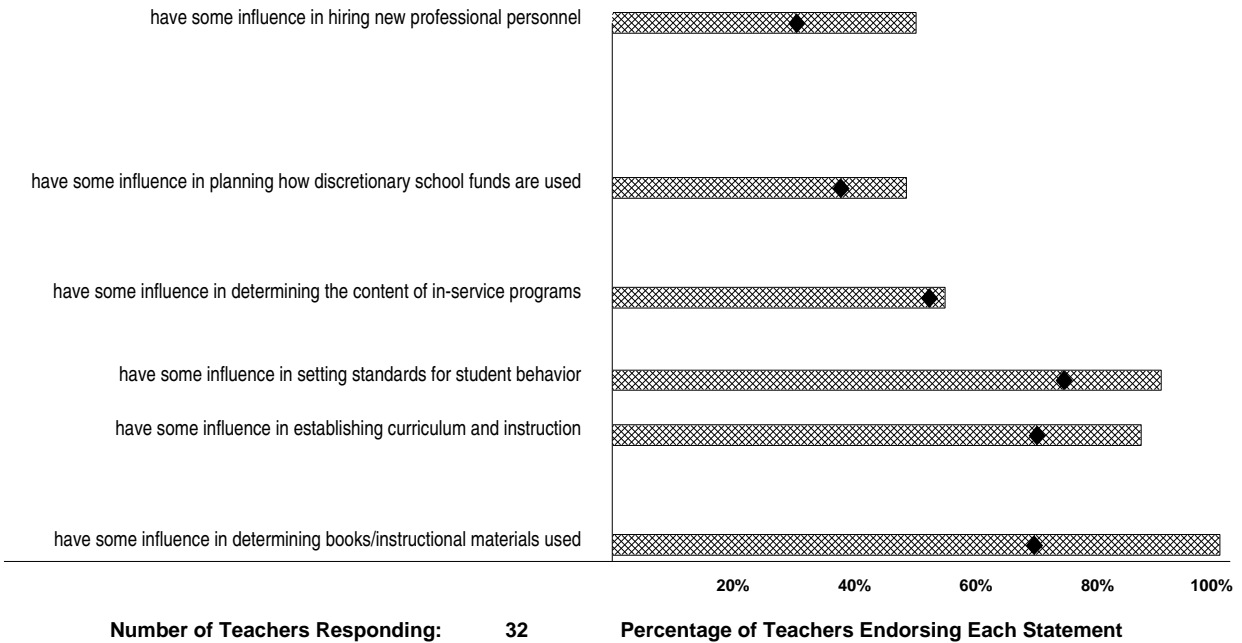
**Horizontal bar figures.** The figure on the next page illustrates teachers' opinions of their influence at a sample school. Several statements about teacher influence are listed on the left side of the figure. These are the survey questions that make up the measure Teacher Influence. (See page 20 for your school's responses.) 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 in the school who agreed or strongly agreed with this statement. For instance, the bar that corresponds to the statement "Teachers agree that they have some influence in hiring new professional personnel" ends between the points along the bottom of the figure marked "40%" and "60%" a little after where 50 percent would be. This means that slightly more than 50 percent of the teachers surveyed *at the school* agreed or strongly agreed with this statement.

For response formats other than the common Strongly Disagree to Strongly Agree, the length of the horizontal bar indicates, in general, the percentage of teachers or students who endorsed, or otherwise responded in a *positive* manner, to the item.

**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 said they had some or a lot of teacher influence. For example, in the figure above, the diamond corresponding to the statement, “Teachers agree that they have some influence in hiring new professional personnel,” is located over a point between 20 percent and 40 percent—about where 30 percent would be. This means that, on average, 30 percent of the teachers within the Chicago Public Schools reported that they had some or a lot of influence in hire new professional personnel. This diamond allows you to compare responses from your school to the average response of all the surveyed teachers in Chicago elementary schools.

This figure also gives the average number of teachers who responded to the items in this measure. In this example, the number of teachers who responded to each item averaged 32.

On the student survey, there were several questions where students were asked to provide responses for only one of the following: reading/literacy, mathematics, science or social studies. Even though students were asked the same questions for the four subjects, for the sake of comparability with previous years in the summary report trends, we only report the data from the students who responded about math or reading/literacy in the companion summary report (blue cover). In this report, however, we include data from students who reported about all subjects for Student Classroom Behavior, Teacher Personal Attention, Peer Support for Academic Work, and Academic Engagement.

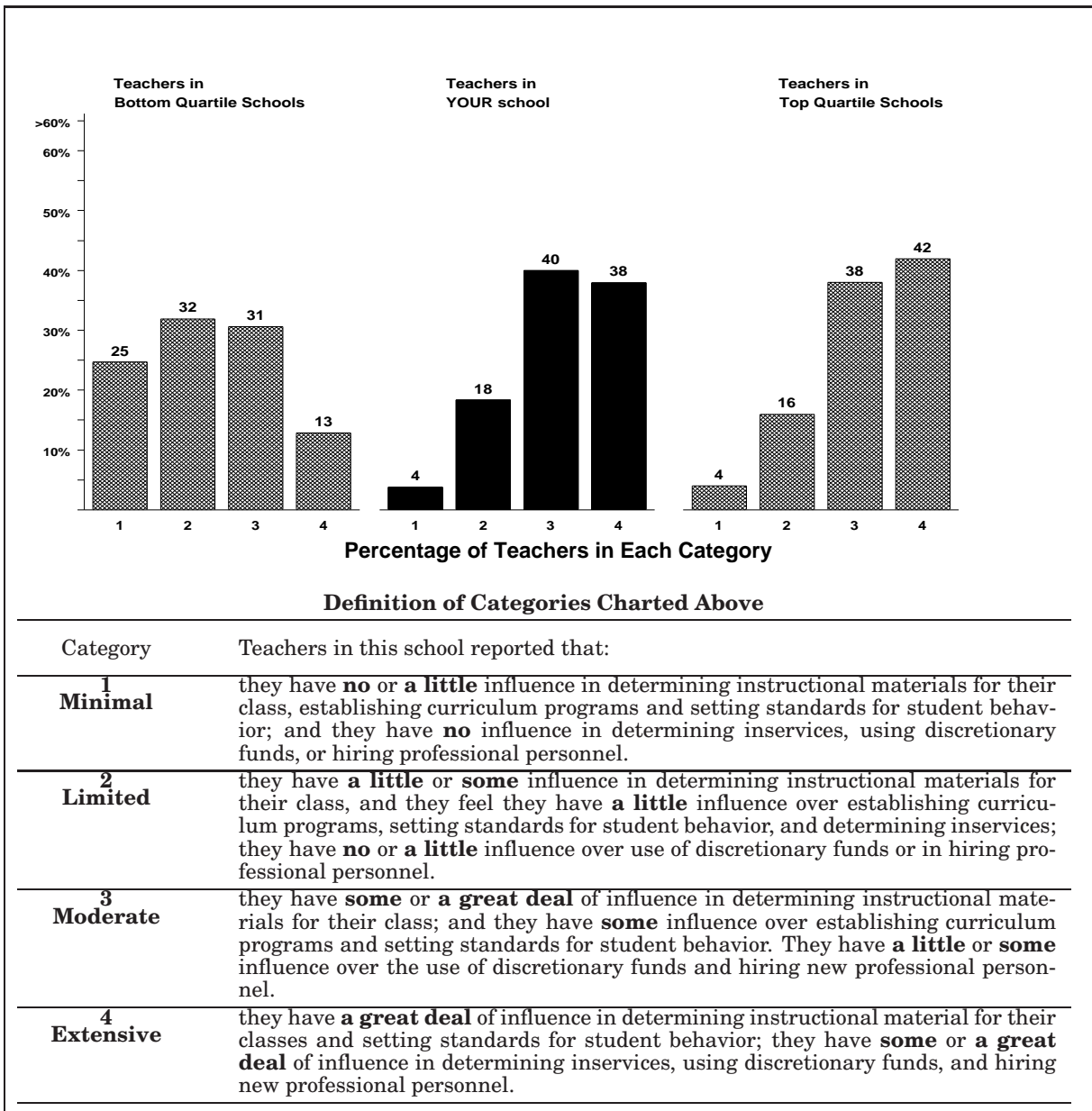
**Vertical bar figures.** The figure on page 6 compares teachers' responses in a sample school to teachers' responses at the schools that were rated highest and the schools that were rated lowest on the same set of questions. (The actual display for your school is on page 21.)

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 percent that gave the most negative responses to each set of questions, while the top quartile schools were the 25 percent that gave the most positive responses. The schools 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 very low on Peer Collaboration, placing it in the bottom quartile for that set of questions.

We grouped the school ratings into categories. In the figure on page 6, Category 1 means that teachers rated their influence at their school "minimal"; Category 2 means that teachers rated their influence at their school "limited"; Category 3 means that teachers rated their influence at their school "moderate"; and Category 4 means that teachers rated their influence at their school "extensive."

The figure tells you that 25 percent of the teachers in bottom quartile schools considered their influence at their school "minimal." Similarly, only four percent of teachers in top quartile schools considered teachers' influence at their school "minimal." In contrast, only 4 percent of teachers in the sample school (displayed in the dark bars) considered their influence at their school "minimal."

Please note that if the percent responding in any category is greater than 65 percent that bar will extend to the top of the vertical axis, which is marked  $> 60\%$ , and will not have a value label.



For the school represented in the figure above, the largest proportion of the teachers surveyed (40 percent) 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 have some influence over establishing curriculum programs and setting standards for student behavior; and they have a little or some influence over using discretionary funds and hiring new professional personnel.

The 38 percent of teachers surveyed who rated Teacher Influence at their school “extensive” believe they have a great deal of influence in determining instructional materials for their classes, establishing curriculum programs, and setting standards for student behavior; they have some or a great deal of influence in determining inservices, using discretionary



funds, and hiring professional personnel.

The 18 percent of teachers surveyed who rated Teacher Influence at their school “limited” believe they have a little or some influence in determining instructional materials for their class; they have a little influence over establishing curriculum programs, setting standards for student behavior and determining inservices; they have no or a little influence over using discretionary funds and hiring new professional personnel.

The 4 percent of teachers surveyed who rated Teacher Influence at their school “minimal” believe they have a little or no influence in determining instructional materials for their class, establishing curriculum programs, and setting standards for student behavior; they have no influence in determining inservices, using discretionary funds, or hiring new professional personnel.

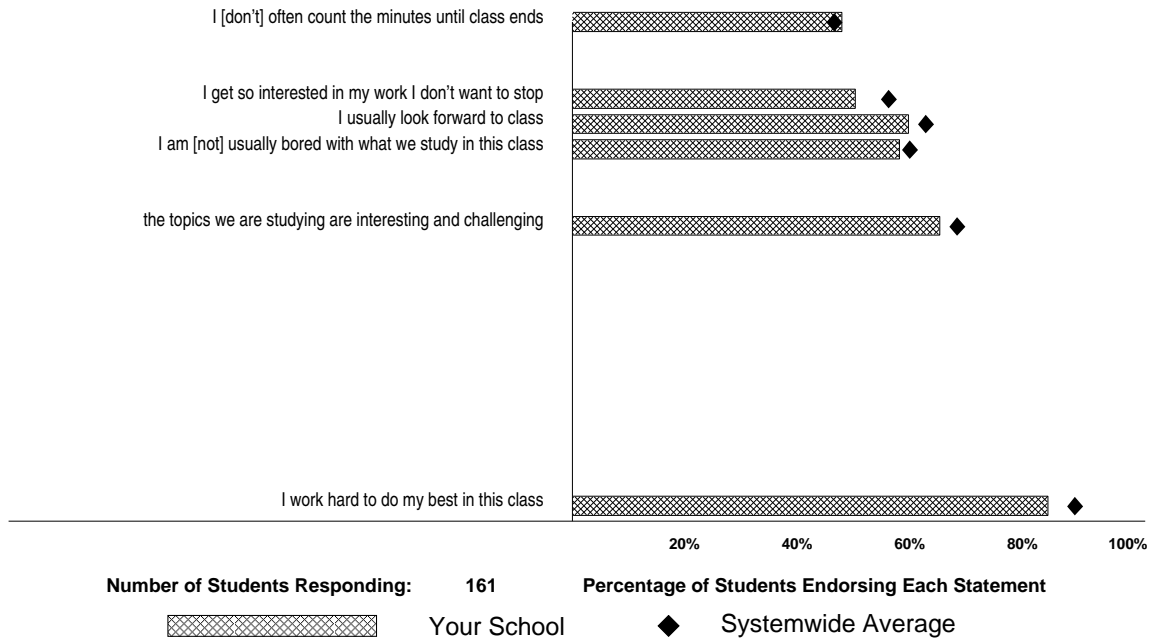


Details of Student and Teacher Responses  
for Sample Elementary School

### 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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

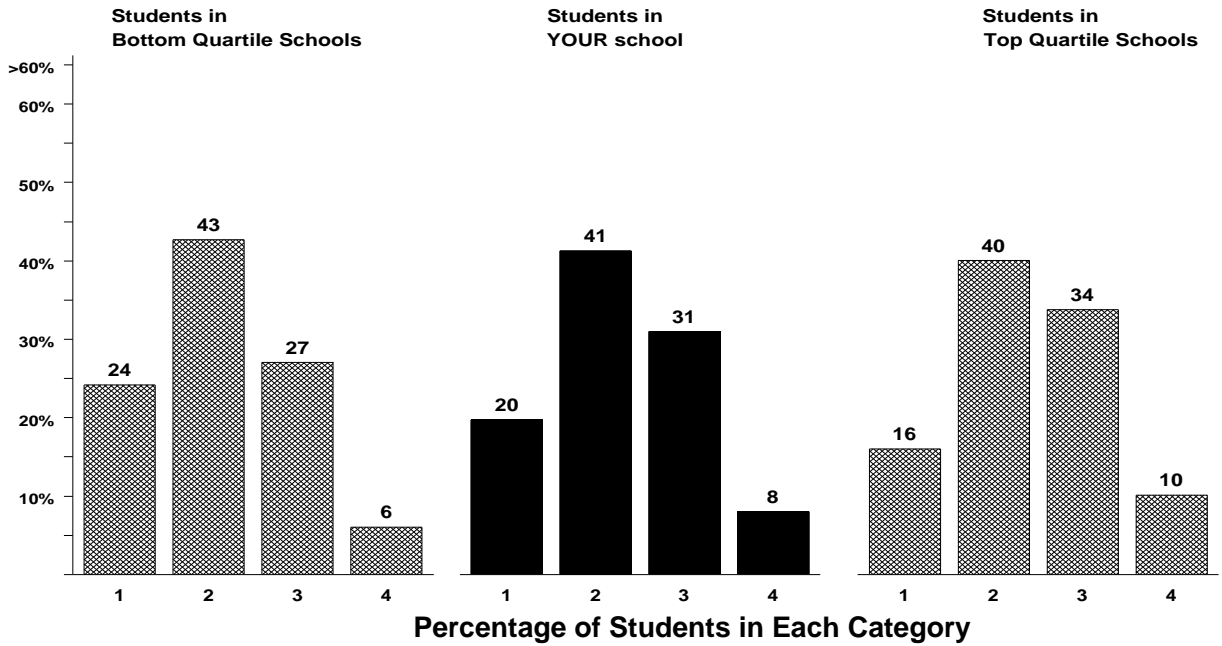
On the next page, you will find a frequency distribution of responses to the Academic Engagement scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 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, 56 percent of the student responses indicate limited levels of student engagement or no engagement. The bottom quartile schools report even less engagement. Sixty-seven percent of students report limited or no engagement, and one-third report high or moderate levels of engagement.

**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Academic Engagement**



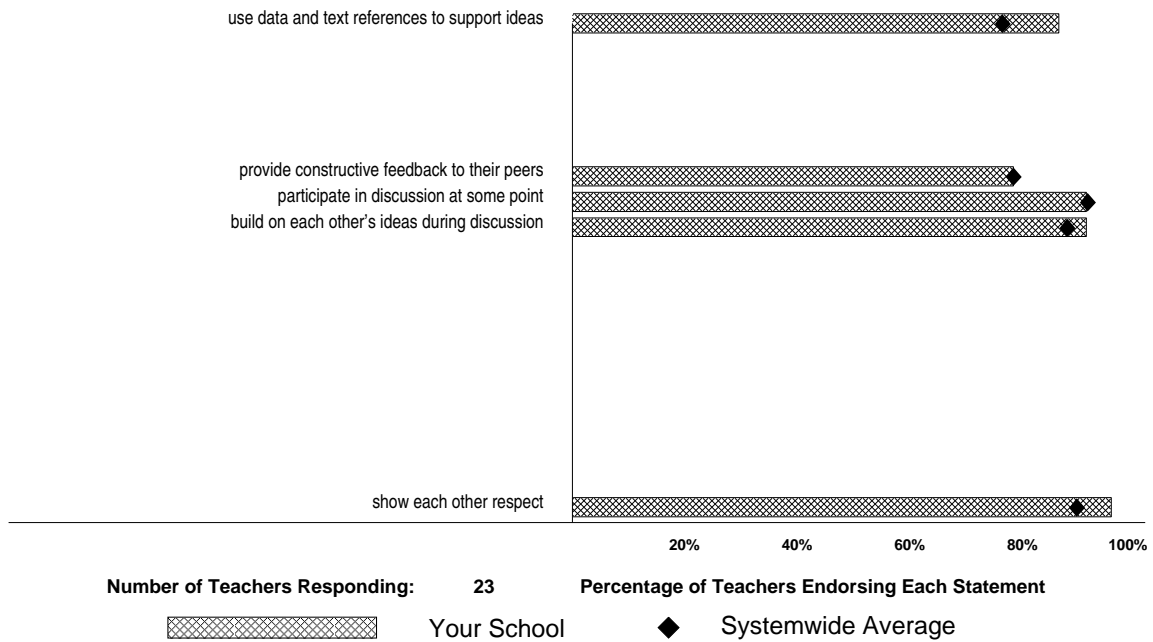
**Definition of Categories Charted Above**

Category	In this school, students:
<b>1 None</b>	<b>disagree</b> or <b>strongly disagree</b> that they try hard to do their best and find their classwork interesting. They <b>strongly disagree</b> that they are not often bored in class, that they usually look forward to class, that they are so interested in the work they don't want to stop, and that they do not often count the minutes until class ends.
<b>2 Limited</b>	<b>agree</b> that they try hard to do their best. Some students <b>agree</b> and others <b>disagree</b> that their classwork is interesting. They <b>disagree</b> with all the other items in the scale.
<b>3 Moderate</b>	<b>agree</b> or <b>strongly agree</b> that they work hard to do their best. They <b>agree</b> with the other items on this scale.
<b>4 High</b>	<b>strongly agree</b> with all items on this scale.

### Quality of Student Discussion

These items measure how well students interact with each other about course content.

Teachers report that students in their classes often:



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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

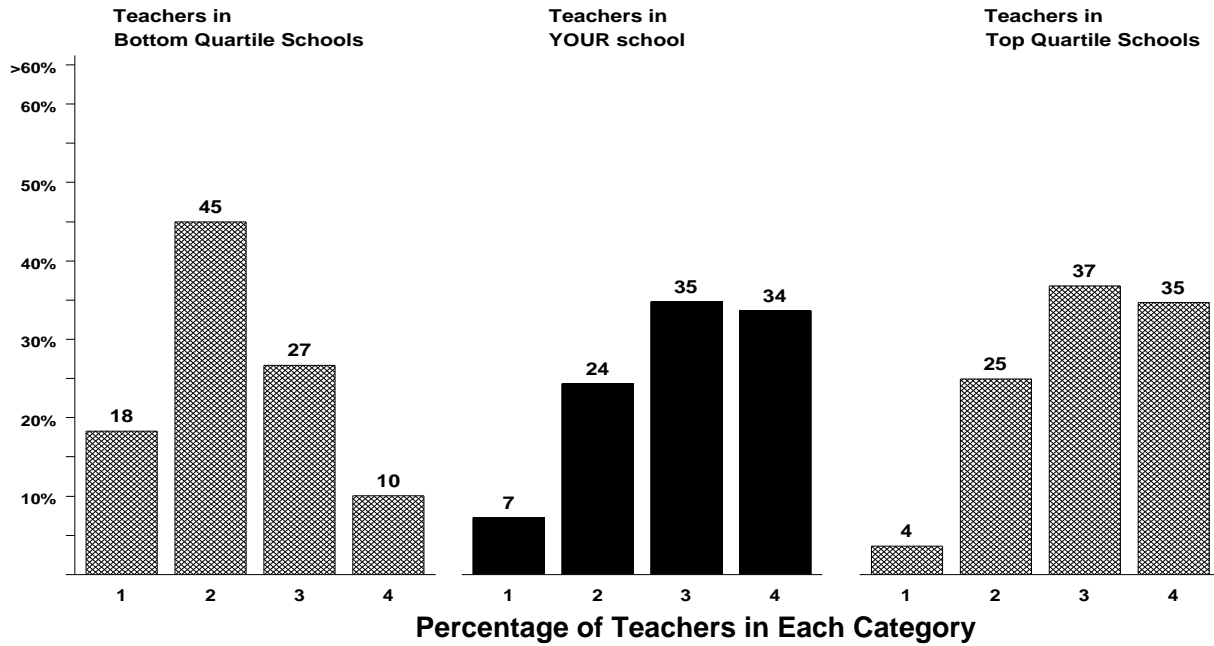
On the next page, you will find a frequency distribution of responses to the Quality of Student Discussion scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

Seventy-two percent of the teachers in the top quartile schools said the quality of their students' discussion was good or excellent. Only four percent said it was low. In the bottom quartile schools, 63 percent of the teachers reported that the level of their students' discussion was low or minimal; 27 percent said it was good, and 10 percent said it was excellent.

**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Quality of Student Discussion**



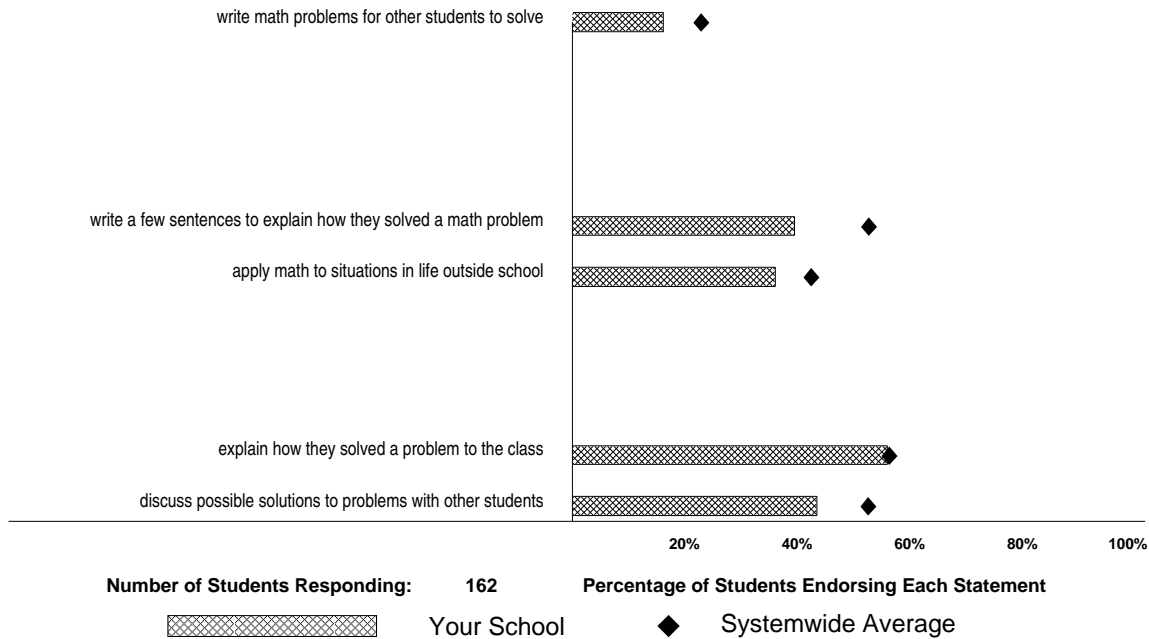
**Definition of Categories Charted Above**

Category	Teachers in this school:
<b>1 Low</b>	say students <b>never or rarely</b> use text and data to support their ideas, provide constructive feedback, participate in discussion, build on each other's ideas during discussion, or show each other respect.
<b>2 Minimal</b>	report that students <b>sometimes</b> show each other respect, and that students <b>sometimes or rarely</b> use text and data to support their ideas, provide constructive feedback, and build on each other's ideas during discussion.
<b>3 Good</b>	say students <b>often</b> show each other respect; students <b>often or sometimes</b> provide constructive feedback, participate in the discussion, and build on each other's ideas during discussion. Students <b>sometimes</b> use text and data to support their ideas.
<b>4 Excellent</b>	say all these practices occur <b>often</b> .

### Quality Math Instruction

These items measure the extent to which students learn higher-order math skills.

**Students report that at least once a week 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 percentage 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 Quality Math Instruction scale. The scale is created by combining all responses to the survey questions shown above.

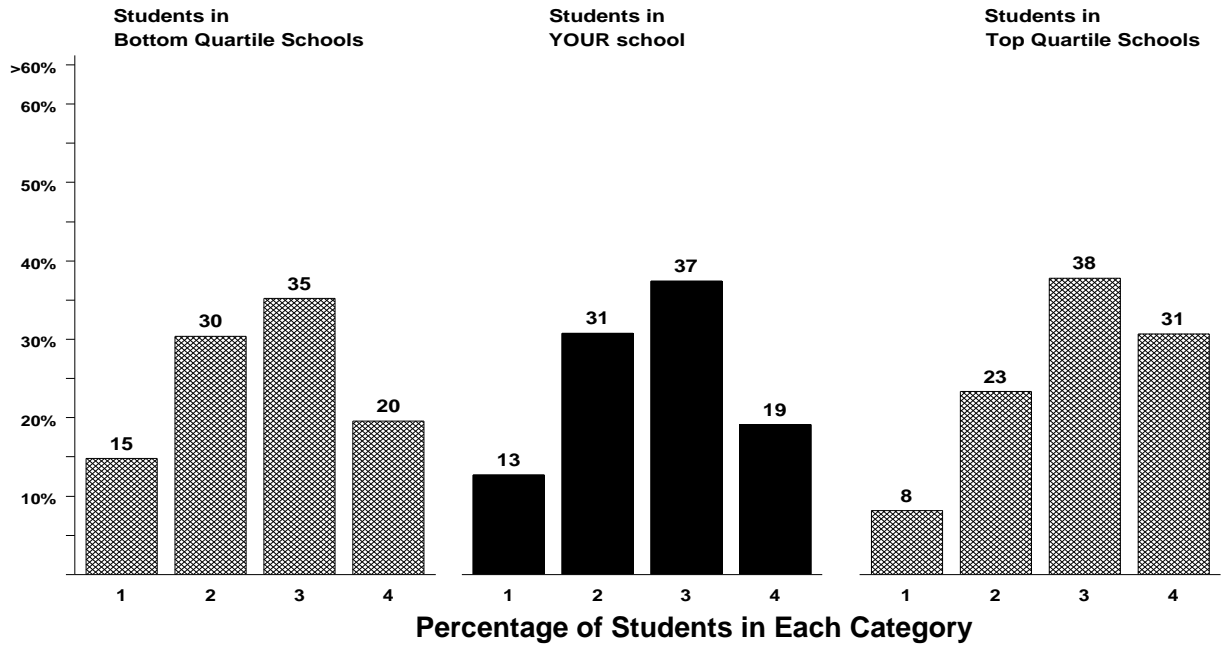
The frequency distribution tells you what percentage of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.**

In highly rated schools, 69 percent of the students say they experience Quality Math Instruction frequently or very frequently. Only eight percent of the students in these schools say they do not experience such practices at all. In the bottom quartile schools, 20 percent of the students say these practices are done very frequently, while 45 percent of students say they experience no or minimal use of such math pedagogy.



**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Quality Math Instruction**



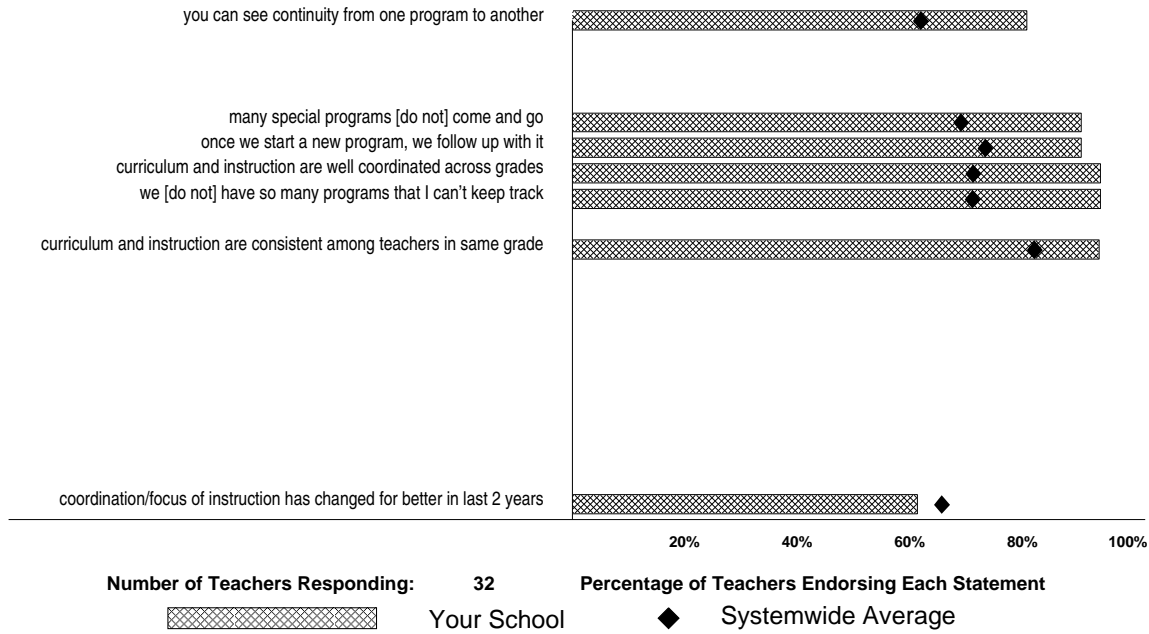
**Definition of Categories Charted Above**

Category	Students in this school:
<b>1 No use</b>	<b>never</b> write problems for other students to solve, write a few sentences about how they solved a math problem, apply math to situations in life outside school, explain how they solved a problem to the class or discuss possible solutions to a problem with other students.
<b>2 Minimal</b>	<b>never</b> write problems for other students to solve. They reported doing the other practices <b>never</b> or <b>once or twice a semester</b> .
<b>3 Frequent</b>	<b>once or twice a semester</b> write problems for other students to solve. They reported doing the other practices <b>once or twice a semester</b> to <b>once or twice a week</b> .
<b>4 Very Frequent</b>	write problems for other students to solve <b>at least once or twice a month</b> . They reported doing the other practices <b>once or twice a week</b> to <b>almost every day</b> .

**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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

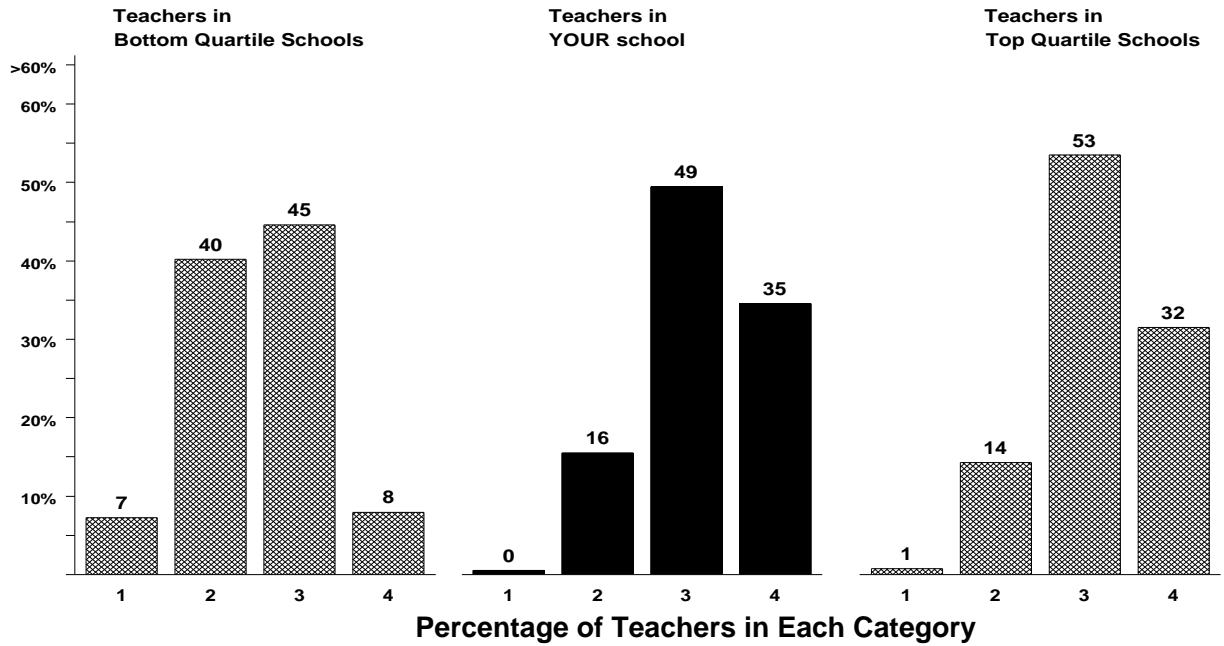
On the next page, you will find a frequency distribution of responses to the Program Coherence scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

In the top quartile schools, more than half of the teachers describe moderate program coherence, with another 32 percent noting strong program coherence in their school. Relatively few teachers (15 percent) consider these schools to have little or no program coherence. Teachers in the bottom quartile schools are more negative about the amount of program coherence in their schools; fewer than half describe little or no program coherence, although 45 percent consider their school to have moderate program coherence.

**Comparing Responses in Sample Elementary School  
to Low-Rated Schools and to High-Rated Schools on Program Coherence**



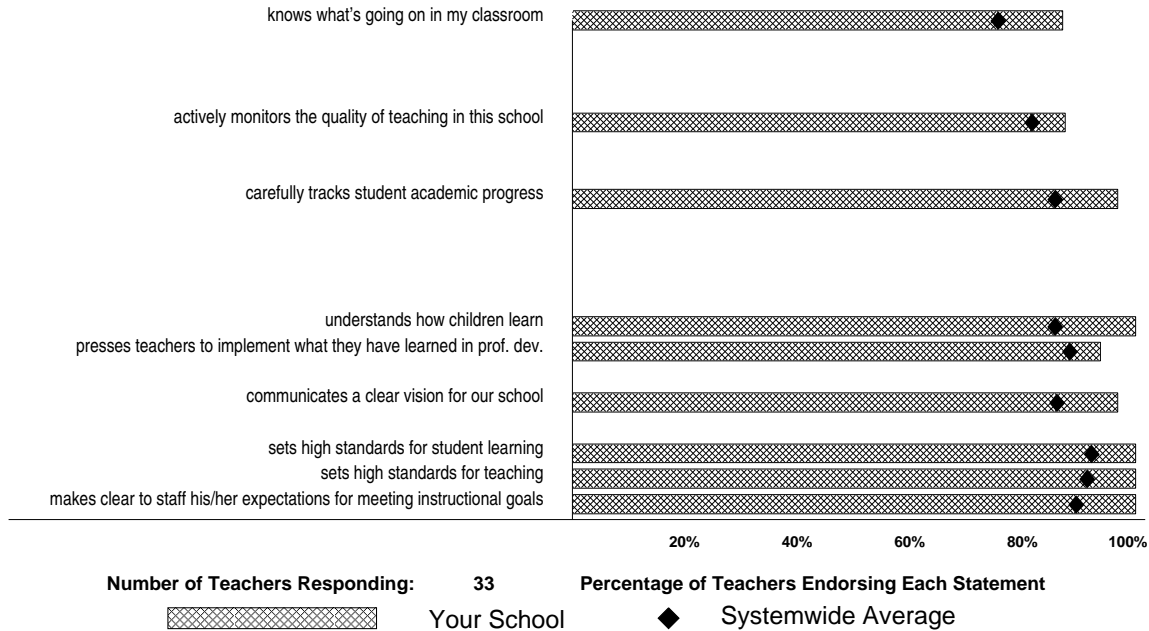
**Definition of Categories Charted Above**

Category	Teachers in this school:
<b>1</b> <b>None</b>	<b>strongly disagree</b> with all items on the scale.
<b>2</b> <b>Little</b>	<b>disagree</b> that you can see continuity from one program to another, that many special programs do not come and go, that once they start a new program follow up with it, that curriculum and instruction are well coordinated across and within grades. They report that the change in the focus of instruction has not changed in the last 2 years.
<b>3</b> <b>Moderate</b>	<b>agree</b> with all items on this scale.
<b>4</b> <b>Strong</b>	<b>strongly agree</b> with all items on this scale.

### Principal 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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

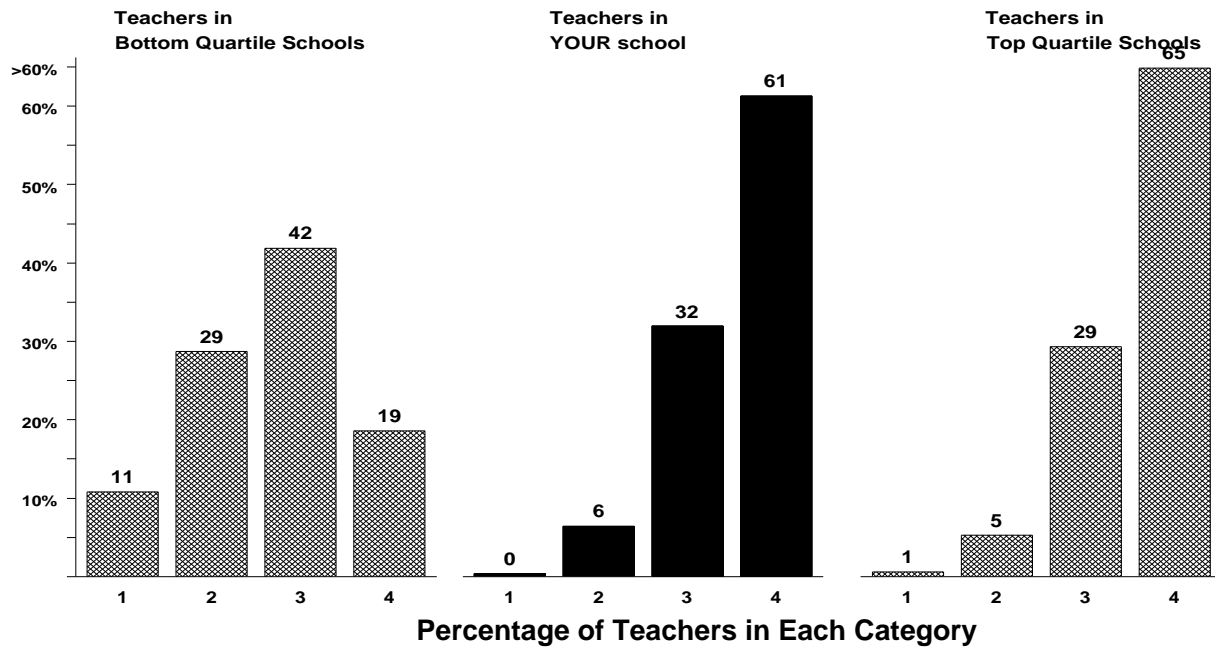
On the next page, you will find a frequency distribution of responses to the Principal Instructional Leadership scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

Teachers in the top quartile schools give their principals very high ratings for instructional leadership. Sixty-five percent give very strong ratings and an additional 29 percent give strong ratings. Only six percent give weak or mixed ratings. Even in the bottom quartile schools, many teachers rate principals highly, with 61 percent giving strong or very strong ratings. However, 40 percent of teachers in these low-rated schools give weak or mixed ratings to their principal’s instructional leadership.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Principal Instructional Leadership



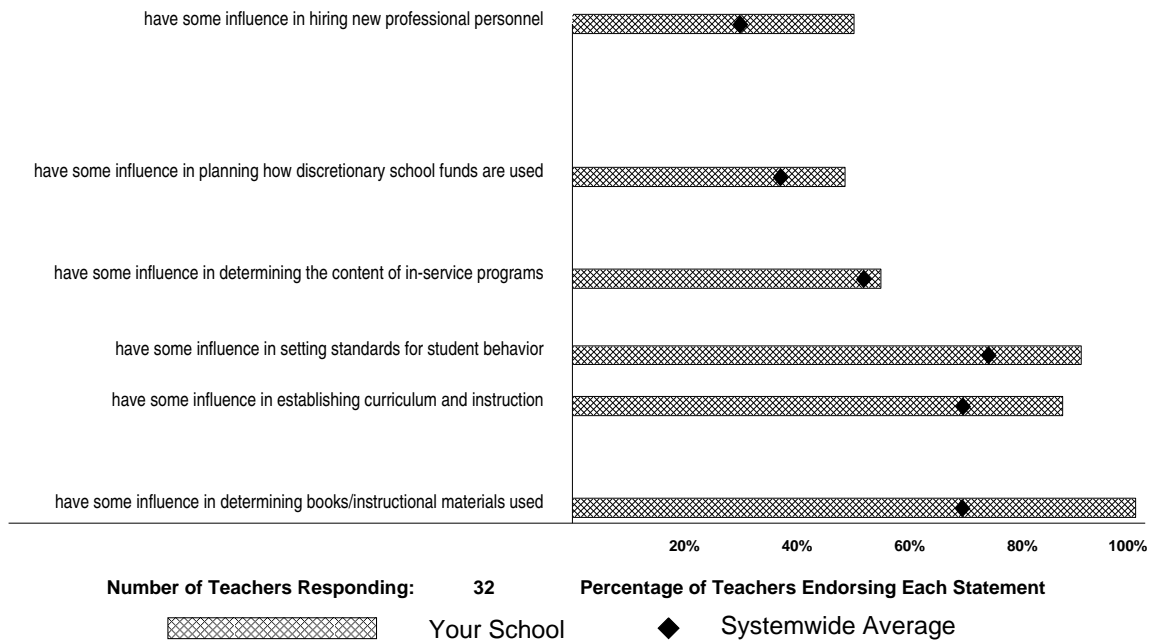
#### Definition of Categories Charted Above

Category	In this school:
<b>1 Weak</b>	teachers <b>disagree</b> or <b>strongly disagree</b> with all items on the scale.
<b>2 Mixed</b>	some teachers <b>agree</b> and some <b>disagree</b> 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 <b>disagree</b> that their principal presses them to implement what they learn in professional development activities, understands how students learn, and tracks student academic progress, monitors the quality of teaching, and knows what is going on in individual classrooms.
<b>3 Strong</b>	teachers <b>agree</b> with most items on the scale, although some <b>disagree</b> that the principal monitors the quality of teaching and knows what is going on in individual classrooms.
<b>4 Very strong</b>	teachers <b>strongly agree</b> 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 <b>agree</b> or <b>strongly agree</b> with the other items on the scale.

## 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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

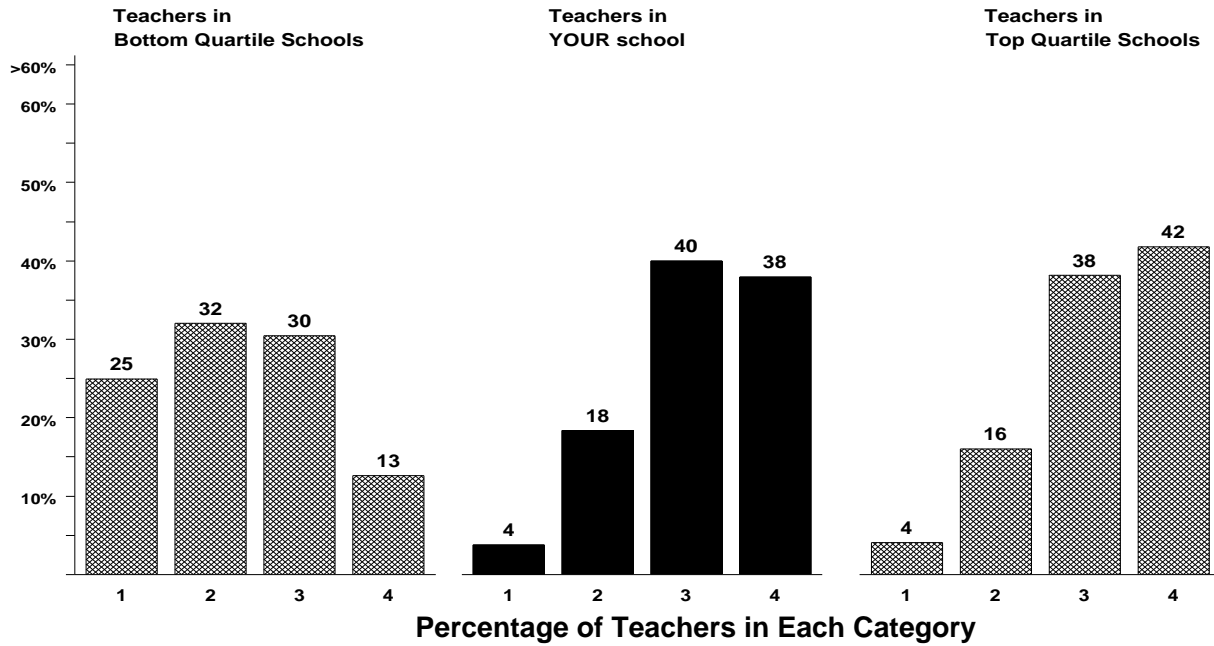
On the next page, you will find a frequency distribution of responses to the Teacher Influence scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

Eighty percent of the teachers in the top quartile schools feel that they have moderate or extensive influence over decision making in their school. In the bottom quartile schools, where teachers have the least influence, the most common categories are limited influence and moderate influence, at 32 and 30 percent. Another 25 percent of teachers feel they have minimal influence.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Teacher Influence



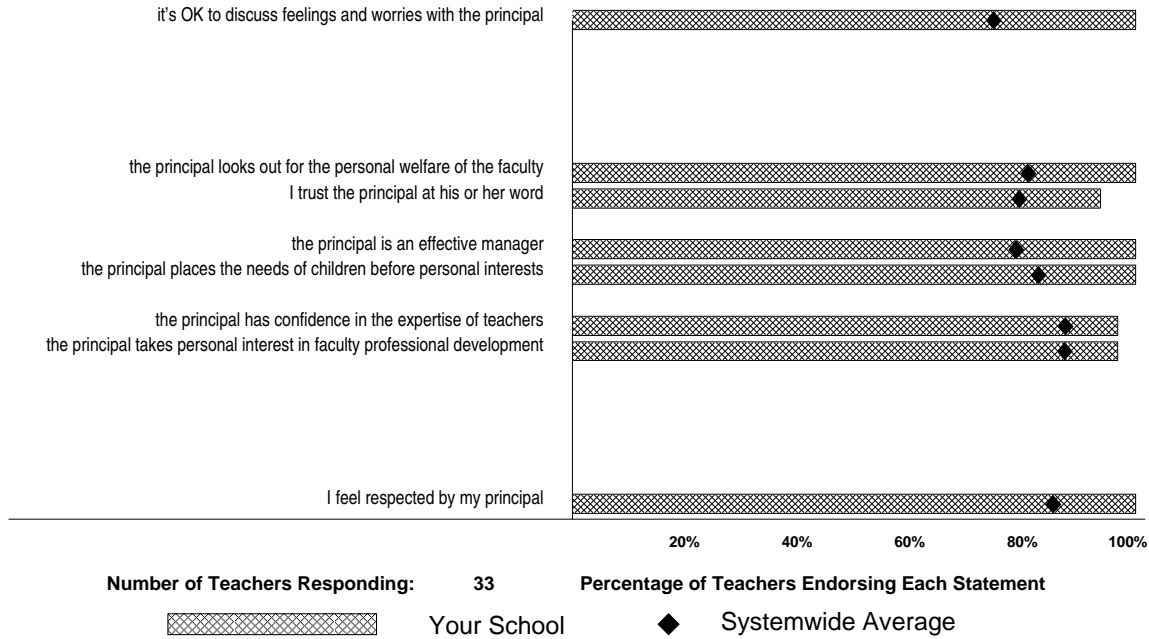
#### Definition of Categories Charted Above

Category	Teachers in this school reported that:
<b>1 Minimal</b>	they have <b>no</b> or <b>a little</b> influence in determining instructional materials for their class and establishing curriculum programs and setting standards for student behavior; and they have <b>no</b> influence in determining inservices, using discretionary funds, or hiring professional personnel.
<b>2 Limited</b>	they have <b>a little</b> or <b>some</b> influence in determining instructional materials for their class, and they feel they have <b>a little</b> influence over establishing curriculum programs, setting standards for student behavior, and determining inservices; they have <b>no</b> or <b>a little</b> influence over use of discretionary funds, and in hiring professional personnel.
<b>3 Moderate</b>	they have <b>some</b> or <b>a great deal</b> of influence in determining instructional materials for their class; and they have <b>some</b> influence over establishing curriculum programs and setting standards for student behavior. They have <b>a little</b> or <b>some</b> influence over the use of discretionary funds, and hiring new professional personnel.
<b>4 Extensive</b>	they have <b>a great deal</b> of influence in determining instructional material for their classes, establishing curriculum programs, and setting standards for student behavior; they have <b>some</b> or <b>a great deal</b> of influence in determining inservices, using discretionary funds, and hiring a new principal and personnel.

### 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 percentage 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.

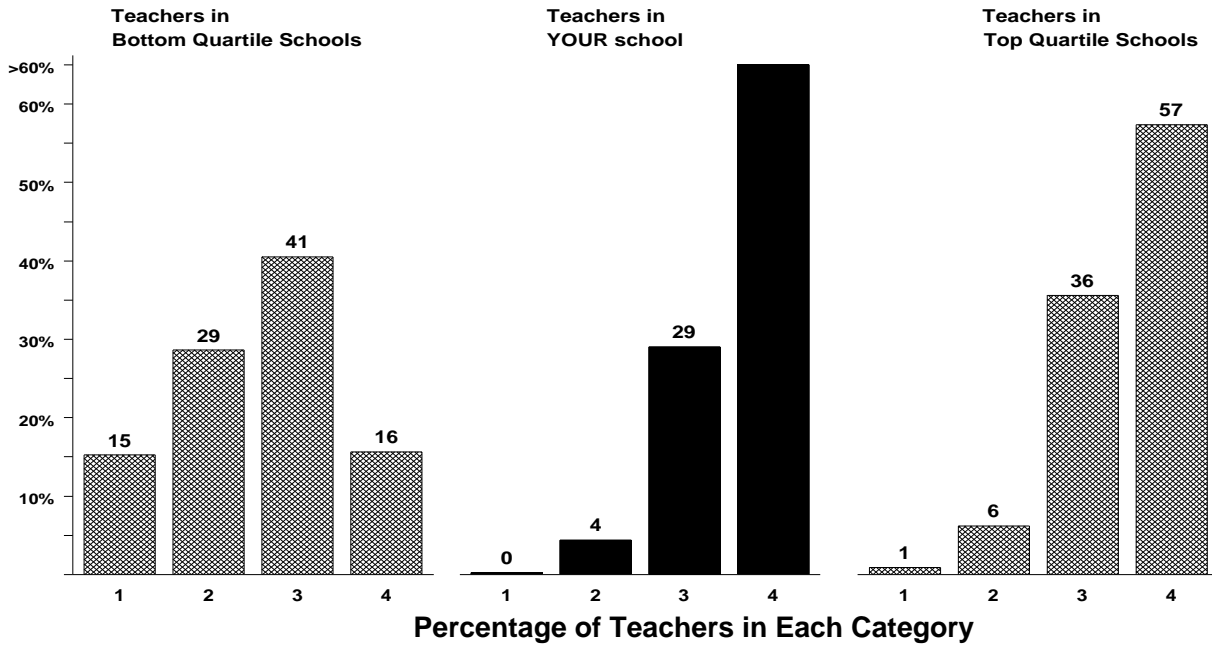
The frequency distribution tells you what percentage of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.**

In the top quartile, 57 percent of the teachers note very strong trust between teachers and the principal, and another 36 percent describe strong trust. In these schools, all but a few feel very good about the relationship between teachers and the principal. Forty-four percent of the teachers in the bottom quartile schools describe minimal or no trust between teachers and principals. Forty-one percent note strong trust and 16 percent note very strong trust.



**Comparing Responses in Sample Elementary School  
to Low-Rated Schools and to High-Rated Schools on Teacher-Principal Trust**



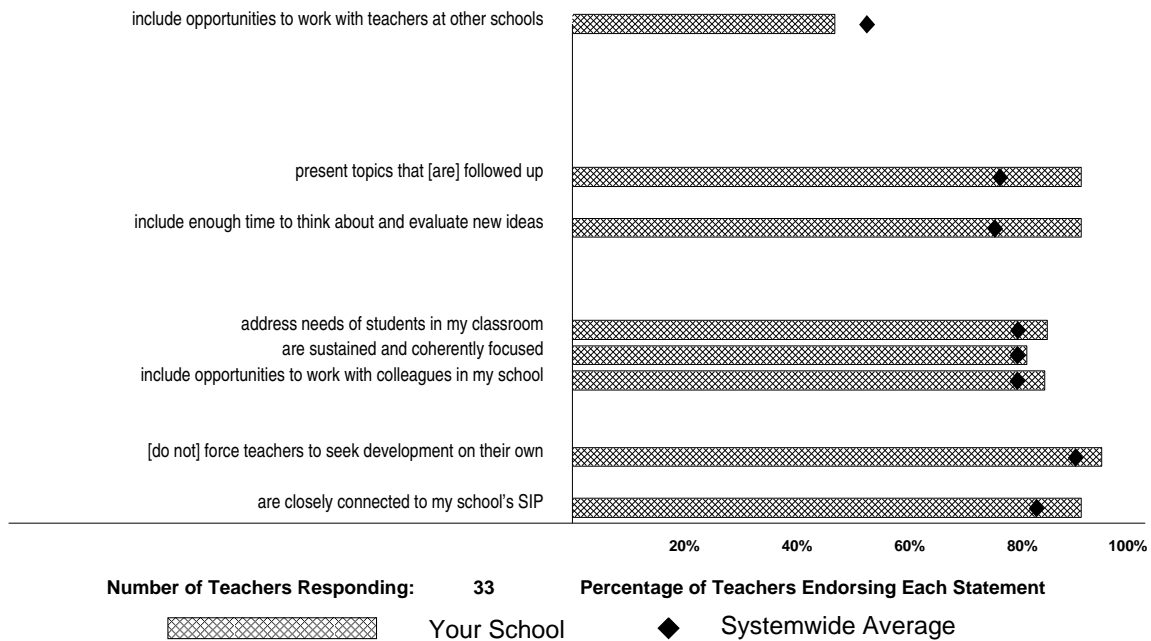
**Definition of Categories Charted Above**

Category	Teachers in this school:
<b>1 No trust</b>	feel respected by their principal <b>not at all</b> ; they <b>disagree</b> or <b>strongly disagree</b> 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; that they trust their principal; or that it is OK to discuss worries with their principal.
<b>2 Minimal trust</b>	feel respected by their principal <b>a little</b> ; they <b>disagree</b> with all other items on the scale.
<b>3 Strong trust</b>	feel respected by the principal <b>some</b> or <b>to a great extent</b> . They <b>agree</b> with all other items on the scale.
<b>4 Very strong trust</b>	feel respected by their principal <b>to a great extent</b> . They <b>strongly agree</b> 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 <b>agree</b> or <b>strongly agree</b> that it is OK to discuss worries with the principal.

## Quality Professional Development

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

### Teachers say their professional development activities:



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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

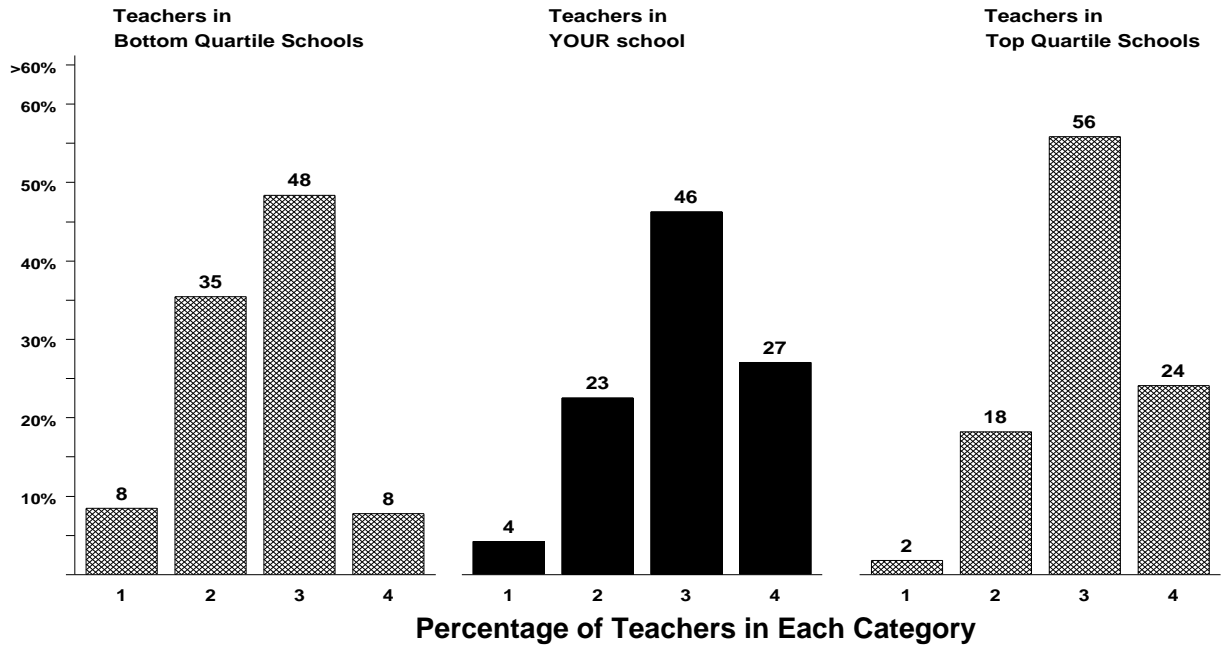
On the next page, you will find a frequency distribution of responses to the Quality Professional Development scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

In the top quartile schools, the most prevalent rating (56 percent) is that the quality of professional development activities is high. Another 24 percent give very high ratings. Fewer teachers in the bottom quartile schools give high ratings (48 percent) and very high ratings (8 percent). Forty-three percent rate the quality of professional development as low or very low.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Quality Professional Development



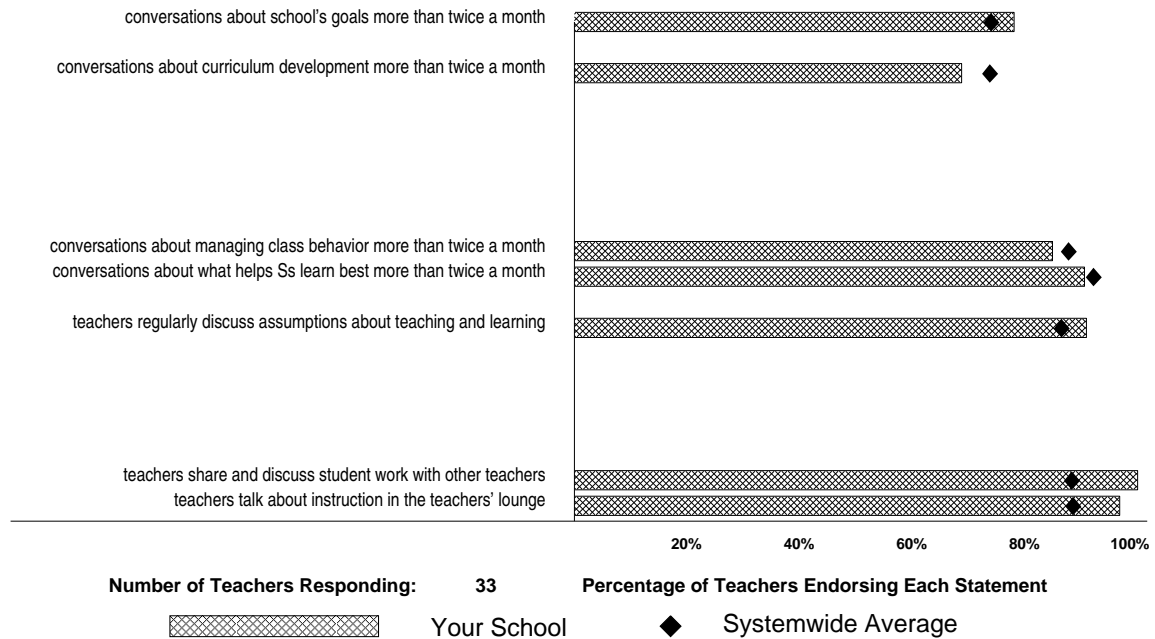
#### Definition of Categories Charted Above

Category	In this school:
<b>1</b> Very low quality	teachers <b>strongly disagree</b> that their professional development activities provided opportunities to work with teachers from other schools and enough time to think about and judge new ideas, and that they presented topics that were followed up. They <b>disagree</b> or <b>strongly disagree</b> with all other items on the scale.
<b>2</b> Low quality	teachers <b>disagree</b> or <b>strongly disagree</b> that their professional development activities provided opportunities to work with teachers from other schools and enough time to think about and judge new ideas. They <b>disagree</b> that their professional development provided opportunities to work with other colleagues, was sustained and focused and addressed students' needs. Some teachers <b>agree</b> and others <b>disagree</b> that professional development was closely connected to their School Improvement Plan and that they received help in seeking out professional development.
<b>3</b> High quality	some teachers <b>agree</b> and others <b>disagree</b> that their professional development experiences provided opportunities to work with teachers from other schools. They <b>agree</b> with all other items on the scale.
<b>4</b> Very high quality	teachers <b>agree</b> or <b>strongly agree</b> that their professional development experiences provided opportunities to work with teachers from other schools and included enough time to think about and judge new ideas. They <b>strongly agree</b> with all other items on this scale.

## 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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

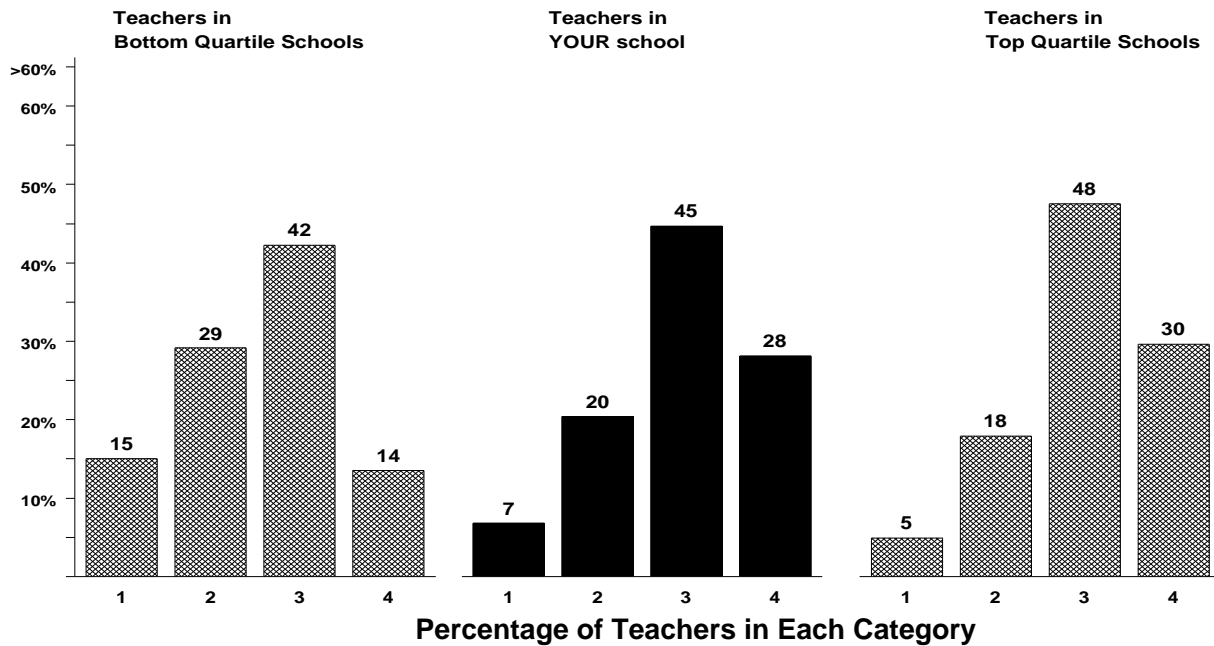
On the next page, you will find a frequency distribution of responses to the Reflective Dialogue scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

In top quartile schools 30 percent of teachers report frequent occurrences of reflective dialogue, and another 48 percent report regular occurrences. By contrast, 44 percent of the teachers in bottom quartile schools report only occasional reflective dialogue or almost none.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools for Reflective Dialogue



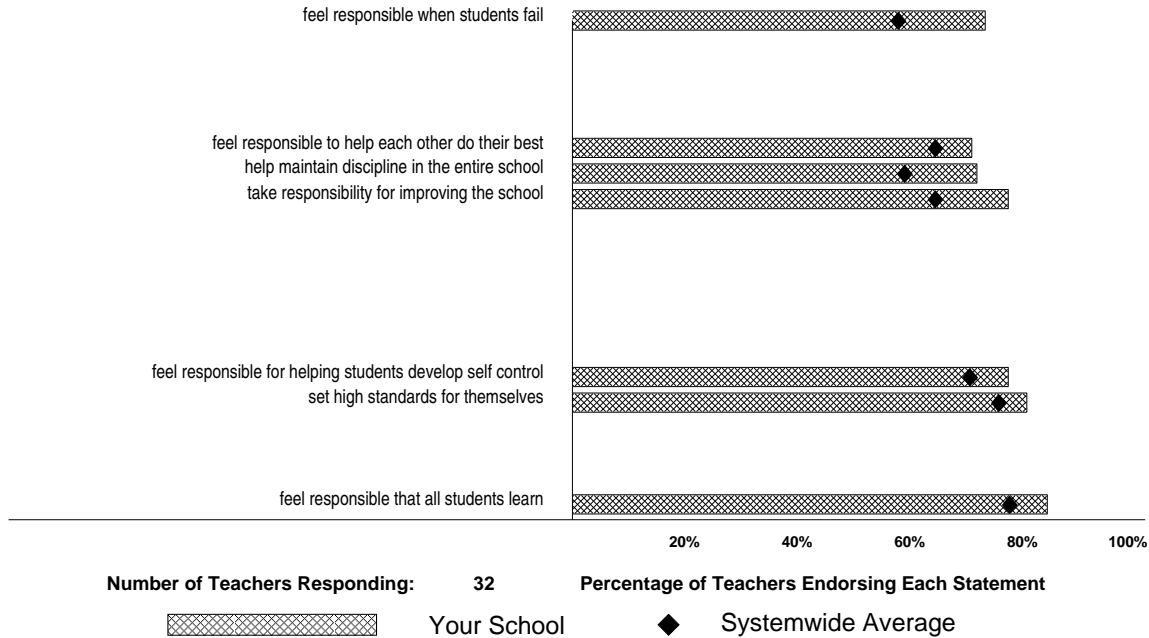
#### Definition of Categories Charted Above

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

### 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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

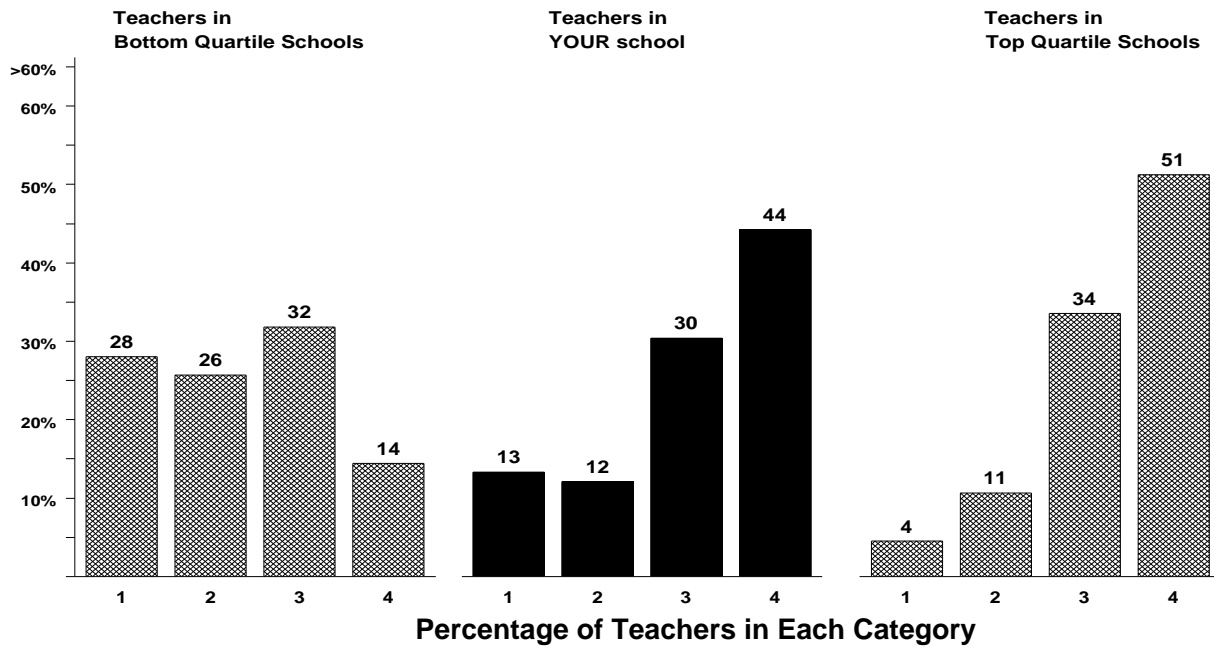
On the next page, you will find a frequency distribution of responses to the Collective Responsibility scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

In the top quartile schools on this scale, 85 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, 54 percent of teachers report limited or very limited collective responsibility.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Collective Responsibility



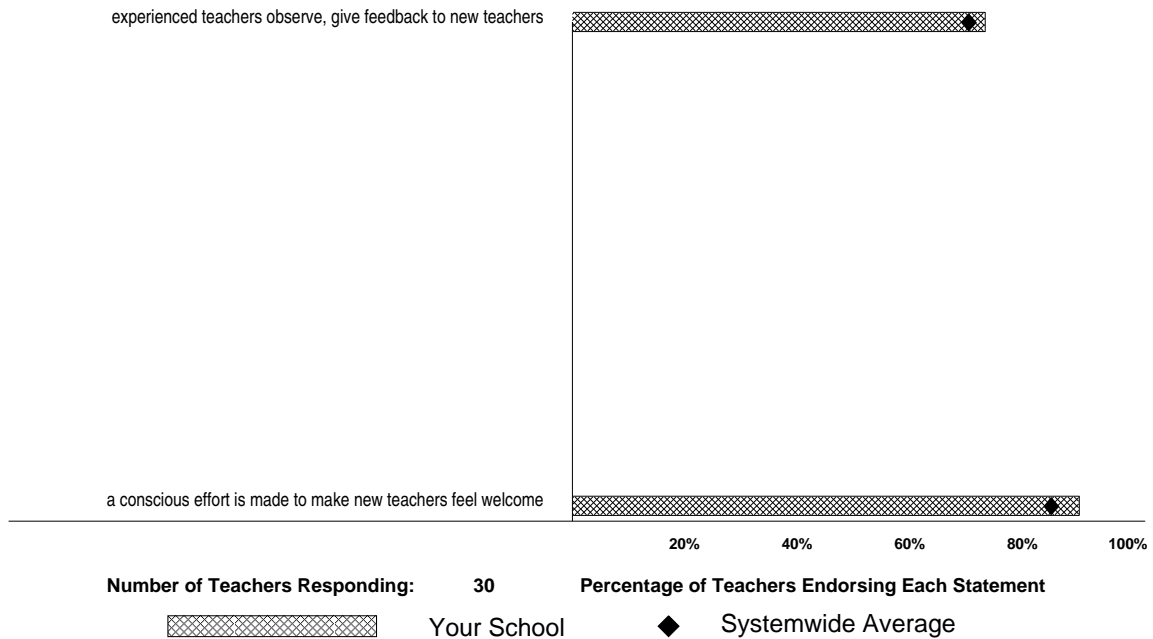
#### Definition of Categories Charted Above

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

## Socialization of New Teachers

This scale reports on the extent to which teachers are made to feel welcome and are given helpful feedback on their instructional practices.

### 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 percentage 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 Socialization of New Teachers scale. The scale is created by combining all responses to the survey questions shown above.

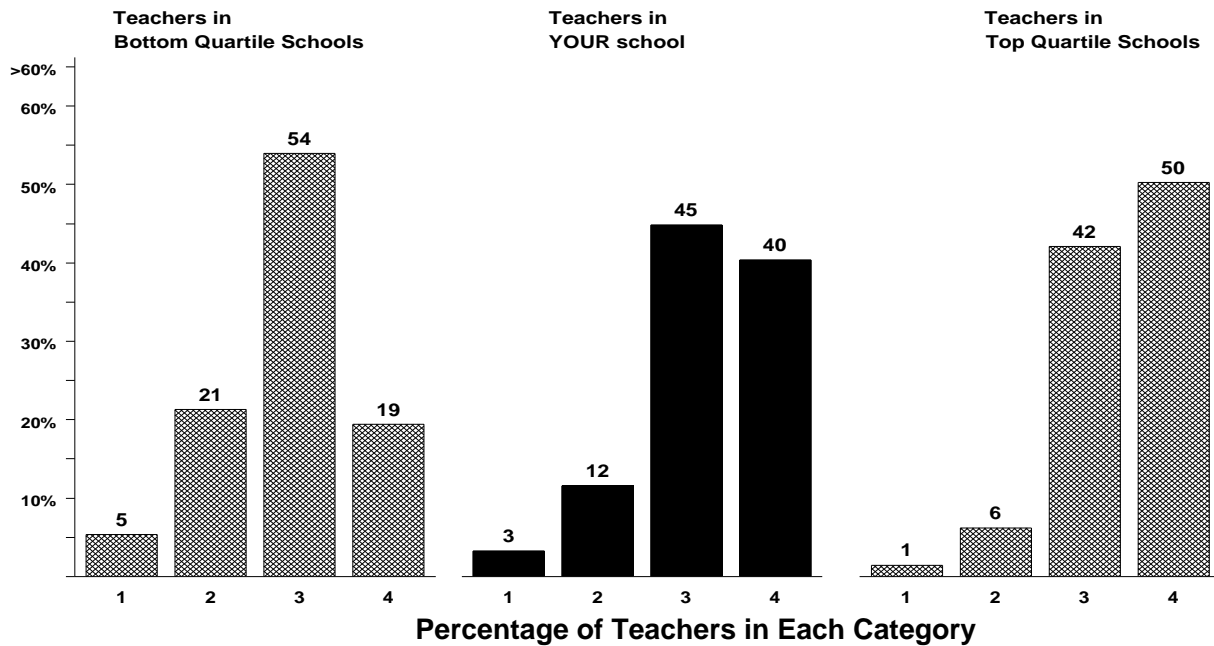
The frequency distribution tells you what percentage of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.

In the top quartile schools on this scale, 92 percent of teachers describe strong or fairly strong socialization of new teachers in their schools. Teachers who report weak or very weak socialization make up a small minority of respondents in these schools. In the bottom quartile schools, on the other hand, 26 percent of teachers report weak or very weak socialization of new teachers.



**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Socialization of New Teachers**



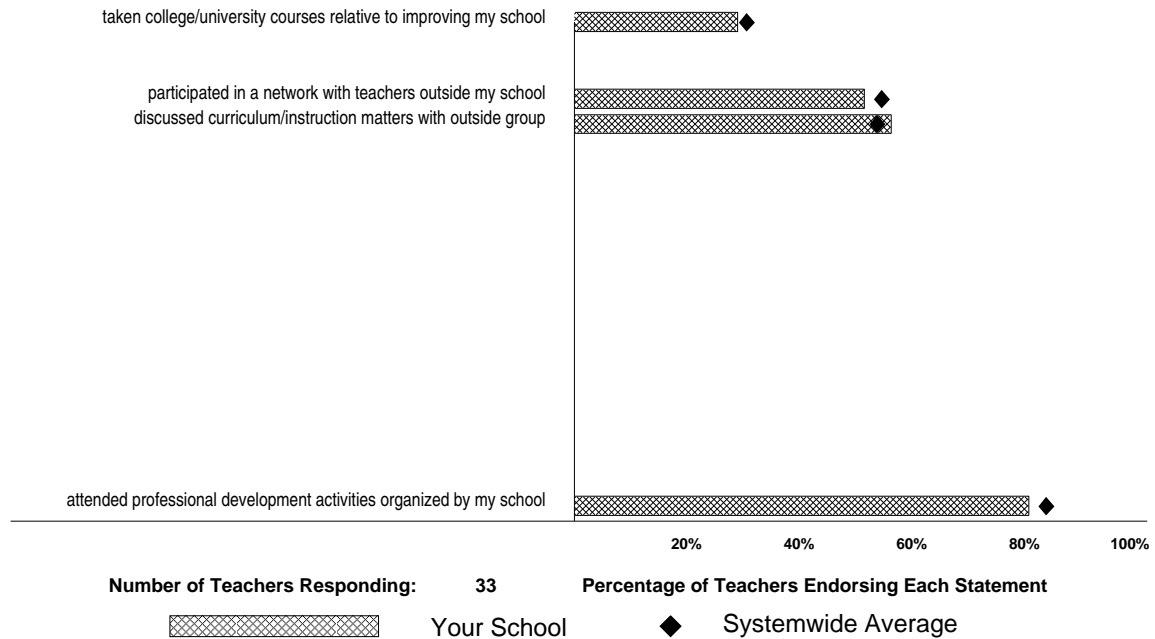
**Definition of Categories Charted Above**

Category	Teachers in this school:
<b>1</b> <b>Very weak</b>	<b>strongly disagree</b> that experienced teachers observe and give feedback to new teachers, and that a conscious effort is made to make new teachers feel welcome.
<b>2</b> <b>Weak</b>	<b>disagree</b> or <b>strongly disagree</b> that experienced teachers observe and give feedback to new teachers. They <b>disagree</b> that a conscious effort is made to make new teachers feel welcome.
<b>3</b> <b>Fairly strong</b>	some <b>disagree</b> and some <b>agree</b> that experienced teachers observe and give feedback to new teachers. They <b>agree</b> that a conscious effort is made to make new teachers feel welcome.
<b>4</b> <b>Strong</b>	<b>agree</b> or <b>strongly agree</b> that experienced teachers observe and give feedback to new teachers. They <b>strongly agree</b> that a conscious effort is made to make new teachers feel welcome.

### Access to New Ideas

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

At least three times this school year, I have:



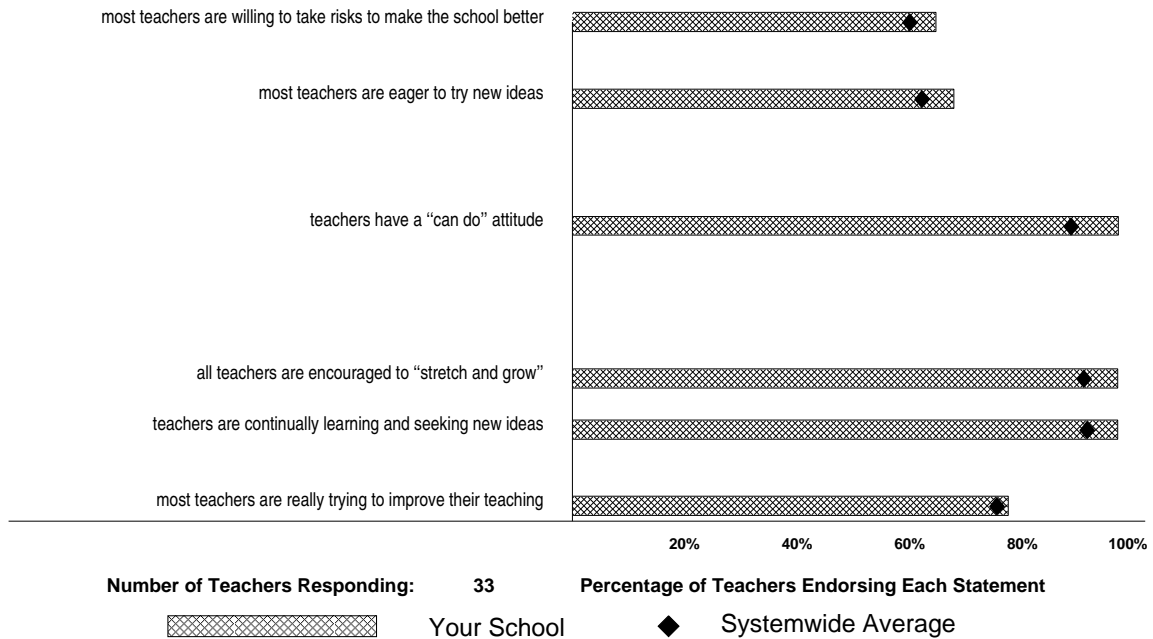
The figure above shows the survey questions that make up this measure. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The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



## 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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

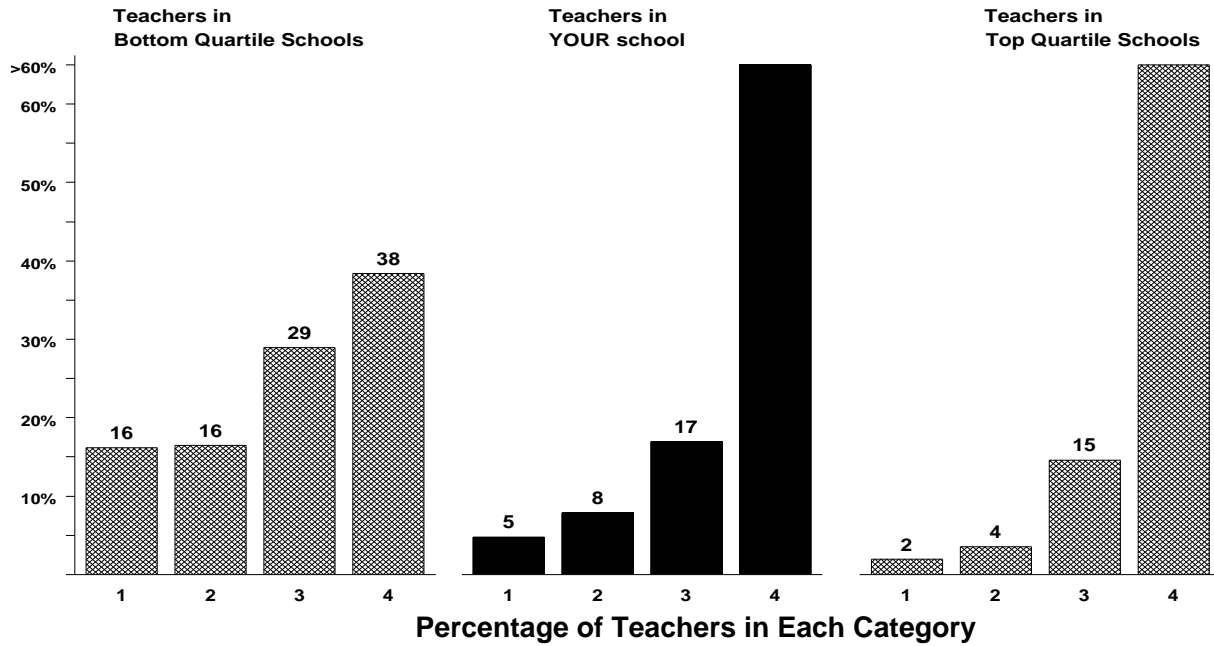
On the next page, you will find a frequency distribution of responses to the Innovation scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

Teachers in the top quartile schools report a great deal of innovation. Seventy-nine percent describe an extensive tendency toward innovation among their colleagues and another 15 percent note a moderate tendency. The responses in the bottom quartile schools show that 32 percent of teachers report minimal or limited innovation in their schools.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Innovation



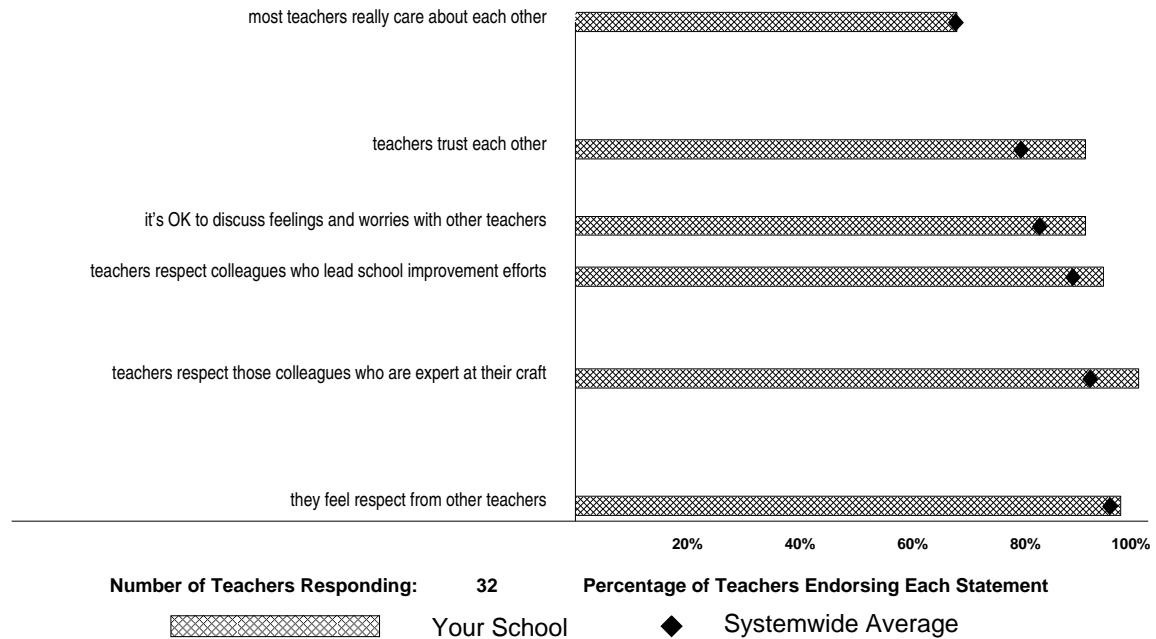
#### Definition of Categories Charted Above

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

## 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:



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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

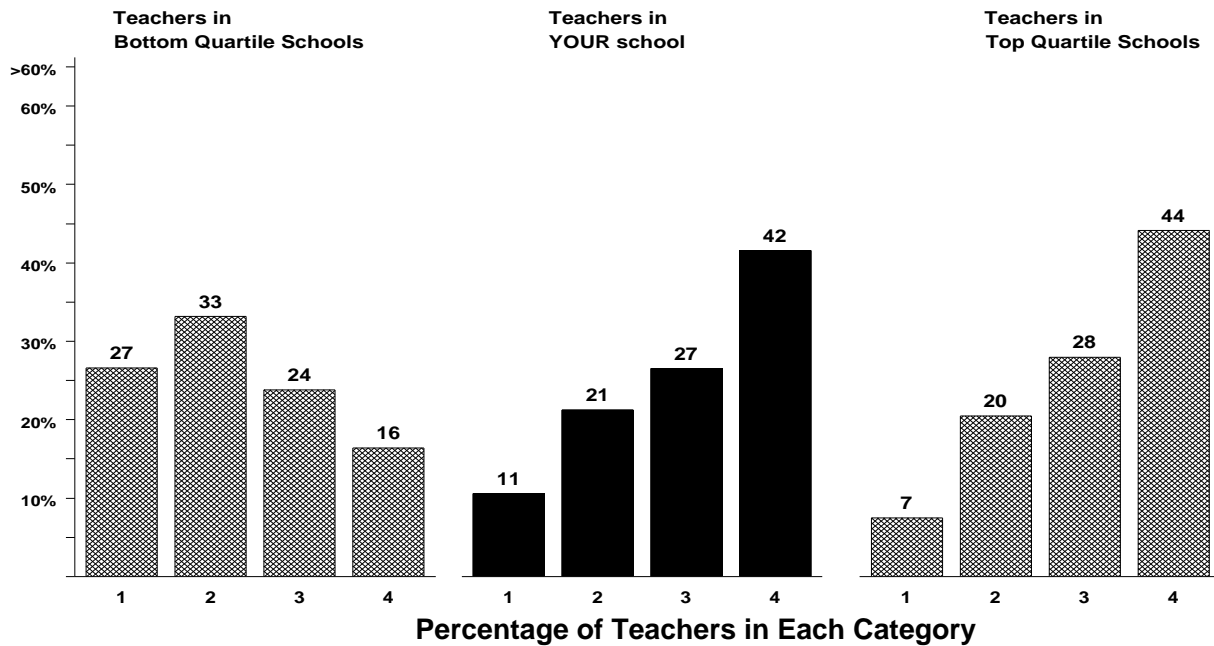
On the next page, you will find a frequency distribution of responses to the Teacher-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

Seventy-two percent of teachers in the top quartile schools report very strong or strong trust among teachers. The bottom quartile schools are quite different, with only 40 percent reporting very strong or strong trust, and a clear majority of 60 percent describing no or minimal levels of trust among teachers.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools for Teacher-Teacher Trust



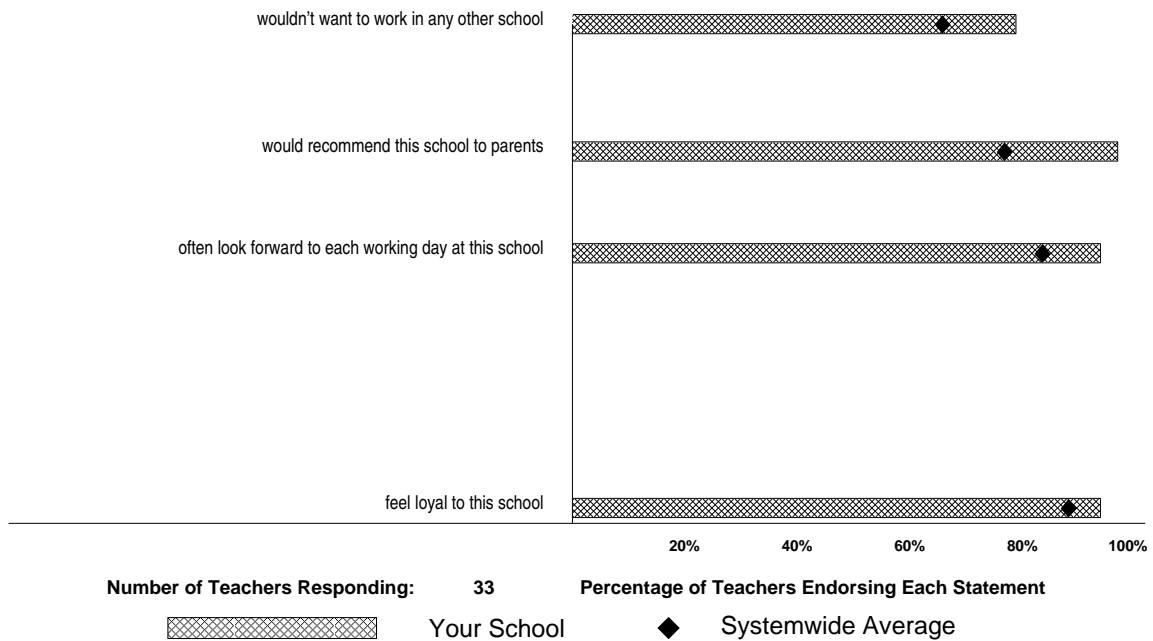
#### Definition of Categories Charted Above

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

## School Commitment

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

Teachers report 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 percentage 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.

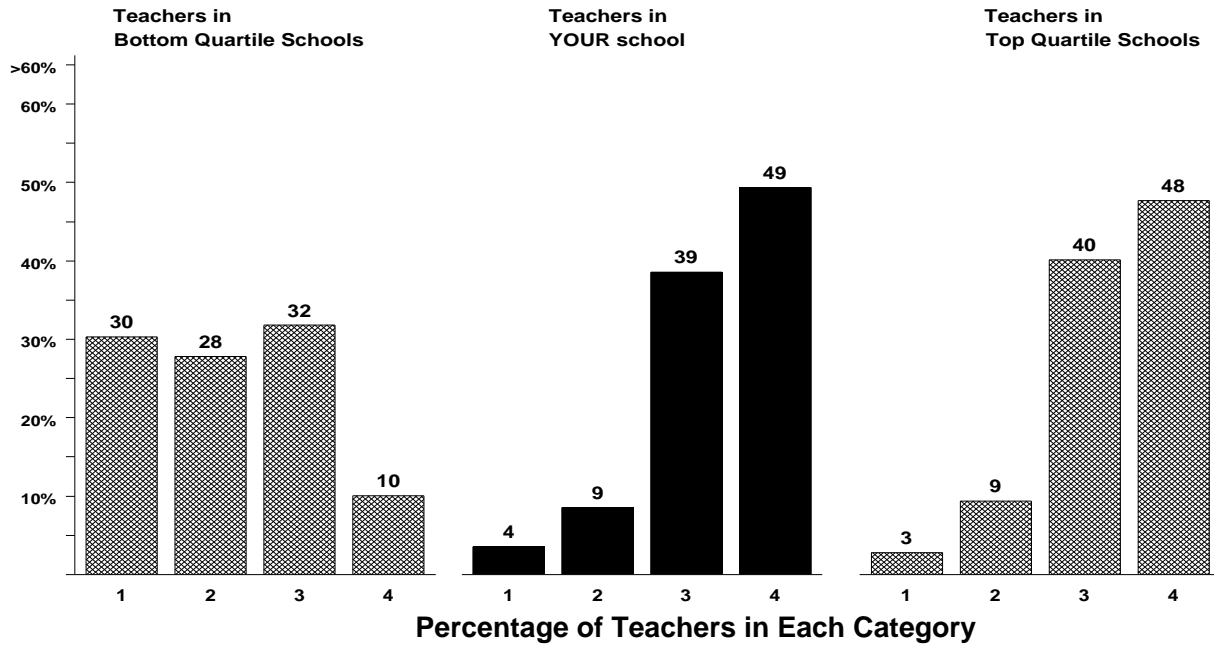
The frequency distribution tells you what percentage of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.

In the top quartile schools, 88 percent of teachers feel very strong or strong commitment to their school. Only a small group (12 percent) report minimal or no commitment. In the bottom quartile schools, teachers are much less committed. Fifty-eight 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 Sample Elementary School to Low-Rated Schools and to High-Rated Schools on School Commitment



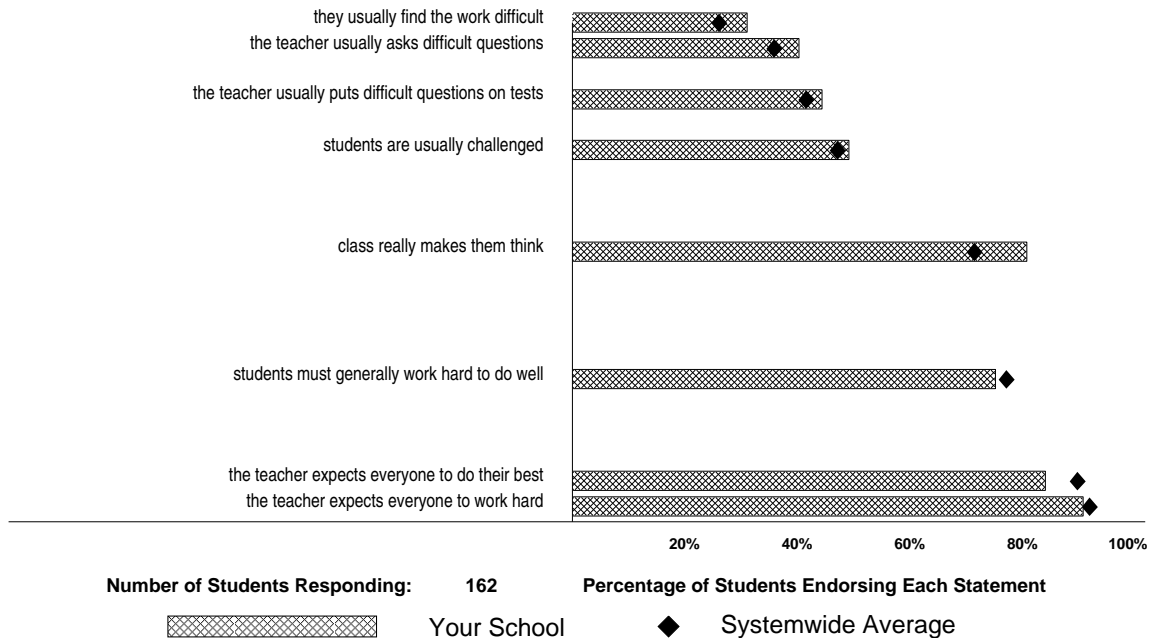
#### Definition of Categories Charted Above

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

**Academic Press**

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

**Students report that in their 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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

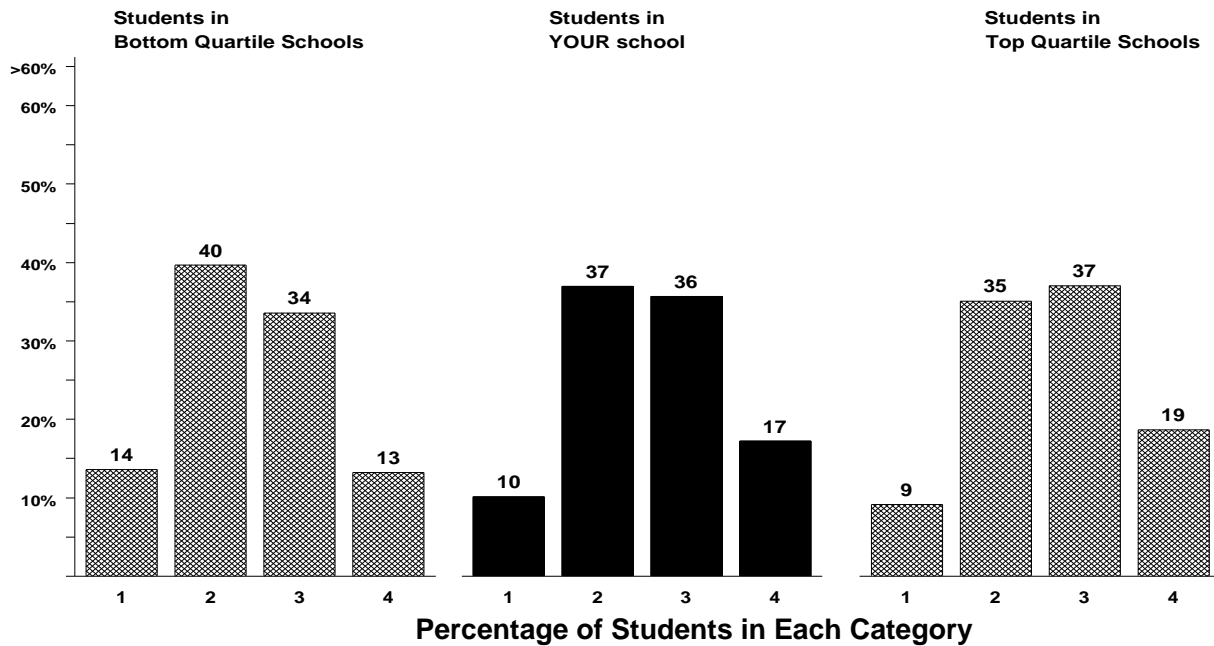
On the next page, you will find a frequency distribution of responses to the Academic Press scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

In the top quartile schools, 56 percent of students report high or moderate press toward academic achievement. In these top schools, a sizable minority also report limited or no press. In bottom quartile schools, 47 percent of students report high or moderate levels of press toward academic achievement, and more than half report limited or no press.

**Comparing Responses in Sample Elementary School  
to Low-Rated Schools and to High-Rated Schools  
for Academic Press**



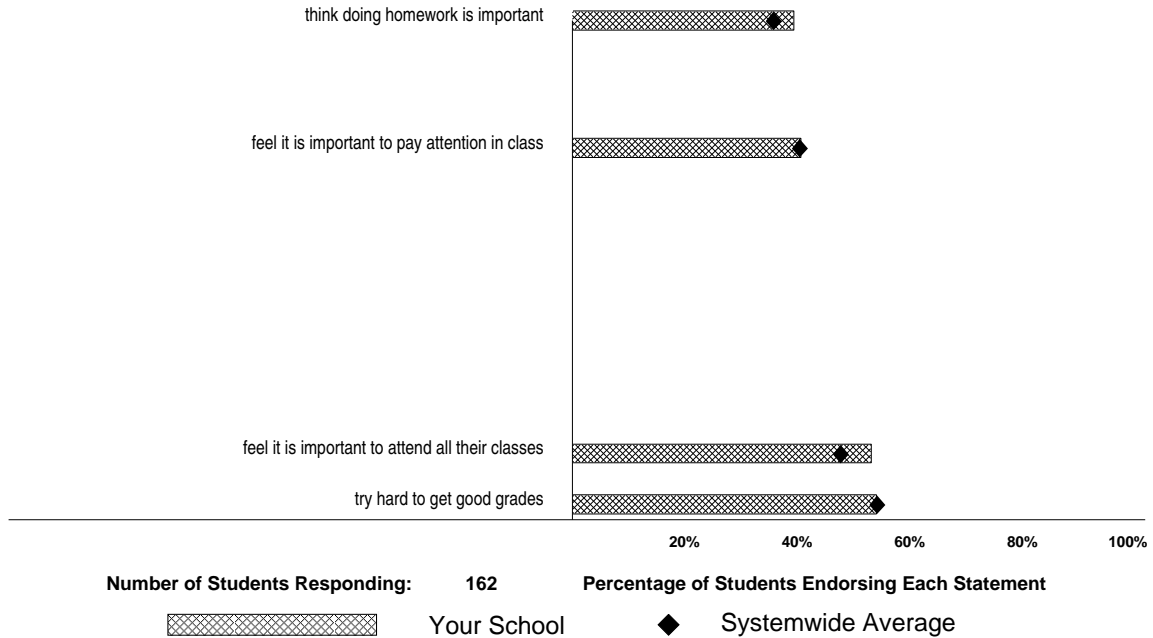
**Definition of Categories Charted Above**

Category	Students in this school:
<b>1 None</b>	<b>strongly disagree</b> that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are <b>never</b> challenged in class. They <b>strongly disagree</b> or <b>disagree</b> that the class makes them think, they have to work hard to do well, and the teacher expects them to work hard and do their best.
<b>2 Limited</b>	<b>disagree</b> that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are challenged in class <b>once in a while</b> . Some <b>disagree</b> and others <b>agree</b> that the class makes them think. They <b>agree</b> that students must work hard to do well and that the teacher expects them to work hard and do their best.
<b>3 Moderate</b>	<b>agree</b> that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are challenged in class <b>most of the time</b> . They <b>agree</b> that the class makes them think. They <b>strongly agree</b> with the other items.
<b>4 High</b>	<b>strongly agree</b> that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are challenged in class <b>all the time</b> . They <b>strongly agree</b> with the other items.

### Peer Support for Academic Work

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

**Most students in my classes:**



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.

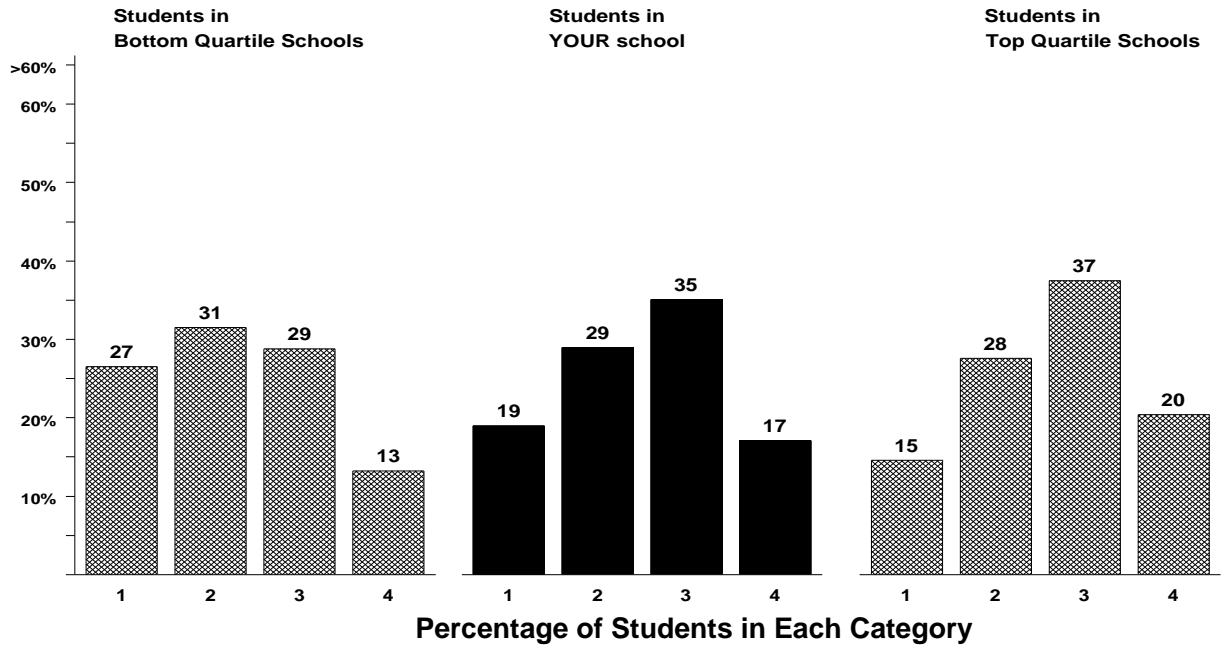
On the next page, you will find a frequency distribution of responses to the Peer Support for Academic Work scale. The scale is created by combining all responses to the survey questions shown above.

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 57 percent of students in the top quartile schools report that their peers provide strong or moderate support for academic work, 43 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 with 58 percent of students reporting minimal or limited peer support.

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



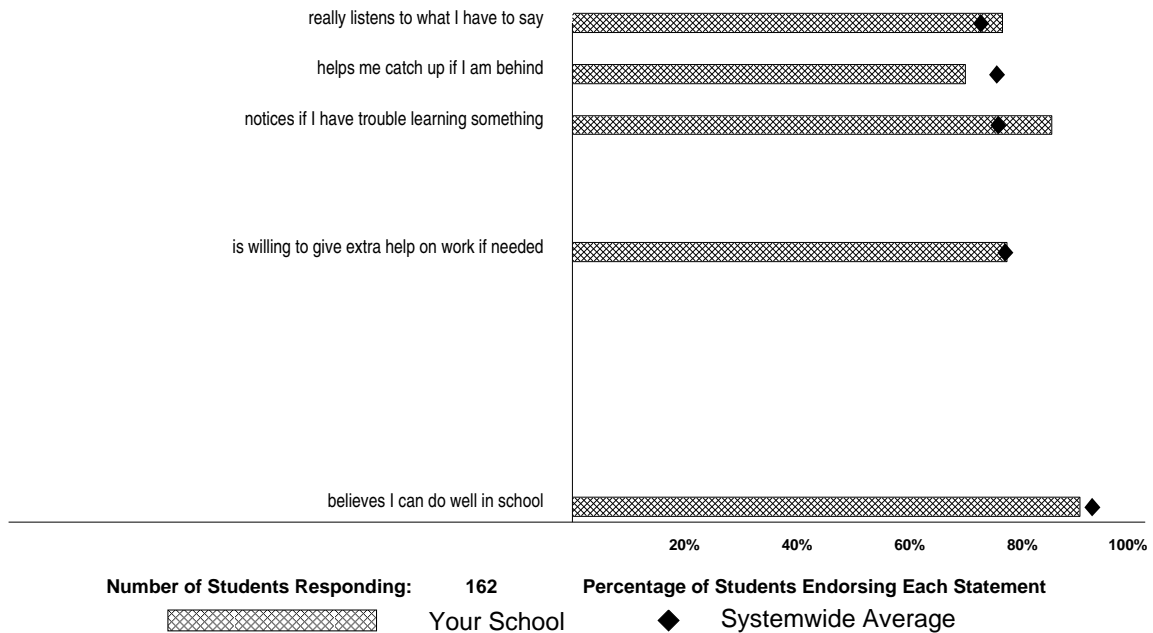
**Definition of Categories Charted Above**

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

### Teacher Personal Attention

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.

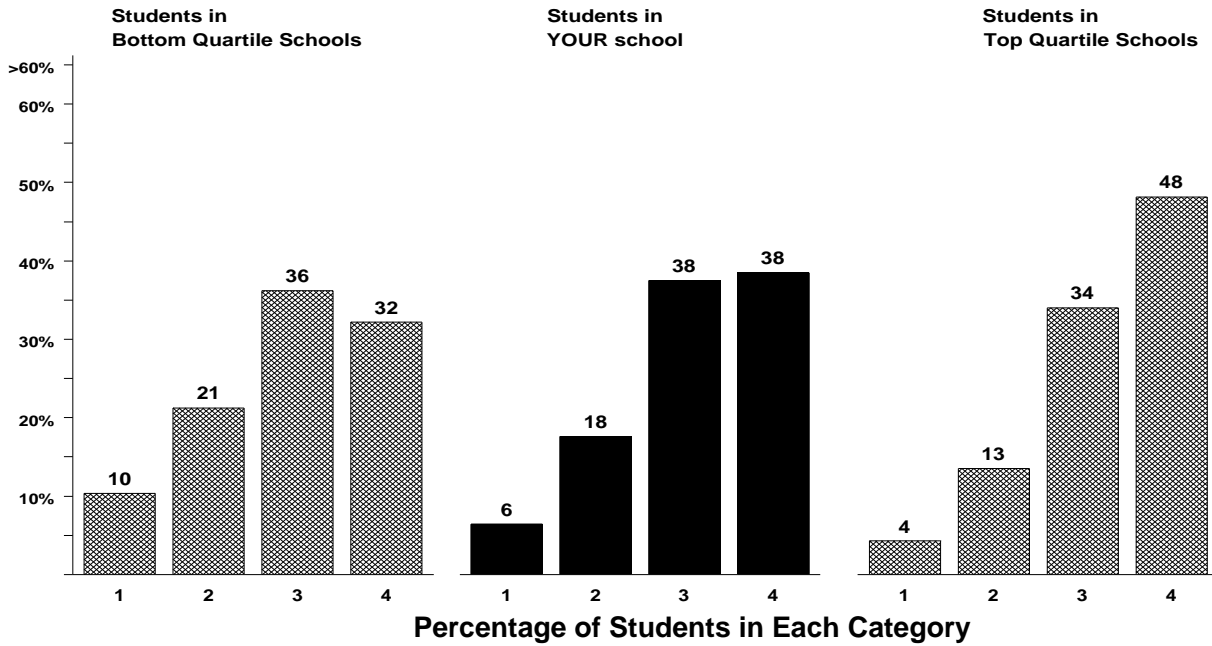
On the next page, you will find a frequency distribution of responses to the Teacher Personal Attention scale. The scale is created by combining all responses to the survey questions shown above.

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 personal attention from their teachers. Another 34 percent report considerable personal attention. Relatively few students in these high-rated schools report minimal or no personal attention. In the bottom quartile schools the most prevalent response is that a considerable amount of personal attention exists, but a fairly large number of students (almost one-third) report minimal or no attention.

**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools for Teacher Personal Attention**



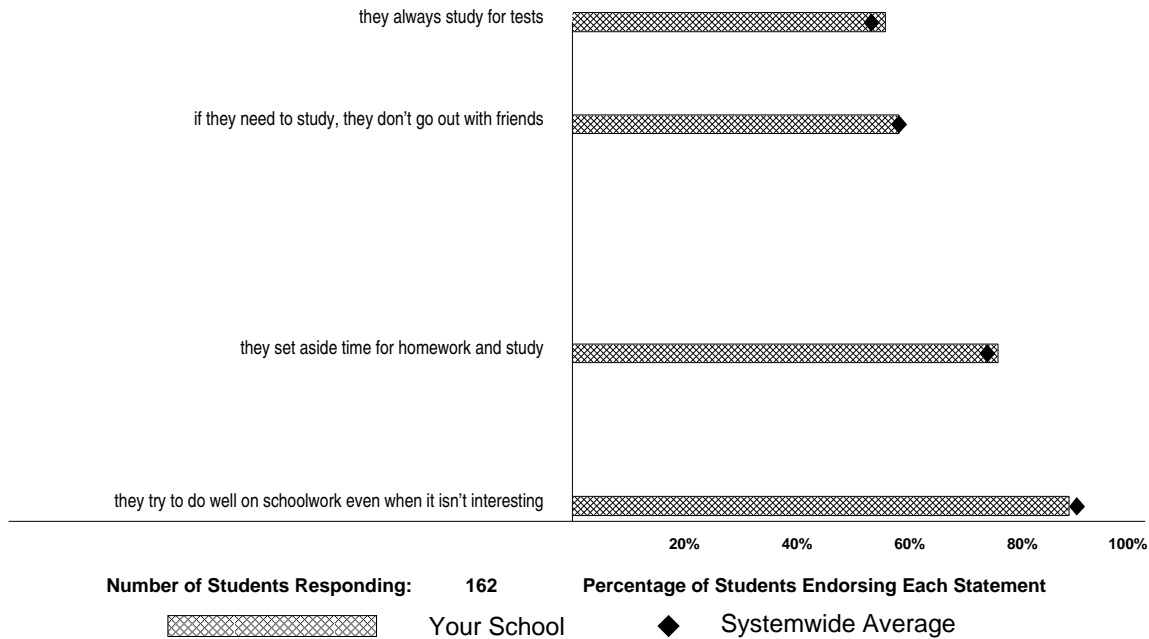
**Definition of Categories Charted Above**

Category	In this school:
<b>1 None</b>	students <b>disagree</b> or <b>strongly disagree</b> 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.
<b>2 Minimal</b>	some students <b>agree</b> and others <b>disagree</b> that their teacher believes they can do well in school; all <b>disagree</b> 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.
<b>3 Considerable</b>	students <b>agree</b> or <b>strongly agree</b> that their teacher believes they can do well in school; they <b>agree</b> 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.
<b>4 Strong</b>	students <b>strongly agree</b> 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.

### Rigorous Study Habits

These items measure the degree to which students take studying seriously.

Students in this school 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 Rigorous Study Habits scale. The scale is created by combining all responses to the survey questions shown above.

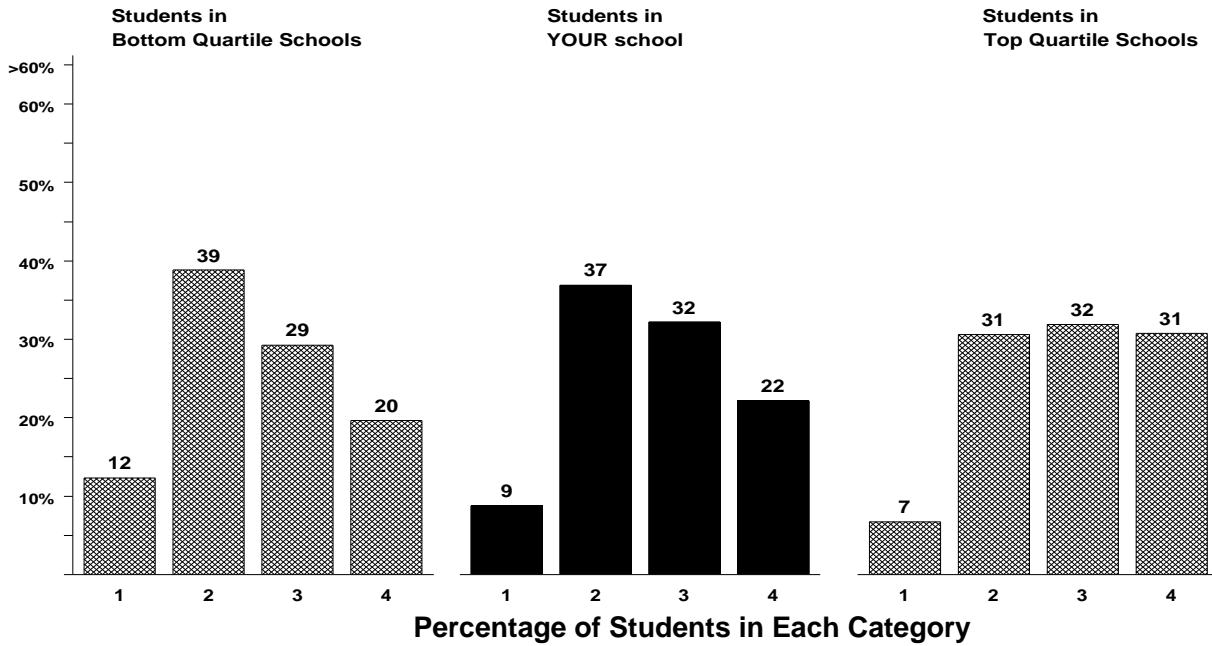
The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.**

In the top quartile schools, there are a little more than 30 percent of students in each of the top three categories of moderate, strong, and quite rigorous study habits. Contrast that with the bottom quartile schools, where 12 percent of students say their study habits are very lax, 39 percent say they are moderate, 29 percent say they are strong, and only 20 percent report they are quite rigorous.



### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Rigorous Study Habits



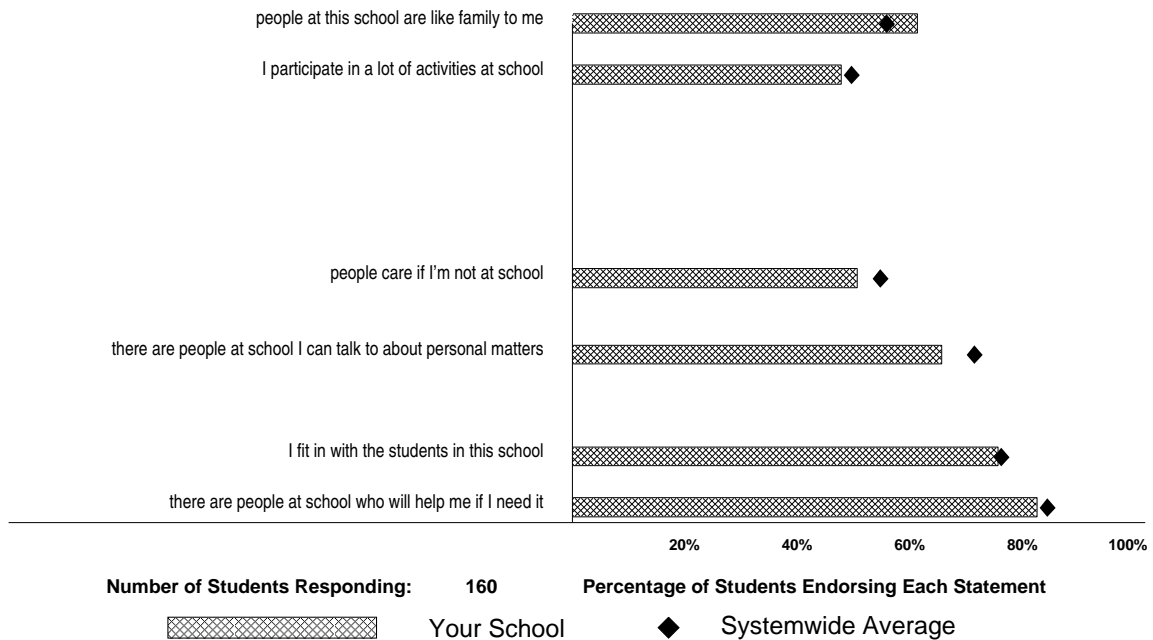
#### Definition of Categories Charted Above

Category	Students in this school:
<b>1</b> <b>Very lax</b>	<b>strongly disagree</b> that they always study for tests; they <b>strongly disagree</b> or <b>disagree</b> that when they need to study they don't go out with friends, they set aside time to study, and they try hard on school work even when it's not interesting.
<b>2</b> <b>Moderate</b>	<b>disagree</b> that they always study for tests; some <b>disagree</b> and some <b>agree</b> that when they need to study they don't go out with friends, they set aside time to study, and they try hard on school work even when it's not interesting.
<b>3</b> <b>Strong</b>	<b>agree</b> with all the items in the scale.
<b>4</b> <b>Quite rigorous</b>	<b>agree</b> or <b>strongly agree</b> with all the items in the scale.

## Student Sense of Belonging

These items measure how much students feel personally connected to their school.

### Students 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 students in your school that endorsed the question. The diamond shows the citywide response.

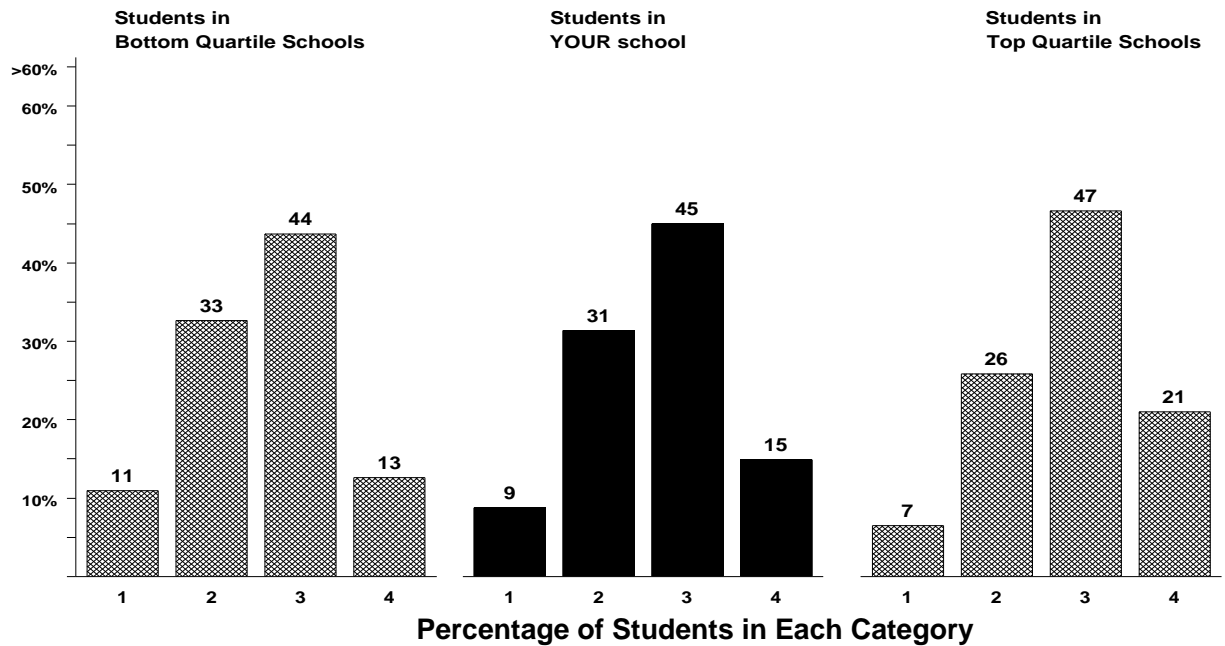
On the next page, you will find a frequency distribution of responses to the Student Sense of Belonging scale. The scale is created by combining all responses to the survey questions shown above.

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 bottom-scoring schools.

In the bottom-quartile schools, 44 percent of the students say their sense of belonging is weak or very weak. Only 13 percent of the students in these schools say they feel a strong sense of belonging. On the other hand, 21 percent of the students in the top-quartile schools report a strong sense of belonging, while only 33 percent of the students in these schools say their sense of belonging is weak or very weak.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Student Sense of Belonging



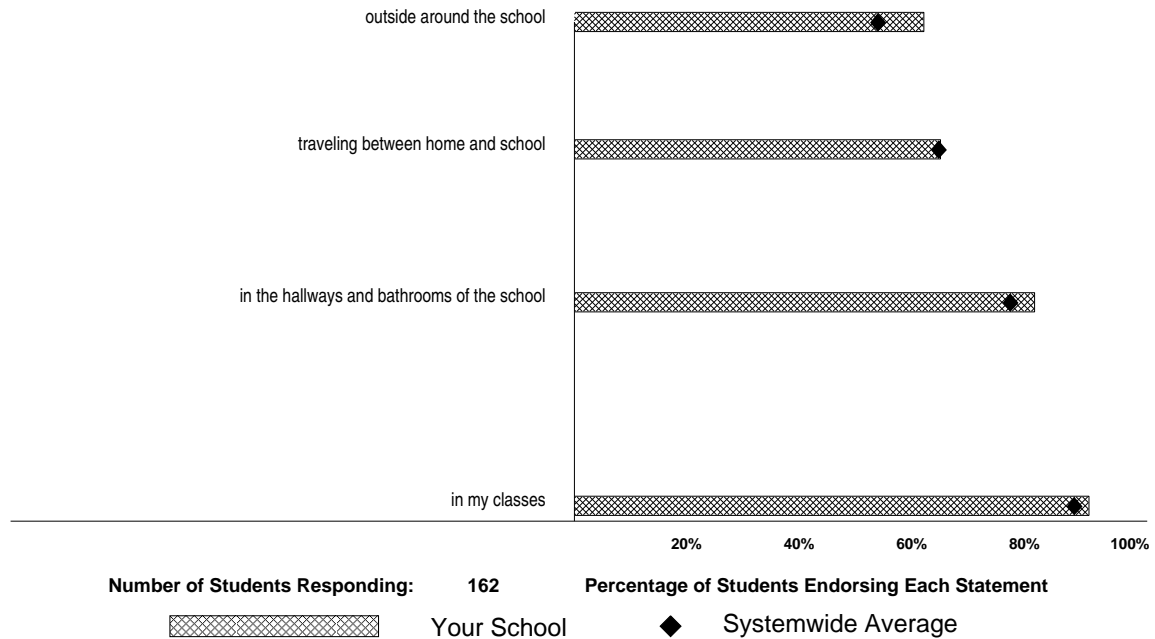
#### Definition of Categories Charted Above

Category	Students in this school:
<b>1</b> <b>Very Weak</b>	<b>strongly disagree</b> that people at this school are like family, that they participate in a lot of activities, and that people care if they're not at school. They <b>strongly disagree</b> or <b>disagree</b> that there are people at this school they can talk to about personal problems, that they fit in at this school, and that there are people at the school who can give them help if needed.
<b>2</b> <b>Weak</b>	<b>strongly disagree</b> or <b>disagree</b> that people at this school are like family, that they participate in a lot of activities, and that people care if they're not at school. They <b>disagree</b> that there are people at this school they can talk to about personal problems. They <b>disagree</b> but some <b>agree</b> that they fit in at this school, and that there are people at the school who can give them help if needed.
<b>3</b> <b>Moderate</b>	<b>agree</b> but some <b>disagree</b> that people at this school are like family and that they participate in a lot of activities. They <b>agree</b> that people care if they're not at school and that there are people at this school they can talk to about personal problems. They <b>agree</b> but some <b>strongly agree</b> that they fit in at this school and that there are people at the school who can give them help if needed.
<b>4</b> <b>Strong</b>	<b>agree</b> but some <b>strongly agree</b> that people at this school are like family and that they participate in a lot of activities. They <b>strongly agree</b> with the other items in this 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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

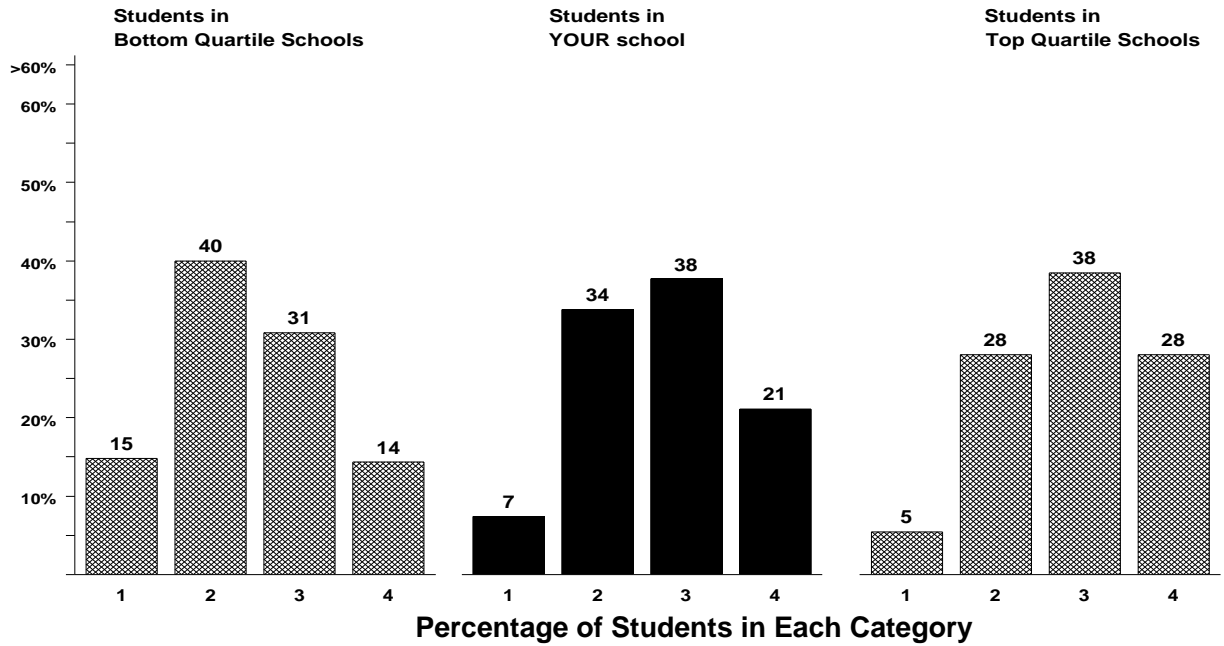
On the next page, you will find a frequency distribution of responses to the Safety scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

In the schools rated highest on student safety, 28 percent of students feel very safe and 38 percent feel mostly safe. One-third feel somewhat safe or not safe. In the lowest rated schools on this measure only 14 percent of students feel very safe, and the most common category is somewhat safe, with 40 percent of students. In general, students are much less apt to feel safe outside the school than inside.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools for Safety



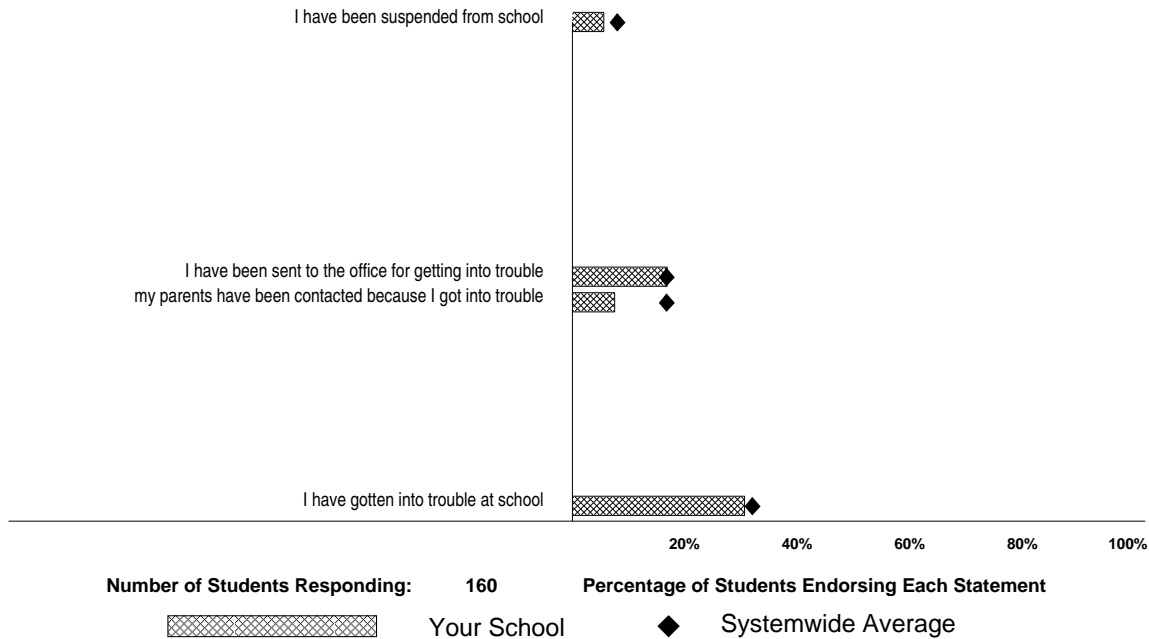
#### Definition of Categories Charted Above

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

### Incidence of Disciplinary Action

The questions measure how often students get into trouble and are disciplined. Therefore, low scores are more desirable than high ones.

**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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

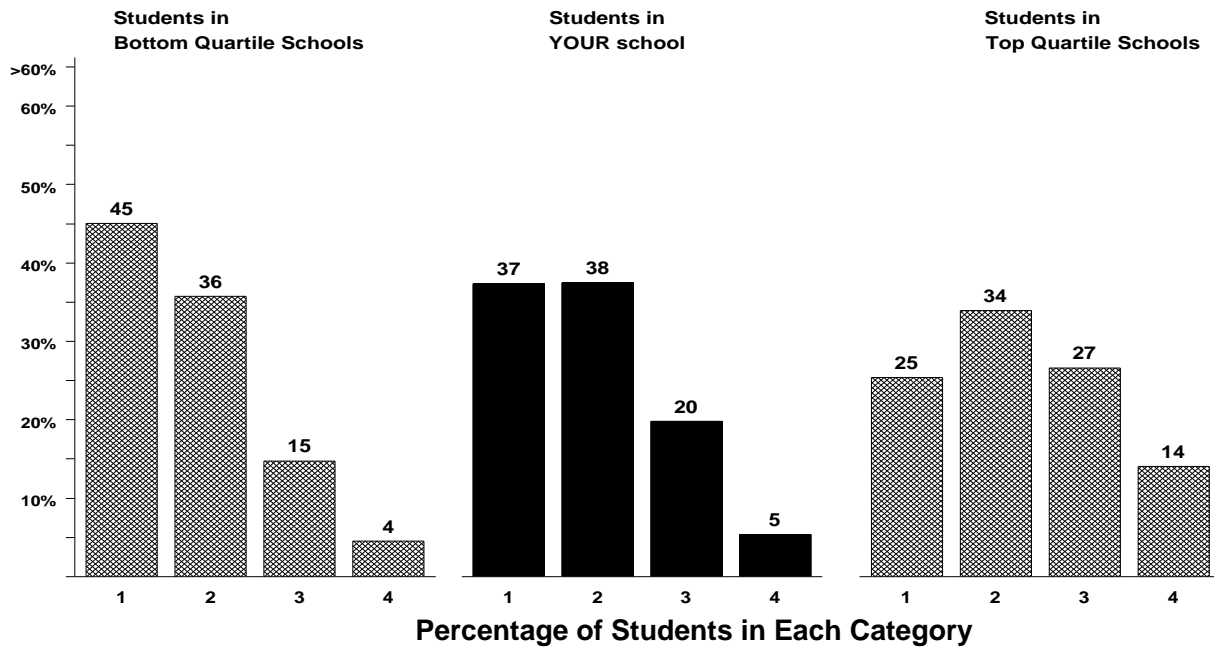
On the next page, you will find a frequency distribution of responses to the Incidence of Disciplinary Action scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

On this scale the top quartile schools are the most negative. Forty-one percent of students report very extensive or extensive incidence of disciplinary action and 59 percent report limited or no incidences. In the bottom quartile schools, where the reports of disciplinary actions are fewest, 19 percent of students are in the very extensive or extensive category and 45 percent report no incidences of disciplinary action.

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



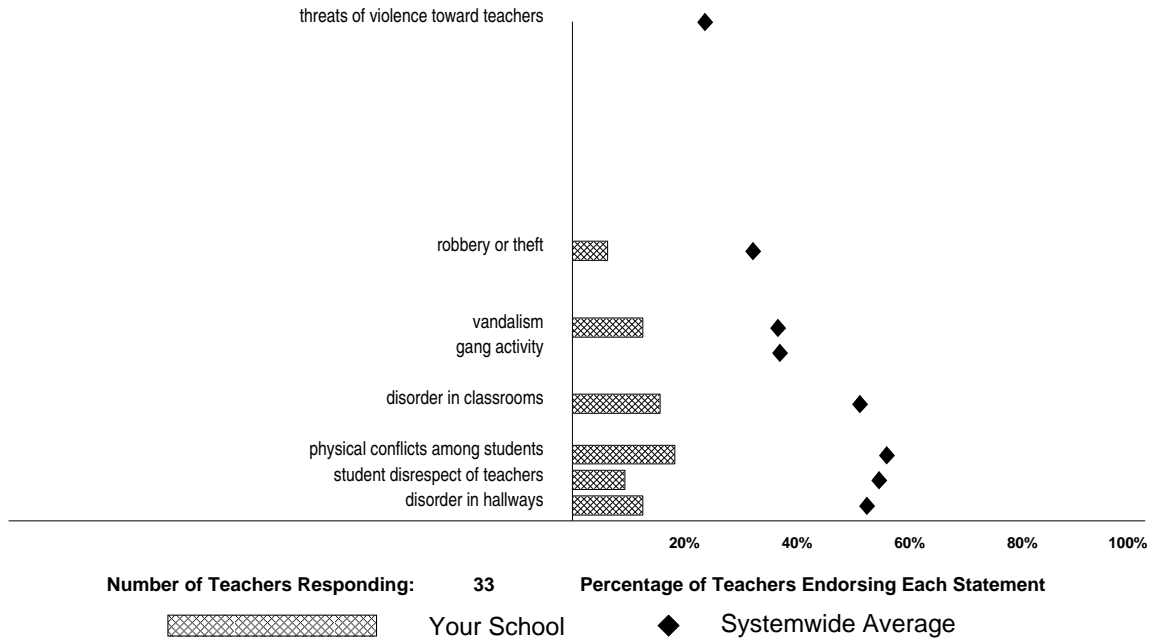
#### Definition of Categories Charted Above

Category	In this school, students reported that last year:
<b>1 None</b>	they <b>never</b> got into trouble or were sent to the office; their parents <b>never</b> were contacted because of trouble; and they were <b>never</b> suspended from school.
<b>2 Limited</b>	they got into trouble <b>one to two times</b> ; they were sent to the office or their parents were contacted because of trouble either <b>never or one to two times</b> ; and they had <b>never</b> been suspended from school.
<b>3 Extensive</b>	they got into trouble <b>three or more times</b> ; they were sent to the office or their parents were contacted because of trouble between <b>one and five times</b> ; and they were suspended from school <b>one to two times</b> .
<b>4 Very extensive</b>	they got into trouble, were sent to the office, or their parents were contacted because of trouble <b>more than five times</b> ; and they were suspended from school <b>three or more times</b> .

### Disorder and Crime

This scale measures the degree to which teachers perceive the existence of disorder and crime, such as theft, vandalism and violence, in the school. Low scores are desirable.

Teachers see that there is at least some problem with:



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 Disorder and Crime scale. The scale is created by combining all responses to the survey questions shown above.

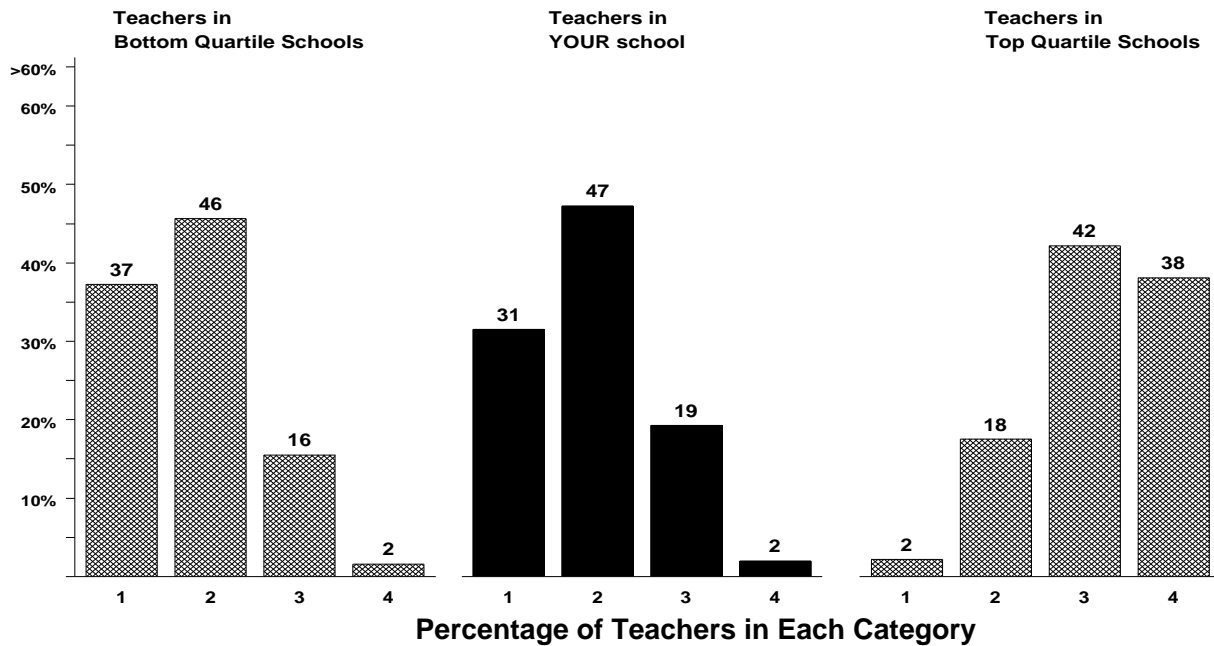
The frequency distribution tells you what percent of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.**

The distribution of this measure in top quartile schools is nearly the mirror image of the distribution in the lowest quartile schools. In bottom quartile schools, only two percent of teachers said crime and disorder was very problematic, and 37 percent of teachers said it was virtually non-existent. In contrast, in the top quartile schools, only two percent said it was virtually non-existent, and 38 percent said it was very problematic.



### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Disorder and Crime



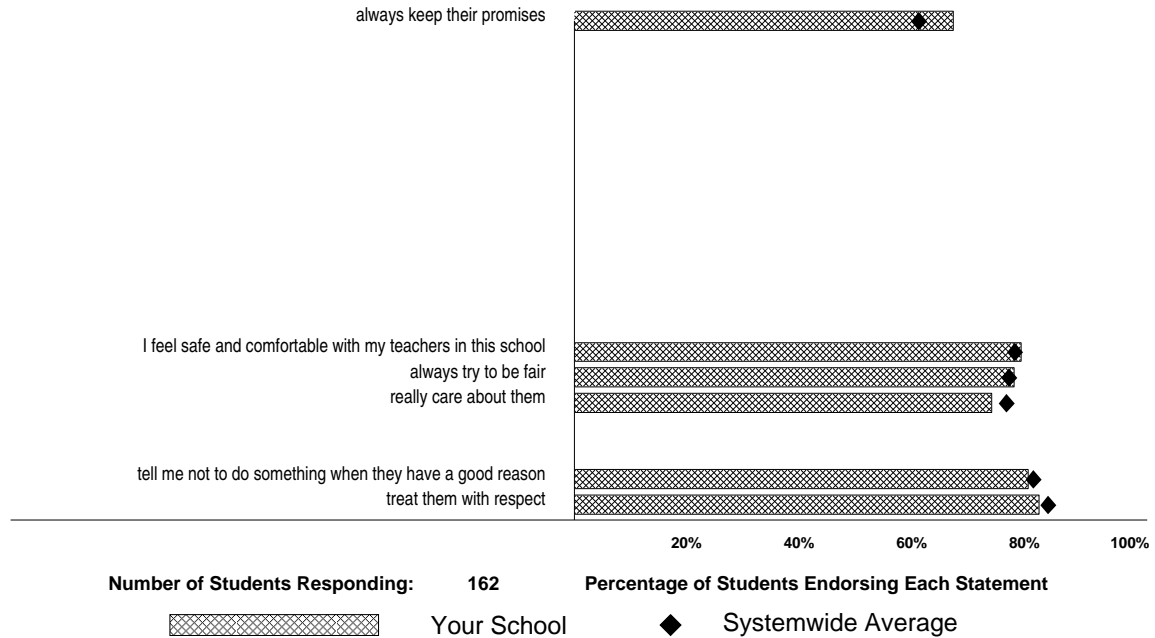
#### Definition of Categories Charted Above

Category	Teachers in this school:
<b>1 Virtually Non-existent</b>	view threats of violence toward teachers, theft, vandalism, gang activity, and disorder in the classrooms as <b>not problems at all</b> . Most viewed physical conflict between students, student disrespect of teachers, and disorder in the hallways as <b>not problems at all</b> , but some thought they were <b>little problems</b> .
<b>2 Minimal</b>	view threats of violence toward teachers, theft, vandalism, gang activity, and disorder in the classrooms as <b>little problems</b> but some saw them as <b>not problems at all</b> . Most viewed physical conflict between students, student disrespect of teachers, and disorder in the hallways as <b>little problems</b> , but some thought these were <b>somewhat problematic</b> .
<b>3 Problematic</b>	view threats of violence toward teachers, theft, vandalism, gang activity, and disorder in the classrooms as <b>somewhat of a problem</b> but some saw them as <b>little problems</b> . Most viewed physical conflict between students, student disrespect of teachers, and disorder in the hallways as <b>somewhat of a problem</b> , but some thought these were <b>great problems</b> .
<b>4 Very Problematic</b>	view threats of violence toward teachers, theft, vandalism, gang activity, and disorder in the classrooms as <b>great problems</b> but some saw them as <b>somewhat of a problem</b> . They viewed physical conflict between students, student disrespect of teachers, and disorder in the hallways as <b>great problems</b> .

### 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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

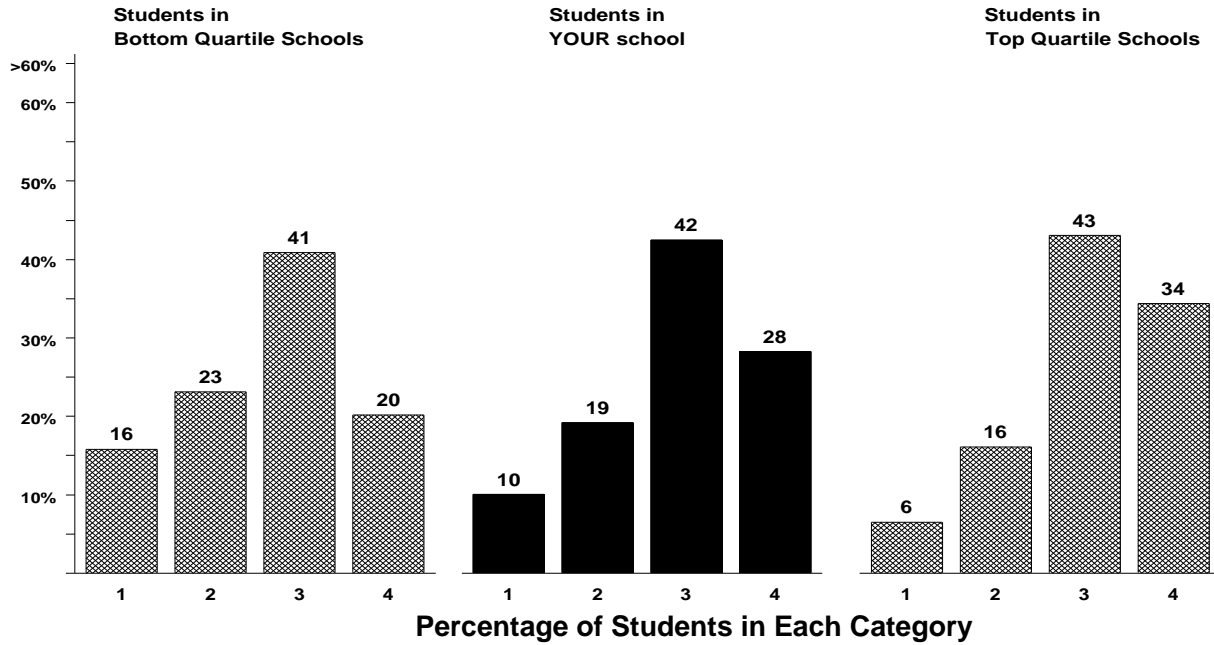
On the next page, you will find a frequency distribution of responses to the Student-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

In the schools rated high on this scale, 77 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, more than half of the students report very strong or strong trust with teachers. However, 39 percent of students in these schools report minimal or no trust with their teachers.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools for Student-Teacher Trust



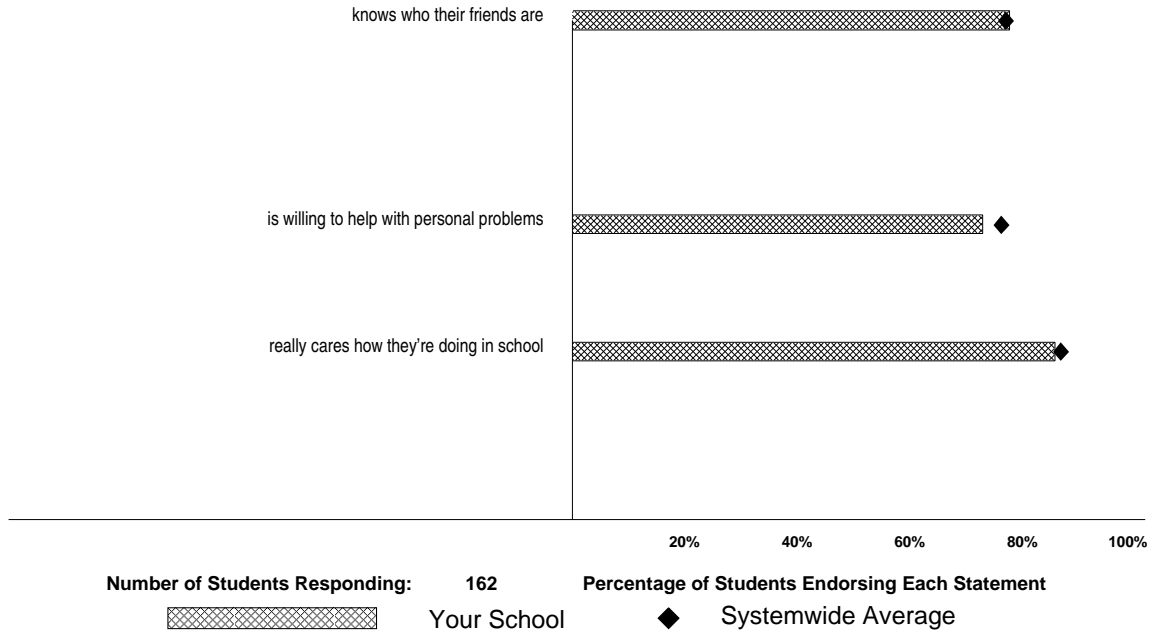
#### Definition of Categories Charted Above

Category	In this school:
<b>1 No trust</b>	students <b>disagree</b> that their teacher has a good reason for telling them not to do something, cares about them, always tries to be fair, makes them feel safe and comfortable, and treats them with respect. Students <b>disagree</b> or <b>strongly disagree</b> that their teacher keeps his or her promises.
<b>2 Minimal trust</b>	some students <b>agree</b> and others <b>disagree</b> that their teacher has a good reason for telling them not to do something, and treats them with respect. Students <b>disagree</b> with all other items on the scale.
<b>3 Strong trust</b>	students <b>agree</b> that their teacher has a good reason for telling them not to do something, treats them with respect, always tries to be fair, cares about them, and makes them feel safe and comfortable. They <b>agree</b> but some <b>disagree</b> that their teacher keeps his or her promises.
<b>4 Very strong trust</b>	students <b>strongly agree</b> that their teacher has a good reason for telling them not to do something, treats them with respect, cares about them, always tries to be fair, and makes them feel safe and comfortable. Students <b>agree</b> or <b>strongly agree</b> that their teacher keeps his or her promises.

### Teacher Personal Support

These items measure the extent to which students feel teachers are available to help with personal matters.

Students say at this school there is at least one teacher who:



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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

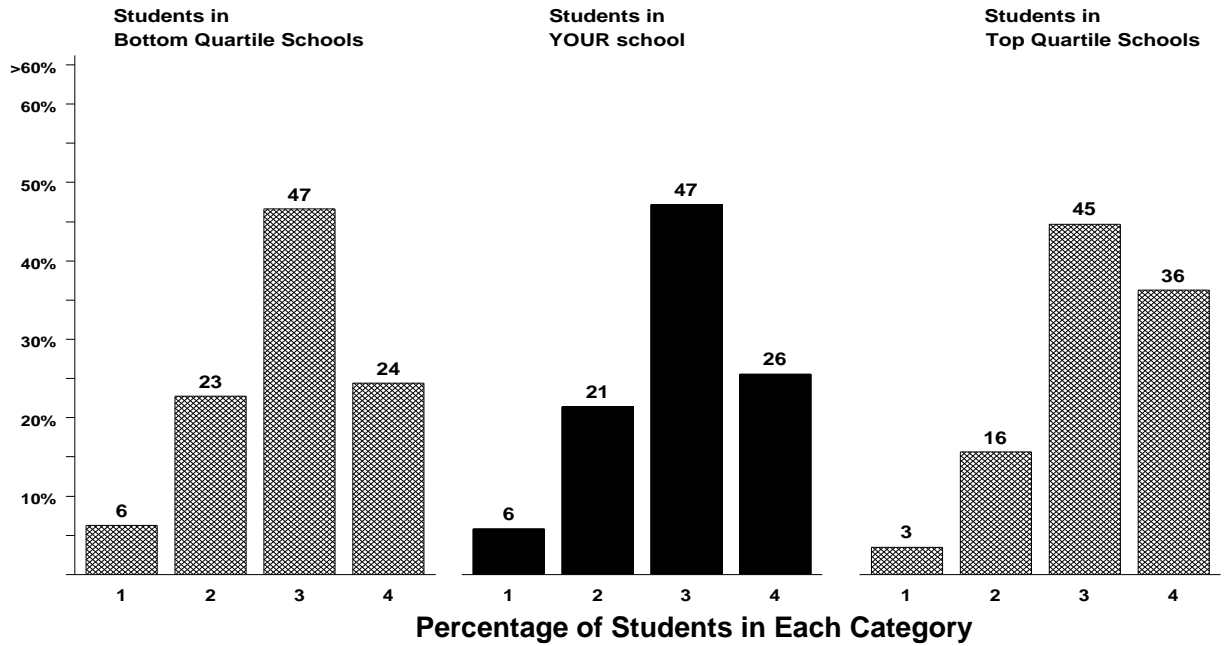
On the next page, you will find a frequency distribution of responses to the Teacher Personal Support scale. The scale is created by combining all responses to the survey questions shown above.

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 bottom-scoring schools.**

Forty-five percent of the students in the top quartile schools and 47 percent of students in the bottom quartile schools report Teacher Personal Support to be moderate. In the top quartile schools 36 percent of the students say the support is considerable but only 24 percent of the students in the bottom quartile schools rate it in this highest category. Twenty-nine percent of the students in the lowest-rated schools rate the support as a little or none but only 19 percent of the students in the top quartile schools do so.

**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Teacher Personal Support**



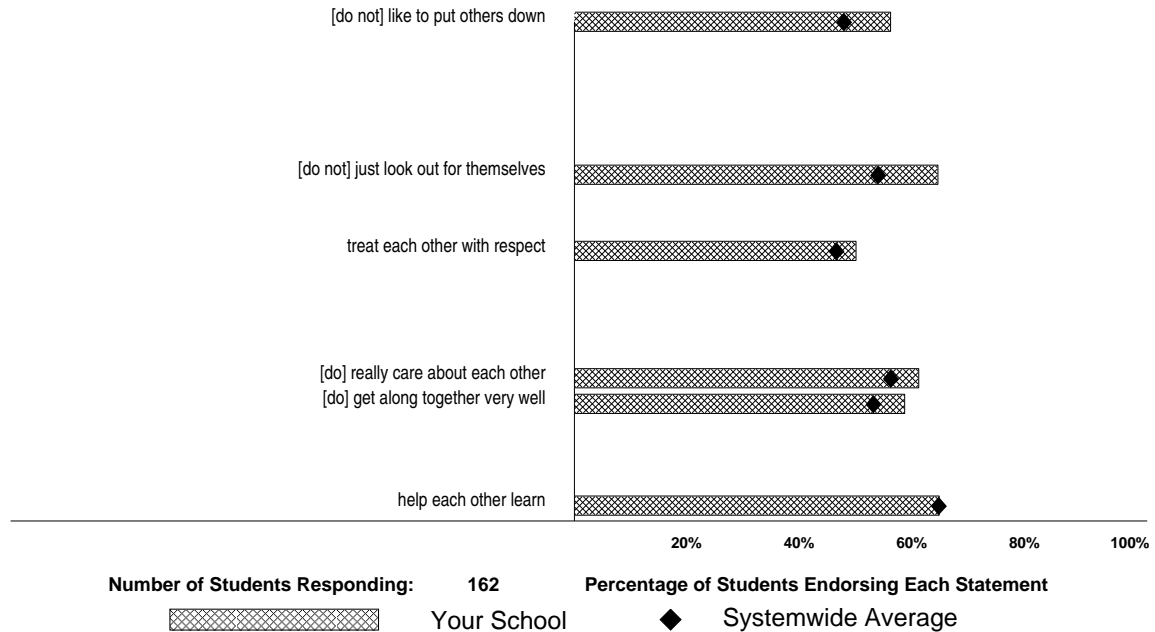
**Definition of Categories Charted Above**

Category	Students in this school:
<b>1 None</b>	<b>disagree</b> or <b>strongly disagree</b> that there is at least one teacher who cares about how they are doing. They <b>strongly disagree</b> that there is at least one teacher who is willing to help with personal problems and knows who their friends are.
<b>2 A Little</b>	<b>agree</b> but some <b>disagree</b> that there is at least one teacher who cares about how they are doing. They <b>disagree</b> that there is at least one teacher who is willing to help with personal problems. They <b>disagree</b> , but some may <b>strongly disagree</b> that there is at least one teacher who knows who their friends are.
<b>3 Moderate</b>	<b>agree</b> but some <b>strongly agree</b> that there is at least one teacher who cares about how they are doing. They <b>agree</b> that there is at least one teacher who is willing to help with personal problems. They <b>agree</b> , but some may <b>disagree</b> that there is at least one teacher who knows who their friends are.
<b>4 Considerable</b>	<b>strongly agree</b> that there is at least one teacher who cares about how they are doing. They <b>agree</b> but some may <b>strongly agree</b> that there is at least one teacher who knows who their friends are and who is willing to help with personal problems.

### Student 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 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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

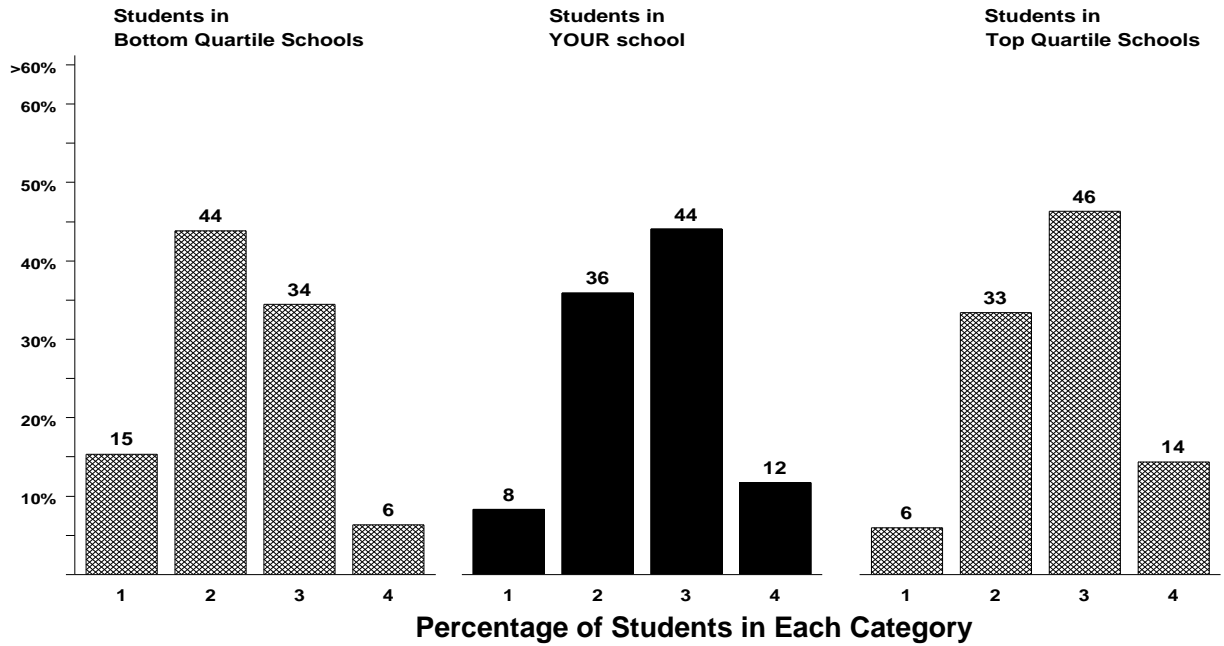
On the next page, you will find a frequency distribution of responses to the Student Classroom Behavior scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.**

Sixty percent of students in the top quartile schools on this scale report very positive or moderately positive classroom behavior. Thirty-nine percent report negative or very negative classroom behavior in these highly rated schools. Classroom behavior is worse in the bottom quartile schools, where the most frequent rating, made by 44 percent of students, is negative, and 15 percent of students rate classroom behavior as very negative.

**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools for Student Classroom Behavior**



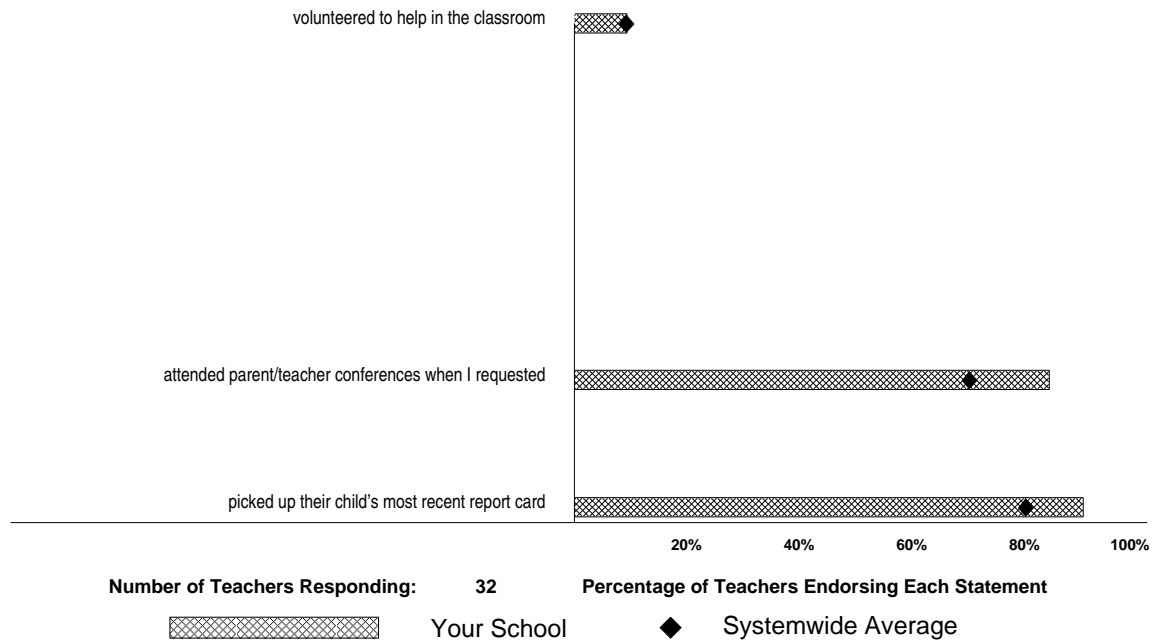
**Definition of Categories Charted Above**

Category	In this school, students:
<b>1 Very negative</b>	<b>strongly disagree</b> with all items on the scale.
<b>2 Negative</b>	<b>disagree</b> with all items on the scale.
<b>3 Moderately positive</b>	<b>agree</b> or <b>strongly agree</b> that students help each other learn, get along well, care about each other, and treat each other with respect. They <b>agree</b> that students do not look out only for themselves, and do not like to put others down.
<b>4 Very positive</b>	<b>strongly agree</b> with all items on the scale.

## 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 percentage 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.

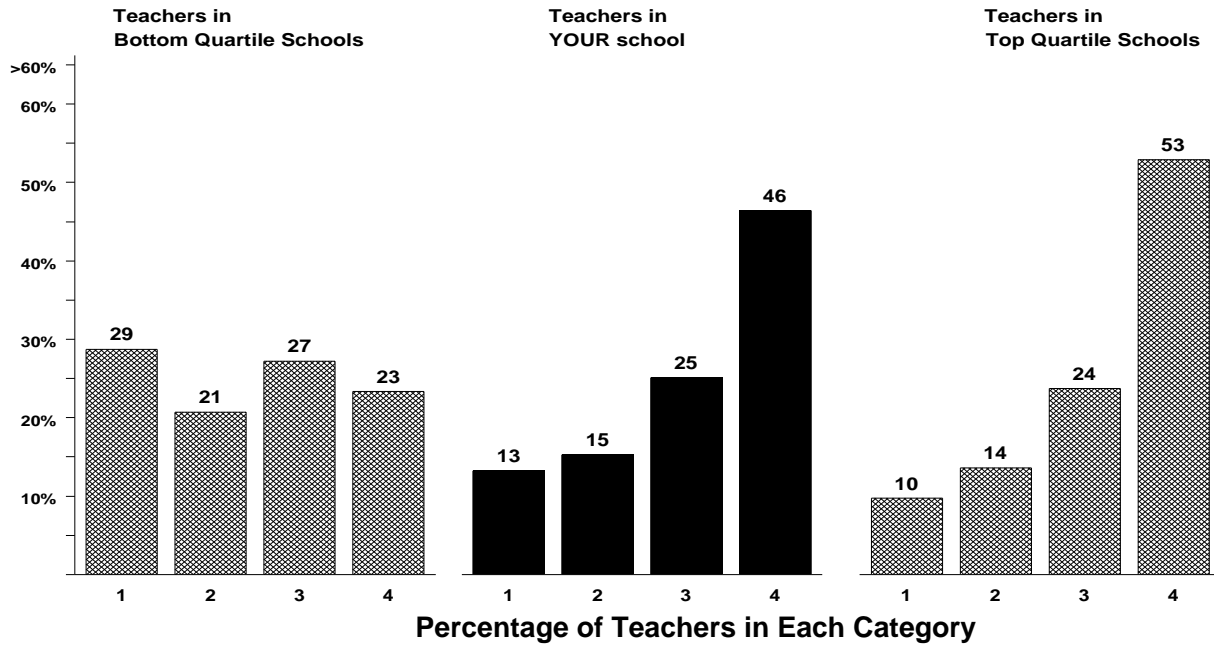
The frequency distribution tells you what percentage of teachers have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.

In the top-rated schools, 53 percent of teachers report high levels of parent involvement, and another 24 percent describe moderate levels of parent involvement. Only 24 percent report limited or minimal parent involvement. The pattern is very different in the lowest rated schools, where 29 percent of the teachers say that parent involvement is minimal and another 21 percent say parent involvement is limited.



**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Parent Involvement in School**



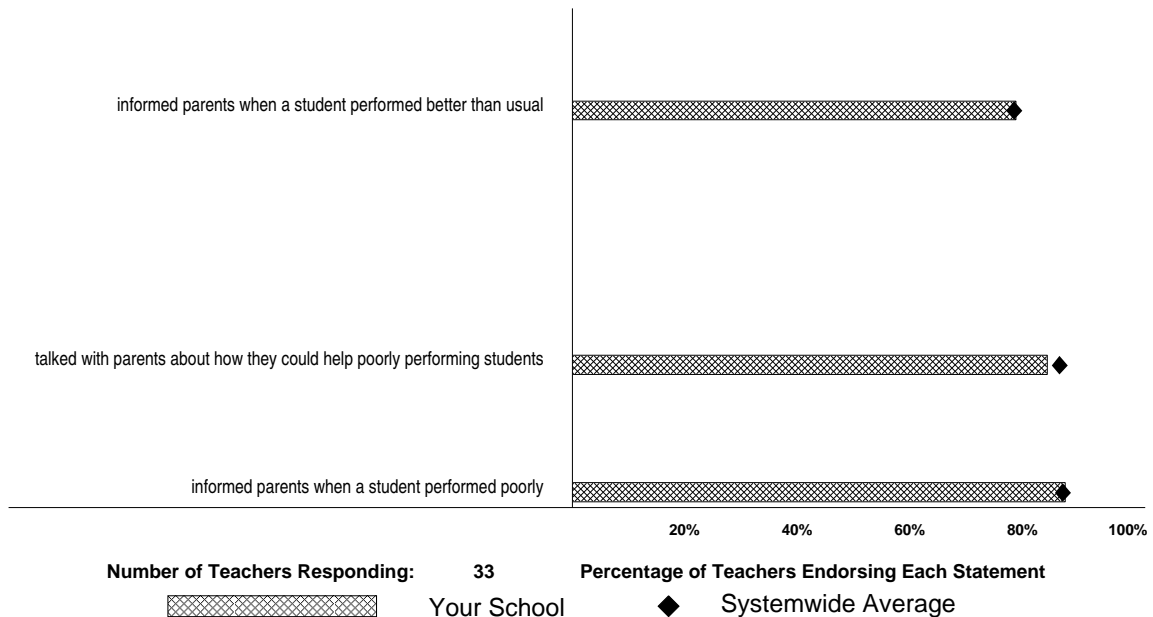
**Definition of Categories Charted Above**

Category	Teachers in this school reported that:
<b>1 Minimal</b>	<b>none</b> to <b>about half</b> of the parents picked up their child's report cards; <b>none</b> or <b>some</b> attended parent/teacher conferences; and <b>none</b> of the parents volunteered in the classroom.
<b>2 Limited</b>	<b>about half</b> or <b>most</b> of the parents picked up their child's report card; <b>some</b> or <b>about half</b> attended parent/teacher conferences; and <b>none</b> of the parents volunteered in the classroom.
<b>3 Moderate</b>	<b>most</b> or <b>nearly all</b> parents picked up their child's report cards and attended parent/teacher conferences; and <b>some</b> volunteered in the classroom.
<b>4 High</b>	<b>nearly all</b> parents picked up their child's report cards and attended parent/teacher conferences; and <b>about half</b> to <b>nearly all</b> volunteered in the classroom.

### Teacher-Parent Interaction

These items measure the degree to which teachers contact parents when there is some problem with their children, or when their children have performed well.

Teachers say that at least half the time 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.

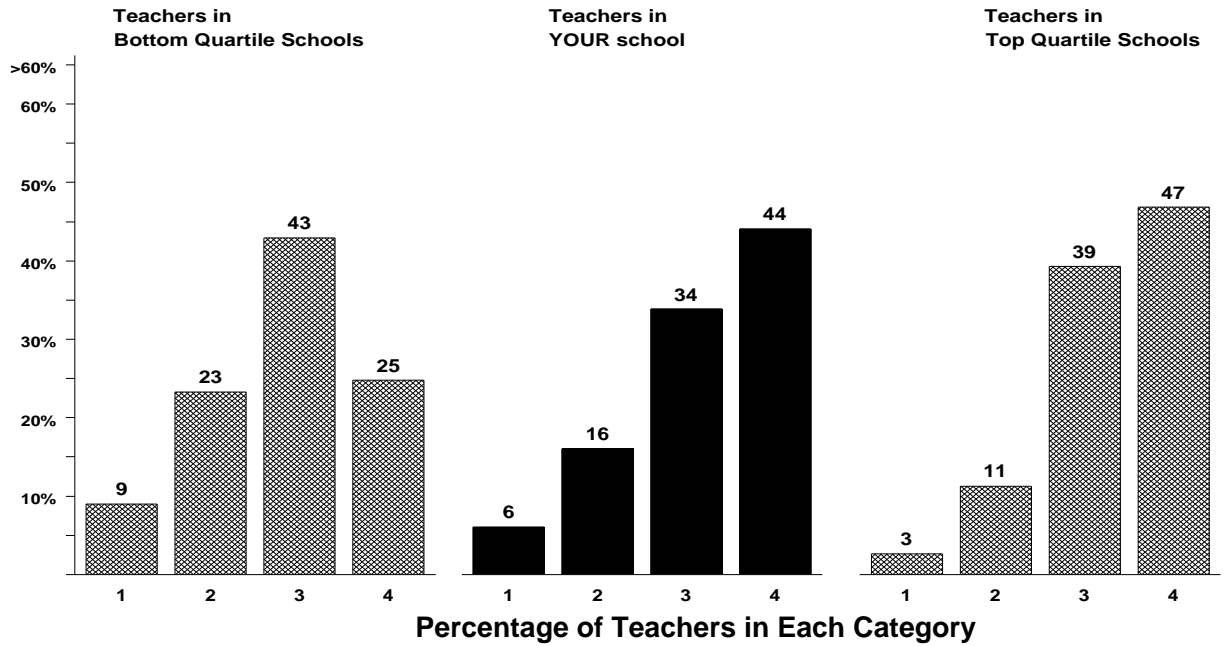
On the next page, you will find a frequency distribution of responses to the Teacher-Parent Interaction scale. The scale is created by combining all responses to the survey questions shown above.

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 bottom-scoring schools.

The striking difference between the top and bottom quartile schools is the number of teachers in the top category. In the top quartile schools 45 percent of teachers reported that teacher-parent interaction was very frequent, while only 23 percent of teachers in bottom quartile schools fell in that category. In the top quartile schools, 15 percent of teachers rate teacher-parent interaction as rare or infrequent; in the bottom quartile schools, 35 percent of the teachers were in those bottom two categories.

**Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Teacher-Parent Interaction**



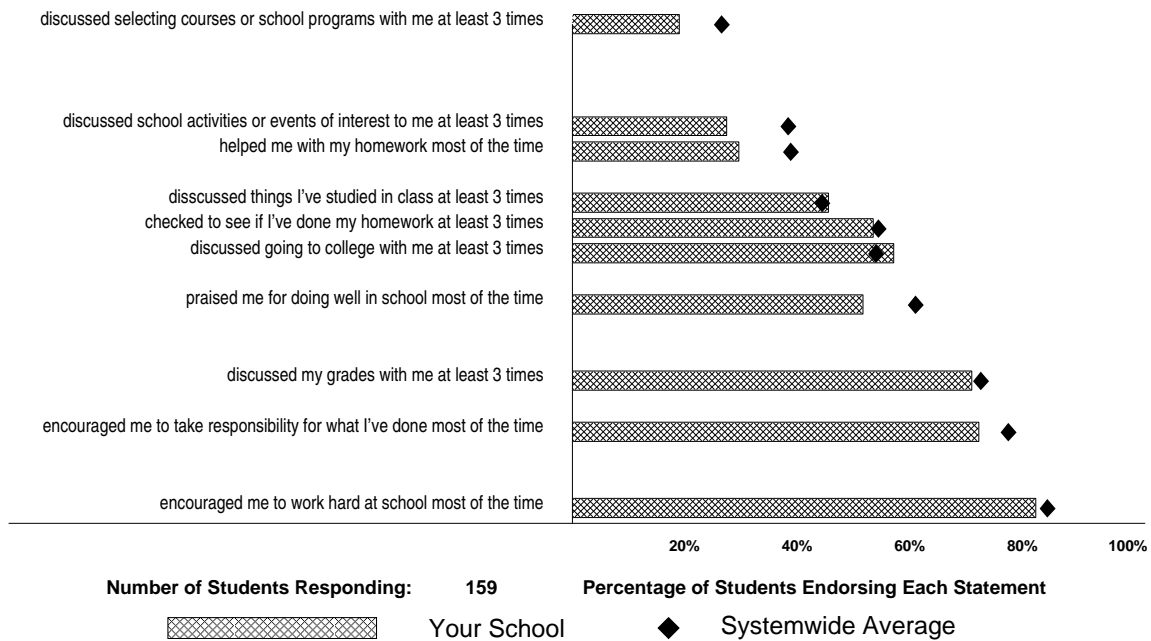
**Definition of Categories Charted Above**

Category	Teachers in this school:
<b>1 Rare</b>	said they <b>seldom or never</b> informed parents when students skipped class or performed well. Some teachers <b>seldom or never</b> talked to parents about how to improve their children’s learning or informed them when their children performed poorly, but some did this <b>occasionally</b> .
<b>2 Infrequent</b>	said they <b>occasionally</b> informed parents when students skipped class or performed well. Some teachers <b>occasionally</b> talked to parents about how to improve their children’s learning or informed them when their children performed poorly, but some did this <b>often</b> .
<b>3 Frequent</b>	said they <b>often</b> informed parents when students skipped class or performed well, or when their children performed poorly, and talked to parents about how to improve their children’s learning.
<b>4 Very Frequent</b>	said they talked to parents when their children performed poorly, and talked to parents about how to improve their children’s learning <b>nearly all the time</b> . They informed parents when students skipped class or performed well <b>often or nearly all the time</b> .

## 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 percentage of students in your school that endorsed the question. The diamond shows the citywide response.

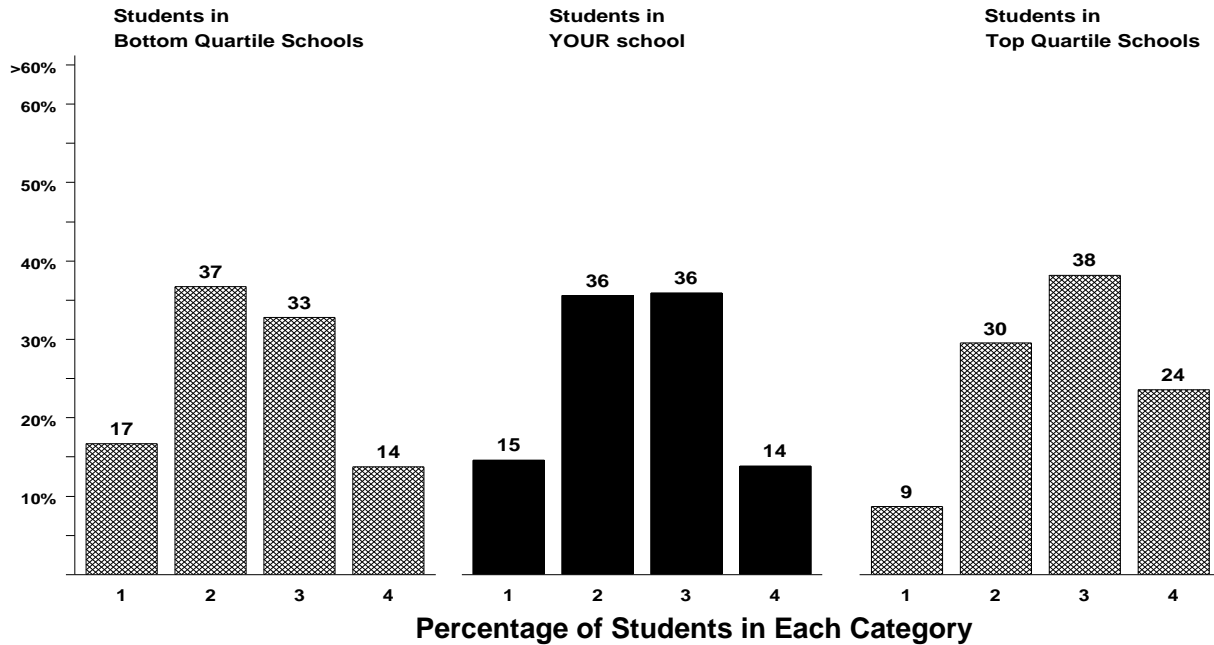
On the next page, you will find a frequency distribution of responses to the Parent Support for Student Learning scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

Sixty-two percent of the students in the top quartile schools report very strong or strong parent support for learning. Even in these top schools, almost 40 percent of students report moderate or minimal parent support. There is less reported parent support in the lowest quartile schools. Less than half of the students report very strong or strong support, 17 percent report minimal support and 37 percent report moderate support.

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



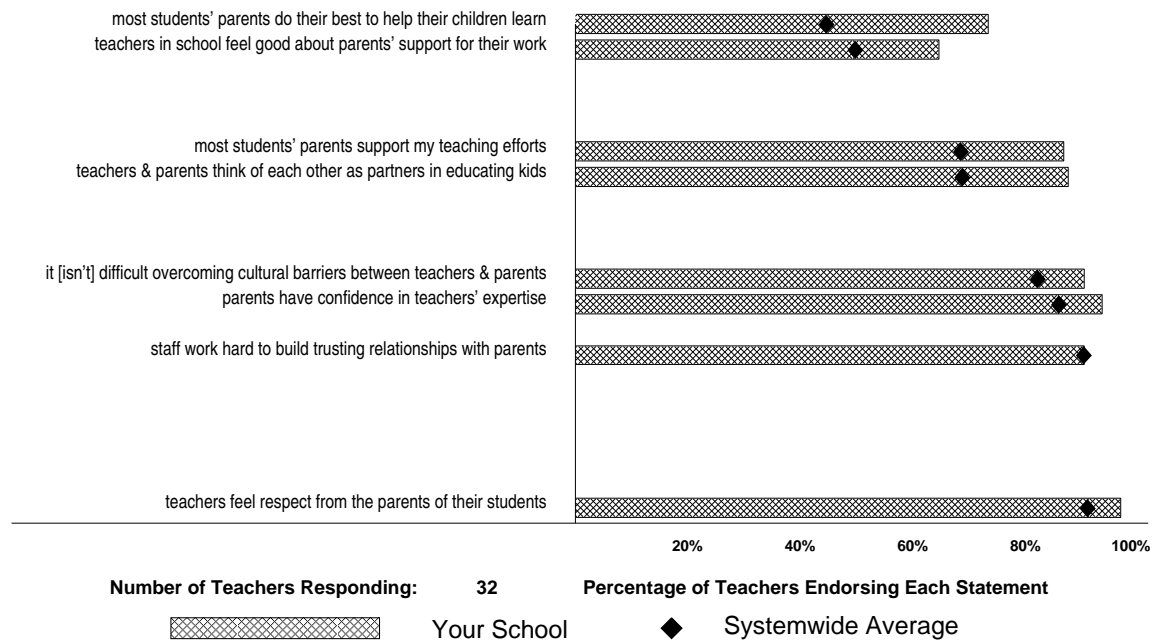
**Definition of Categories Charted Above**

Category	Students reported:
<b>1 Minimal</b>	their parents <b>never</b> or <b>once in a while</b> encouraged them to work hard and take responsibility for things they had done. They discussed grades with their parents <b>never</b> or <b>one to two times</b> last year. Their parents <b>never</b> praised their school work, checked to see if homework was done or helped with it; and they <b>never</b> discussed going to college, things they had studied, school activities, or selecting courses with their parents.
<b>2 Moderate</b>	<b>once in a while</b> to <b>most of the time</b> their parents encouraged them to work hard. <b>Once in a while</b> their parents checked to see if their homework was done or helped with it. They discussed grades with their parents <b>one to five times</b> last year. They discussed going to college, things they had studied, and school activities with their parents <b>one to two times</b> last year, and selecting courses <b>never</b> or <b>once or twice</b> last year.
<b>3 Strong</b>	<b>all the time</b> their parents encouraged them to work hard. <b>Most</b> or <b>all of the time</b> , their parents praised them for doing well in school. <b>Most of the time</b> their parents checked to see if their homework was done or helped with it. They discussed grades, going to college, things they have studied in school, and school activities with their parents <b>three to five times</b> last year, and selecting courses <b>one to five times</b> .
<b>4 Very strong</b>	<b>all the time</b> their parents encouraged them to work hard and take responsibility for things they had done, praised them for doing well in school, checked to see if their homework was done, and helped them with their homework. They discussed their grades, going to college, things they studied, and school activities with their parents <b>more than five times</b> last year and selecting courses <b>more than three times</b> last year.

## Teacher-Parent Trust

These items measure the extent to which teachers feel parents respect and support their efforts to improve student learning.

### 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 percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.

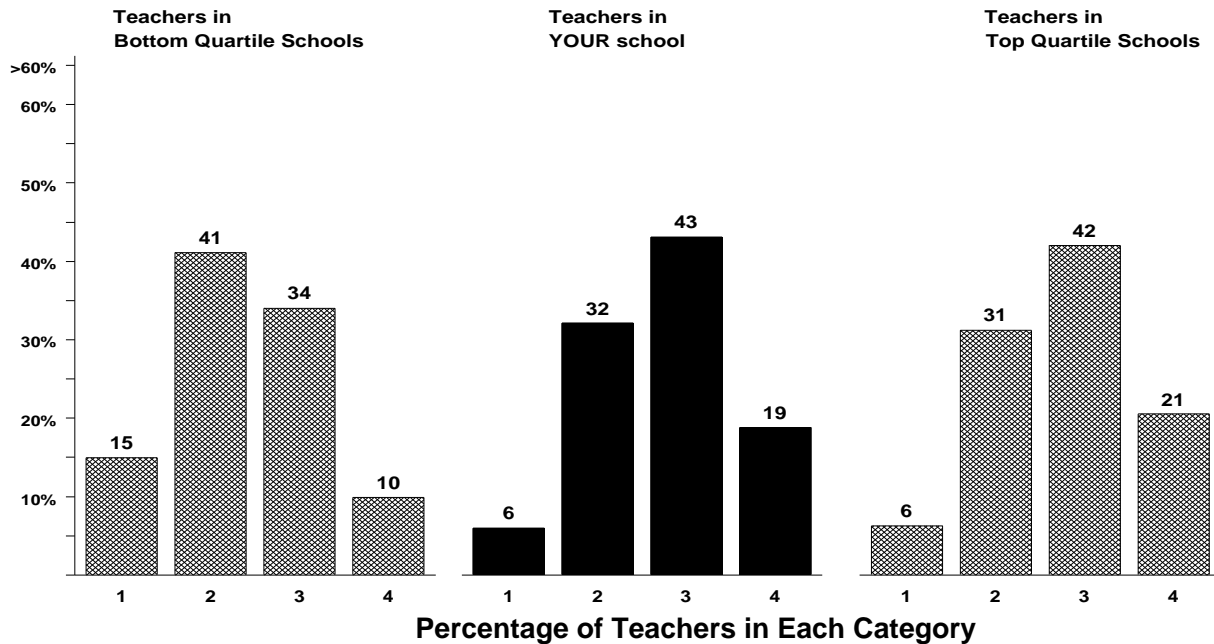
On the next page, you will find a frequency distribution of responses to the Teacher-Parent Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percentage 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 bottom-scoring schools.

Even in the highest-rated schools, only 21 percent of teachers classify the trust level between teachers and parents as very strong. Forty-two percent rate the trust level as strong, and slightly more than one-third say there is minimal or no trust. In the bottom quartile schools, trust between teachers and parents is lower, with 56 percent of teachers describing either no trust or minimal levels of trust between teachers and parents.

### Comparing Responses in Sample Elementary School to Low-Rated Schools and to High-Rated Schools on Teacher-Parent Trust



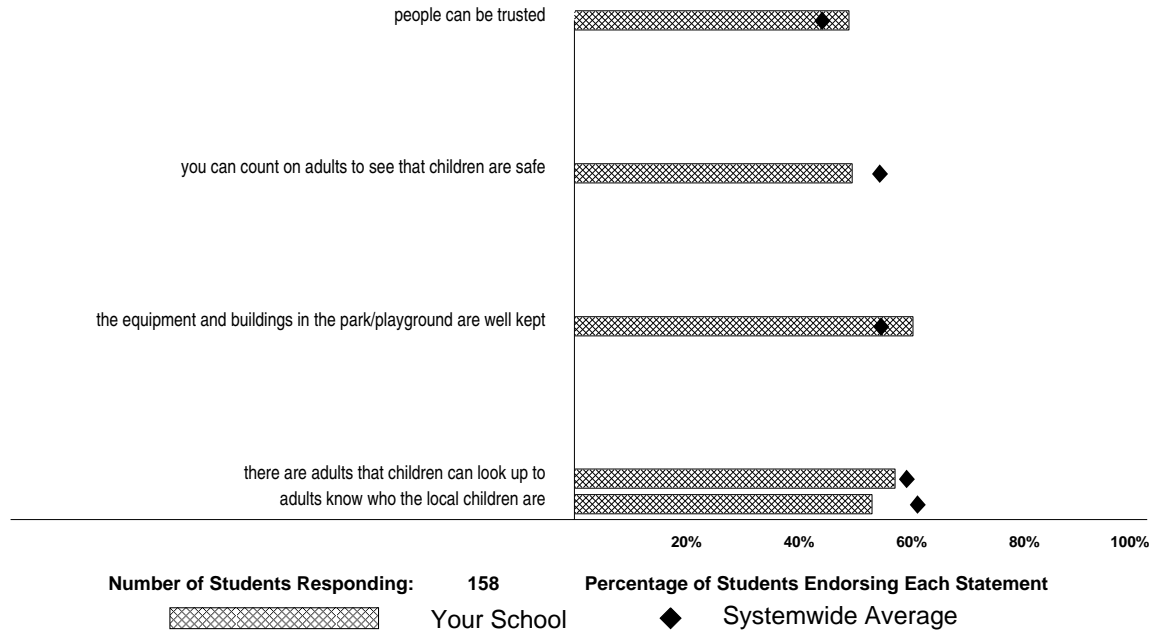
#### Definition of Categories Charted Above

Category	Teachers in this school:
<b>1 No trust</b>	feel respected by parents <b>not at all</b> or <b>a little</b> . They <b>disagree</b> or <b>strongly disagree</b> that staff work hard to build trusting relationships with parents, that parents have confidence in the expertise of the teachers, and that teachers and parents are partners in educating children. They find it difficult to overcome teacher-parent cultural barriers. They feel that <b>none</b> to <b>some</b> of the parents support their teaching efforts and do their best to help students learn. <b>None</b> to <b>some</b> teachers feel good about parental support for their work.
<b>2 Minimal trust</b>	feel respected by parents <b>to some extent</b> . Some teachers <b>agree</b> and some <b>disagree</b> that staff work hard to build trusting relationships with parents and that parents have confidence in the expertise of the teachers. Most teachers <b>disagree</b> that teachers and parents are partners in educating children. They feel that <b>none</b> to <b>about half</b> of the parents support their teaching efforts and do their best to help their children learn. <b>None</b> to <b>about half</b> of the teachers feel good about parental support for their work.
<b>3 Strong trust</b>	feel respected by parents <b>to a great extent</b> . Teachers <b>agree</b> that staff work hard to build trusting relationships with parents, that parents have confidence in the expertise of the teachers, and that teachers and parents are partners in educating children. They feel that <b>most</b> or <b>nearly all</b> of the parents support their teaching efforts and <b>about half</b> to <b>most</b> of the parents do their best to help students learn. <b>About half</b> to <b>most</b> of the teachers feel good about parental support for their work.
<b>4 Very strong trust</b>	feel respected by parents <b>to a great extent</b> . Teachers <b>strongly agree</b> that staff work hard to build trusting relationships with parents and that parents have confidence in the expertise of the teachers. They <b>agree</b> that teachers and parents are partners in educating children and they do not find it difficult to overcome teacher-parent cultural barriers. They feel that <b>most</b> or <b>nearly all</b> of the parents support their teaching efforts and do their best to help students learn; and <b>most</b> or <b>nearly all</b> teachers feel good about parental support for their work.

## 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.

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 percentage 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.

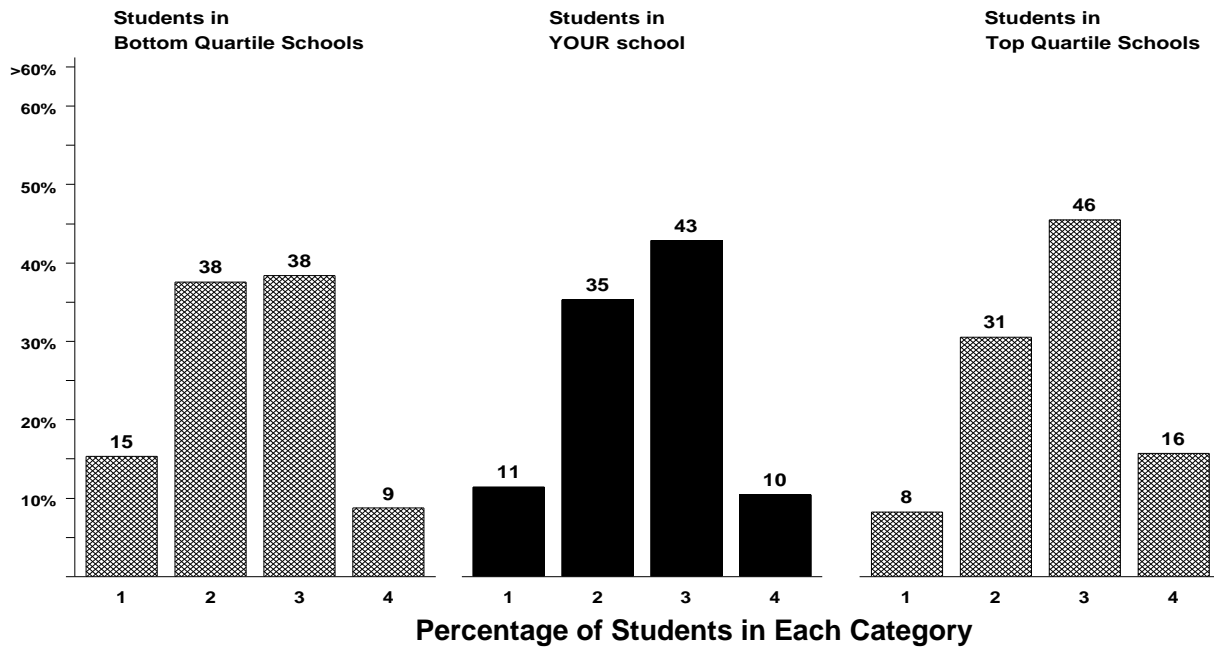
The frequency distribution tells you what percentage of students have scores that fall into four different categories. These four categories are defined in detail in the table below the graph. Responses from your school are in black in the center. You can compare the responses in your school to the bottom 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 bottom-scoring schools.

In the top quartile schools, where students give the highest ratings to human and social resources in the community, 62 percent of students say that at least some or many of these resources are available. Even in these top schools, 31 percent of students rate these resources as scarce and another eight percent as no resources. The ratings are lower in the bottom quartile schools: 76 percent of the students rate human and social resources in the middle two categories.



**Comparing Responses in Sample Elementary 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:
<b>1 None</b>	<b>strongly disagree</b> with all the items on the scale.
<b>2 Scarce</b>	<b>disagree</b> that there are adults in the neighborhood who know the local kids, whom the kids can look up to, and that the equipment in the parks are well-kept. They <b>disagree</b> or <b>strongly disagree</b> that adults make sure neighborhood kids are safe, and people in the neighborhood can be trusted.
<b>3 Some</b>	<b>agree</b> that there are adults in the neighborhood who know the local kids and whom the kids can look up to. Some students <b>agree</b> and others <b>disagree</b> that adults make sure neighborhood kids are safe, and people in the neighborhood can be trusted.
<b>4 Many</b>	<b>strongly agree</b> that there are adults in the neighborhood who know the local kids and whom the kids can look up to. They <b>agree</b> or <b>strongly agree</b> with the other items on the scale.

## About the Authors

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