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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>

In addition, you may download an electronic copy of this report from the CCSR website: <http://ccsr.uchicago.edu/ISR/hs1777/> (Don't forget the final '/') using the following username and password:

Username: report1777

Password: 200KLjR%

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 High 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.

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 results on 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 High School

In all, there were 594 ninth- and tenth-grade students at Sample High School. Of these, **453 students returned surveys** for a **response rate of 76.3 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 quartiles by GPA. In general we would expect each quartile to contain 25 percent of the students. However, that may not always be the case because there may be many students with identical GPAs at the quartile cutpoints.

		All Students	Students Who Responded
Gender	Male	54.5	51.2
	Female	45.5	48.8
Race/Ethnicity	White	6.0	8.0
	African-American	37.4	31.1
	Native American	0.5	0.2
	Asian	13.3	13.2
	Latino	42.2	47.4
Achievement	Quartile 1	28.0	20.8
	Quartile 2	23.8	23.3
	Quartile 3	25.6	27.2
	Quartile 4	22.6	28.7

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 High School had 95 full-time teacher positions last winter. We received **93 surveys**, resulting in an approximate **teacher response rate of 97.9 percent** for your school.

How to Read the Figures for Each Measure

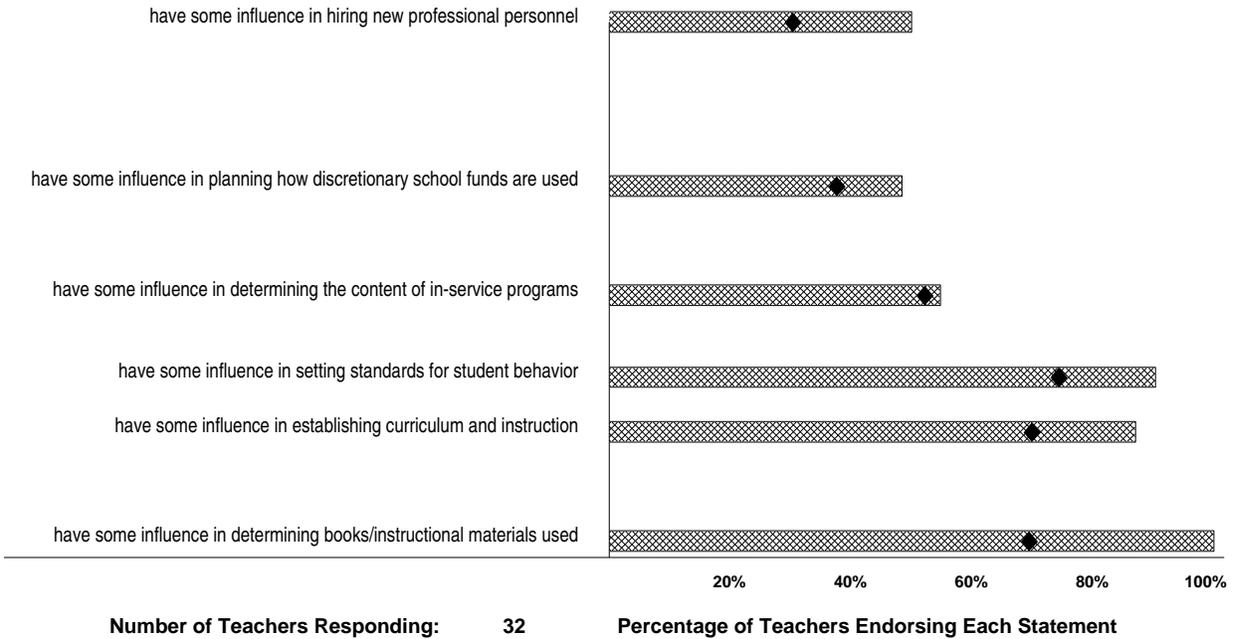
Horizontal bar figures. The figure on the next page illustrates teachers' opinions of their influence at a sample school. Several statements about teacher influence are listed on the left side of the figure. These are the survey questions that make up the measure Teacher Influence. (See page 24 for your 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 prior to where 50 percent would be. This means that slightly fewer 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, 32 teachers responded to these six items.

On the student survey, there were several questions where students were asked to provide responses for only one of the following: English, 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 English in the companion summary report. In this report, however, we include data from students who reported about all subjects for Student Classroom Behavior, Teacher Personal Attention, and Academic Engagement.

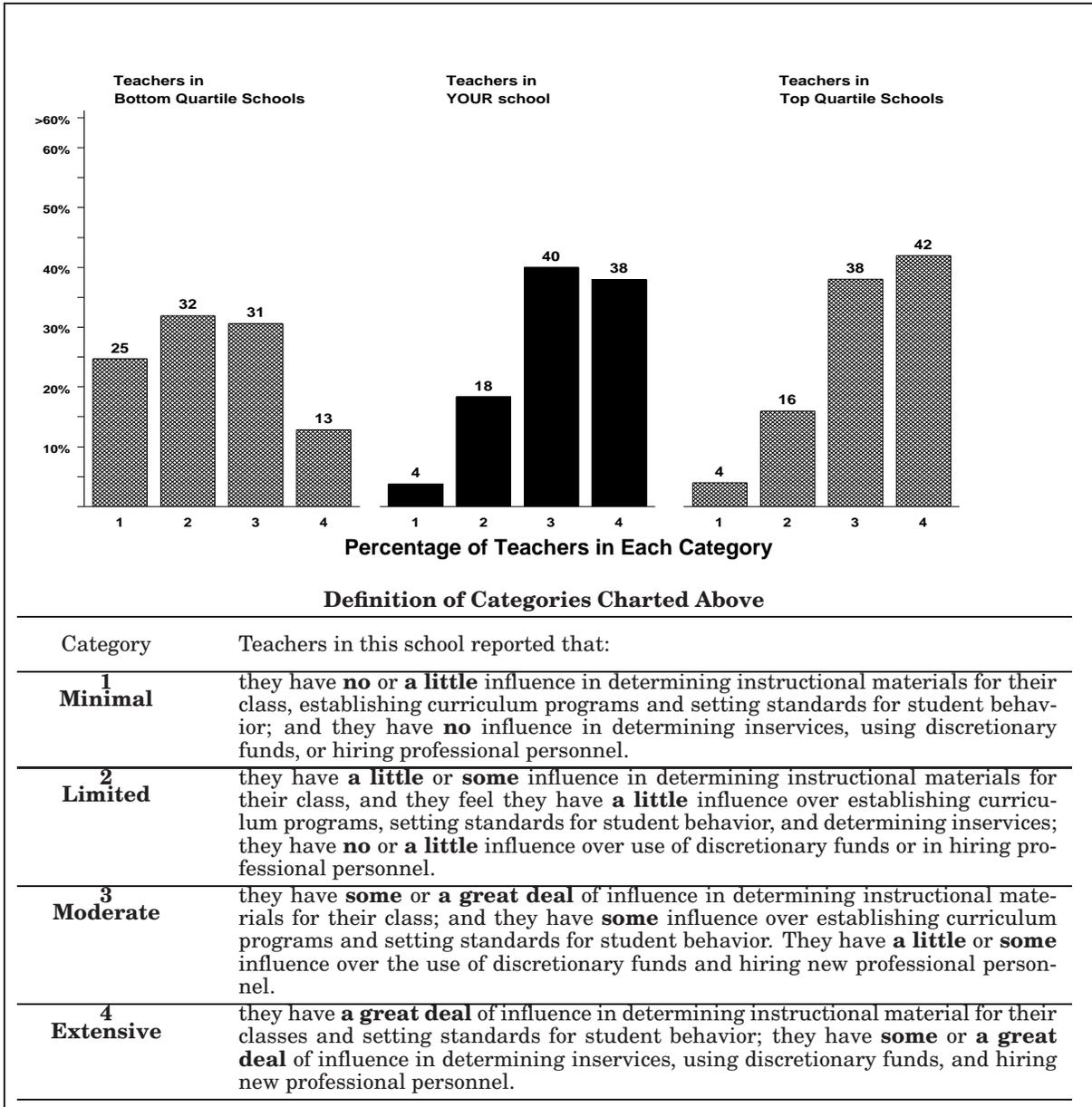
Vertical bar figures. The figure on page 6 compares teachers' responses at this sample school to teachers' responses at the schools that were rated highest and the schools that were rated lowest on the same set of questions.

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 measure. 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 then 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; and they have some influence over establishing curriculum programs and setting standards for student behavior. They have a little or some influence over the use of 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 material for their classes and setting standards for student behavior; they have some or a great deal of influence in determining inservices, using discretionary funds, and hiring a new 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, and they feel they have a little influence over establishing curriculum programs, determining inservices, and setting standards for student behavior; they have no or a little influence over use of discretionary funds and in hiring professional personnel.

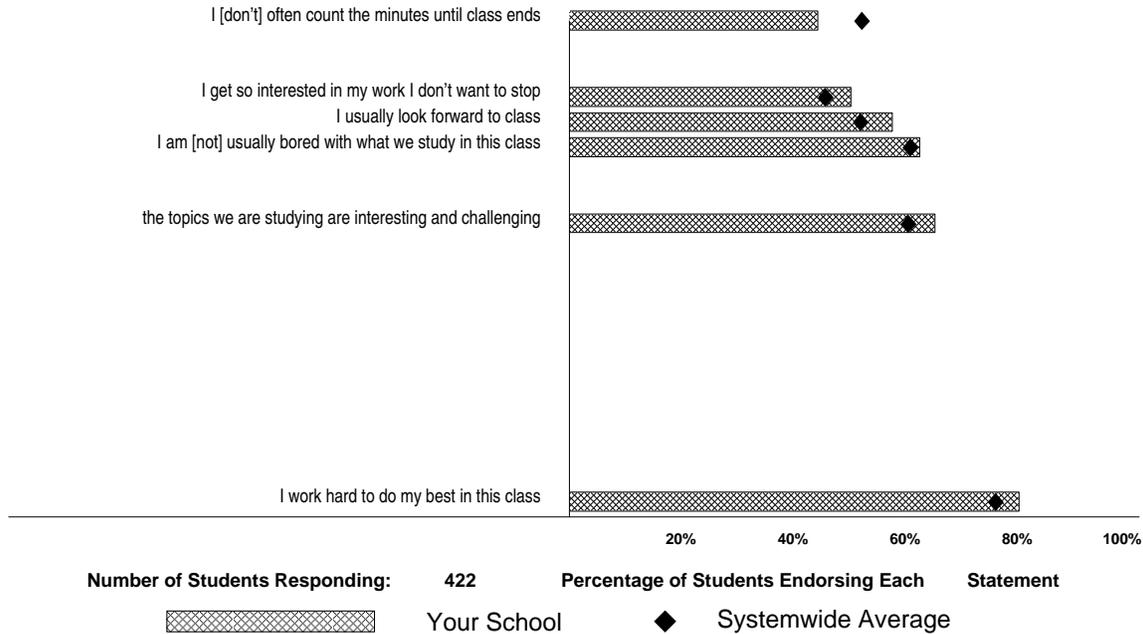
The 4 percent of teachers surveyed who rated Teacher Influence at their school “minimal” believe they have no or a little influence in determining instructional materials for their class, establishing curriculum programs, and setting standards for student behavior; and they have no influence in determining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

Details of Student and Teacher Responses
for Sample High 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.

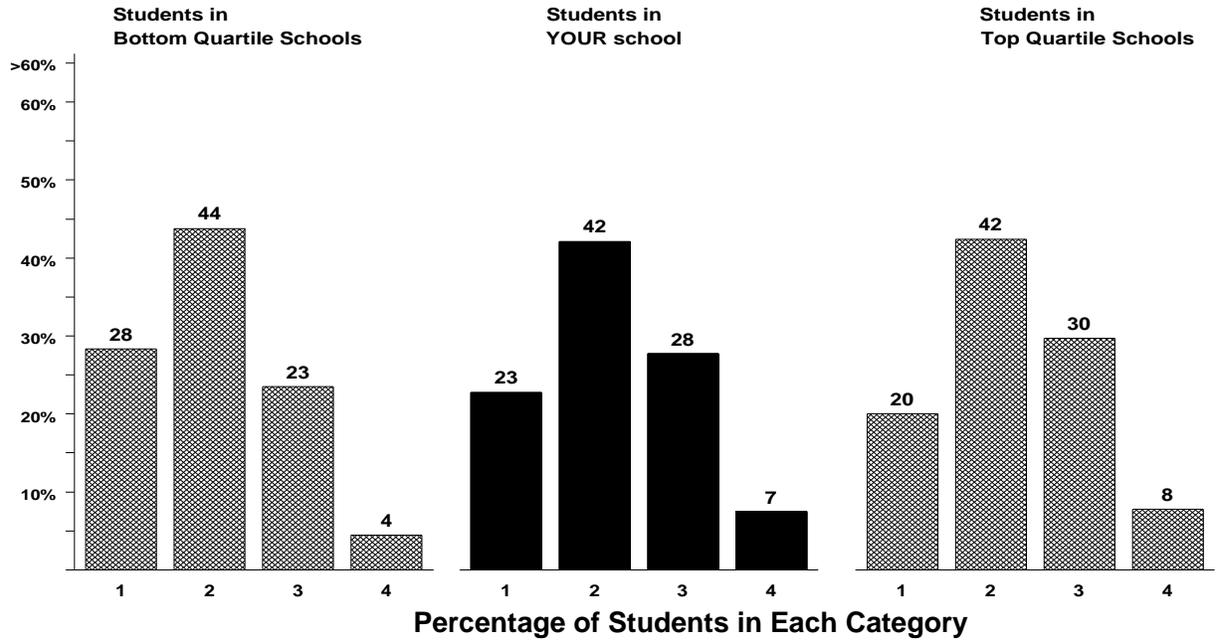
On the next page, you will find a frequency distribution of responses to the Academic Engagement scale. The scale is created by combining all responses to the survey questions shown above.

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.

Only 38 percent of students in the top quartile schools report high or moderate levels of academic engagement. The most prevalent responses for these schools indicate limited levels of engagement. The bottom quartile schools report less engagement. Seventy-two percent of students report limited or no engagement, and only 27 percent report high or moderate levels of engagement.

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



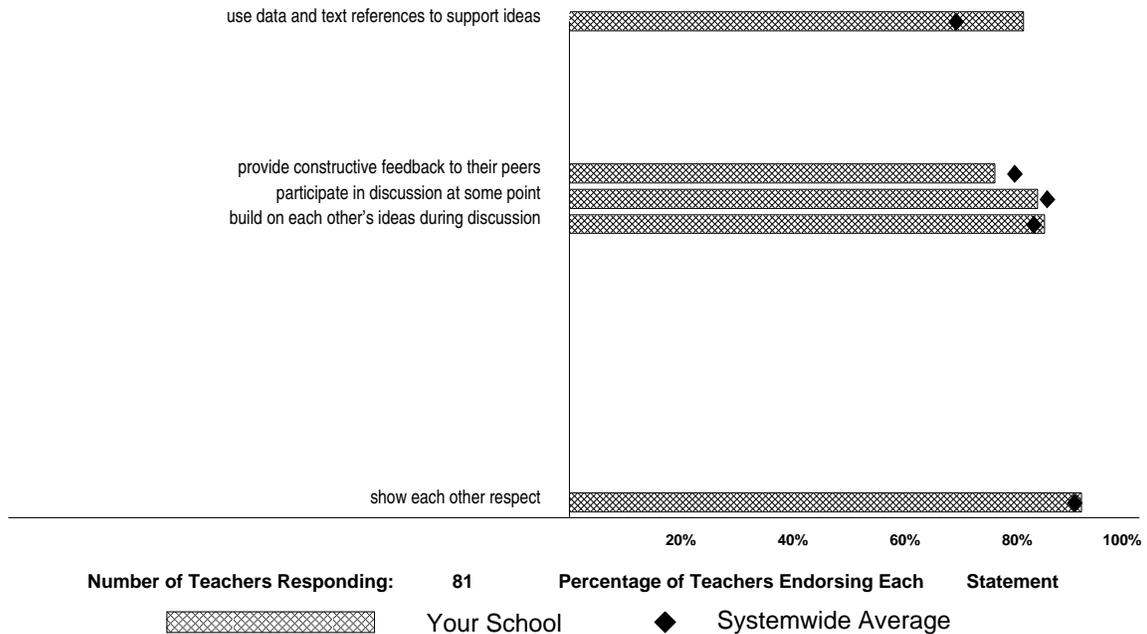
Definition of Categories Charted Above

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

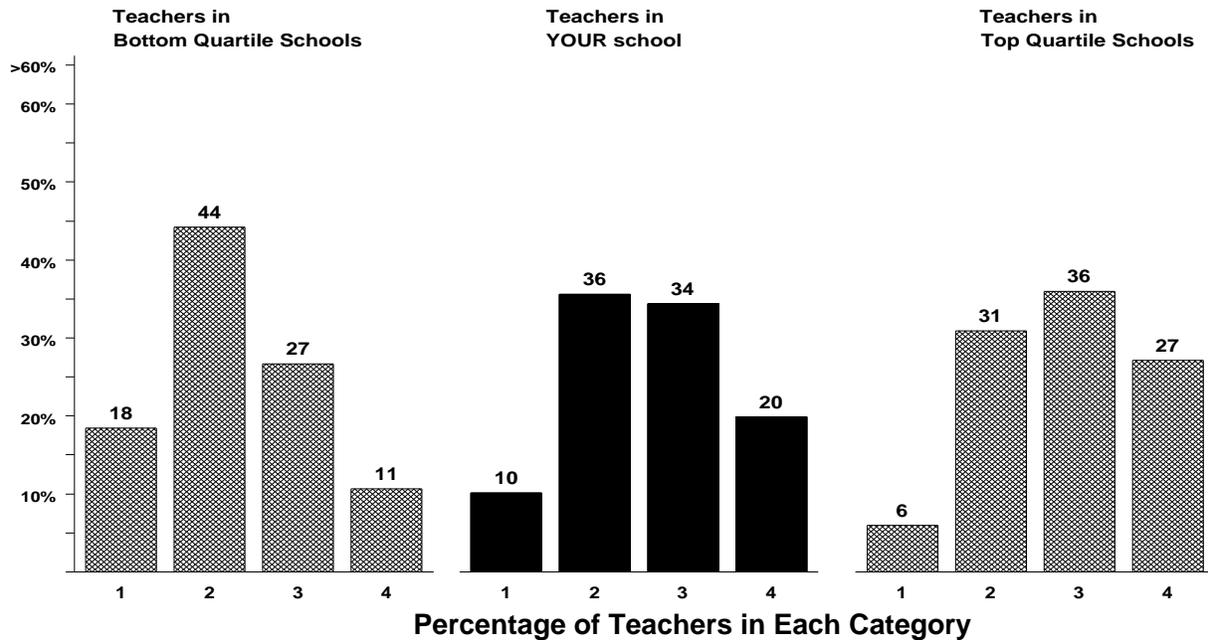
On the next page, you will find a frequency distribution of responses to the Quality of Student Discussion scale. The scale is created by combining all responses to the survey questions shown above.

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.

Sixty-three percent of teachers in the top quartile schools said the quality of their students' discussion was good or excellent. Only six percent said it was low. In the bottom quartile schools, 62 percent of teachers reported that the level of their students' discussion was low or minimal, 27 percent said it was good, and 11 percent said it was excellent.

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



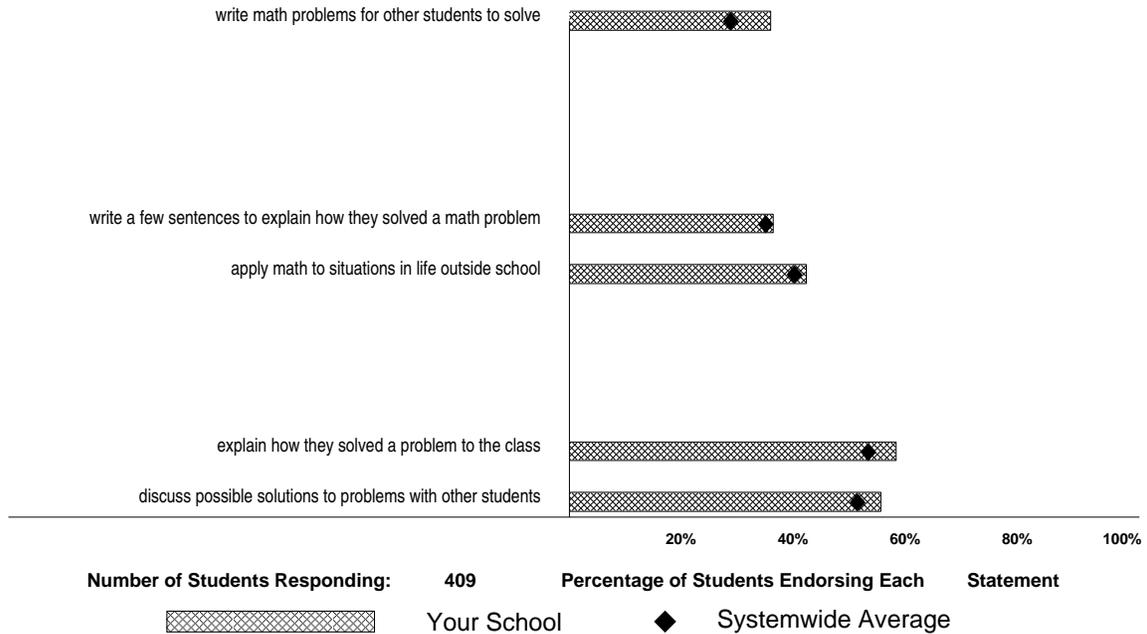
Definition of Categories Charted Above

Category	Teachers in this school:
1 Low	say students never or rarely use text and data to support their ideas, provide constructive feedback, participate in the discussion at some point, or build on each other's ideas during discussion. Most students never or rarely show each other respect, but some do sometimes .
2 Minimal	report all these practices occur sometimes .
3 Good	say students sometimes or often use text and data to support their ideas; they often provide constructive feedback, participate in discussion, build on each other's ideas during discussion, and show each other respect.
4 Excellent	say students often or regularly do all of these activities.

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:



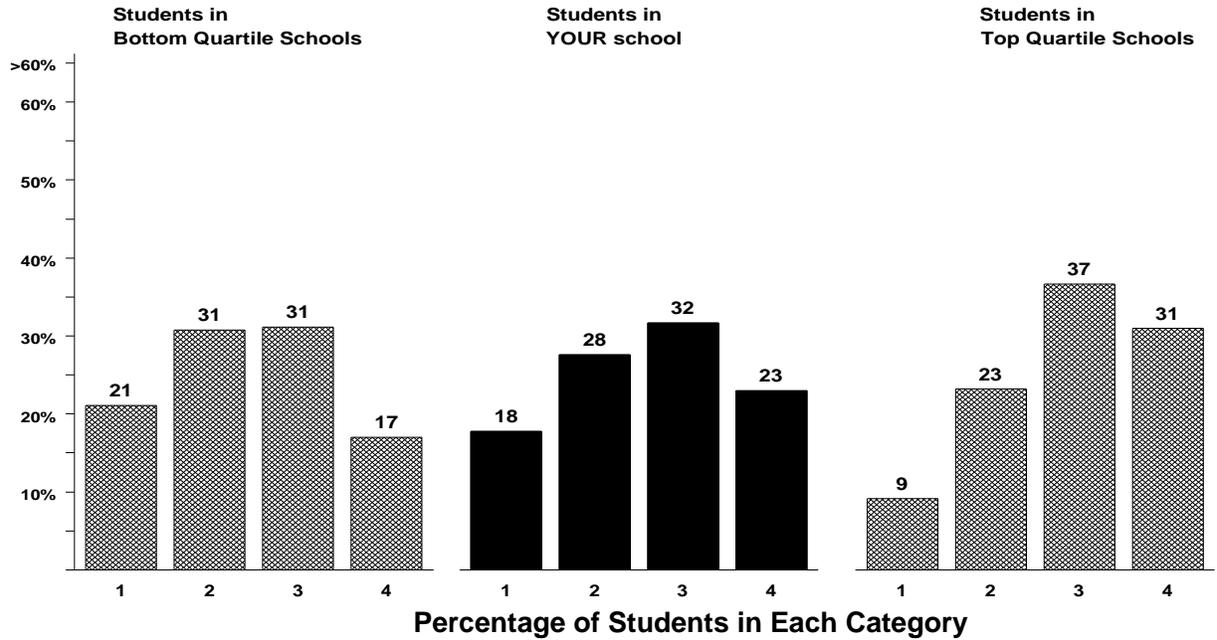
The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of students in your school that endorsed the question. The 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 the highest rated schools for this measure, 68 percent of students say they experience Quality Math Instruction frequently or very frequently. Only nine percent of students in these schools say they do not experience such practices at all. In the bottom quartile schools, only 17 percent of students say these practices are done very frequently, while 52 percent of students say they experience no or minimal use of such pedagogy.

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



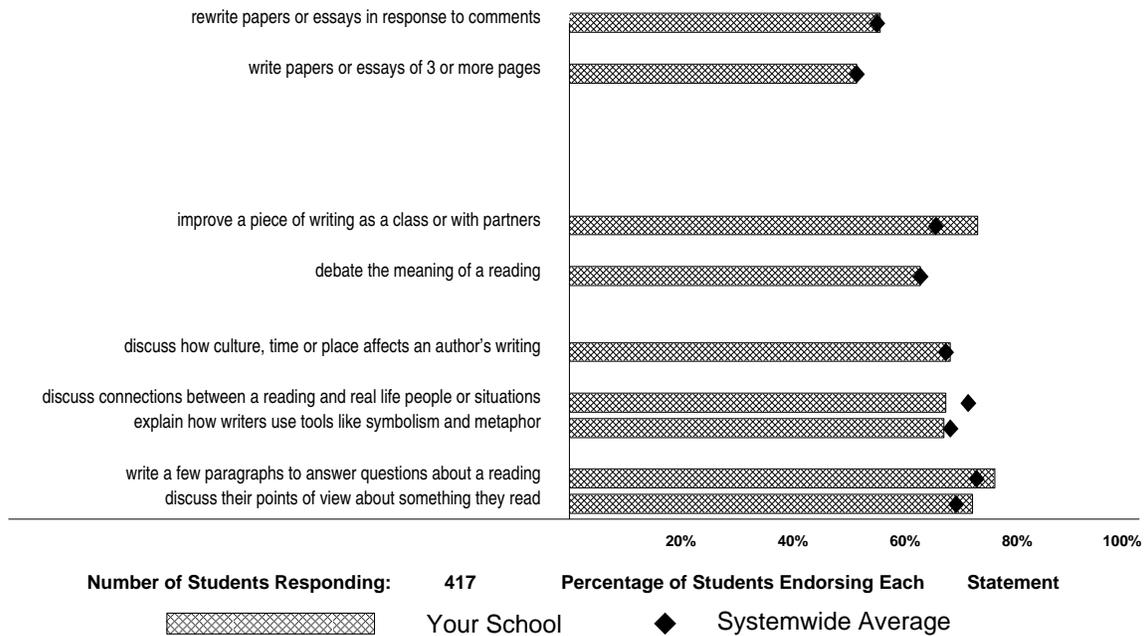
Definition of Categories Charted Above

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

Quality English Instruction

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

At least once or twice a month, students:



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

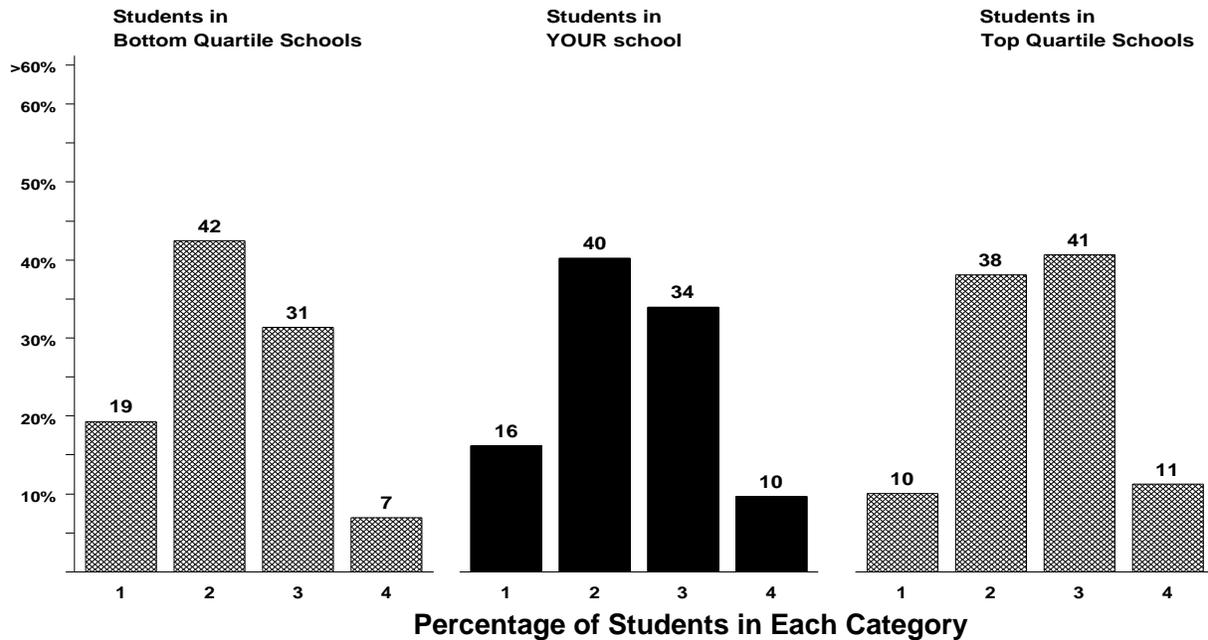
On the next page, you will find a frequency distribution of responses to the Quality English Instruction scale. The scale is created by combining all responses to the survey questions shown above.

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.

A large majority of the students in the bottom quartile schools (61 percent) rate the amount of Quality English Instruction in their schools as minimal or moderate. In contrast more than half of the students in the top quartile schools say that it is considerable or intensive. Only 38 percent of students in the bottom quartile schools report Quality English Instruction in the top two categories.

Comparing Responses in Sample High School to Low-Rated Schools and to High-Rated Schools on Quality English Instruction



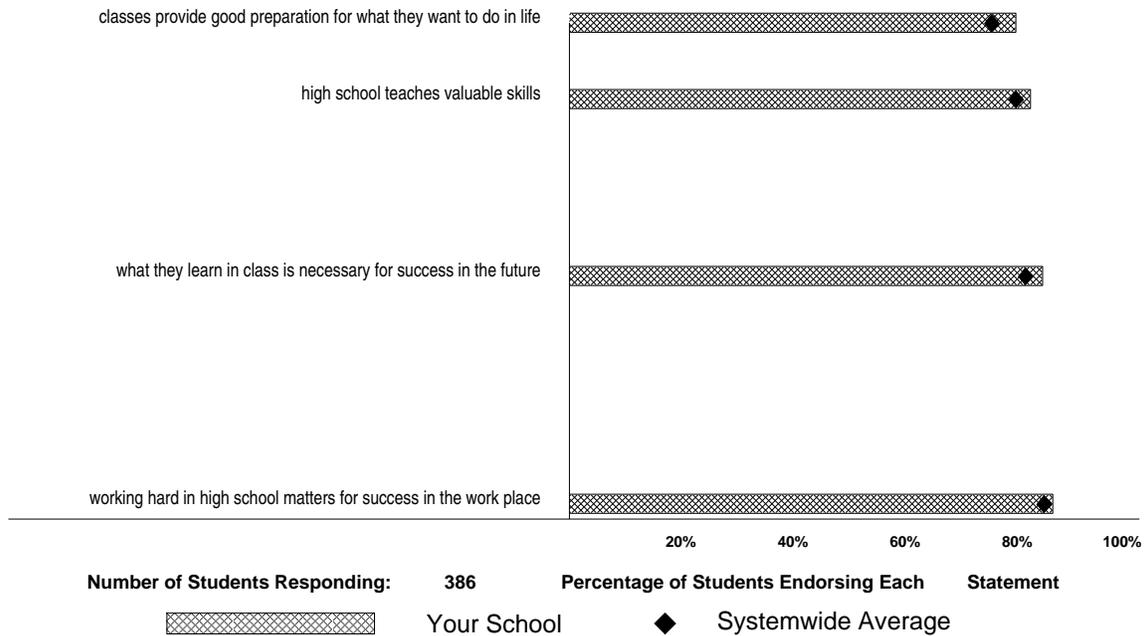
Definition of Categories Charted Above

Category	Students in this school:
1 Minimal	discuss their points of view about something they've read, write a few paragraphs about something they've read, explain how writers use tools like metaphor and symbolism, discuss connections between a reading and real life, and discuss how culture, time, and place affects an author's writing not more than once or twice a semester . They report that they never debate the meaning of a reading, improve a piece of writing as a group, write at least a three page paper, or rewrite a paper based on comments.
2 Moderate	do all the activities in the scale once or twice a semester or once or twice a month .
3 Considerable	rewrite a paper in response to comments and write an essay of at least three pages once or twice a month or once or twice a week . They report doing the other activities at least once or twice a week .
4 Intensive	do all the activities in this scale almost every day .

Importance of High School for the Future

These items measure the degree to which students recognize that high school prepares them well and is important for their life after they leave school.

Students 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.

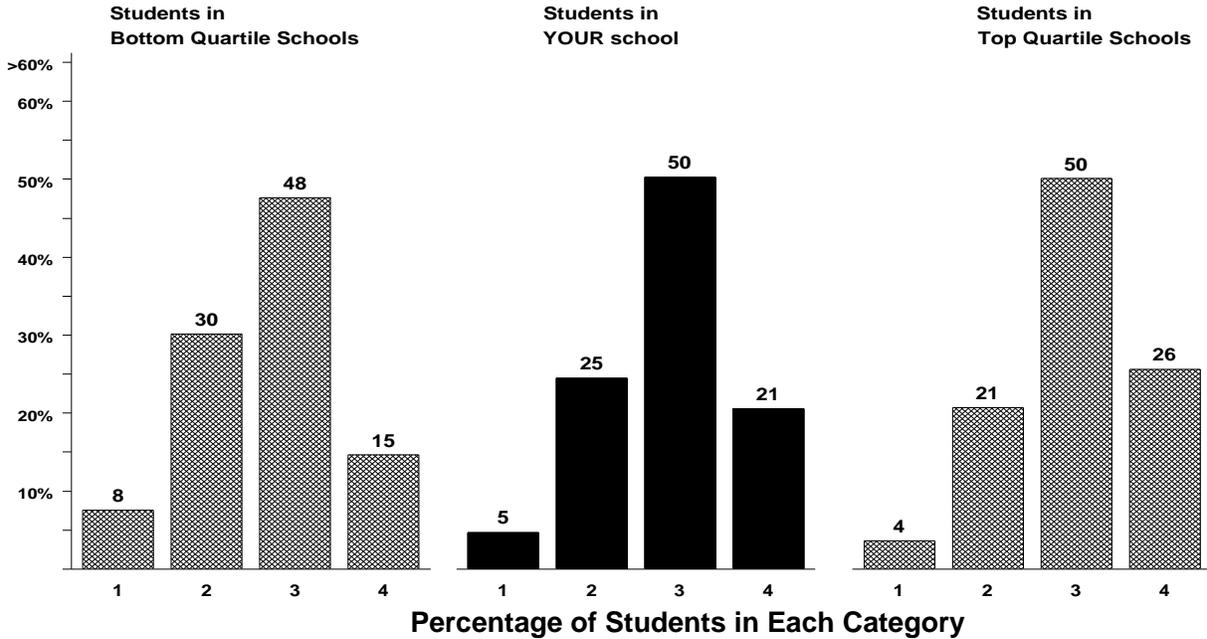
On the next page, you will find a frequency distribution of responses to the Importance of High School for the Future scale. The scale is created by combining all responses to the survey questions shown above.

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.

Even in the bottom quartile schools, 48 percent of students say high school is important for the future, and 15 percent say it is very important. In the top quartile schools a similar 50 percent say it is important but 26 percent say it is very important. Twenty-five percent of students in the top quartile schools say it is not at all important or unimportant, but the number of students in the bottom quartile schools in those two categories is 38 percent.

**Comparing Responses in Sample High School
to Low-Rated Schools and to High-Rated Schools on Importance of High School for
the Future**



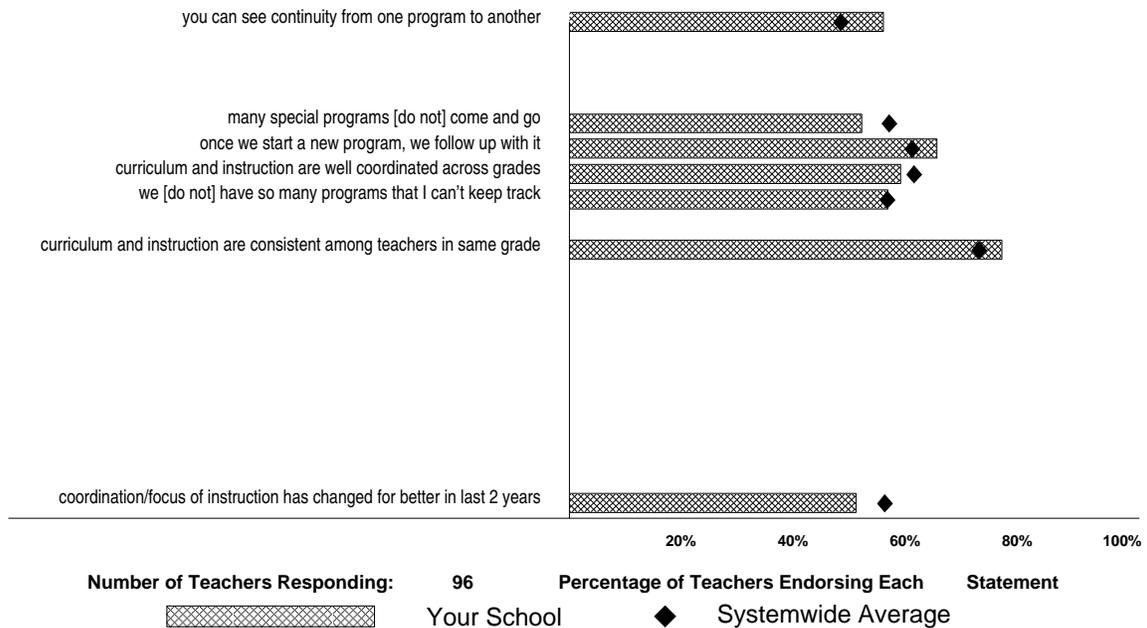
Definition of Categories Charted Above

Category	Students in this school:
1 Not at all important	strongly disagree that their high school classes are good preparation for the future. Most strongly disagree but some disagree that high school teaches valuable skills, what they learn in high school is necessary for success in the future, and working hard in high school matters for success in the work force.
2 Unimportant	disagree that their high school classes are good preparation for the future. Most disagree but a few agree that high school teaches valuable skills, what they learn in high school is necessary for success in the future, and working hard in high school matters for success in the work force.
3 Important	agree that their high school classes are good preparation for the future. Most agree but a few strongly agree that high school teaches valuable skills, what they learn in high school is necessary for success in the future, and working hard in high school matters for success in the work force.
4 Very important	all strongly agree with on the items in the scale.

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.

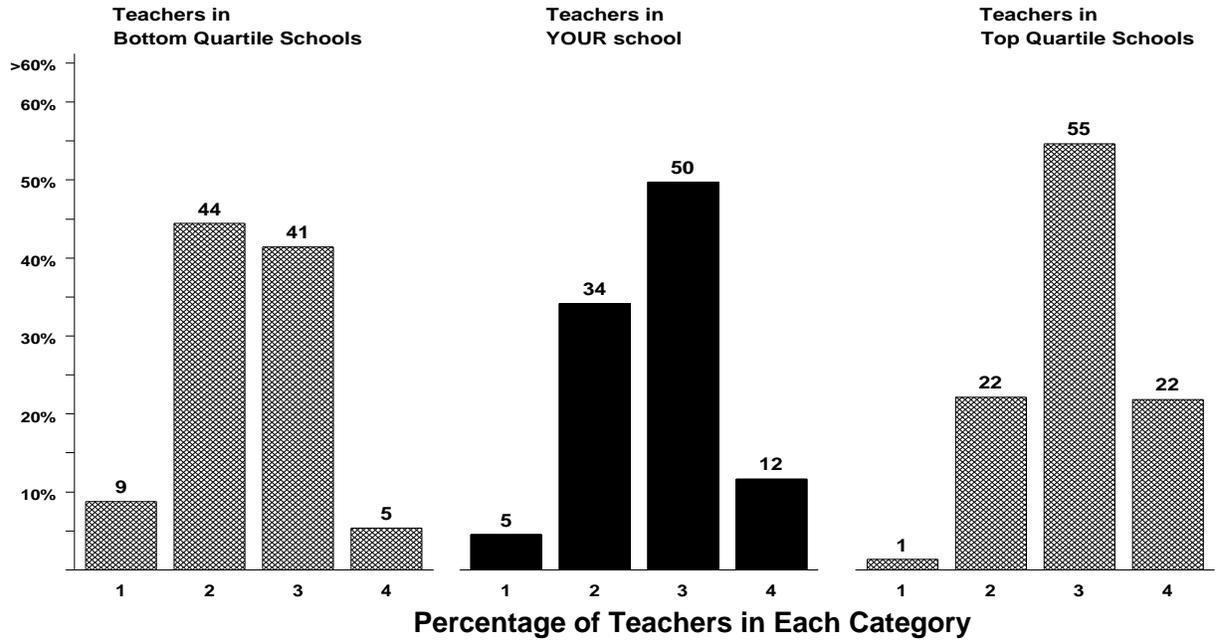
On the next page, you will find a frequency distribution of responses to the Program Coherence scale. The scale is created by combining all responses to the survey questions shown above.

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 teachers describe moderate program coherence, with another 22 percent noting strong program coherence in their school. Relatively few teachers (23 percent) consider these schools to have little or no coherence. Teachers in the bottom quartile schools are more negative about the amount of program coherence in their schools; more than half describe little or no coherence, although 41 percent consider their school to have moderate program coherence.

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



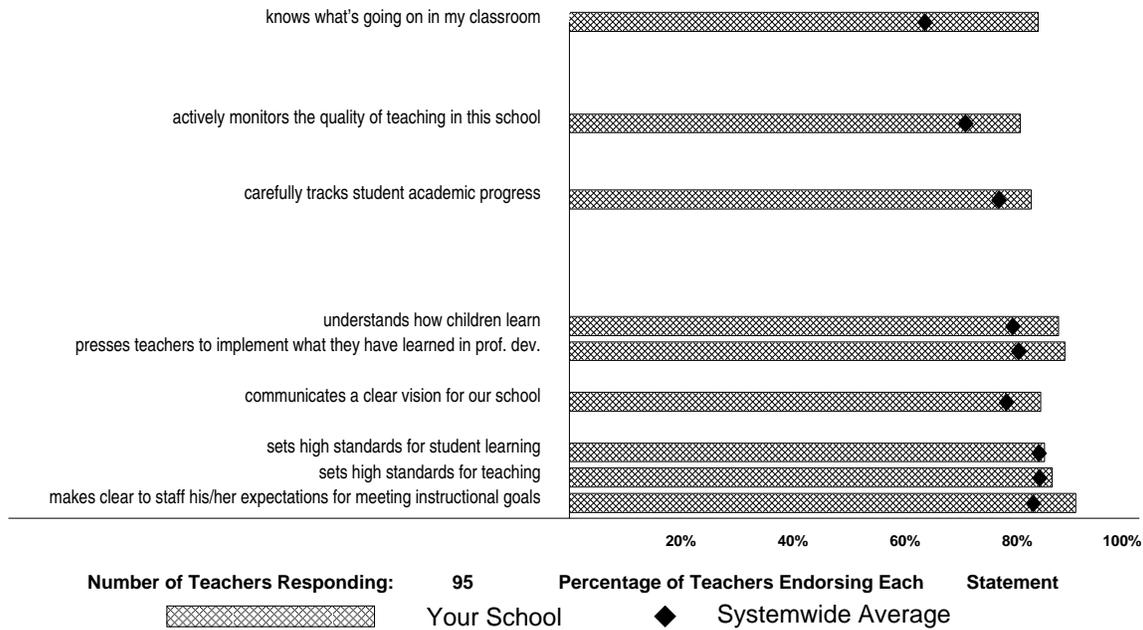
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	strongly disagree with all items on the scale.
2 Little	disagree that you can see continuity from one program to another, that many special programs do not come and go and that there are not too many programs of which to keep track, that once they start a new program they 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.
3 Moderate	agree with all items on this scale.
4 Strong	strongly agree 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.

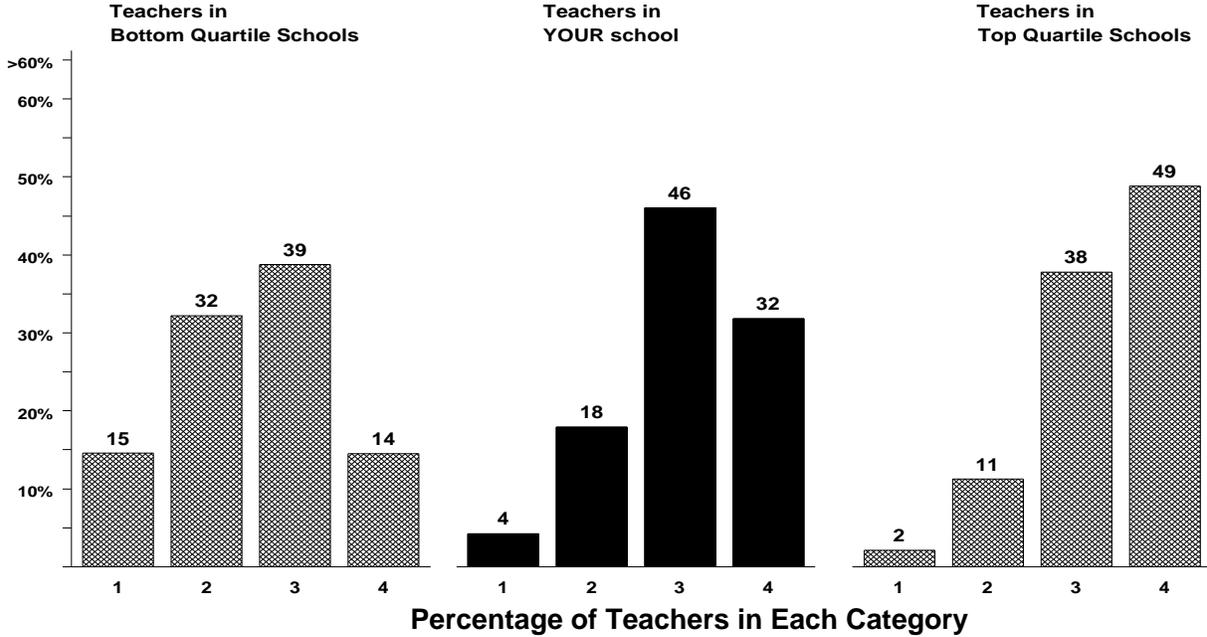
On the next page, you will find a frequency distribution of responses to the Principal Instructional Leadership scale. The scale is created by combining all responses to the survey questions shown above.

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 their instructional leadership. Forty-nine percent give very strong ratings and an additional 38 percent give strong ratings. Only 13 percent give weak or mixed ratings. Even in the bottom quartile schools, many teachers rate principals highly, with 53 percent giving strong or very strong ratings. However, 47 percent of teachers in these low-rated schools give weak or mixed ratings to their principal’s instructional leadership.

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



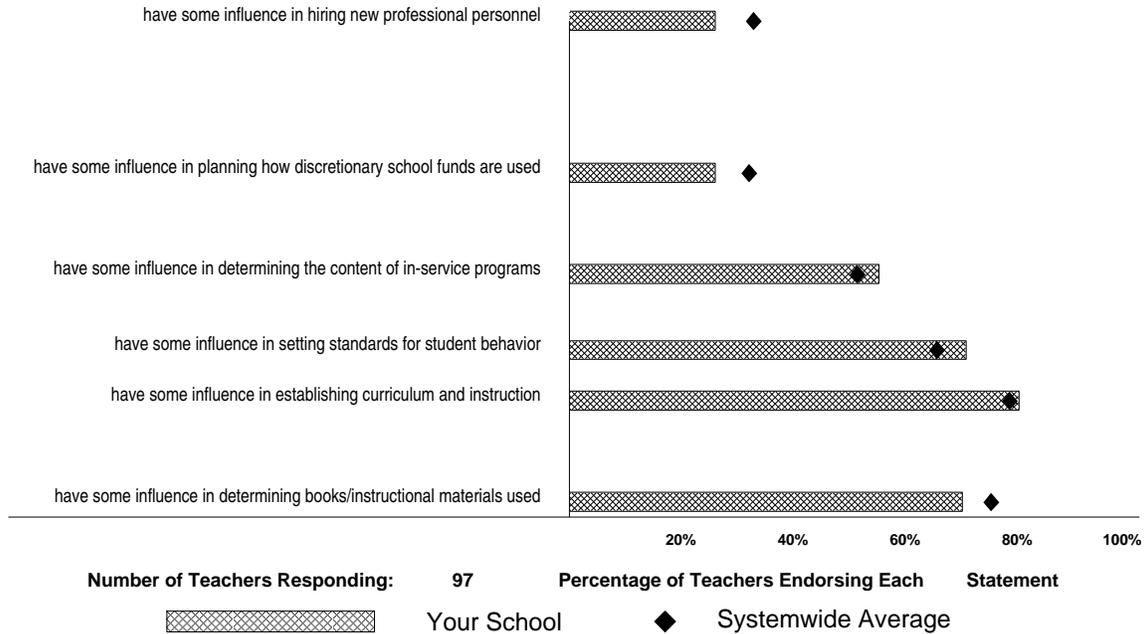
Definition of Categories Charted Above

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

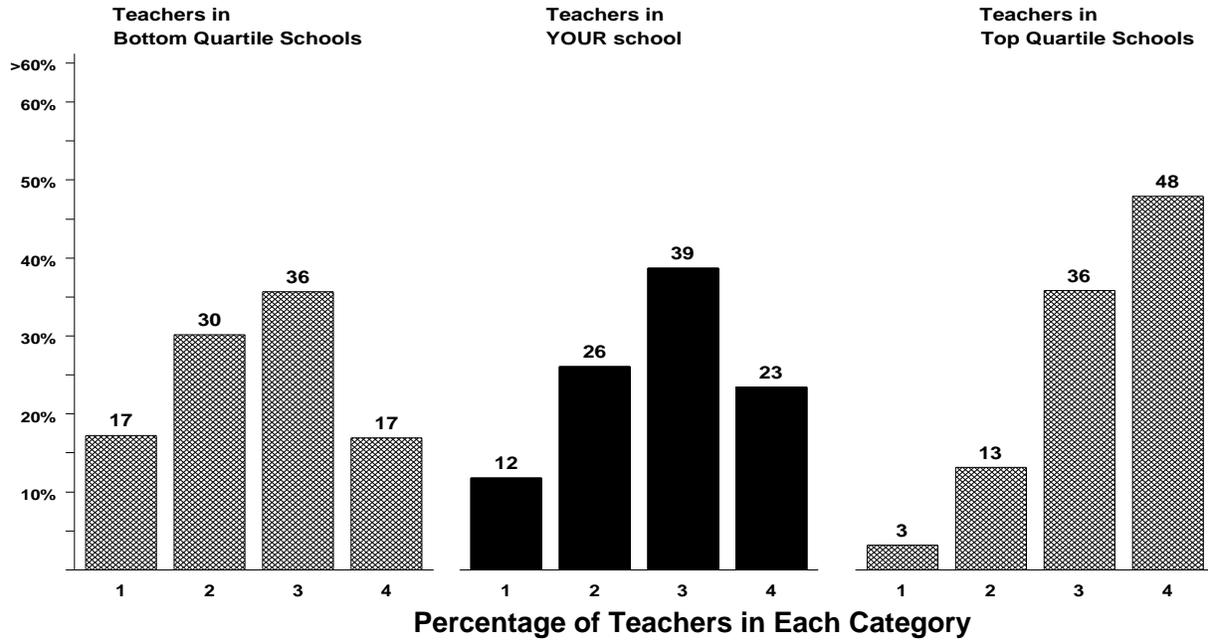
On the next page, you will find a frequency distribution of responses to the Teacher Influence scale. The scale is created by combining all responses to the survey questions shown above.

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-four percent of 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 30 and 36 percent. Another 17 percent of teachers feel they have minimal influence.

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



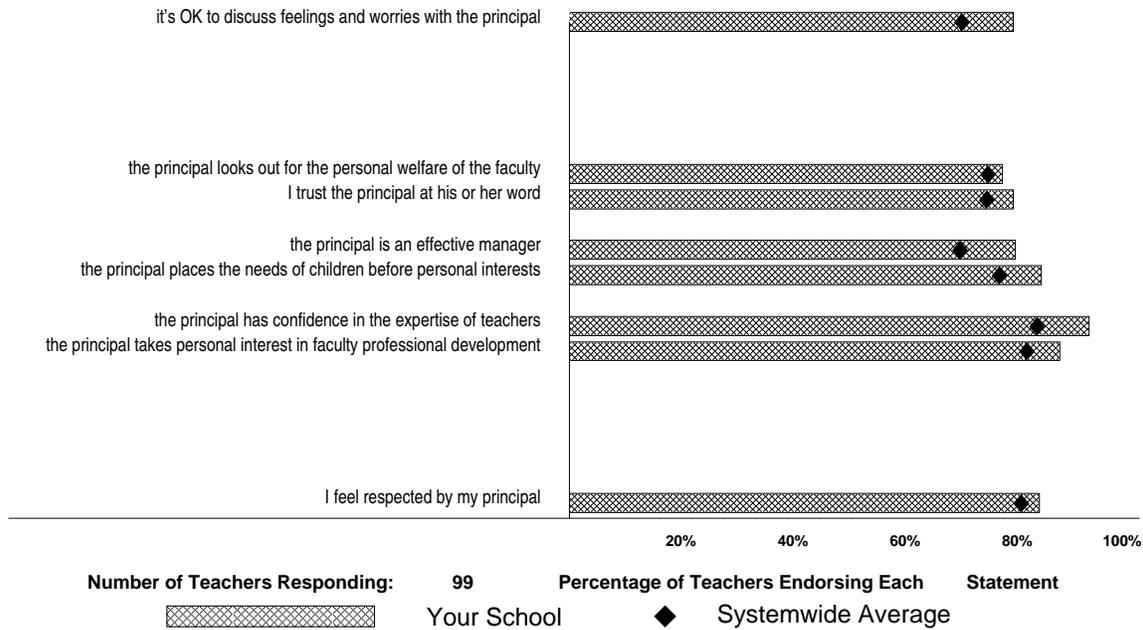
Definition of Categories Charted Above

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

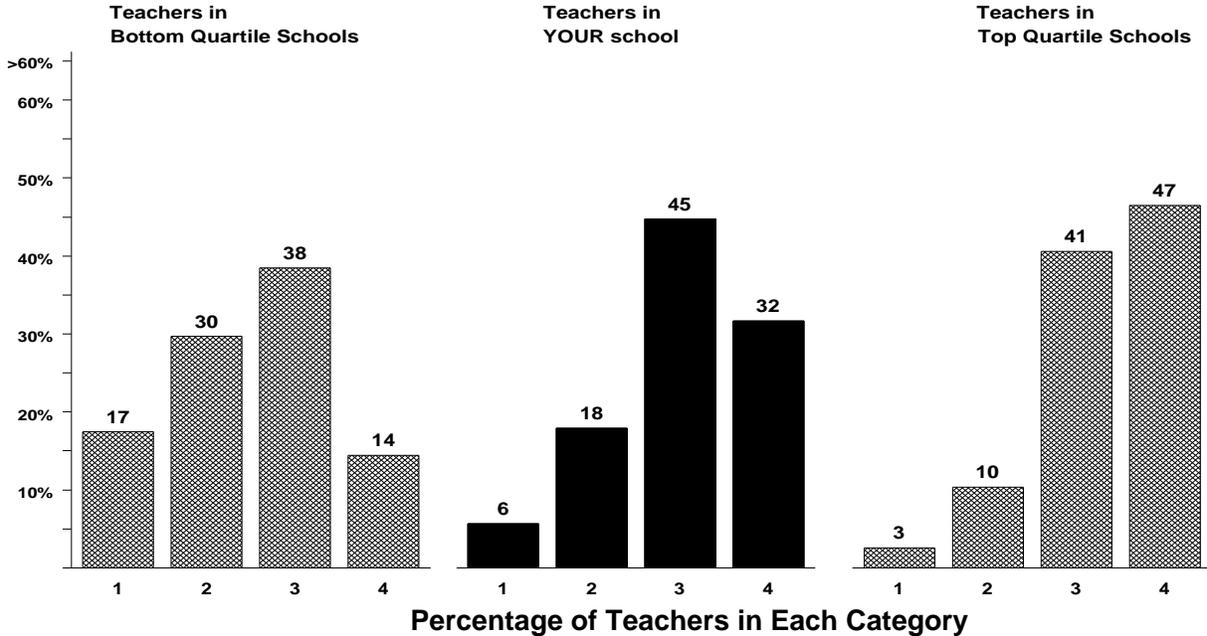
On the next page, you will find a frequency distribution of responses to the Teacher-Principal Trust scale. The scale is created by combining all responses to the survey questions shown above.

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, 47 percent of teachers note very strong trust between teachers and the principal, and another 41 percent describe strong trust. In these schools, all but a few feel very good about the relationship between teachers and the principal. A little less than half of the teachers in the bottom quartile schools describe minimal or no trust between teachers and the principal. As for the remaining teachers in bottom quartile schools, 38 percent report strong trust and 14 percent report very strong trust.

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



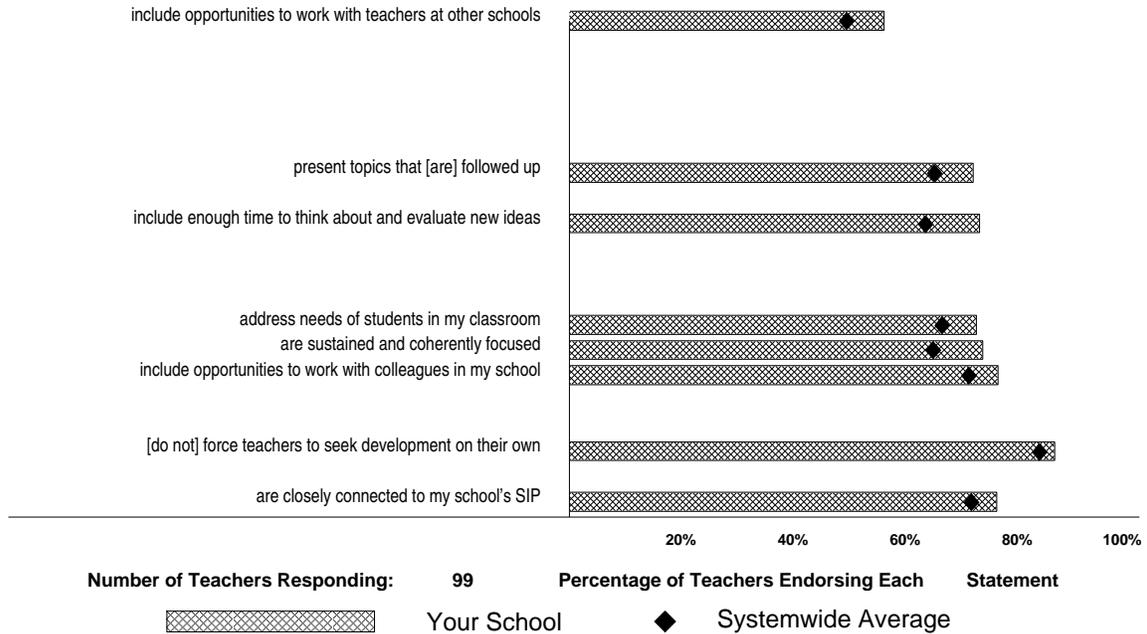
Definition of Categories Charted Above

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

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.

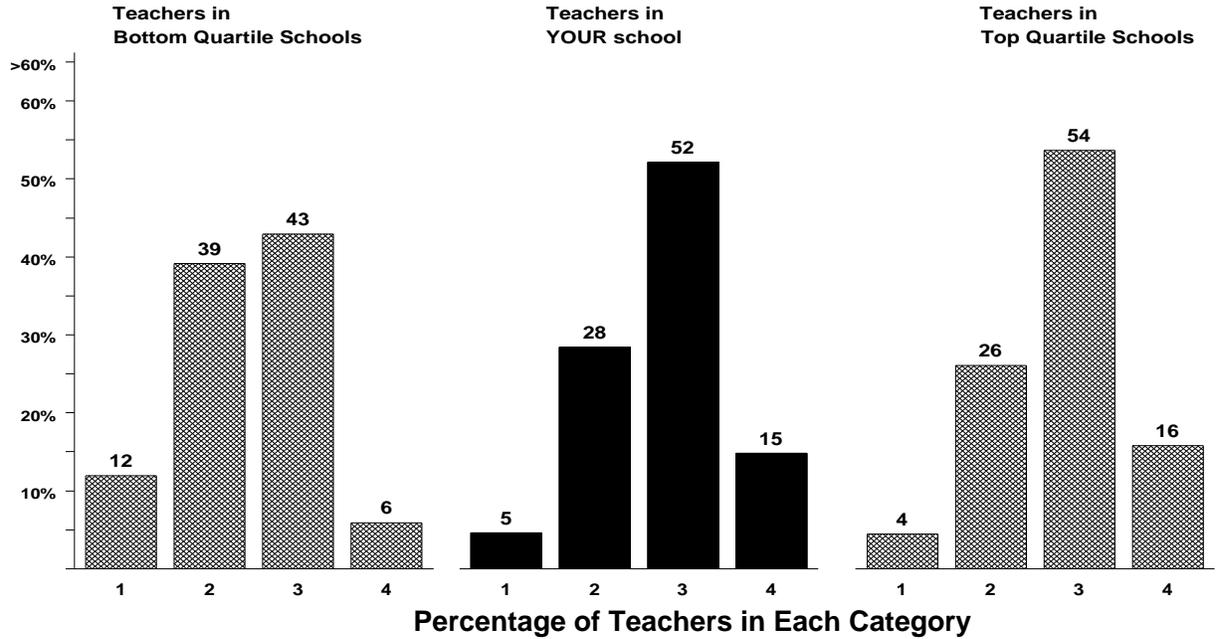
On the next page, you will find a frequency distribution of responses to the Quality Professional Development scale. The scale is created by combining all responses to the survey questions shown above.

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 by teachers is that the quality of professional development activities is high with 54 percent. Another 16 percent of teachers give very high ratings. Fewer teachers in the bottom quartile schools give high ratings (43 percent) and very high ratings (six percent). Fifty-one percent rate the quality of professional development as low or very low.

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



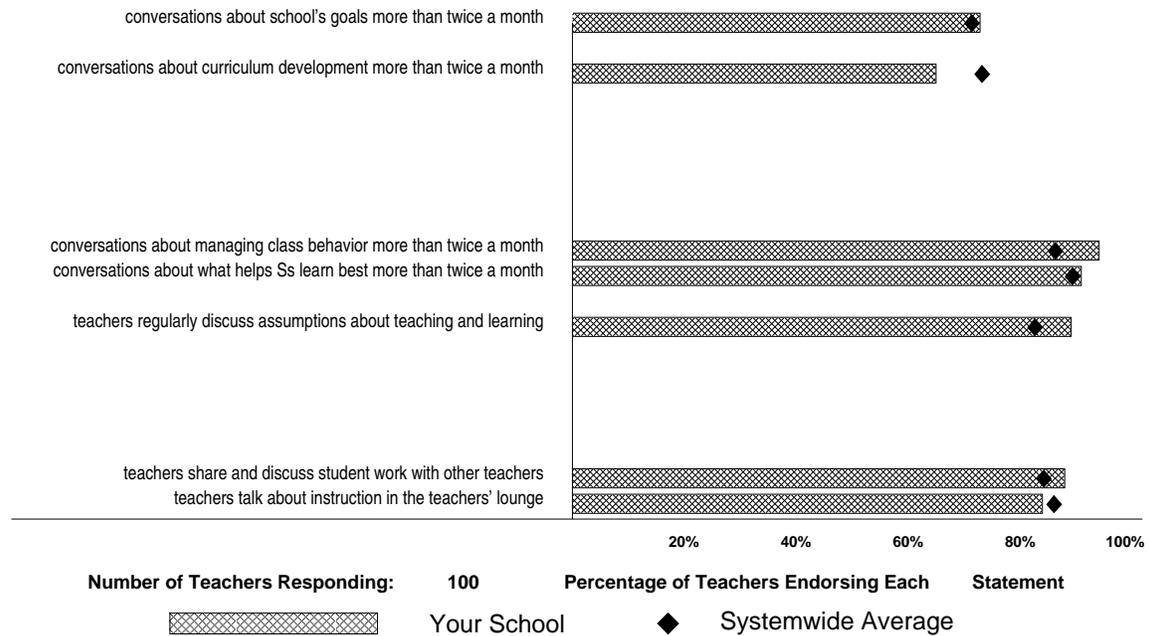
Definition of Categories Charted Above

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

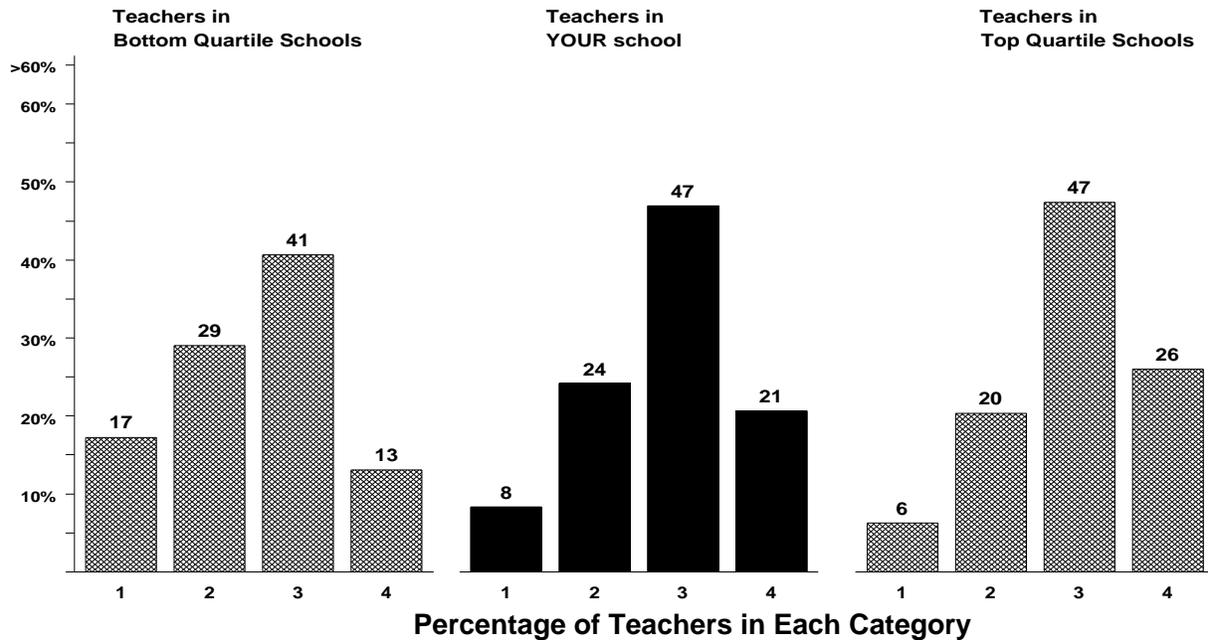
On the next page, you will find a frequency distribution of responses to the Reflective Dialogue scale. The scale is created by combining all responses to the survey questions shown above.

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, 26 percent of teachers report frequent occurrences of reflective dialogue, and another 47 percent report regular occurrences. By contrast, 46 percent of teachers in bottom quartile schools report occasional or almost no reflective dialogue.

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



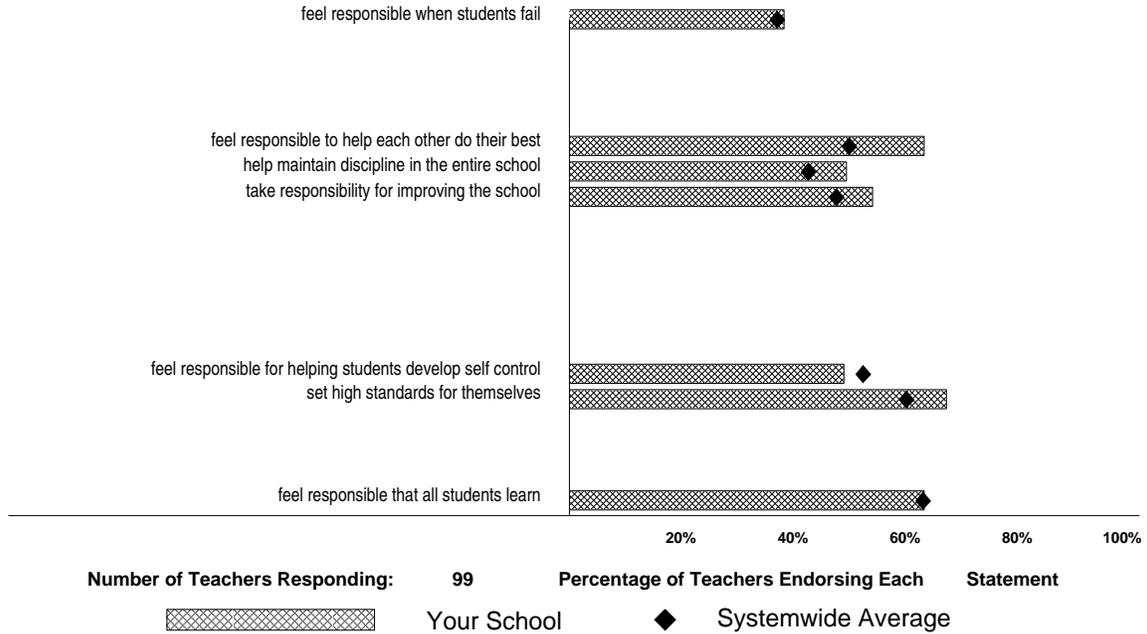
Definition of Categories Charted Above

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

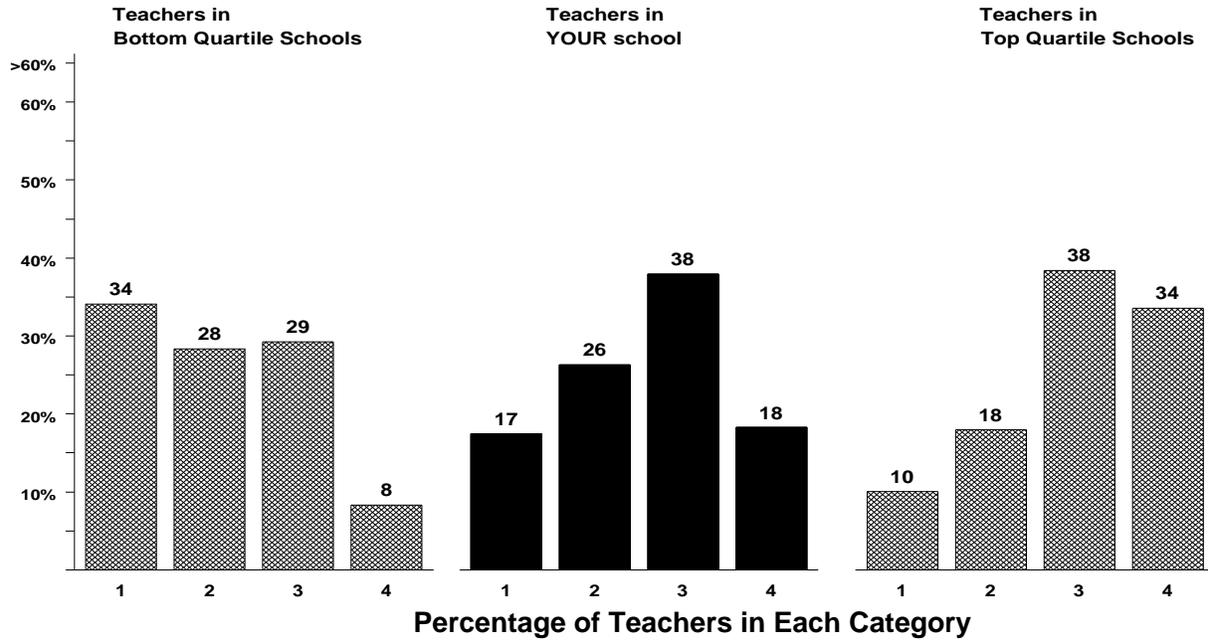
On the next page, you will find a frequency distribution of responses to the Collective Responsibility scale. The scale is created by combining all responses to the survey questions shown above.

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, 72 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 minority of respondents in these schools. In the bottom quartile schools, on the other hand, 62 percent of teachers report limited or very limited collective responsibility.

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



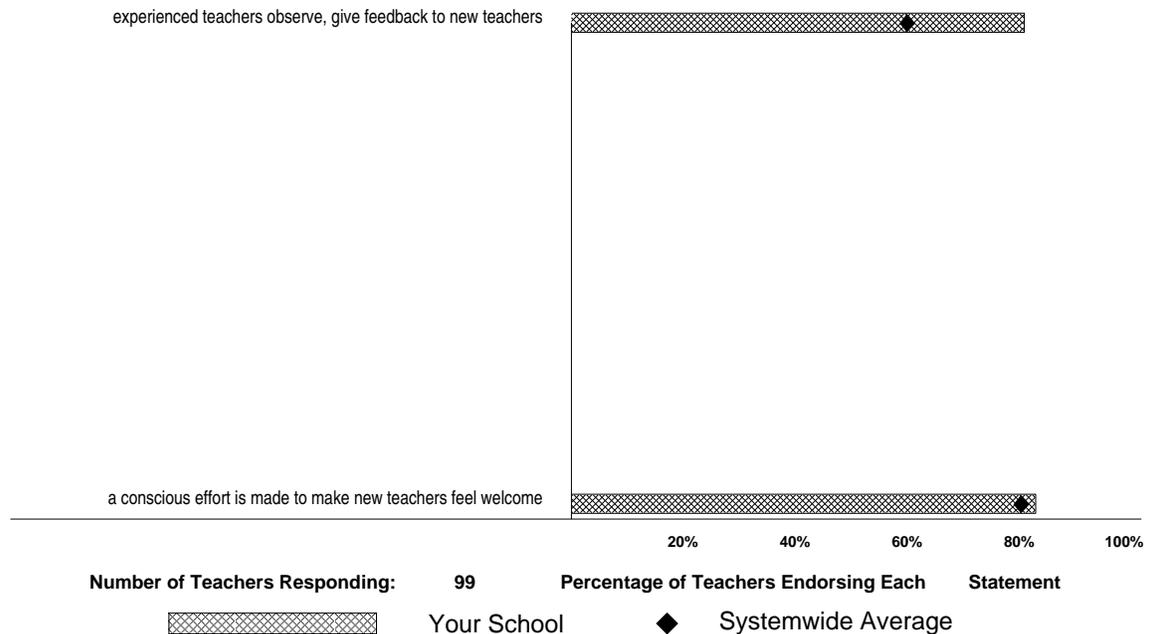
Definition of Categories Charted Above

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

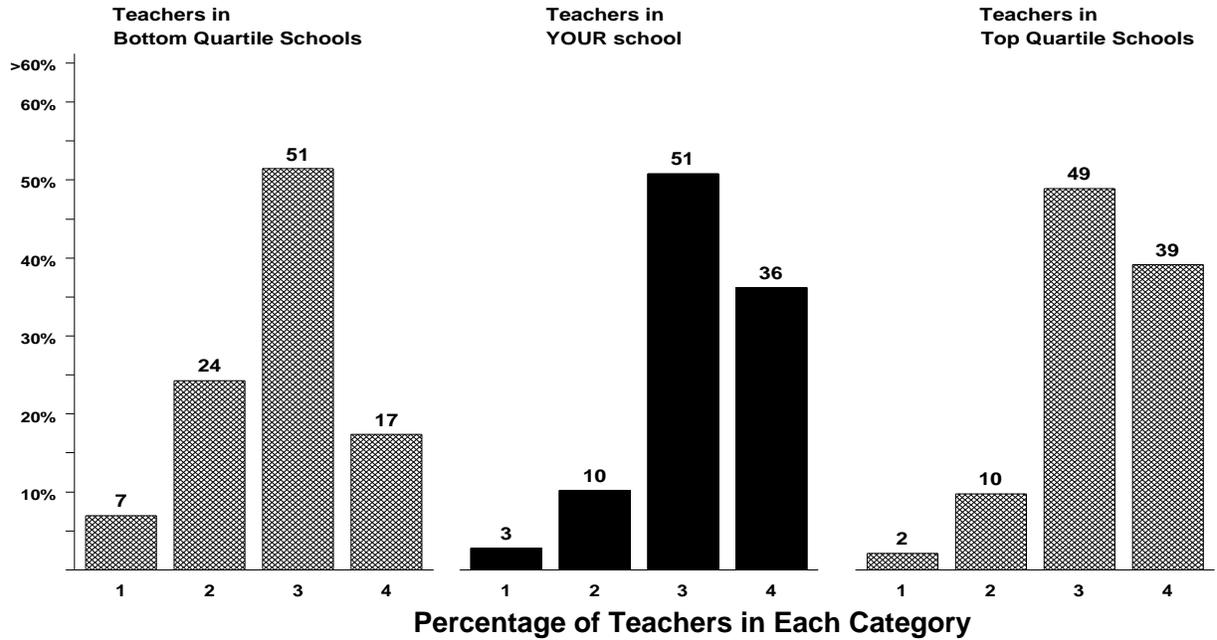
On the next page, you will find a frequency distribution of responses to the Socialization of New Teachers scale. The scale is created by combining all responses to the survey questions shown above.

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, 88 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, 31 percent of teachers report weak or very weak socialization of new teachers.

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



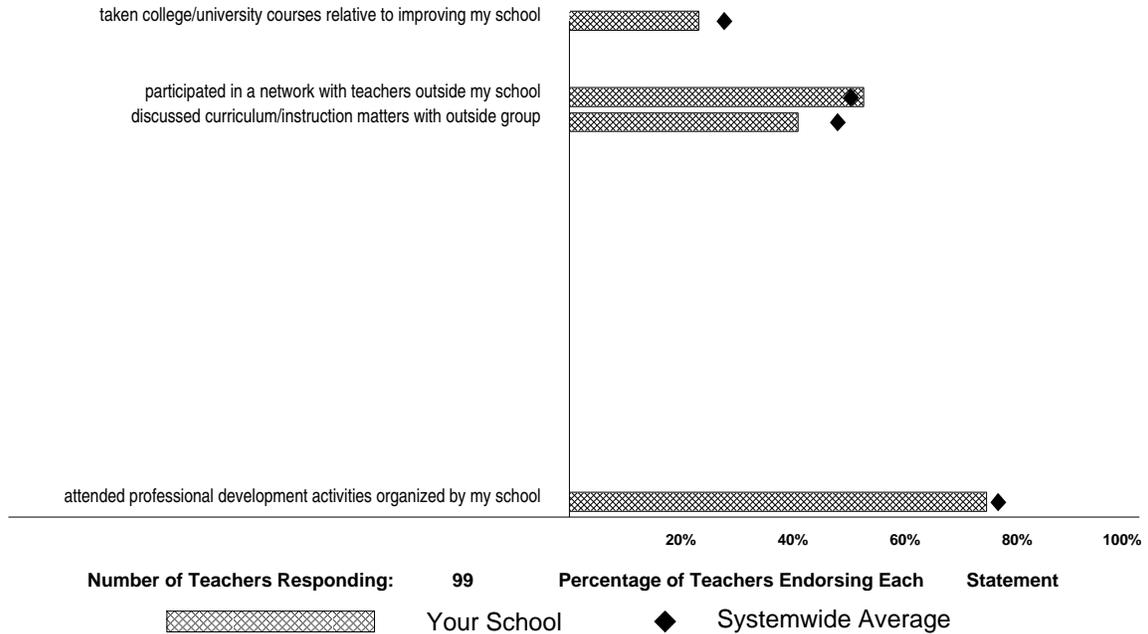
Definition of Categories Charted Above

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

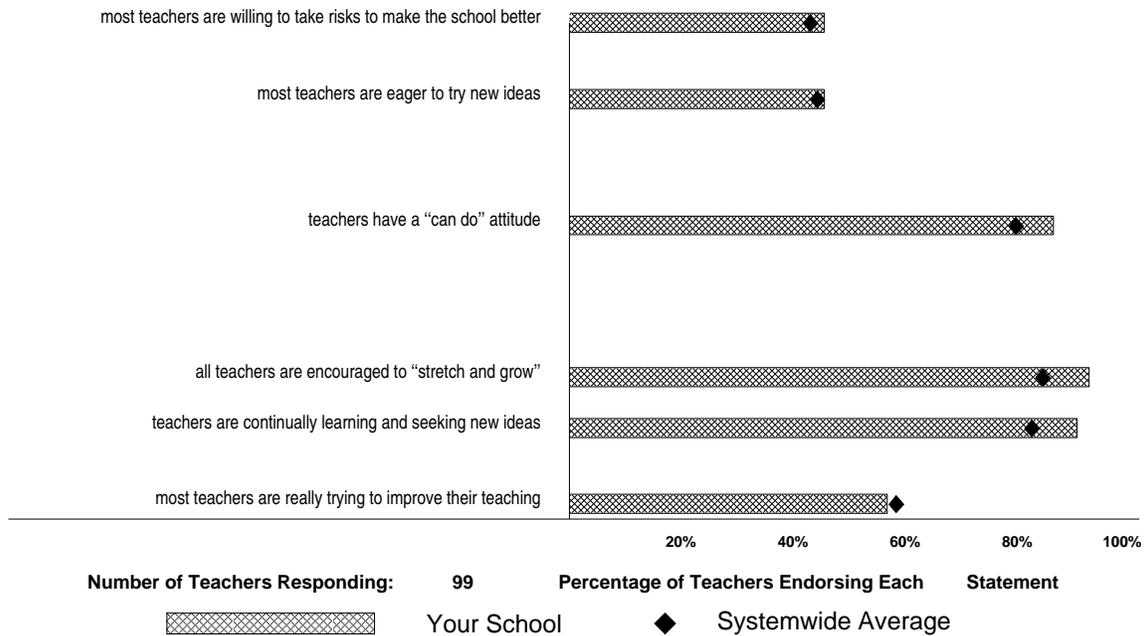


The figure above shows the survey questions that make up this measure. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The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

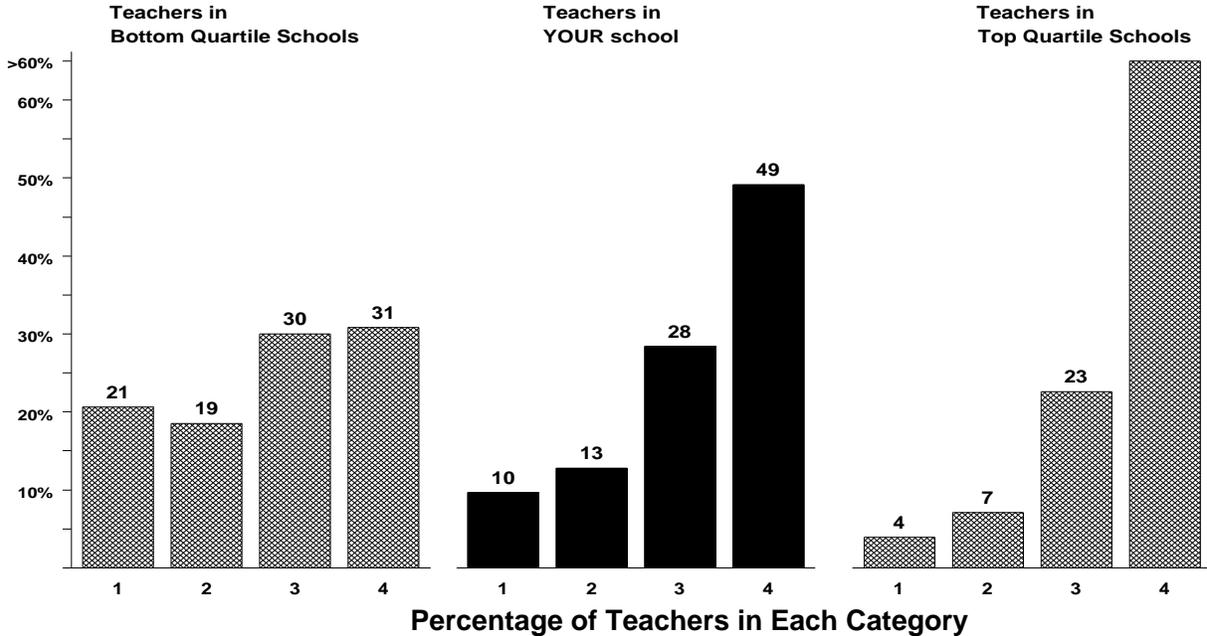
On the next page, you will find a frequency distribution of responses to the Innovation scale. The scale is created by combining all responses to the survey questions shown above.

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 with 66 percent describing an extensive tendency toward innovation among their colleagues and another 23 percent noting a moderate tendency. The responses in the bottom quartile show a real division among teacher responses with 61 percent reporting extensive or moderate innovation, but 40 percent reporting limited or no innovation.

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



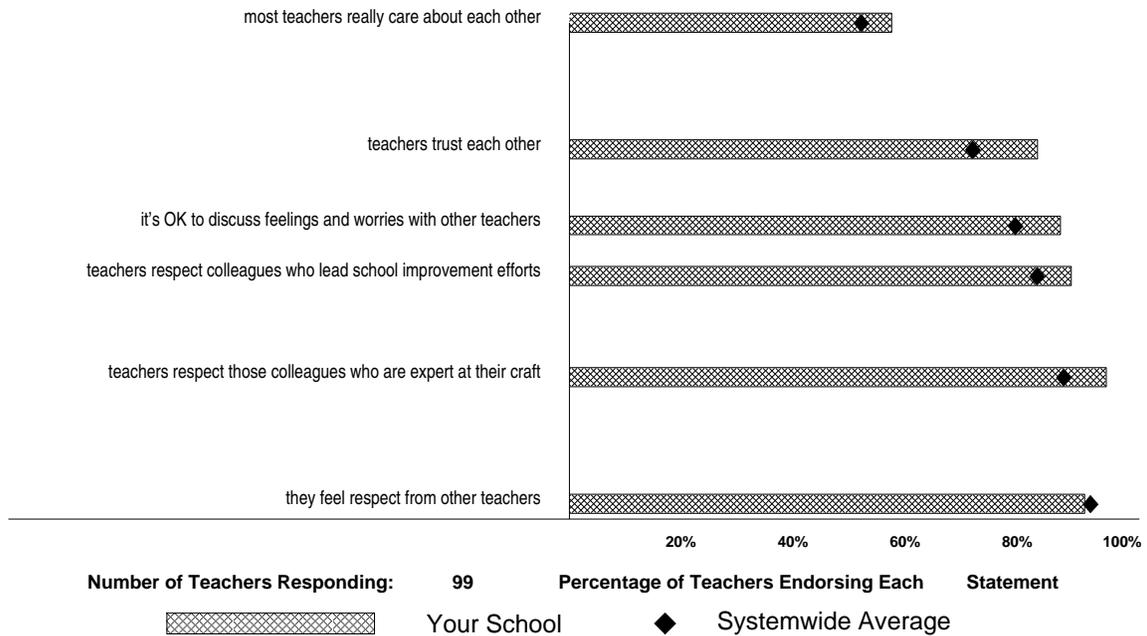
Definition of Categories Charted Above

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

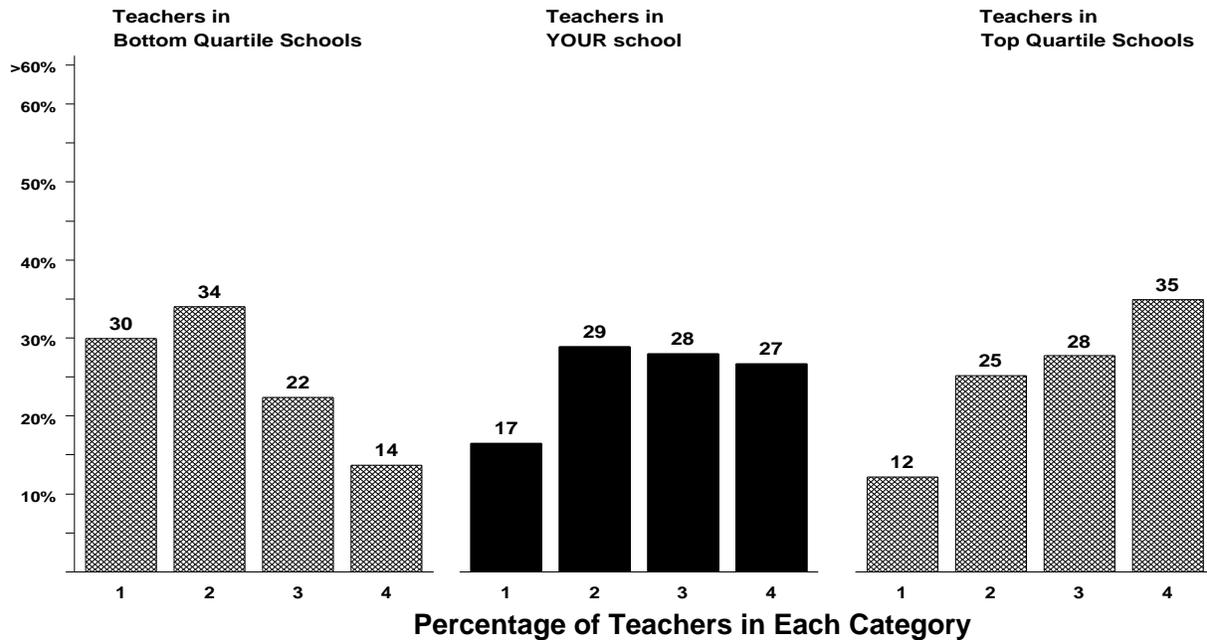
On the next page, you will find a frequency distribution of responses to the Teacher-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

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.

A majority of teachers in the top quartile schools report a great deal of teacher-teacher trust. Sixty-three percent note either very strong or strong trust among teachers. The bottom quartile schools are quite different, with only 36 percent reporting very strong or strong trust, and the majority (64 percent) describing no or minimal levels of trust among teachers.

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



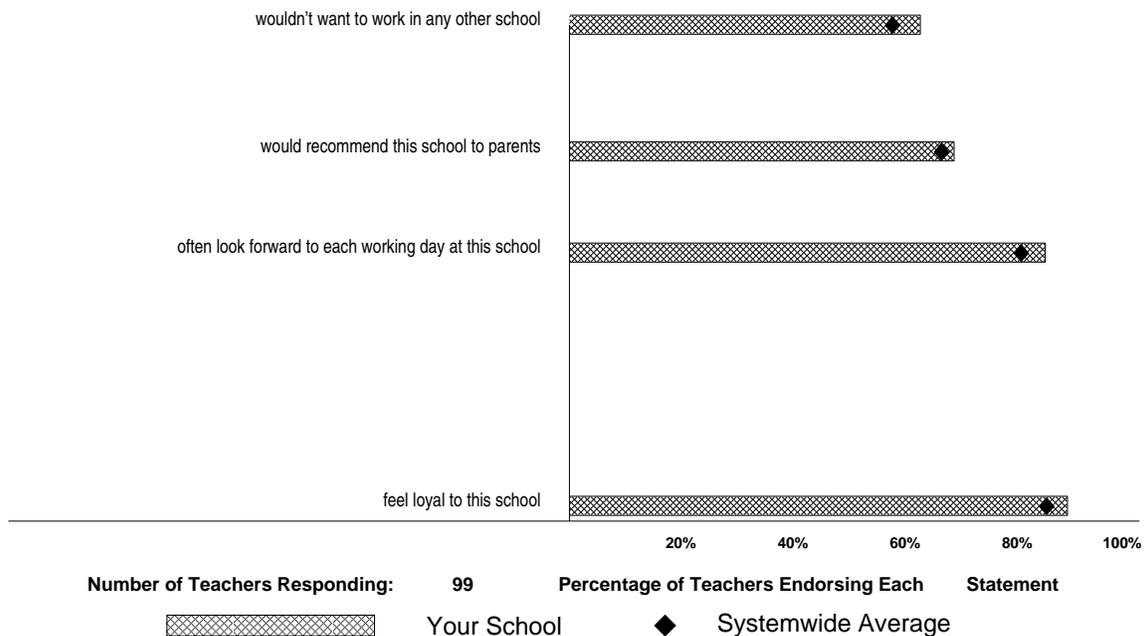
Definition of Categories Charted Above

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

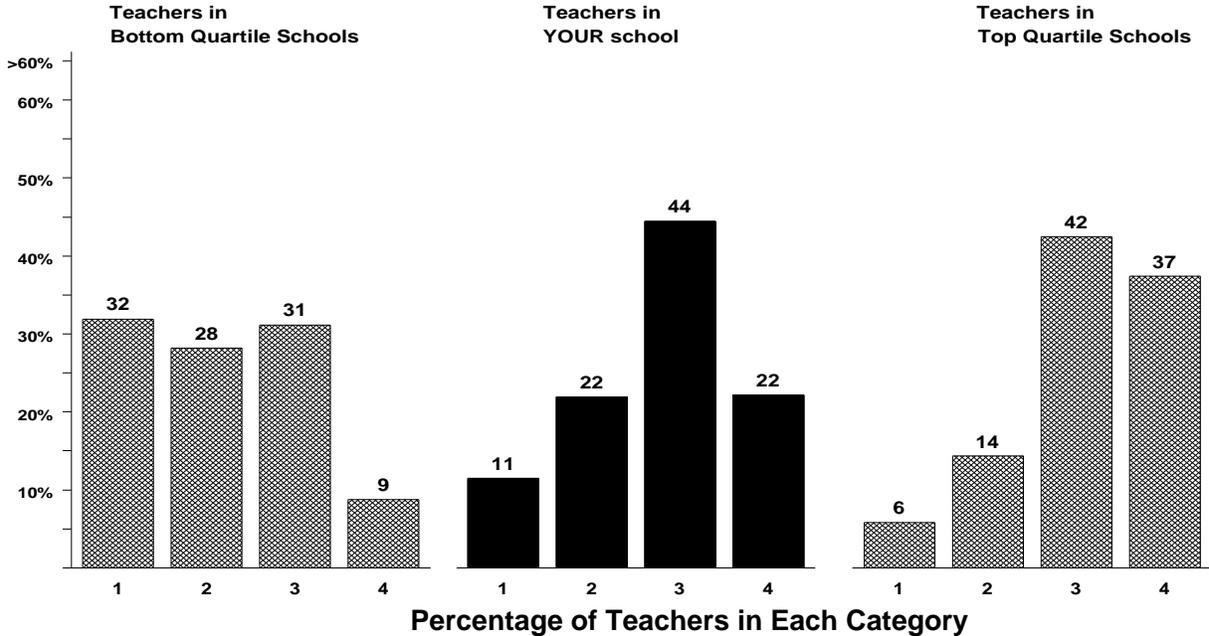
On the next page, you will find a frequency distribution of responses to the School Commitment scale. The scale is created by combining all responses to the survey questions shown above.

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, 79 percent of teachers feel very strong or strong commitment to their school. Only a small group (20 percent) report minimal or no commitment. In the bottom quartile schools, teachers are much less committed. Sixty 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 High School to Low-Rated Schools and to High-Rated Schools on School Commitment



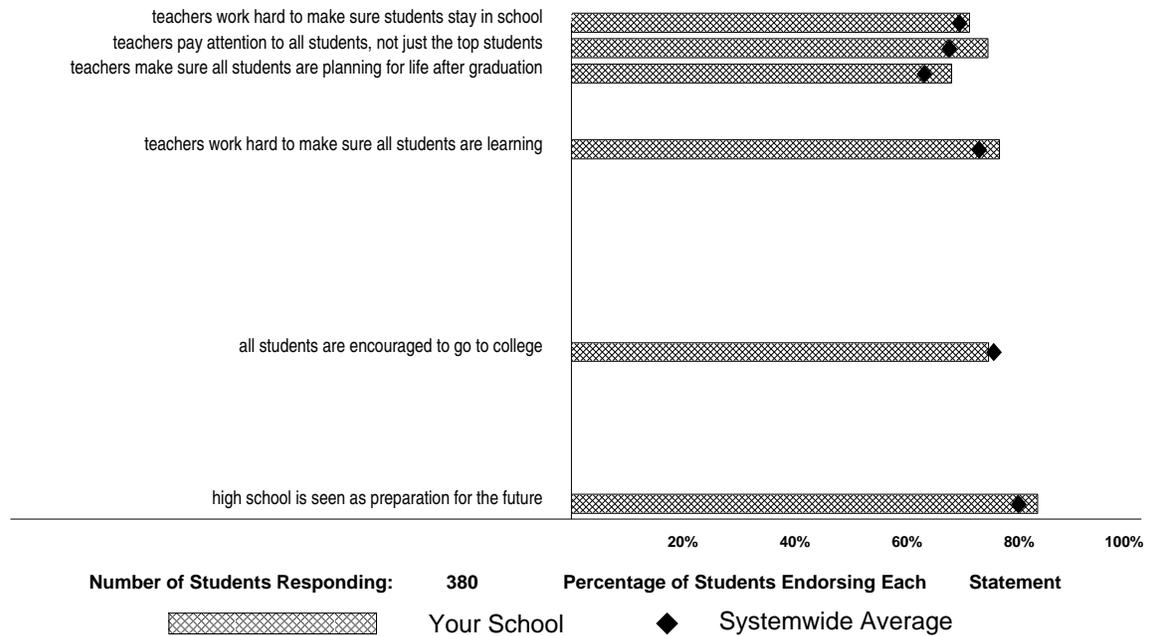
Definition of Categories Charted Above

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

School-Wide Future Orientation

These items measure the extent to which students perceive expectations for them to stay in school and plan for their futures.

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

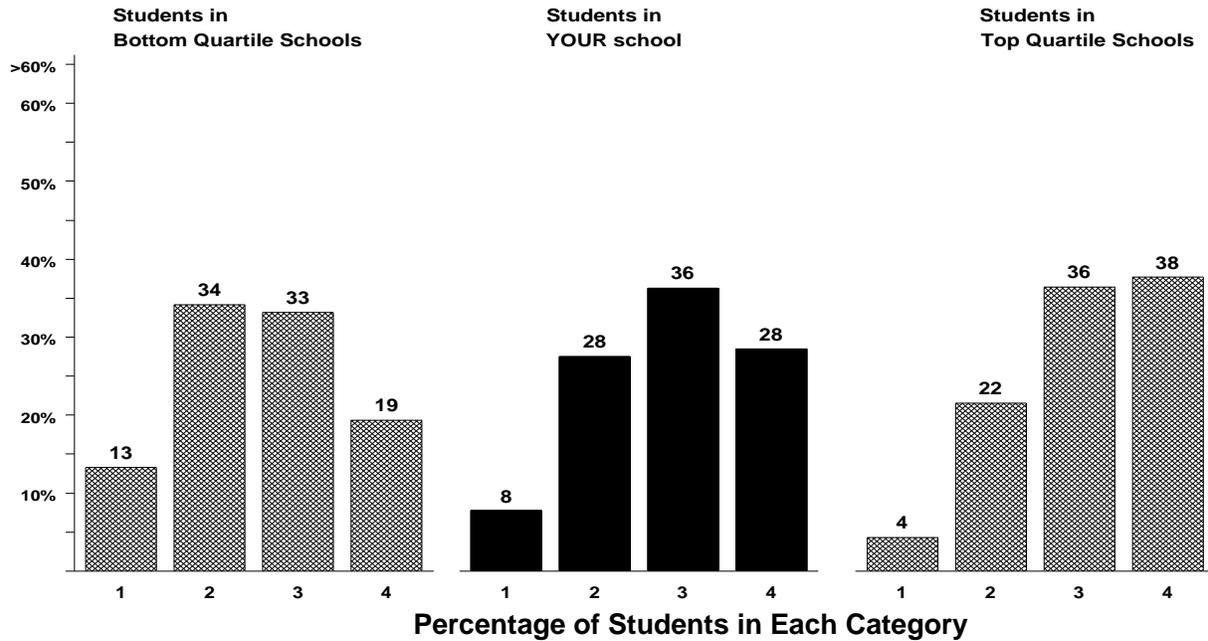
On the next page, you will find a frequency distribution of responses to the School-Wide Future Orientation scale. The scale is created by combining all responses to the survey questions shown above.

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, 13 percent of the students say there is no concern for students’ futures. In contrast, in the top quartile schools only four percent of the students report no concern for students’ futures. In the top quartile schools, 38 percent of students describe the concern for students’ futures as considerable, whereas in the lowest-rated schools, only 19 percent of the students rate it in the highest category.

Comparing Responses in Sample High School to Low-Rated Schools and to High-Rated Schools on School-Wide Future Orientation



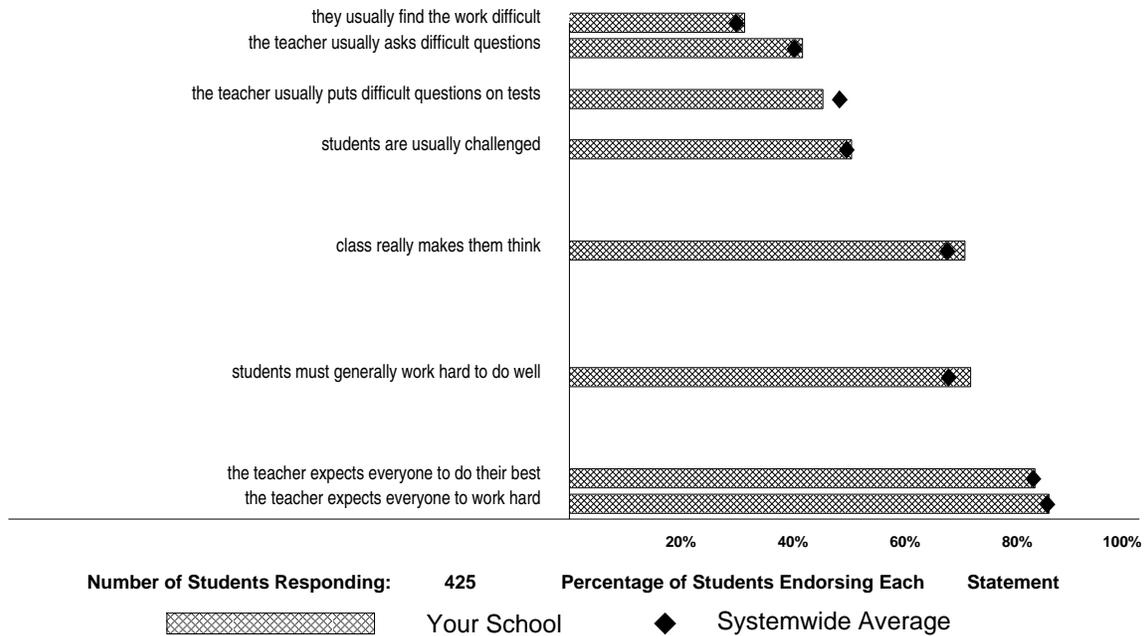
Definition of Categories Charted Above

Category	Students in this school:
1 None	disagree or strongly disagree that high school is seen as preparation for the future, that all students are encouraged to go to college, and that teachers make sure that all students are learning. They strongly disagree that teachers make sure students are planning for life after graduation, pay attention to all students, and work hard so all students will stay in school.
2 A little	agree but some disagree that high school is seen as preparation for the future, that students are encouraged to go to college, and that teachers make sure that all students are learning. They disagree that teachers make sure students are planning for life after graduation, pay attention to all students, and work hard so all students will stay in school.
3 Moderate	agree with all the items in the scale.
4 Considerable	strongly agree that high school is seen as preparation for the future. They agree or strongly agree with the other items in the scale.

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.

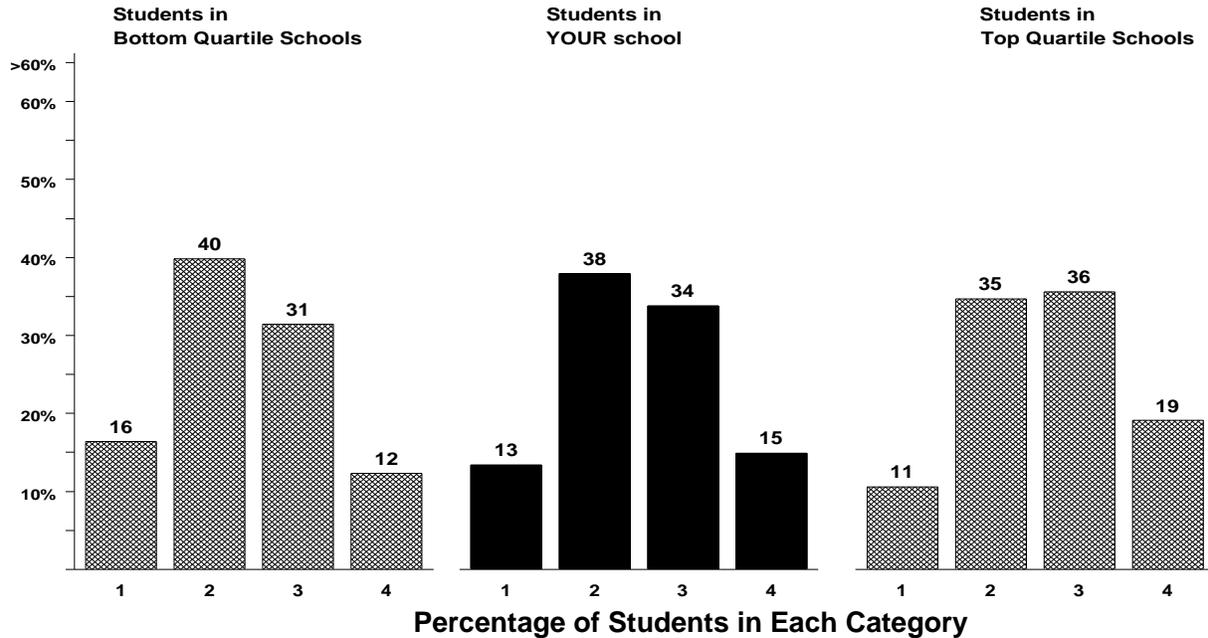
On the next page, you will find a frequency distribution of responses to the Academic Press scale. The scale is created by combining all responses to the survey questions shown above.

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, 55 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 43 percent of students report high or moderate levels of press toward academic achievement, and a majority report limited or no press.

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



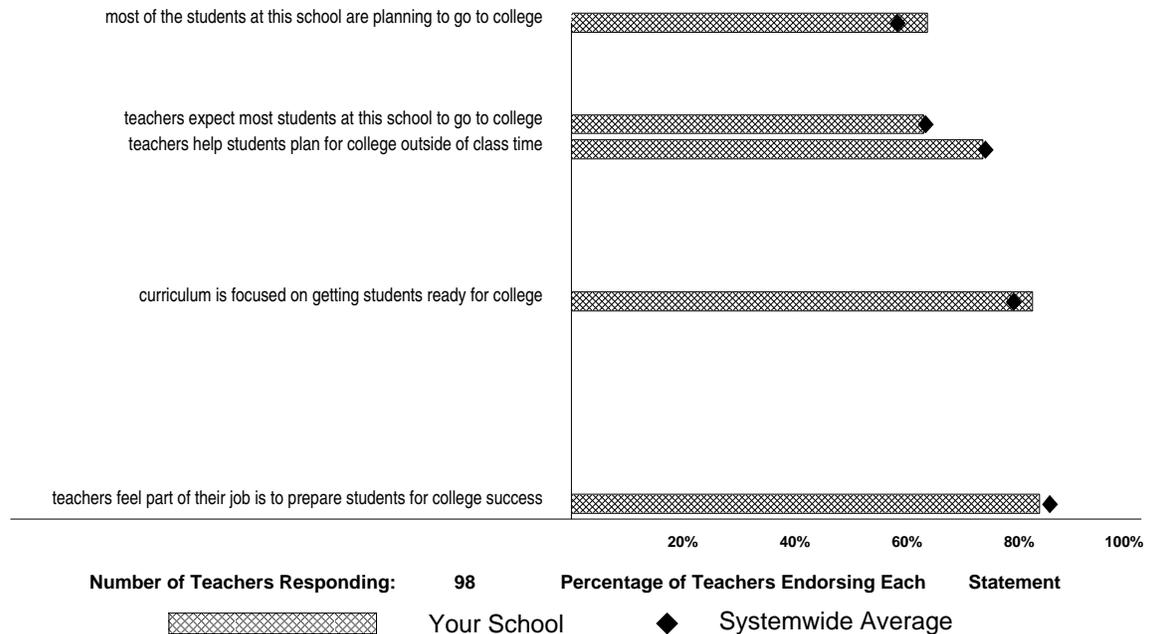
Definition of Categories Charted Above

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

Expectations for Postsecondary Education

These items measure the extent to which teachers feel responsible for encouraging and preparing students for postsecondary education.

Teachers agree that:



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

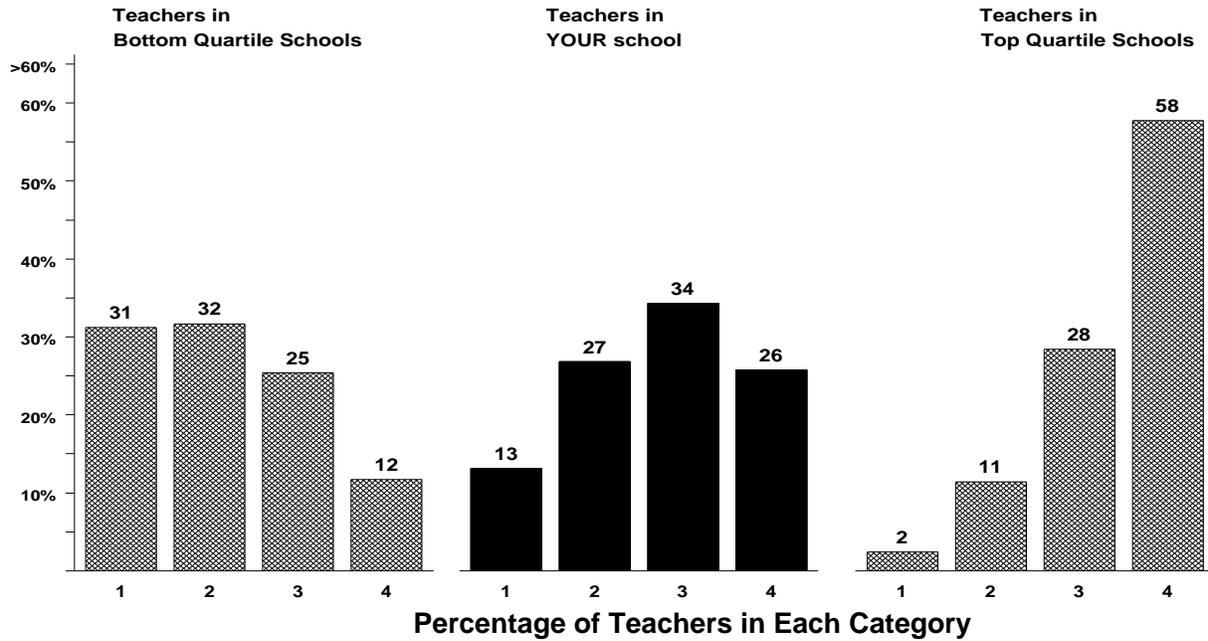
On the next page, you will find a frequency distribution of responses to the Expectations for Postsecondary Education scale. The scale is created by combining all responses to the survey questions shown above.

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 bottom quartile schools, only 12 percent of teachers say the expectations for students to continue their education after graduation is very high. In contrast, more than half of the teachers in the top quartile schools (54 percent) fall in that top category. In the bottom quartile schools, 63 percent of teachers rate post-secondary expectation as very low or moderate, while in the top quartile schools only 13 percent of teachers do.

Comparing Responses in Sample High School to Low-Rated Schools and to High-Rated Schools on Expectations for Postsecondary Education



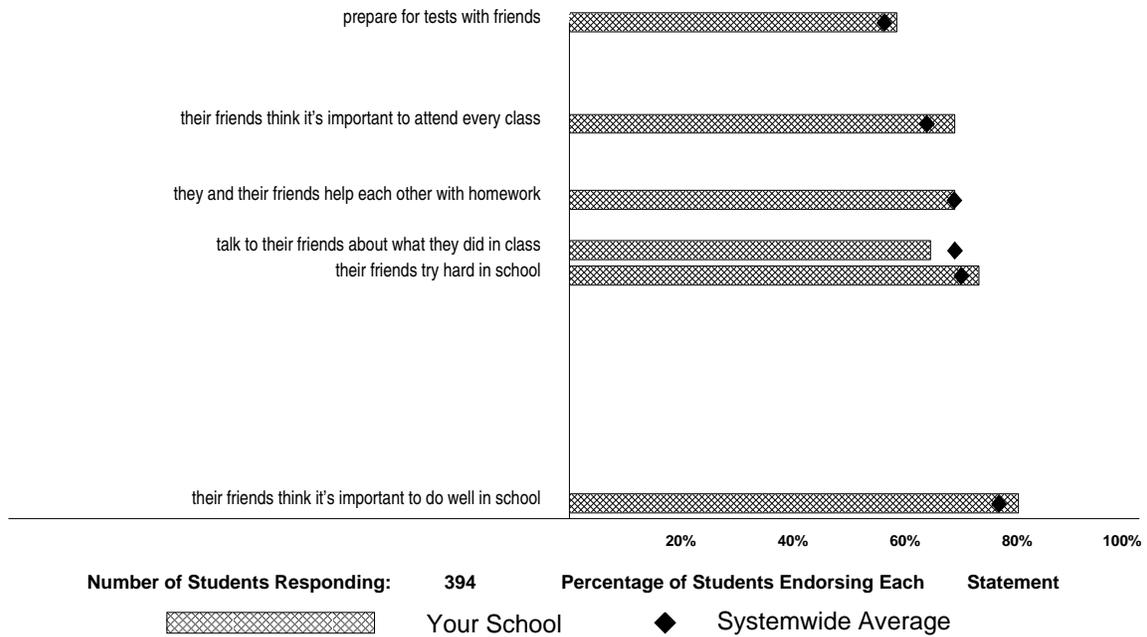
Definition of Categories Charted Above

Category	Teachers in this school:
1 Very low	disagree but some strongly disagree that most students are planning to go to college, expect most students in this school to go to college, help students plan for college outside of class time; and that the curriculum is focused on getting students ready for college and it is part of teachers' jobs to prepare students for college.
2 Moderate	disagree that most students are planning to go to college; some disagree and some agree with all the other items.
3 High	agree with all the items.
4 Very high	agree or strongly agree with all the items in this measure.

Peer Support for Academic Achievement

These items measure the degree to which students' peers encourage and support their academic efforts.

Students agree that they:



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

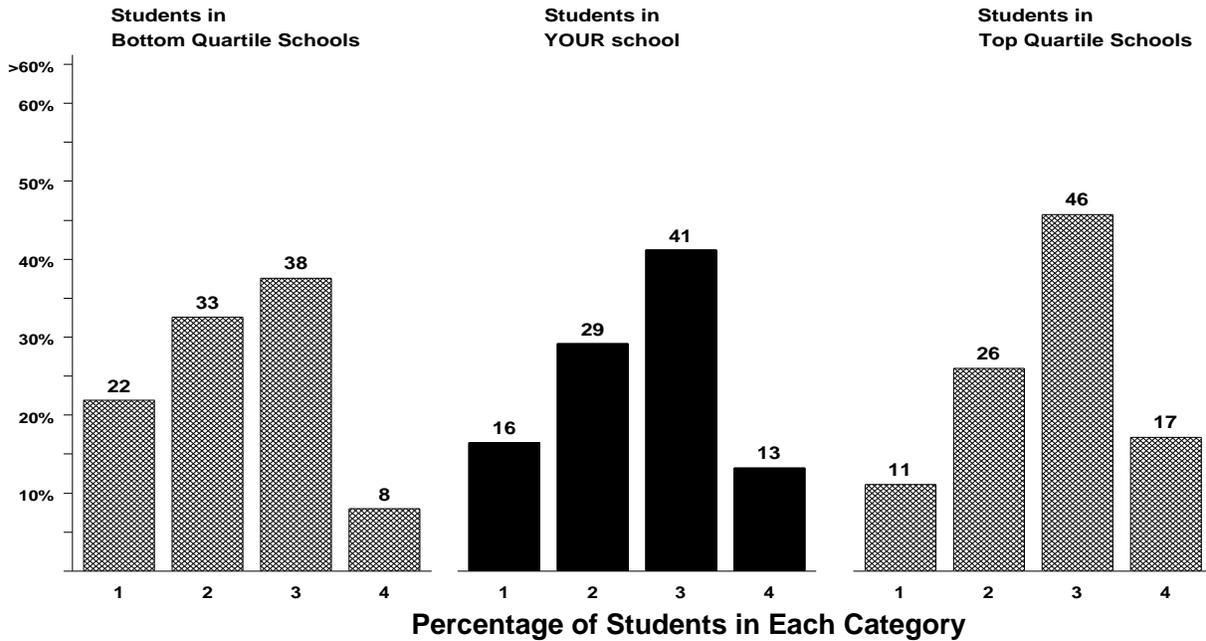
On the next page, you will find a frequency distribution of responses to the Peer Support for Academic Achievement scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of 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 twice as many students as those in the bottom quartile schools rate the amount of Peer Support in their schools as strong (17 percent vs. eight percent). Moreover, only half as many students in the top quartile schools say there is no Peer Support as in bottom quartile schools (11 percent vs. 22 percent).

Comparing Responses in Sample High School to Low-Rated Schools and to High-Rated Schools on Peer Support for Academic Achievement



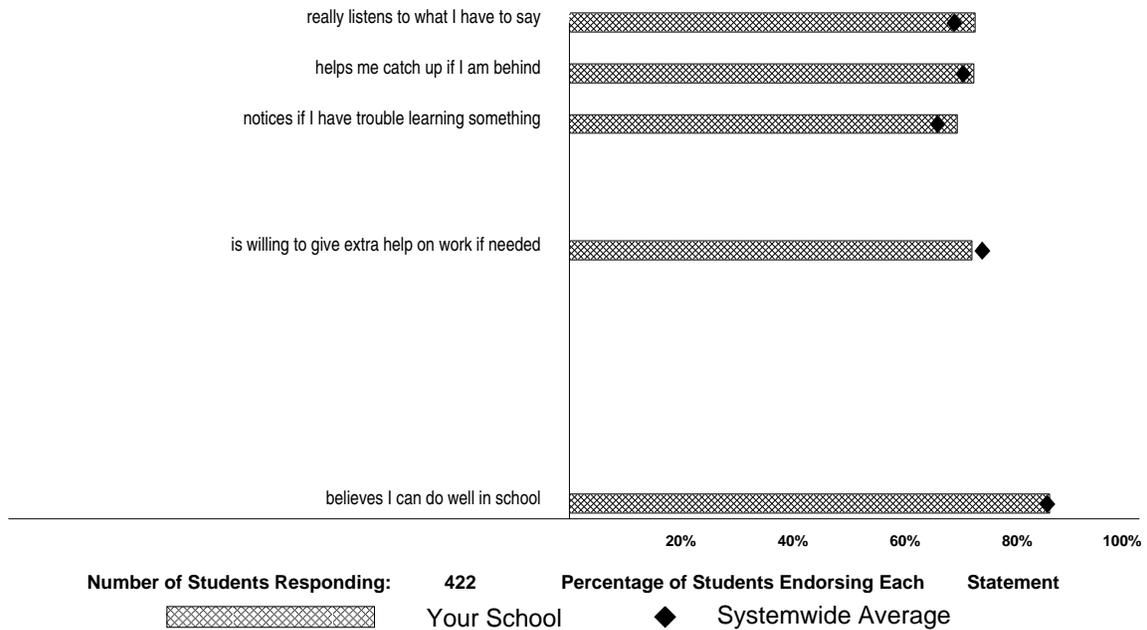
Definition of Categories Charted Above

Category	Students in this school:
1 None	strongly disagree or disagree with all items in this scale.
2 Some	disagree that they prepare for tests with friends; some disagree but some agree that their friends think it's important to attend every class, help each other with homework, talk about what they did in class, try hard in school. They agree that their friends think it's important to do well in school.
3 Moderate	agree or strongly agree that their friends think it's important to do well in school. They agree with all the other items in the scale.
4 Strong	strongly agree that their friends think it's important to do well in school, their friends try hard in school, and they talk to their friends about what they did in class. They agree or strongly agree with the other items in the scale.

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.

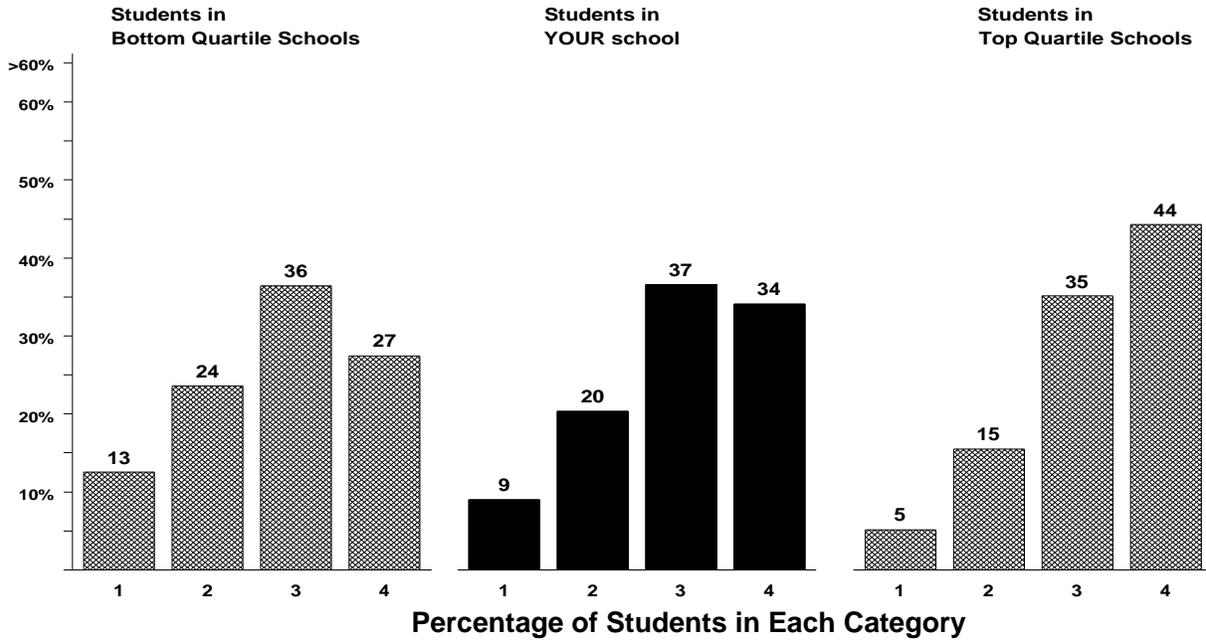
On the next page, you will find a frequency distribution of responses to the Teacher Personal Attention scale. The scale is created by combining all responses to the survey questions shown above.

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, 44 percent of students, the largest single group, experience strong personal attention from their teachers. Another 35 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 (36 percent) is that a considerable amount of personal attention exists, but a fairly large number of students (37 percent) report minimal or no attention.

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



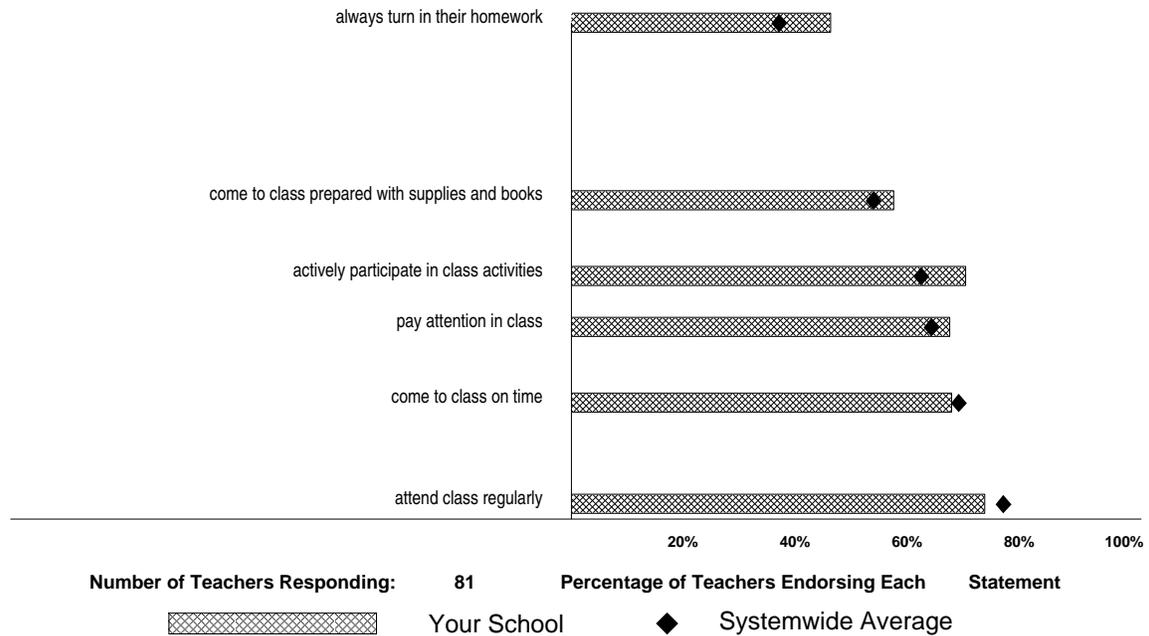
Definition of Categories Charted Above

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

Student Responsibility

This measure assesses teachers’ perceptions of the degree to which students participate in class and take responsibility for their own education.

Teachers say that most students in this school:



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

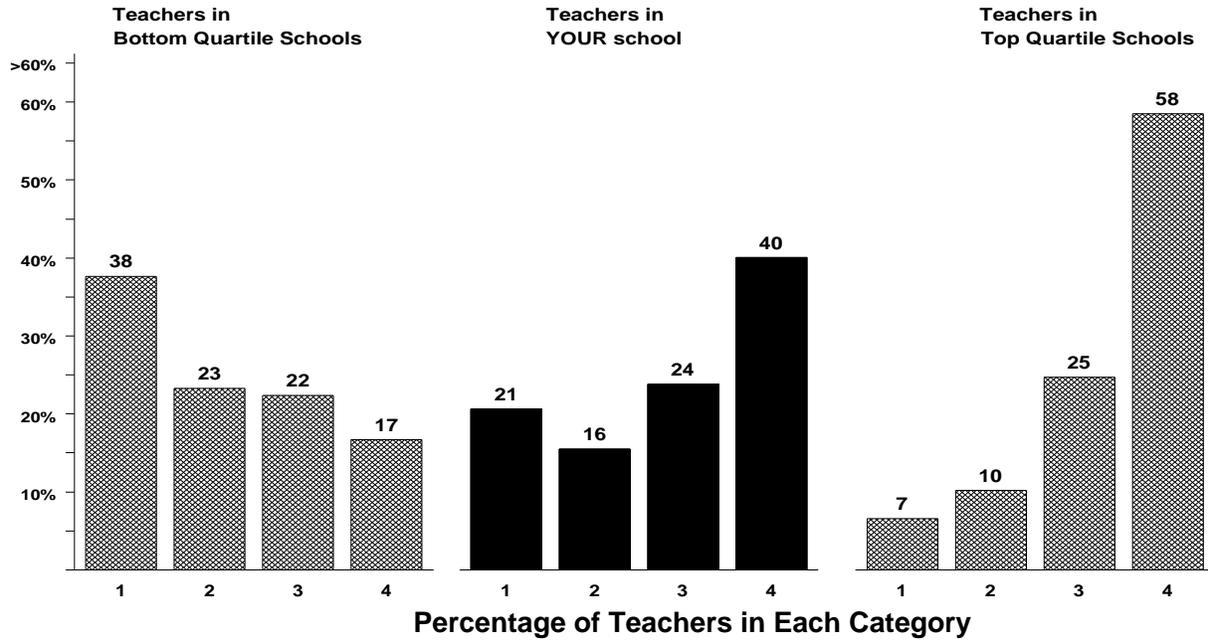
On the next page, you will find a frequency distribution of responses to the Student Responsibility scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the top-quartile schools, 58 percent of teachers report high student responsibility. Only 17 percent of teachers in these schools say that student responsibility is low or very low. In the lowest rated schools, only 17 percent of teachers report high levels of student responsibility, but 61 percent say it is low or very low.

**Comparing Responses in Sample High School
to Low-Rated Schools and to High-Rated Schools on Student Responsibility**



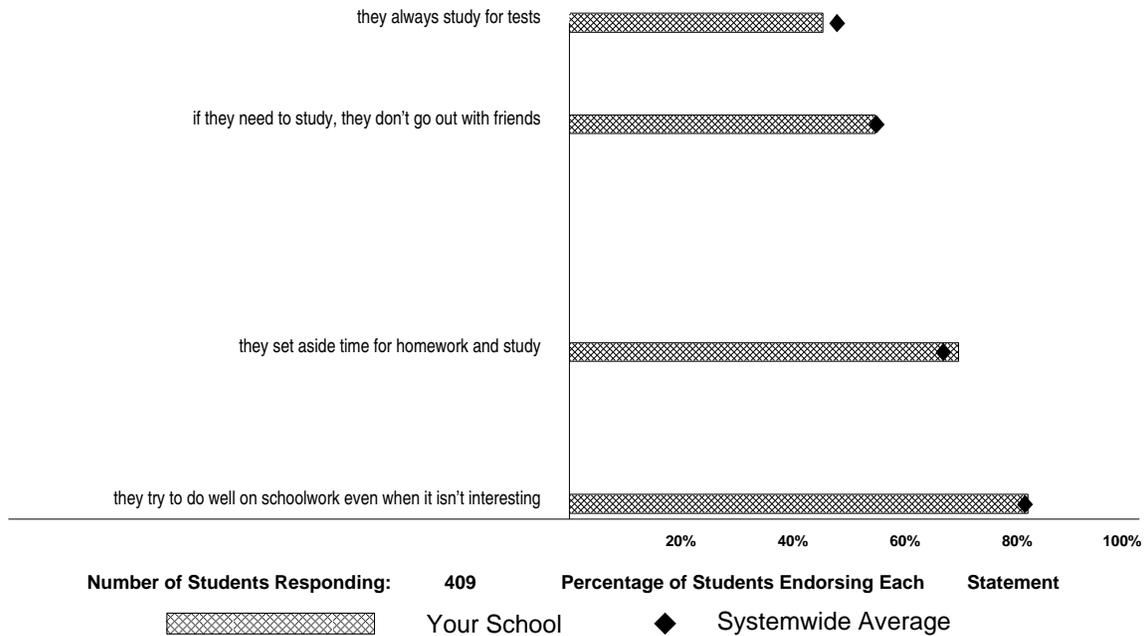
Definition of Categories Charted Above

Category	Teachers in this school report that:
1 Very low	not more than half the students attend class regularly, come to class on time, pay attention in class, participate actively, or come to class prepared with books and supplies. None or some of them always turn in their homework.
2 Low	about half of the students attend class regularly, but only about half or fewer come to class on time, pay attention in class, actively participate, and come to class prepared with supplies. Only some of them always turn in their homework.
3 Moderate	most of the students attend class regularly, come to class on time, pay attention in class, actively participate, and come to class prepared with supplies. about half of them always turn in their homework.
4 High	most or nearly all of the students take responsibility for performing these tasks.

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.

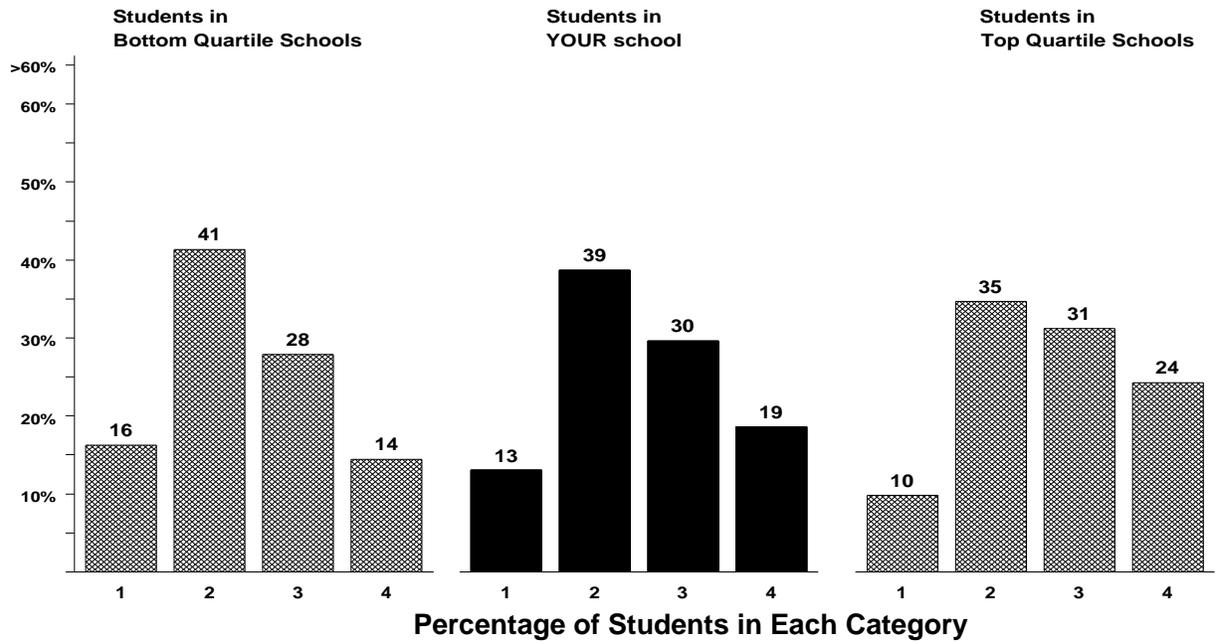
On the next page, you will find a frequency distribution of responses to the Rigorous Study Habits scale. The scale is created by combining all responses to the survey questions shown above.

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, 55 percent of students report strong or quite rigorous study habits while only ten percent report very lax study habits. Contrast that with the bottom quartile schools, where 16 percent of students say their study habits are very lax, 41 percent say they are moderate, 16 percent report they are strong, and only 14 percent say they are quite rigorous.

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



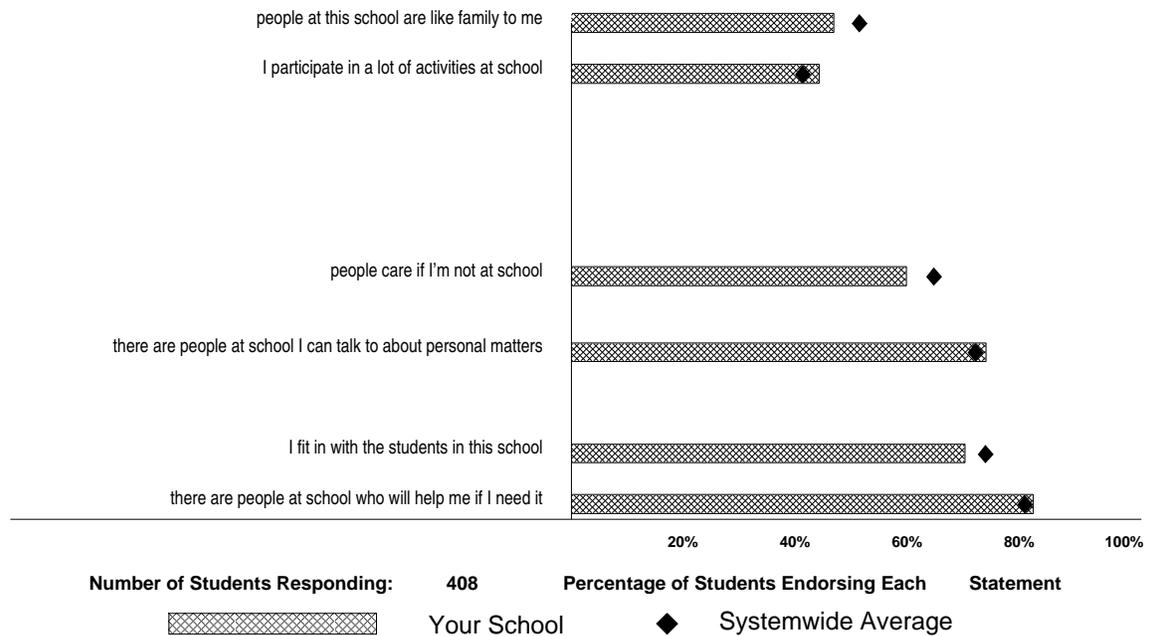
Definition of Categories Charted Above

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

Student Sense of Belonging

These items measure how much the 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.

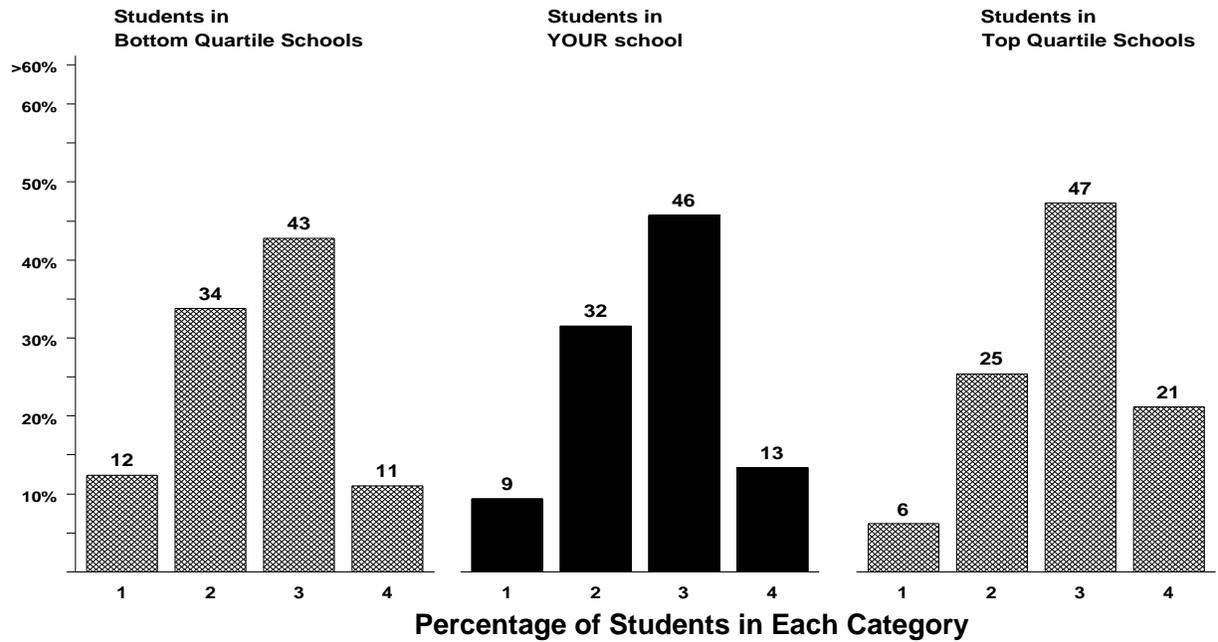
On the next page, you will find a frequency distribution of responses to the Student Sense of Belonging scale. The scale is created by combining all responses to the survey questions shown above.

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, 46 percent of the students say their sense of belonging is weak or very weak. Only 11 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 31 percent of the students in these schools say their sense of belonging is weak or very weak.

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



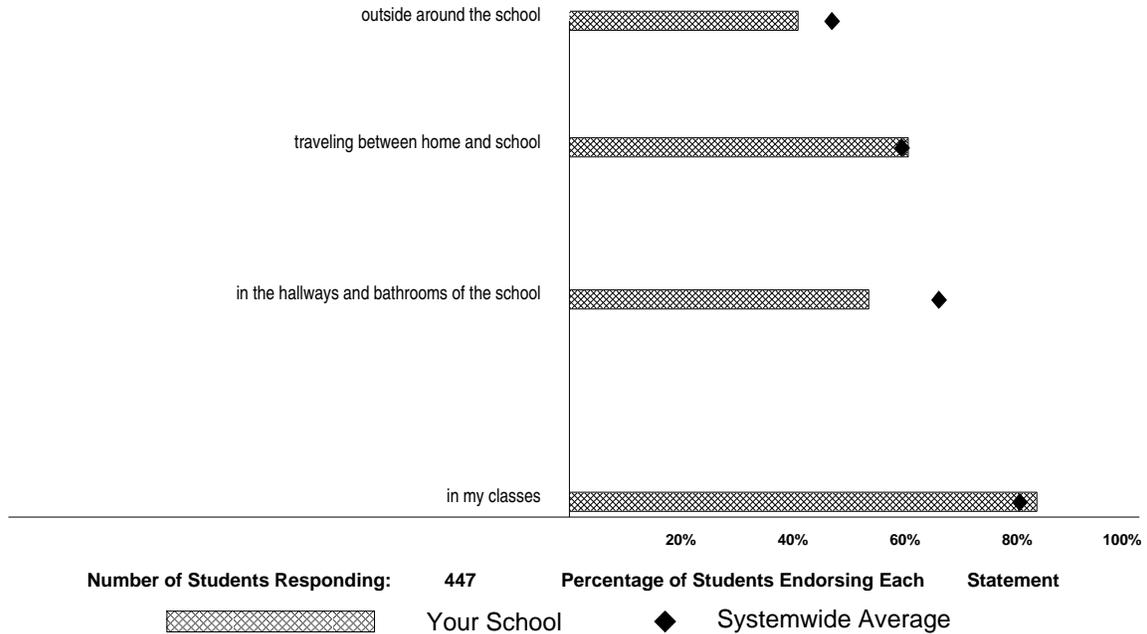
Definition of Categories Charted Above

Category	Students in this school:
1 Very Weak	strongly disagree 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 strongly disagree or disagree 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.
2 Weak	strongly disagree or disagree 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 disagree that there are people at this school they can talk to about personal problems. The disagree but some agree that they fit in at this school, and that there are people at the school who can give them help if needed.
3 Moderate	agree but some disagree that people at this school are like family and that they participate in a lot of activities. They agree 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 agree but some strongly agree that they fit in at this school and that there are people at the school who can give them help if needed.
4 Strong	agree but some strongly agree that people at this school are like family and that they participate in a lot of activities. They strongly agree 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.

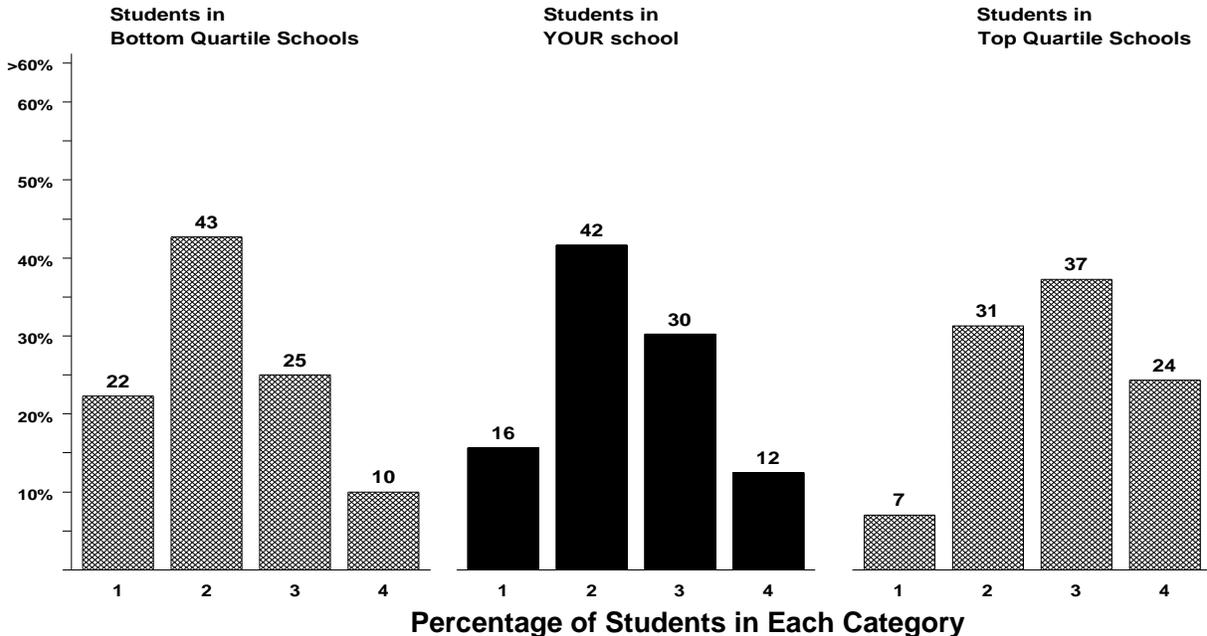
On the next page, you will find a frequency distribution of responses to the Safety scale. The scale is created by combining all responses to the survey questions shown above.

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, 24 percent of students feel very safe and 37 percent feel mostly safe. Thirty-eight percent feel somewhat safe or not safe. In the lowest rated schools for this measure only ten percent of students feel very safe, the most common category is somewhat safe with 43 percent of students, and 22 percent of students do not feel safe. In general, students are much less apt to feel safe outside the school than inside.

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



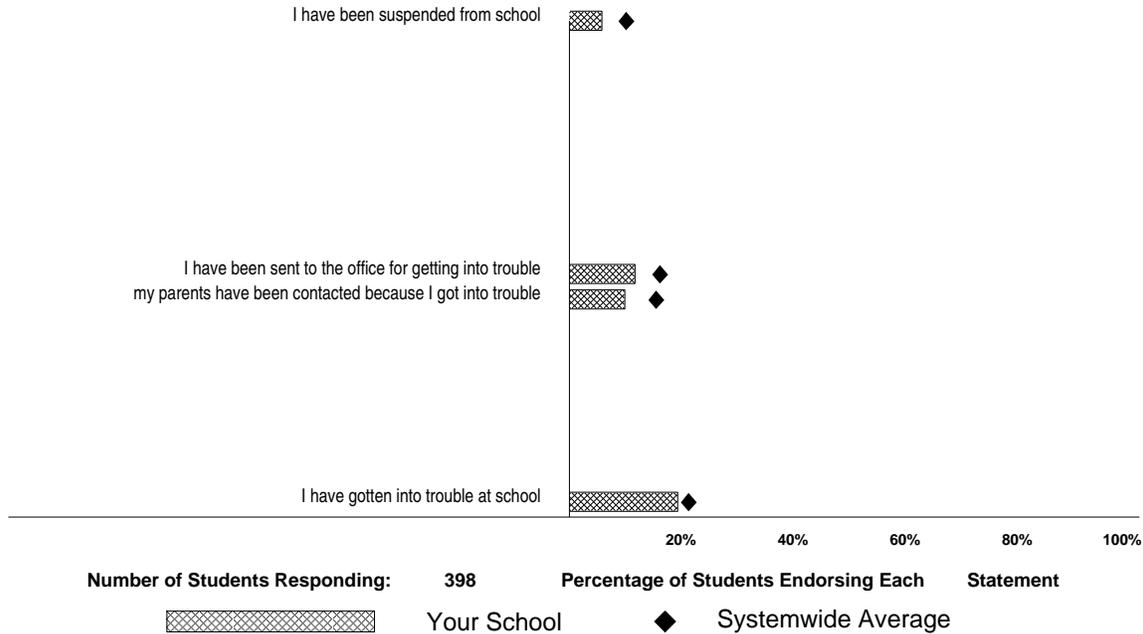
Definition of Categories Charted Above

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

Incidence of Disciplinary Action

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.

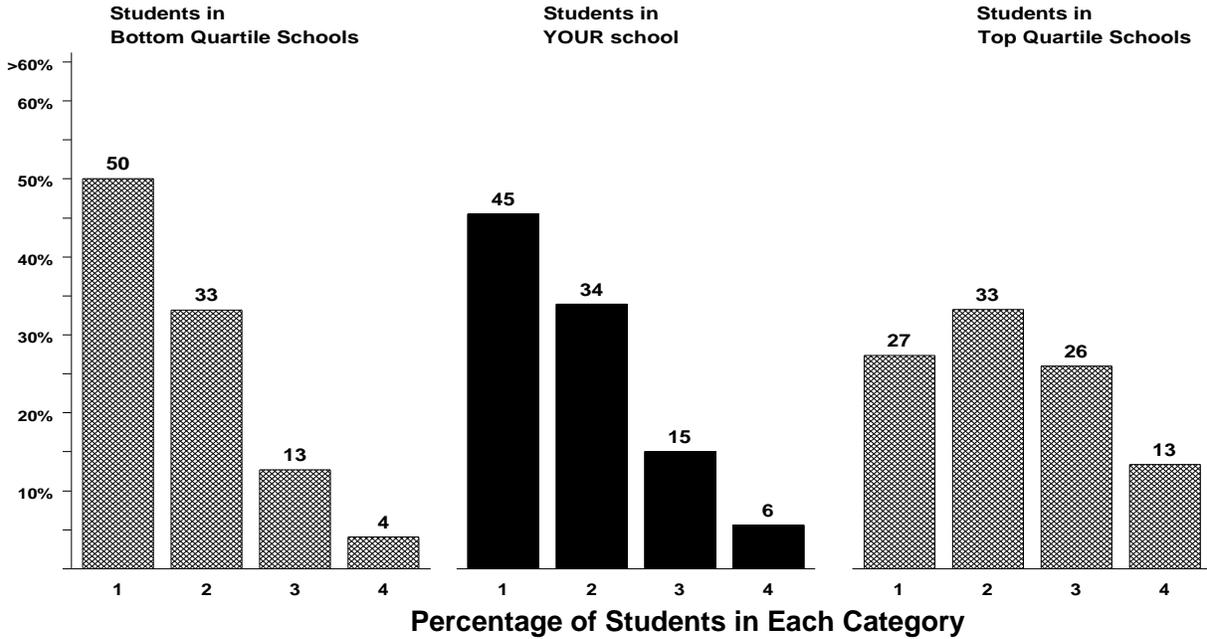
On the next page, you will find a frequency distribution of responses to the Incidence of Disciplinary Action scale. The scale is created by combining all responses to the survey questions shown above.

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, where the top quartile schools are the most negative, 39 percent of students report very extensive or extensive incidence of disciplinary action and 60 percent report limited or no incidences. In the bottom quartile schools, where the reports of disciplinary actions are fewest, 17 percent of students report very extensive or extensive levels of disciplinary action and 50 percent report no incidences of disciplinary action.

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



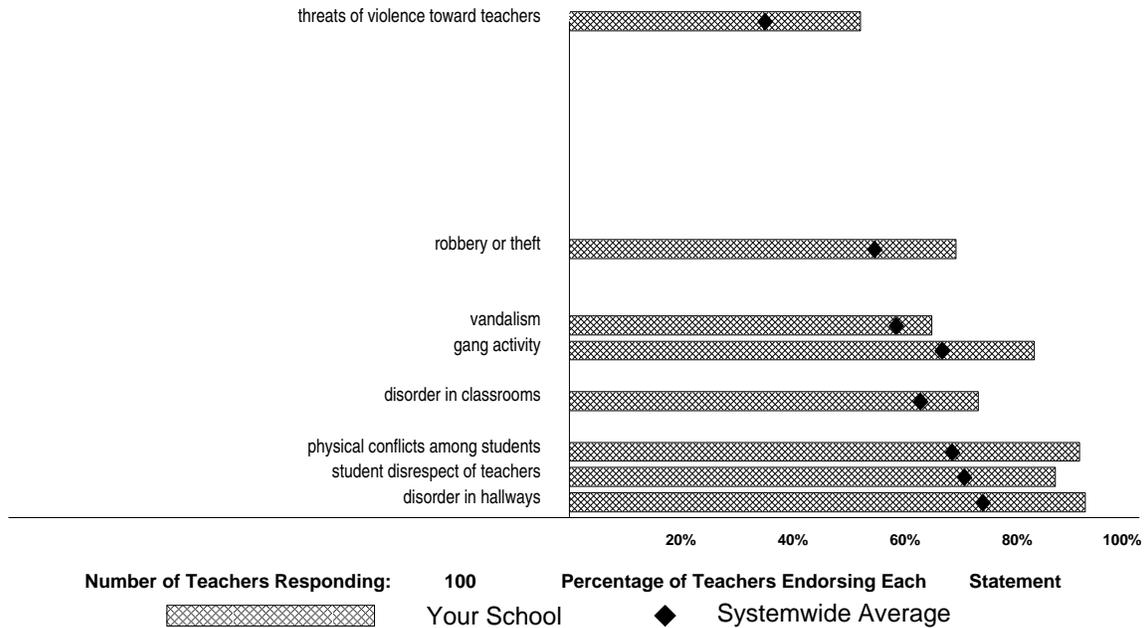
Definition of Categories Charted Above

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

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.

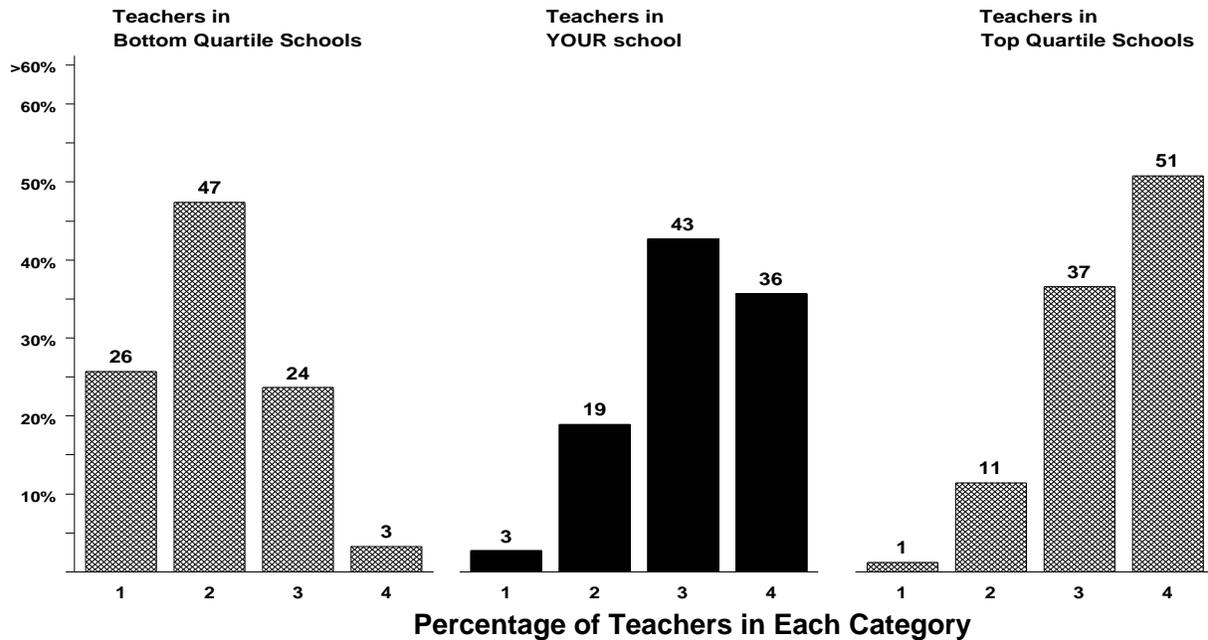
On the next page, you will find a frequency distribution of responses to the Disorder and Crime scale. The scale is created by combining all responses to the survey questions shown above.

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 suggests that disorder and crime is not a major issue in the bottom quartile schools, but is a huge issue in the top quartile schools. In bottom quartile schools, only three percent of teachers said crime and disorder was very problematic, and 73 percent said it was either minimal or virtually non-existent. In the top quartile schools, only one percent said disorder and crime was virtually non-existent, and more than half said it was very problematic.

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



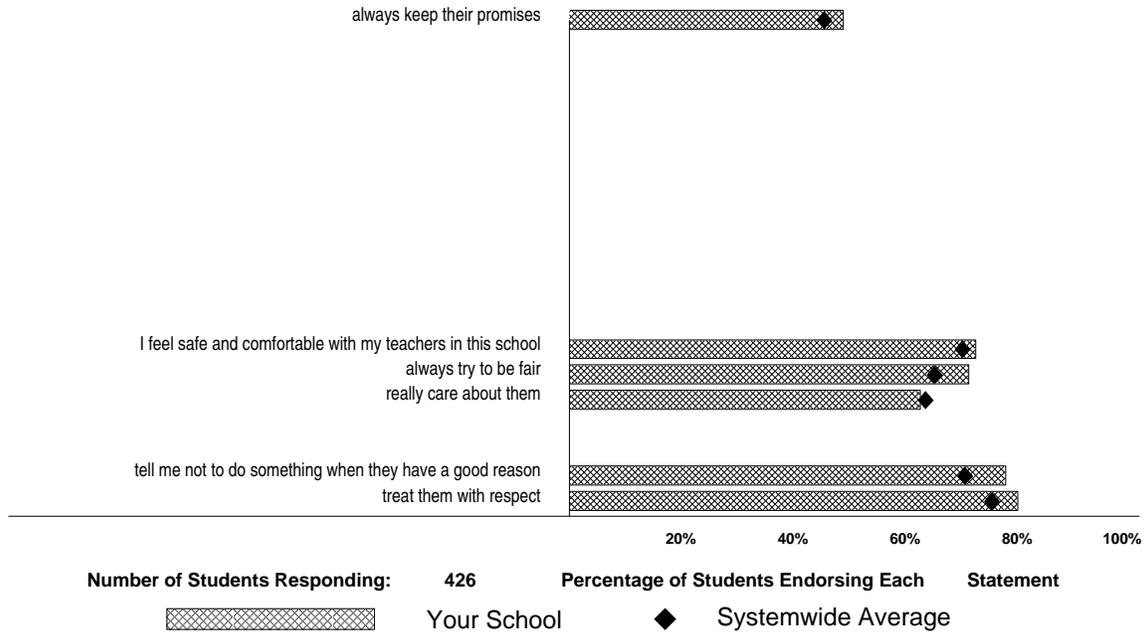
Definition of Categories Charted Above

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

Student-Teacher Trust

This measure focuses on the quality of relations and the amount of trust and respect 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.

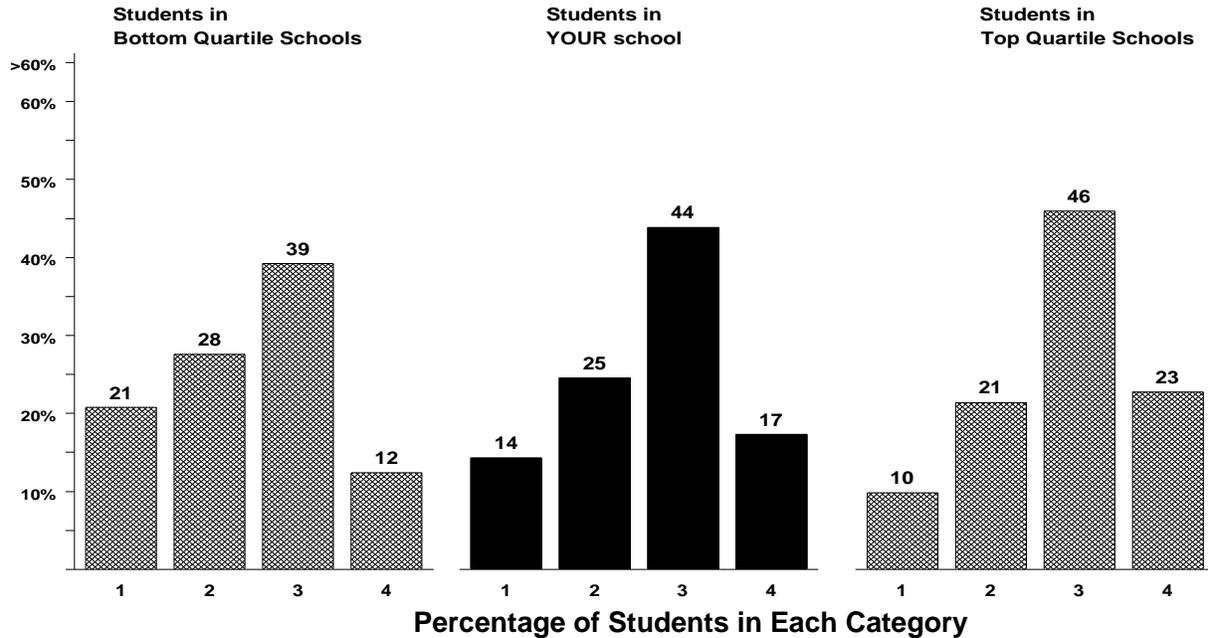
On the next page, you will find a frequency distribution of responses to the Student-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

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 highest on this measure, 69 percent of students report very strong or strong levels of Student-Teacher Trust. Even in the schools with the lowest ratings on this scale, slightly more than half of the students report very strong or strong trust with their teachers. However, 49 percent of students in these schools report minimal or no trust with their teachers.

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



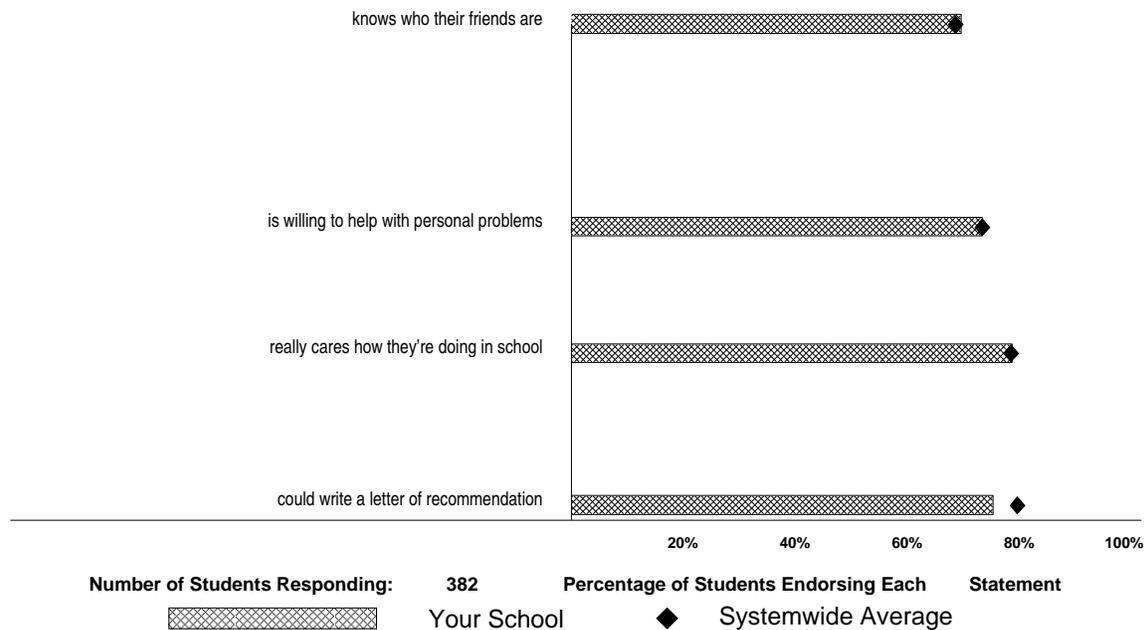
Definition of Categories Charted Above

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

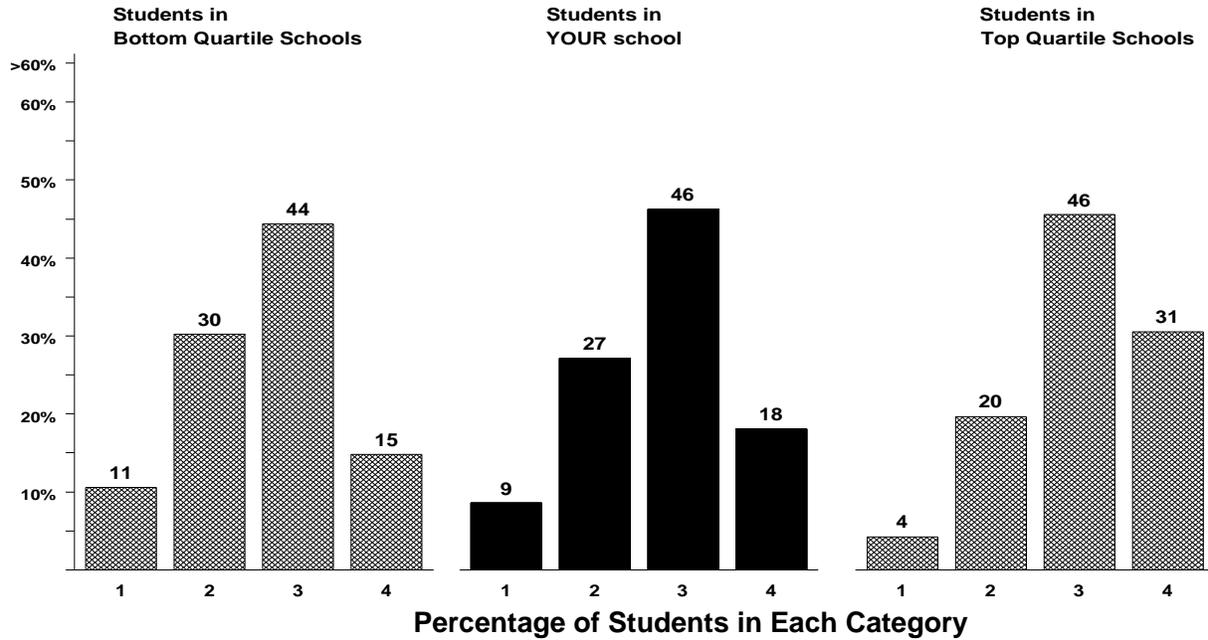
On the next page, you will find a frequency distribution of responses to the Teacher Personal Support scale. The scale is created by combining all responses to the survey questions shown above.

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.

The modal category for Teacher Personal Support is moderate with 46 percent of the students in the top quartile schools and 44 percent the bottom quartile schools. In the top quartile schools 31 percent of students say such support is considerable, but only 15 percent of students in the bottom quartile schools rate it in the highest category. Forty-one percent of the students in the lowest-rated schools say there is little or no Teacher Personal Support in the school, but only 24 percent of students in the top quartile schools do the same.

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



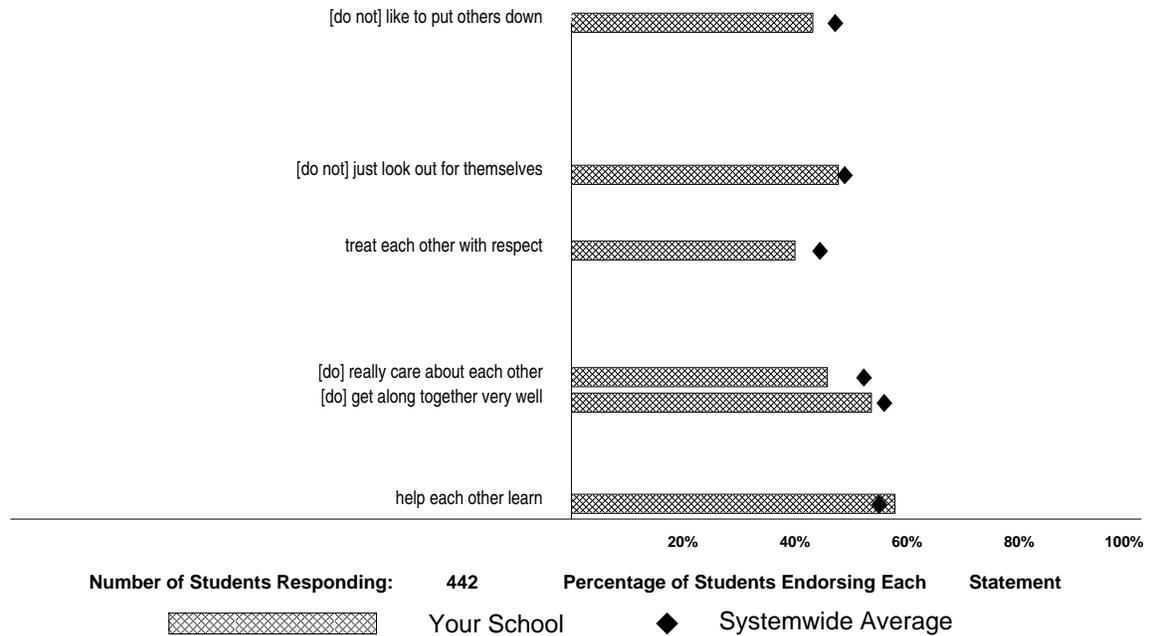
Definition of Categories Charted Above

Category	Students in this school:
1 None	disagree or strongly disagree that there is at least one teacher who could write them a letter of recommendation and who cares about how they are doing. They strongly disagree that there is at least one teacher who helps with personal problems and knows who their friends are.
2 A Little	agree but some disagree that there is at least one teacher who could write them a letter of recommendation and who cares about how they are doing. They disagree that there is at least one teacher who helps with personal problems. They disagree , but some may strongly disagree that there is at least one teacher who knows who their friends are.
3 Moderate	agree but some strongly agree that there is at least one teacher who could write them a letter of recommendation and who cares about how they are doing. They agree that there is at least one teacher who helps with personal problems. They agree , but some may disagree that there is at least one teacher who knows who their friends are.
4 Considerable	strongly agree that there is at least one teacher who could write them a letter of recommendation and who cares about how they are doing. They agree but some may strongly agree that there is at least one teacher who helps with personal problems and that there is at least one teacher who knows who their friends are.

Student Classroom Behavior

Students were asked if their classmates treat each other with respect, work together well, and help each other learn.

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.

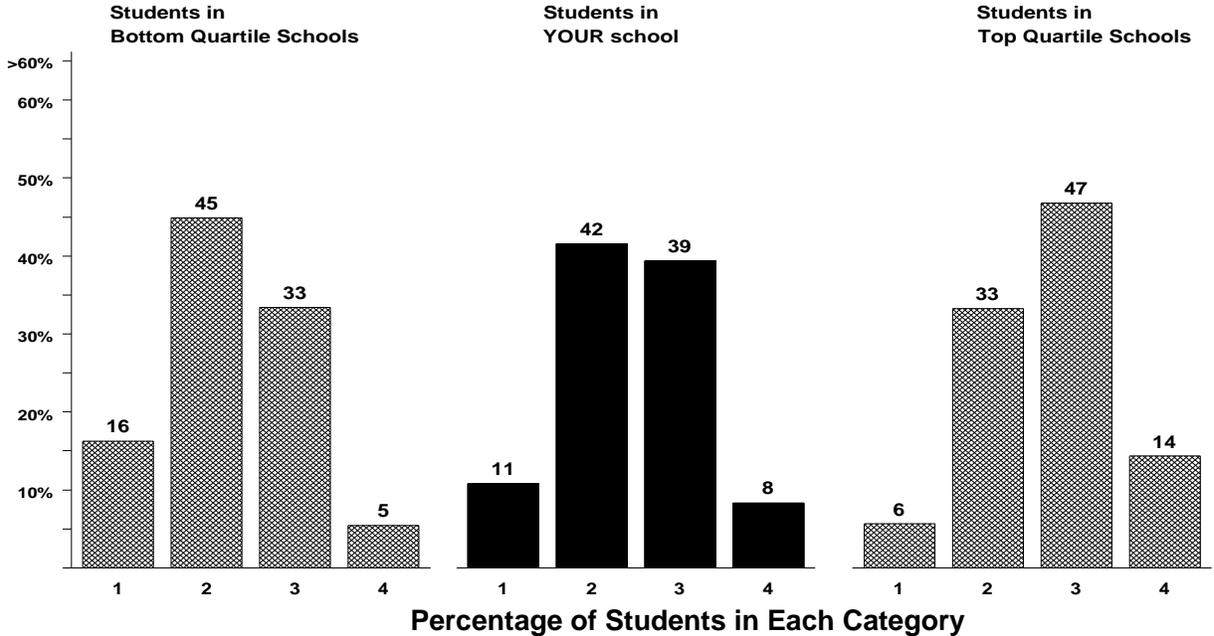
On the next page, you will find a frequency distribution of responses to the Student Classroom Behavior scale. The scale is created by combining all responses to the survey questions shown above.

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-one 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 is negative, made by 45 percent of students, and where 16 percent of students rate classroom behavior as very negative.

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



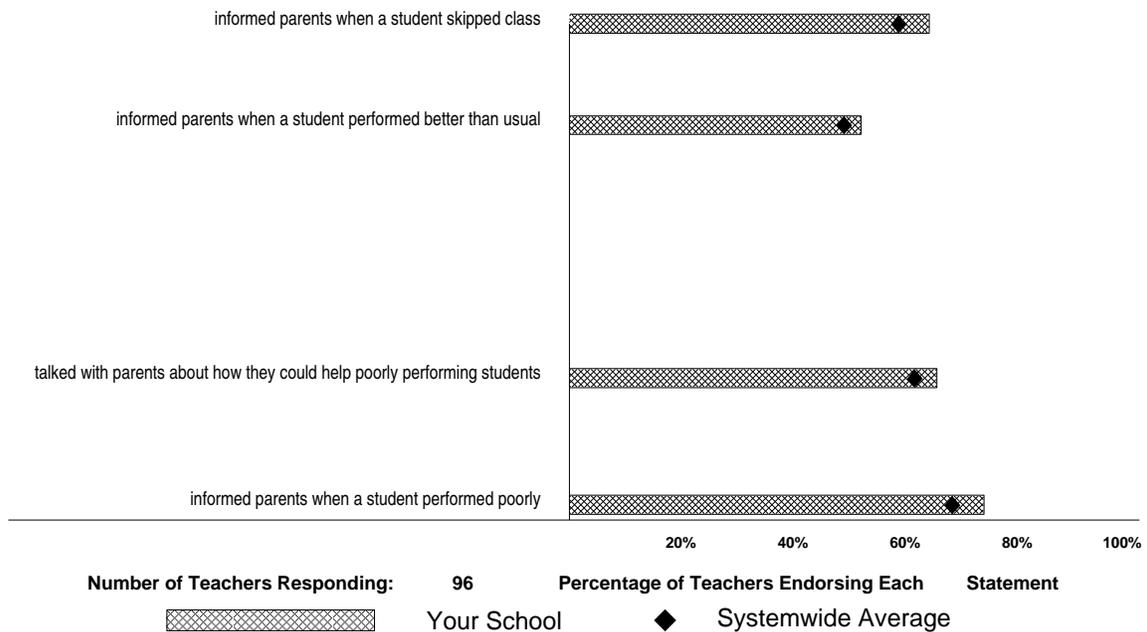
Definition of Categories Charted Above

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

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.

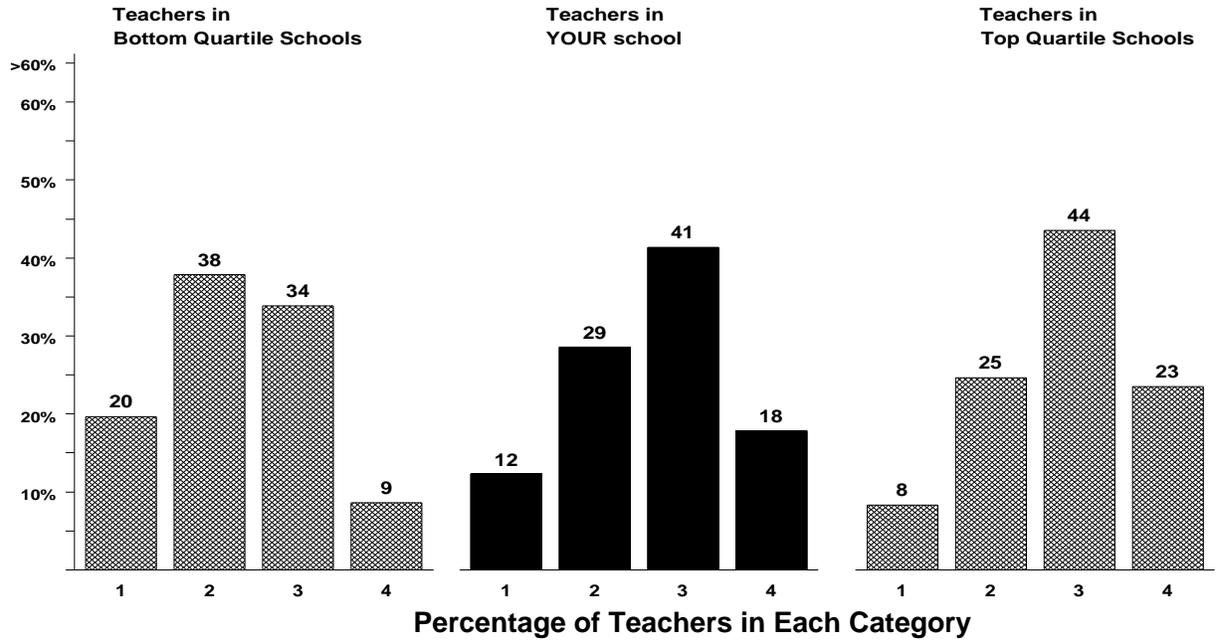
On the next page, you will find a frequency distribution of responses to the Teacher-Parent Interaction scale. The scale is created by combining all responses to the survey questions shown above.

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.

In the top quartile schools, 23 percent of teachers reported that teacher-parent interaction was very frequent, while only nine percent of teachers in bottom quartile schools reported the same. In the top quartile schools, 33 percent of teachers rate teacher-parent interaction as rare or infrequent; in the bottom quartile schools, 58 percent of the teachers were in the bottom two categories.

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



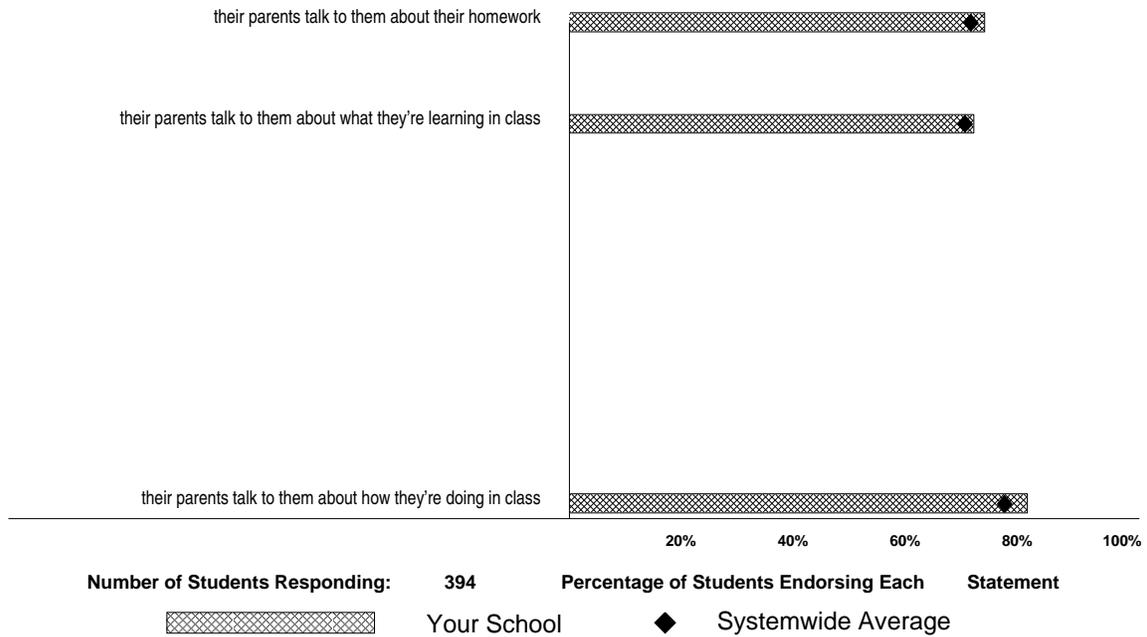
Definition of Categories Charted Above

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

Parent Press toward Academic Achievement

These items identify the degree to which parents and students communicate about the students' academic work.

Students report that sometimes or frequently:



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

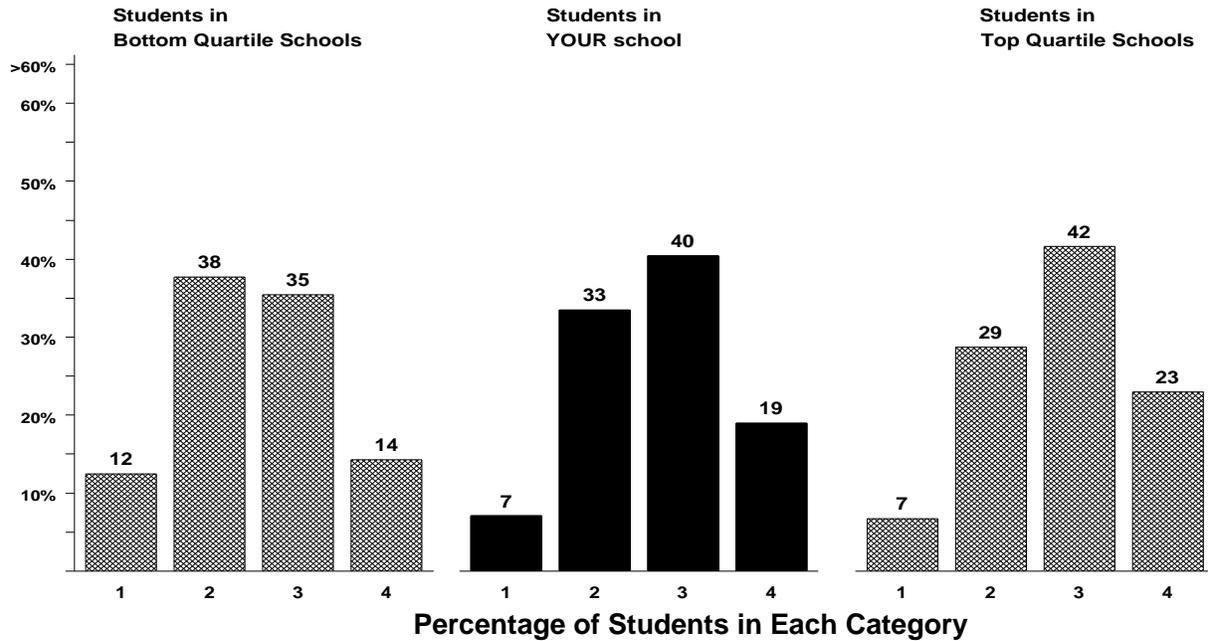
On the next page, you will find a frequency distribution of responses to the Parent Press toward Academic Achievement scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of 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, 65 percent of students reported that parent press was moderate or strong, with moderate the modal category with 42 percent of students. In bottom quartile schools, 49 percent of the students are in the top two categories, but the modal category is minimal with 38 percent of students.

**Comparing Responses in Sample High School
to Low-Rated Schools and to High-Rated Schools on Parent Press toward
Academic Achievement**



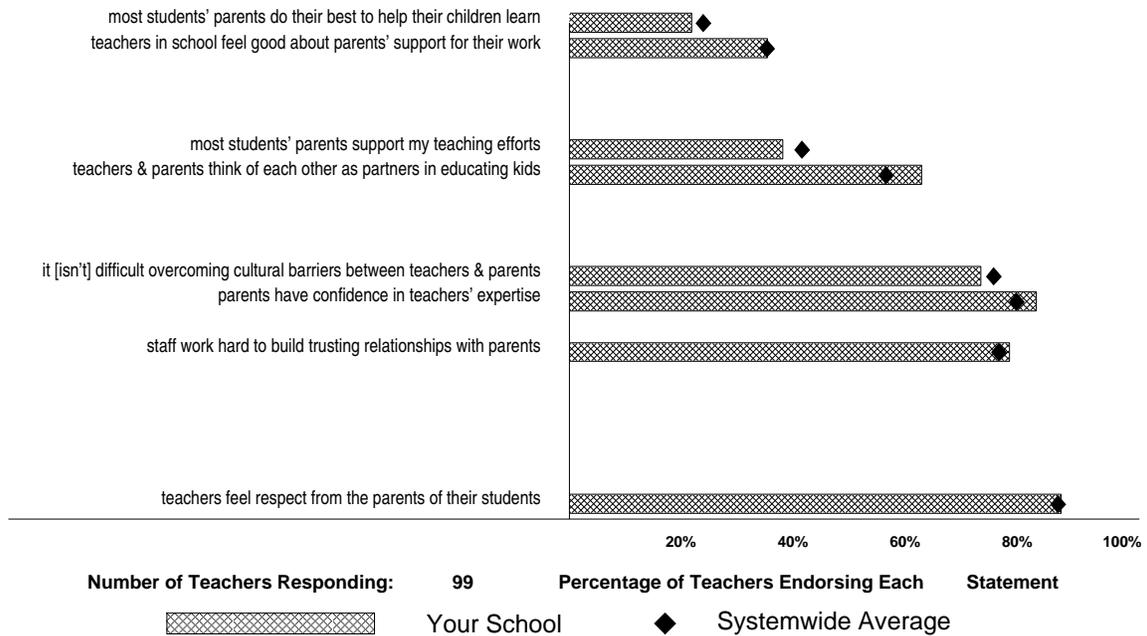
Definition of Categories Charted Above

Category	Students in this school:
1 None	say their parents never talk to them about their homework, about what they're learning in school or how they're doing in their classes.
2 Minimal	say their parents never or rarely talk to them about their homework, or what they're learning in school. Their parents rarely or sometimes talk to them about how they're doing in their classes.
3 Moderate	say their parents sometimes talk to them about their homework, or what they're learning in school. Their parents sometimes or frequently talk to them about how they're doing in their classes.
4 Strong	say their parents sometimes talk to them about their homework. Their parents frequently talk to them about what they're learning in school and about how they're doing in their classes.

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.

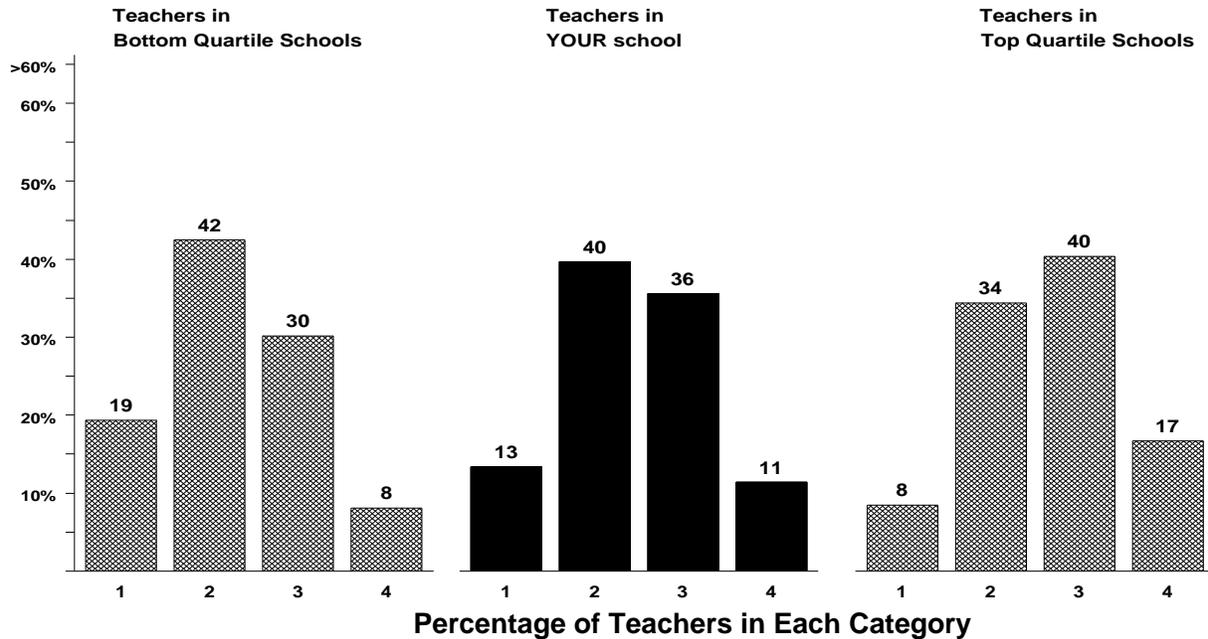
On the next page, you will find a frequency distribution of responses to the Teacher-Parent Trust scale. The scale is created by combining all responses to the survey questions shown above.

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 top-quartile schools, only 17 percent of teachers classify the trust level between teachers and parents as very strong. Forty percent rate the trust level as strong, and 42 percent say there is minimal or no trust. In the bottom quartile schools, trust between teachers and parents is lower, with 61 percent of teachers describing minimal or no trust between teachers and parents.

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



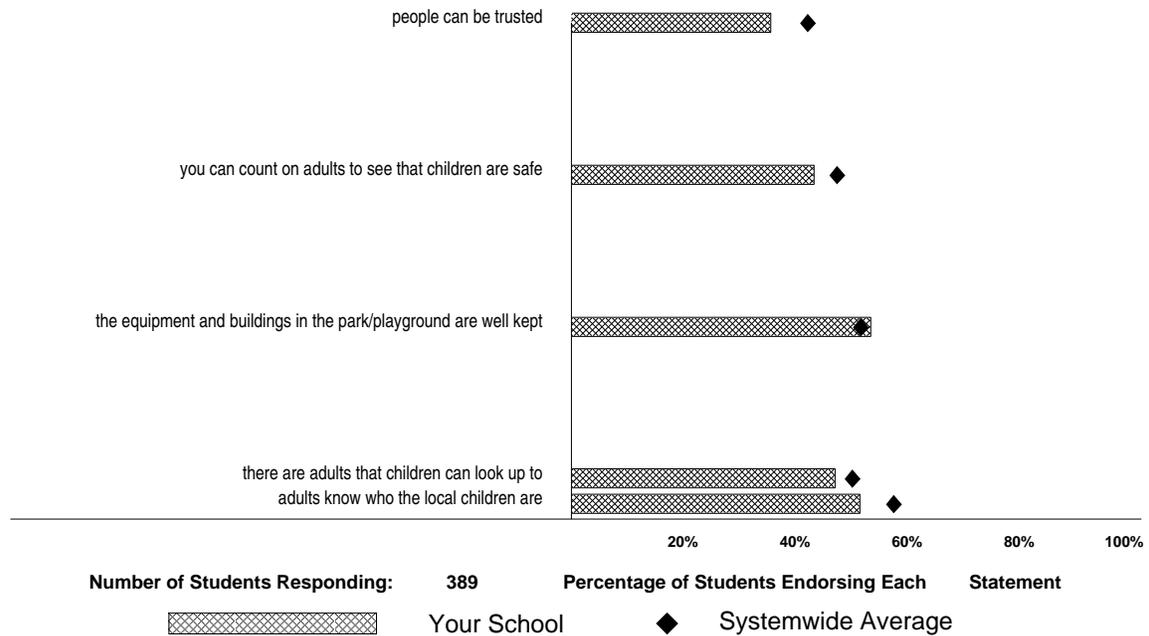
Definition of Categories Charted Above

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

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.

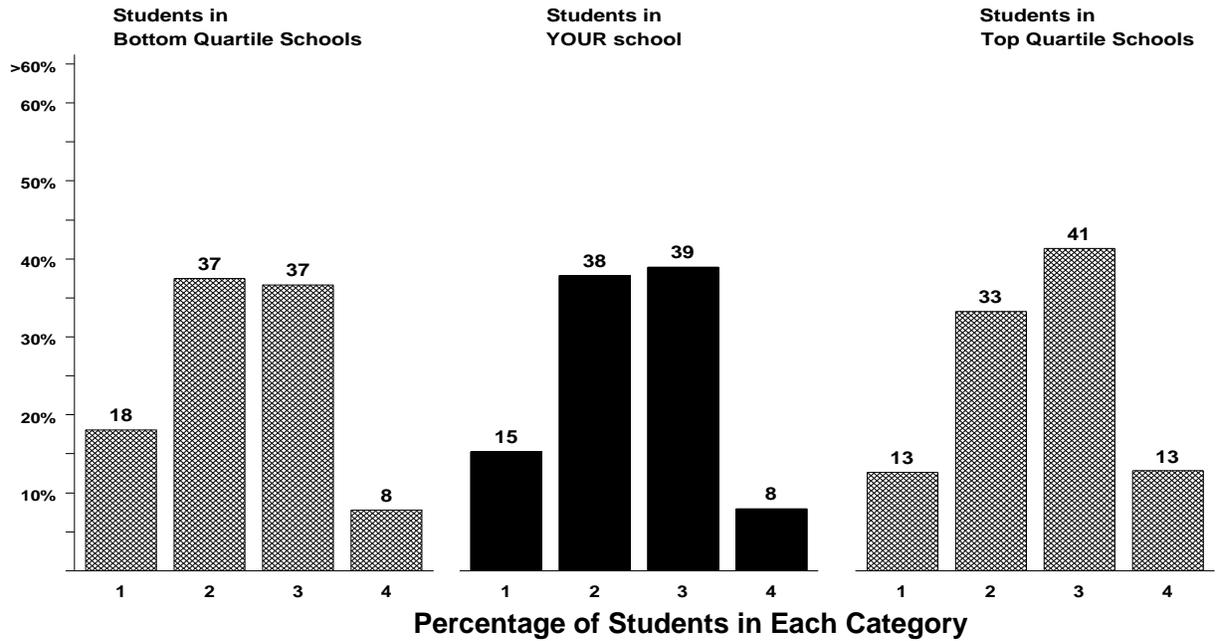
On the next page, you will find a frequency distribution of responses to the Human and Social Resources in the Community scale. The scale is created by combining all responses to the survey questions shown above.

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, 54 percent of students say that at least some of these resources are available. Even in these top schools, 33 percent of students rate these resources as scarce and another 13 percent as none. The ratings are even lower in the bottom quartile schools: the majority of respondents rate human and social resources in the middle two categories.

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



Definition of Categories Charted Above

Category	In this school, students:
1 None	strongly disagree with all the items on the scale.
2 Scarce	disagree that there are adults in the neighborhood who know the local kids and whom the kids can look up to, and that the playground equipment is well kept. They disagree or strongly disagree that adults make sure neighborhood kids are safe, and people in the neighborhood can be trusted.
3 Some	agree that there are adults in the neighborhood who know the local kids and whom the kids can look up to, and that the playground equipment is well kept. Some students agree and others disagree that adults make sure neighborhood kids are safe, and people in the neighborhood can be trusted.
4 Many	strongly agree that there are adults in the neighborhood who know the local kids and whom the kids can look up to, and that the playground equipment is well kept. They agree or strongly agree with the other items on the scale.

About the Authors

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Christopher Mazzeo is the Associate Director for Policy and Outreach at CCSR. Prior to joining the Consortium, Chris was an independent education policy consultant to clients such as MDRC, the Joyce Foundation, the Center for American Progress and the Brookings Institution. He also served as senior policy analyst in the Education Division of the National Governors Association Center for Best Practices. Chris earned his AB from Columbia University and his PhD in social sciences, policy and educational practice from Stanford University.