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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

In spring 2007, the Consortium on Chicago School Research (CCSR) surveyed all of Chicago Public School teachers, principals, students in grades six through twelve, receiving almost 158,000 responses.

These surveys were also known as the *My School, My Voice* surveys. The data from these surveys are used in many ways. Teacher, principal, and student reports, for example, supplement CCSR's analyses of student test scores and other performance indicators (like graduation and attendance rates) to provide a comprehensive picture of Chicago public school improvement. Along with extensive fieldwork and other research, surveys help identify the classroom practices and school organizational characteristics that are most effective in enhancing student engagement and improving learning. The public reports prepared from our analyses of these data help us to describe the current conditions in schools, the challenges schools face, and the impact of different improvement initiatives and reforms.

In addition, CCSR prepares an individualized report for every school in which a sufficient response rate is achieved.¹ We analyze what students tell us about their school experiences, attitudes, and activities and what teachers report about instruction in their classrooms, their professional development experiences, and the conditions under which they work. These results are then summarized and given to schools to help them in their own planning process. As we promised, this is your confidential report of your own results. We appreciate your participation in the survey, and we hope you find this report helpful.

Essential Supports for School Improvement



Five Fundamentals for School Success

The key concepts that frame this report emerged from extensive studies conducted by the Consortium on Chicago School Research (CCSR) since 1990. Over that time we have found compelling evidence about the importance of instruction and instructional leadership, professional capacity, family and community involvement, and a student-centered learning climate in helping schools to improve academically.² These practices and conditions together are known as the Essential Supports for School Improvement.

We at CCSR have learned that the five essential supports can only flourish in a school environment infused with mutual trust. At the same time, the supports reinforce each other, so that a material weakness in any single support can undermine the others. To learn more about CCSR's research on the essential supports, go to

http://ccsr.uchicago.edu/content/publications.php?pub_id=86

Studies of Chicago Public Schools have shown that elementary and high schools strong in the essential supports are more likely to improve student learning over time. Consequently, your report shows how strong or weak your school is on the factors that matter for improving student learning. Additionally, since Chicago public schools have participated in biannual

¹At least 42 percent of teachers or students must respond in order for a school to receive a report. If CCSR receives responses from only one of these groups at a school (e.g., teachers, but not students), only that group's measures are reported.

²Many of these studies are cited on the pages that follow; most can be downloaded at no charge, and all can be ordered from the CCSR website at ccsr.uchicago.edu.

CCSR surveys for the past ten years, your report also illustrates how these practices may have changed over time.

Because the essential supports research has proven so useful, the Chicago Public Schools has adopted the framework (and modified it slightly) as the structure for the 2008 School Improvement Plan for Advancing Academic Achievement, or SIPAAA. CPS calls its framework *The Five Fundamentals for School Success*. For more details on the Five Fundamentals, go to http://www.stratplan.cps.k12.il.us/school_success.shtml

The Five Fundamentals in Sample High School

To make it as easy as possible to link your survey results to the Five Fundamentals, we have organized all the findings according to this framework. On page 4 is the Five Fundamentals square for your school. Notice that each part is colored according to how you compare to other schools serving high school students, ranging from red—far below average—to green—far above average. At a glance you can see generally how strong or weak your school is compared to other schools in CPS in each area of the Five Fundamentals.³

The results provide a picture of how strong or weak your school is in relation to a set of key practices and conditions that contribute to student learning. Note that each section of the square contains boxes that identify a set of sub-categories for that section, using the same color-coding scheme. Looking towards the center, for example, you can see that Instruction contains three sub-categories: Instructional Vision, Content and Pedagogy, and Data-Driven Improvement. When sub-categories are colored white, this means that CCSR did not have a measure for this concept.⁴ In the case of Instruction, we do not have measures for the sub-category of Instructional Vision although we have three measures for Content and Pedagogy. If too few teachers or students answered questions on a concept to calculate a statistically reliable school average, that concept is shaded in gray.

On page 5 we show another view of the Five Fundamentals, using the color-coding for all the sub-categories and measures for your school. This allows you to see how your school compares to others across all the measures. Note variation across measures. For example, if you were coded as cream, or “average”, on a particular sub-category, that could be because you were average on all of the measures in that sub-category, or it could be that you were above average on some of the measures and below average on others. For a further explanation of how individual measures are combined to determine colors for sections and sub-categories, see the FAQ on <http://ccsr.uchicago.edu/ISR/>.

These graphic displays are just a preview of the full results. To more fully understand student and teacher responses about your school, please read on.

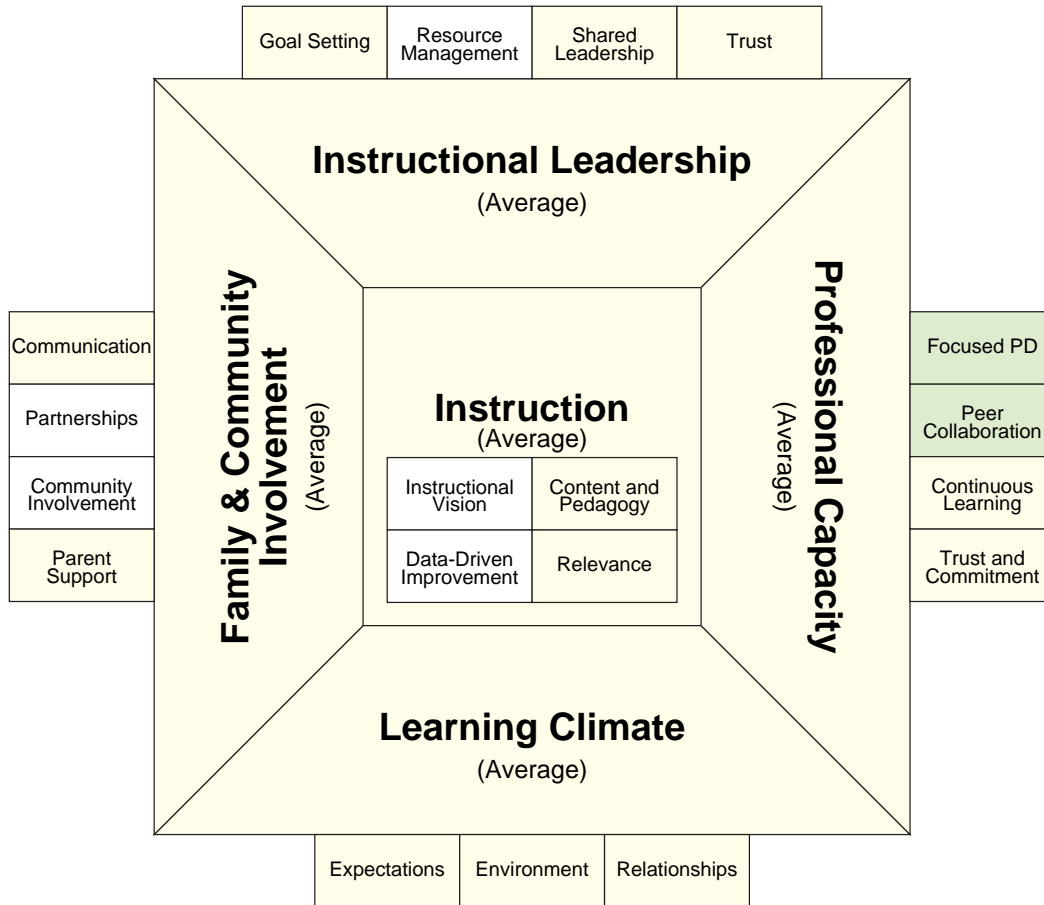
³Here is how the colors were determined:

- Red: one standard deviation or more below average (16th percentile or lower)
- Pink: one half to one standard deviation below average (16th to 35th percentile)
- Cream: one half standard deviation below to one half standard deviation above average (35th to 67th percentile)
- Pale green: one half to one standard deviation above average (67th to 84th percentile)
- Green: one standard deviation above average (84th percentile or higher)

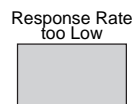
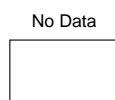
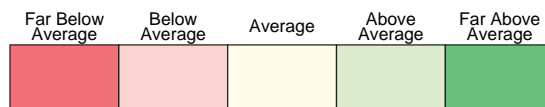
⁴Note that under Instructional Leadership, Professional Capacity, and Family and Community Involvement, we added a fourth sub-category that is not part of the Five Fundamentals. We did this because we have additional measures that are relevant to the overall Fundamental area but do not align with the other sub-categories.

Sample High School

Performance on the Five Fundamentals for School Success
(Based on 2007 Survey Results)



Legend



Instruction

Instructional Vision (survey measures unavailable)

<i>Content and Pedagogy</i>	Academic Engagement	Quality of Student Discussion	Quality Math Instruction	Quality English Instruction
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Data-Driven Improvement (survey measures unavailable)

<i>Relevance</i>	Importance of High School for the Future
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Instructional Leadership

<i>Goal Setting</i>	Program Coherence	Principal Instructional Leadership
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Resource Management (survey measures unavailable)

<i>Shared Leadership</i>	Teacher Influence
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<i>Trust</i>	Teacher-Principal Trust
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Professional Capacity

<i>Focused PD</i>	Quality Professional Development
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<i>Peer Collaboration</i>	Reflective Dialog	Collective Responsibility	Socialization of New Teachers
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<i>Continuous Learning</i>	Access to New Ideas	Innovation
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<i>Trust and Commitment</i>	Teacher-Teacher Trust	School Commitment
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Learning Climate

<i>Expectations</i>	School-Wide Future Orientation	Academic Pressor	Expectations for Postsecondary Education	Peer Support for Academic Achievement	Student Responsibility	Rigorous Study Habits	Teacher Personal Attention
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<i>Environment</i>	Student Sense of Belonging	Safety	Incidence of Disciplinary Action*	Disorder and Crime*
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<i>Relationships</i>	Student-Teacher Trust	Teacher Personal Support	Student Classroom Behavior
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Family and Community Involvement

<i>Communication</i>	Teacher-Parent Interaction
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Partnerships (survey measures unavailable)

Community Investment (survey measures unavailable)

<i>Parent Support</i>	Parental Press for Academic Achievement	Teacher-Parent Trust	Human and Social Resources in Community
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* Low levels of this measure are considered positive. Thus, low levels of this measure are shown as green or pale green.

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 Your Report is Organized

Because the Five Fundamentals have been shown to have powerful effects on student learning outcomes, we have organized the profiles in this report around them. Within each profile, you will find a list of sub-categories followed by a set of measures. For example, on page 20, page 22, page 24 and page 26 under Learning Climate, you will find three sub-categories: Expectations, Environment and Relationships. Within each of these is a corresponding set of measures. Under Expectations these include the following seven measures:

- Academic Press
- Peer Support for Academic Work
- Teacher Personal Attention
- Rigorous Study Habits
- School-wide Future Orientation
- Expectations for Postsecondary Education
- Student Responsibility

Since these are only seven of the thirty-five measures in the report, we encourage you to examine your school's performance across all the measures, noting both areas of strength and those in need of improvement.

Using this Report

The information presented in this report can be used in a variety of ways. It is intended to supplement your assessments of test-score data and other performance indicators on the SIPAAA. It can help you identify areas that are becoming stronger over time or have always been strong. And it may identify areas that are weak or getting weaker. The descriptions of the measures throughout each section of this report indicate in detail: the questions that make up the measure, whether they report on teacher or student responses and if the results are positive or negative. Measures constructed from teacher responses are marked with a "(T)" after the measure title; measures from student responses are marked with an "(S)."

The information provided in this report is designed to help stimulate discussion among your school's leadership team, teachers and members of the local school council (LSC) about instructional priorities and current performance. It may, for example, help you decide which kinds of professional supports to provide teachers at your school, how much more effort you should devote to integrating community resources in your programs of instruction, or whether you should focus more attention on increasing students' personal safety inside and outside the school building.

In addition to describing your school through a series of figures and descriptions of measures, we also provide in the pages that follow a set of discussion questions that can help guide your deliberations about your school's results. These questions are not designed to provide an exhaustive list of the issues you may consider as you use this report. But we hope they give you a flavor for the many ways this information that CCSR provides can help you assess your school's accomplishments and plan for your future.

Understanding Your Report

The 320 items on the teachers' surveys and the 234 items on the students' survey provide information from your school about *how frequently something happens* (for example: how often a teacher has conversations with colleagues about what helps students learn best), *how someone feels* (for example: to what extent teachers feel respected by their students' parents), or *what someone's perceptions are* (for example: the extent to which teachers think their principal takes a personal interest in the professional development of teachers).

Sometimes several questions ask about the same thing in different ways. (For example: Are teachers involved in making important decisions in their school? Do they have a lot of informal opportunities to influence what happens there?) We ask similar questions to reach a more accurate understanding of, in this instance, teachers' views of their school as a workplace. Therefore, while it may be useful to look at responses to individual survey questions (items) independently, we recommend you consider the full range of responses to sets of related items when reading this report.

We suggest this approach because many of our measures combine information obtained from several items that are conceptually related. So, for example, the measure for Program Coherence, (described in detail on page 14), combines information obtained from:

- teacher reports about the extent to which curriculum and instruction are well coordinated across grades; and
- teacher reports about whether the focus of instruction has changed for the better in the last two years in their grade.

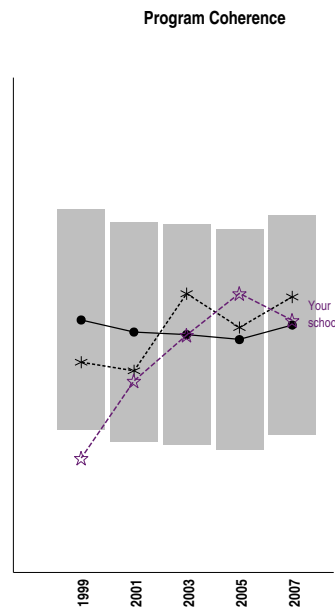
By combining these two types of teacher responses, the Program Coherence measure can better assess the extent to which your school's instructional programs are coordinated and consistent both within and across grade levels. Most of the questions on the 2007 survey are linked to such measures. Your school is described in terms of how high or low it scores on thirty-five different measures in total.

How to Read the Display for Each Measure

The figure on the following page illustrates the basic reporting format we use in this report to present your school's data. It compares your school to other schools that serve similar types of students, and to the Chicago public school system as a whole.⁵ In most instances, the profiles also include time-trend information about your school based on its responses to previous CCSR surveys.⁶ In addition to providing information about your school's standing in 2007, this trend data can provide useful information about the overall direction of your improvement efforts.

⁵CCSR relies on test scores, enrollment, mobility, racial composition, neighborhood characteristics, and other indicators from 2006 to identify schools that are demographically comparable to your school.

⁶In some instances a year's data may be missing on some of the profiles. This is because either the questions that comprised these particular measures were not included on the CCSR surveys that year, or your school did not complete surveys in that year.



This illustrative display charts teachers' perceptions of their school's instructional Program Coherence at five different points in time. (Your school's actual display of this measure can be found on page 14). Three report trends are listed here:

- Your school (in purple);
- schools like yours (the dashed line); and
- the Chicago public school system as a whole (the solid black line).

The points connected by the solid black lines represent the systemwide average on a measure over time. The gray box represents the range of reports each year from the middle two-thirds of CPS schools on this measure. A star located above the black line within the gray box means "somewhat above average"; correspondingly, a star located below the black line within the box means a "somewhat below average" report. Reports in the area above the gray box are "substantially above average," representing the top one-sixth of schools. Similarly, reports from the bottom one-sixth of the schools on the measure (substantially below average) appear below the box.

Looking at the figure then, we see that in 1999 the teachers in this high school rated the coherence of their instructional program far below average as compared to the school system overall. Between 2001 and 2003, the level of Program Coherence increased significantly, and this school became approximately equal to the mean of all high schools on this measure. In 2005, Program Coherence again increased while dipping slightly in 2007. It is important to note that between 2001 to 2005, Program Coherence decreased systemwide, before increasing again in 2007.

Please note that even though your school met the criteria for receiving a specially prepared report, some measures may not be reported if too few teachers or students answered the specific questions that are used for that measure. If insufficient numbers of students or teachers responded, only the system mean and the "schools like yours" trend appear on the profile. Also, if your school did not complete surveys in a previous year, no star will appear on the purple trend line for that year.

New for 2007

The most important change to the 2007 survey was the joining of our student survey with that of CPS's *Student Connection Survey*. In order to reduce the time schools and students need to spend taking surveys, the two surveys were combined and administered by CCSR. We call this combination the *My School, My Voice* surveys. Due to this collaboration several changes were made in our survey administration. First, alternative and special education schools were included in the survey. Second, alternative language and print surveys were offered, including Spanish, Polish, Braille and Large Print. Third, CPS required schools to administer the student survey, though surveys were still voluntary for individual students.

Changes to survey content also resulted from this combining of surveys. Some measures from the past were deleted; however, there are also some additions in this report. For high school students, after piloting these measures in 2005, we added a measure of Quality English Instruction (see page 12), Importance of High School for the Future (page 12), Teacher Personal Support (page 26), Peer Support for Academic Achievement (page 20), Rigorous Study Habits (page 22), and Parental Press Toward Academic Achievement (page 28).

Two new measures were also added to teacher surveys. Partly in response to several requests from teachers, we have added a measure of Disorder and Crime (page 24). Our other new teacher measure is called Teacher Parent Interaction (page 28).

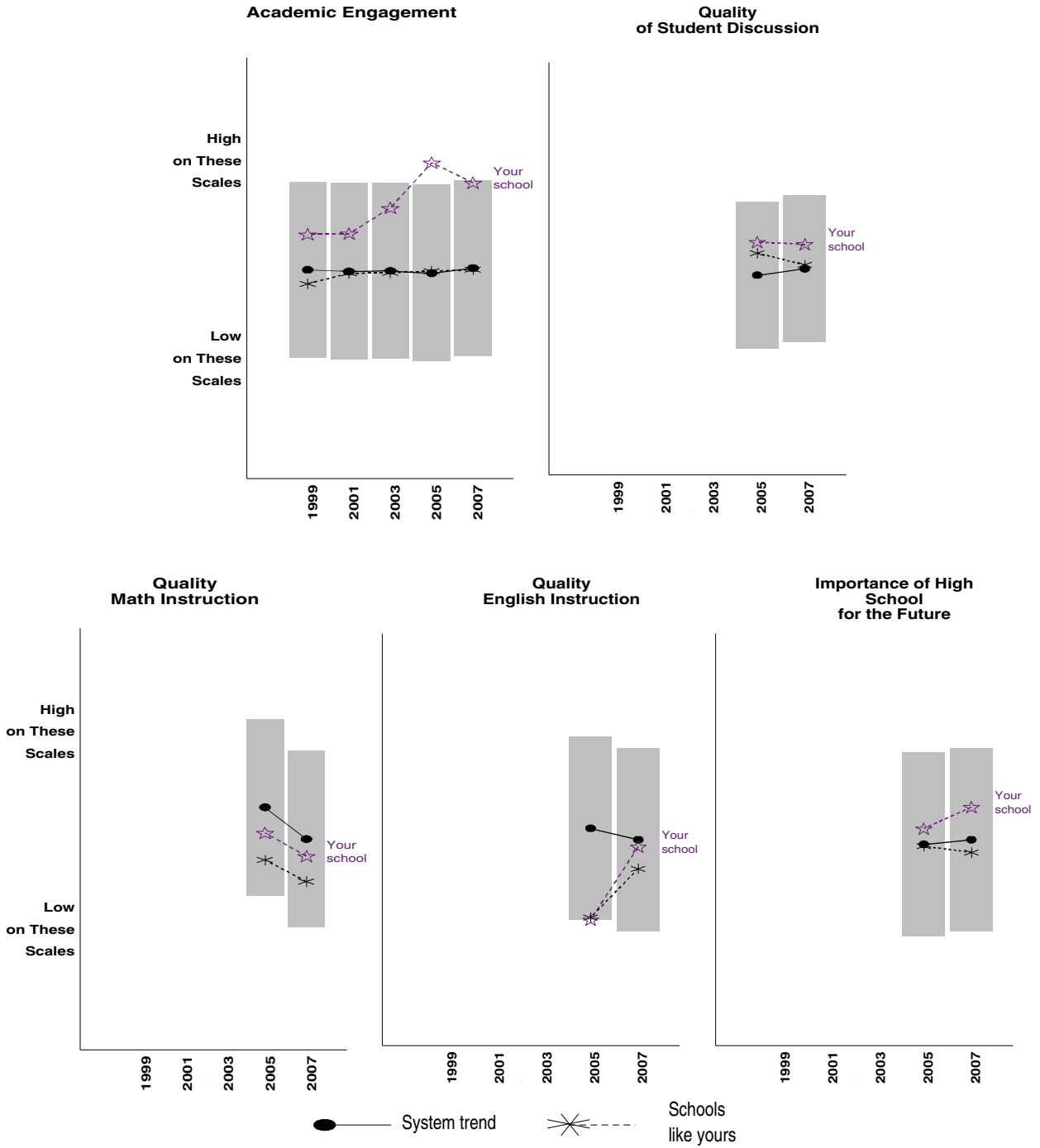
Your Companion Report: *Details of Student and Teacher Responses*

What if you discover that your school is lower than average or declining on an important aspect of the Five Fundamentals? The *Details* report helps you investigate why. It provides specific responses by students and teachers in your school to each of the individual survey items that make up the measures, compared to the systemwide average. It also compares your school to high- and low-rated schools on each of the measures. What if, for example, a high percentage of your students do not report feeling safe at school? What are they really saying? The *Details* report shows the responses in relation to physical areas of the school — outside around the school, traveling between home and school and in the hallways and bathrooms. Identifying the specific areas that are least safe allows you to take action to improve safety.

Is it ever OK to be below average? In some cases it might not be as bad as it seems. Look, for instance, at the measure of Teacher-Principal Trust on page 14. Even if your school is below average, the *Details* report may show that the majority of your teachers report being respected by the principal. If 80 percent of teachers across CPS report being respected by the principal, then even 75 percent is below average. This works in the opposite way as well. There may be measures on which your school is above average, but if most schools are doing poorly in this area, then being above average probably is not good enough. Hence, the *Details* report provides a critical perspective for understanding the profiles in this report.

Summary Profiles for Sample High School

Instruction Content, Pedagogy and Relevance



Content and Pedagogy

Academic Engagement (S) Students' reports about their interest and engagement in learning. Questions ask about students' interest in the topics they are studying and their engagement in the classroom in general.⁷ *High levels indicate that students are highly engaged in learning.*

Quality of Student Discussion (T) Teachers' reports of how well students interact with each other about course content. *High levels indicate that students build on each other's ideas and provide constructive feedback during discussions.*

Quality Math Instruction (S) Student reports of the frequency that they are asked to practice higher-order math activities such as writing problems for other students to solve, applying math to situations outside the classroom, and explaining to the class how they solved a problem. *High levels indicate that the teacher frequently has the students perform activities that require higher-order math skills.*

Quality English Instruction (S) Student reports of their use of quality English instructional practices such as writing extensive essays, improving writing with partners, debating meaning, and discussing literary devices. *High levels indicate that the teacher frequently has the students perform activities that require higher-order English skills.*

Relevance

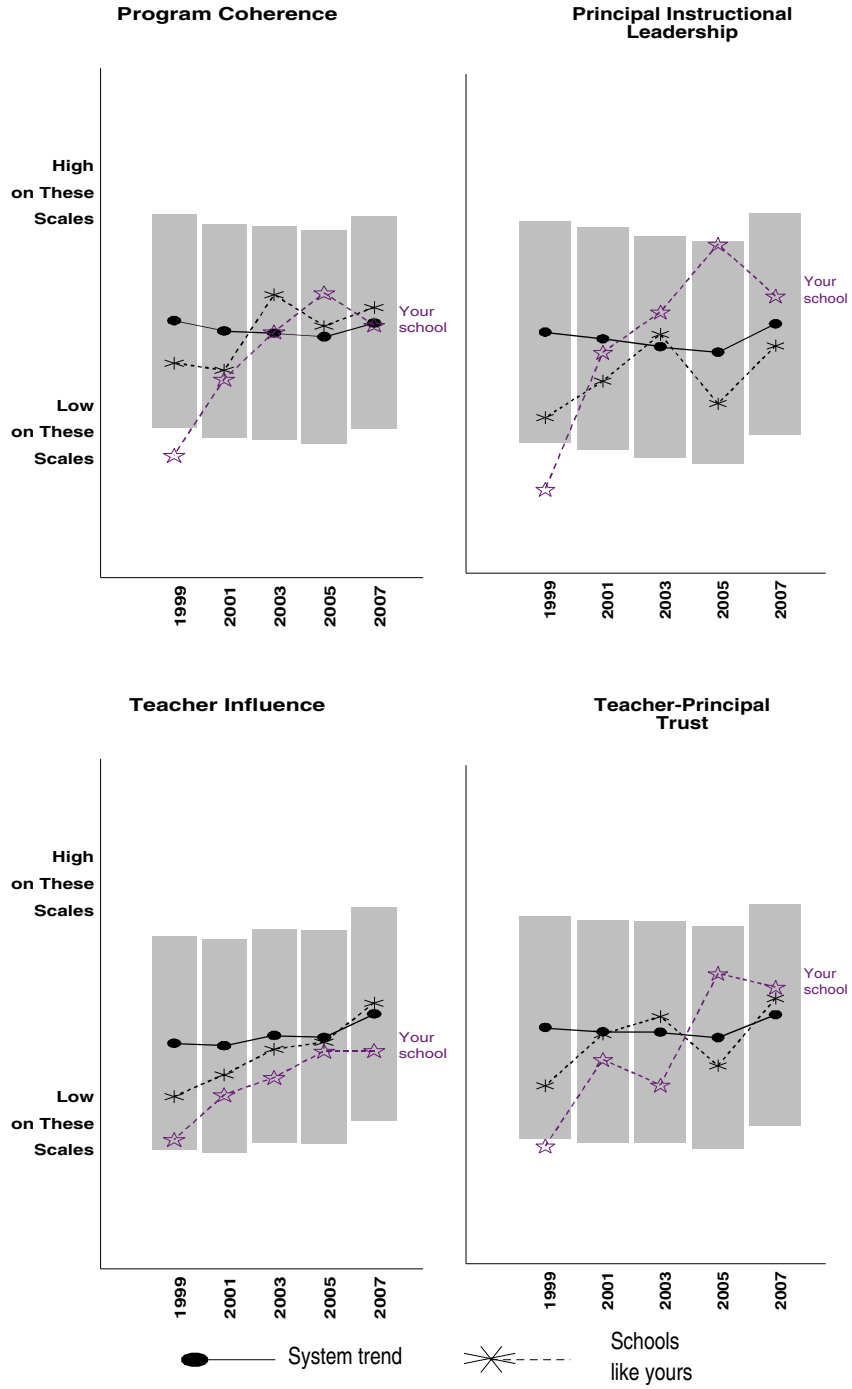
Importance of High School for the Future (S) Students' evaluations of the importance of high school and what they are learning for their futures. *High levels indicate that students recognize that high school is important for their future success in the workplace and for their life after graduation.*

TO CONSIDER: Student engagement with learning and high quality classroom discussion around higher-order instructional topics, particularly in mathematics, are crucial to developing excited and motivated learners.

- Do teachers at your school routinely have students explain to the class how they solved a math problem?
- Does classroom instruction at your school engage students in applying math to real world situations?
- Are there regular opportunities for students to interact with each other about course content and to contribute to classroom discussions?

⁷In previous years for this measure, students were asked to respond about their English and math classes only. This year, students responded about all their subjects, but for the sake of comparability, the data in the graph on this page is only from students who responded about math and English for 2007. In the system as a whole, students reporting on Academic Engagement in their science, world language and social studies classes scored about the same as students reporting about their math and English classes. In your school, students reporting about their science, world language and social studies classes scored about the same as students reporting about their math and English classes for this measure.

Instructional Leadership Goal Setting, Shared Leadership and Trust



Goal Setting

Program Coherence (T) The degree to which teachers feel the programs at their school are coordinated with each other and with the school's mission. Questions ask teachers if instructional materials are consistent within and across grades and if there is sustained attention to quality program implementation. *High levels indicate that the school's programs are coordinated and consistent with its goals for student learning.*

Principal Instructional Leadership (T) Teachers' perception of their principal as an instructional leader with respect to the teaching and learning standards, communication of a clear vision for the school, and tracking of academic progress. *High levels indicate that teachers view their principal as very involved in classroom instruction.*

Shared Leadership

Teacher Influence (T) Measures the extent of teachers' involvement in school decision making. It assesses teachers' influence on the selection of instructional materials, setting of school policy, in-service program planning, discretionary funds spending, and hiring of professional staff. *High levels indicate that teachers have influence on a broad range of issues at the school.*

Trust

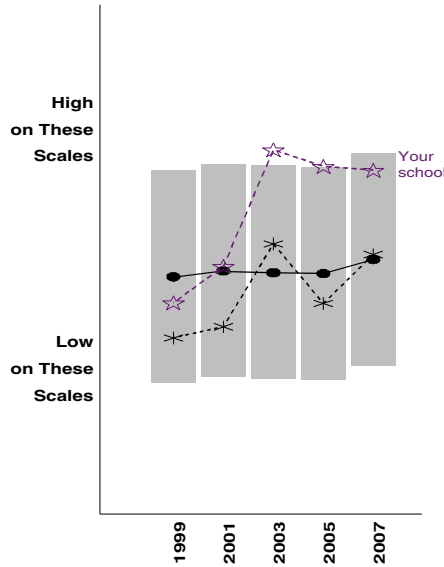
Teacher-Principal Trust (T) The extent to which teachers feel their principal respects and supports them. Questions ask teachers if the principal looks out for their welfare, has confidence in their expertise, and if they respect the principal as an educator. *High levels indicate that teachers share deep mutual trust and respect with the principal.*

TO CONSIDER: Previous CCSR studies have documented that principals in improving schools actively reach out to teachers, parents, and local community leaders to engage them in the tasks of strengthening teaching and learning at the school. Moreover, in these schools there is a strong strategic orientation around instruction and the coherence of programs and initiatives to support instructional improvement.

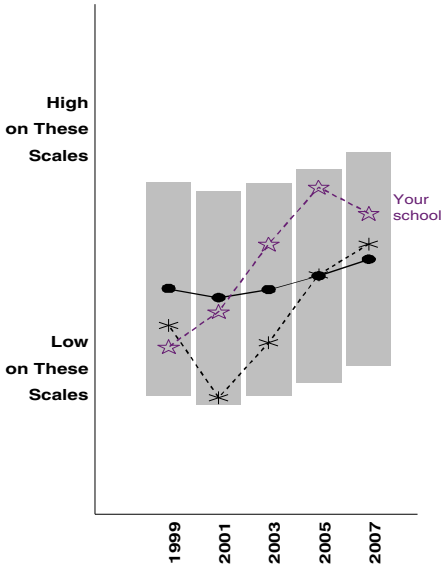
- As you think about all of your school's efforts to improve over the last two years, do these efforts reflect a coordinated plan to improve instruction?
- Is there a coherent instructional framework that teachers share for each subject, or are there competing goals and programs?
- Are teachers at your school actively engaged in setting instructional priorities and implementing improvement efforts?

Professional Capacity: Focused Professional Development and Peer Collaboration

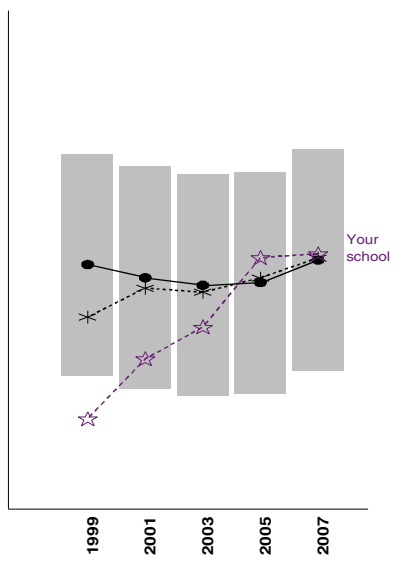
Quality Professional Development



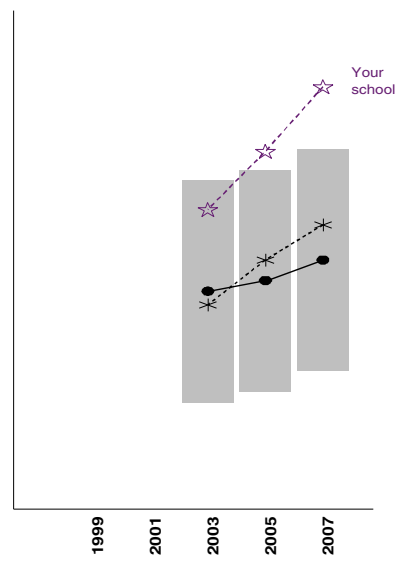
Reflective Dialogue



Collective Responsibility



Socialization of New Teachers



● System trend * Schools like yours

Focused Professional Development

Quality Professional Development (T) Teachers' assessment of the degree to which professional development has influenced their teaching, helped them understand students better, and provided them with opportunities to work with colleagues and teachers from other schools. *High levels indicate that teachers are involved in sustained professional development focused on important school goals.*

Peer Collaboration

Reflective Dialogue (T) Teachers' assessment of how often they talk with one another about instruction and student learning. Questions ask teachers about their discussion of curriculum and instruction, the school's goals, and the best ways to manage classroom behavior and help students learn. *High levels indicate that teachers frequently discuss instruction and student learning.*

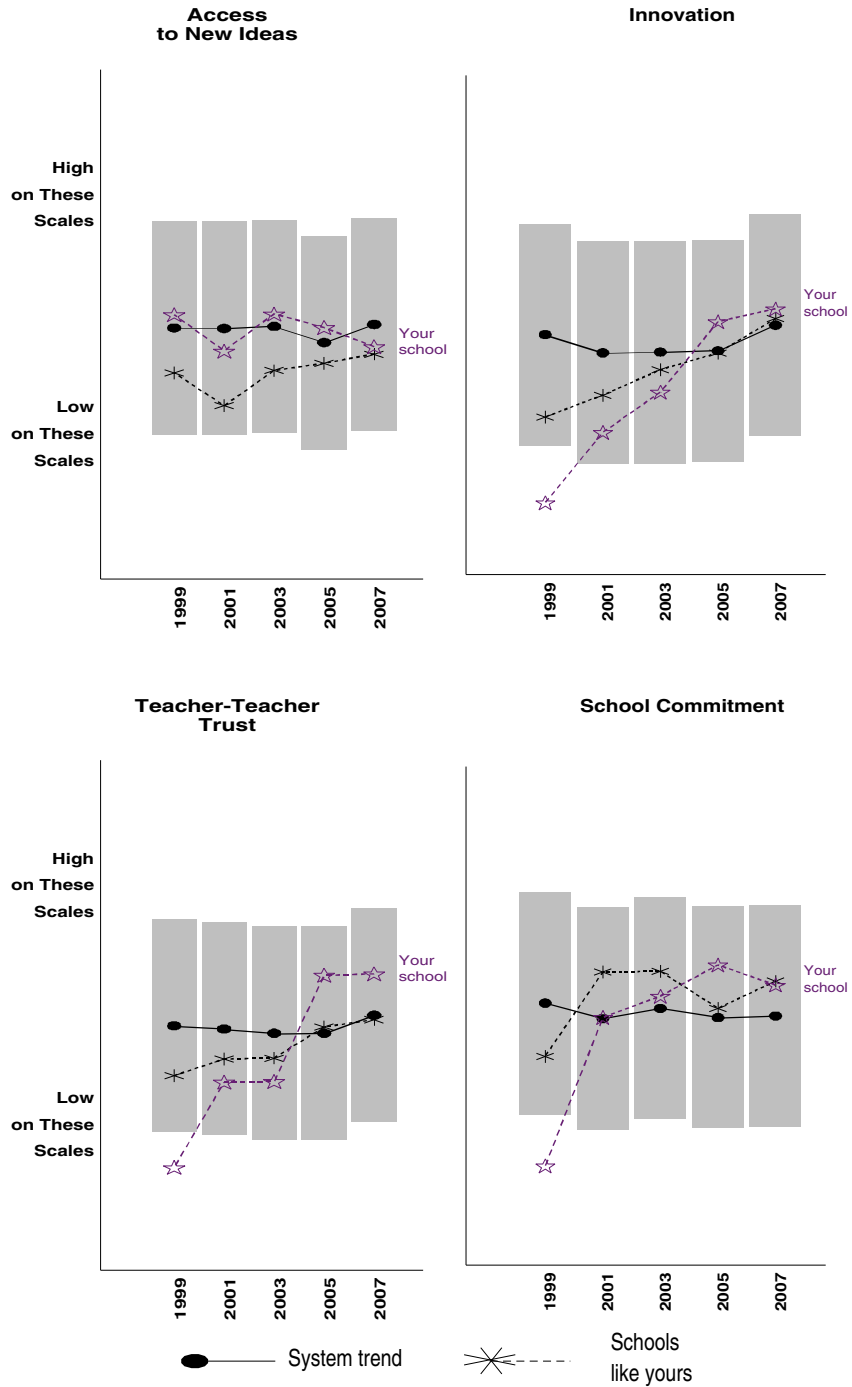
Collective Responsibility (T) Teachers' assessment of the strength of their shared commitment to improve the school so that all students learn. Questions ask teachers how many colleagues feel responsible for students' academic and social development, set high standards for professional practice, and take responsibility for school improvement. *High levels indicate a strong sense of shared responsibility among faculty.*

Socialization of New Teachers (T) Teachers' reports of the extent to which new teachers are made to feel welcome and are given helpful feedback on their instructional practices. *High levels indicate strong, positive efforts to include new teachers in the professional community of the school.*

TO CONSIDER: Enhancing teachers' knowledge and skills is arguably the single most important initiative schools can undertake to improve student learning. If your staff is poised to make real improvements in instruction, learning opportunities must be in place and teachers must be able to work and learn collaboratively around improved practice.

- Have you seen noticeable improvements in teachers' practice in your school as a result of professional development?
- Do teachers meet regularly within and across grade levels in your school to discuss student learning and to plan professional learning opportunities?
- Is there adequate orientation and integration of new teachers?

Professional Capacity: Continuous Learning Trust and Commitment



Continuous Learning

Access to New Ideas (T) The extent to which teachers participate in professional development. Questions ask teachers how often they attend professional development activities sponsored by the school, district, or union; take continuing education courses at a college or university; and network with teachers from other schools. *High levels indicate that teachers are actively involved in professional development activities.*

Innovation (T) Teachers' perceptions of whether or not they are continually learning and seeking new ideas, have a "can do" attitude, and are encouraged to try new ideas in their teaching. *High levels indicate that there is a strong orientation toward improvement and a willingness to be part of an active learning environment.*

Trust and Commitment

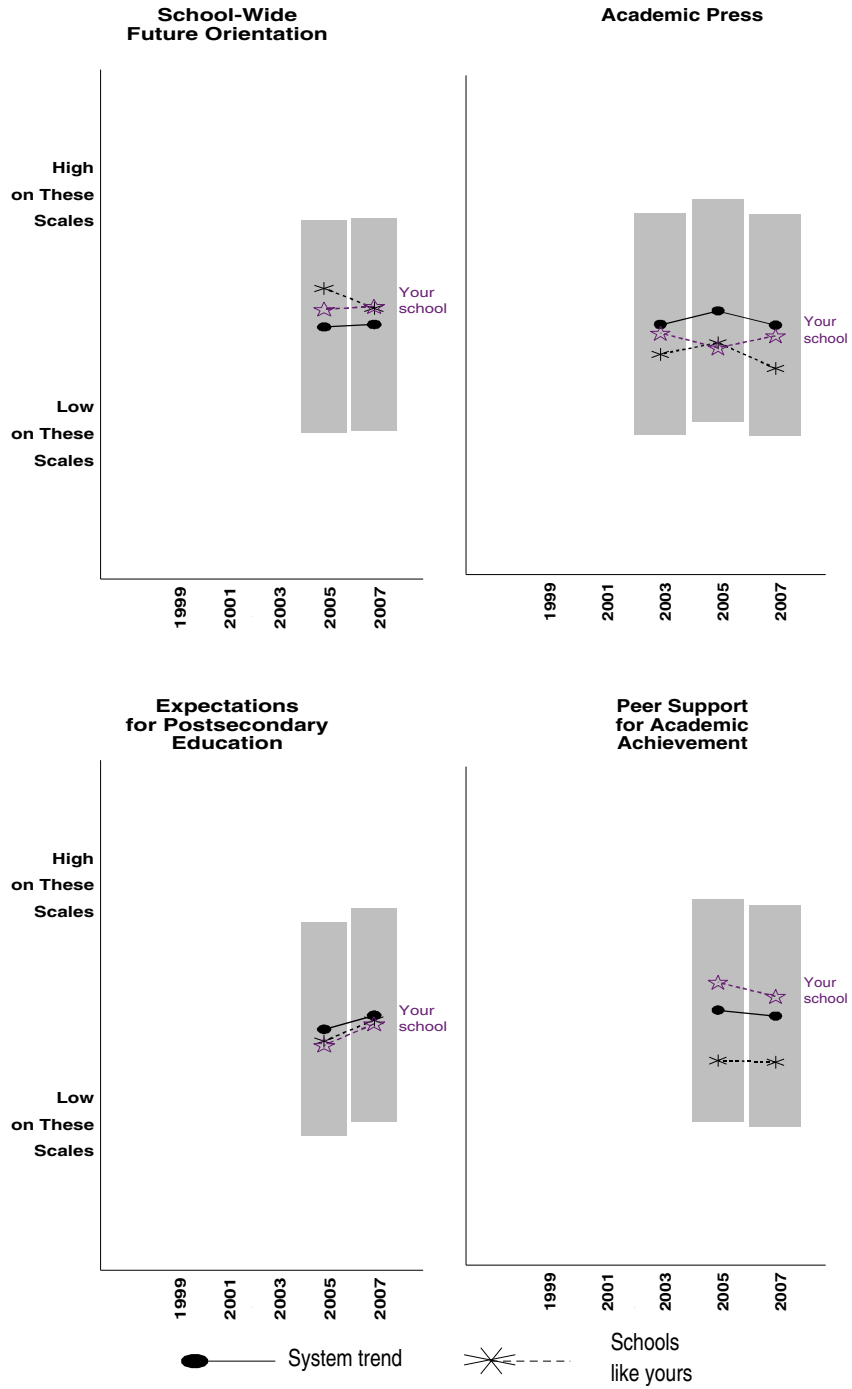
Teacher-Teacher Trust (T) The extent to which teachers feel they have mutual respect for each other, for those who lead school improvement efforts, and for those who are experts at their craft. Questions also ask teachers if they feel comfortable discussing their feelings and worries and really care about each other. *High levels indicate teachers trust and respect each other.*

School Commitment (T) The extent to which teachers feel loyal and committed to the school. Questions ask teachers if they look forward to going to work, would rather work somewhere else, and if they would recommend the school to parents. *High levels indicate teachers are deeply committed to the school.*

TO CONSIDER: Teachers' underlying beliefs and values play a key role in instructional improvement. In improving schools, teachers believe that changes in their practice can result in enhanced student learning, and they share a commitment to working with colleagues to promote such changes.

- Do the teachers at your school have a "can do" attitude about improving student learning?
- Do the teachers consider themselves part of a team?
- Trusting relationships are also critical for building stronger Fundamentals. Does your school need to strengthen relationships, or are you doing well? Does lack of trust undermine teamwork among your teachers?
- What steps can be taken to nurture mutual trust and respect among the adults in your school?

Learning Climate: Expectations(I)



Expectations

School-Wide Future Orientation (S) Students' views of school norms of academic expectations. Students report on the degree to which all students are expected to work hard to stay in school, to plan for their futures, and to have high personal aspirations for their lives after graduation. *High levels indicate that the school expects all students to work hard, to stay in school, and to plan seriously for their futures.*

Academic Press (S) Students' views of their teachers' efforts to push students to higher levels of academic performance. Students also report on teachers' expectations of student effort and participation.⁸ *High levels indicate that most teachers press all students toward academic achievement.*

Expectations for Postsecondary Education (T) Measures the extent to which teachers feel responsible for encouraging and preparing students for postsecondary education. Do they expect most student to go to college and focus on getting students ready for college? *High levels indicate that the teachers in the school have high expectations of students' postsecondary education.*

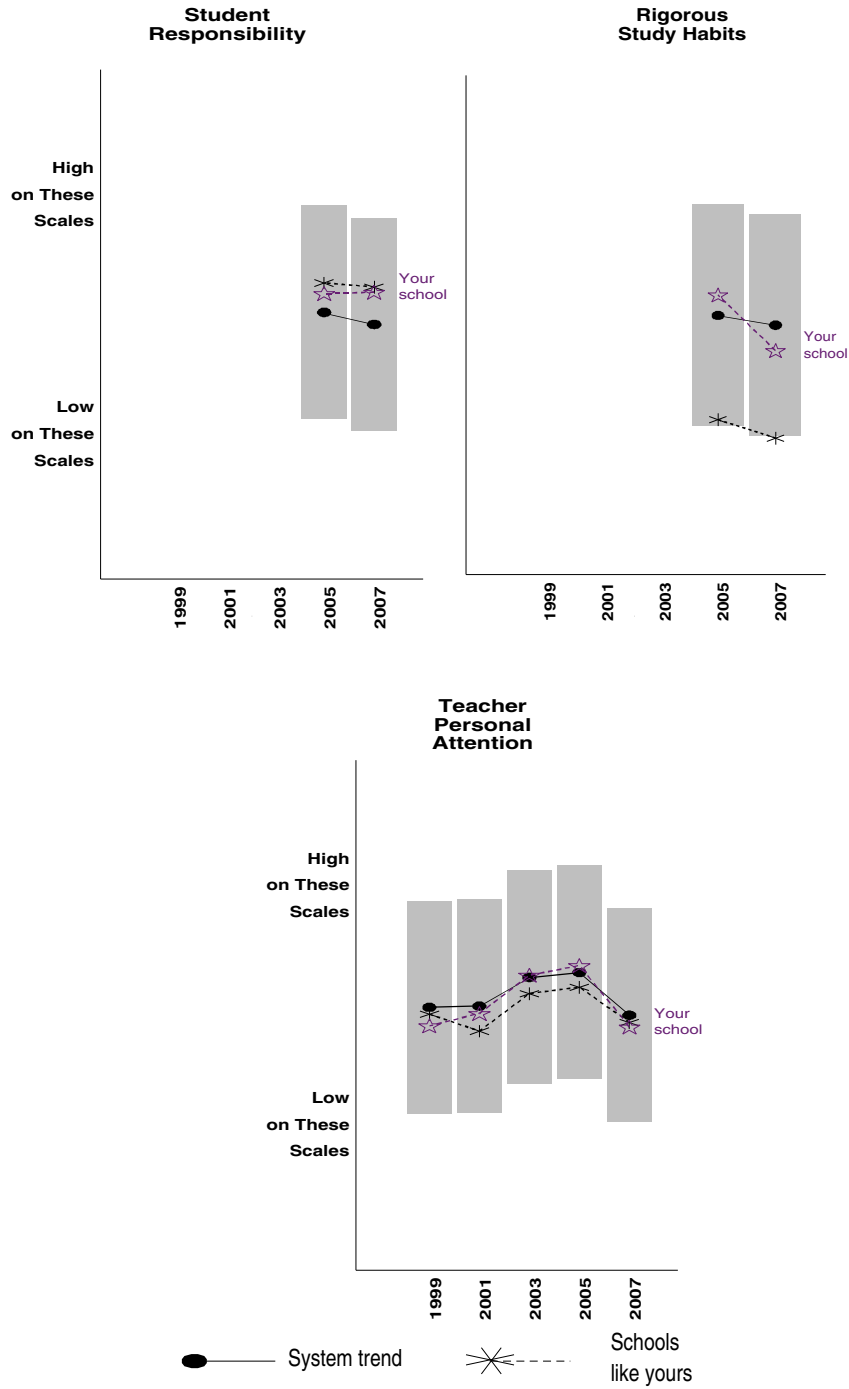
Peer Support for Academic Achievement (S) Measures the degree to which students' peers encourage and support their academic efforts. Students report on how much effort their friends put into their school work, and the degree to which they support each other in doing homework and preparing for tests. *High levels indicate that the students in the school support and help each other in academic activities.*

TO CONSIDER: To strengthen students' learning and achievement, teachers must express high expectations, while at the same time providing individual support for students. In particular, in their instruction and interactions with students, teachers need to help students prepare for the next phase of their life—going to college or postsecondary training.

- Is your school faculty in agreement about academic expectations for students, or is this left up to individual teachers?
- How are academic expectations conveyed to students and parents? Are there other ways to reinforce the importance of academic achievement?
- How can your school help students understand the search process for college or postsecondary training? What can teachers do to ensure that students are academically prepared for the postsecondary institution they will attend?

⁸In previous years for this measure, students were asked to respond about their English and math classes only. This year, students responded about all their subjects, but for the sake of comparability, the data in the graph on this page is only from students who responded about math and English for 2007. In the system as a whole, students reporting on Academic Press in their science, world language and social studies classes scored about the same as students reporting about their math and English classes. In your school, students reporting about their science, world language and social studies classes scored below students reporting about their math and English classes for this measure.

Learning Climate: Expectations(II)



Expectations

Student Responsibility (T) Assesses whether students perform the expected tasks of class participation: coming to class on time, attending class regularly, turning in homework, and actively participating. *High levels indicate that students perform the basic tasks required for participation in class.*

Rigorous Study Habits (S) The extent to which students take their studying seriously. *Students who score highly on this measure always study for tests, regularly set aside time for study, and place studying ahead of socializing.*

Teacher Personal Attention (S) The degree to which students perceive that their teachers give individual attention to and are concerned about their students. Questions ask students if their teachers know and care about them, notice if they are having trouble in class, and are willing to help with academic and personal problems.⁹ *High levels indicate that students receive a great deal of personalized support from their teachers.*

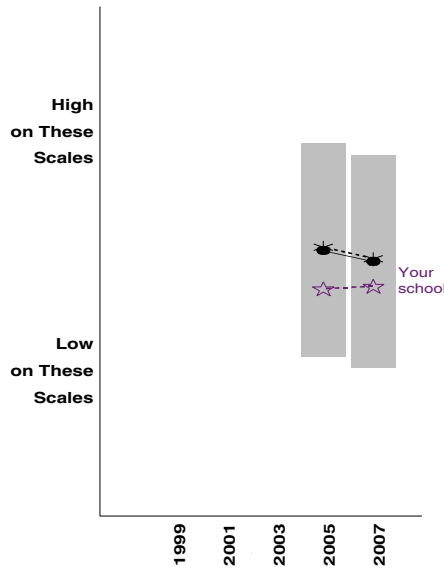
TO CONSIDER: To reach high expectations, students must take responsibility for doing their work, and teachers must provide individual support and guidance.

- How can your school support students in developing a sense of responsibility for their own future?
- If students are struggling with their work, how can they get extra help and support?

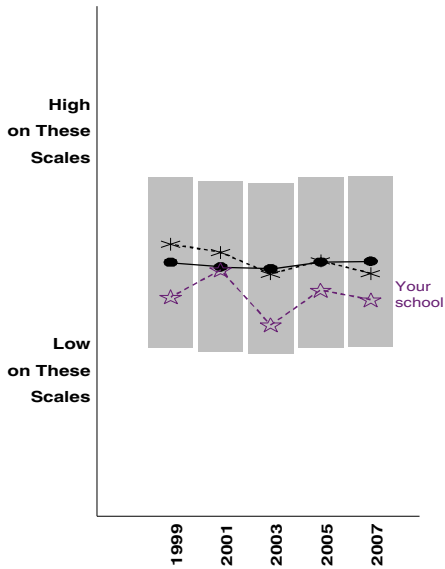
⁹In previous years for this measure, students were asked to respond about their English and math classes only. This year, students responded about all their subjects, but for the sake of comparability, the data in the graph on this page is only from students who responded about math and English for 2007. In the system as a whole, students reporting on Teacher Personal Attention in their science, world language and social studies classes scored about the same as students reporting about their math and English classes. In your school, students reporting about their science, world language and social studies classes scored about the same as students reporting about their math and English classes for this measure.

Learning Climate: Environment

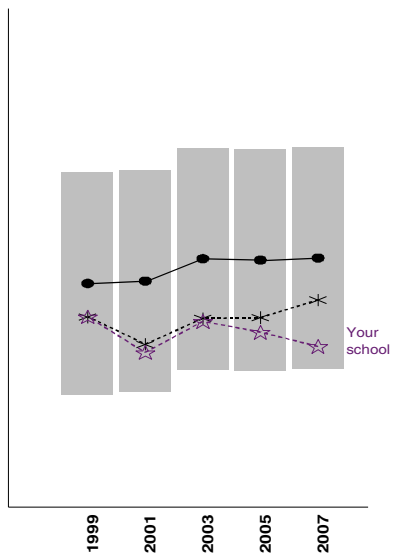
Student Sense of Belonging



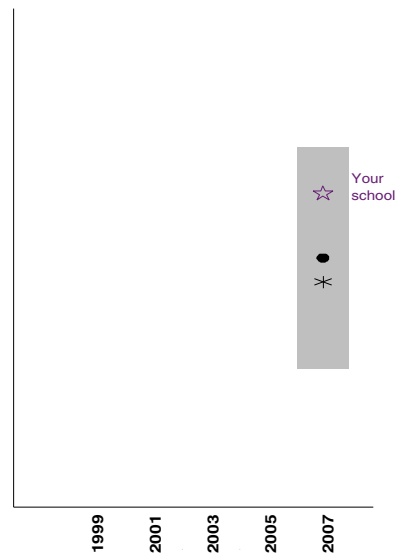
Safety



Incidence of Disciplinary Action



Disorder and Crime



● System trend * Schools like yours

Environment

Student Sense of Belonging (S) Students' reports of how personally connected they feel to the school. Students rate the degree to which the people at school feel like family, whether people at school care if they come to school, and whether they participate in activities at the school. *High levels indicate that the students feel personally connected to school and have a sense of belonging to the school's society.*

Safety (S) A reflection of students' sense of personal safety inside the school, outside the school, and traveling to and from school. *High levels indicate that students feel very safe in all these areas.*

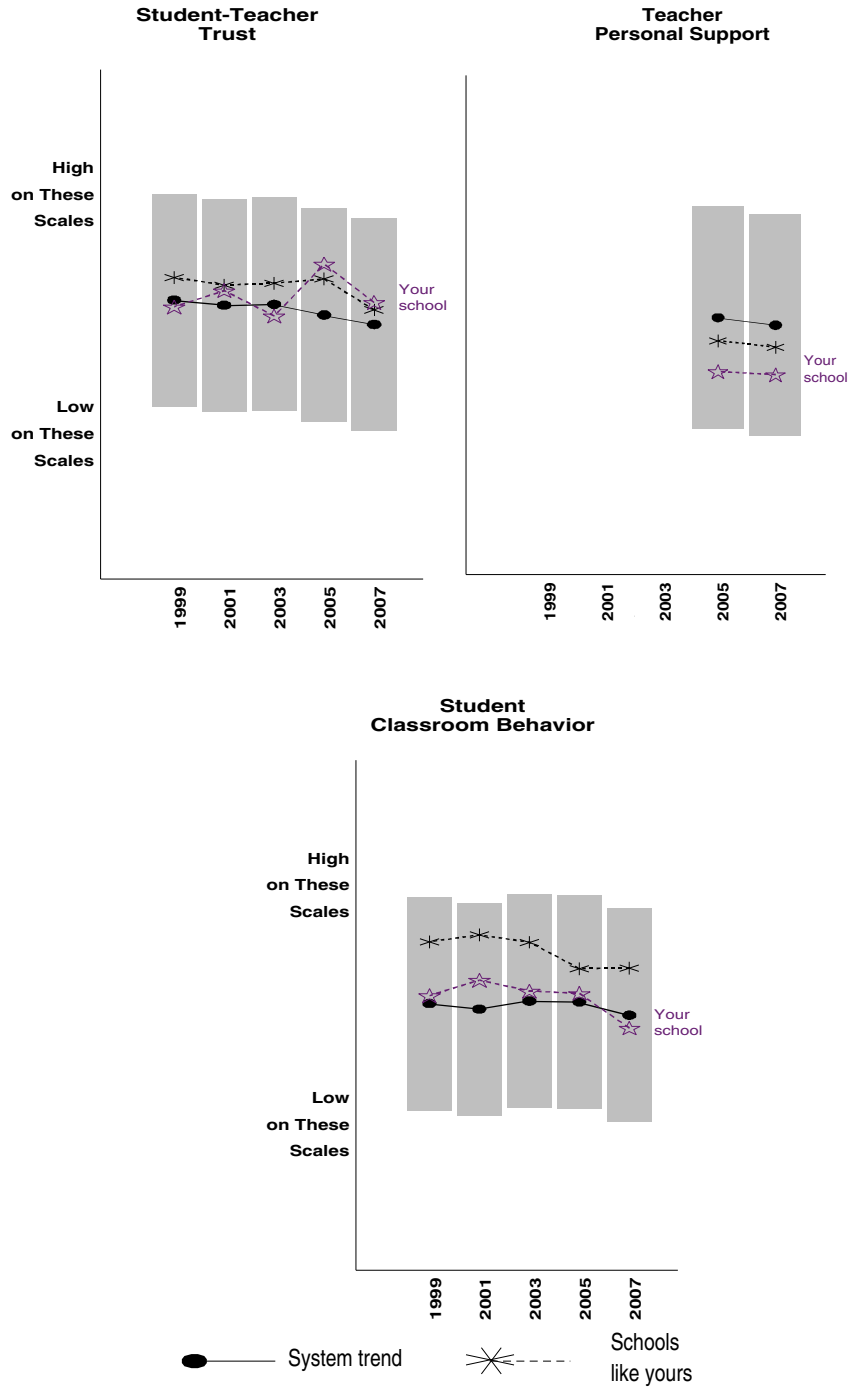
Incidence of Disciplinary Action (S) A measure of how often students get into trouble and are disciplined. Questions ask students how many times they have been sent to the office or suspended, and how often their parents have been contacted about discipline problems. *High levels indicate that students get into trouble frequently and often receive disciplinary action.* This is a negative scale; low levels are more desirable than high ones.

Disorder and Crime (T) This measure summarizes teachers' reports of problems in the school, like disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers. *A high score on this measure indicates a high degree of disorder and crime in the school.* Since this is a negative scale, low levels are desirable.

TO CONSIDER: An absolute prerequisite for learning is a safe and orderly environment. At the same time, students are more likely to be actively engaged in a school that is friendly and nurturing.

- Is there consensus among the faculty about standards for student behavior? Are these communicated consistently to students?
- Is there consistent enforcement of rules and laws governing physical threats and violence? Does the curriculum address objectives for social behavior, like getting along with others and avoiding conflict?
- Do you think most students have a strong sense of belonging and connection to the school? How could this be strengthened?
- How do your school's measures of Academic Press (page 22) and Academic Engagement (page 12) compare to these measures of school environment?

Learning Climate: Relationships



Relationships

Student-Teacher Trust (S) Students' perceptions about the quality of their relationships with teachers. Questions ask students if teachers care about them, keep promises, listen to their ideas, and try to be fair. *High levels indicate that there is trust and open communication between students and teachers.*

Teacher Personal Support (S) The degree to which students feel their teachers offer personal support, such as giving help for personal problems and caring about how they're doing. *High levels indicate that teachers are perceived as providing strong, reliable personal support.*

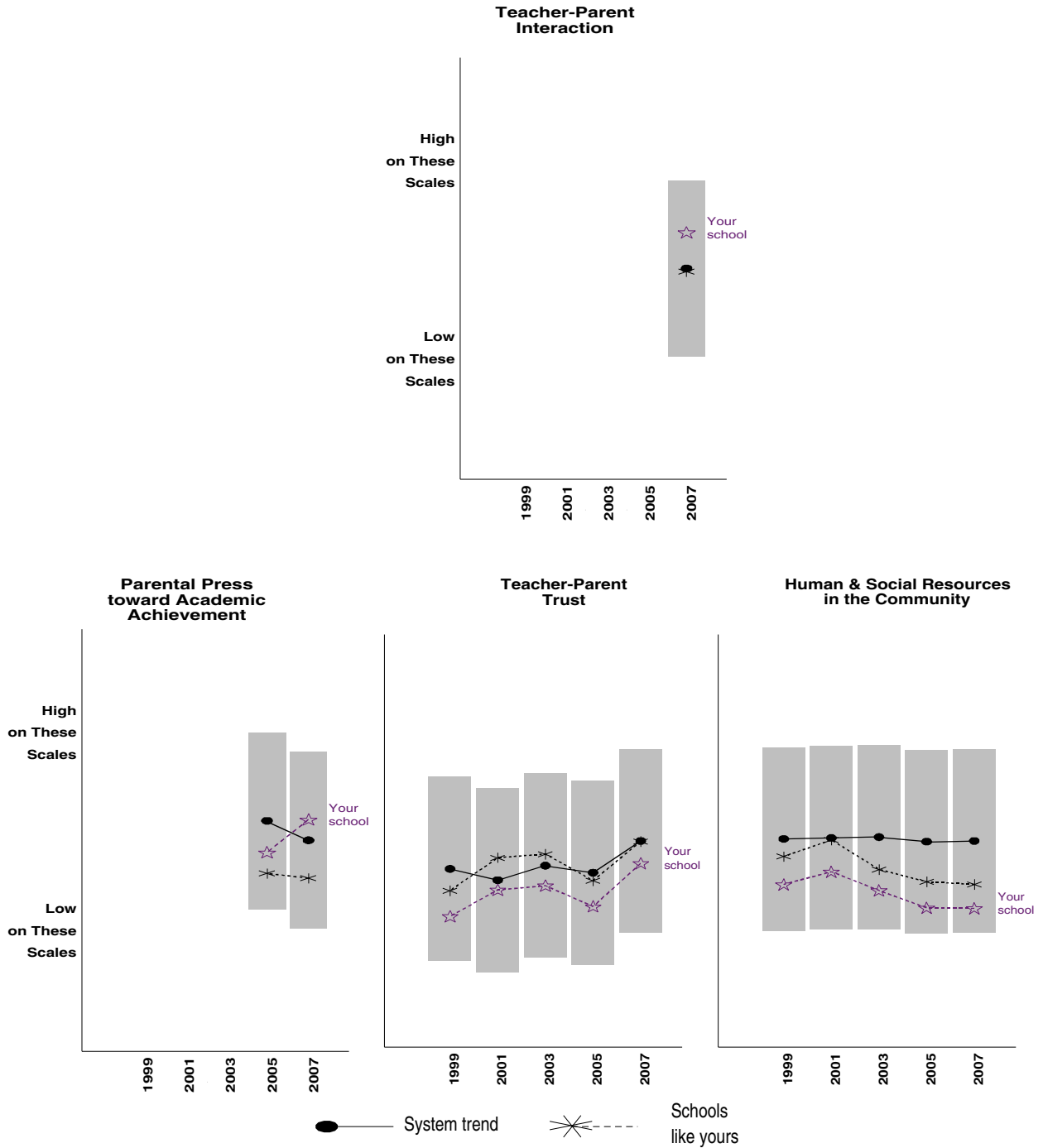
Student Classroom Behavior (S) Students' assessment of their peers' classroom behavior with regard to how they treat each other, how often they disrupt class, if they have respect for each other, and if they help each other learn. *High levels indicate that positive behaviors are more prevalent and problem behaviors are less so.*

TO CONSIDER: For students, having a teacher they trust who provides consistent support is crucial to learning. Students also will be more comfortable participating in classroom activities and discussion in a school where students respect and care for one another.

- Do you believe that there is a healthy sense of trust between students and teachers in your school? How can this be promoted?
- How can the adults in the school foster mutual respect among the students?

Trusting relationships are critical for building stronger Fundamentals. Schools where there is strong mutual trust are more likely to improve in areas like parent involvement, teachers' commitment to the school, and professional community. Take a look at Teacher-Principal Trust (page 14), Teacher-Teacher Trust (page 18), and Teacher-Parent Trust (page 28). Does your school need to strengthen relationships, or are you doing well in this area?

Family and Community Involvement Communication and Parent Support



Communication

Teacher-Parent Interaction (T) Teachers' reports of the frequency of their interactions with parents about what their students are studying and whether there are any academic or behavior problems. *High levels indicate frequent interaction with parents about how their students are doing in school.*

Parent Support

Parental Press for Academic Achievement (S) Students identify the degree to which they communicate with their parents about their academic work. *High levels indicate that the parents regularly talk to students about what they are doing in school, and how well they are performing.*

Teacher-Parent Trust (T) Teachers' perceptions of the degree to which they feel respected by parents and whether they support each other's efforts to improve student learning. Questions ask teachers if they consider themselves partners with parents in educating children, if they receive strong parental support, and if the school staff works hard to build trust with parents. *High levels indicate mutually supportive relationships among parents and teachers.*

Human and Social Resources in the Community (S) Students' assessment of the level of their trust in and reliance upon neighbors and community members, and whether they feel adults in the community know and care about them and each other. Questions ask students if adults know who the local children are, make sure they are safe, and can be trusted. *High levels indicate that many students can turn to community resources for support.*

TO CONSIDER: Families who support their children and reinforce learning expectations at home contribute significantly to school improvement. Through volunteer activity and participation in school decision-making, families also are critical partners of the school.

- What else could your school do to make it easier for parents to contact the school with their concerns and questions?
- What are some promising ideas for improving communication with families about the school's goals and how they can be helpful?
- How can you draw on organizations and agencies in the community to support students more? Could your local school council help with this?

For Further Reading

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