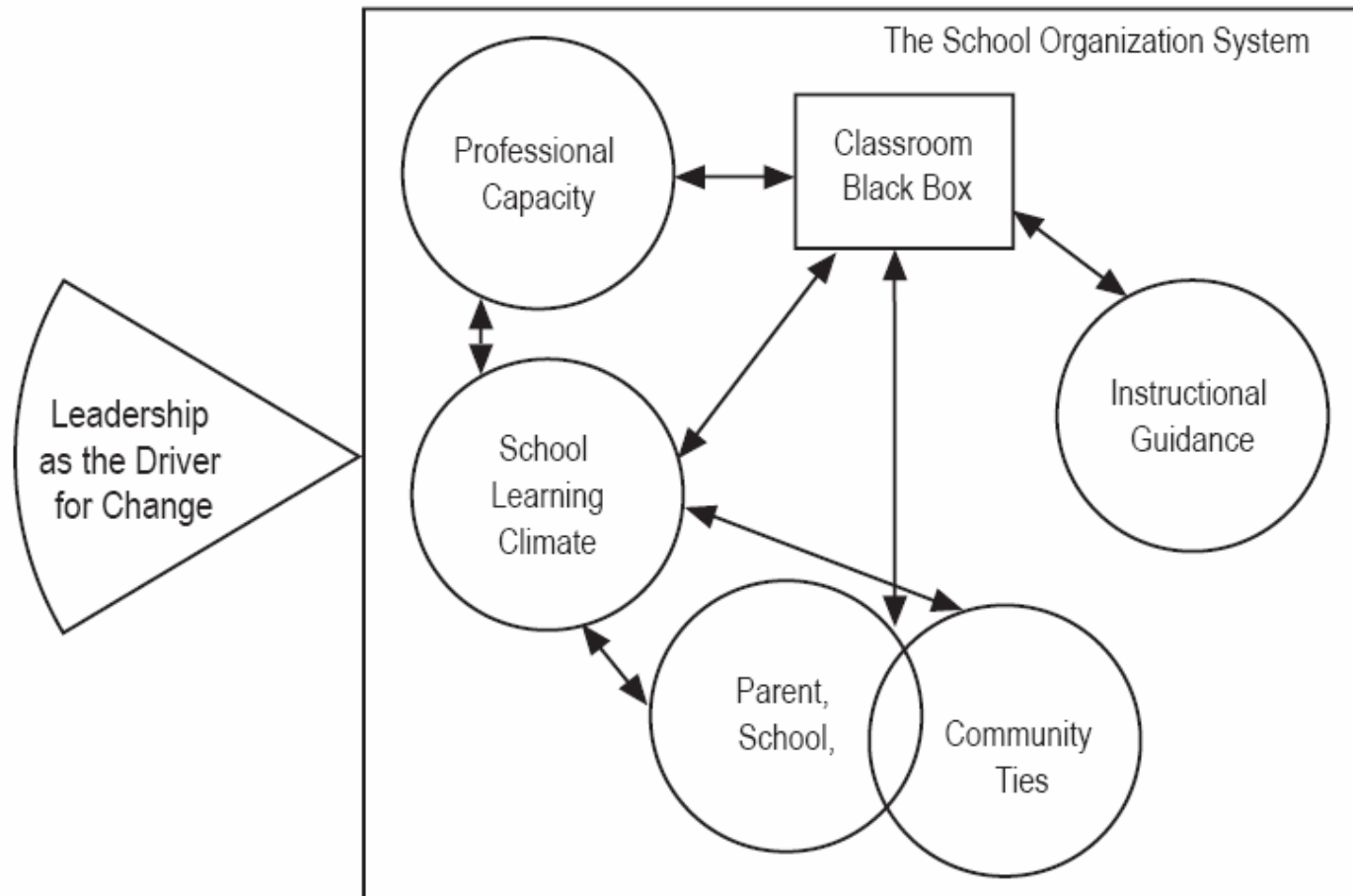# Organizing Schools for Improvement:
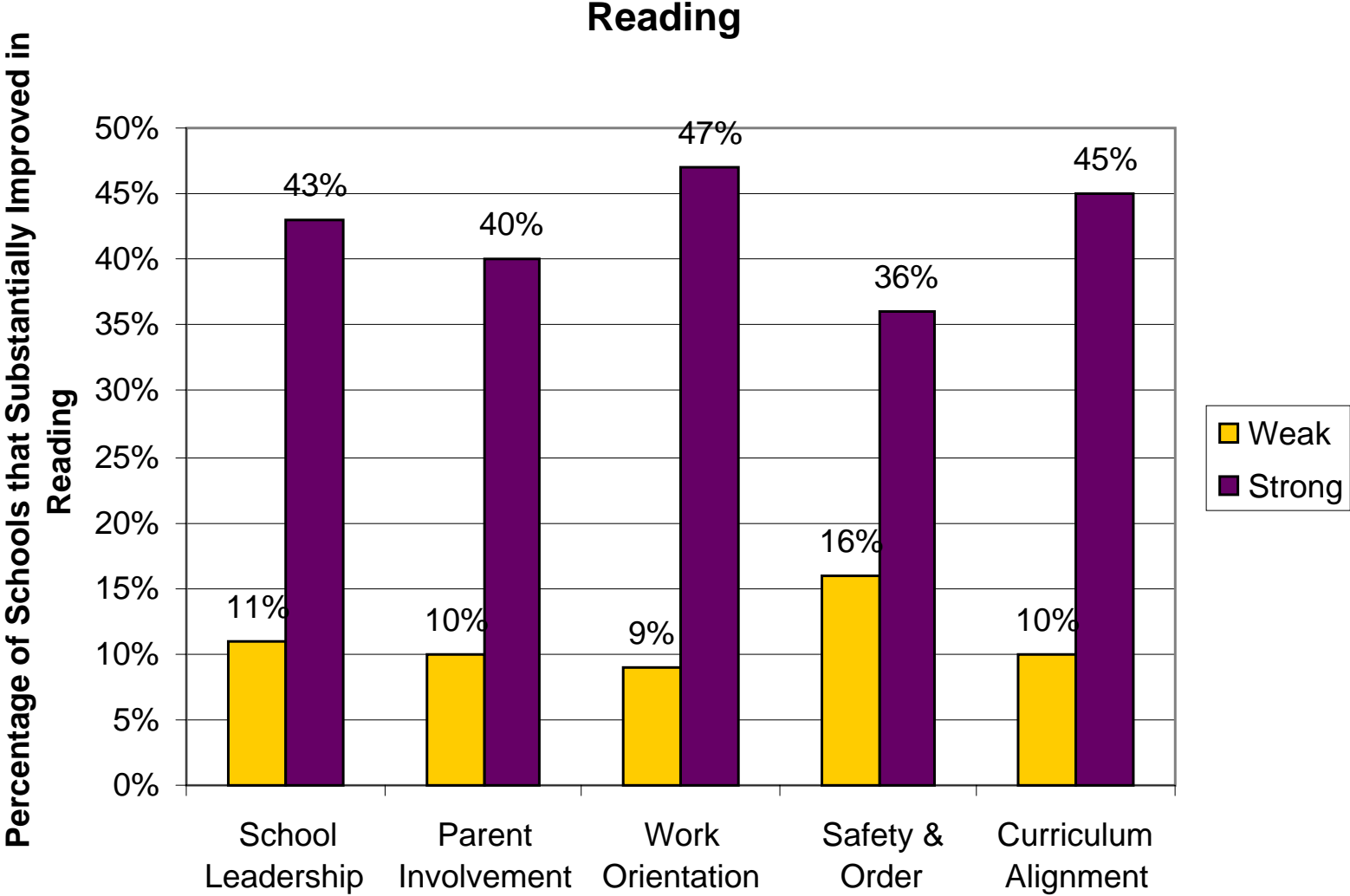
Lessons from Chicago

Presented by: Anthony S. Bryk, Penny Bender Sebring,
Elaine Allensworth and Stuart Luppescu
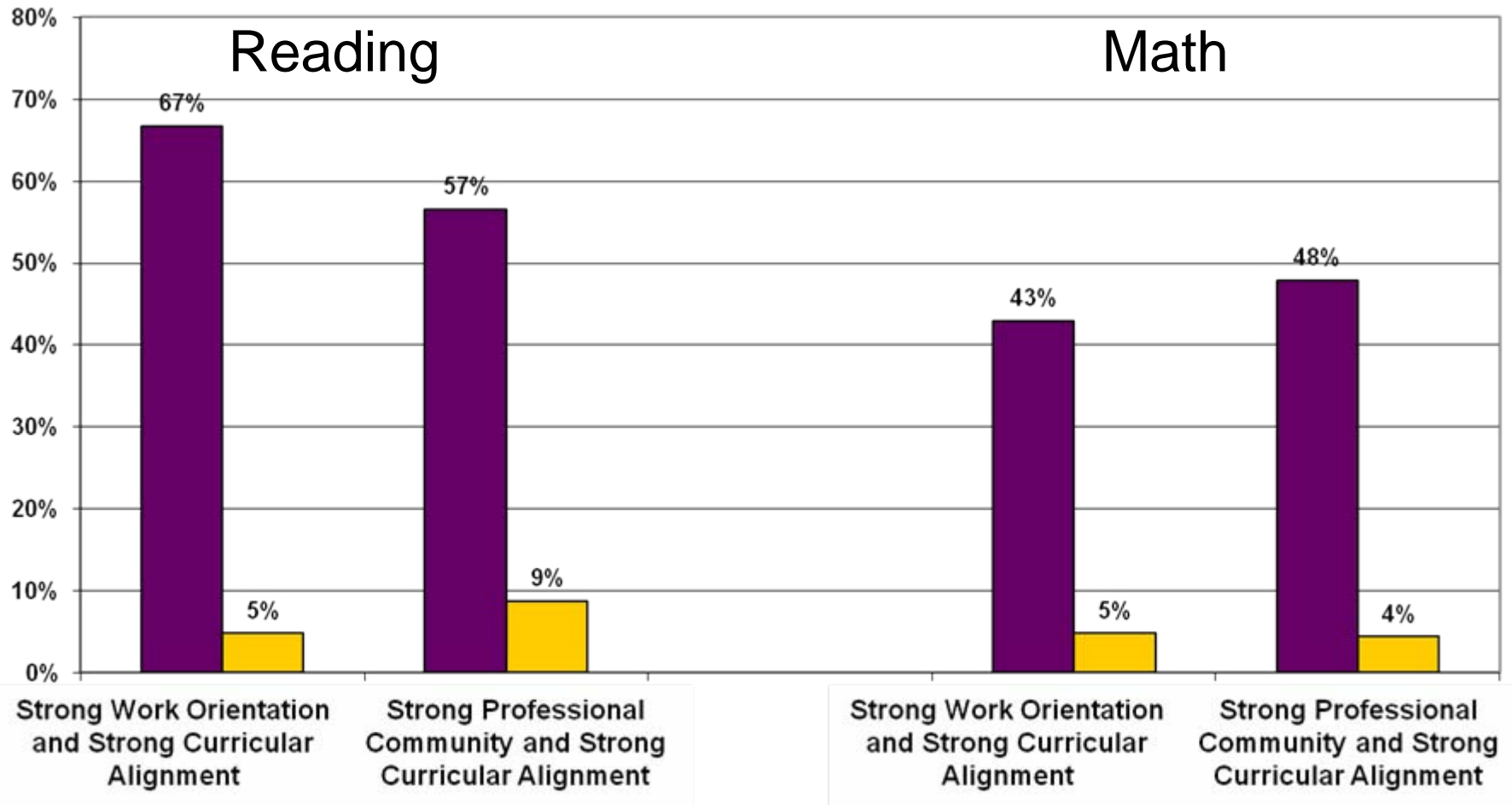
Gleacher Center, Chicago, January 14, 2010

A Framework of Essential Supports

Likelihood of Substantial Improvement, Given Weak or Strong Supports

Reading

Percentage of Schools that Substantially Improved in Reading (y-axis)

| Category	Weak	Strong
School Leadership	11%	43%
Parent Involvement	10%	40%
Work Orientation	9%	47%
Safety & Order	16%	36%
Curriculum Alignment	10%	45%

Legend: ☐ Weak ☐ Strong

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Schools with strong teacher cooperative relationships focused on curricular alignment were very likely to show substantial academic improvements
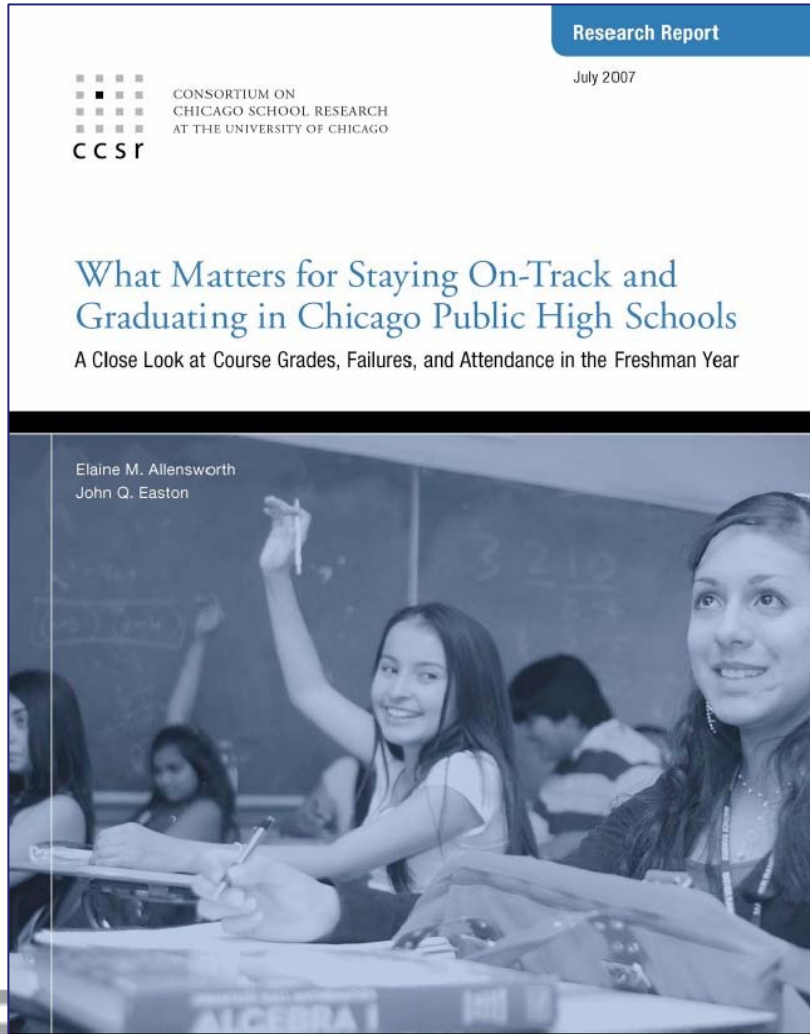
Schools did not improve attendance if their learning climate was unsafe/disorderly and instruction was weak

CCSR
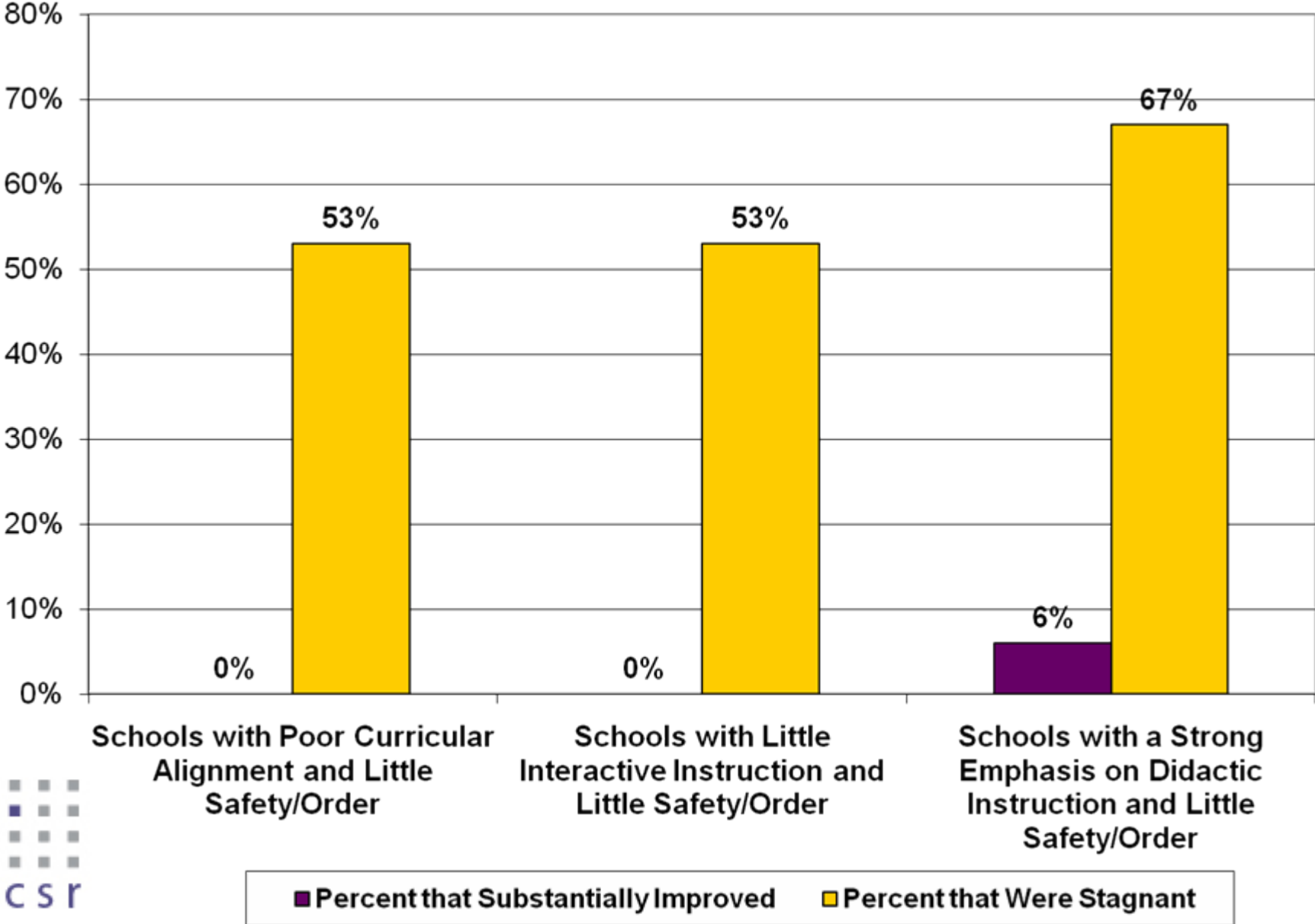
Relationships of Essential Supports with Improvements in Value-Added, 1997-2005

Essential Support	Effect of strength in base year	Effect of improvement
School leadership		
Instructional leadership	.18***	.10**
Program coherence	.15***	.10**
Parent community ties		
Parent involvement in the school	.34***	.14***
Professional capacity		
Reflective dialogue	.03	.02
Collective responsibility	.22***	.11**
Orientation toward innovation	.21***	.08*
School commitment	.29***	.15***
Student-centered learning climate		
Safety	.43***	.17***

Recent CCSR Research

Research Report

July 2007

CONSORTIUM ON
CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO

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What Matters for Staying On-Track and Graduating in Chicago Public High Schools

A Close Look at Course Grades, Failures, and Attendance in the Freshman Year

Elaine M. Allensworth
John Q. Easton
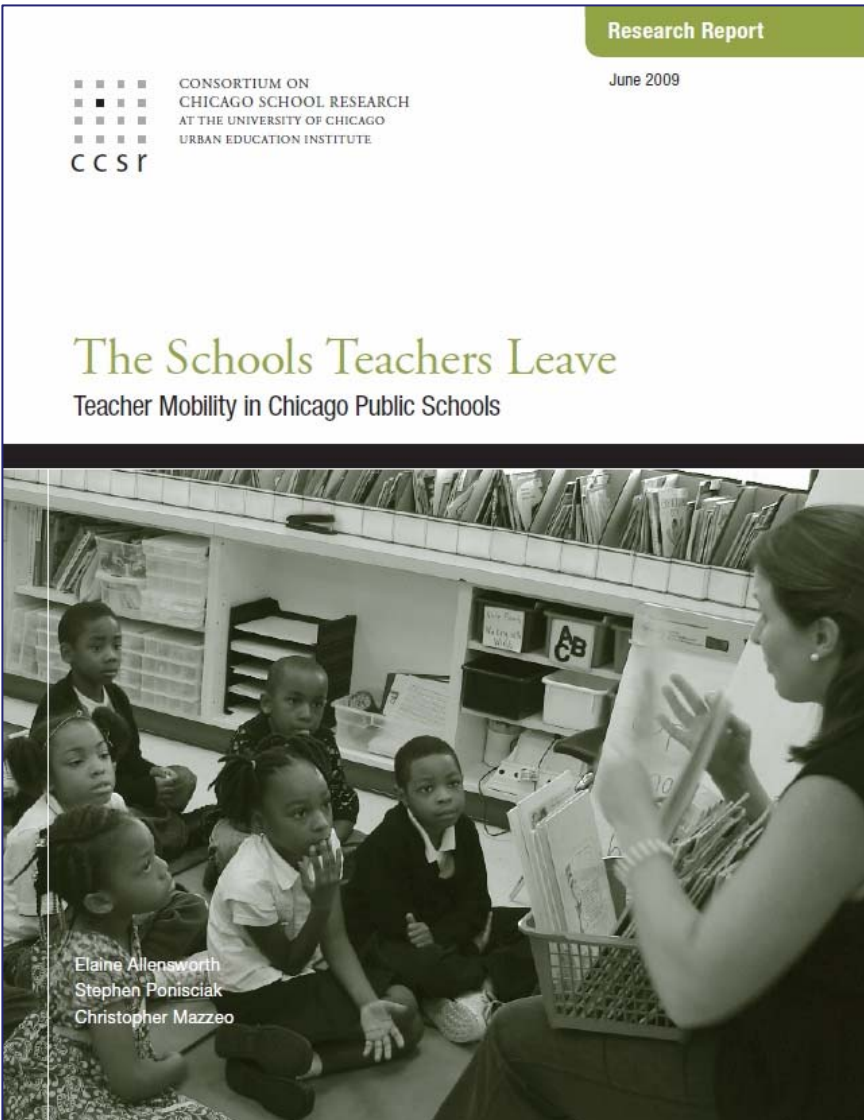
Attendance, grades and pass rates are higher in schools with stronger:

- Instruction

- Student-centered climates
  - Teacher-student relationships
  - Safety

- Teacher collaboration
  - Collective responsibility
  - Instructional program coherence

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Recent CCSR Research

Teachers remain in schools with stronger:

- Student-centered climates
  - Safety

- Teacher collaboration
  - Collective responsibility
  - Innovation

- Parent involvement
  - Teacher-parent trust

- Leadership
  - Program coherence
  - Teacher influence
  - Instructional leadership

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Classification of School Communities by Students' Racial/Ethnic and SES Composition

	Percent African American	**Percent Latino**	**Percent White**	**Median Family Income**
Truly Disadvantaged	100	0	0	$9,480
African-American Low SES	99	1	0	$19,385
African-American Moderate SES	99	1	0	$33,313
Predominantly Minority	34	61	4	$23,293
Predominantly Latino	3	93	4	$23,381
Racially Diverse	21	56	17	$33,156
Racially Integrated	14	35	40	$37,350

Stagnation or Substantial Improvement in Reading by Race/Ethnicity and Socioeconomic Status of Students and Their Communities
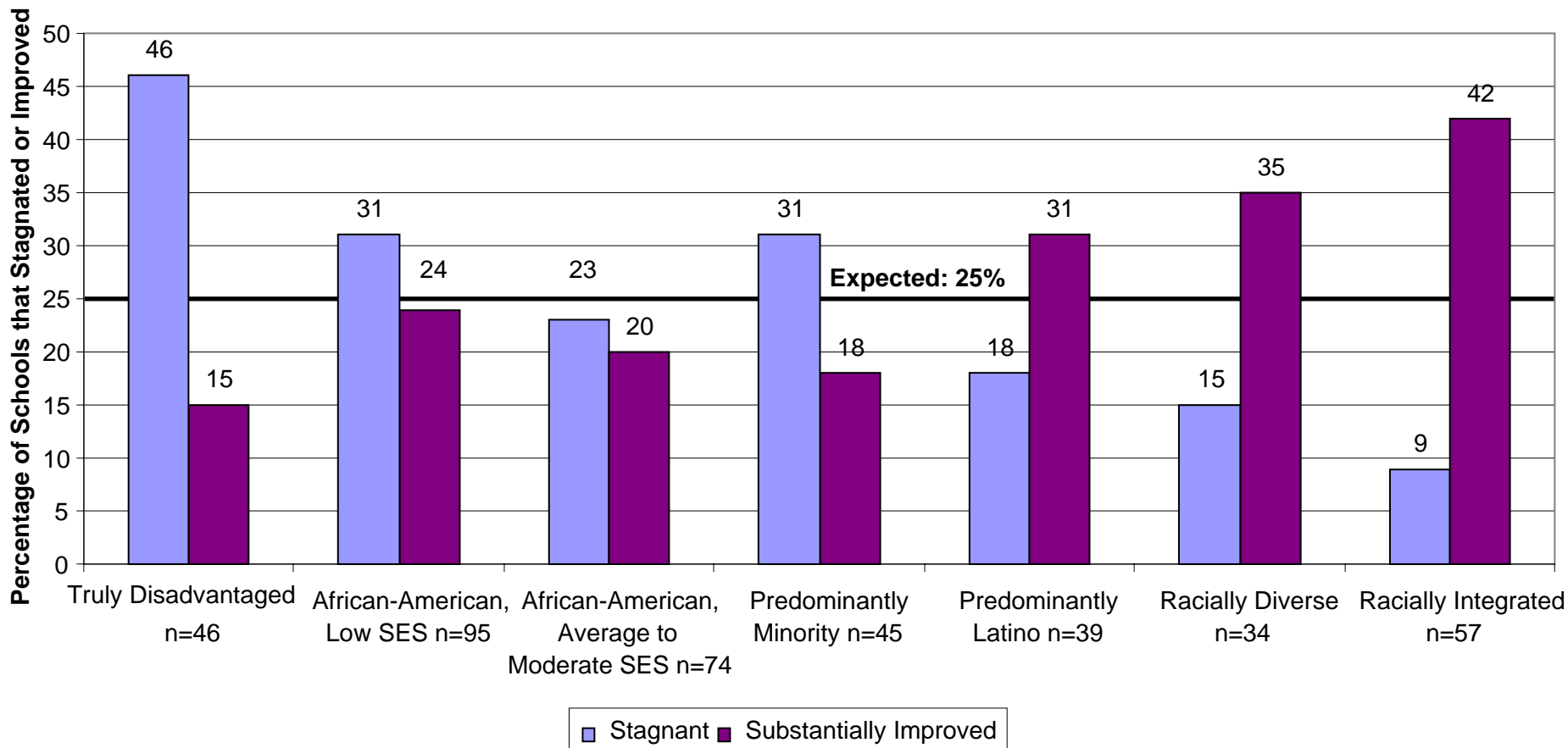
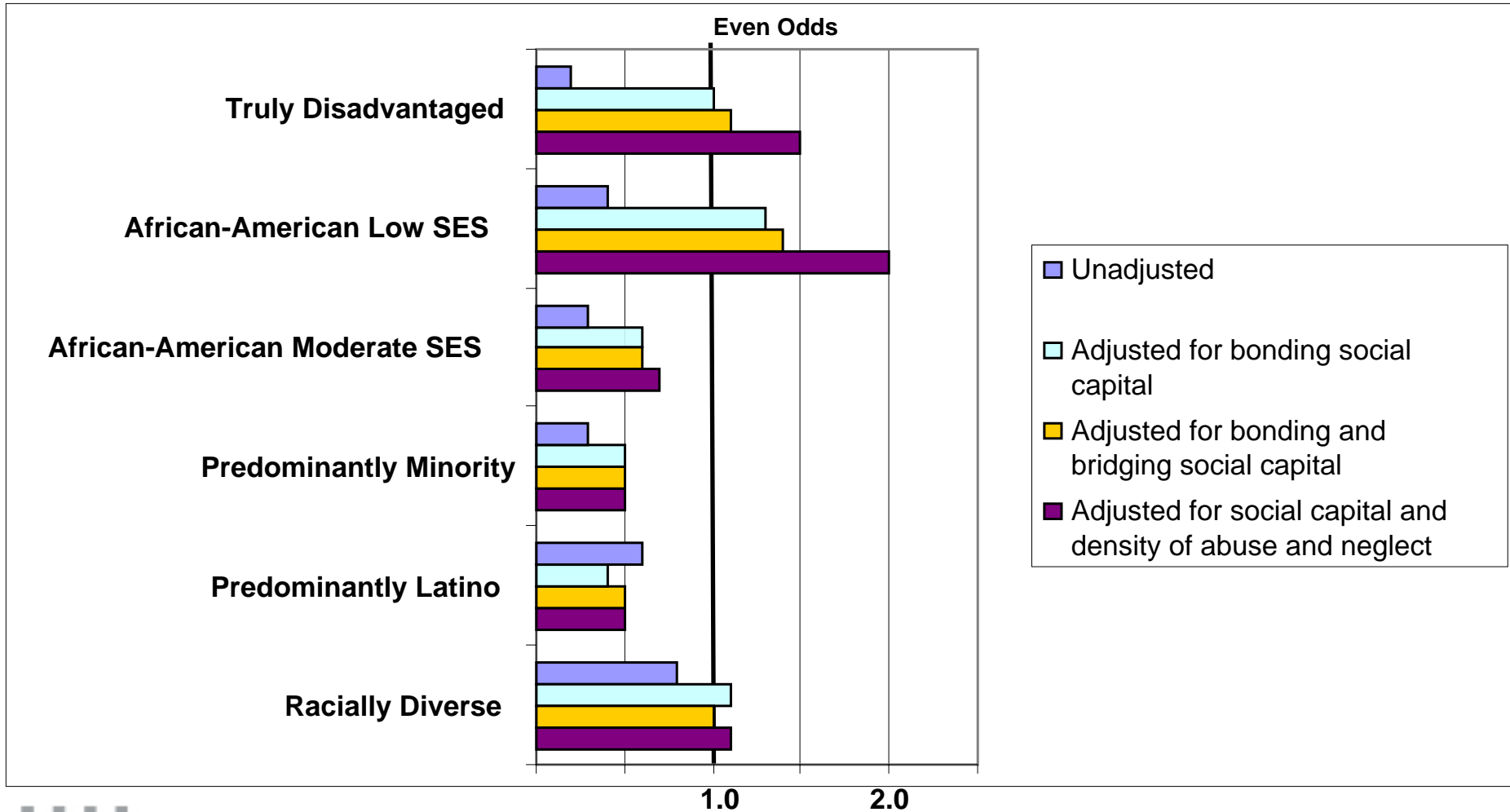# Data on Community Characteristics

Bonding Social Capital

- Collective Efficacy
- Religious Participation
- Crime statistics for school neighborhood and students' neighborhoods

Bridging Social Capital

- Contacts with people in other neighborhoods

Percent of Students Who Were Abused or Neglected

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Odds of Substantial Improvement in Reading Compared to Integrated Schools, Unadjusted and Adjusted


Even Odds

- Truly Disadvantaged
- African-American Low SES
- African-American Moderate SES
- Predominantly Minority
- Predominantly Latino
- Racially Diverse

1.0   2.0

Legend:
- ☐ Unadjusted
- ☐ Adjusted for bonding social capital
- ☐ Adjusted for bonding and bridging social capital
- ■ Adjusted for social capital and density of abuse and neglect

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Influence of Bonding and Bridging Social Capital on Essential Supports
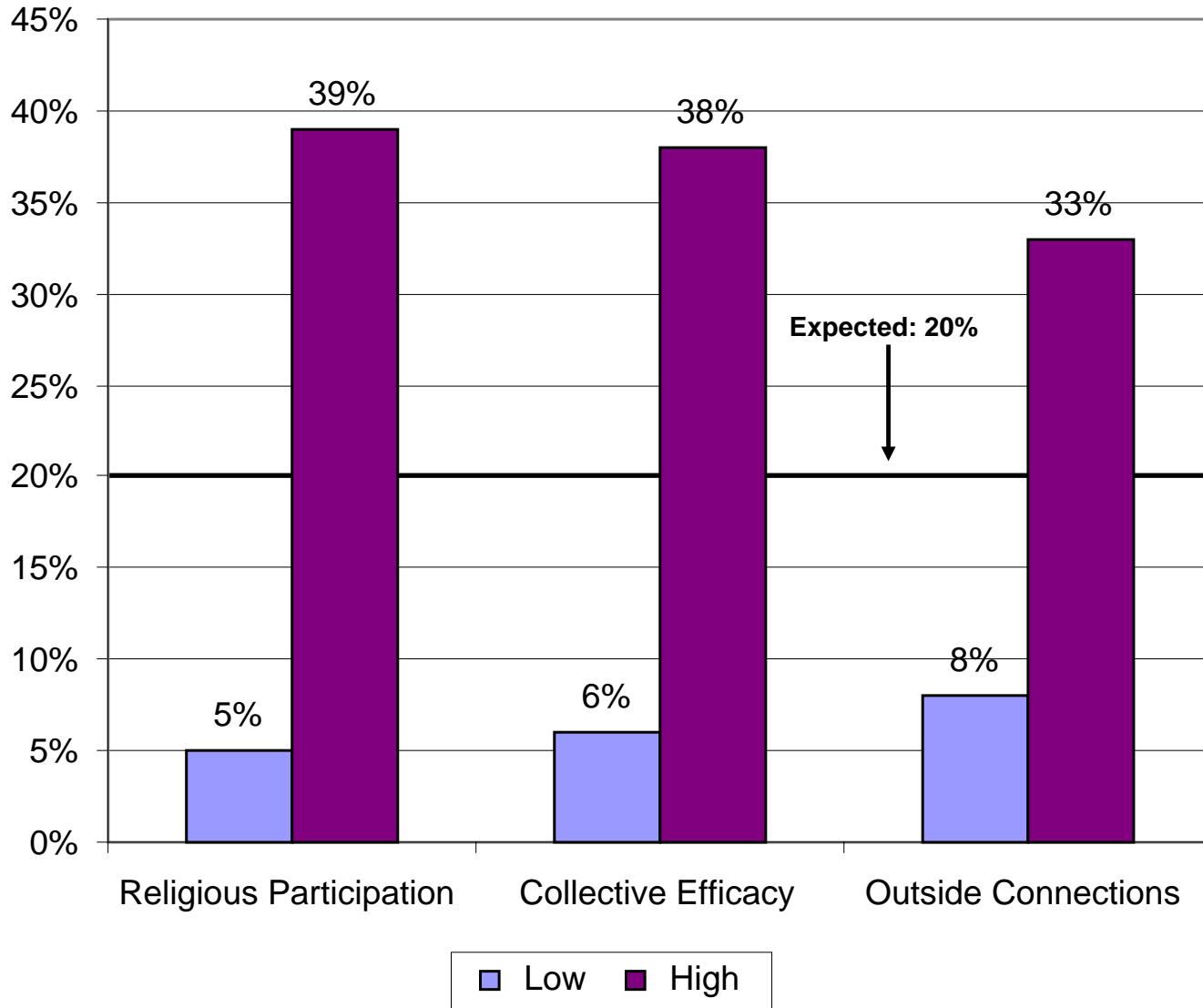
Influence of Crime and Abuse and Neglect on Essential Supports
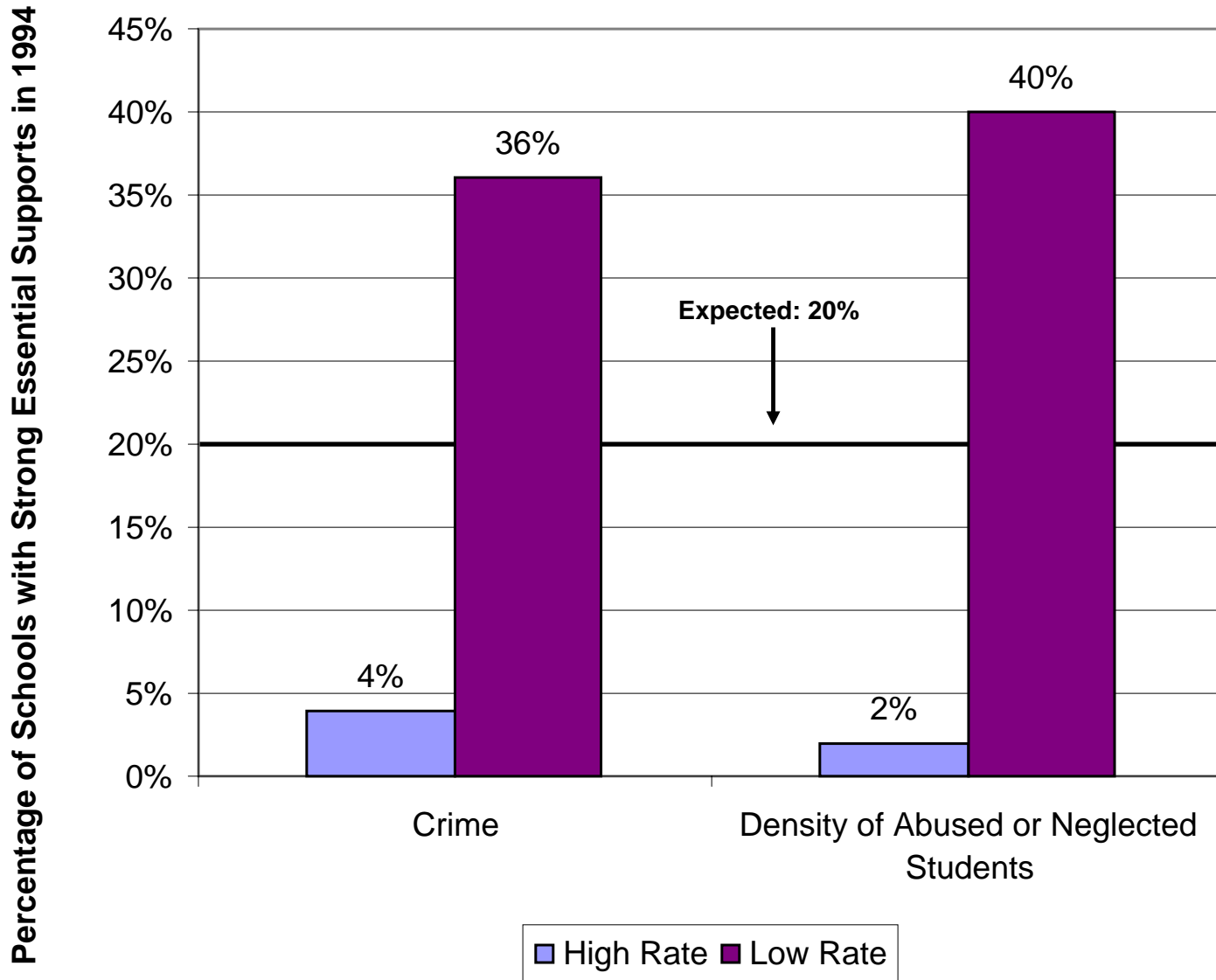
For more information….

About the book:

Email: organizingschools@ccsr.uchicago.edu

Website: ccsr.uchicago.edu/osfi

About CCSR:

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