Charting Reform in Prairie School: Results of Student and Teacher Surveys

January 1995

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Specially Designed as a Companion to

Pathways to Achievement: The Three-Tiered Process Self-Analysis Guide

SAMPLE REPORT

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We wish to acknowledge the following people for their significant contributions: **Benjamin Wright**, **Winifred Lopez**, and **Eric Camburn** for their insight and assistance in the development of the scales; **Eric Camburn** and **Jami Camburn** for data collection responsibilities; **Kay Kersch Kirkpatrick** for editorial support, and **William Rice** and the **Chicago Public Schools' Department of Research, Evaluation and Planning (DREP)** for assistance in distributing and collecting the surveys. The Consortium is also grateful to DREP for printing all school reports.

The Consortium on Chicago School Research receives financial support from The John D. and Catherine T. MacArthur Foundation, The Spencer Foundation, and The Joyce Foundation.

Contents

Introduction

This is your school's report of the results of the surveys, *Charting Reform: The Students Speak*, and *Charting Reform: The Teachers' Turn, 1994*. The Consortium on Chicago School Research administered these surveys to sixth, eighth and tenth grade students and elementary and high school teachers during Spring 1994. In all, 266 elementary schools and 40 high schools in Chicago participated with a response rate high enough to receive a school report.

The purpose of the study was to collect reliable information on students' and teachers' views of the school environment, classroom learning, parent involvement, governance, and the professional work life of teachers. This report is intended to assist you in the assessment of the strengths and weaknesses of your school and the effectiveness of improvement efforts you have under way.

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

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

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

Each of these five essential supports involves a number of "best practices." For most of these practices, we have developed one or two scales from student or teacher responses that summarize the state of the practice in your school. The display on page 4 shows the five essential supports, the best practices associated with each, and the survey results for each practice which are contained in this report. For seven of the practices, there are no survey data.

How Your Report is Organized

The report is organized into two parts. In Part I, Summary Profiles, you will find five profile graphs summarizing information for each of the five essential supports. (Note that a "T" means the data are taken from the teacher survey, and "S" signifies student survey.) Each profile gives you a quick view of your school and allows you to compare your school with all participating elementary schools and with schools that are similar to yours with respect to certain student and school characteristics. This will alert you to possible strengths and weaknesses of your school. As a result, you may decide to examine more detailed information in Part II about particular scales.

Your comparison group consists of schools that are similar to yours with respect to IGAP scores and school size. Included in this group are such schools as:

Brenneman Elem School
Disney Magnet School
Field Elem School
Gray Elem School
Hanson Park Elem School
Hayt Elem School
Hitch Elem School
Jahn Elem School
Jungman Elem School
Kinzie Elem School
Lloyd Elementary School
Madison Elem School
Marsh Elem School
Mcclellan Elem School
Metcalfe Community Academy
Park Manor Elem School
Portage Park Elem School
Reinberg Elementary School
Scammon Elem School
Stewart Elem School
Sutherland Elem School
Twain Elem School
Whitney Elementary School

Part II, Details of Students' and Teachers' Responses, takes you inside your school to see how students and teachers responded to the scales that contribute to the profiles. For example, "Parents' Involvement in Students' Learning" and "Parents' Involvement with the School" are two of the scales that contribute to your profile on Parent Community Partnerships. Part II provides information on the general direction of students' and teachers' opinions and perceptions. The graphs also reveal differences within each group regarding their views of the school.

Getting the Most out of Your Report

Before beginning your analysis, read through the separate guide on "How to Read Your Report." Also, make sure you are familiar with the *Self-Analysis Guide*.

One way to streamline the review process in your school is to ask all interested staff and Local School Council members to study Part I, Summary Profiles. Each sub-section of Part II, such as Parent Community Partnerships or Quality Instructional Program, can be assigned to a smaller group or committee. This reduces the burden on everyone and encourages those people with more specialized interest and expertise to focus on the parts of the survey that are most relevant to them.

Confidentiality

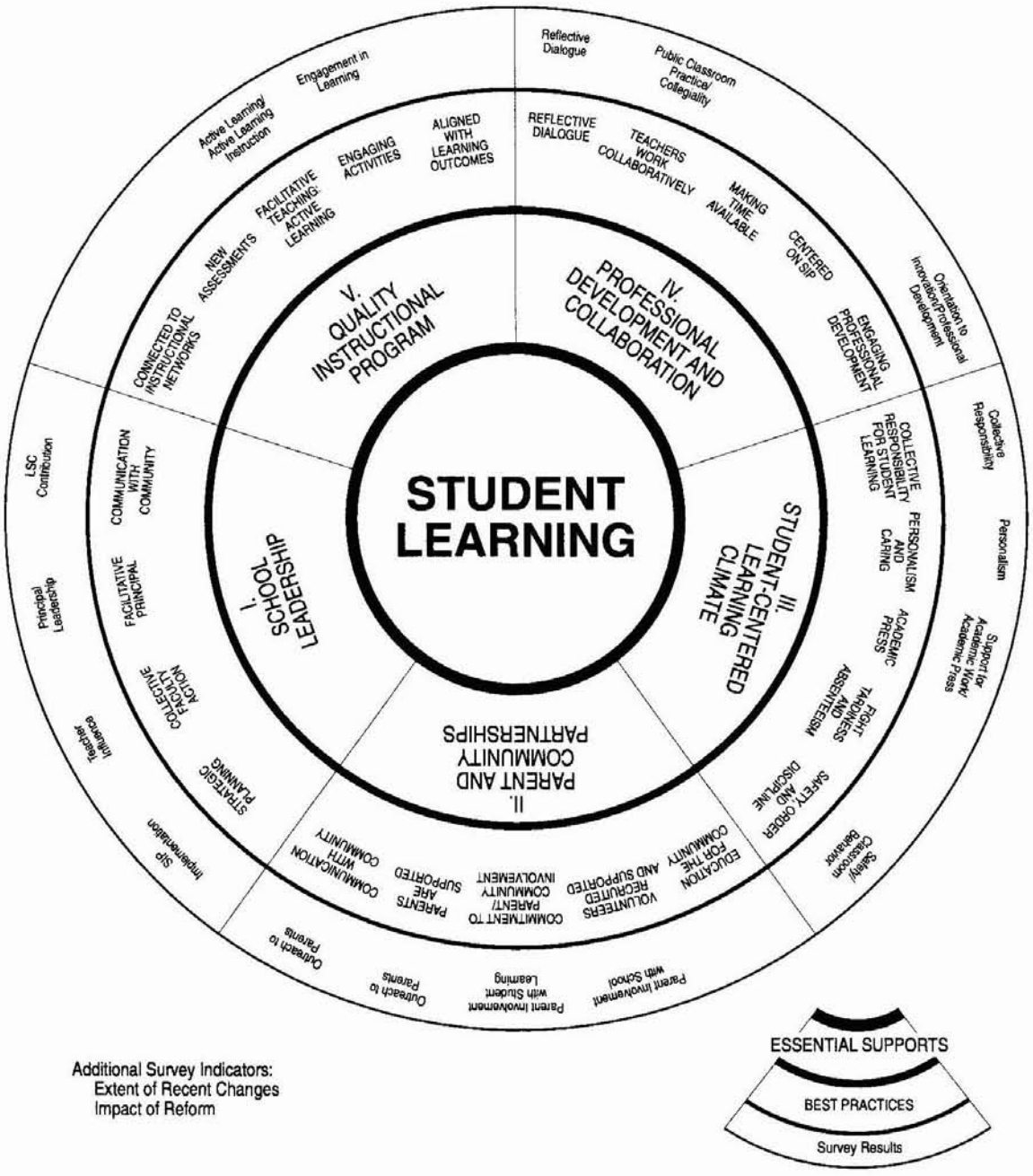
The Consortium promised students and teachers complete confidentiality. We stress that this report is the property of your school, and you have full control over who can see the results. The Consortium will not print or distribute more copies, unless the school requests it. The Consortium will not make copies of this school's report available to anyone else.

Criterion for Receiving a Report

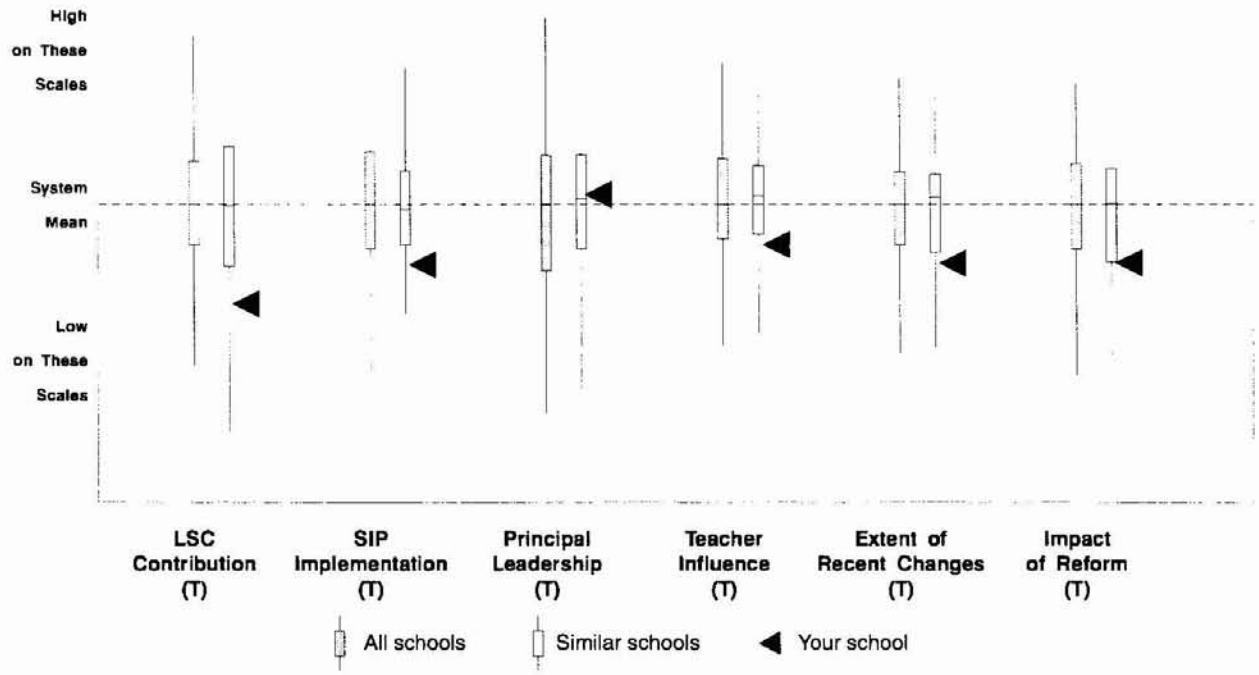
In order to receive a report, schools were told that they must have a minimum of 50 percent of their teachers and/or students completing questionnaires. Due to some inconsistencies in base numbers used to determine the response rate for teachers, we reduced the criterion for the teacher survey to 42 percent. This would assure that as many schools as possible could receive their own results.

Part I

Summary Profiles for Prairie School



(1) School Leadership Profile



The figure above shows how your school compares to all participating schools and to similar schools on the six scales that measure teachers' perceptions of leadership and change.

LSC Contribution focuses on teachers' views of the effectiveness of the Local School Council. Teachers were asked about how much the LSC has contributed to a range of school improvements, including: the physical plant, community relations, parent involvement, safety, instruction, and student behavior. *In higher scoring schools, teachers report a broad base of LSC activity, including attention to improving instruction and student behavior.*

SIP Implementation reveals whether the School Improvement Plan (SIP) is integral to the school's operation and improvement efforts. Teachers were asked about their knowledge of the SIP, their assessment of its worth, and the degree to which it has led to changes in their teaching and improvements in student learning. *A high score means teachers perceive the SIP as a central activity in improving teaching and student learning at this school.*

Principal Leadership indicates whether teachers view the principal as a facilitative, inclusive, committed leader. Such leadership is a common feature in actively restructuring schools. Teachers were asked about the principal's leadership with respect to parental and community involvement, instructional improvement, and creating a sense of community in the school. *A high score indicates the principal supports shared decision making and school innovation.*

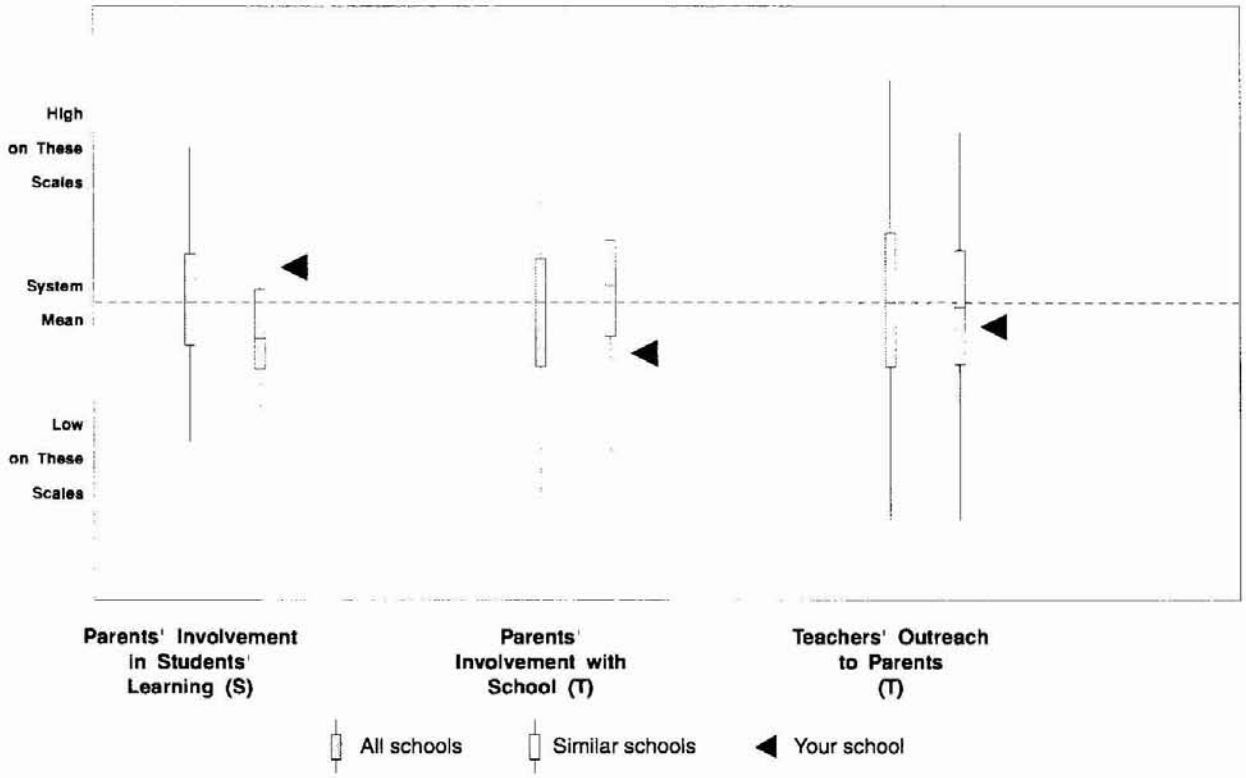
Teacher Influence measures the extent of teachers' involvement in school decision making. Teachers registered how much influence they have over such matters as selecting

instructional materials, setting school policy, planning in-service programs, spending discretionary funds, and hiring professional staff. *A high score indicates influence not only in classroom and instructional matters, but also in major school-wide decisions, such as budgets and hiring new staff.*

Extent of Recent Changes summarizes teachers' reports about the extensiveness of change in this school over the last three years. Questions were about improvements in teaching effectiveness; opportunities for professional growth; relations with parents and the community; interactions among students, teachers, and parents; and student behavior and academic performance. *A high score indicates improvements over the last three years in most of these areas, including student outcomes.*

Impact of Reform captures teachers' views about the impact of reform on their school. Teachers were asked to rate reform's impact on the same list of items for which they assessed the "extent of recent changes" (e.g., their effectiveness, opportunities for professional growth, etc.). *A high score for a school indicates that the faculty believes reform has led to positive school change across most of these areas, including student outcomes.*

(2) Parent and Community Partnerships Profile



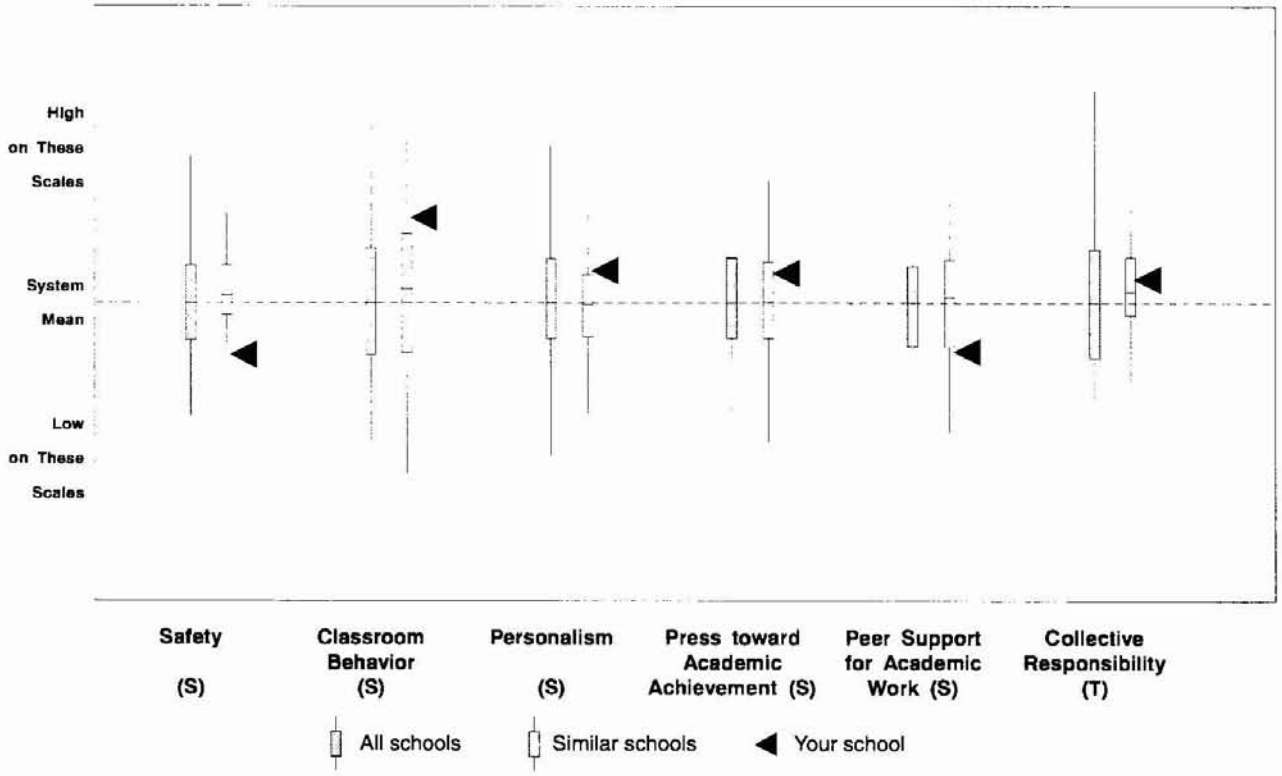
The figure above shows how your school compares to all participating schools and to similar schools on the three scales that measure students' and teachers' perceptions of parent involvement.

Parents' Involvement in Students' Learning reflects parents' actions to motivate and support their children's academic work. Students were asked about how often their parents (or other adults) encourage them to work hard, do their homework, and take responsibility. This measure also includes questions about how often students talk with their parents about school, grades, and plans for the future. *A high score means strong support from parents for student learning.*

Parents' Involvement with School focuses on communication with parents and on enlisting their support for the school. Teachers registered how often parents pick up report cards, attend parent-teacher conferences, attend school events, volunteer to help in the classroom, or raise funds for the school. *Schools with a higher score have more parents who actively aid the school.*

Teachers' Outreach to Parents measures the school's effort to develop common goals and understandings with parents and to work together to strengthen student learning. Teachers reported their efforts to understand parents' problems, invite them to visit classrooms, seek their input, and generally build trusting relationships. *A high score means teachers are strongly committed to reaching out to parents.*

(3) Student – Centered Learning Climate Profile



The figure above shows how your school compares to all participating schools and to similar schools on the six scales that measure students' views of the learning climate.

Safety reflects the students' sense of personal safety inside and outside the school and traveling to and from school. *A high score means they feel very safe in all these areas.*

Classroom Behavior indicates whether students are cooperative and supportive toward other students. Students were asked if their classmates disrupt class, make fun of students who do well, and fail to help each other. *In high scoring schools these problematic behaviors are less prevalent.*

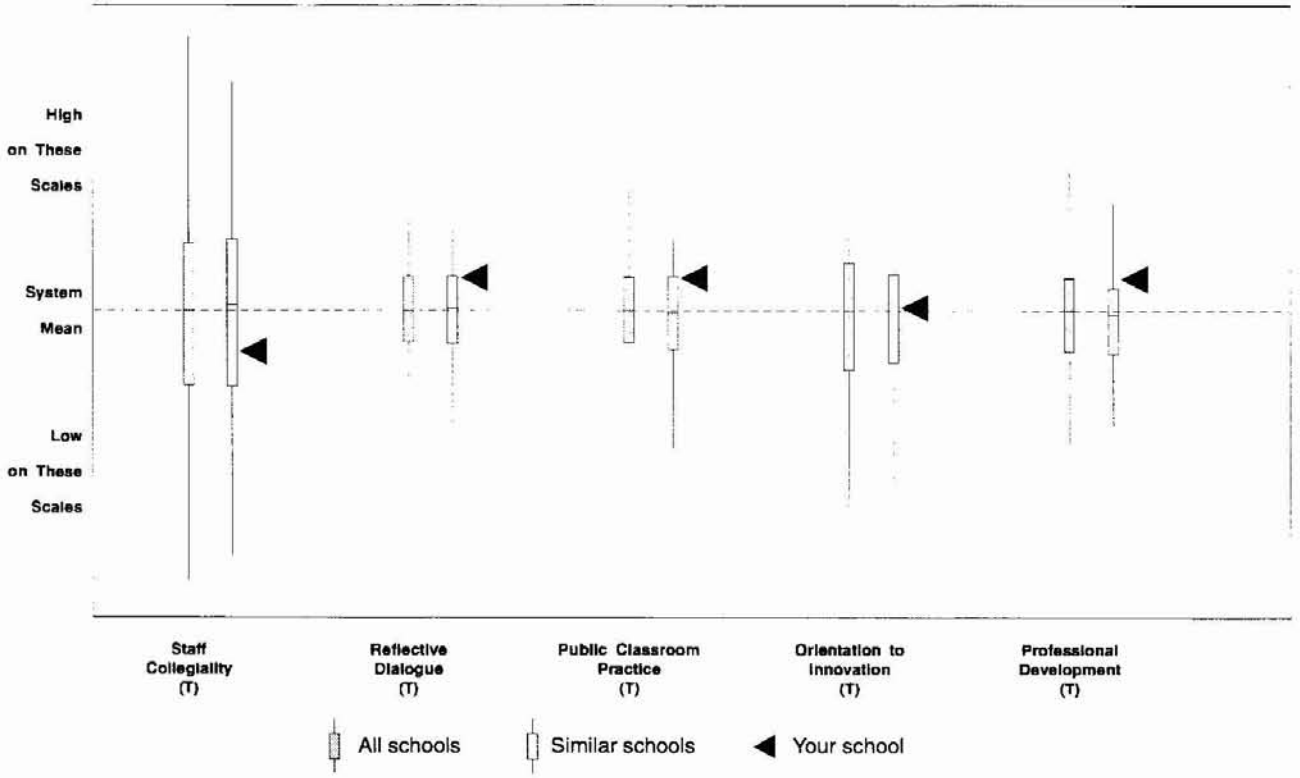
Personalism focuses on whether students perceive that teachers give them individual attention and show personal concern for them. Students were asked if their teachers know and care about them, notice if they are having trouble in class, and are willing to help with academic and personal problems. *A high score here means students experience strong personal support from school staff.*

Press Toward Academic Achievement gauges whether students feel their teachers challenge them to reach high levels of academic performance. Students were asked if their teachers press them to do well in school, expect them to complete their homework, and to work harder on the things they don't understand. The scale also includes questions about teachers praising students' work and their willingness to give extra help if needed. *A high score means that most teachers press all students toward academic achievement.*

Peer Support for Academic Work reveals whether prevailing norms among students are consistent with high academic standards. Students reported whether their friends try hard to get good grades, do their homework regularly, pay attention in class, and follow school rules. *Schools with high scores have student peer groups that support academic work.*

Collective Responsibility focuses on the extent of a shared commitment among the faculty to improve the school so that all students learn. Teachers were asked how many of their colleagues feel responsible for students' academic and social development, set high standards of professional practice, and help each other do their best. *A high score means a strong sense of shared responsibility among the faculty.*

(4) Professional Development and Collaboration Profile



The figure above shows how your school compares to all participating schools and to similar schools on the five scales that measure teachers' views of their professional work life.

Staff Collegiality reflects the extent of a cooperative work ethic among staff. Teachers were asked about the quality of relations among the faculty, whether school staff coordinate teaching and learning across grades, and shared efforts to design new instructional programs. *Schools where teachers move beyond just cordial relations to actively working together score high on this scale.*

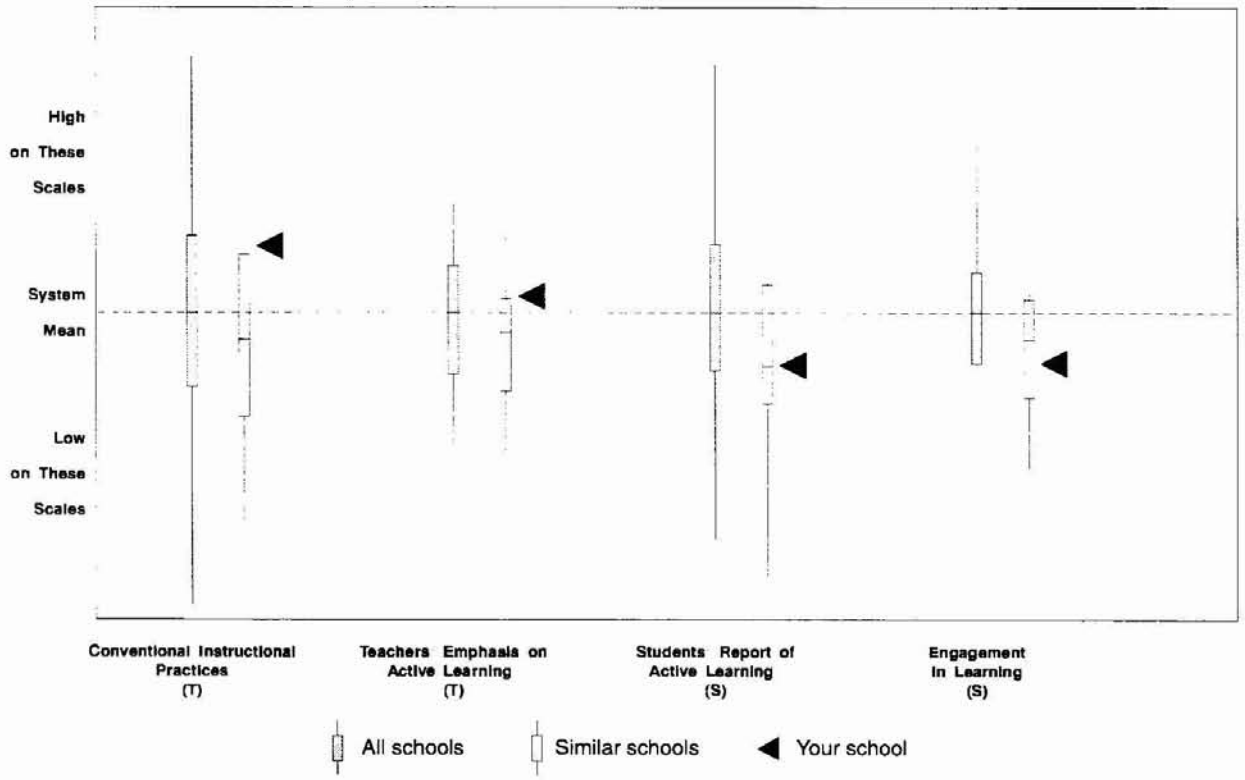
Reflective Dialogue reveals how much teachers talk with one another about instruction and student learning. Teachers reported how often they discuss with colleagues the nature of teaching and learning, ways to help students learn, ways to manage classrooms, the goals of the school, and developing new curriculum. *A high score means extensive conversations that move beyond basic classroom management problems take place. The conversations include both student learning and school-wide improvement initiatives.*

Public Classroom Practice examines the extent to which colleagues share useful information about new curriculum materials, observe or teach in each others' classrooms, and provide meaningful feedback on their teaching. Such practices remove major organizational barriers in schools that in the past have prevented teachers from sharing constructive feedback. *A high score means teachers have opened their classrooms to outside scrutiny and have worked together to improve instruction.*

Orientation to Innovation indicates whether teachers are continually learning and seeking new ideas, have a "can do" attitude, and are encouraged to change. *A high score means a strong orientation among the faculty to change.*

Professional Development summarizes the extent of teachers' participation in professional development programs offered by their school, the school district, the teachers' union, colleges and universities, and independent networks of teachers. *Schools where many teachers are involved in professional development score high on this measure.*

(5) Quality Instructional Program Profile



The figure above shows how your school compares to all participating schools and to similar schools on the four scales that measure students' and teachers' views of classroom instruction.

Conventional Instructional Practices. Teachers were asked how often students complete textbook and workbook exercises, listen to teachers lecture, and memorize facts and procedures. Also included here are questions about use of short answer and multiple choice tests to evaluate student learning and the importance of IGAP/ITBS scores in classroom work. *In high scoring schools teachers use instructional practices that are teacher-directed, emphasize basic skills, and typically rely on a textbook.*

Teachers' Emphasis on Active Learning measures how much teachers encourage students to think critically, problem solve, and take an active role in their own learning. Teachers were asked about the use of cooperative learning groups, experiments and observations, brainstorming, debating, allowing students to work on topics of personal interest to them, and opportunities for students to work on longer projects and writing assignments. *A high score means greater teacher emphasis on active learning.*

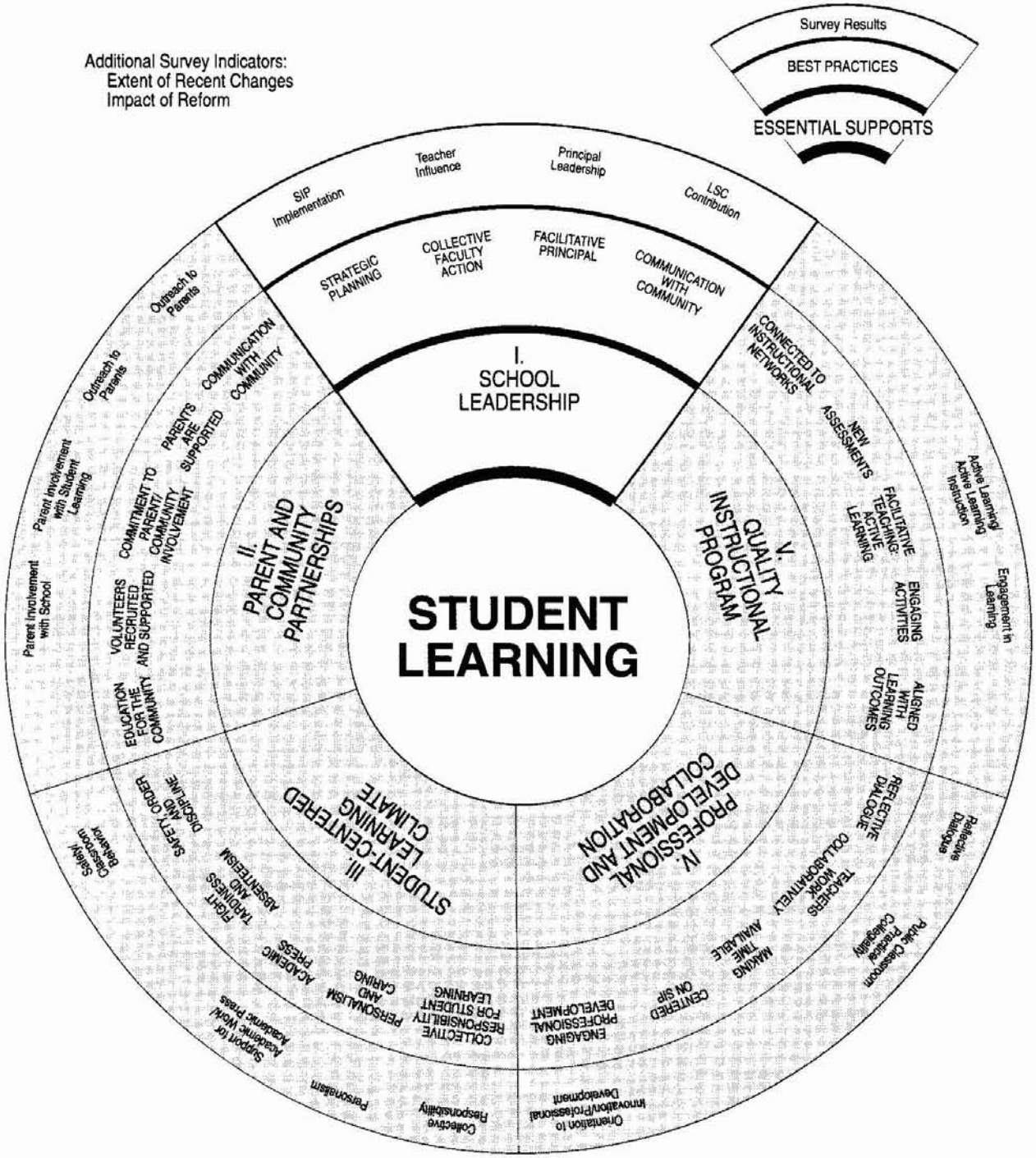
Students' Active Learning Experiences This scale complements the one above from the students' perspective. Students were asked questions about how much they participate in cooperative learning groups, discussion, experiments and projects, longer writing assignments, and choosing their own topics to study. *A high score means students report spending more time in active learning activities.*

Engagement in Learning examines students' personal investment in learning. Students responded to items regarding whether they do their homework regularly and generally do the best they can in their classes. They also reported about how interested they are in the topics studied and whether they look forward to going to class. *A high score means greater individual engagement in learning.*

Part II

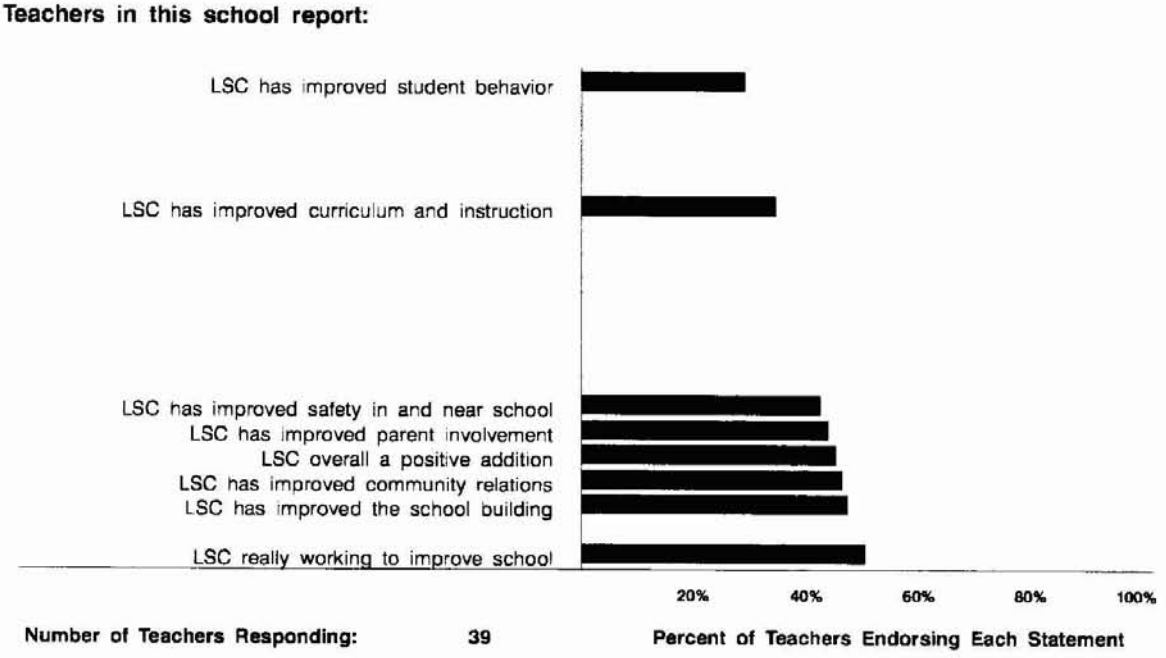
Details of Students' and Teachers' Responses

(1) School Leadership



LSC Contribution

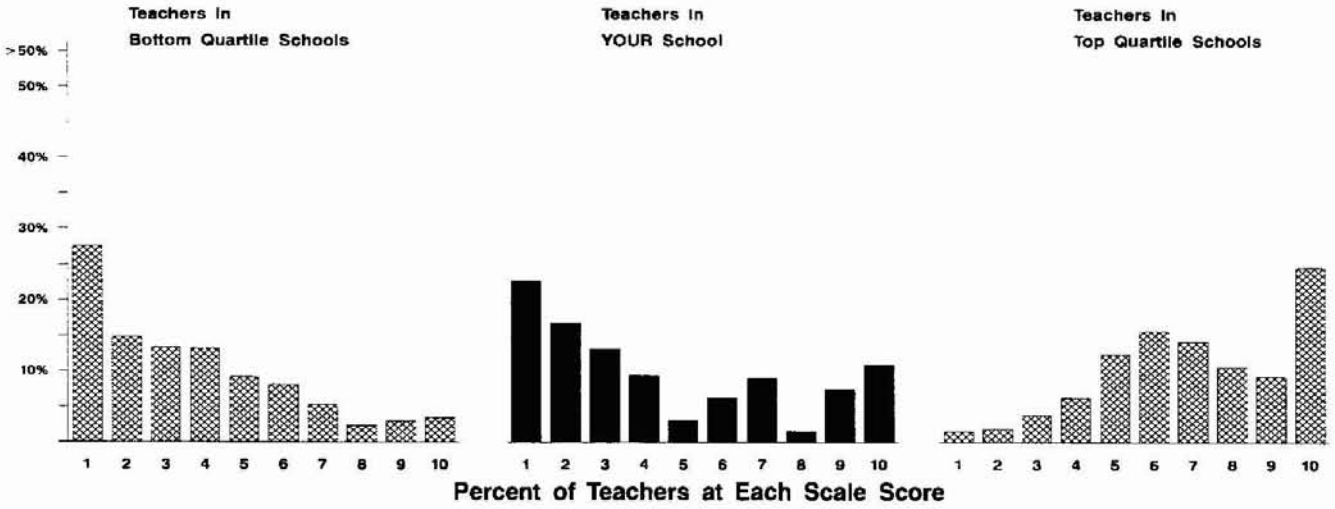
Eight questionnaire items comprise this scale. Six asked teachers whether the LSC has made a contribution to improving specific aspects of the school. Two of the items were more general, focusing on whether the LSC is a positive addition to the school and whether it works to improve the school.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about the contributions of the LSC. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding LSC contribution
10–9 Extensive Contribution	LSC contributed **positively** to all items listed, including instruction and student behavior; **strongly agree** that LSC is working to improve the school; **agree** that overall the LSC has been a positive addition.
8–6 Significant Contribution	LSC has contributed **positively** to all items listed; **agree** that LSC is working to improve the school and that overall it has been a positive addition.
5–3 Limited Contribution	LSC has contributed **positively** to the school building and community relations, but *not* other items listed; **agree** that LSC is helping to improve the school; ***disagree*** that overall the LSC is a positive addition.
2–1 No Contribution	LSC has had *no positive* effect on the items listed; ***disagree*** that the LSC is working to improve the school and that the LSC is a positive addition.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

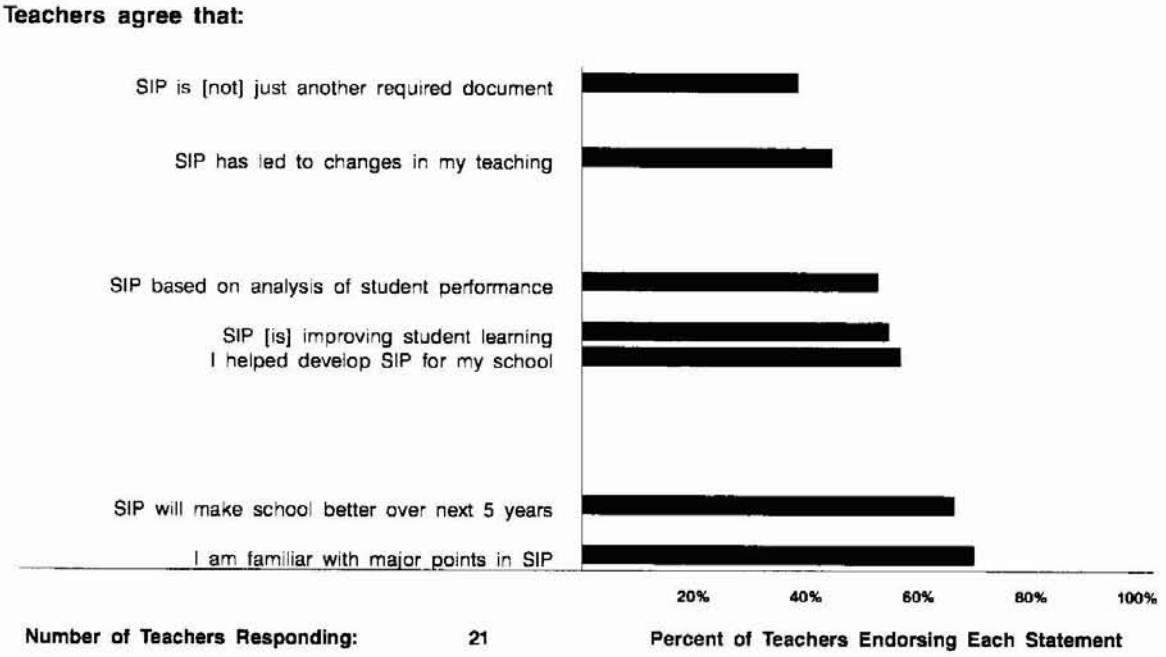
Teachers in the bottom quartile schools: The majority of teachers in these schools hold very negative views about their LSC. Thirty-five percent believe the LSC has made a limited contribution (scores of 3–5), and 40 percent indicate no contribution (scores of 1–2) to the improvement of the school. About a quarter of the teachers claim the LSC has made a significant contribution (scores of 6–10) to the improvement of the school.

Teachers in the top quartile schools: Teachers in these schools have high regard for their LSC. Three quarters judge the LSC has made significant contributions (scores of 6–10) to the improvement of the school. About 20 percent acknowledge contributions to improving the building and community relations, but no other aspects of the school (scores of 3–5). Less than 5 percent claim the LSC has contributed nothing (scores of 1–2).

Summarize results for YOUR school here:

SIP Implementation

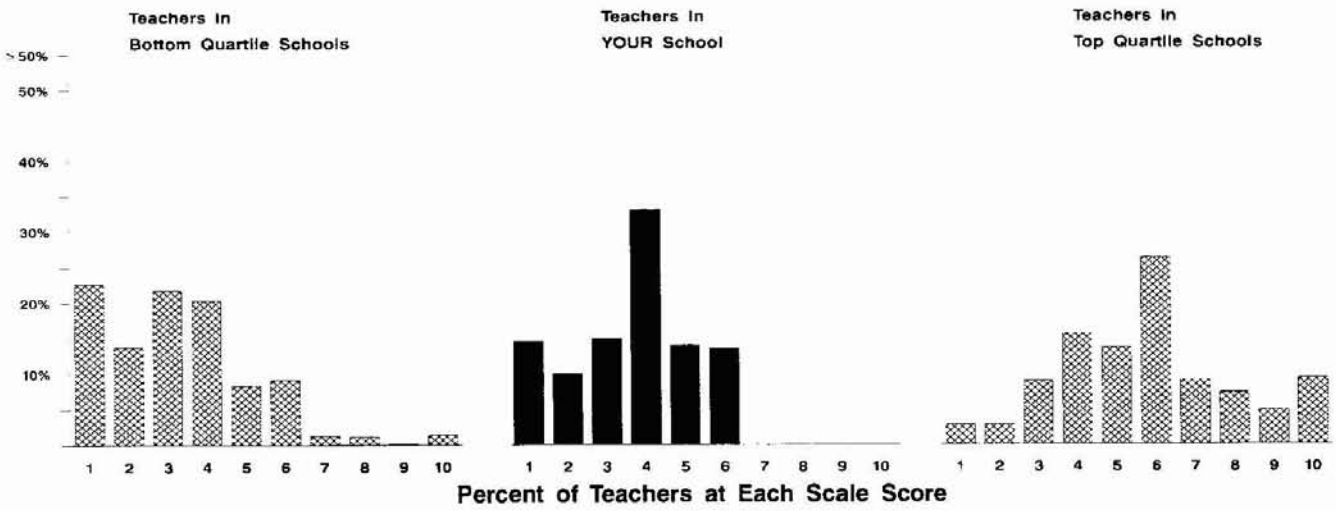
Seven items comprise the scale on the implementation of the School Improvement Plan (SIP). Teachers were asked whether they agree or disagree with the items below.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about the implementation of the SIP. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding SIP implementation
10–9 Very Positive	**strongly agree** with all items on the scale.
8–6 Positive	**agree**, but not strongly, with all items on the scale.
5–3 Mixed Assessment	*disagree* that the SIP is a meaningful document and that it has changed their teaching; but **agree** with the remaining items.
2–1 Negative	*disagree* with all statements about SIP.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

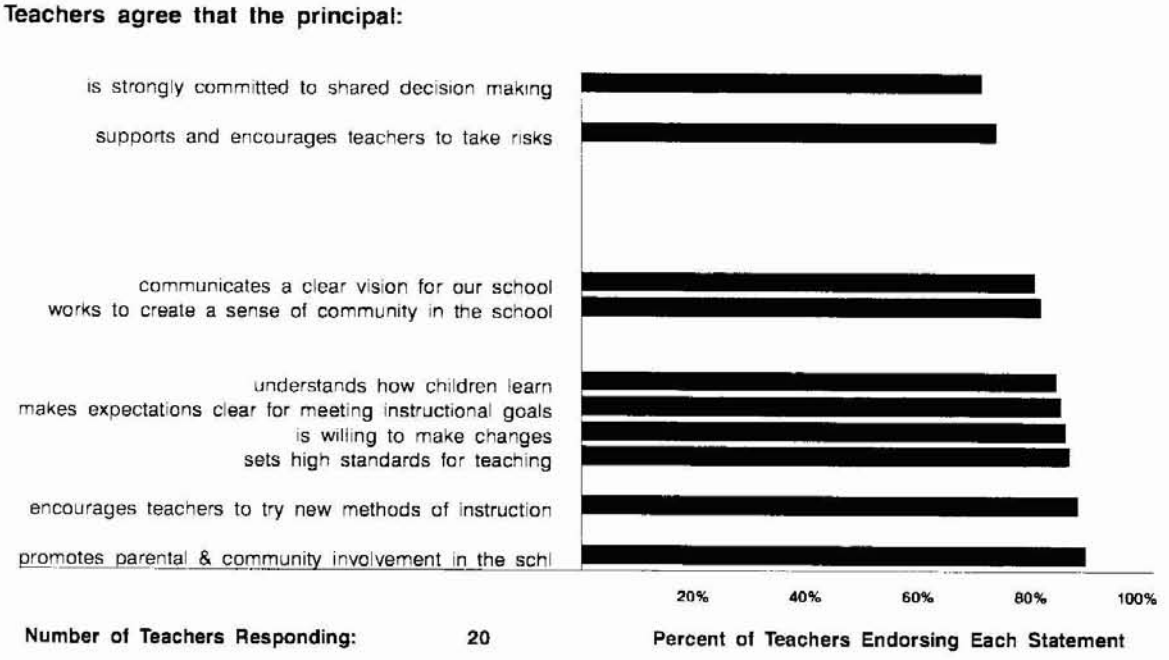
Teachers in the bottom quartile schools: Responses from teachers in these schools reveal the SIP is not being implemented. Almost 35 percent of the teachers respond negatively, including that they have no knowledge of the SIP. Another 50 percent of the teachers give mixed ratings to the SIP. Only ten percent of the teachers see the SIP as an integral part of the school (scores of 6–10).

Teachers in the top quartile schools: More than half the teachers in these schools see the SIP as an integral part of school improvement and feel they are personally affected by it. These teachers indicate they have a part in developing the SIP and that it leads to improvements in student learning and their own teaching (scores of 6–10). Forty percent give the SIP mixed reviews, and about 5 percent are negative, stating that the SIP is just another required document and will not lead to any improvements in student learning, their own teaching, or in making the school better.

Summarize results for YOUR school here:

Principal Leadership

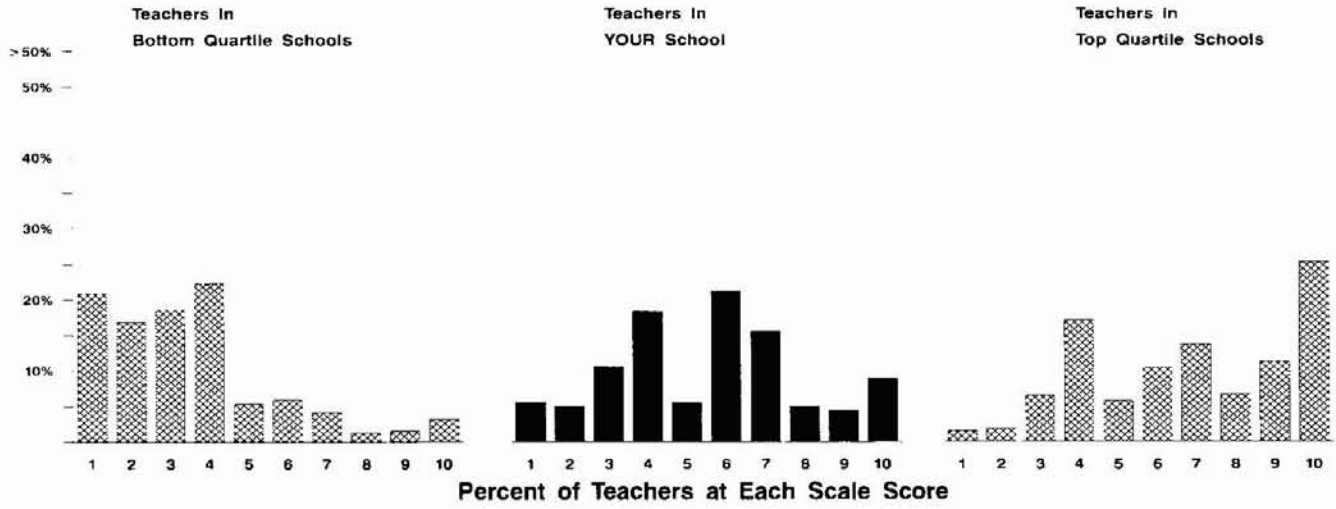
Ten items comprise the scale on Principal Leadership. Teachers were asked whether they agree or disagree with the statements shown below.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about the principal's leadership. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding principal leadership
10–9 Very High Regard	**strongly agree** with all items on the scale.
8–6 High Regard	**agree** that the principal is committed to shared decision making, encourages teachers to take risks, communicates a clear vision, and creates of sense of community; **strongly agree** with remaining items.
5–3 Moderately High Regard	**agree** with all statements.
2–1 Low Regard	**agree** that the principal promotes parental and community involvement and encourages teachers to try new methods of instruction; *disagree* with all other statements.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

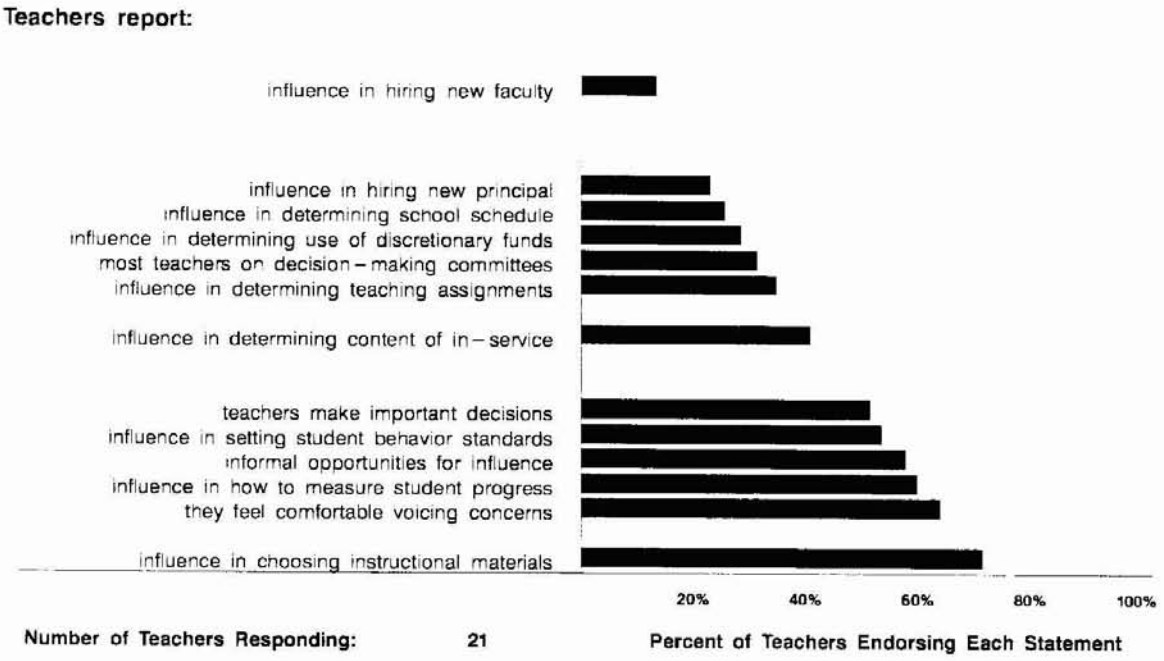
Teachers in the bottom quartile schools: Almost 40 percent of the teachers in these schools hold their principals in low regard. They acknowledge that their principal promotes positive community relations and encourages teachers to try new teaching methods, but they do not see the principal sharing decision making, encouraging teachers to take risks, and communicating a clear vision. Less than 20 percent hold the principal in high or very high regard (scores of 6 or higher). The remainder of the teachers offer generally positive but not enthusiastic endorsement.

Teachers in the top quartile schools: Teachers in these schools were virtually unanimous about their principals being strong, facilitative, inclusive, committed leaders. Ninety-six percent agree or strongly agree with all the statements (scores of 3–5 and higher), with 40 percent registering very high regard (scores of 9–10). These schools have the kind of leadership which prior research has shown can galvanize restructuring efforts.

Summarize results for YOUR school here:

Teacher Influence

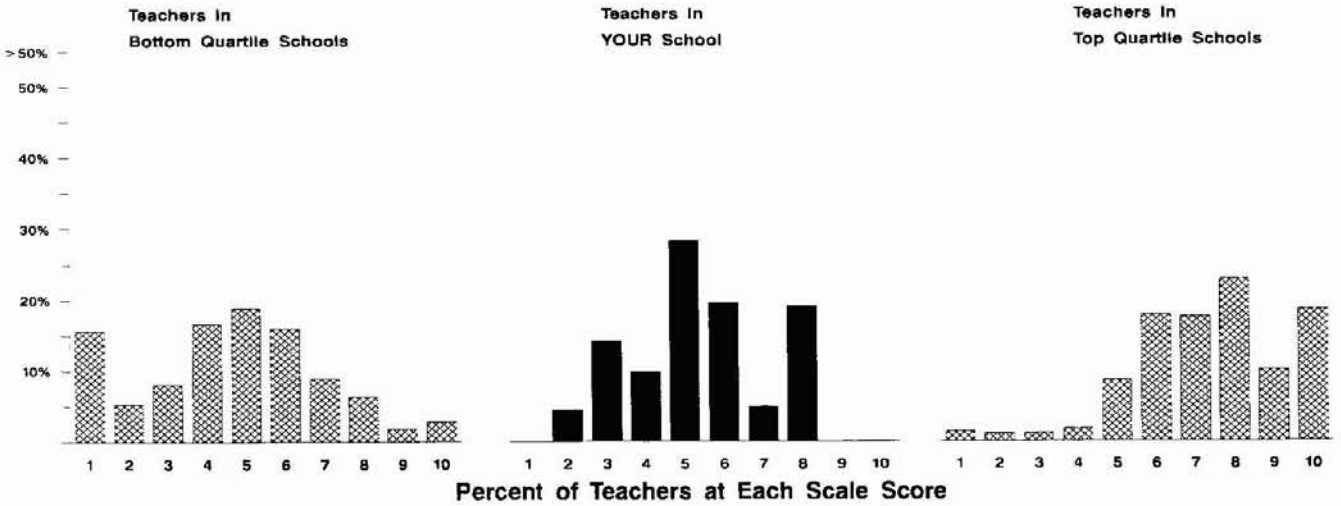
Thirteen items comprise the scale on Teacher Influence. Nine of these asked teachers how much influence they have over specific aspects of classroom and school policy. Three items asked teachers whether they feel comfortable voicing their opinion and whether they have informal opportunities to influence decisions. One item asked how many teachers are active on decision-making committees in the school.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views regarding their influence in the school. The table below provides an interpretation for each of these scale scores.

Scale Score	Views of teachers regarding teacher influence
10–9 Extensive Influence	**great deal of influence** over classroom matters, such as choosing instructional materials and setting student behavior standards; **fair amount of influence** over larger school affairs, including school schedule, hiring principal and new faculty; **strongly agree** that they are comfortable voicing concerns; **most teachers** are active on decision-making committees.
8–6 Moderate Influence	*some influence* over school matters; **fair** amount of influence over classroom matters; **agree** that they are comfortable voicing concerns; **about half the teachers** are active on decision-making committees.
5–3 Limited Influence	**fair amount of influence** over classroom matters; *some influence* over school matters; *disagree* that they are comfortable voicing concerns; *some teachers* are active on decision-making committees.
2–1 Minimal Influence	*almost no influence* on school matters; *some influence* on classroom matters; *disagree* that they are comfortable voicing concerns; *some teachers* are active on decision-making committees.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

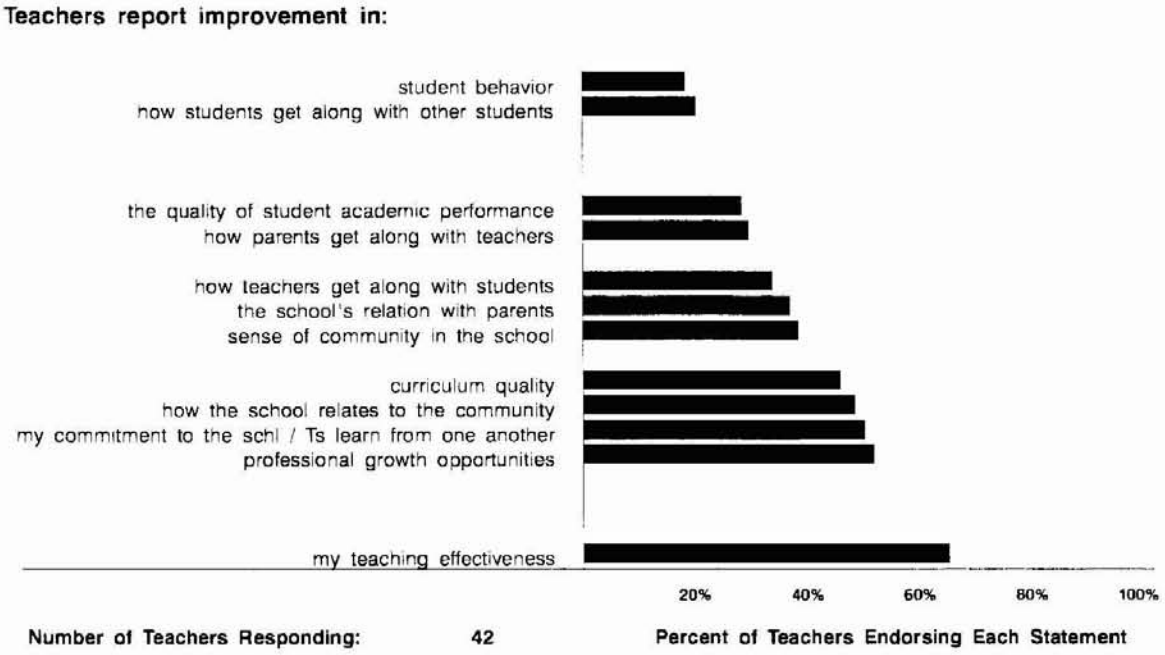
Teachers in the bottom quartile schools: Seventy percent of the teachers in these schools indicate they have minimal or limited influence (scores of 5 or lower). While they have some say over instructional matters, they have little influence over broader school policies, such as teaching assignments, the use of discretionary funds, and hiring a principal or teachers. Neither do they feel comfortable voicing their concerns, and only some teachers are reported to be on decision-making committees.

Teachers in the top quartile schools: About a quarter of the teachers in these schools claim they have extensive influence in the school, and 55 percent report at least moderate influence. Teachers in these schools appear to be highly active in local governance and improvement efforts.

Summarize results for YOUR school here:

Extent of Recent Changes

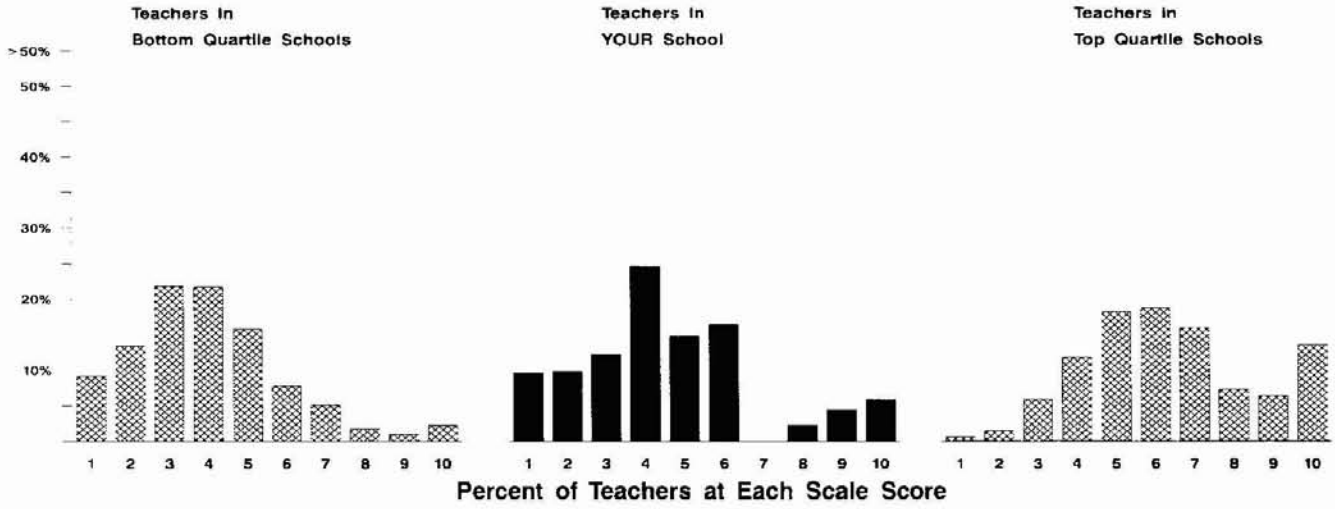
Thirteen items comprise the scale on Recent Changes. Teachers were asked whether their instruction, student behavior and performance, and the relations between the school and the community have changed for the better or worse or have not changed over the last three years.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views regarding recent changes in the school. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding recent changes in the school
10–9 Very Positive Change	change **for the better** on all aspects listed.
8–6 Positive Change	no change in student behavior or in ways students get along with one another; change **for the better** on everything else.
5–3 Mixed Changes	student behavior changed *for the worse*; no change in students' academic performance; the relations between students, teachers, and parents; teachers' opportunities to learn from one another; and teachers' commitment; change **for the better** in teachers' professional growth opportunities and teaching effectiveness.
2–1 Change for the Worse	change *for the worse* in student behavior, how students get along with one another, students' academic performance, and the relations between teachers, parents, and students; no change in everything else.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

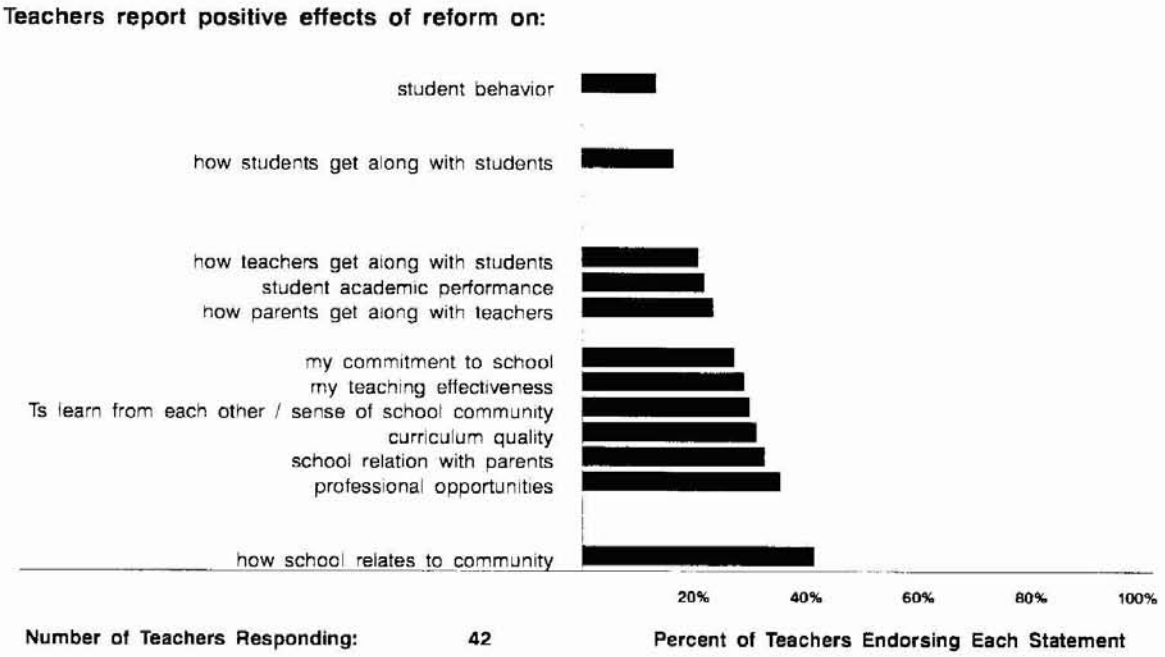
Teachers in the bottom quartile schools: About 60 percent of the teachers in these schools offer a mixed assessment, with most matters largely unchanged (scores of 3–5). About a quarter of the teachers indicate changes for the worse, primarily in student behavior and academic achievement and relationships among students, teachers, and parents; they saw no change in other aspects of the school. Less than 20 percent of the teachers report positive change or very positive change (scores of 6 or higher).

Teachers in the top quartile schools: Positive change is reported by most teachers. Twenty percent indicate very positive change, with improvements in all aspects of the school, including students' academic performance and behavior. Another 40 percent report positive change, with most aspects of the school changing for the better, including students' academic performance. Only student behavior and the ways students get along with one another has not changed. About 35 percent of the teachers report little change, and less than 5 percent register change for the worse.

Summarize results for YOUR school here:

Impact of Reform

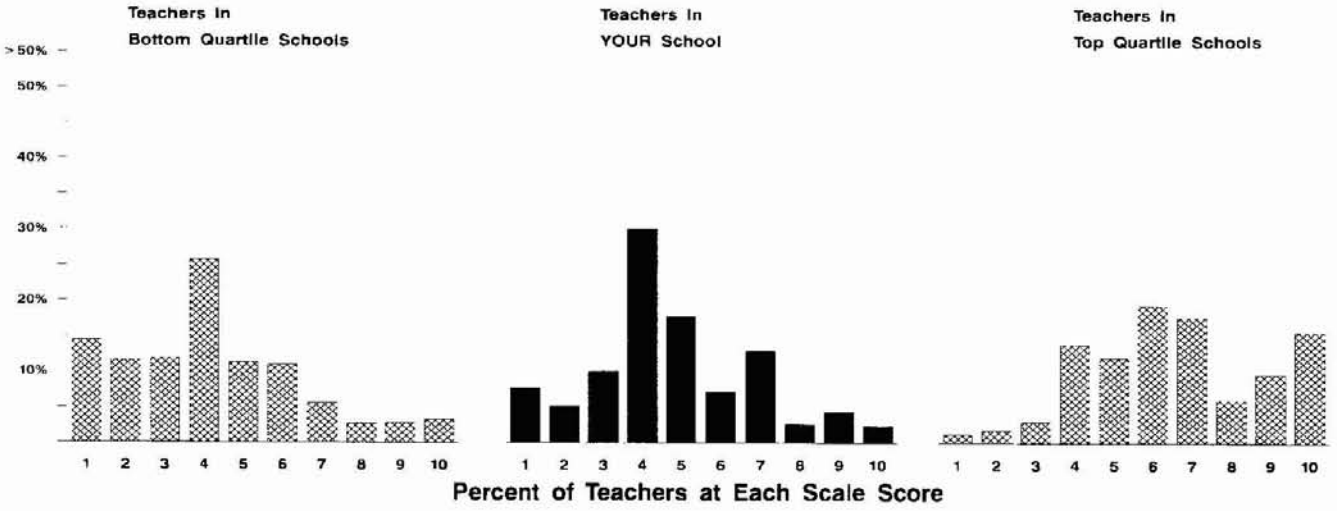
This scale is a companion to the "Extent of Recent Changes" scale described earlier. Teachers were asked about the impact of school reform on the same set of 13 items.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views regarding the impact of school reform on their school. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding impact of reform
10–9 Very Positive Impact	reform has had a **positive impact** on most everything in the school.
8–6 Positive Impact	reform has had a **positive impact** on everything except student behavior, which has not been affected by reform.
5–3 No Impact	reform has had no positive or negative impact on any aspects of the school.
2–1 Some Negative Impact	reform has had no positive or negative impact on most aspects of the school, but it has had a *negative impact* on student behavior and students getting along with one another.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



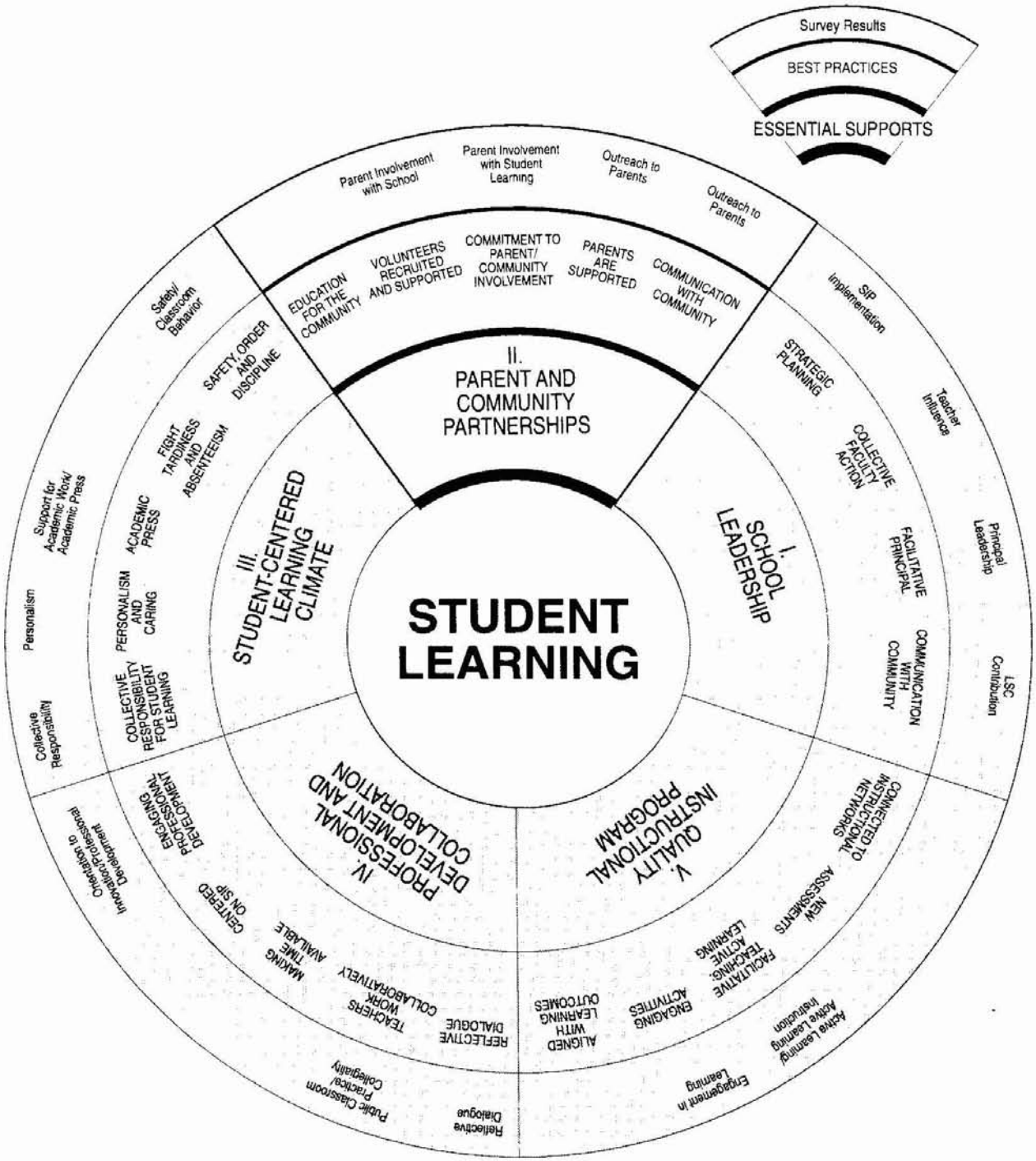
Summaries

Teachers in the bottom quartile schools: In these schools, teachers indicate that reform has passed them by. About a quarter of the teachers report some negative impact, and almost one half claim no impact. Less than a quarter of the teachers see any positive impact of reform (scores of 6–10).

Teachers in the top quartile schools: One quarter of the teachers indicate that reform has a very positive impact on their school, touching most aspects of the school's relationship with the community, curriculum and teaching, and student behavior and performance. About 40 percent report positive impact on everything, except student behavior. About a third of the teachers judge that the reform has no impact on their school, and less than 5 percent think the impact has been somewhat negative.

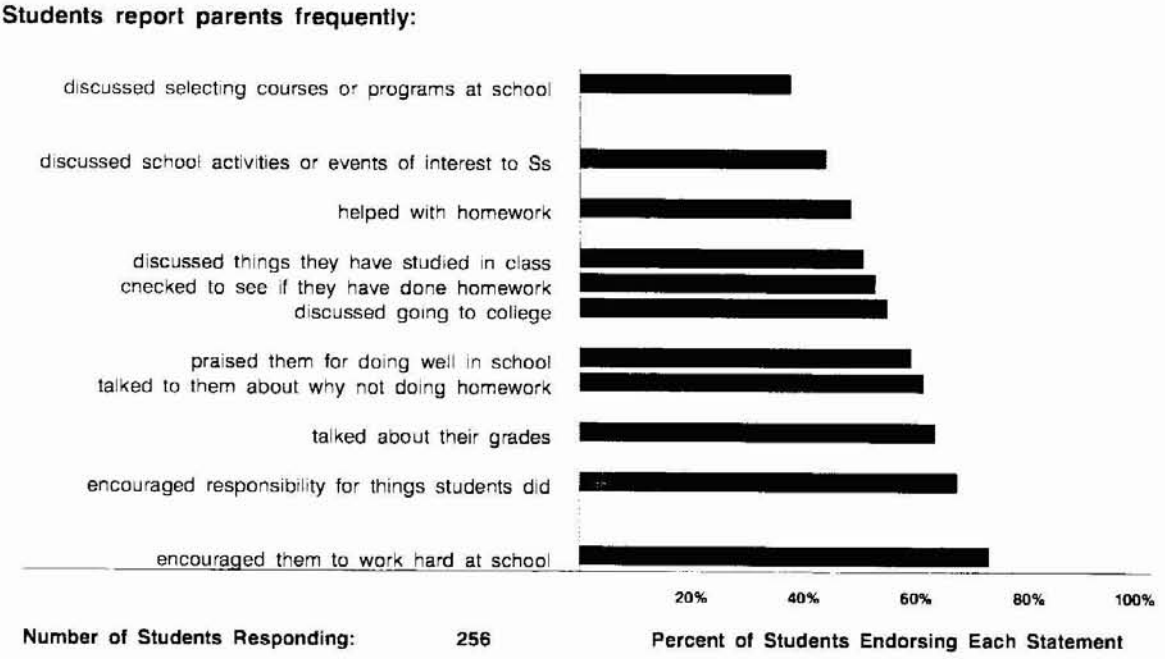
Summarize results for YOUR school here:

(2) Parent and Community Partnerships



Parents' Involvement in Students' Learning

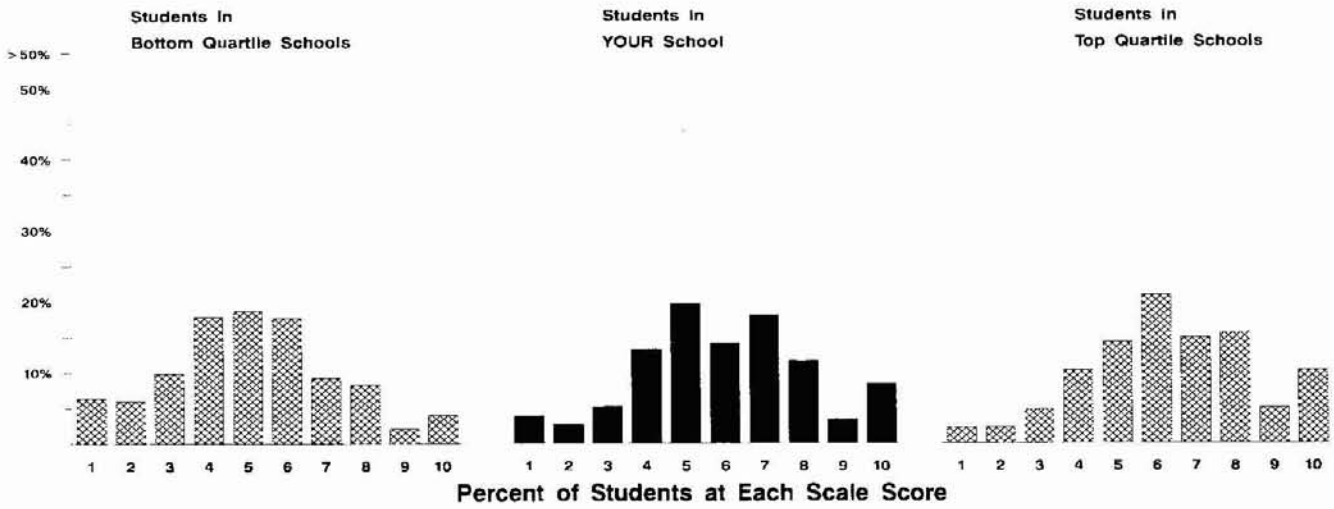
Eleven items comprise this scale. Some items asked students about how often this year they discussed classroom and school activities with their parents. The other set of items asked students how often their parents become involved in their school work.



We can combine each student's responses on these items to create a scale score which summarizes the student's views about how much they interact with their parents. The table below provides an interpretation for these scale scores.

Scale Score	Views of students regarding parents' involvement in their learning
10–9 Very Supportive	parents **all the time** encourage students to work hard in school, praise them for doing well in school, check if they did their homework; **most of the time** parents help with homework; **3–5 times this year** talked with parents about selecting courses.
8–6 Moderately Supportive	parents **all the time** encourage students to work hard in school; **most of the time** parents praise them for doing well in school, check and help with homework; *once or twice this year* talked with parents about selecting courses.
5–3 Limited Support	parents **most of the time** encourage students to work hard in school; *once in a while* parents praise them for doing well in school, check and help with homework; *once or twice this year* talked with parents about selecting courses.
2–1 Minimal Support	parents *once in a while* encourage students to work hard in school, praise them for doing well in school; *never* check, help with homework, or talk about selecting courses.

The bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

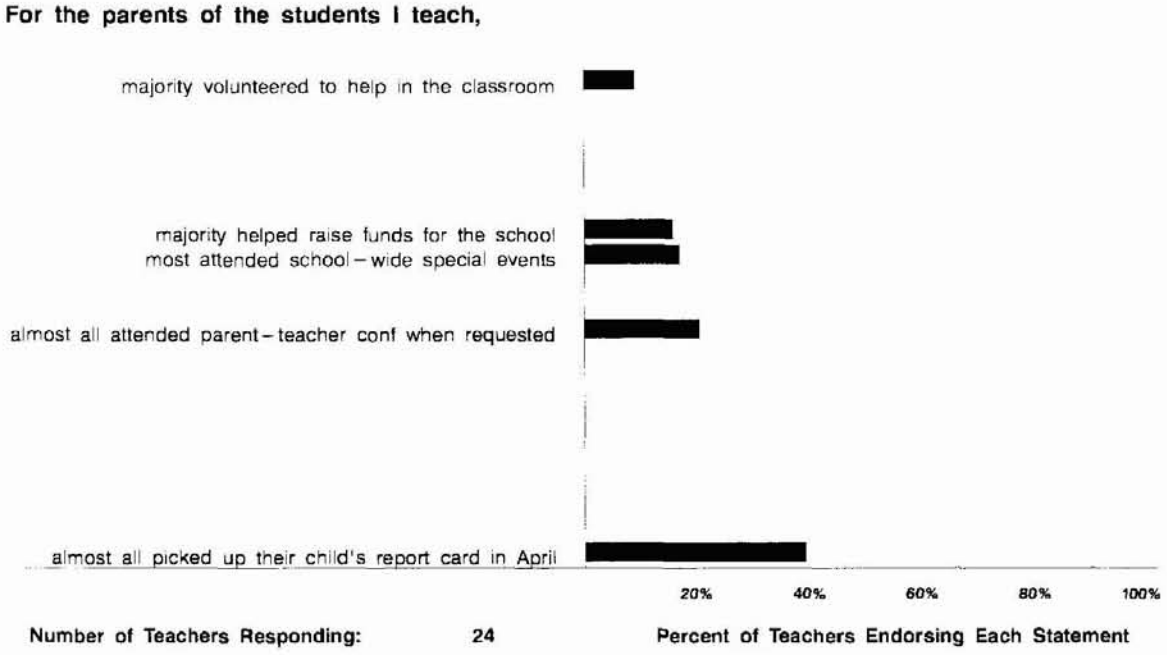
Students in the bottom quartile schools: The largest group of students in these schools, about 45 percent, report limited support (scores of 3–5) from parents. We can characterize the interaction with parents of about one-third of the students as moderately supportive (scores of 6–8). Less than 10 percent think their parents are very supportive (scores of 9–10).

Students in the top quartile schools: More than one in every six students in the top quartile schools report a great deal of support from parents (scores of 9–10). Nearly 50 percent of the students in these schools report moderate support (scores of 6–8). Thus, two-thirds of the students fall in these top two categories. Of the remaining students, about 30 percent report limited support from parents (scores of 3–5), and only about 5 percent report minimal support (scores of 1–2).

Summarize results for YOUR school here:

Parents' Involvement with the School

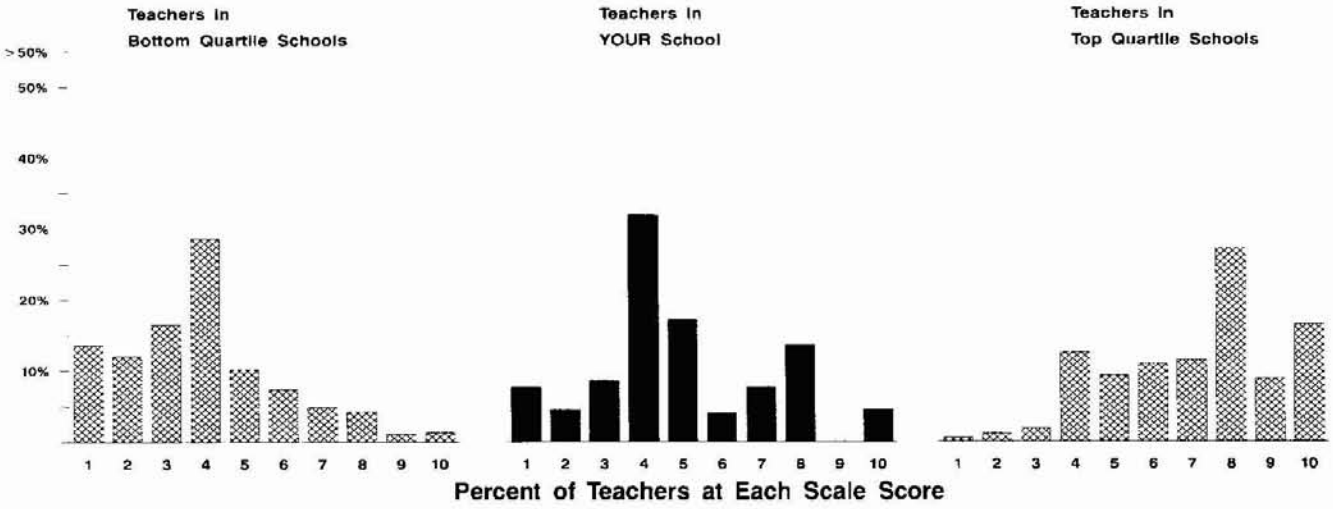
Five items comprise the scale on Parents' Involvement with the School. Teachers were asked how many parents came to school for the reasons listed below.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about the level of parent involvement with the school. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding parent involvement with the school
10–9 High Involvement	**nearly all** parents picked up report cards and attended parent-teacher conferences; **most** attended school events; **about half** helped raise funds; *some* volunteered in the classroom.
8–6 Moderate Involvement	**nearly all** parents picked up report cards; **about half** attended school events; *most* attended parent-teacher conferences; *some* helped raise funds and volunteered in the classroom.
5–3 Limited Involvement	*most* parents picked up report cards; *about half* attended parent-teacher conferences; *some* attended school events and helped raise funds; *no parents* volunteered in the classroom.
2–1 Minimal Involvement	*about half* the parents picked up report cards; *some* attended parent-teacher conferences; *no parents* attended school events, helped raise funds, or volunteered in the classroom.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

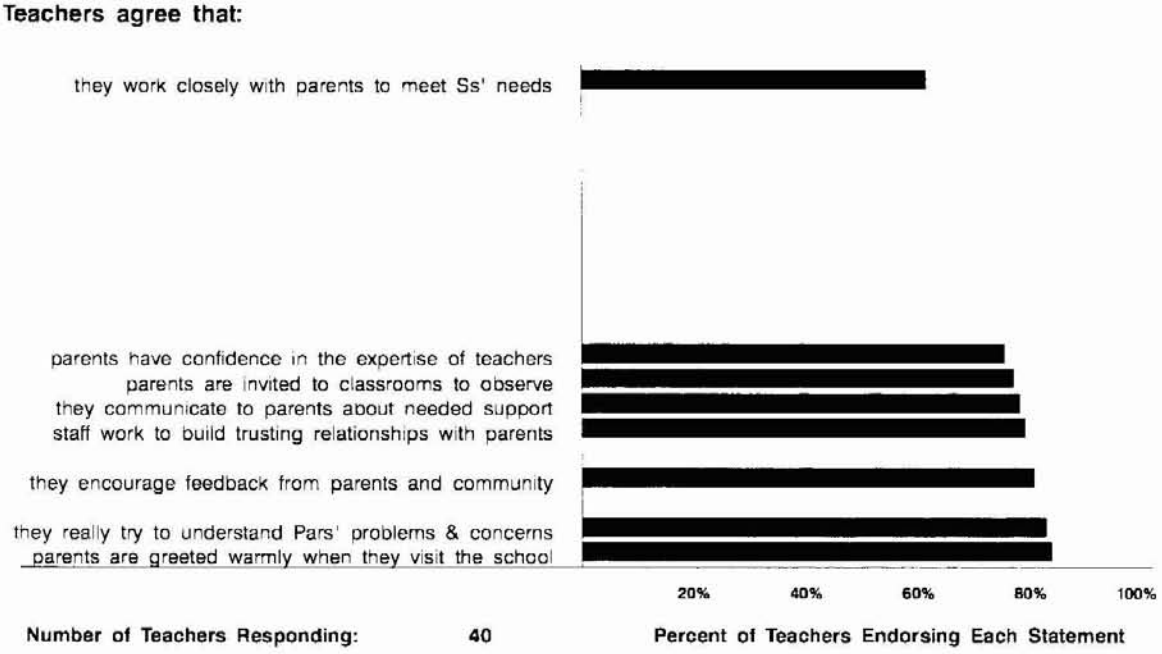
Teachers in the bottom quartile schools: Parents are infrequent visitors to most of these schools. A quarter of the teachers indicate there is minimal parent involvement in their school, with less than half the parents picking up report cards. Almost half the teachers report there is limited involvement, where half the parents pick up report cards but do little else. Twenty percent of the teachers report moderate involvement, and less than 10 percent claim high parent involvement.

Teachers in the top quartile schools: About a quarter of the teachers report that parents are highly involved in their schools; they can count on almost all of them to turn out for parent-teacher conferences, and half help to raise funds for the school. More common, however, is moderate involvement, with 50 percent of the teachers registering scores of 6–8. This means that most parents pick up report cards, attend parent conferences, and many come to school events and help out in classrooms or with fund raising. Only a quarter of the teachers in this group report limited or minimal parent involvement.

Summarize results for YOUR school here:

Teachers' Outreach to Parents

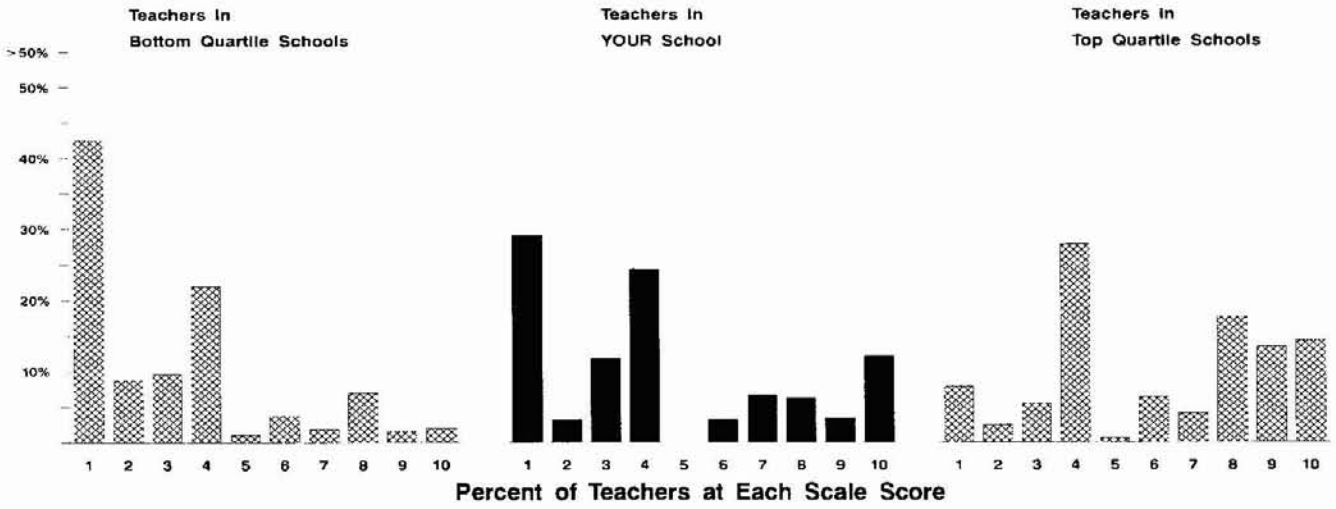
Eight items comprise this scale. Teachers were asked whether they encourage feedback from parents and the community, work to develop trusting relationships with parents, invite parents to observe classes, and work closely with parents to meet students' needs.



We can combine each teacher's responses on these items to create a scale score which summarizes the teachers' views on outreach to parents. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding outreach to parents
10–6 Broad Outreach	**strongly agree** with all items
5–3 Considerable Outreach	**agree** with all items
2–1 Moderate Outreach	**agree** with all items, but *disagree* that teachers work closely with parents to meet students' needs

The bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



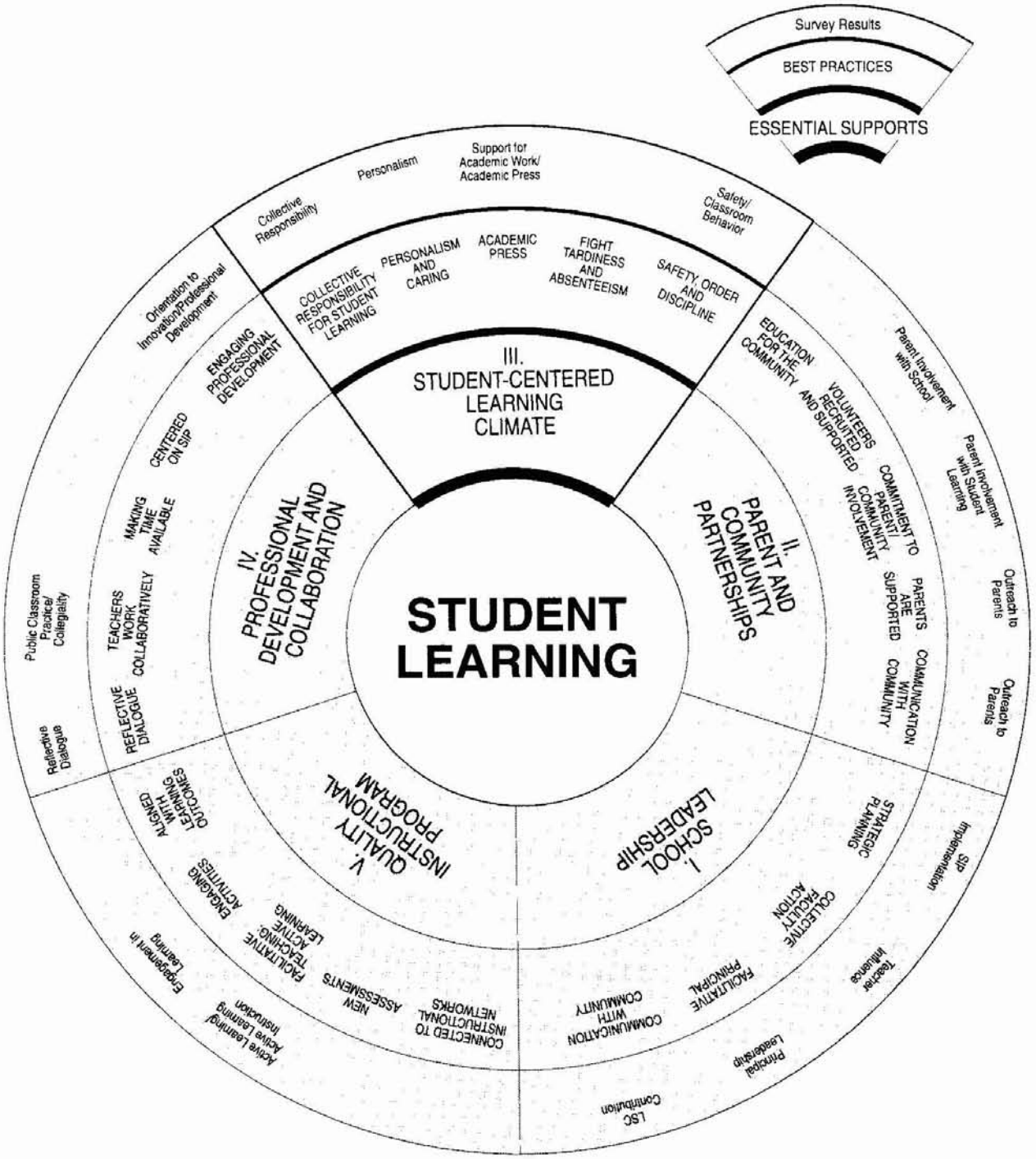
Summaries

Teachers in the bottom quartile schools: About one teacher in six reports broad outreach. These teachers strongly agree with all the statements that comprise the scale. One-third of the teachers falls in the considerable outreach category, which means these teachers agree with all the items in the scale. One in two sees teachers engaging in only moderate outreach.

Teachers in the top quartile schools: Slightly less than half the teachers fall in the top category, broad outreach. An equal proportion of teachers report considerable outreach, and less than 10 percent of the teachers fall in the bottom category.

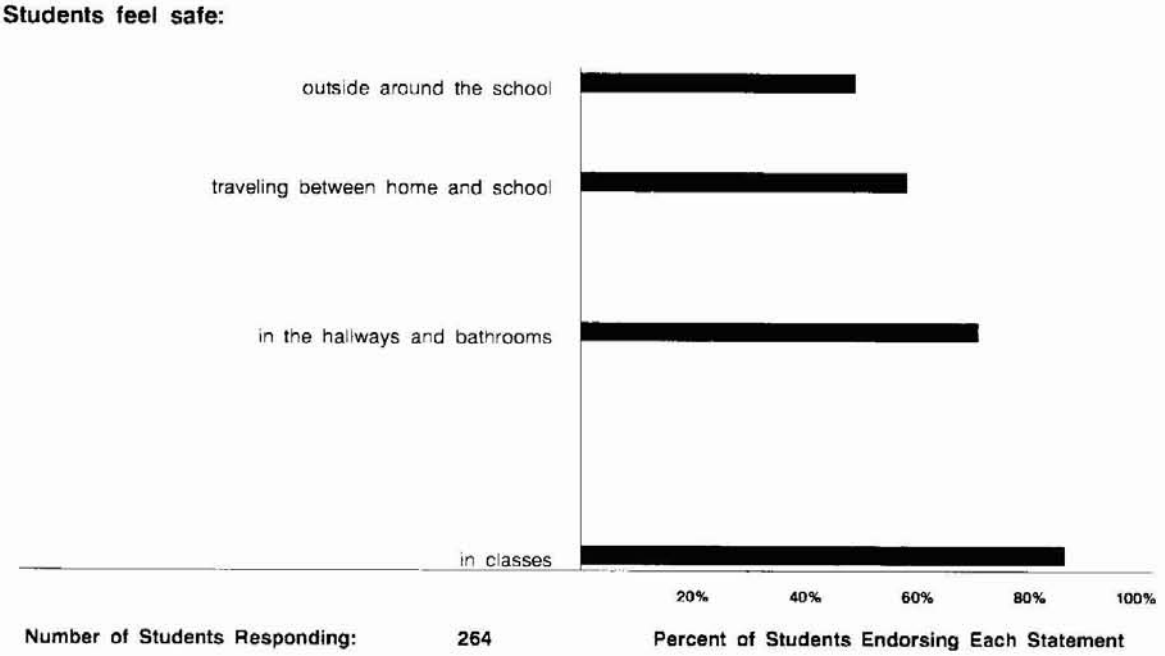
Summarize results for YOUR school here:

(3) Student-Centered Learning Climate



Safety

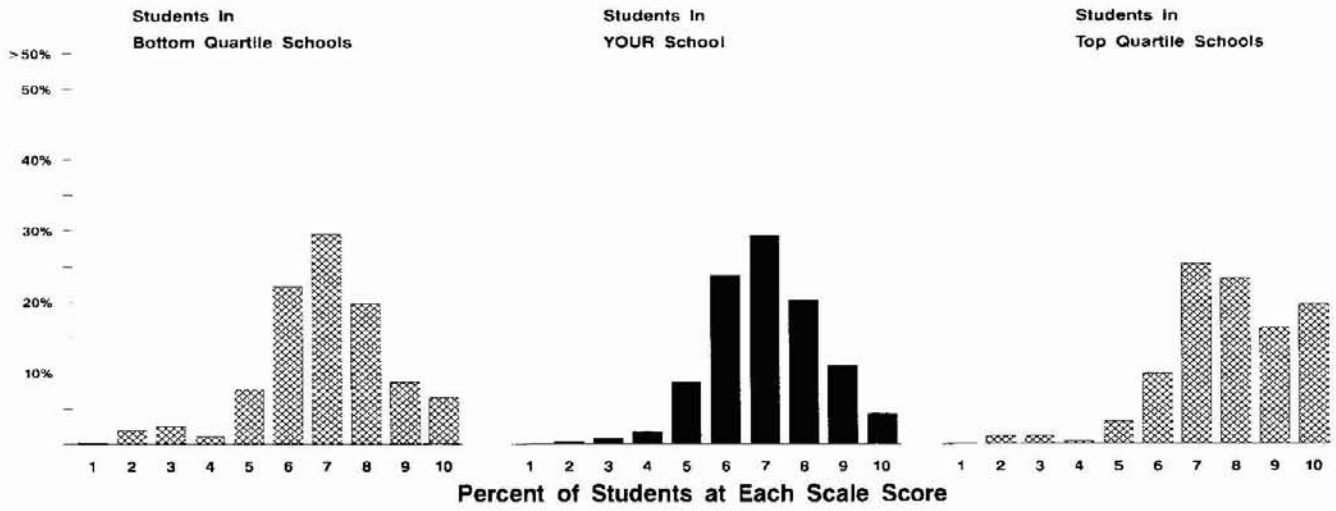
Students were asked four questions about safety in and around the school. Their responses could range from not safe to very safe.



We can combine each student's responses on these items to create a scale score which summarizes the student's views about safety in and around school. The table below provides an interpretation for these scale scores.

Scale Score	Views of students regarding safety
10–9 Very Safe	**very safe** in classes, in hallways and bathrooms, and traveling between home and school; **mostly safe** around the school.
8–6 Mostly Safe	**very safe** in classes; **mostly safe** elsewhere.
5–3 Somewhat Safe	**mostly safe** in classes; *somewhat safe* elsewhere.
2–1 Not Safe	*somewhat safe* in classes; *not safe* elsewhere.

The center bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

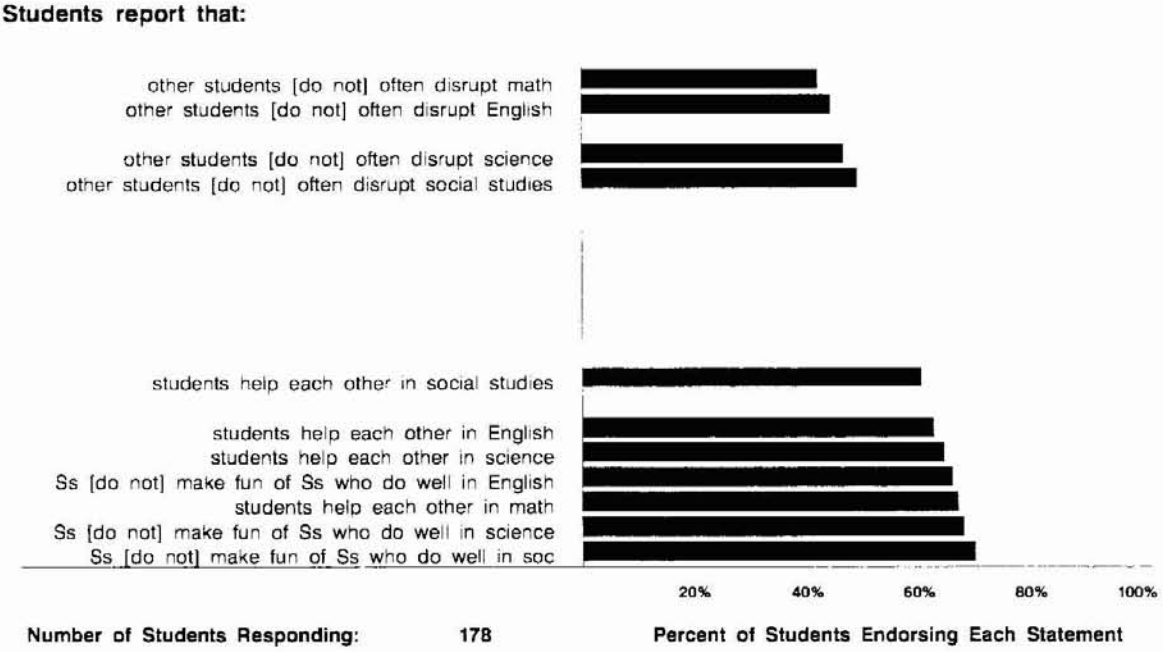
Students in the bottom quartile schools: Even in the bottom quartile schools, nearly 85 percent of the students rate their experience mostly safe (scores of 6–8), and one percent claim very safe (scores of 9–10). Fifteen percent indicate their schools are somewhat safe (scores of 3–5), and no students report their schools are not safe (scores of 1–2).

Students in the top quartile schools: More than 80 percent of the students in these schools also feel mostly safe (scores of 6–8), and a little over 10 percent claim they feel very safe (scores of 9–10). Only 5 percent of the students rate their experience as somewhat safe (scores of 3–5), and none report that they feel not safe (scores of 1–2).

Summarize results for YOUR school here:

Classroom Behavior

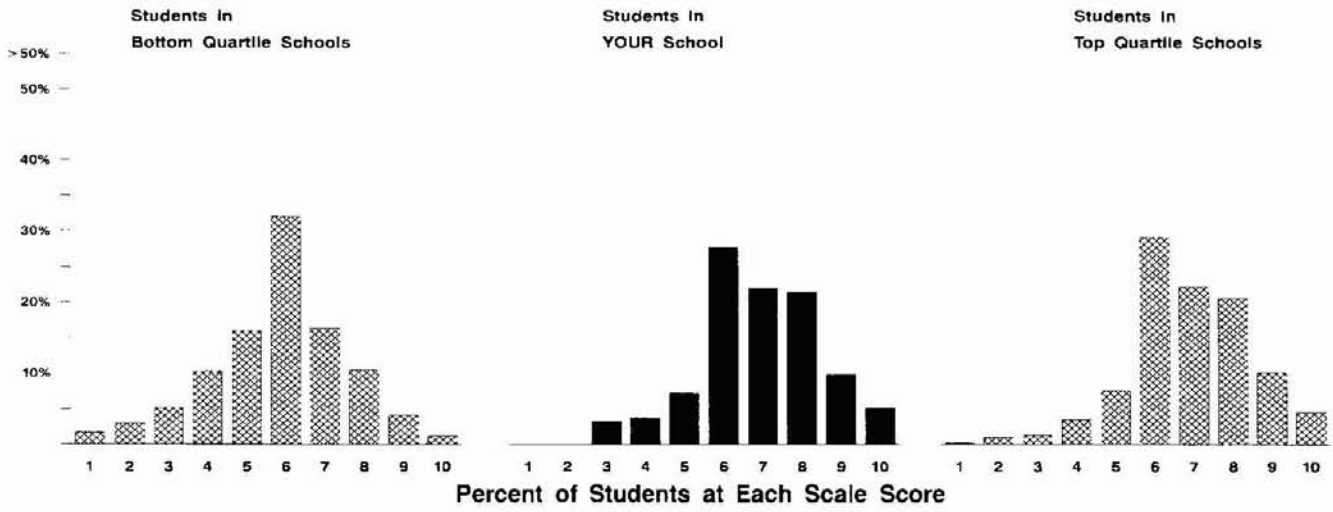
Students (eighth graders only) were asked three questions about the behavior of the other students in mathematics, social studies (soc), English, and science classes.



We can combine each student's responses on these items to create a scale score which summarizes the student's views about peer behavior and cooperation. The table below provides an interpretation for these scale scores.

Scale Score	Views of students regarding classroom behavior
10–9 Cooperative	**agree** with all statements.
8–6 Somewhat Cooperative	**agree** that students do not make fun of students who do well in class, that students help each other; *disagree* that other students do not often disrupt class.
5–3 Disruptive	*disagree* with all statements.
2–1 Very Disruptive	*disagree* that students do not make fun of students who do well in class, that students help each other; *strongly disagree* that other students do not often disrupt class.

The center bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

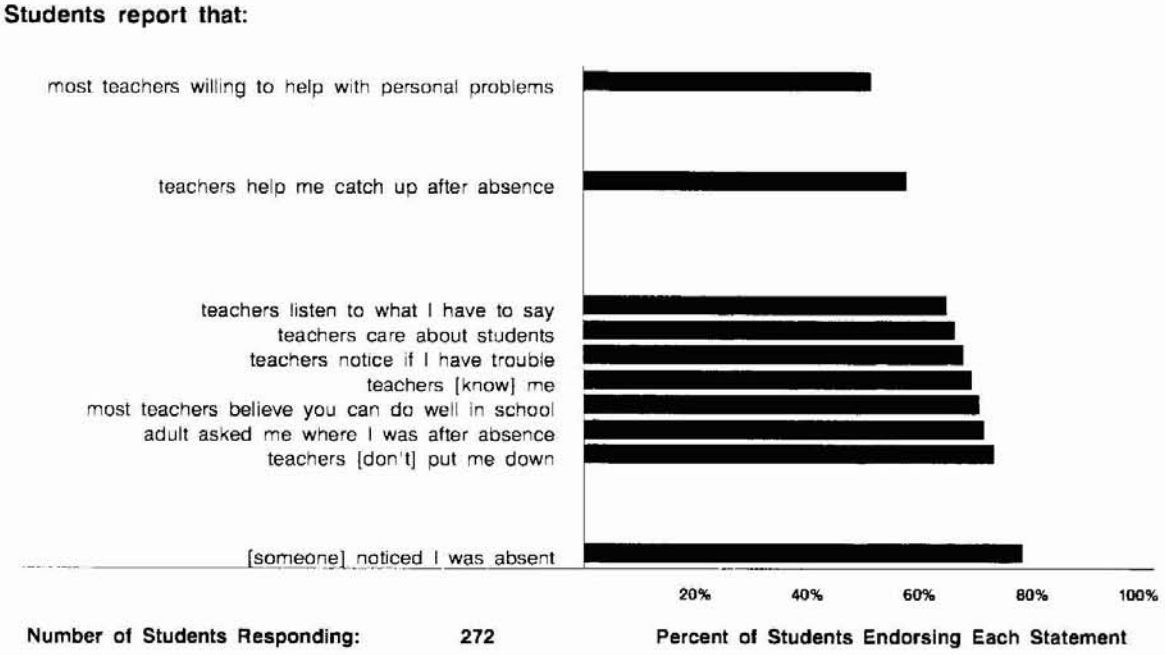
Students in the bottom quartile schools: The most frequent student response is that peers are cooperative (55 percent). The second largest group, 30 percent, rate other students as disruptive. The remaining students are equally split between very cooperative and very disruptive.

Students in the top quartile schools: Like students in bottom quartile schools, the majority of students (65 percent) report that their classmates are somewhat cooperative. Another 15 percent claim other students are very cooperative.

Summarize results for YOUR school here:

Personalism

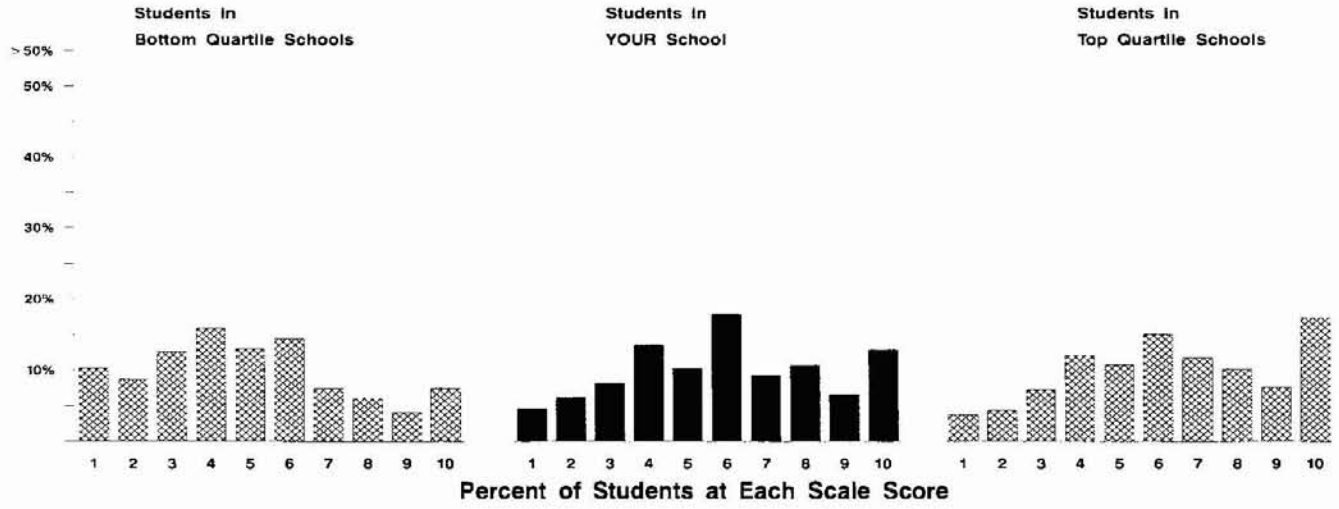
Ten items comprise the Personalism scale. Students were asked how many teachers are willing to help with personal problems and believe they can do well in school. Students were also asked three questions about what happened when they returned from an absence: Did anyone notice they were out? Did an adult at school ask where they had been? Did the teachers help them catch up? In addition, there were five questions concerning teachers' caring about and showing personal interest in students.



We can combine each student's responses on these items to create a scale score which summarizes the student's views about personalism. The table below provides an interpretation for these scale scores.

Scale Score	Views of students regarding personalism
10–6 Considerable Personal Concern	**most teachers** willing to help with personal problems; teachers **helped** students catch up after absence; **agree** teachers care about students, listen to them, notice if they have trouble.
5–3 Some Personal Concern	**about half the teachers** willing to help with personal problems; teachers *did not help* students catch up after absence; **agree** teachers care about students, listen to them, notice if they have trouble.
2–1 Not Much Personal Concern	*a few teachers* willing to help with personal problems; teachers *did not help* students catch up after absence; *disagree* teachers care about students, listen to them, notice if they have trouble.

The center bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

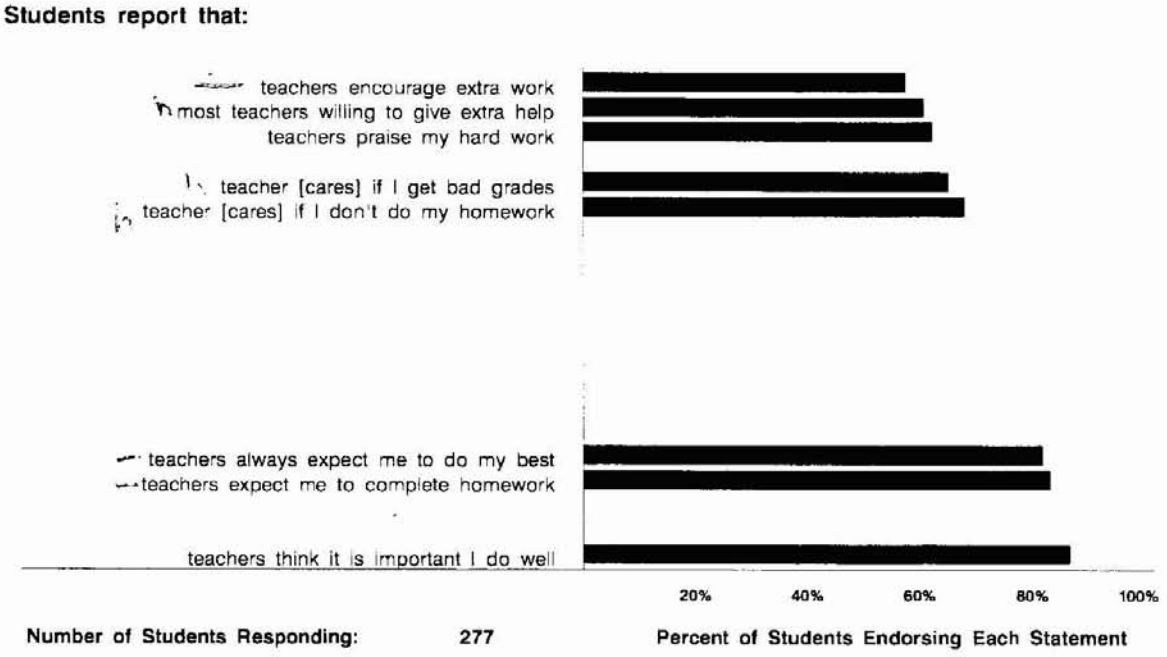
Students in the bottom quartile schools: Most students report not much or only some personal concern from teachers (scores of 5 or lower). The 45 percent who report some personal concern acknowledge that teachers listen to them and care about them, but report that teachers do not help them catch up after an absence, and not many teachers are willing to help with personal problems. Twenty percent indicate there is not much personal concern. The remaining 35 percent of the students fall in the top two categories (scores of 6–10). These students are generally positive about the personal attention paid them by teachers.

Students in the top quartile schools: The majority of the students in these schools (about 60 percent) report that teachers show considerable personal concern. About 30 percent of the students are in the next lower category, reporting some personal concern. These students are generally positive about the amount of personalism in the school, but report that teachers do not help them catch up after an absence, and only about half the teachers are willing to help with personal problems. Less than 10 percent claim there is not much concern for them.

Summarize results for YOUR school here:

Press toward Academic Achievement

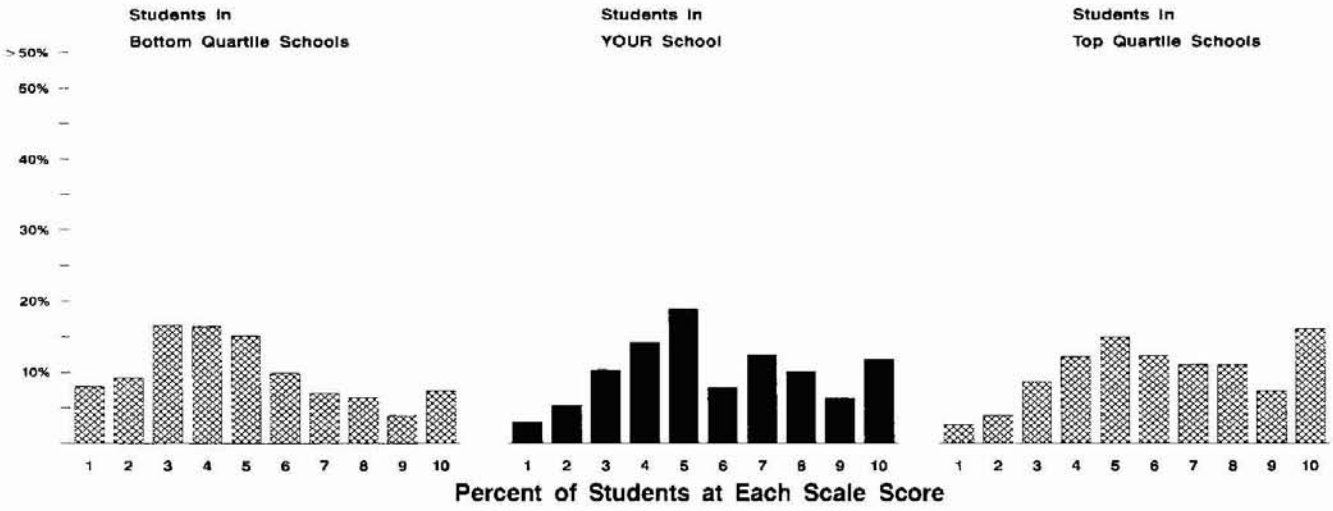
Students (eighth graders only) were asked five questions about how much teachers press them toward academic achievement in mathematics, social studies, English, and science. For this report, responses regarding classes in different subjects have been collapsed. Students also were asked three questions about how many teachers show concern for students' grades and homework and how many teachers are willing to give extra help.



We can combine each student's responses on these items to create a scale score which summarizes the student's reports of the extent of academic press. The table below provides an interpretation for these scale scores.

Scale Score	Students' perceptions of how much their teachers press them toward academic achievement
10–6 High Academic Press	**all teachers** in the school care if I don't do my homework and get bad grades, and they are willing to give extra help; **strongly agree** that teachers think it's important that I do well, expect me to complete my homework, and expect me to do my best; **agree** that teachers praise my hard work and encourage me to do extra work when I don't understand something.
5–3 Moderate Academic Press	**most teachers** care if I don't do my homework and get bad grades; **about half the teachers** are willing to give extra help; **agree** that teachers think it's important that I do well, expect me to complete my homework, expect me to do my best, and praise my hard work; *disagree* that teachers encourage me to do extra work when I don't understand something.
2–1 Limited Academic Press	*a few teachers* care if I don't do my homework and get bad grades, and they are willing to give extra help; **agree** that teachers think it's important that I do well, expect me to complete my homework, and expect me to do my best; *disagree* that teachers praise my hard work and encourage me to do extra work when I don't understand something.

The center bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

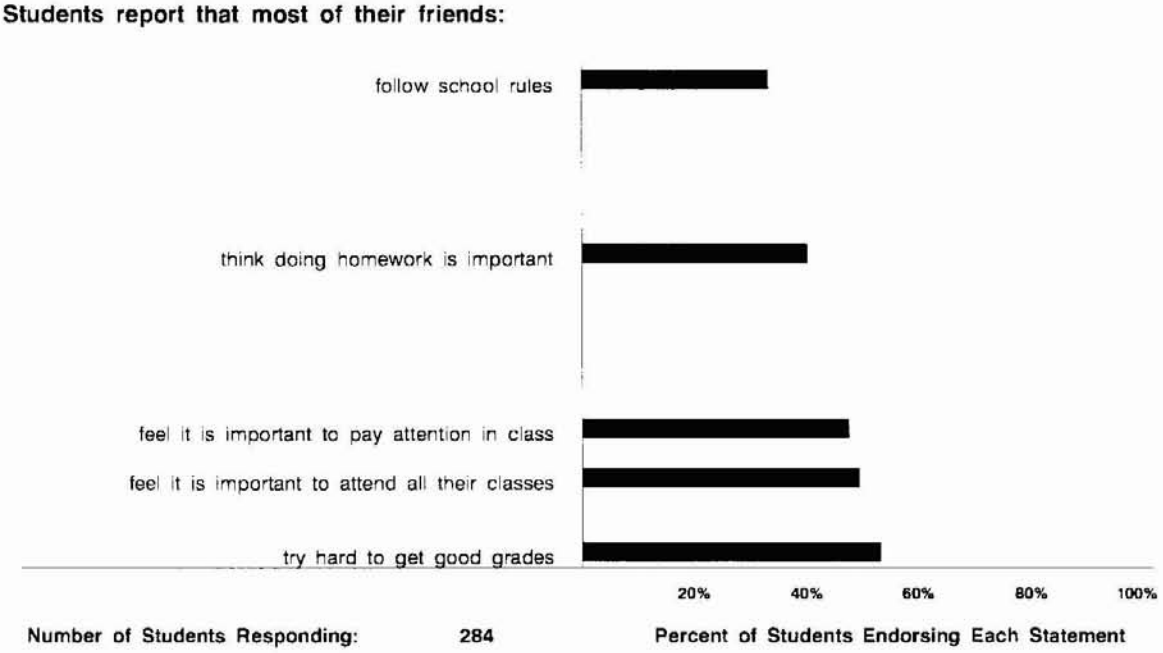
Students in the bottom quartile schools: Almost 20 percent of the students say there is limited academic press. Another half claim teachers provide moderate press toward academic achievement. These students know their teachers expect them to perform but also indicate teachers do not push them to do extra work and are unwilling to give extra help. The remaining third of the students in these schools provide more positive reports.

Students in the top quartile schools: Over 60 percent of these students sense high academic press from their teachers. Their teachers show that they care about students' performance and are willing to give extra work and extra help when students need it. About a third of the students report moderate academic push, and less than 10 percent think there is limited academic push.

Summarize results for YOUR school here:

Peer Support for Academic Work

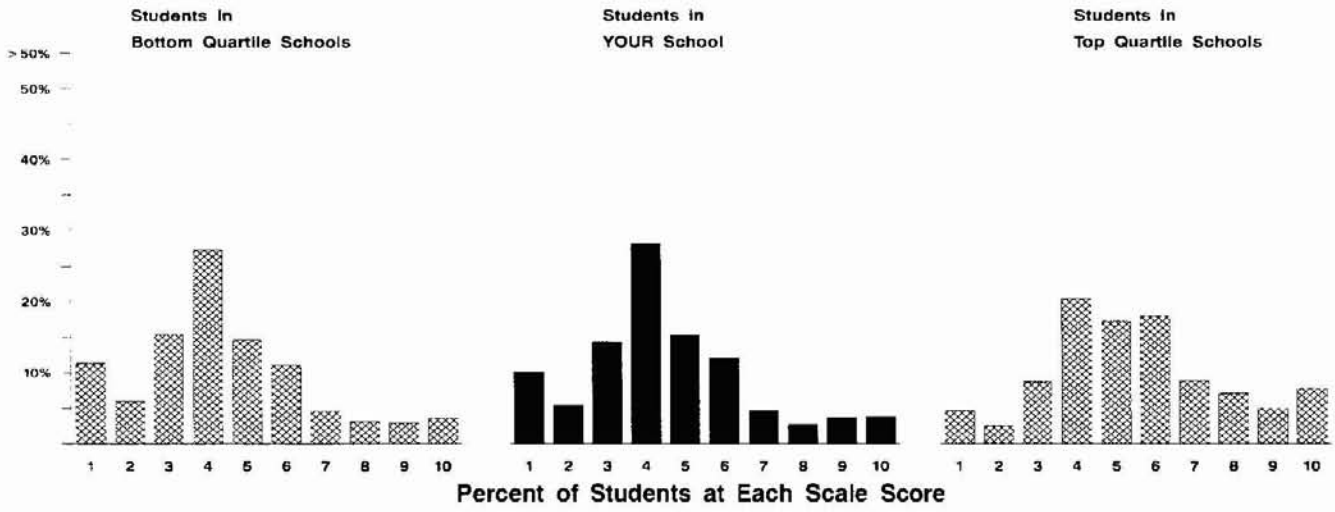
Five items comprise the scale on Peer Support for Academic Work. Students were asked how many of the following statements are true of their friends.



We can combine each student's responses on these items to create a scale score which summarizes the student's reports of their peers actions regarding academic work. The table below provides an interpretation for these scale scores.

Scale Score	Friends' beliefs and actions regarding academic work
10–9 Strong Support	**all of their friends** in school try hard to get good grades, feel it is important to attend all classes, feel it is important to pay attention in class, think doing homework is important, and follow school rules.
8–6 Moderate Support	these statements are true of **most of their friends**.
5–3 Limited Support	these statements are true of *about half of their friends.*
2–1 Minimal Support	these statements are true of *a few of their friends.*

The center bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

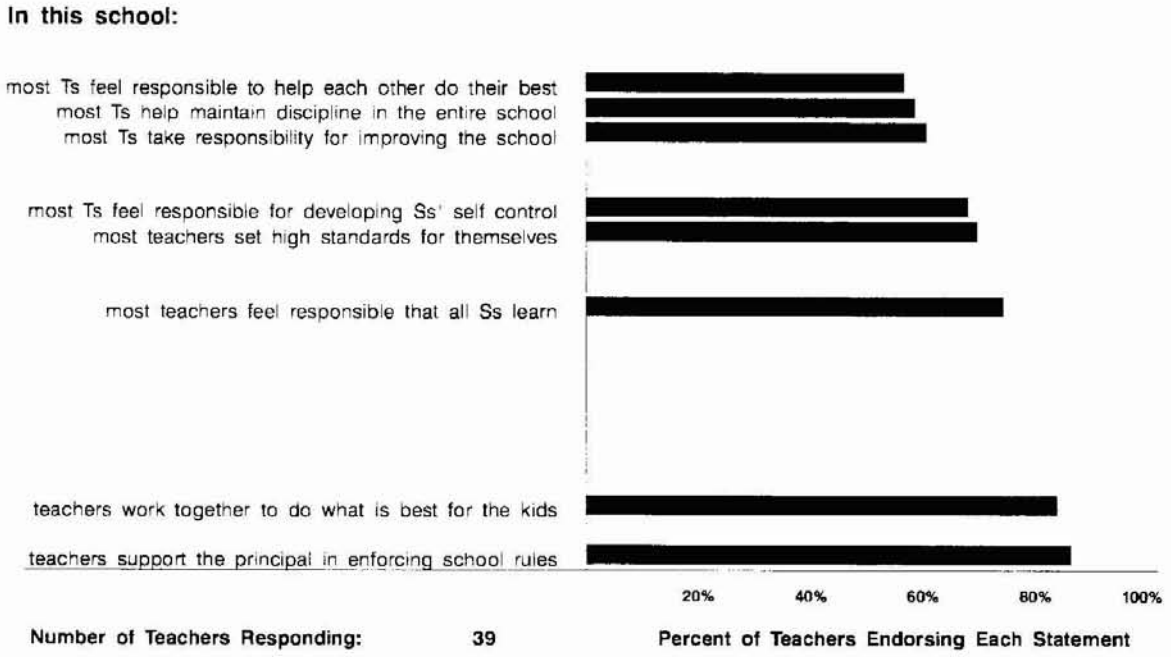
Students in the bottom quartile schools: Working hard and getting good grades are not meaningful activities to a large proportion of students in these schools. About a quarter of the students indicate minimal support, which means that only a few of their friends think it is important to go to class, do their homework, and get good grades. About 50 percent register limited support, or that these things are important to only half their friends.

Students in the top quartile schools: Peer support for academic work is somewhat more prevalent among students in these schools. About half the students indicate that most or all their friends place a lot of importance on attending class, doing homework, and working for good grades (strong and moderate support). Around 45 percent claim that these things are true for about half their friends (limited support). Even among those schools, there appears to be room for strengthening norms for academic work.

Summarize results for YOUR school here:

Collective Responsibility

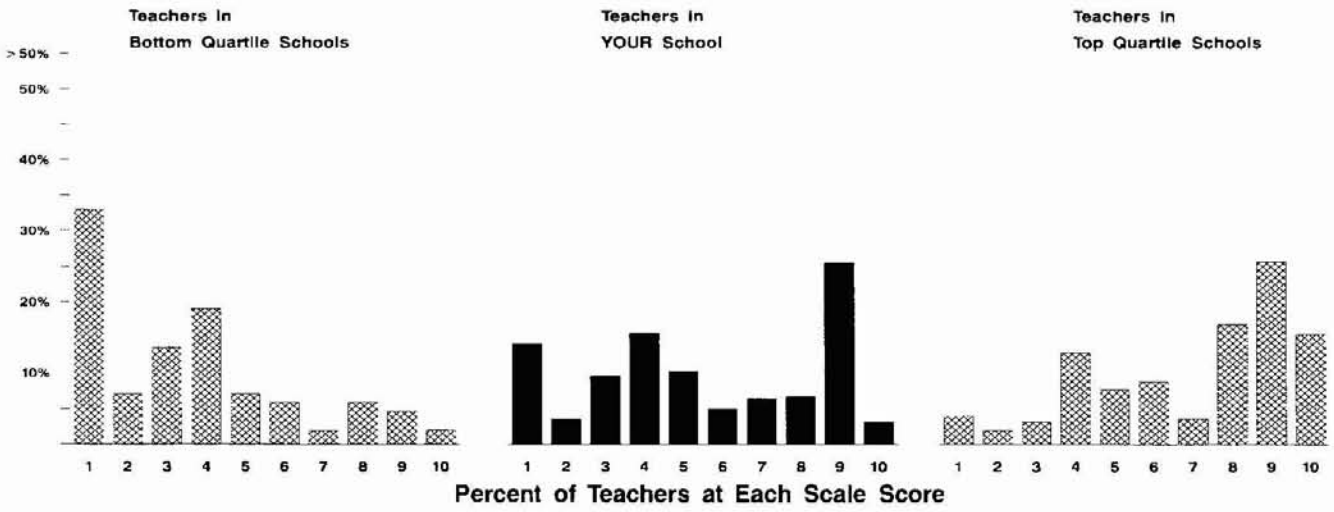
Eight items comprise this scale. Six items asked how many teachers in the school feel responsible for various aspects of the school and the development of its students. Two items asked whether teachers work together for kids and support the principal in enforcing the rules.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about the level of collective responsibility in the school. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding collective responsibility
10–9 Strong Shared Responsibility	**almost all teachers** in the school take responsibility for all of the items in the scale.
8–6 Fairly High Responsibility	**almost all teachers** feel responsible for developing students' self control and teaching all students; **most teachers** feel responsible for helping each other, improving the school, and setting high standards for themselves.
5–3 Limited Responsibility	**more than half** feel responsible for developing students' self control and teaching all students; **about half the teachers** take responsibility for other aspects of the school.
2–1 Very Limited Responsibility	*less than half of the teachers* take responsibility for various aspects of the school; **agrees, but** *not strongly,* that teachers work to do the best for kids and support the principal in enforcing rules.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



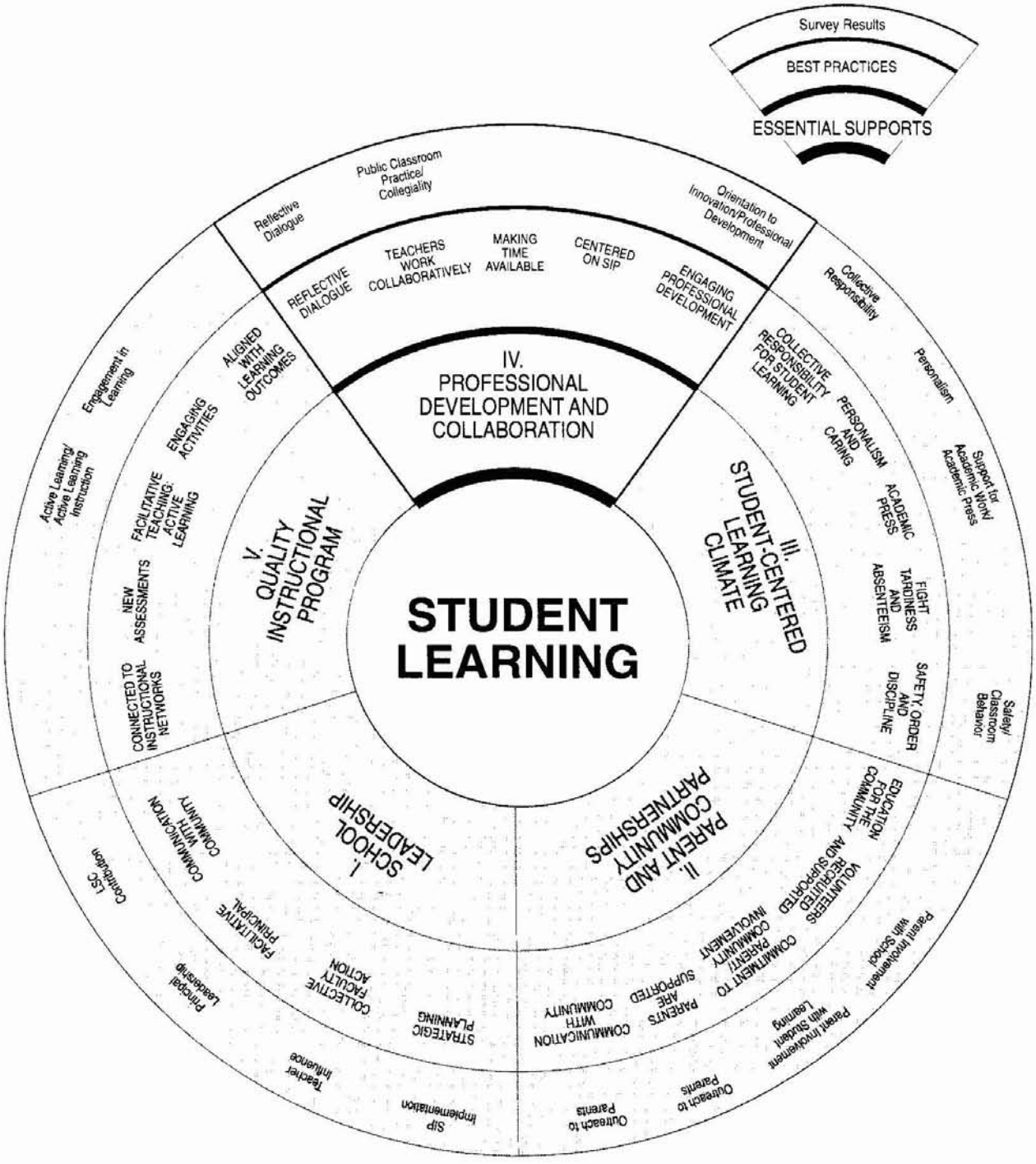
Summaries

Teachers in the bottom quartile schools: Half the teachers indicate that the level of shared responsibility is limited, and another 40 percent indicate it is very limited. While a few faculty (i.e., about 10 percent with scores of 6 or higher) demonstrate a strong sense of responsibility for student learning, discipline, standards of practice, and school improvement, the vast majority of the teachers appear indifferent.

Teachers in the top quartile schools: About 50 percent of teachers in these schools report either fairly high or strong shared responsibility (scores of 6–10). About 40 percent report limited responsibility, and less than 10 percent indicate very limited responsibility.

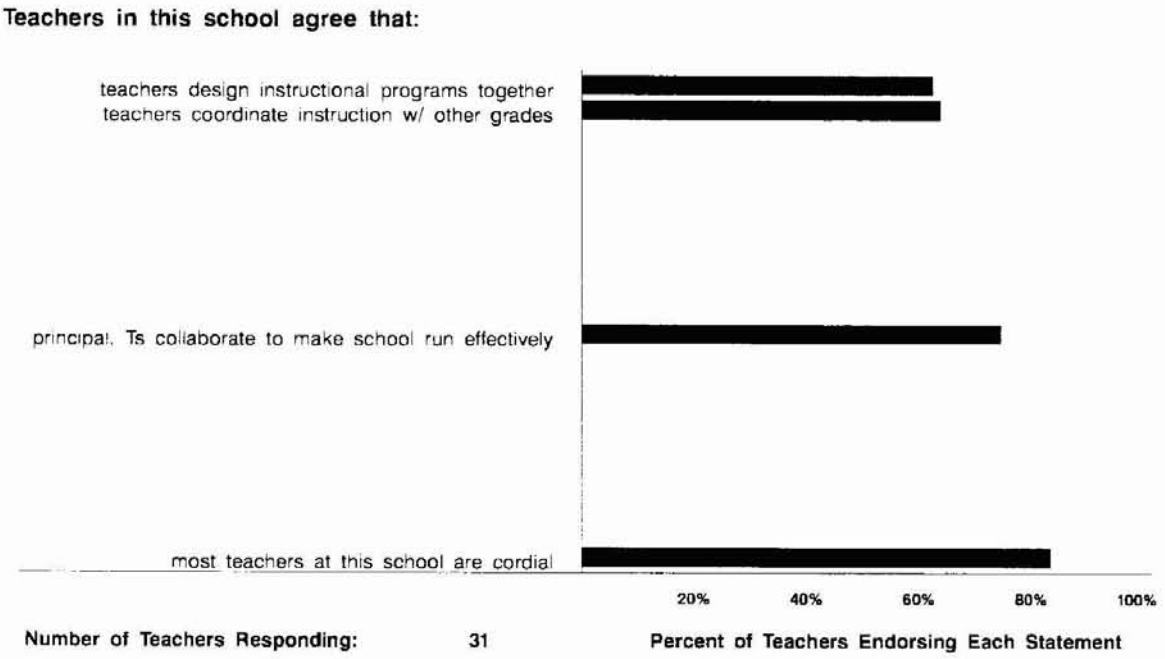
Summarize results for YOUR school here:

(4) Professional Development and Collaboration



Staff Collegiality

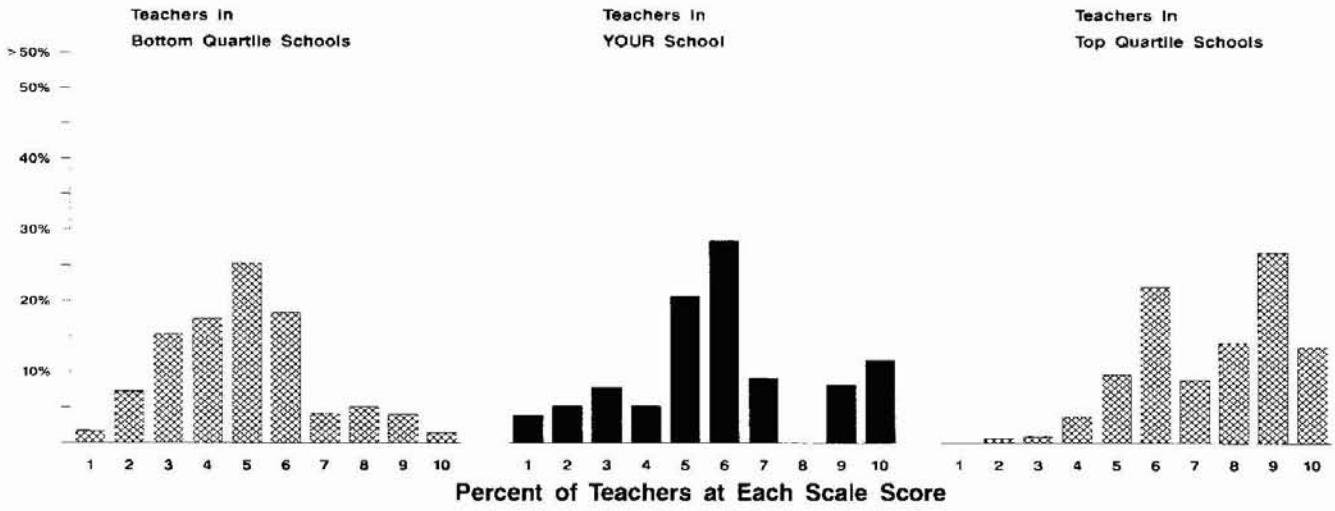
Four items comprise this scale. Teachers were asked whether they agree or disagree with the statements below.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about the level of staff collegiality in the school. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding staff collegiality
10–9 High Collegiality	**strongly agree** that teachers in this school design instructional programs together, coordinate teaching across grades, work with the principal to make the school run effectively, and are cordial to one another.
8–6 Fairly High Collegiality	**agree** with most of the statements above.
5–3 Minimal Collegiality	*disagree* with most of the statements above.
2–1 No Collegiality	*strongly disagree* with most of the statements above.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

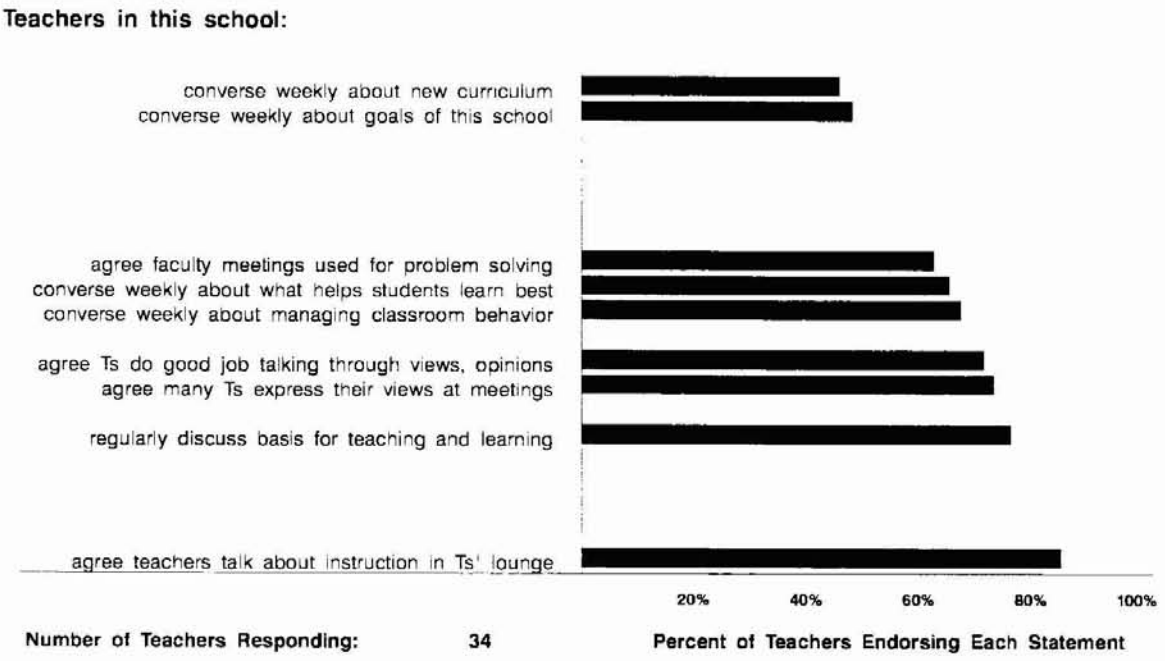
Teachers in the bottom quartile schools: About a third of the teachers score 6 or above. This sub-group strongly agrees or agrees with claims that teachers work with each other and the principal in a cooperative and collegial manner. The vast majority of teachers, however, report little or no collegiality (scores of 5 or lower). They disagree or strongly disagree with such statements. The lack of cohesion in these schools makes it difficult to muster the cooperation, trust, and effort needed to undertake significant change.

Teachers in the top quartile schools: Over 80 percent of these teachers score 6 or higher. They strongly agree or agree with claims that teachers work with each other and the principal in a cooperative and collegial manner. With their greater sense of teamwork, these schools are much more likely to have the foundation for launching effective change efforts.

Summarize results for YOUR school here:

Reflective Dialogue

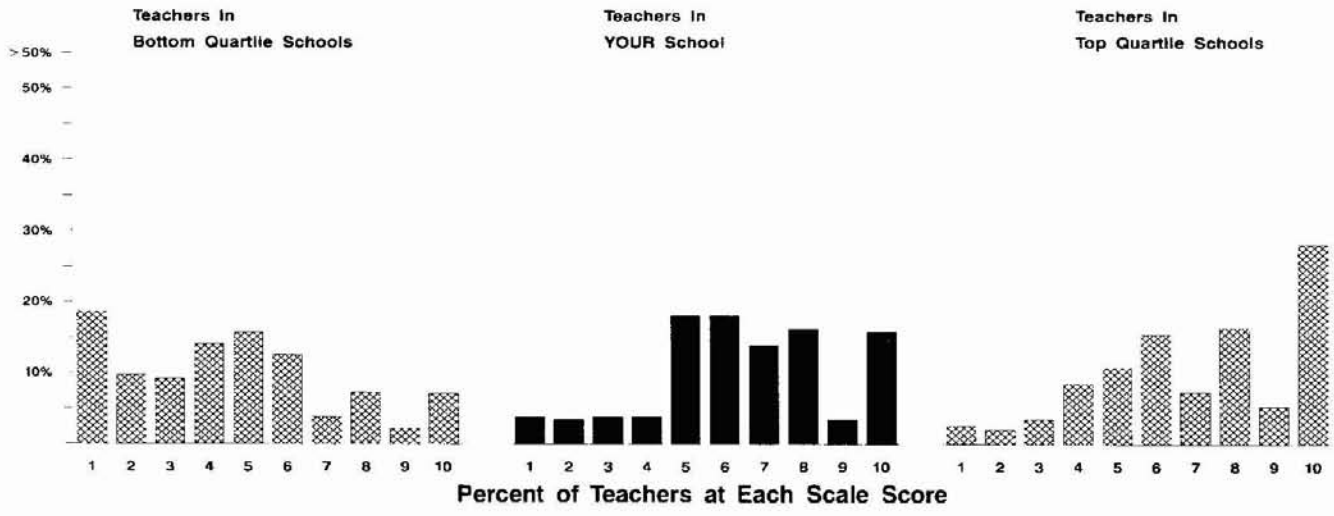
Nine items comprise this scale. Four items asked teachers how often they have conversations about new curriculum, goals of the school, how students learn, and managing classroom behavior. Five items asked whether teachers express their views at faculty meetings, share personal opinions, discuss assumptions about teaching, and talk about instruction.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about their opportunities to engage in reflective dialogue. The table below provides an interpretation of these scale scores.

Scale Score	Views of teachers regarding reflection on teaching practices
10–9 Frequent Dialogue	**almost every day** talk with colleagues about how students learn and about managing classroom behavior; **weekly** discuss new curriculum and school goals; **agree** that faculty meetings are used for problem solving and that teachers feel they can talk through opinions and values there.
8–6 Regular Dialogue	**weekly** talk with colleagues about how students learn and about managing classroom behavior; **weekly** discuss new curriculum and school goals; **agree** that faculty meetings are used for problem solving and that teachers feel they can talk through opinions and values there.
5–3 Occasional Dialogue	*2-3 times a month* talk with colleagues about how students learn and about managing classroom behavior; *2-3 times a month* discuss new curriculum, school goals; *disagree* that faculty meetings are used for problem solving, and they can talk through opinions and values there.
2–1 Almost No Dialogue	*2-3 times a month* talk with colleagues about how students learn; *less than once a month* talk about managing classroom behavior, new curriculum, and school goals; *disagree* that the faculty meetings are used for problem solving, and they can talk through opinions and values there.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

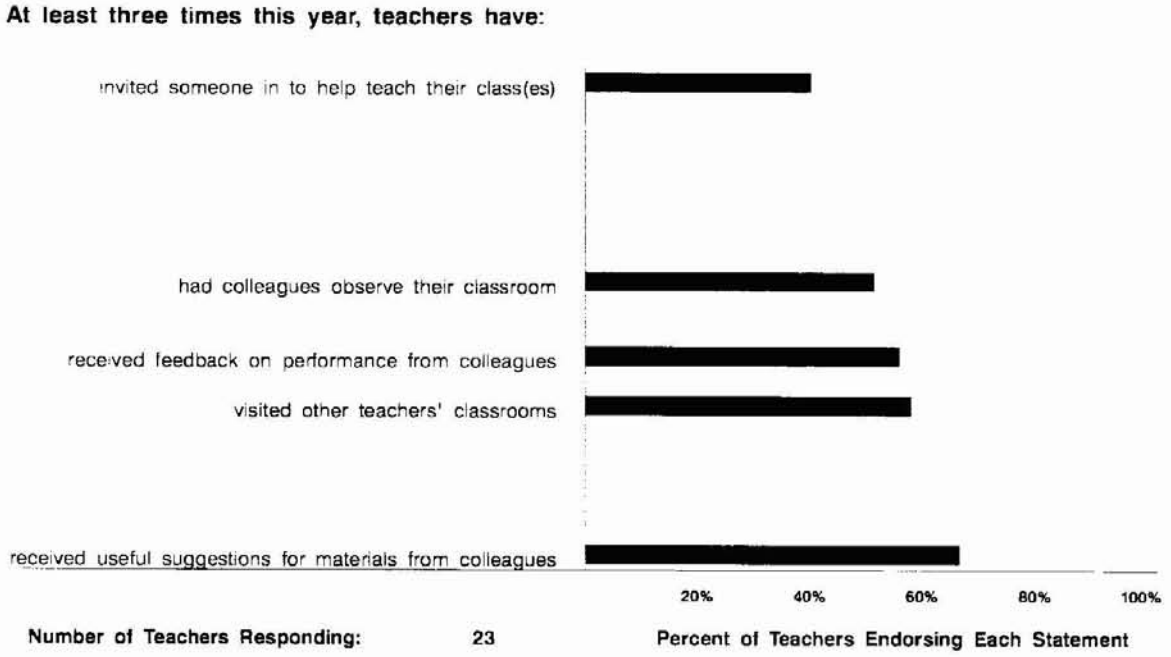
Teachers in the bottom quartile schools: In most of these schools there is little reflective dialogue, and teachers do not feel comfortable voicing their opinions in faculty meetings. Thirty percent of the teachers indicate there is almost no reflective dialogue in their schools (scores of 1–2), and 35 percent claim it is only occasional (scores of 3–5). A quarter of the teachers report regular opportunities for reflective conversations and feel comfortable voicing opinions in faculty meetings (scores of 6–8). About 5 percent report frequent engagement in reflective dialogue (scores of 9–10).

Teachers in the top quartile schools: Three-quarters of the teachers in these schools report frequent or regular opportunities for reflective dialogue and express comfort with conversations in faculty meetings (scores of 9–10 and 6–8). Prior research has shown that frequent, substantive conversations are necessary in serious efforts to reform schools. Although not every teacher is so involved, this type of behavior is common in these schools.

Summarize results for YOUR school here:

Public Classroom Practice

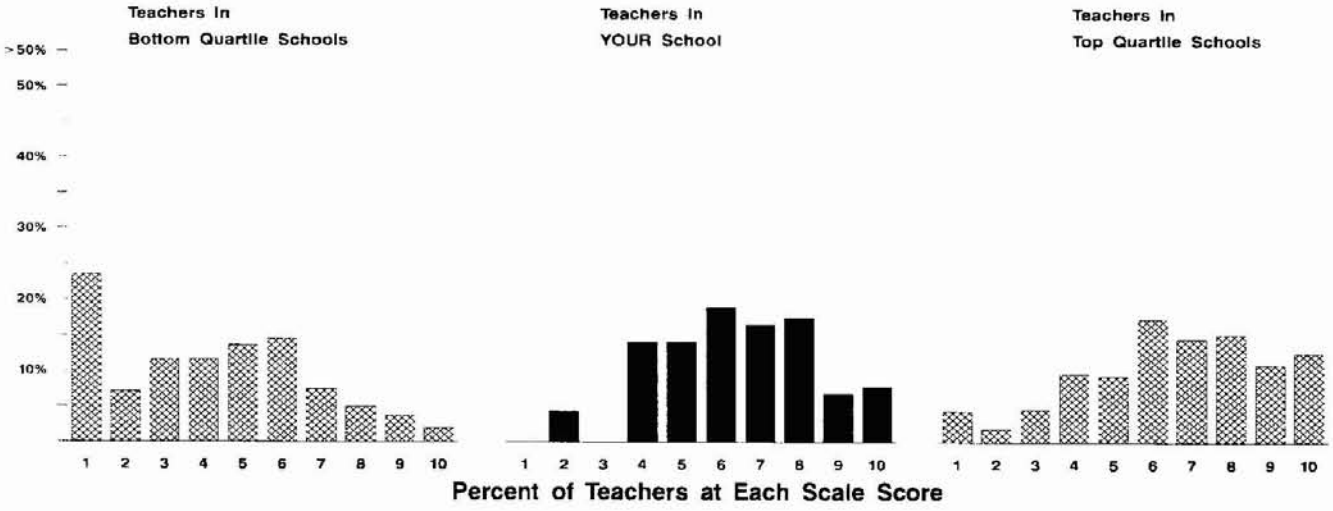
Five items comprise the scale on Public Classroom Practice. Teachers were asked how many times each of the following events occur.



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views about the open character of teaching practice within the school. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding observing and teaching in each other's classrooms
10–9 Very Public	**5–9 times in last year** colleagues observed their class, provided useful suggestions and meaningful feedback on their performance, and they visited other teachers' classes; **3–4 times in last year** invited a colleague to help teach their class.
8–6 Moderately Public	**5–9 times in last year** colleagues gave them useful suggestions; **3–4 times in last year** colleagues observed their class and gave them meaningful feedback on their performance, and they visited other teachers' classes; *1–2 times in last year* invited a colleague to help teach their class.
5–3 Minimally Public	*1–2 times in last year* colleagues observed their class, provided useful suggestions and meaningful feedback, and they visited other teachers' classes; *never in the last year* did they invite a colleague to help teach their class.
2–1 Not Public	*once in the last* year received useful suggestions from a colleague; *never* in the last year did colleagues observe their class or provide meaningful feedback, visit another teachers' class or invite anyone to help teach a class.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

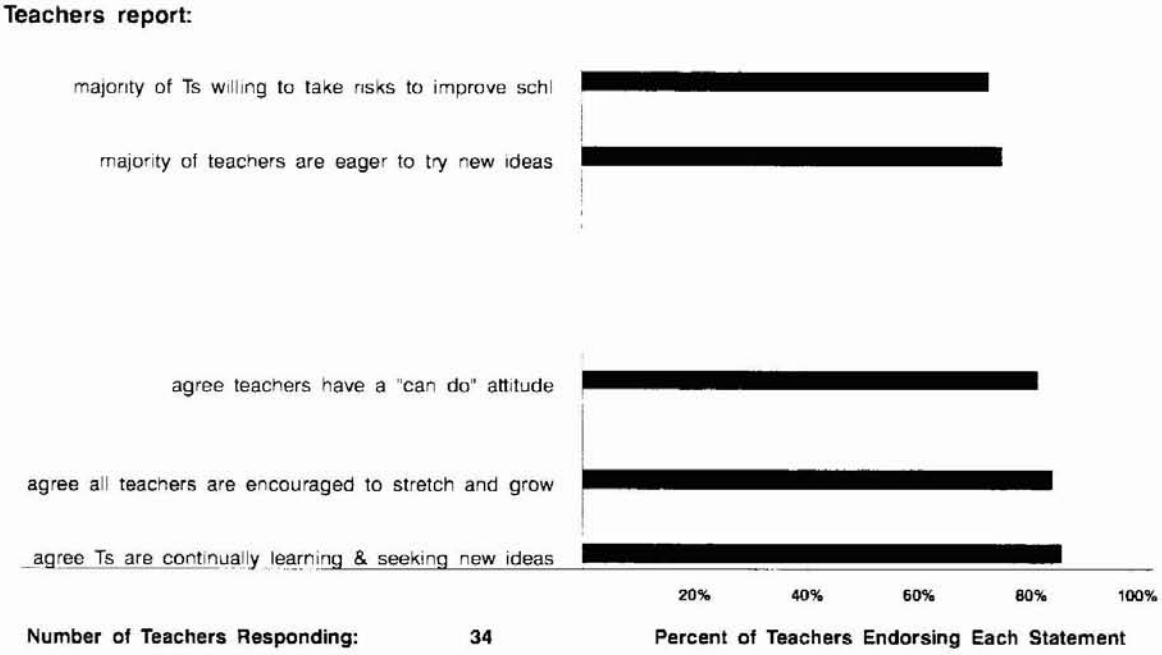
Teachers in the bottom quartile schools: In most of these schools there is little classroom visitation among teachers and infrequent sharing of information. One-third of the teachers indicate their classrooms are not open to colleagues; another third say there is only minimal sharing. About a quarter of the teachers claim their school is moderately open, and less than 10 percent judge their classrooms to be very open to outside scrutiny.

Teachers in the top quartile schools: About one-quarter of the teachers report that these classrooms are very open to other colleagues. Another 45 percent indicate at least a moderate level of openness. In these schools there appears to be an effort to break down the isolation that teachers commonly experience and an attempt to build a more supportive professional community.

Summarize results for YOUR school here:

Orientation to Innovation

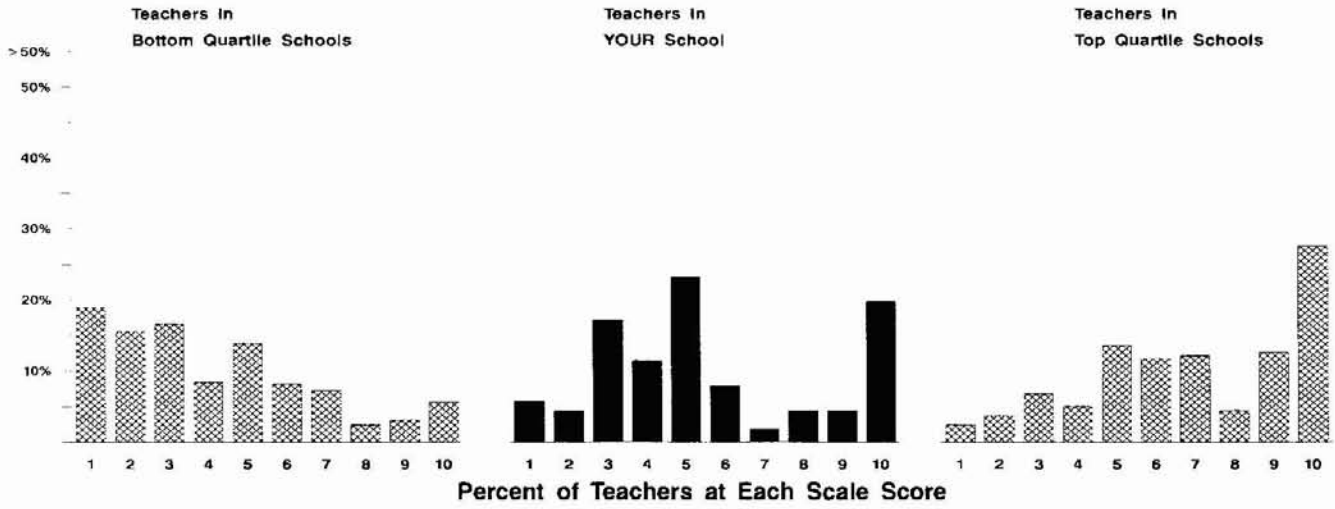
Five items comprise the Orientation to Innovation scale. Teachers indicated how many teachers in the school are eager to try new ideas. They were also asked whether teachers have a "can do" attitude, are encouraged to grow, and are continually learning.



We can combine each teacher's responses on these items to create a scale score which summarizes their views about the faculty's orientation toward innovation. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding orientation to innovation
10–6 Strong Tendency Toward Innovation	**all** teachers willing take risks and eager to try new ideas; **strongly agree** that teachers have a "can do" attitude, are encouraged to stretch and grow, and are continually learning.
5–3 Moderate Tendency Toward Innovation	**agree** that teachers are encouraged to stretch and grow and are continually learning; *some* teachers are eager to try new ideas; *disagree* that teachers have a "can do" attitude.
2–1 No Tendency Toward Innovation	*none* of the teachers are eager to try new ideas; *disagree* that teachers have a "can do" attitude, are encouraged to stretch and grow, and are continually learning.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

Teachers in the bottom quartile schools: Thirty-five percent of the teachers in these schools report no orientation to innovation. Another 40 percent claim a moderate tendency exists, where about half the teachers are willing to take risks and try new ideas. Twenty-five percent claim a strong tendency toward innovation.

Teachers in the top quartile schools: Sixty percent of the faculty in these schools report a strong tendency toward innovation. These teachers judge that most all their colleagues are eager to try new ideas.

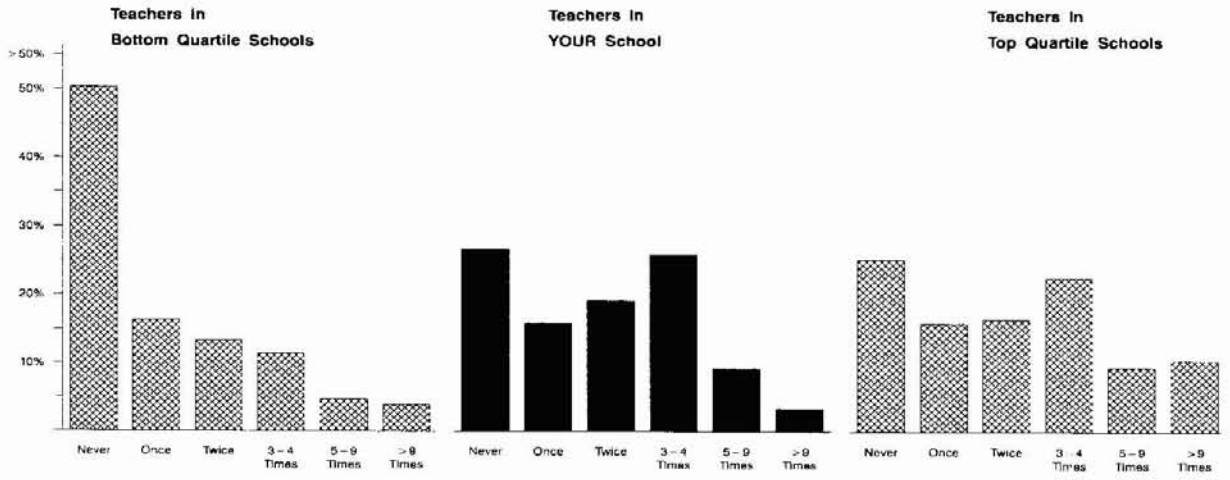
Summarize results for YOUR school here:

Professional Development

Teachers were asked how often during the school year they attended workshops or courses sponsored by the CPS (excluding required in-service) or the CTU; took courses at a college or university related to improving their teaching; participated in a network with other teachers outside school; discussed curriculum and instructional matters with an outside professional group; or attended professional development activities organized by the school.

These six items do not form a scale like the other measures in this report. In summarizing this information for your school, we have combined the responses to the items that show the percentage of teachers who participated in programs offered by external groups, and this is shown first. Professional development offered by the teacher's own school is displayed separately.

Below is a set of three bar graphs. The center graph shows how frequently teachers in YOUR school engage in professional development. You can compare the distribution of responses in your school against those reported in the top and bottom quartile schools.



Frequency of External Professional Development Activities This Year

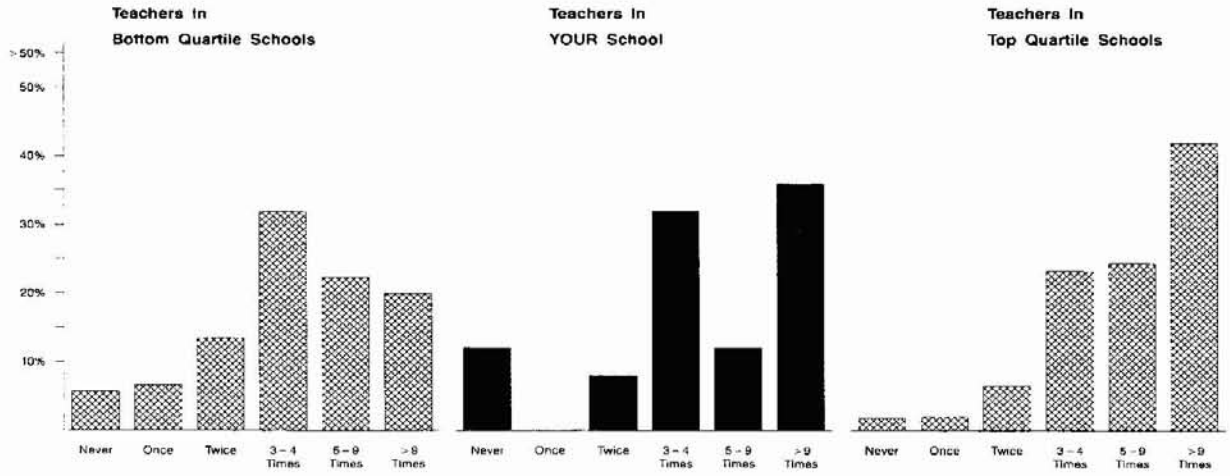
Summaries

Teachers in the bottom quartile schools: Regular participation in professional development offered by external groups is rare in these schools. The largest single group of teachers—50 percent—indicate they have not attended any professional development programs offered by external groups in the last year. About 30 percent report going to programs once or twice, and another 10 percent claim three or four times. Only 10 percent approach regular participation in outside professional development—five times or more during the year.

Teachers in the top quartile schools: Even in these schools, 25 percent report no participation in professional development provided by external groups during the past year. Thirty percent attended programs once or twice, and 20 percent report going three or four times. Although twice as many teachers in these schools as in the low quartile schools report regular attendance (i.e., five or more times), it is still fairly uncommon for teachers to take part in externally offered programs.

Summarize results for YOUR school here:

The next display shows teachers' responses regarding professional development offered by their school.



Frequency of Professional Development Activities Offered by the School This Year

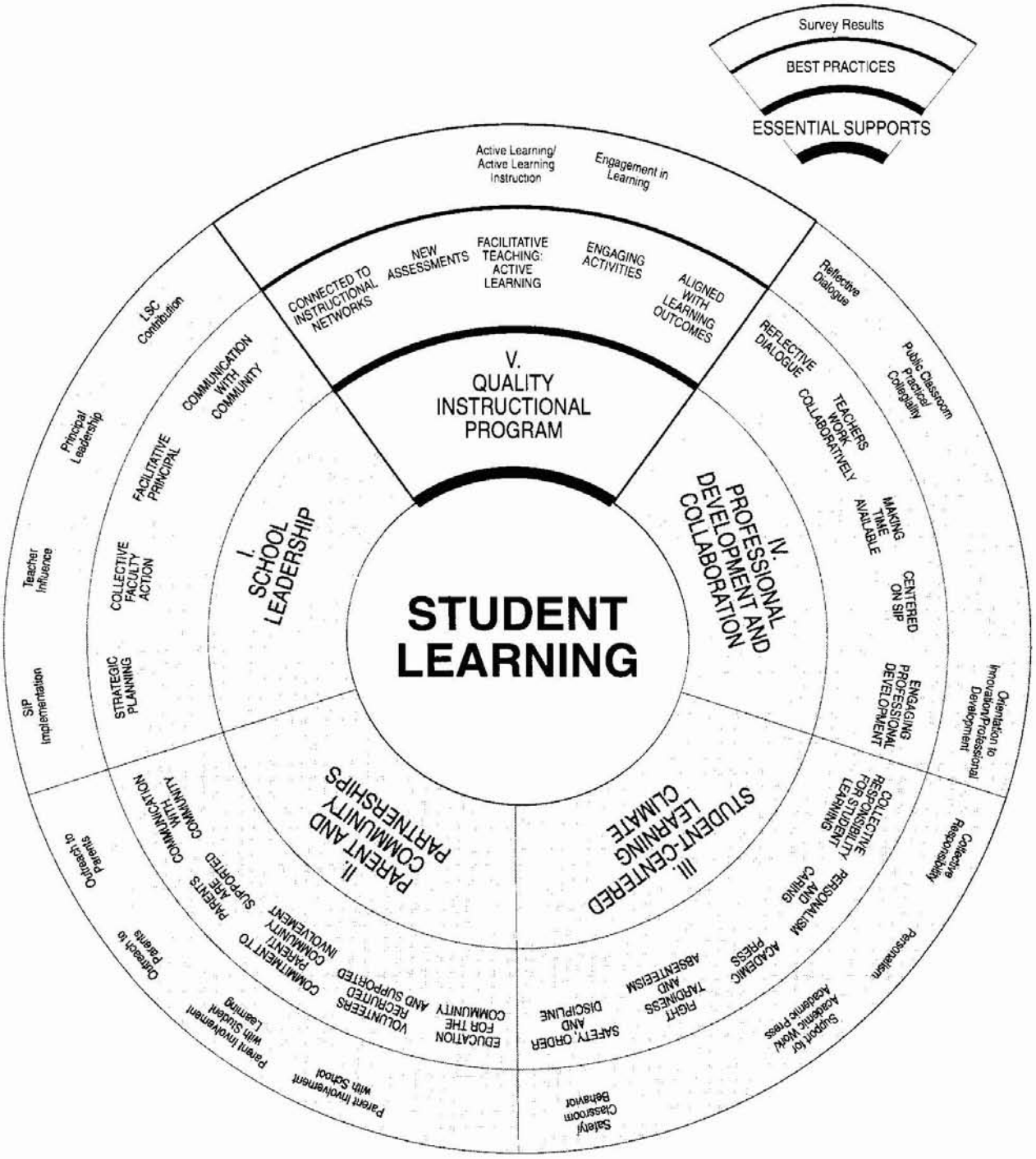
Summaries

Teachers in the bottom quartile schools: In general, teachers rely much more on their own school for professional development. Even in low quartile schools, 35 percent of the teachers report regular attendance (five times or more), and another 45 percent indicate they have attended programs offered by their school one to four times.

Teachers in the top quartile schools: Almost two-thirds of the teachers in these schools attend internal professional development programs regularly. Such an investment in professional learning makes it possible for teachers to stay abreast of new knowledge in their subject area, new materials, and best teaching practices. In these schools, it is rare to find a teacher who has not been part of the professional development offerings. Only 1 percent say they have not attended a single program offered by the school during the past year.

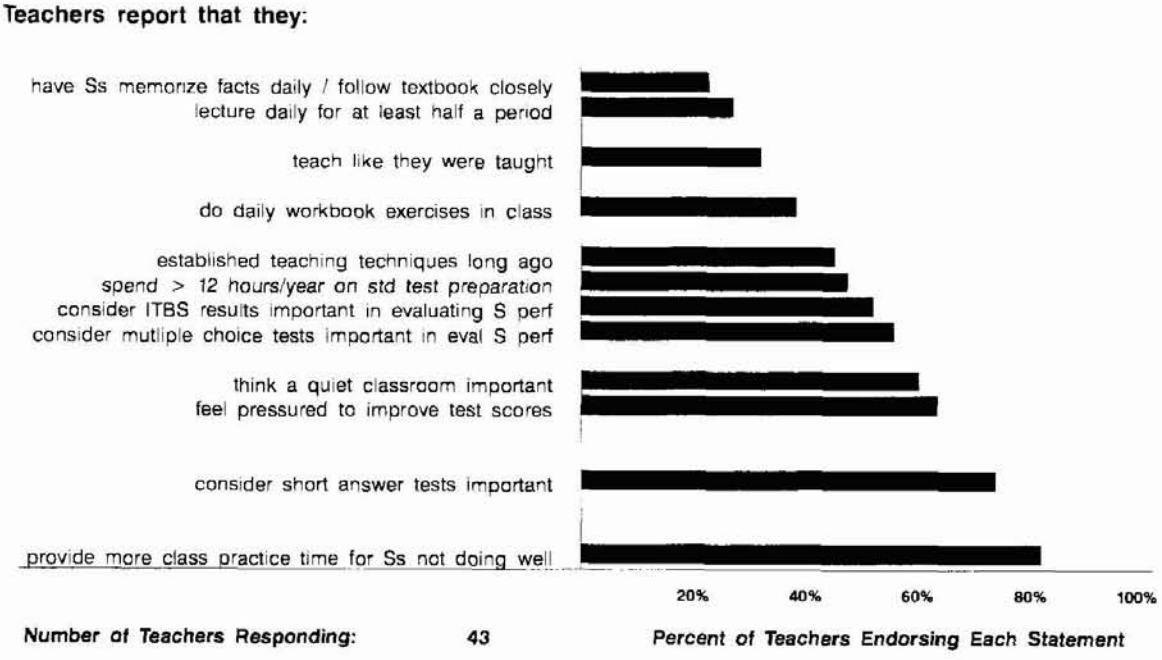
Summarize results for YOUR school here:

(5) Quality Instructional Program



Conventional Instructional Practices

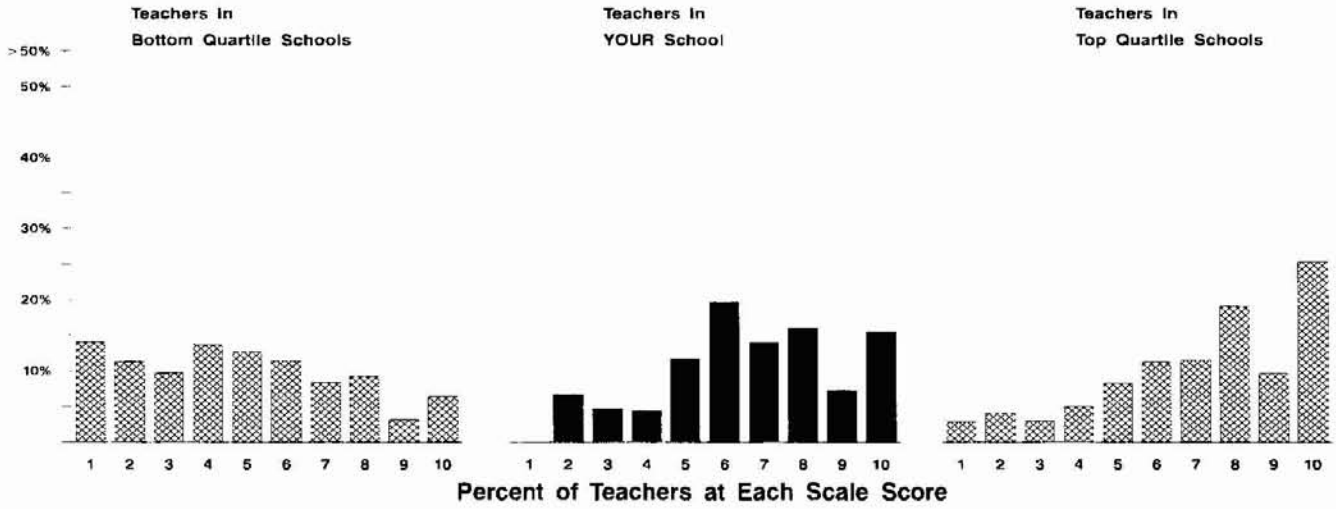
Fourteen items comprise the scale on Conventional Instructional Practices, and among these are five types of questions: How important are specific practices? How often does the teacher use particular strategies? How much time is spent on various activities? How does the teacher use the textbook? Does the teacher agree with specific statements about the classroom?



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's views on the extent to which he or she emphasizes conventional instructional practices. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding conventional instructional practices
10–6 Fairly Extensive Use	**once or twice a week** students complete workbook/textbook exercises in class, memorize facts and procedures, and teacher lectures for more than half the period; **agree** quiet classroom important, feel pressure to improve student test scores, established teaching techniques long ago; *disagree* that teach students like their teachers taught them; **follow textbook** but supplement it; consider **important in judging student learning:** short answer tests, multiple choice tests, ITBS results; **spend 13–20 hours a year** preparing for standardized tests.
5–3 Limited Use	**once or twice a week** students complete workbook/textbook exercises in class; **once or twice a month** students memorize facts and procedures, and teacher lectures for more than half the period; **agree** feel pressure to improve student test scores; *disagree* quiet classroom important, that established teaching techniques long ago, that teach students like their teachers taught them; **follow textbook** but supplement it; **important:** short answer tests; *not important:* multiple choice tests, ITBS results; *spend 4-12 hours a year* preparing for standardized tests.
2–1 Minimal Use	*once or twice a month* students complete workbook/textbook exercises in class; *once or twice a semester* students memorize facts and procedures, and teacher lectures for more than half the period; *disagree* quiet classroom important, feel pressure to improve student test scores, that established teaching techniques long ago, that teach students like their teachers taught them; **follow textbook** but supplement it; *not important:* short answer tests, multiple choice tests, ITBS results; *spend less than 4 hours a year* preparing for standardized tests.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

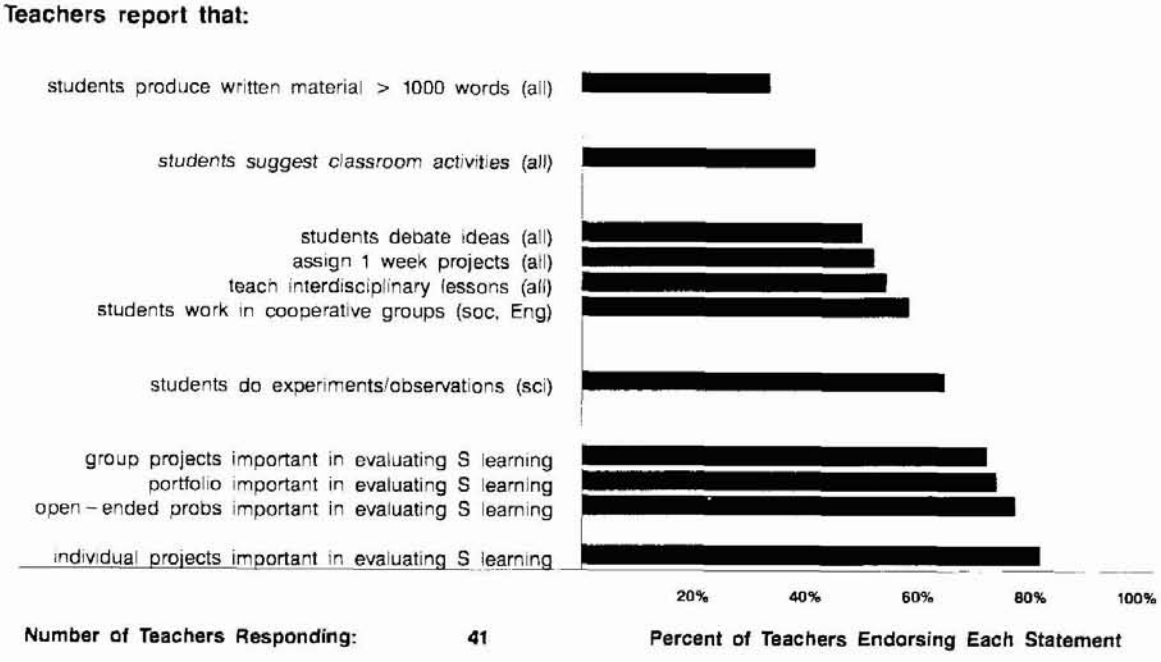
Teachers in the bottom quartile schools: Most teachers in these schools report minimal or limited use of conventional instructional practices. About 30 percent indicate minimal use (scores of 1–2), and a little over 30 percent claim limited use (scores of 3–5). These teachers place little emphasis on textbook exercises, memorizing facts and procedures, and lecture; they also appear to downplay multiple choice and standardized tests. Almost 40 percent of the teachers report moderate or fairly extensive use of conventional teaching practices (scores of 6–10).

Teachers in the top quartile schools: Almost 80 percent of the teachers in these schools make fairly extensive use of conventional instructional practices (scores of 6–10). Once or twice a week they lecture and ask students to memorize facts and procedures and answer questions in workbooks and textbooks. They place more emphasis on multiple-choice tests in judging student learning and spend more time preparing for standardized tests.

Summarize results for YOUR school here:

Teachers' Emphasis on Active Learning

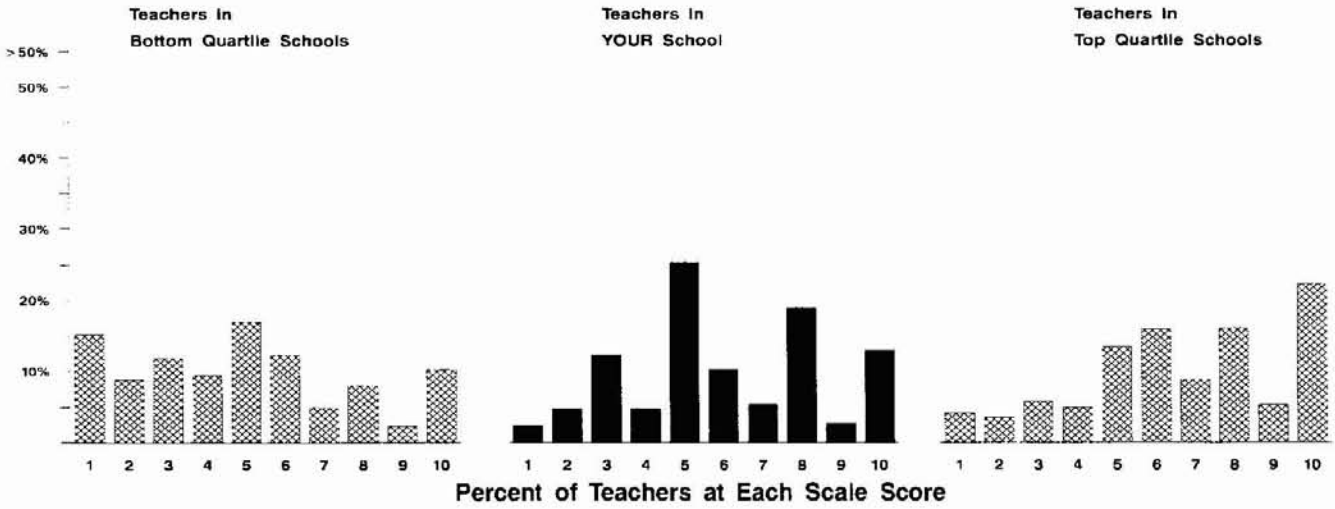
Fourteen items comprise this scale. Teachers were asked how often they use specific teaching strategies associated with "authentic instruction," and how important "authentic assessment" strategies are for judging student learning. In some cases, responses have been combined from teachers of different subjects; this is indicated by "(all)."



We can combine each teacher's responses on these items to create a scale score which summarizes the teacher's reports of the extent to which he or she emphasizes active learning. The table below provides an interpretation for these scale scores.

Scale Score	Views of teachers regarding emphasis on active learning
10–9 Fairly Extensive Use	**almost every day** students work in cooperative groups; **once or twice a week** each of the following happens: students debate ideas, suggest classroom activities and topics, and the teacher gives interdisciplinary lessons and assigns one-week projects; **once or twice a month** students write papers of 1000 words or more; consider individual projects, public-ended problems, portfolio work, and group projects **very important** in judging student learning.
8–6 Moderate Use	**once or twice a week** students work in cooperative groups, debate ideas, and teacher gives interdisciplinary lessons; **once or twice a month** students suggest classroom activities and topics, and teacher assigns one-week projects; **once or twice a semester** students write papers of 1000 words or more; consider individual projects **very important**; consider open-ended problems, portfolio work, and group projects **important** in judging student learning.
5–3 Limited Use	**once or twice a week** students work in cooperative groups; **once or twice a month** students debate ideas, and teacher gives interdisciplinary lessons; **once or twice a semester** students suggest classroom activities, write papers of 1000 words or more, and teacher assigns one-week projects; consider individual projects, open-ended problems, portfolio work, and group projects **important** in judging student learning.
2–1 Minimal Use	**once or twice a month** students work in cooperative groups, and teacher gives interdisciplinary lessons; *once or twice a semester* students debate ideas, suggest classroom activities and topics, and teacher assigns one-week projects; students *never* write papers of 1000 words or more; consider individual projects, open-ended problems, portfolio work **important**; does *not* consider group projects *important*.

The center bar chart below displays the percentage of teachers in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

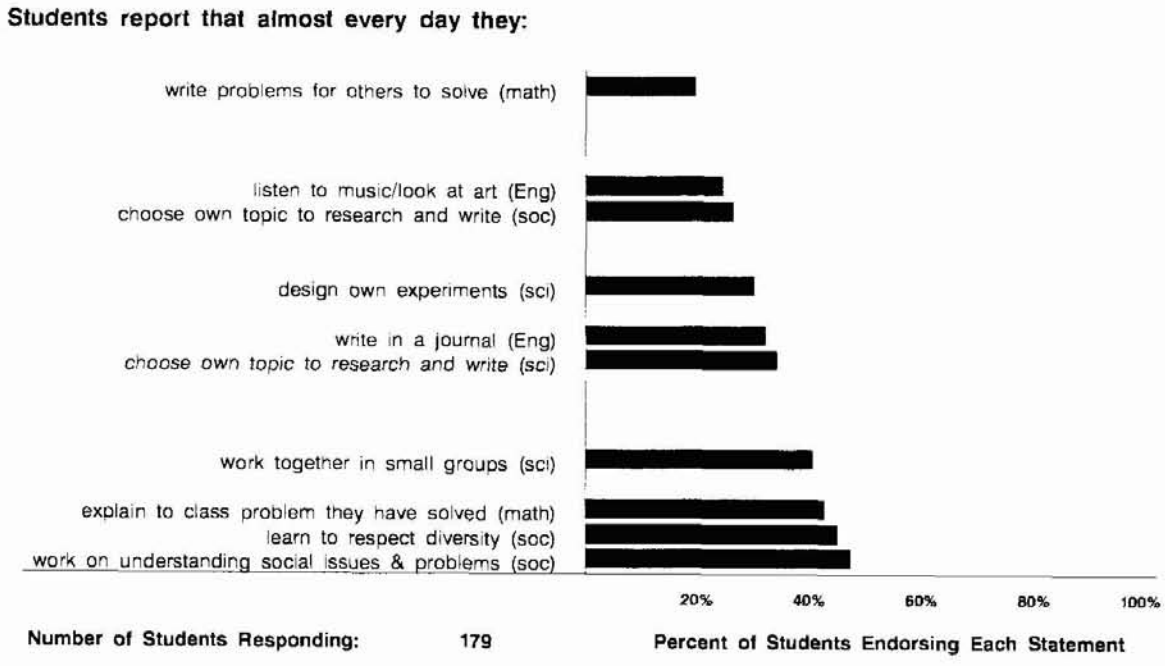
Teachers in the bottom quartile schools: In these schools there is little attention given to active learning strategies. One-quarter of the teachers indicate minimal use of active learning, with fairly infrequent opportunities for students to work in groups and debate issues, and no long writing assignments. About 40 percent report limited use; students work in cooperative groups once a week, debate ideas once or twice a month, and do longer writing assignments once or twice a semester. Less than 40 percent claim they make moderate or fairly extensive use of active learning.

Teachers in the top quartile schools: Thirty percent of the faculty in these schools report fairly extensive use of active learning. Their students work in cooperative groups almost every day, and every week there are opportunities for debate. Once or twice a month these students do longer writing assignments. About half the teachers report moderate use, where students work in groups and debate once or twice a week, and have longer writing assignments once or twice a semester. Less than a quarter of these teachers claim minimal or limited use of active learning.

Summarize results for YOUR school here:

Students' Active Learning Experiences

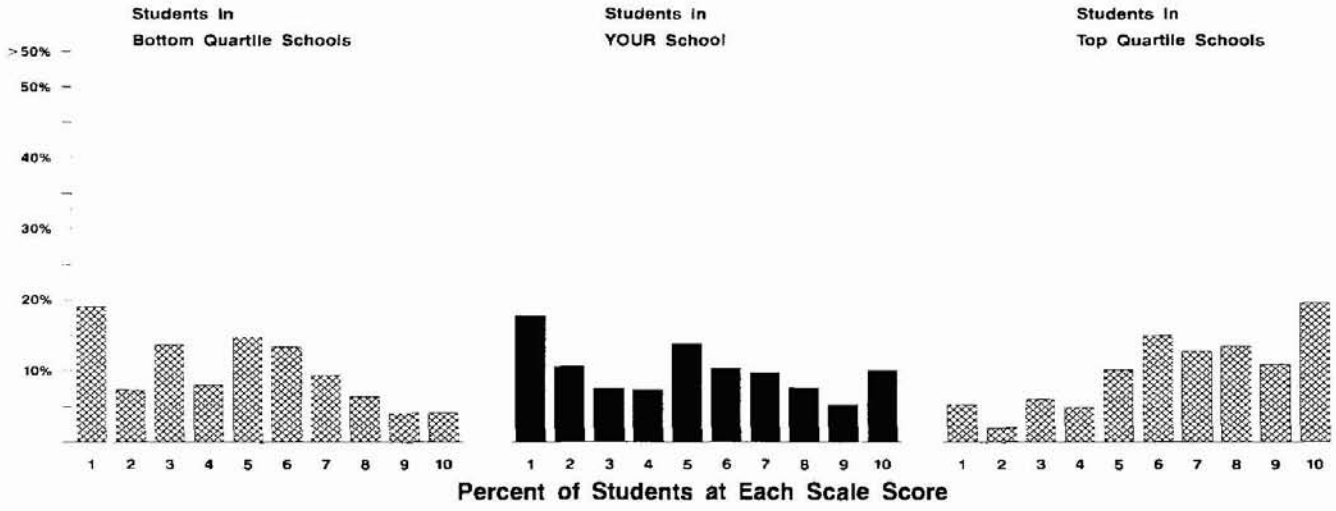
Students (eighth graders only) were asked questions about two subjects—with half answering for mathematics and social studies, and the rest for English and science. This scale, which provides the students' perception of active learning experiences, complements the preceding scale, which focuses on teachers' classroom practices. (Each item refers to classroom activity in the subject matter shown in parentheses.)



We can combine each student's responses on these items to create a scale score which summarizes the students' reports of the extent of active learning. The table below provides an interpretation for these scale scores.

Scale Score	Views of students regarding their active learning experiences
10–9 Extensive	**almost every day** work on understanding social issues (soc), learn to respect cultural differences (soc), have discussions where lots of students participate (Eng, soc, sci), work in small groups (sci), explain to rest of class problems they have solved (math); **once a week** choose own topic to research (soc), write in a journal (Eng), write essay (Eng), write a story or poem (Eng), listen to music or look at art (Eng), work together in small groups (Eng, soc, math), design own experiments (sci), choose own topic to research (sci), and write problems for others to solve (math).
8–6 Moderate	**almost every day** work on understanding social issues (soc), learn to respect cultural differences (soc), have discussions where lots of students participate (soc, Eng, sci); **once a week** write in a journal (Eng), write essay (Eng), write a story or poem (Eng), work together in small groups (soc, Eng, math, sci), choose own topic to research (sci), design own experiments (sci), and explain to rest of class problems they have solved (math); *once in a while* choose own topic to research (soc), listen to music or look at art (Eng), write problems for others to solve (math).
5–3 Limited	**once a week** work on understanding social issues (soc), learn to respect cultural differences (soc), have discussions where lots of students participate (soc, Eng, sci), work in small groups (sci); explain to rest of class problems they have solved (math); *once in a while* choose own topic to research (soc), work together in small groups (soc, Eng, math), write in a journal (Eng), write essay (Eng), write a story or poem (Eng), listen to music or look at art (Eng), choose own topic to research and write (sci), design own experiments (sci), write problems for others to solve (math).
2–1 Minimal	*once in a while* do all activities listed above, except *never* write problems for others to solve.

The center bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

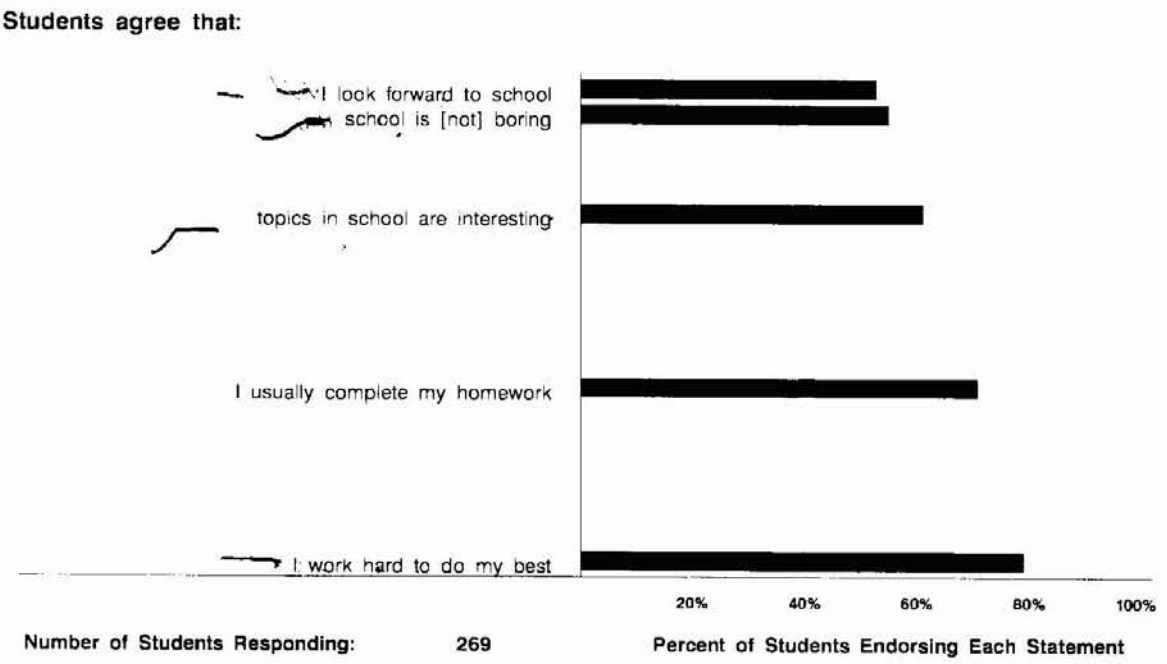
Students in the bottom quartile schools: Active learning experiences are fairly uncommon for students in these schools. About 30 percent report minimal active learning, participating in these activities only once in a while. Another 35 percent indicate limited opportunities. These students report class discussions and group work on a weekly basis, but they do writing assignments and experiments only once in a while. The remainder, about 35 percent, claims more extensive opportunities for active learning.

Students in the top quartile schools: Almost a third of these students reports extensive exposure to active learning. Almost every day these students are in classes where discussion and group work occur, and in math where students explain problems they have solved. Each week they have English writing assignments and science experiments. Another 40 percent indicate moderate exposure, where some of these activities occur less often. Less than a third of the students report limited or minimal experience with active learning.

Summarize results for YOUR school here:

Engagement in Learning

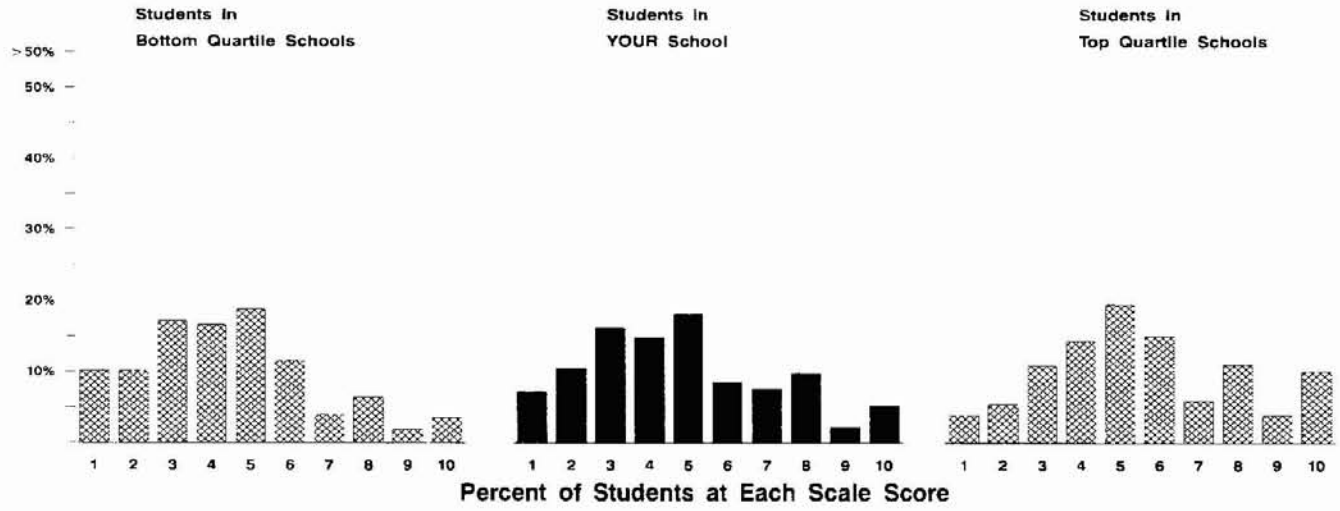
Eighth grade students were asked three questions about their engagement in instruction in four different subjects—mathematics, social studies, English, and science. Sixth grade students were asked the same questions about classes in general. Sixth and eighth grade responses have been combined in the figure below. (If you do not have an eighth grade, data are for sixth graders only.)



We can combine each student's responses on these items to create a scale score which summarizes the student's reports of the extent of student engagement. The table below provides an interpretation for these scale scores.

Scale Score	Views of students regarding engagement in learning
10–9 High Engagement	**strongly agree** that they work hard to do their best; **agree** that topics in school are interesting, school is not boring, and they look forward to going to school; **all the time** complete their homework.
8–6 Moderate Engagement	**agree** with all items; **most of the time** complete their homework.
5–3 Limited Engagement	**agree** that they work hard to do their best; *disagree* with other items; **most of the time** complete their homework.
2–1 Minimal Engagement	**agree** that they work hard to do their best; *disagree* with other items; *half the time* complete their homework.

The center bar chart below displays the percentage of students in Prairie School with each score. You can compare the scores in your school to those in schools from the top and bottom quartiles.



Summaries

Students in the bottom quartile schools: Almost a quarter of the students report minimal engagement, and slightly less than half indicate limited engagement. In these schools, most students say they find school boring, and they do not look forward to going to school. About 25 percent register at least some engagement (scores of 6–10).

Students in the top quartile schools: About a third of the students claim moderate engagement, and 15 percent report high engagement. Yet many students in these schools are not very engaged. Ten percent report minimal engagement, and about 45 percent indicate limited engagement. These students claim they are working hard to do their best but still find school boring.

Summarize results for YOUR school here:

The Consortium on Chicago School Research

Mission

The Consortium on Chicago School Research is an independent federation of Chicago area organizations that conducts research activities designed to advance school improvement in Chicago's public schools and to assess the progress of school reform. The Consortium aims to encourage:

- Broad access to the research agenda-setting process;
- Collection and reporting of systematic information on the condition of education in the Chicago Public Schools;
- High standards of quality in research design, data collection, and analysis; and
- Wide dissemination and discussion of research findings.

Researchers from many different settings who are interested in schooling and its improvement come together under the umbrella of the Consortium. Its deliberate multi-partisan membership includes faculty from area universities, research staff from the Chicago Public Schools and the Chicago Teachers Union, researchers in education advocacy groups, representatives of the Illinois State Board of Education and the North Central Regional Educational Laboratory, as well as other interested individuals and organizations.

The Consortium views research not just as a technical operation of gathering data and publishing reports, but as a form of community education. The Consortium does not argue a particular policy position. Rather, it believes that good policy results from a genuine competition of ideas informed by the best evidence that can be obtained. The Consortium works to produce such evidence and to ensure that the competition of ideas remains vital.

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