2005 Consortium Survey Reports
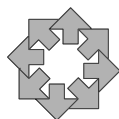
Autumn 2005

Sample
High School
2005

Details of Student and Teacher Responses

Improving Chicago's Schools
A report specially prepared
to assist in self-assessment
and long-term planning

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2005 Survey Report

Consortium on Chicago School Research

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About the Improving Chicago's Schools Surveys

This past year, more than 132,000 students, teachers, and principals across the Chicago public school system participated in the Consortium's 2005 *Improving Chicago's Schools* survey. Students told us about their school experiences, attitudes, and activities. Teachers and principals told us about instruction in their classrooms and their professional development experiences, and answered our questions about the conditions under which they work.

Data from the *Improving Chicago's Schools* survey are used in many ways. One of the most important is the individualized reports that the Consortium prepares for every school in which a sufficient response rate is achieved.[1] This year, 479 elementary and high schools met the response rate criteria. Over the summer the Consortium prepared thousands of pages of school profiles, collected into 479 school-specific, confidential reports for those schools' principals, teachers, and Local School Councils.

These reports paint a picture of the type of learning climate, quality of instructional program, nature of student-teacher relationships, and kind of leadership that exists in each school. They also say something about the professional environment within the school, and the nature of the school's relationships with parents and others in the community. Because Chicago public schools have participated in the Consortium's surveys for the past ten years, the individual school reports also show how these things have changed over time. Taken together, this information about where a school is and how it is developing can help the school assess its progress and plan for the future. Among other things, this information can prove invaluable in carrying out an internal program review as part of the preparations for the School Improvement Plan for Advancing Academic Achievement (SIPAAA).

Survey data are used in many other ways as well. Teacher, principal, and student reports supplement the Consortium's analyses of student test scores and other performance indicators (like graduation and attendance rates) to provide a comprehensive picture of Chicago public school improvement. Along with extensive field work and other research, surveys help identify the classroom practices and school organizational characteristics that are most effective in enhancing student engagement and improving learning. As a result, the public reports prepared from analyses of these data help us to describe the current conditions in schools, the challenges schools face, and the impact of different improvement initiatives and reforms.

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[1]At least 42 percent of teachers or 50 percent of students must respond in order for a school to receive a report. If the Consortium receives responses from only one group at a school (i.e., teachers, but not students), only that group's measures are reported.

Survey Response Rates

In all, there were 841 ninth- and tenth-grade students at Sample High School 2005. Of these, **755 students returned surveys** for a **response rate of 89.8 percent**. The following table breaks down student survey responses according to gender, race, and achievement for all students and for the students who responded to the survey. This tells you how representative of your school were the students who responded to the survey. Achievement is given by percentage of students in each quartile, where Quartile 1 is the lowest quartile and Quartile 4 is the highest. Quartiles are determined by the May 2005 ITBS national percentile ranks for elementary school students, and by GPA for high school students. The overall percents in quartiles may not always be 25% because of identical GPAs for students at the quartile points.

		All Students	Students Who Responded
Gender	Male	56.9	57.7
	Female	43.1	42.3
Race/Ethnicity	White	6.0	5.7
	African-American	39.5	37.8
	Native American	0.4	0.3
	Asian	14.0	13.3
	Latino	40.2	42.9
Achievement	Quartile 1	30.8	26.0
	Quartile 2	23.9	25.2
	Quartile 3	23.1	24.7
	Quartile 4	22.2	24.0

It is more difficult for us to calculate a perfectly accurate teacher response rate, because we do not have exact counts of the number of teachers in each school. (This is especially difficult in schools with both elementary and high school grades, since we make separate reports for elementary and high schools.) According to CPS, Sample High School 2005 had 142 full-time teacher positions last winter. We received **128 surveys**, resulting in an approximate **teacher response rate of 90.1** percent for your school.

How to Read the Figures for Each Measure

Horizontal bar figures. The figure on the next page illustrates teachers' opinions of their influence at a sample school. Several statements about teacher influence are listed on the left side of the figure. These are the survey questions that make up the measure Teacher Influence. (See page 14 for your school's responses.) Each statement is accompanied by a bar on the right side of the figure.

Begin reading the bar graph at the top. The survey questions with the fewest positive responses citywide are first. (You can think of this as the question in the scale that is most difficult to endorse.) The question at the bottom of the graph has the most positive responses (is the easiest to endorse); those in between are in order. The spacing between questions reflects the relative difference in positive responses; that is, questions that are bunched up close together received about the same level of positive responses, whereas those spaced further apart differ in the rate of positive responses.

The length of the bar represents the percentage of teachers in the school who agreed (or strongly agreed) with this statement. For instance, the bar that corresponds to the statement "Teachers agree that they have some influence in hiring a new principal" ends between the points along the bottom of the figure marked "40%" and "60%" a little after where 50 percent would be. This means that slightly more than 50 percent of the teachers surveyed *at the school* agreed or strongly agreed with this statement.

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

Teachers agree that they:

have some influence in hiring new professional personnel	
have some influence in hiring a new principal	
have some influence in planning how discretionary school funds are used	
have some influence in determining the content of inservice programs	
are involved in making the important decisions in this school	
have some influence in setting standards for student behavior	
have informal opportunities to influence what happens here	
have some influence in establishing curriculum and instruction	
have some influence in determining books/instructional materials used	

20%   40%   60%   80%   100%

Number of Teachers Responding: 37   Percent of Teachers Endorsing Each Statement

You will also find a diamond either on or next to each bar on the figure. The diamond indicates the percentage of all teachers systemwide who agreed with this statement about teacher influence. For example, in the figure above, the diamond corresponding to the statement, "Teachers agree that they have some influence in hiring a new principal," is located over a point slightly before 40 percent—about where 39 percent would be. This means that, on average, 39 percent of the teachers within the Chicago Public Schools agreed with this statement. This diamond allows you to compare responses from your school to the average response of all the surveyed teachers in the school system.

This figure also gives the average number of teachers who responded to the items in this measure. In this example, the number of teachers who responded to each item averaged 37.

In addition, there were two versions of the student survey. Many of the items were exactly the same in both versions. However, for a subset of measures, some students were directed to think about their math class and others were directed to think about their English class. Even though in general students were asked the same questions for both subjects, the items are treated as distinct. Therefore, roughly half of the students will have scores on items referring to their math class and cannot have data on items referring to their English class; the other half will have data on items referring to their English class and cannot have data on items referring to their math class. As you look at the number of students responding to the items in each measure, be aware that the number sometimes refers to the total number of responding students, and in other cases it refers to only half.

Vertical bar figures. The figure on page 7 compares teachers' responses at this school to teachers' responses at the schools that were rated highest and the schools that were rated lowest on the same set of questions.

Using all of the surveys we received, we divided schools into four equally sized categories (quartiles) based on their responses to each set of questions. The bottom quartile schools were the 25 percent that gave the most negative responses to each set of questions, while the top quartile schools were the 25 percent that gave the most positive responses. The schools in each quartile varied for every set. For instance, teachers could have rated a school very high on Teacher-Parent Trust, placing the school in the top quartile for that set of questions, but rated it very low on Peer Collaboration, placing it in the bottom quartile for that set of questions.

We grouped the school ratings into categories. In the figure on page 7, Category 1 means that teachers rated their influence at their school "minimal"; Category 2 means that teachers rated their influence at their school "limited"; Category 3 means that teachers rated their influence at their school "moderate"; and Category 4 means that teachers rated their influence at their school "extensive."

The figure tells you that 23 percent of the teachers in bottom quartile schools considered their influence at their school "minimal." Similarly, only 4 percent of teachers in top quartile schools considered teachers' influence at their school "minimal." In contrast, only 9 percent of teachers in the sample school considered their influence at their school "minimal."

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

Category	Teachers in this school reported that:
1 **Minimal**	they have **no** or **a little** influence in determining instructional materials for their class and establishing curriculum programs; and they have **no** influence in determining in-services, using discretionary funds, or hiring professional personnel. Teachers **disagree** or **strongly disagree** that they are involved with making important decisions at the school.
2 **Limited**	they have **a little** or **some** influence in determining instructional materials for their class, and they feel they have **a little** influence over establishing curriculum programs and determining inservices. They have **no** or **a little** influence over use of discretionary funds and hiring professional personnel. They **disagree** that they are involved in making important decisions at the school.
3 **Moderate**	they have **some** or **a great deal** of influence in determining instructional materials for their class; and they have **some** influence over establishing curriculum programs and setting standards for student behaviors. They have **a little** or **some** influence over the use of discretionary funds, and hiring new professional personnel. They **agree** that they are involved in making important decisions at the school.
4 **Extensive**	they have **a great deal** of influence in determining instructional material for their classes and setting standards for student behavior; and they have **some** or **a great deal** of influence in determining inservices, using discretionary funds, and hiring professional personnel. They **strongly agree** that they feel comfortable voicing their concerns and are involved in making important decisions at the school.

For the school represented in the figure above, the largest proportion of the teachers surveyed (42 percent) rated Teacher Influence at their school "moderate." Looking at the box showing the definition of the categories for this measure, we can see that this rating indicates that these teachers believe they have some or a great deal of influence in determining instructional materials for their class; they agree that they are involved in making important decisions at the school; they have some influence over establishing curriculum programs and setting standards for student behavior; and they have a little or some influence over using discretionary funds, and hiring new professional personnel.

The 23 percent of teachers surveyed who rated Teacher Influence at their school "extensive" believe they have a great deal of influence in determining instructional materials for

their classes and setting standards for student behavior; they strongly agree that they feel comfortable voicing their concerns and are involved in making important decisions at the school; they have some or a great deal of influence in determining inservices, using discretionary funds, determining the school schedule, and hiring a new principal and professional personnel.

The 26 percent of teachers surveyed who rated Teacher Influence at their school "limited" believe they have a little or some influence in determining instructional materials for their class; they have a little influence over establishing curriculum programs and determining inservices; they disagree that they feel comfortable voicing their concerns or are involved in making important decisions at the school; they have no or a little influence over using discretionary funds, and hiring new professional personnel.

The 9 percent of teachers surveyed who rated Teacher Influence at their school "minimal" believe they have a little or no influence in determining instructional materials for their class and establishing curriculum programs; they disagree or strongly disagree that they are involved with making important decisions at the school; they have no influence in determining inservices, using discretionary funds, or hiring new professional personnel.

Overview of the Five Essential Supports and Corresponding Consortium Profiles and Measures

Profile Key:

ESSENTIAL SUPPORTS

Key Components
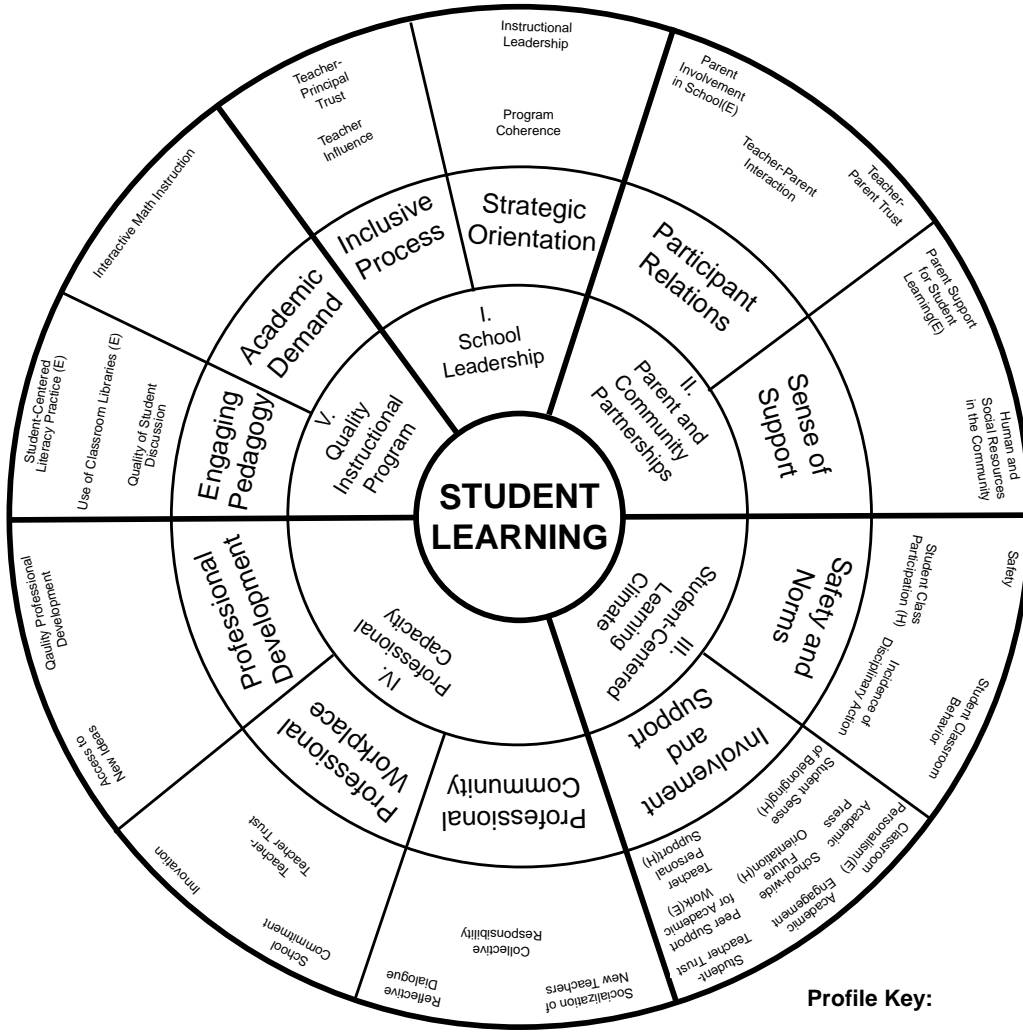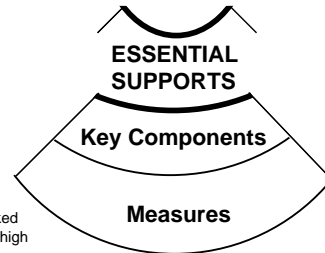
Measures

Note: Measures marked with an "E" apply to elementary school teachers and students; measures marked with an "H" apply to high school teachers and students. All other measures are for both elementary and high school teachers and students.

Labels within the wheel:

- STUDENT LEARNING (center)
- I. School Leadership — Inclusive Process, Strategic Orientation
  - Instructional Leadership, Program Coherence, Teacher-Principal Trust, Teacher Influence
- II. Parent and Community Partnerships — Participant Relations, Sense of Support
  - Parent Involvement in School(E), Teacher-Parent Interaction, Teacher-Parent Trust, Parent Support for Student Learning(E), Human and Social Resources in the Community
- III. Student-Centered Learning Climate — Safety and Norms, Involvement and Support
  - Safety, Student Class Participation (H), Disciplinary Action, Student Classroom Behavior, Classroom Personalism(E), Academic Engagement, School-wide Future Orientation(H), Academic Press, Peer Support for Academic Work(E), Teacher Personal Support(H), Student Sense of Belonging(H), Student-Teacher Trust
- IV. Professional Capacity — Professional Development, Professional Workplace, Professional Community
  - Quality Professional Development, Access to New Ideas, Innovation, Teacher Trust, School Commitment, Reflective Dialogue, Collective Responsibility, Socialization of New Teachers
- V. Quality Instructional Program — Academic Demand, Engaging Pedagogy
  - Interactive Math Instruction, Student-Centered Literacy Practice (E), Use of Classroom Libraries (E), Quality of Student Discussion

Details of Student and Teacher Responses

Teacher-Principal Trust

These items measure the extent to which teachers trust and respect the principal and feel reciprocal respect and support.

Teachers agree that:
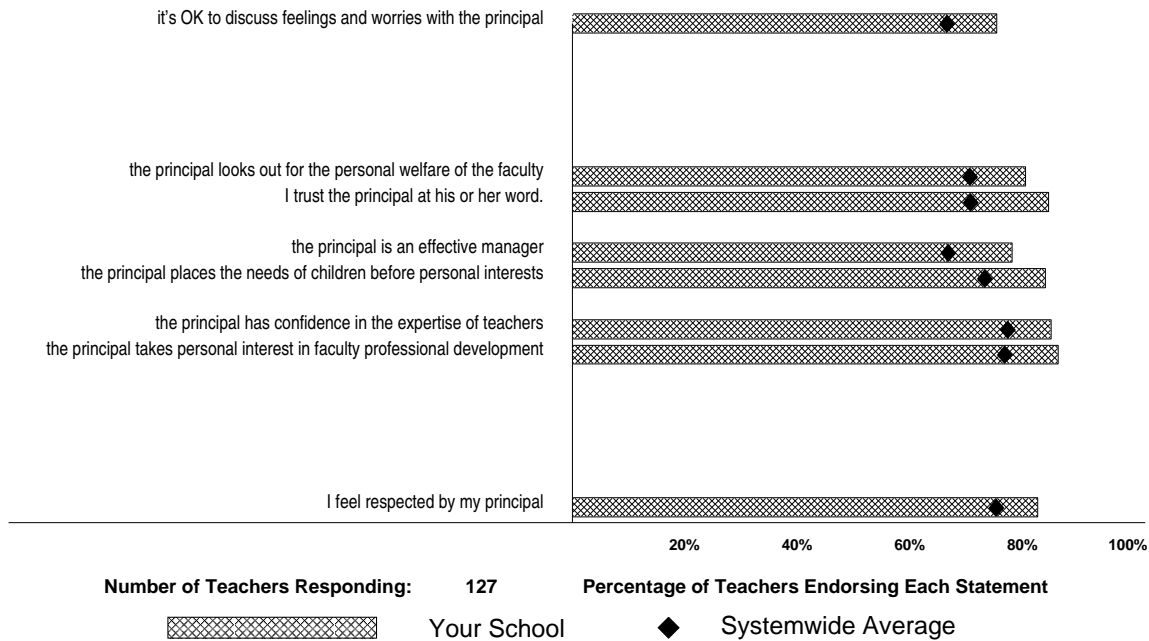
it's OK to discuss feelings and worries with the principal					
the principal looks out for the personal welfare of the faculty					
I trust the principal at his or her word.					
the principal is an effective manager					
the principal places the needs of children before personal interests					
the principal has confidence in the expertise of teachers					
the principal takes personal interest in faculty professional development					
I feel respected by my principal					

20%   40%   60%   80%   100%

Number of Teachers Responding: 127   Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
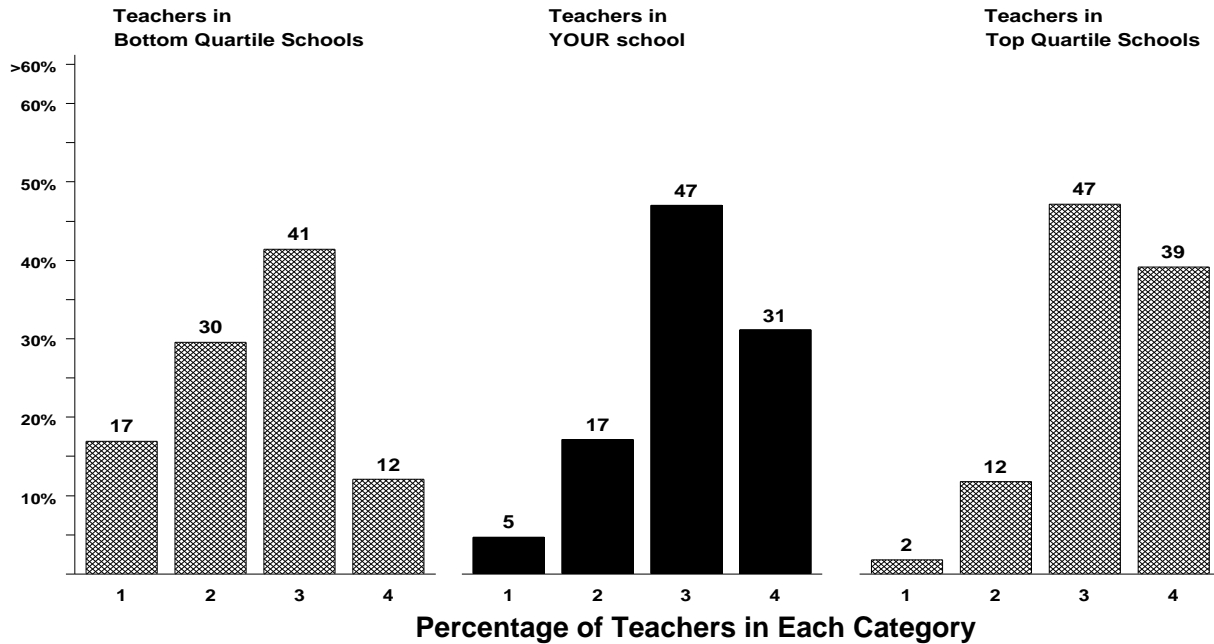
On the next page, you will find a frequency distribution of responses to the Teacher-Principal Trust scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the top quartile, 39 percent of the teachers note very strong trust between teachers and the principal, and another 47 percent describe strong trust. In these schools, all but a few feel very good about the relationship between teachers and the principal. A little less than half of the teachers in the bottom quartile schools describe minimal or no trust between teachers and principals. As for the other teachers, 41 percent note strong trust and 12 percent note very strong trust.

**Comparing Responses in Sample High School 2005
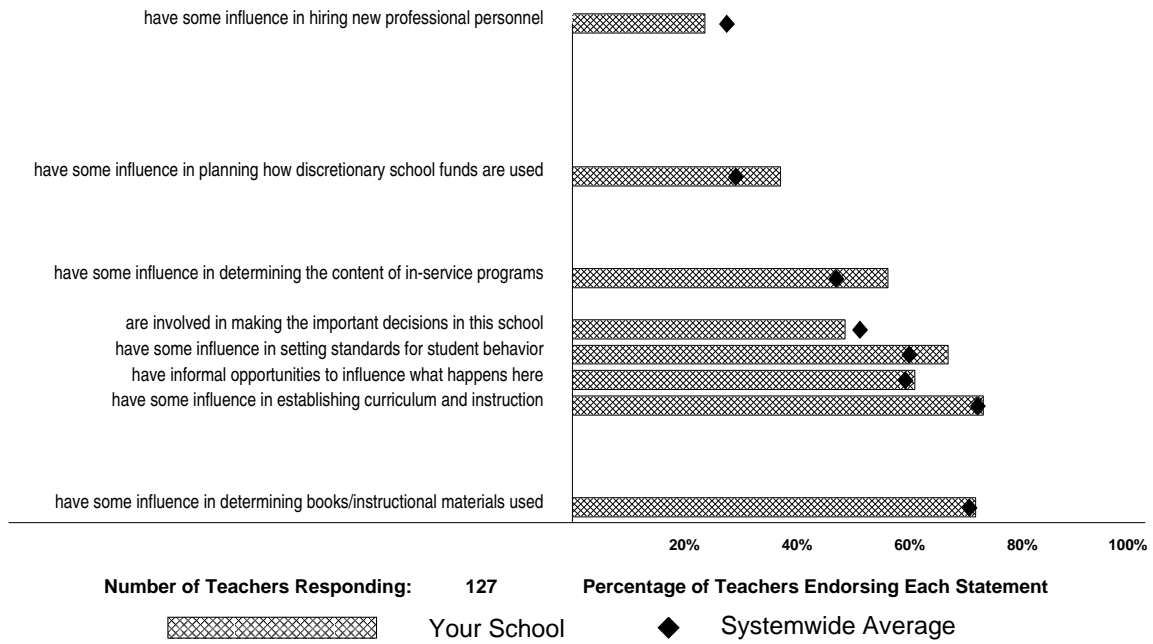to Low-Rated Schools and to High-Rated Schools on Teacher-Principal Trust**

**Teachers in
Bottom Quartile Schools**   **Teachers in
YOUR school**   **Teachers in
Top Quartile Schools**

>60%
60%
50%
40%
30%
20%
10%

17   30   41   12   5   17   47   31   2   12   47   39

1   2   3   4   1   2   3   4   1   2   3   4

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Teacher Influence

These items measure the extent to which teachers are involved in making decisions about a wide range of activities within the school.

Teachers agree that they:

Number of Teachers Responding:	**127**	**Percentage of Teachers Endorsing Each Statement**

Your School ◆ Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
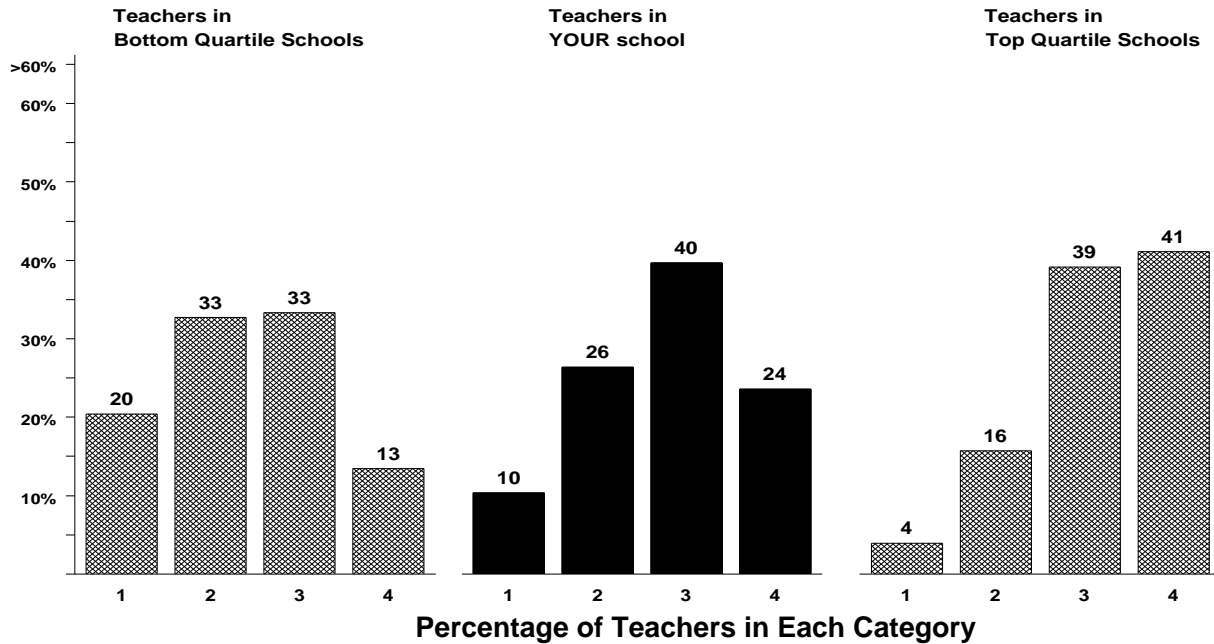
On the next page, you will find a frequency distribution of responses to the Teacher Influence scale. The scale is created by combining all responses to the survey questions shown above.

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

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

Eighty percent of the teachers in the top quartile schools feel that they have moderate or extensive influence over decision making in their school. In the bottom quartile schools, where teachers have the least influence, the most common categories are limited influence and moderate influence, but 20 percent of teachers feel they have minimal influence.

Comparing Responses in Sample High School 2005
## to Low-Rated Schools and to High-Rated Schools on Teacher Influence

Teachers in Bottom Quartile Schools   **Teachers in YOUR school**   **Teachers in Top Quartile Schools**

Percentage of Teachers in Each Category

Definition of Categories Charted Above

Category	Teachers in this school reported that:
1 Minimal	they have **no** or **a little** influence in determining instructional materials for their class and establishing curriculum programs; and they have **no** influence in determining inservices, using discretionary funds, or hiring professional personnel. Teachers **disagree** or **strongly disagree** that they are involved with making important decisions at the school.
2 Limited	they have **a little** or **some** influence in determining instructional materials for their class, and they feel they have **a little** influence over establishing curriculum programs and determining inservices; they have **no** or **a little** influence over use of discretionary funds, and in hiring professional personnel. They **disagree** that they are involved in making important decisions at the school.
3 Moderate	they have **some** or **a great deal** of influence in determining instructional materials for their class; and they have **some** influence over establishing curriculum programs and setting standards for student behaviors. They have **a little** or **some** influence over the use of discretionary funds, and hiring new professional personnel. They **agree** that they are involved in making important decisions at the school.
4 Extensive	they have **a great deal** of influence in determining instructional material for their classes and setting standards for student behavior; they have **some** or **a great deal** of influence in determining inservices, using discretionary funds, and hiring a new principal and personnel. They **strongly agree** that they feel comfortable voicing their concerns and are involved in making important decisions at the school.

Principal Instructional Leadership

The items in this scale assess teachers' perceptions of their principal as an instructional leader who sets high standards, communicates a clear vision, and tracks academic progress.

Teachers agree that the principal:
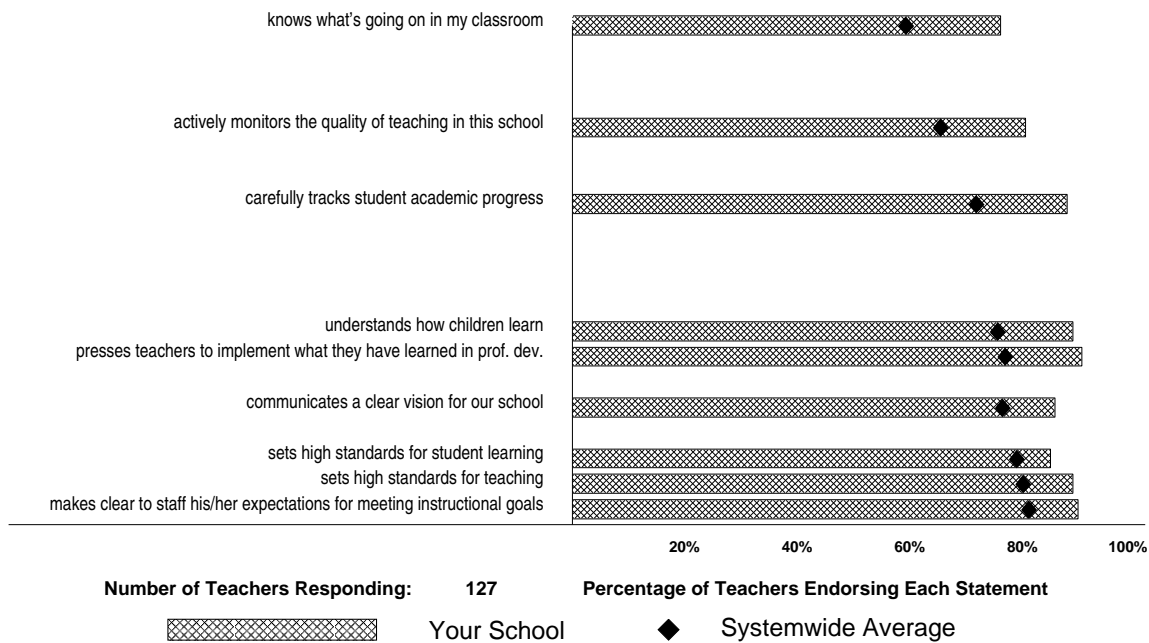
Number of Teachers Responding:	**127**	Percentage of Teachers Endorsing Each Statement	

Your School   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
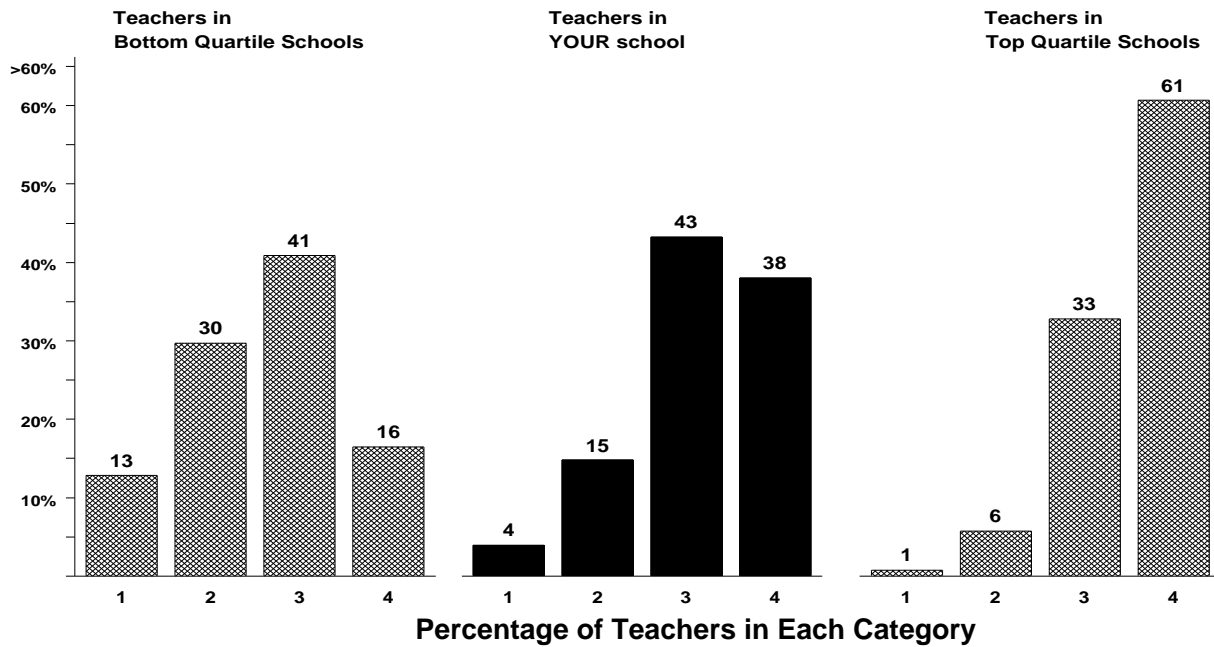
On the next page, you will find a frequency distribution of responses to the Principal Instructional Leadership scale. The scale is created by combining all responses to the survey questions shown above.

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

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

Teachers in the top quartile schools give their principals very high ratings for their instructional leadership. Sixty-one percent give very strong ratings and an additional 33 percent give strong ratings. Only 7 percent give weak or mixed ratings. Even in the bottom quartile, many teachers rate principals highly, with 57 percent giving strong or very strong ratings. However, 43 percent of teachers in these low-rated schools give weak or mixed ratings to their principal's instructional leadership.

**Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools
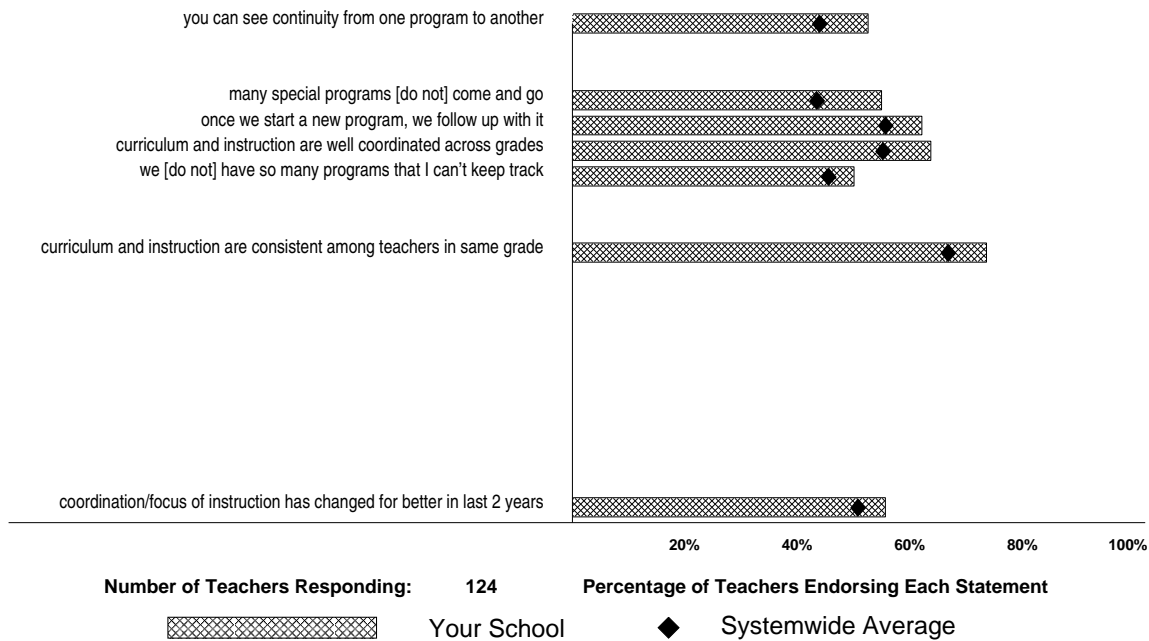on Principal Instructional Leadership**

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Program Coherence

This scale assesses the degree to which teachers believe the programs at their school are coordinated with each other and are consistent both within and across grade levels.

Teachers agree that at this school:

| Number of Teachers Responding: | 124 | Percentage of Teachers Endorsing Each Statement |

Your School   ◆   Systemwide Average

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

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

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

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

In the top quartile schools, more than half of the teachers describe moderate program coherence, with another 29 percent noting strong program coherence in their school. Relatively few teachers (17 percent) consider these schools to have little or no coherence. Teachers in the bottom quartile schools are more negative about the amount of program coherence in their schools; more than half describe little or no coherence, although 42 percent consider their school to have moderate program coherence.

Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools on Program Coherence

Teachers in Bottom Quartile Schools   **Teachers in YOUR school**   **Teachers in Top Quartile Schools**

Percentage of Teachers in Each Category
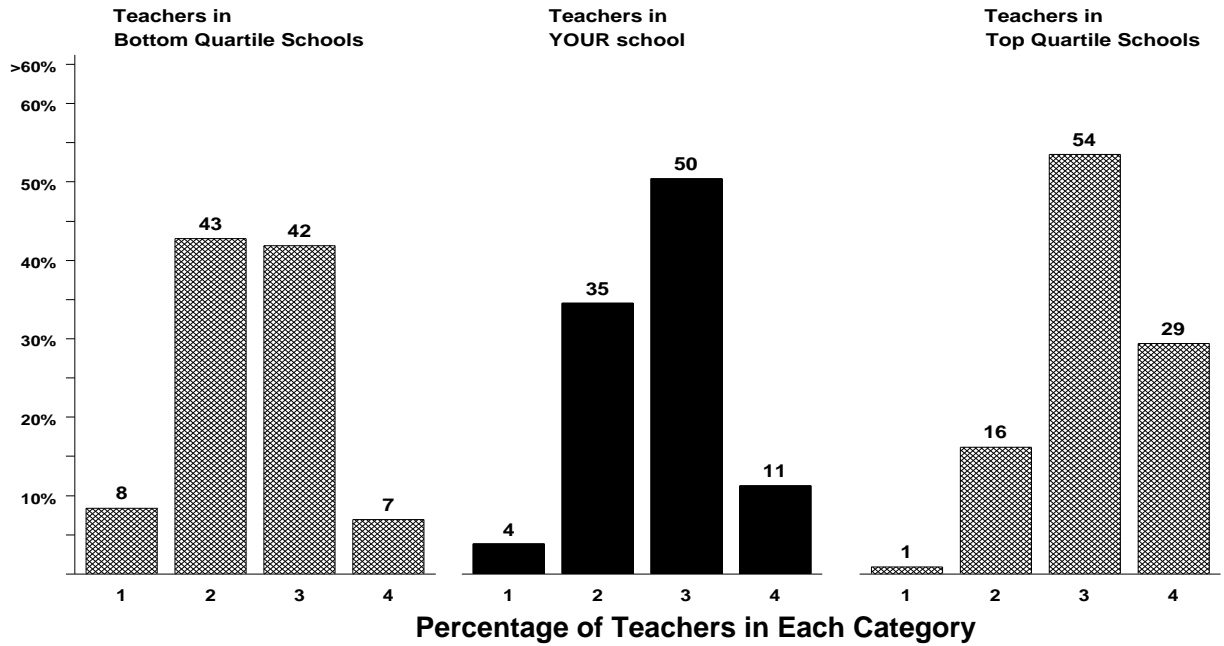
Definition of Categories Charted Above

Category	Teachers in this school:
1 **None**	**strongly disagree** with all items on the scale.
2 **Little**	**disagree** that there is continuity and stability in programs, that new programs are followed up, and that curriculum and instruction are well-coordinated across grades and within the same grade.
3 **Moderate**	**agree** with all items on this scale.
4 **Strong**	**strongly agree** with all items on this scale.

Teacher-Parent Interaction

These items measure the extent to which teachers and parents interact about how the students are doing in school.

Teachers report that at least once or twice a month they:
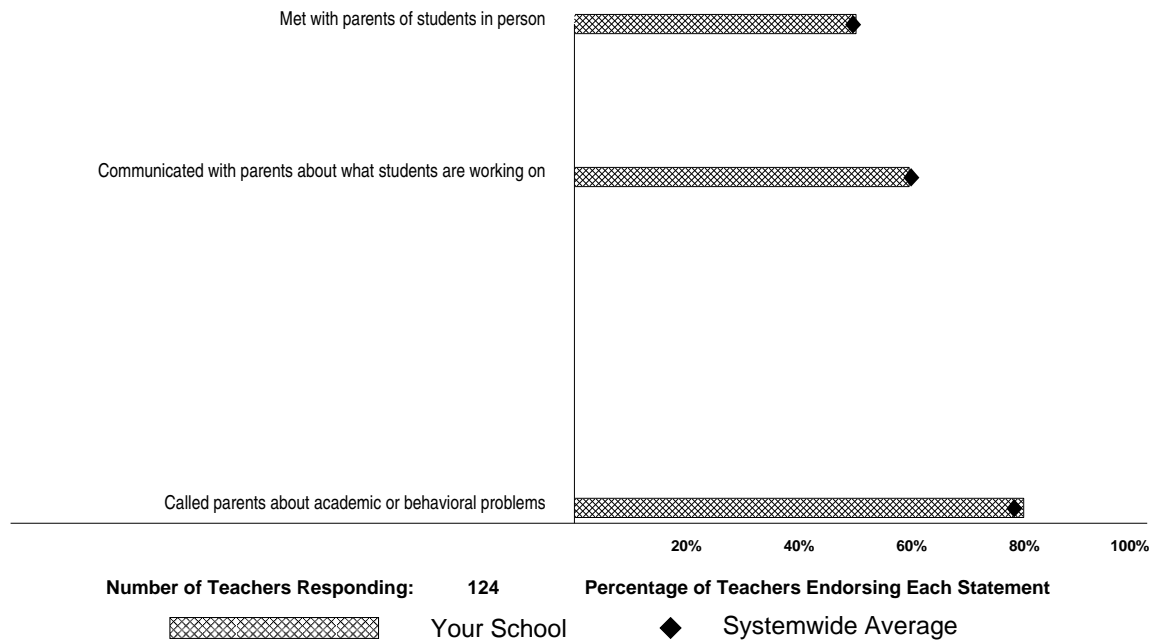
| Met with parents of students in person |
| Communicated with parents about what students are working on |
| Called parents about academic or behavioral problems |

20%   40%   60%   80%   100%

Number of Teachers Responding: 124   Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systemwide Average

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

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

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

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

In the top-rated schools, only 11 percent of teachers said they had minimal interaction with parents. More than 25 percent of the teachers reported levels of interaction with parents in each of the next three categories. In the lowest-rated schools, only 12 percent of the teachers reported frequent interaction, and 35 percent said their interaction was minimal.

**Comparing Responses in Sample High School 2005
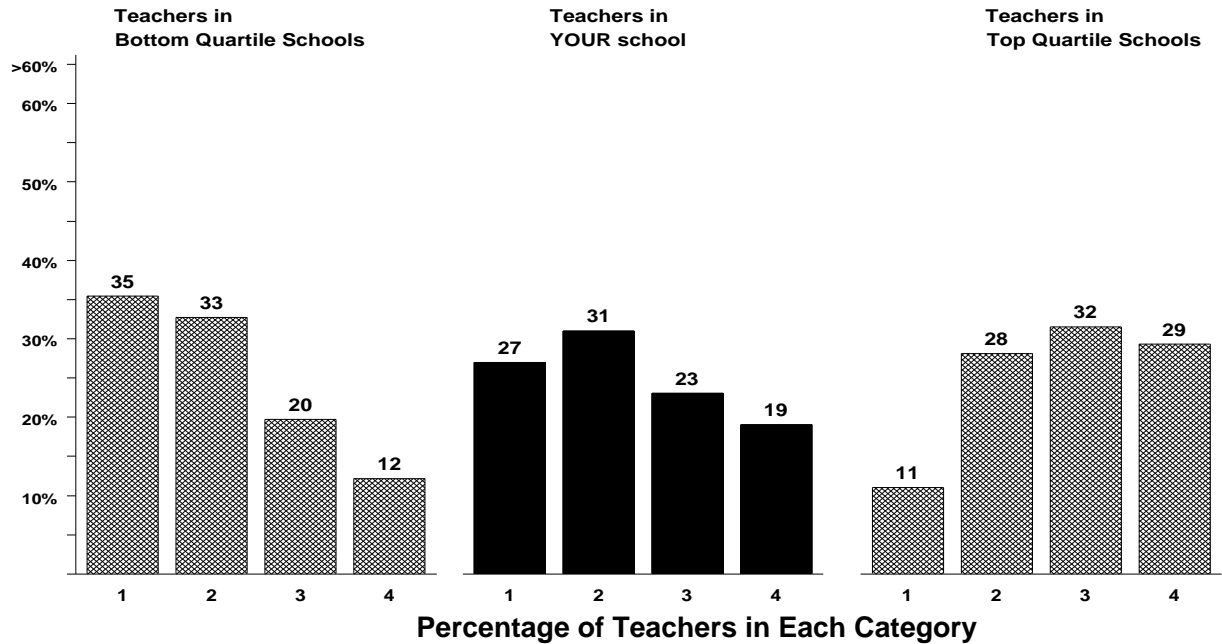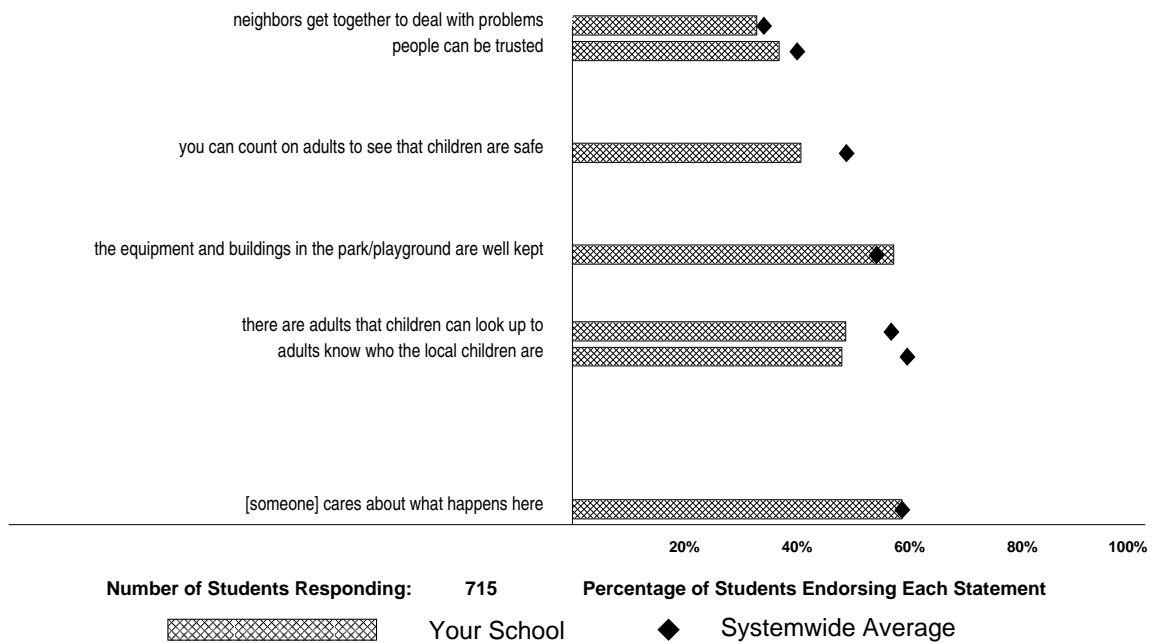to Low-Rated Schools and to High-Rated Schools on Teacher-Parent Interaction**

Teachers in
Bottom Quartile Schools

Teachers in
YOUR school

Teachers in
Top Quartile Schools

Percentage of Teachers in Each Category

Definition of Categories Charted Above

Category	Teachers in this school:
1 Minimal	met with parents, communicated to them what their students were working on, and called them when their students were having academic, behavioral or attendance problems **not more than once or twice a semester**.
2 Infrequent	met with parents in person, and communicated to them what students were working on **once or twice a month or less**; they called parents when their students were having problems **once or twice a month**.
3 Regular	met with parents in person, and communicated to them what students were working on **once or twice a month**; they called parents when their students were having problems **at least once a week**.
4 Frequent	met with parents in person, communicated to them what students were working on, and called parents when their students were having problems **at least once a week**.

Human and Social Resources in the Community

This scale assesses how much students trust and rely on neighbors and community members and whether the neighbors know and care about the students and each other.

Students report that in this neighborhood:

Number of Students Responding:	**715**	**Percentage of Students Endorsing Each Statement**

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of students in your school that endorsed the question. The diamond shows the citywide response.
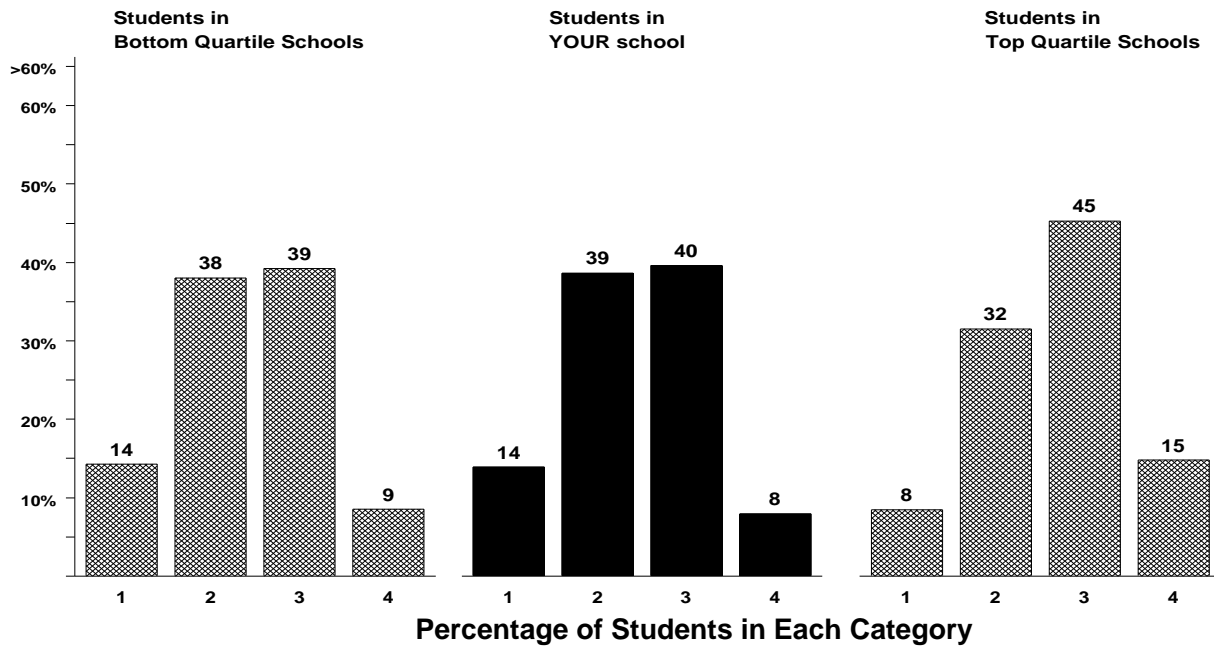
On the next page, you will find a frequency distribution of responses to the Human and Social Resources in the Community scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the top quartile schools, where students give the highest ratings to human and social resources in the community, 45 percent of students say that at least some of these resources are available. Even in these top schools, 32 percent of students rate these resources as scarce and another 8 percent as none. The ratings are even lower in the bottom quartile schools: the majority of respondents rate human and social resources as "scarce" and "some."

Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools
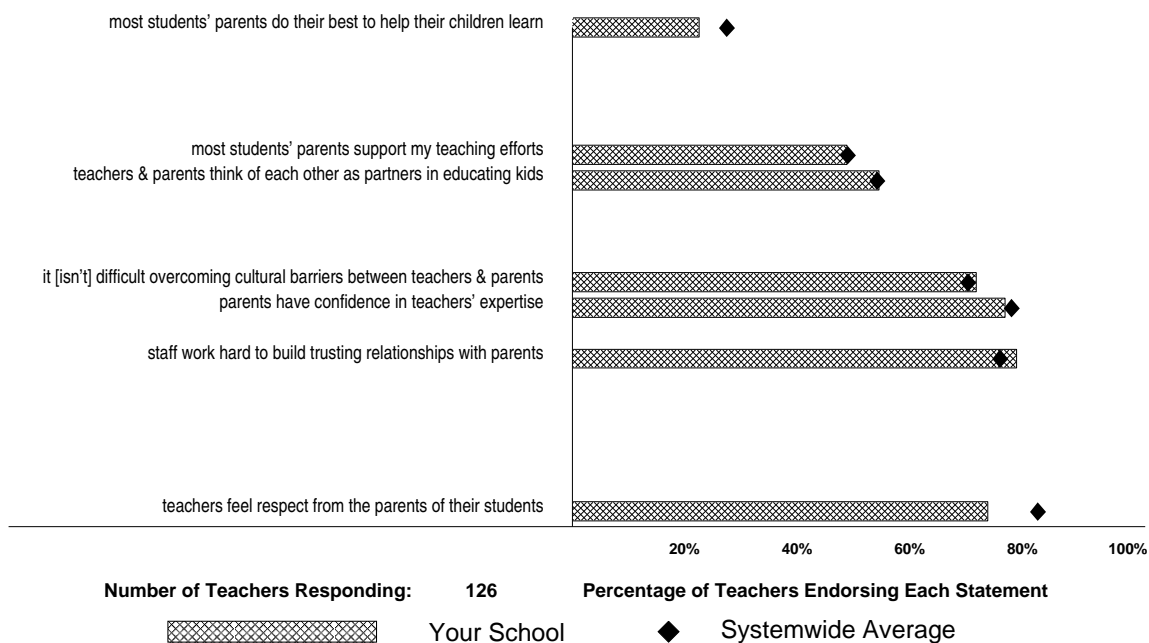## for Human and Social Resources in the Community

Percentage of Students in Each Category

Definition of Categories Charted Above

Category	In this school, students:
1 **None**	students **disagree** or **strongly disagree** that people in the neighborhood care about what happens there. They **strongly disagree** with the remaining items on the scale.
2 **Scarce**	some students **agree** and others **disagree** that people in the neighborhood care about what happens there. They **disagree** that the parks are safe for kids to play in during the day and there are adults in the neighborhood who know the local kids and whom the kids can look up to. They **disagree** or **strongly disagree** that adults make sure neighborhood kids are safe, people in the neighborhood can be trusted, and neighbors deal with any problems in the neighborhood.
3 **Some**	students **agree** or **strongly agree** that people in the neighborhood care about what happens there. They **agree** that the parks are safe for kids to play in during the day and there are adults in the neighborhood who know the local kids and whom the kids can look up to. Some students **agree** and others **disagree** that adults make sure neighborhood kids are safe, people in the neighborhood can be trusted, and the neighbors deal with any problems in the neighborhood.
4 **Many**	students **strongly agree** that people in the neighborhood care about what happens there, the parks are safe for kids to play in during the day, and there are adults in the neighborhood who know the local kids and whom the kids can look up to. They **agree** or **strongly agree** with the other items on the scale.

Teacher-Parent Trust

These items measure the extent to which parents and teachers support each other to improve student learning and feel mutual respect.

At this school:

most students' parents do their best to help their children learn	
most students' parents support my teaching efforts	
teachers & parents think of each other as partners in educating kids	
it [isn't] difficult overcoming cultural barriers between teachers & parents	
parents have confidence in teachers' expertise	
staff work hard to build trusting relationships with parents	
teachers feel respect from the parents of their students	

20% 40% 60% 80% 100%

Number of Teachers Responding: 126   Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
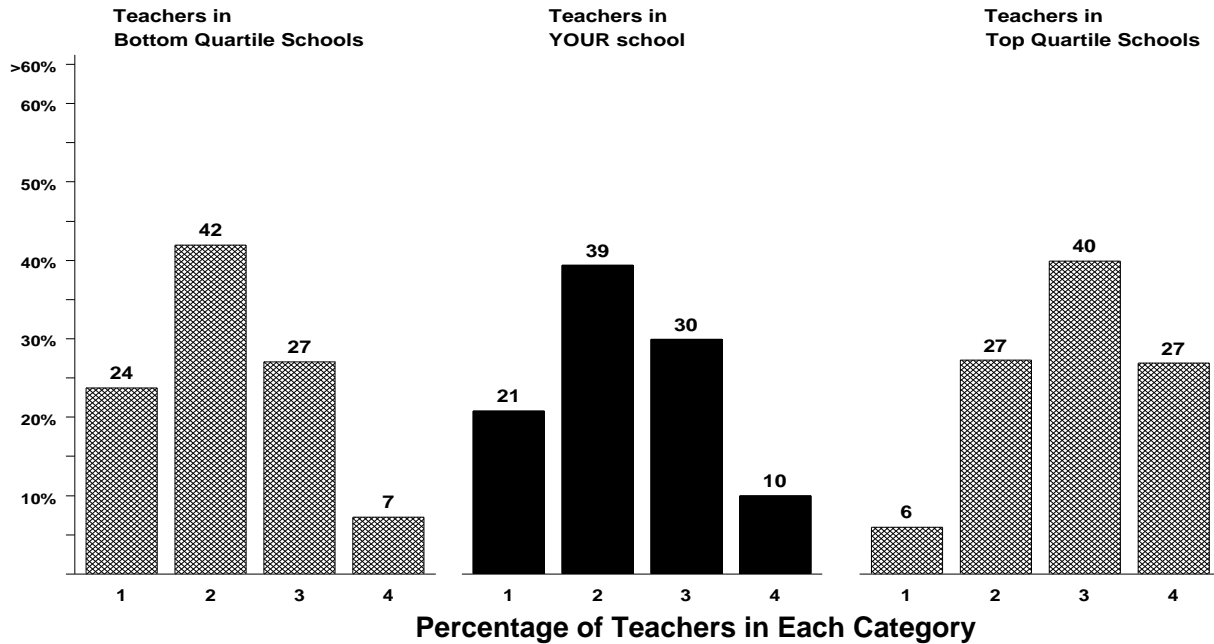
On the next page, you will find a frequency distribution of responses to the Teacher-Parent Trust scale. The scale is created by combining all responses to the survey questions shown above.

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

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

Even in the highest-rated schools, only 27 percent of teachers classify the trust level between teachers and parents as very strong. Forty percent rate the trust level as strong, and about one-third say there is minimal or no trust. In the bottom quartile schools, trust between teachers and parents is lower, with two-thirds of teachers describing no or minimal levels of trust between teachers and parents.

Comparing Responses in Sample High School 2005
## to Low-Rated Schools and to High-Rated Schools on Teacher-Parent Trust

Teachers in Bottom Quartile Schools — 1: 24, 2: 42, 3: 27, 4: 7

Teachers in YOUR school — 1: 21, 2: 39, 3: 30, 4: 10

Teachers in Top Quartile Schools — 1: 6, 2: 27, 3: 40, 4: 27

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Safety

This scale measures students' sense of personal safety inside and outside the school and traveling to and from school.

I feel mostly safe:
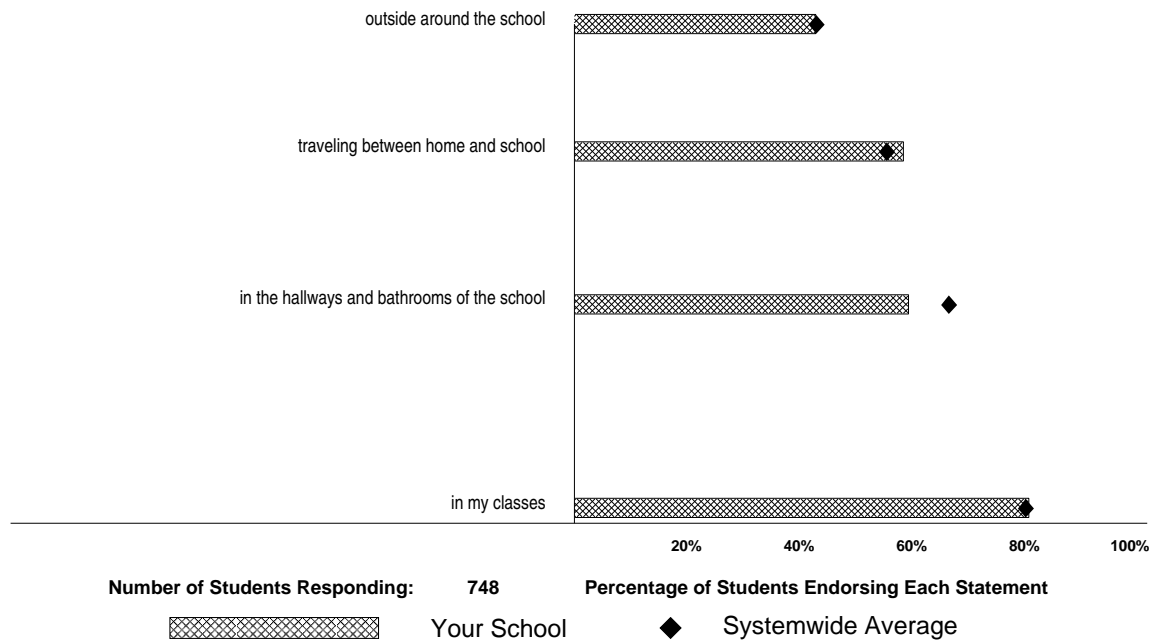
Number of Students Responding: 748   Percentage of Students Endorsing Each Statement

Your School   Systemwide Average

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

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

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

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

In the schools rated highest on student safety, 28 percent of students feel very safe and 39 percent feel mostly safe. About one-third feel somewhat safe or not safe. In the lowest rated schools only 13 percent of students feel very safe, and the most common category is somewhat safe, with 40 percent of students. In general, students are much less apt to feel safe outside the school than inside.

Comparing Responses in Sample High School 2005
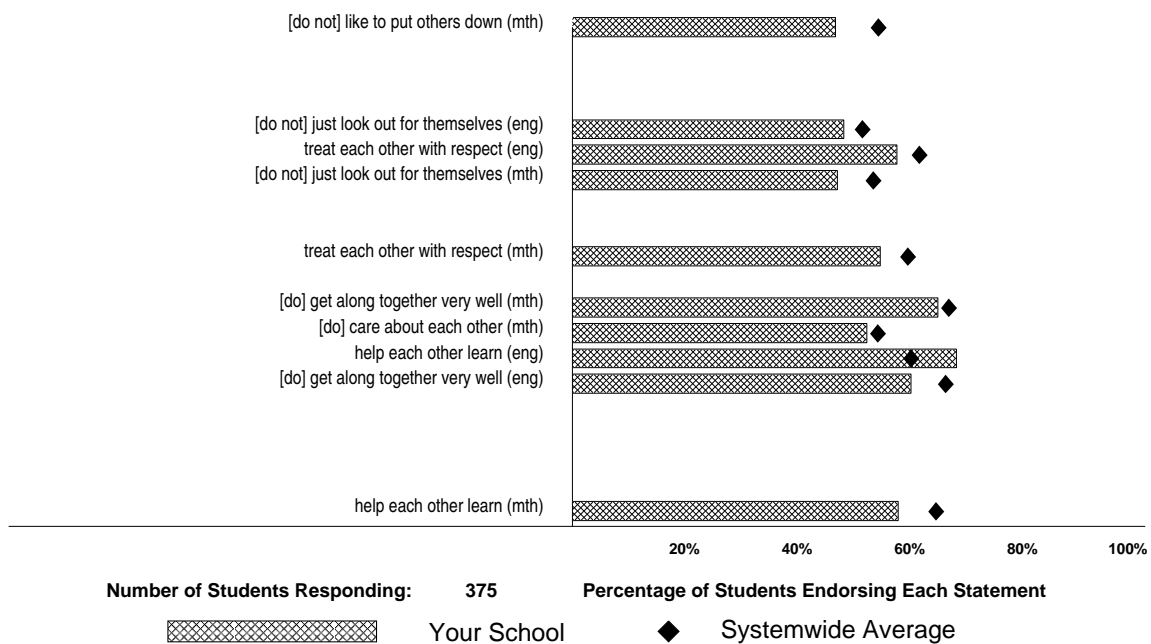## to Low-Rated Schools and to High-Rated Schools for Safety

Students in
Bottom Quartile Schools

Students in
YOUR school

Students in
Top Quartile Schools

Percentage of Students in Each Category
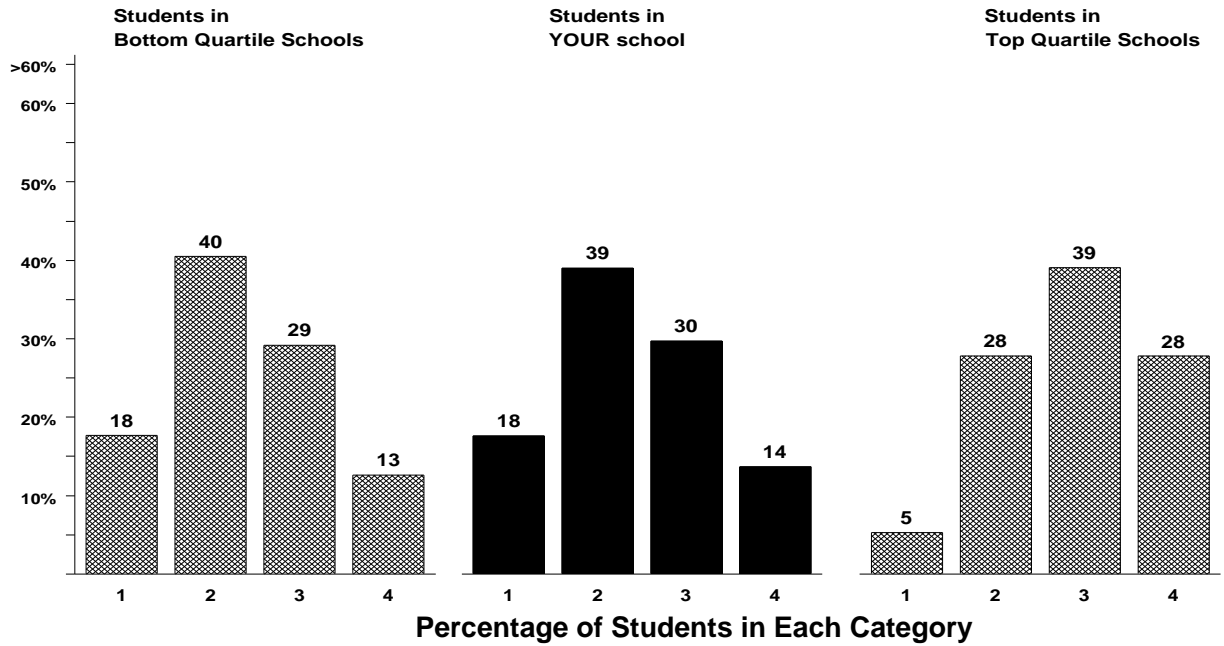
Definition of Categories Charted Above

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

Student Classroom Behavior

Students were asked if their classmates treat each other with respect, work together well, and help each other learn; and if other students disrupt class, like to put others down, and don't care about each other.

Students agree that other students in their class:

Number of Students Responding: **375**   **Percentage of Students Endorsing Each Statement**

Your School   ◆   Systemwide Average

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

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

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

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

     Sixty-three percent of students in the top quartile schools on this scale report very positive or moderately positive classroom behavior. Thirty-eight percent report negative or very negative classroom behavior in these highly rated schools. Classroom behavior is worse in the bottom quartile schools, where the most frequent rating, made by 41 percent of students, is negative, and 14 percent of students rate classroom behavior as very negative.

Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools for Student Classroom Behavior

| Students in Bottom Quartile Schools | Students in YOUR school | Students in Top Quartile Schools |

Percentage of Students in Each Category
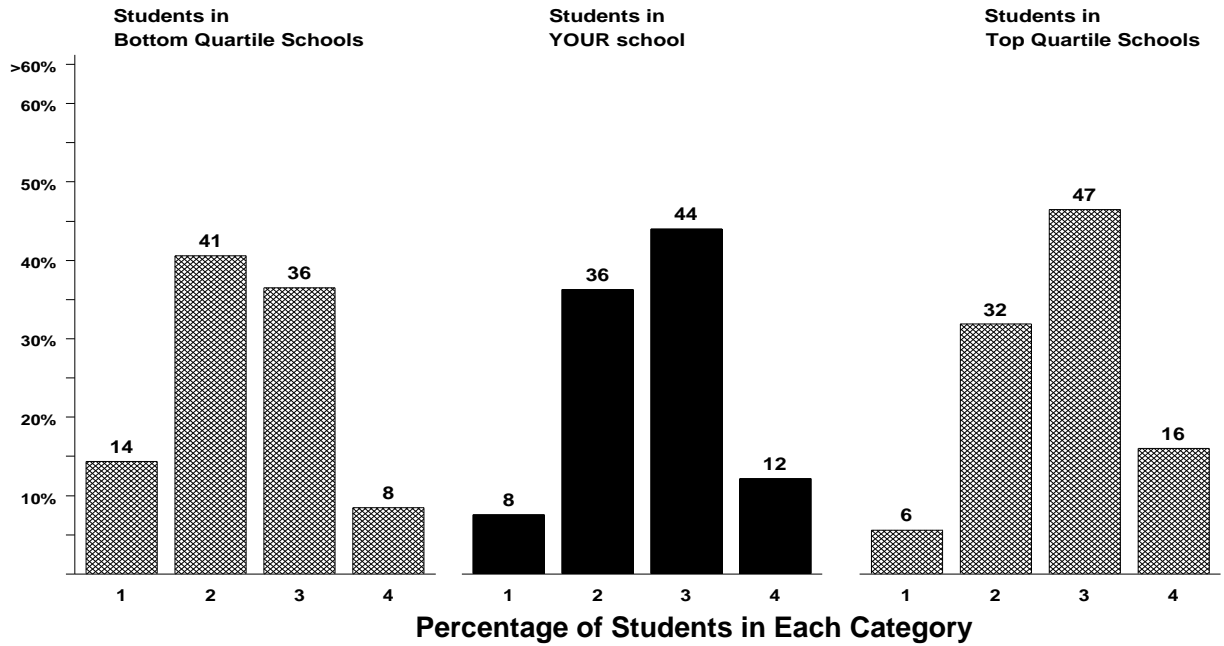
Definition of Categories Charted Above

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

Incidence of Disciplinary Action

This is a negative scale. Low scores are more desirable than high ones. The questions measure how often students get into trouble and are disciplined.

At least 3 to 5 times this school year:
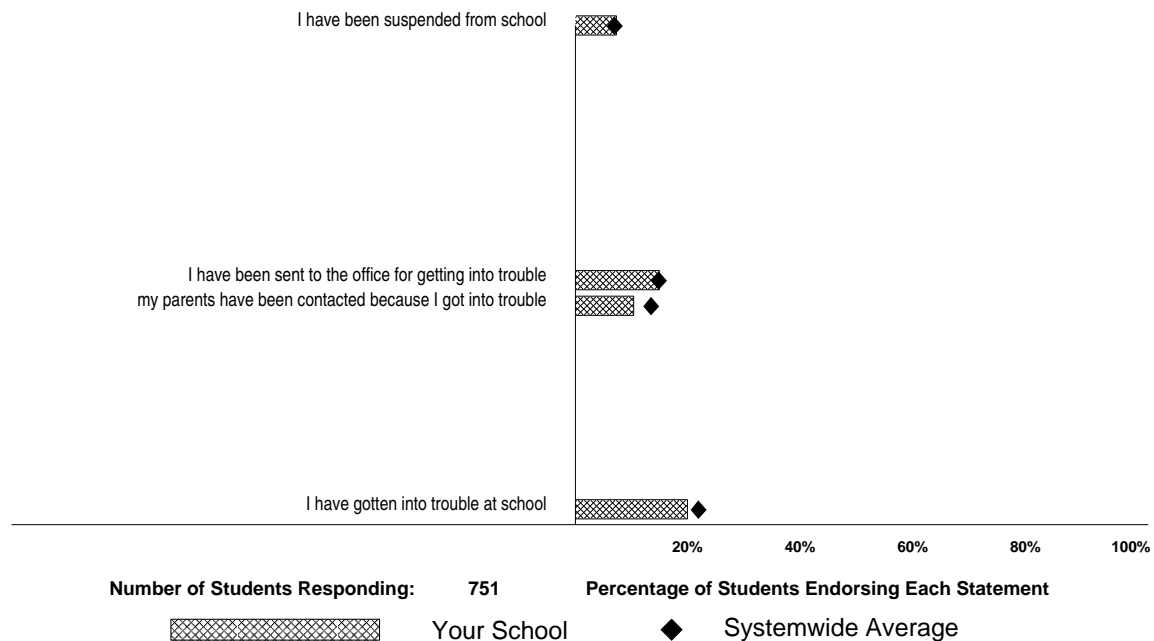
I have been suspended from school	
I have been sent to the office for getting into trouble	
my parents have been contacted because I got into trouble	
I have gotten into trouble at school	

20%   40%   60%   80%   100%

Number of Students Responding: 751   Percentage of Students Endorsing Each Statement

Your School   ◆   Systemwide Average

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

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

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

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

On this scale the top quartile schools are the most negative. Thirty-six percent of students report very extensive or extensive incidence of disciplinary action and 63 percent report limited or no incidences. In the bottom quartile schools where the reports of disciplinary actions are fewest, 16 percent of students are in the very extensive or extensive category and 49 percent report no incidences of disciplinary action.

Comparing Responses in Sample High School 2005
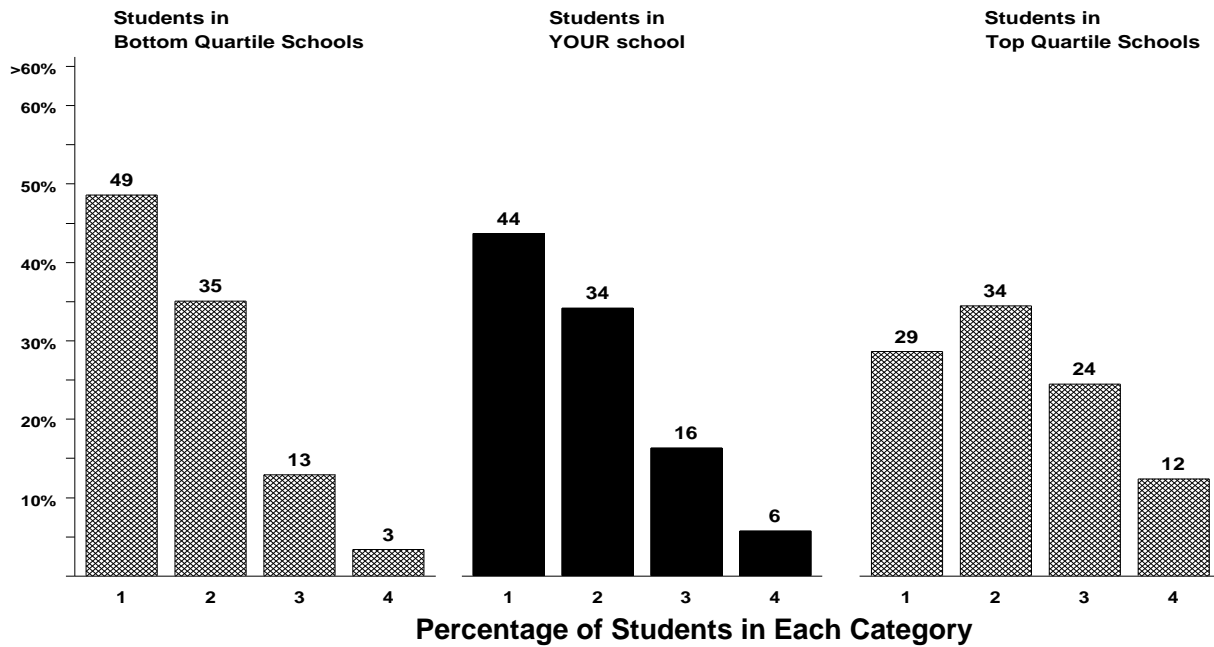## to Low-Rated Schools and to High-Rated Schools
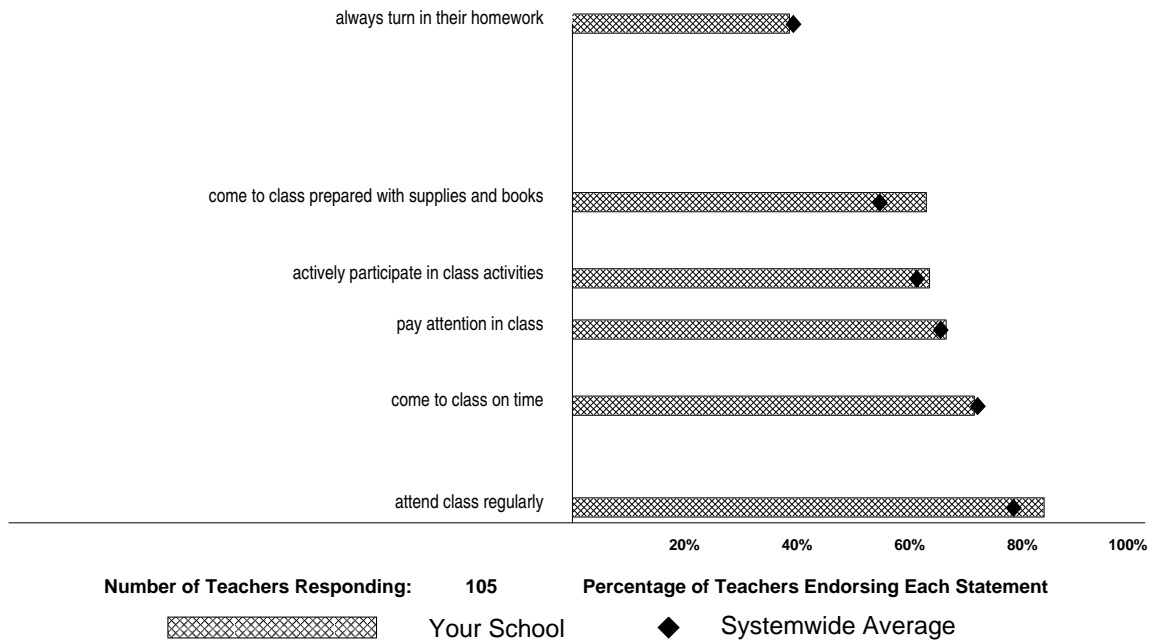## for Incidence of Disciplinary Action

Students in
Bottom Quartile Schools

Students in
YOUR school

Students in
Top Quartile Schools

Percentage of Students in Each Category

Definition of Categories Charted Above

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

Student Class Participation

These items measure the extent to students perform the expected tasks of class participation.

Most students in this school:

| | 20% | 40% | 60% | 80% | 100% |

Number of Teachers Responding: **105**   Percentage of Teachers Endorsing Each Statement

▨▨▨ Your School   ◆ Systemwide Average

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

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

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

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

In the top-quartile schools, 56 percent of the teachers report "high" student participation. Only 18 percent of the teachers in these schools say that student participation is "low" or "very low." In the lowest rated schools, only 18 percent of the teachers report "high" levels of student participation, but 59 percent say it is "low" or "very low."

Comparing Responses in Sample High School 2005
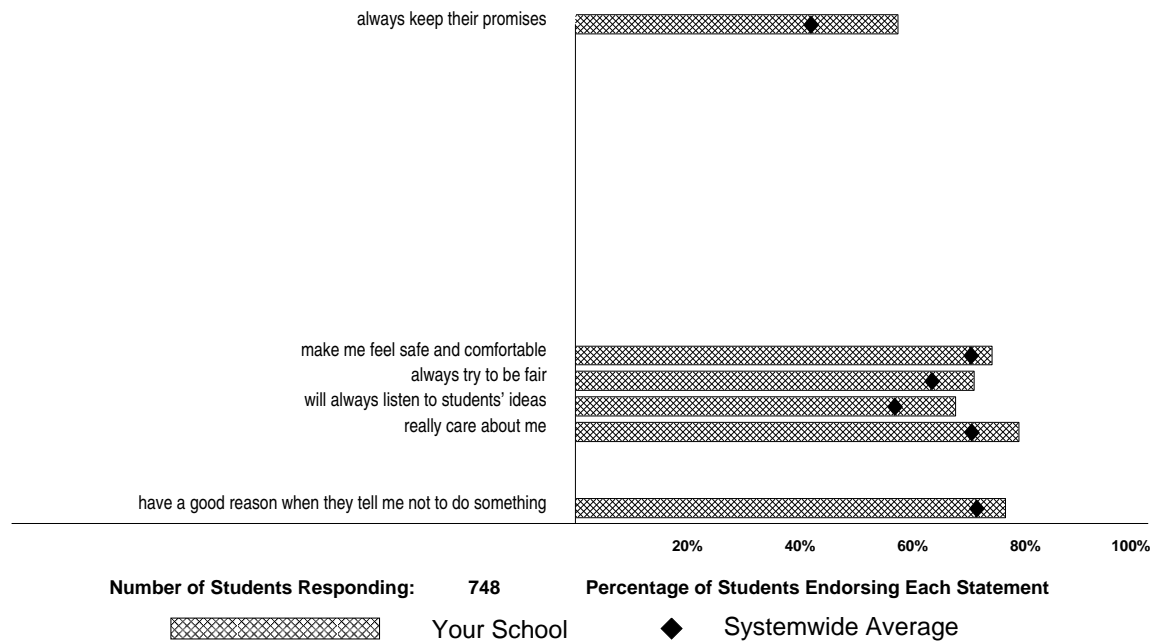## to Low-Rated Schools and to High-Rated Schools on Student Class Participation

Percentage of Teachers in Each Category
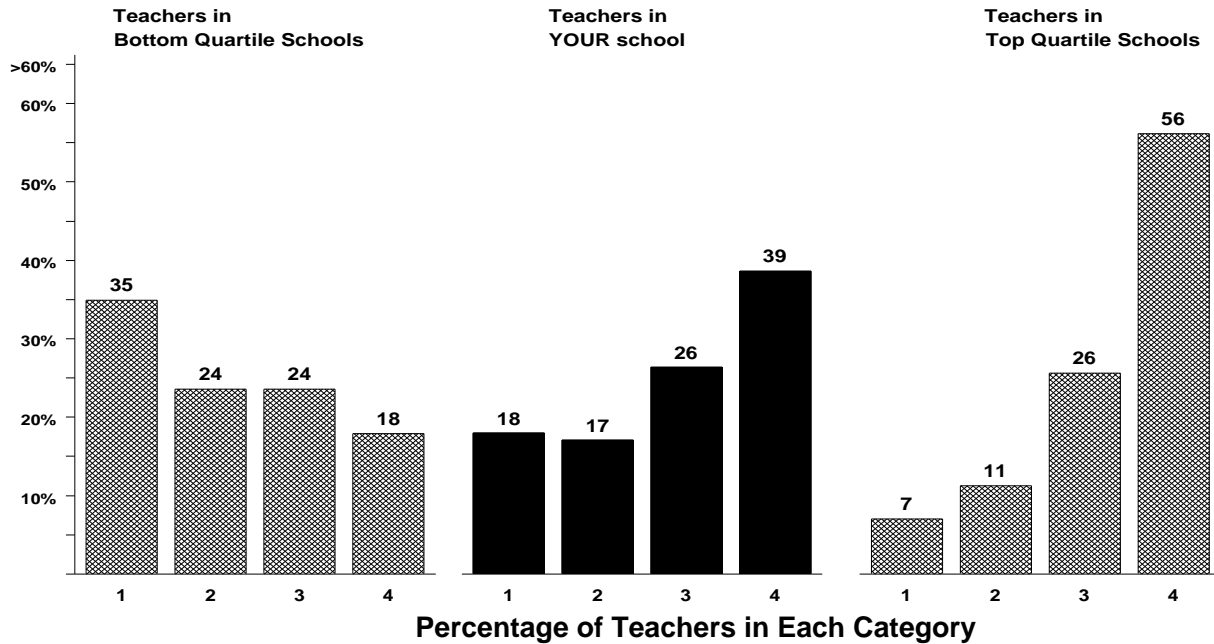
Definition of Categories Charted Above

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

Student-Teacher Trust

This measure focuses on the quality of relations and the amount of trust and comfort between students and teachers.

Students agree that their teachers:

always keep their promises	
make me feel safe and comfortable	
always try to be fair	
will always listen to students' ideas	
really care about me	
have a good reason when they tell me not to do something	

20%   40%   60%   80%   100%

Number of Students Responding: 748   Percentage of Students Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of students in your school that endorsed the question. The diamond shows the citywide response.
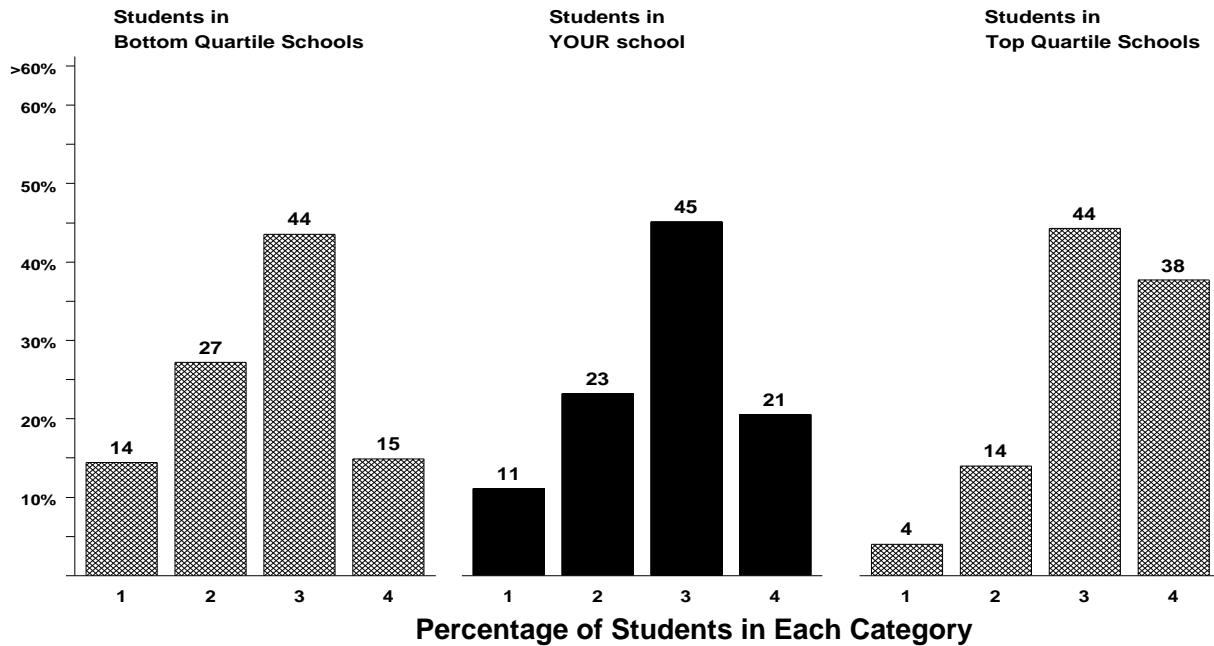
On the next page, you will find a frequency distribution of responses to the Student-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the schools rated high on this scale, 82 percent of students tell of very strong or strong levels of student and teacher trust. Even in the schools with the lowest ratings on this scale, over half of the students report very strong or strong trust with teachers. However, a significant number of students in these schools experience minimal or no trust with their teachers.

**Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools
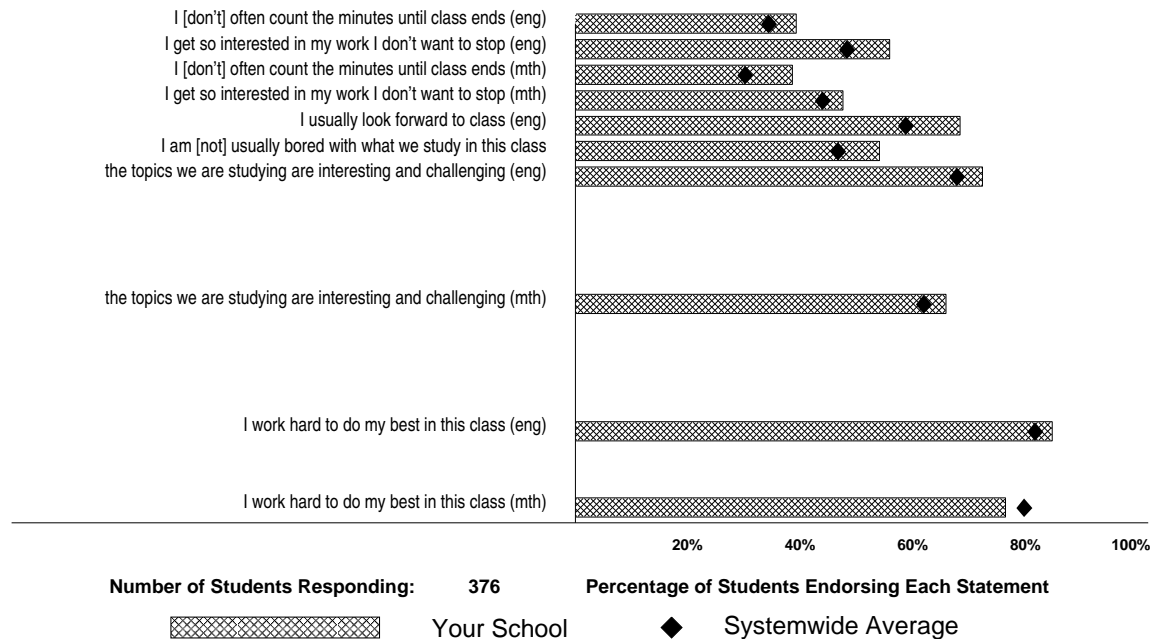for Student-Teacher Trust**

Percentage of Students in Each Category

Definition of Categories Charted Above

Category	In this school:
1 **No trust**	students **disagree** that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make mistakes, will always listen to students' ideas, always tries to be fair, and makes them feel safe and comfortable. Students **disagree** or **strongly disagree** that their teacher does not punish students without knowing what happened and keeps his or her promises.
2 **Minimal** **trust**	some students **agree** and others **disagree** that their teacher has a good reason for telling them not to do something and cares about what they think. Students **disagree** with all other items on the scale.
3 **Strong trust**	students **agree** that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make a mistake, will always listen to their ideas, always tries to be fair, and makes them feel safe and comfortable. Some students **agree** and others **disagree** that their teacher does not punish students without knowing what happened and keeps his or her promises.
4 **Very strong** **trust**	students **strongly agree** that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make a mistake, will always listen to their ideas, always tries to be fair, and makes them feel safe and comfortable. Students **agree** or **strongly agree** that their teacher does not punish students without knowing what happened and keeps his or her promises.

Academic Engagement

This scale examines student interest and engagement in learning.

Students report:

I [don't] often count the minutes until class ends (eng)	
I get so interested in my work I don't want to stop (eng)	
I [don't] often count the minutes until class ends (mth)	
I get so interested in my work I don't want to stop (mth)	
I usually look forward to class (eng)	
I am [not] usually bored with what we study in this class	
the topics we are studying are interesting and challenging (eng)	
the topics we are studying are interesting and challenging (mth)	
I work hard to do my best in this class (eng)	
I work hard to do my best in this class (mth)	

20%   40%   60%   80%   100%

Number of Students Responding: 376   Percentage of Students Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of students in your school that endorsed the question. The diamond shows the citywide response.
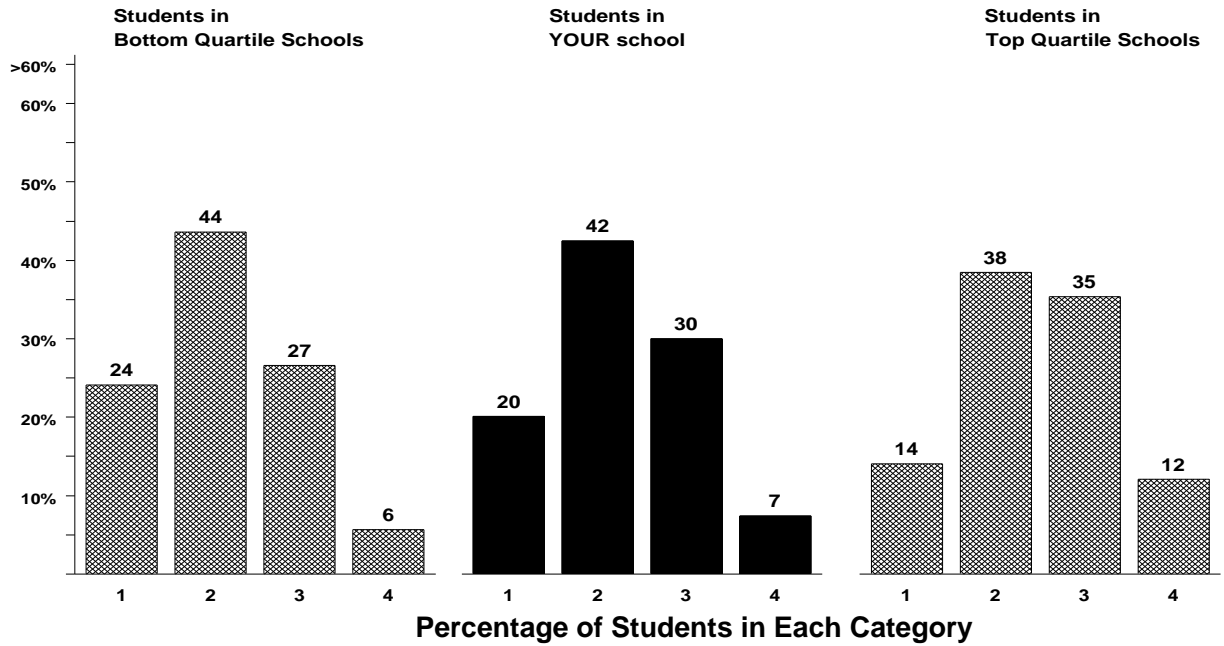
On the next page, you will find a frequency distribution of responses to the Academic Engagement scale. The scale is created by combining all responses to the survey questions shown above.

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

Here is a summary comparing top-scoring schools to bottom-scoring schools.
Even in the top quartile schools, fewer than half of the students report high or moderate levels of engagement. In this group of schools the most prevalent responses indicate limited levels of student engagement. The bottom quartile schools report even less engagement. Sixty-eight percent of students report limited or no engagement, and one-third report high or moderate levels of engagement.

**Comparing Responses in Sample High School 2005
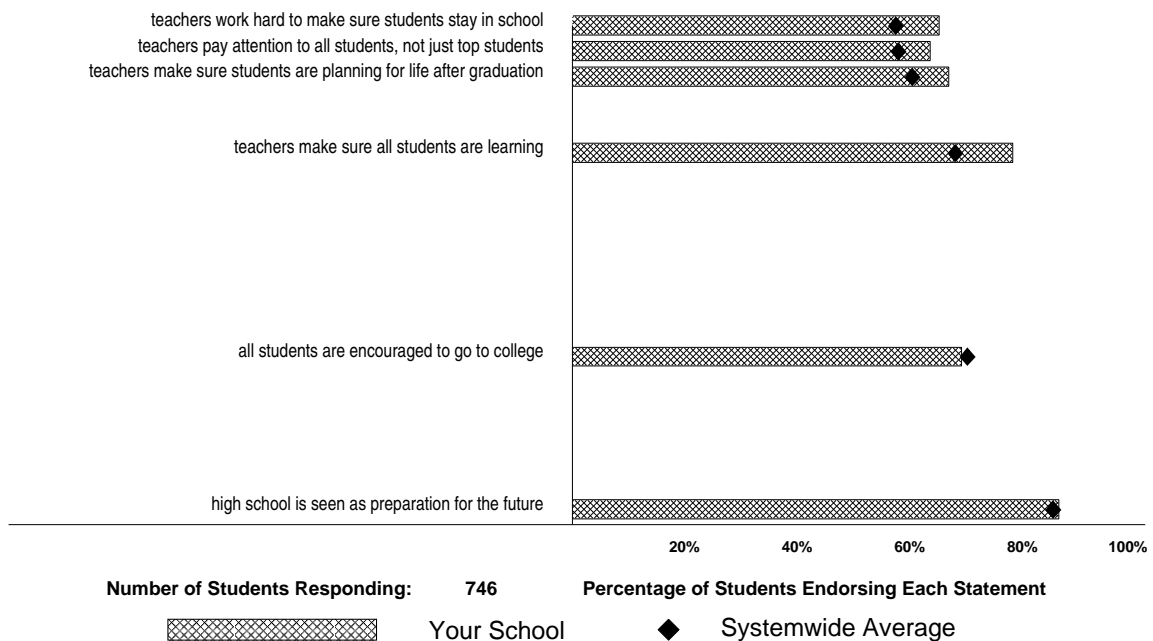to Low-Rated Schools and to High-Rated Schools on Academic Engagement**

Students in
Bottom Quartile Schools

Students in
YOUR school

Students in
Top Quartile Schools

Percentage of Students in Each Category

Definition of Categories Charted Above

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

School-Wide Future Orientation

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

Students at this school agree:

Number of Students Responding: **746**   Percentage of Students Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of students in your school that endorsed the question. The diamond shows the citywide response.
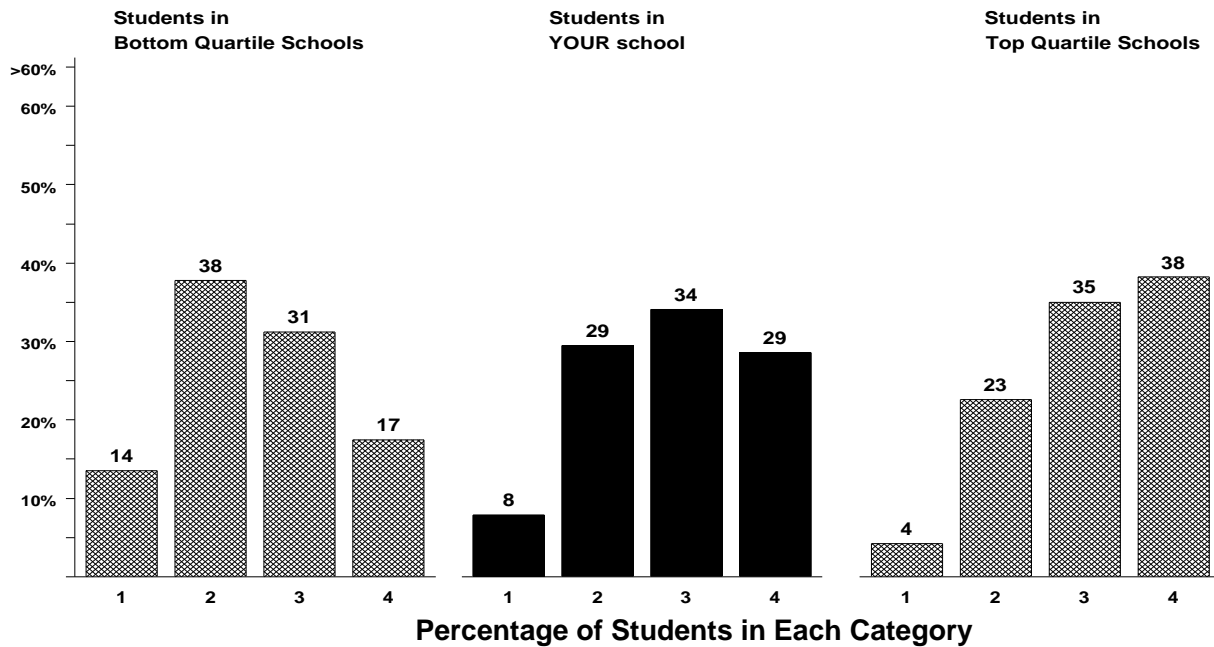
On the next page, you will find a frequency distribution of responses to the School-Wide Future Orientation scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the bottom quartile schools, 14 percent of the students say there is "no" concern for students' futures. In contrast, in the top quartile schools only 4 percent of the students report "no" concern for students' futures. In the top quartile schools, 38 percent of students describe the concern for students' futures as "considerable," whereas in the lowest-rated schools, only 17 percent of the students rate it in the highest category.

**Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools on School-Wide Future
Orientation**

Students in	Students in	Students in
Bottom Quartile Schools	**YOUR school**	**Top Quartile Schools**

Percentage of Students in Each Category

Definition of Categories Charted Above

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

Academic Press

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

Students report that in their school:
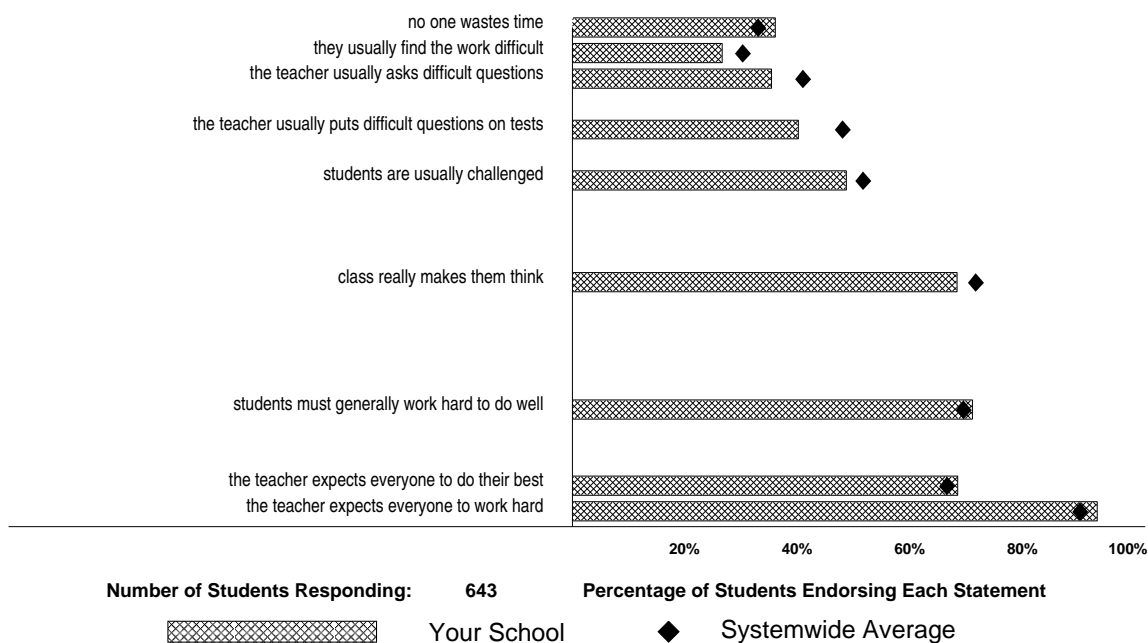
Number of Students Responding:	**643**

Percentage of Students Endorsing Each Statement

Your School — Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of students in your school that endorsed the question. The diamond shows the citywide response.
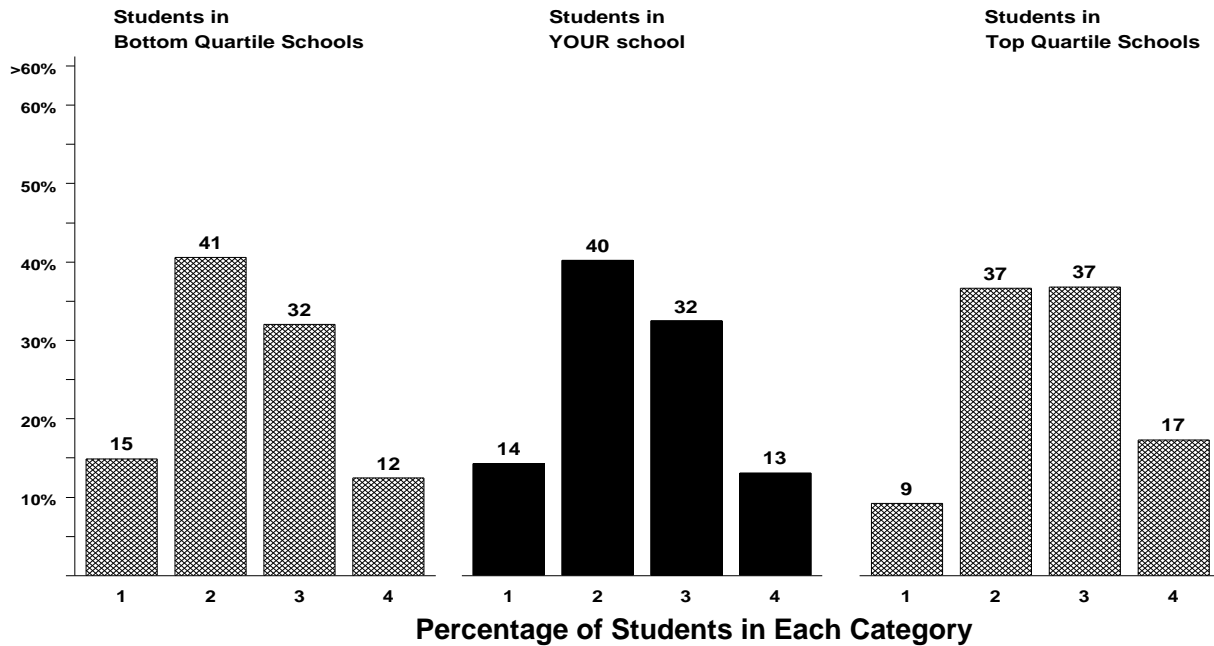
On the next page, you will find a frequency distribution of responses to the Academic Press scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the top quartile schools, 54 percent of students report high or moderate press toward academic achievement. In these top schools, a sizable minority also report limited or no press. In bottom quartile schools 44 percent of students report high or moderate levels of press toward academic achievement, and more than half report limited or no press.

Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools
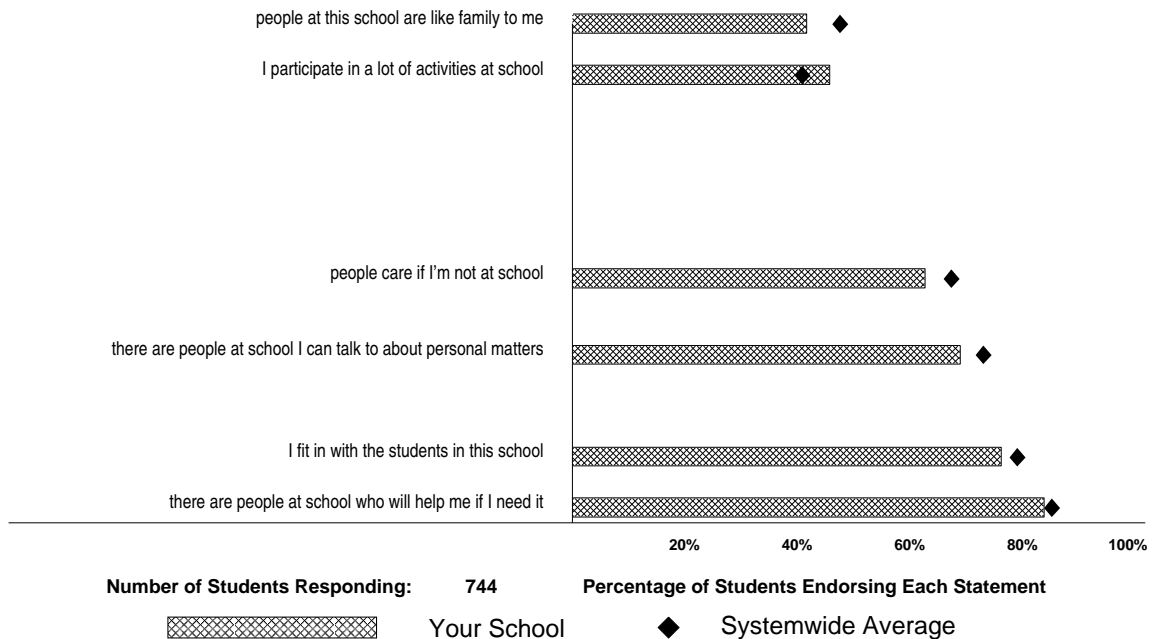## for Academic Press

Students in
Bottom Quartile Schools

Students in
YOUR school

Students in
Top Quartile Schools

Percentage of Students in Each Category

Definition of Categories Charted Above

Category	Students in this school:
1 **None**	do **no homework** each day. They **strongly disagree** that no one wastes time in class, that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are **never** challenged in class. They **strongly disagree** or **disagree** that the class makes them think; that the teacher does not let them get away with being lazy; and that the teacher expects them to work hard, participate, and do their best.
2 **Limited**	do **less than 30 minutes of homework** each day. They **disagree** that no one wastes time in class, that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are challenged in class **once in a while**. Some **disagree** and others **agree** that the class makes them think; and that the teacher does not let them get away with being lazy. They **agree** that the teacher expects them to work hard, participate, and do their best.
3 **Moderate**	do **30 to 60 minutes of homework** each day. They **agree** that no one wastes time in class, that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are challenged in class **most of the time**. They **agree** that the class makes them think, and they **agree** or **strongly agree** that the teacher does not let them get away with being lazy. They **strongly agree** that the teacher expects them to work hard, participate, and do their best.
4 **High**	do **more than 1 hour of homework** each day. They **strongly agree** that no one wastes time in class, that they often find the work difficult, and that the teacher asks difficult questions in class and on tests. They are challenged in class **all the time**. They **strongly agree** that the class makes them think; the teacher does not let them get away with being lazy; and that the teacher expects them to work hard, participate, and do their best.

Student Sense of Belonging

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

Students agree that at this school:

Number of Students Responding:	**744**

Percentage of Students Endorsing Each Statement

Your School   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percent of students in your school that endorsed the question. The diamond shows the citywide response.
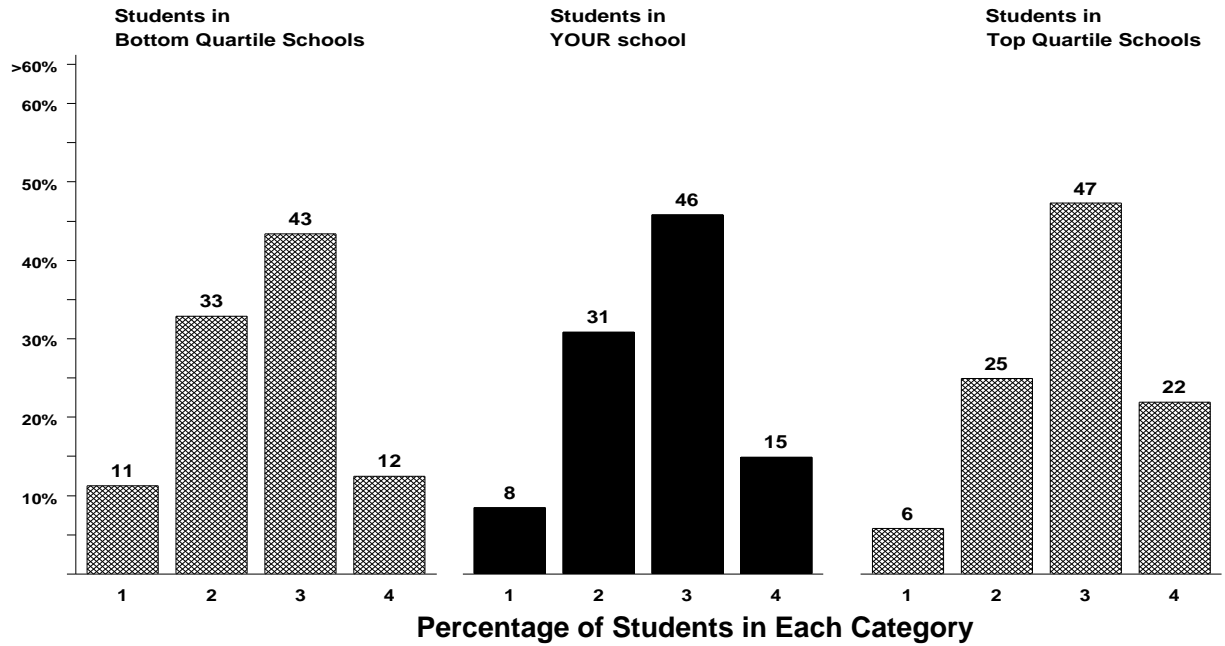
On the next page, you will find a frequency distribution of responses to the Student Sense of Belonging scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the bottom quartile schools, 44 percent of the students say their sense of belonging is "weak" or "very weak." Only 12 percent of the students in these schools say they feel a "strong" sense of belonging. On the other hand, 22 percent of the students in the top-quartile schools report a "strong" sense of belonging, while only 31 percent of the students in these schools say their sense of belonging is "weak" or "very weak."

**Comparing Responses in Sample High School 2005
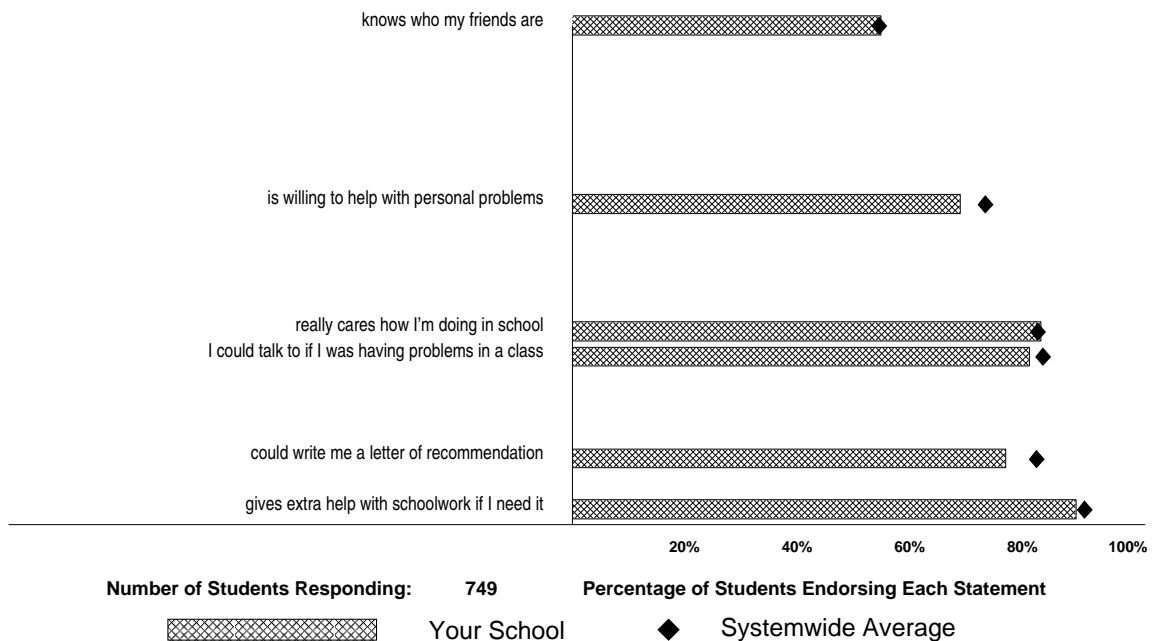to Low-Rated Schools and to High-Rated Schools on Student Sense of Belonging**

Students in Bottom Quartile Schools	Students in YOUR school	Students in Top Quartile Schools

Percentage scale: >60%, 60%, 50%, 40%, 30%, 20%, 10%

Bottom Quartile Schools: 1 = 11, 2 = 33, 3 = 43, 4 = 12
YOUR school: 1 = 8, 2 = 31, 3 = 46, 4 = 15
Top Quartile Schools: 1 = 6, 2 = 25, 3 = 47, 4 = 22

Percentage of Students in Each Category

Definition of Categories Charted Above

Category	Students in this school:
1 Very Weak	**strongly disagree** that people at this school are like family, that they participate in a lot of activities, and that people care if they're not at school. They **strongly disagree** or **disagree** that there are people at this school they can talk to about personal problems, that they fit in in this school, and that there are people at the school who can give them help if needed.
2 Weak	**strongly disagree** or **disagree** that people at this school are like family, that they participate in a lot of activities, and that people care if they're not at school. They **disagree** that there are people at this school they can talk to about personal problems. The **disagree** but some **agree** that they fit in in this school, and that there are people at the school who can give them help if needed.
3 Moderate	**agree** but some **disagree** that people at this school are like family and that they participate in a lot of activities. They **agree** that people care if they're not at school and that there are people at this school they can talk to about personal problems. They **agree** but some **strongly agree** that they fit in in this school and that there are people at the school who can give them help if needed.
4 Strong	**agree** but some **strongly agree** that people at this school are like family and that they participate in a lot of activities. They **stongly agree** with the other items in this scale.

Teacher Personal Support

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

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

Number of Students Responding:	**749**

Percentage of Students Endorsing Each Statement

▨ Your School ◆ Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of students in your school that endorsed the question. The diamond shows the citywide response.
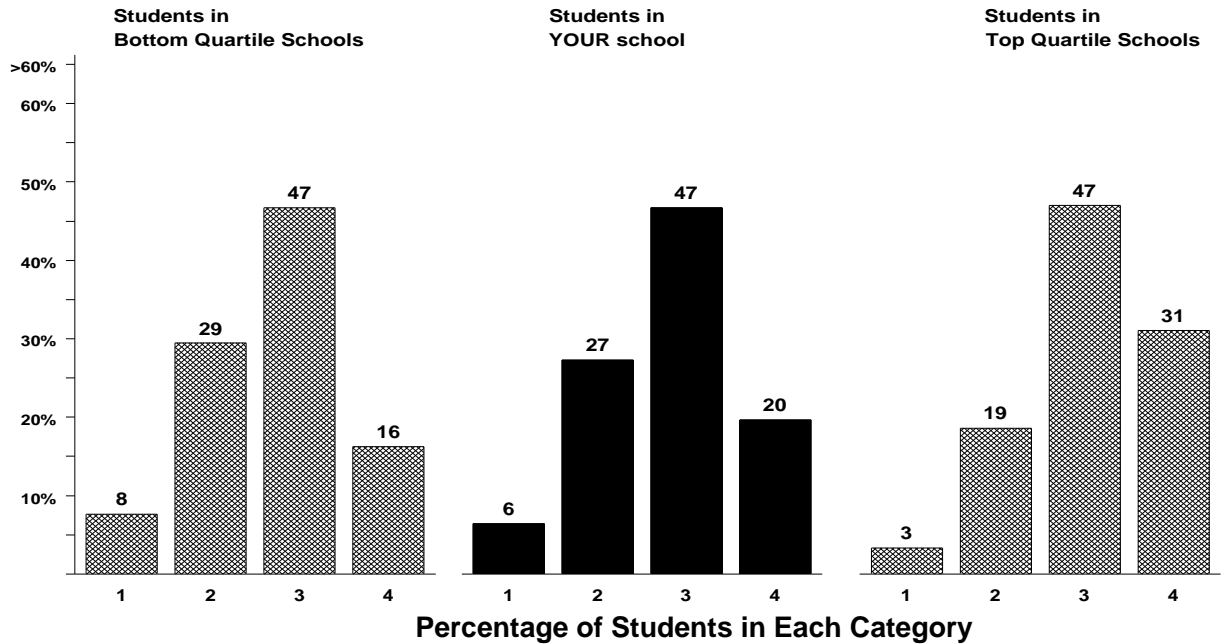
On the next page, you will find a frequency distribution of responses to the Teacher Personal Support scale. The scale is created by combining all responses to the survey questions shown above.

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

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

While 47 percent of the students in both the top quartile schools and the bottom quartile schools report Teacher Personal Support to be "Moderate," in the top quartile schools 31 percent of the students say it is "Considerable" but only 16 percent of the students in the bottom quartile schools rate it in the highest category. Thirty-seven percent of the students in the lowest-rated schools say there is "little" or "no" Teacher Personal Support in the school, but only 22 percent of the students in the top quartile schools do so.

Comparing Responses in Sample High School 2005
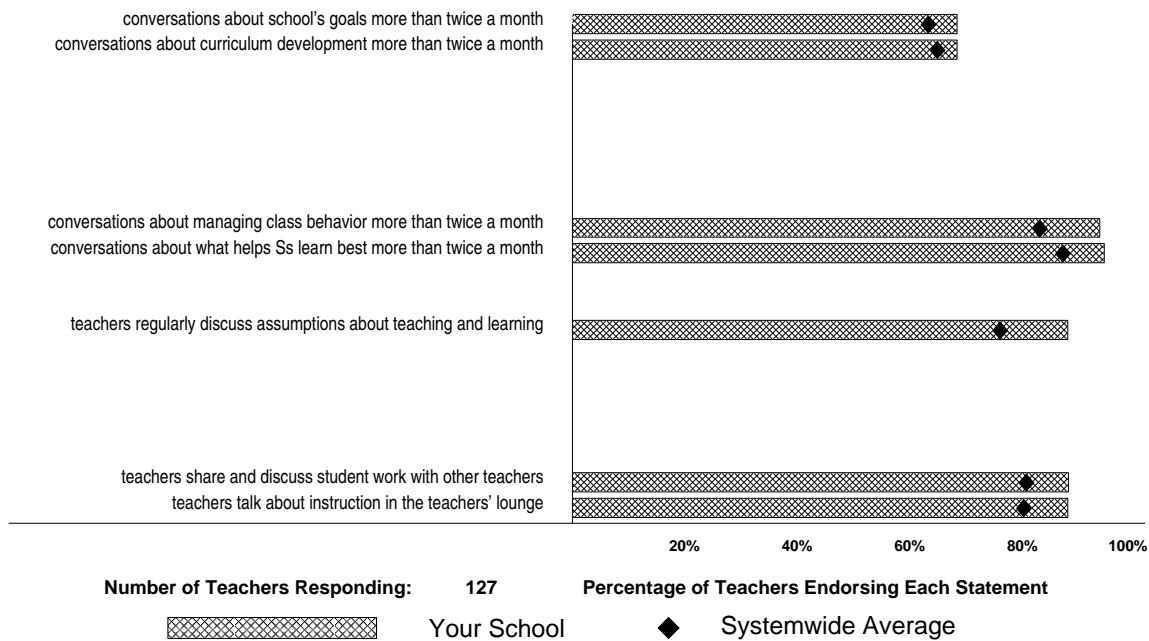## to Low-Rated Schools and to High-Rated Schools on Teacher Personal Support

Students in Bottom Quartile Schools   **Students in YOUR school**   **Students in Top Quartile Schools**

Percentage of Students in Each Category

Definition of Categories Charted Above

Category	Students in this school:
1 None	**disagree** or **strongly disagree** that there is at least one teacher who gives extra advice, who could write them a letter of recommendation, whom they can talk to about personal problems, and who cares about how they are doing. They **strongly disagree** that there is at least one teacher who helps with personal problems, is willing to give help after graduation, knows what they're doing next year, and knows who their friends are.
2 A Little	**agree** but some **disagree** that there is at least one teacher who gives extra advice, who could write them a letter of recommendation, whom they can talk to about personal problems, and who cares about how they are doing. They **disagree** that there is at least one teacher who helps with personal problems, is willing to give help after graduation, and knows what they're doing next year. They **disagree**, but some may **strongly disagree** that there is at least one teacher who knows who their friends are.
3 Moderate	**agree** but some **strongly agree** that there is at least one teacher who gives extra advice, who could write them a letter of recommendation, whom they can talk to about personal problems, and who cares about how they are doing. They **agree** that there is at least one teacher who helps with personal problems, is willing to give help after graduation, and knows what they're doing next year. They **agree**, but some may **disagree** that there is at least one teacher who knows who their friends are.
4 Considerable	**strongly agree** that there is at least one teacher who gives extra advice, who could write them a letter of recommendation, whom they can talk to about personal problems, and who cares about how they are doing. They **agree** but some may **strongly agree** that there is at least one teacher who helps with personal problems, is willing to give help after graduation, and knows what they're doing next year; and that there is at least one teacher who knows who their friends are.

Reflective Dialogue

The questions on this scale reveal how much teachers talk with one another about instruction and student learning.

Teachers report:

Number of Teachers Responding:	127

Percentage of Teachers Endorsing Each Statement

▨▨▨ Your School   ◆ Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
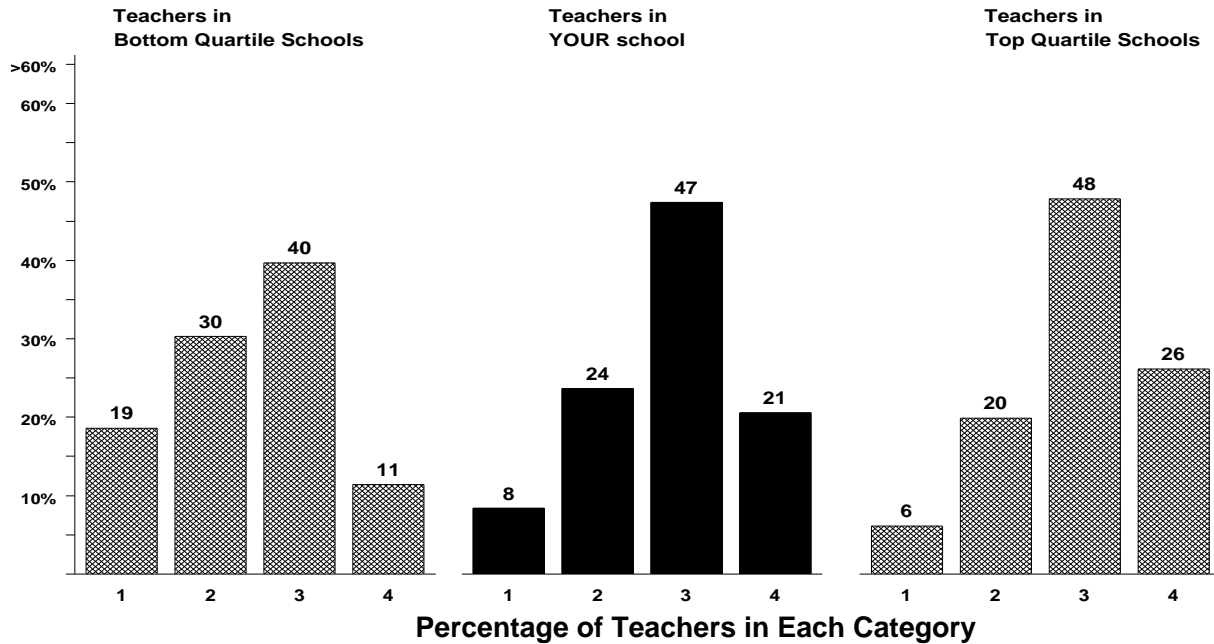
On the next page, you will find a frequency distribution of responses to the Reflective Dialogue scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In top quartile schools more than one-quarter of teachers report frequent occurrences of reflective dialogue, and another 48 percent report regular occurrences. By contrast, nearly half of the teachers in bottom quartile schools report almost no or only occasional reflective dialogue.

Comparing Responses in Sample High School 2005
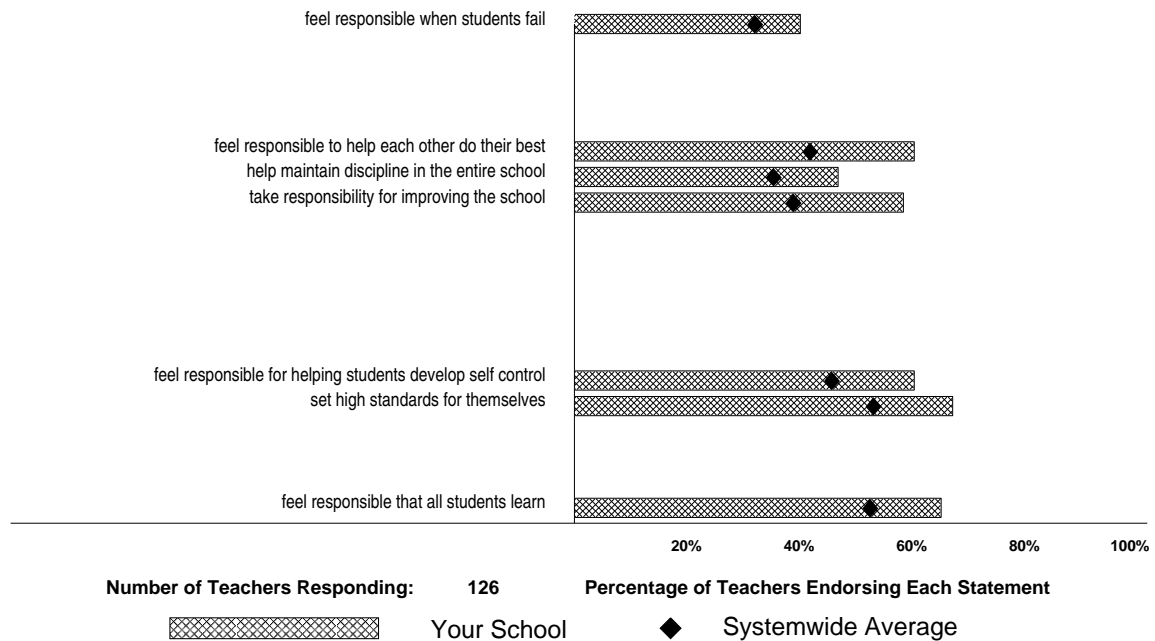## to Low-Rated Schools and to High-Rated Schools for Reflective Dialogue

Teachers in
Bottom Quartile Schools

Teachers in
YOUR school

Teachers in
Top Quartile Schools

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Collective Responsibility

This scale gauges the extent of shared commitment among the faculty to improve the school so that all students learn.

Most teachers in this school:

| feel responsible when students fail |
| feel responsible to help each other do their best |
| help maintain discipline in the entire school |
| take responsibility for improving the school |
| feel responsible for helping students develop self control |
| set high standards for themselves |
| feel responsible that all students learn |

Number of Teachers Responding: 126   Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
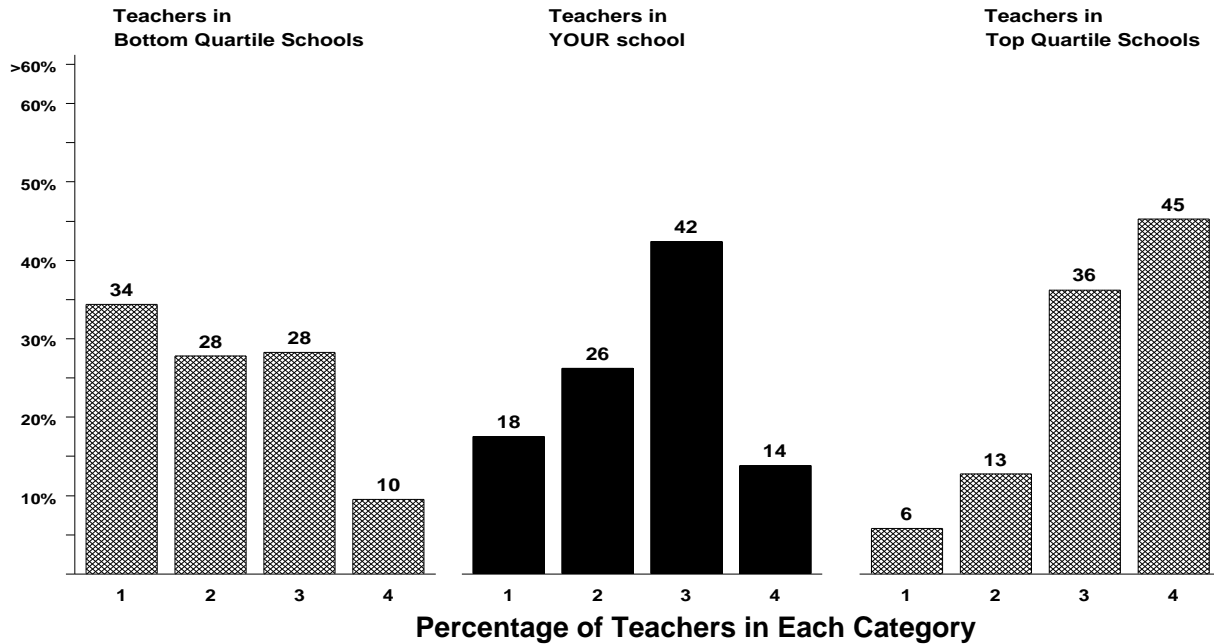
On the next page, you will find a frequency distribution of responses to the Collective Responsibility scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the top quartile schools on this scale, 81 percent of teachers describe strong or fairly strong collective responsibility in their schools. Teachers who report limited or very limited sense of collective responsibility make up a small minority of respondents in these schools. In the bottom quartile schools, on the other hand, 62 percent of teachers report limited or very limited collective responsibility.

Comparing Responses in Sample High School 2005 to Low-Rated Schools and to High-Rated Schools on Collective Responsibility
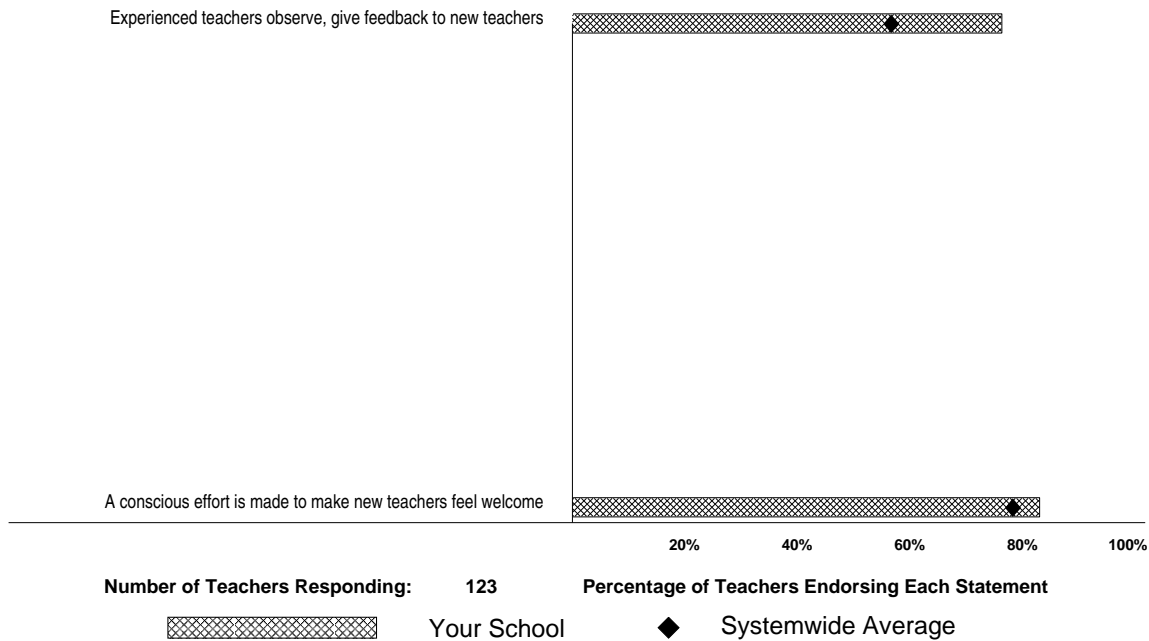
Teachers in Bottom Quartile Schools   **Teachers in YOUR school**   **Teachers in Top Quartile Schools**

Bottom Quartile Schools: 1 = 34, 2 = 28, 3 = 28, 4 = 10

YOUR school: 1 = 18, 2 = 26, 3 = 42, 4 = 14

Top Quartile Schools: 1 = 6, 2 = 13, 3 = 36, 4 = 45

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Socialization of New Teachers

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

Teachers agree that:

| | 20% | 40% | 60% | 80% | 100% |

Experienced teachers observe, give feedback to new teachers

A conscious effort is made to make new teachers feel welcome

Number of Teachers Responding: 123

Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
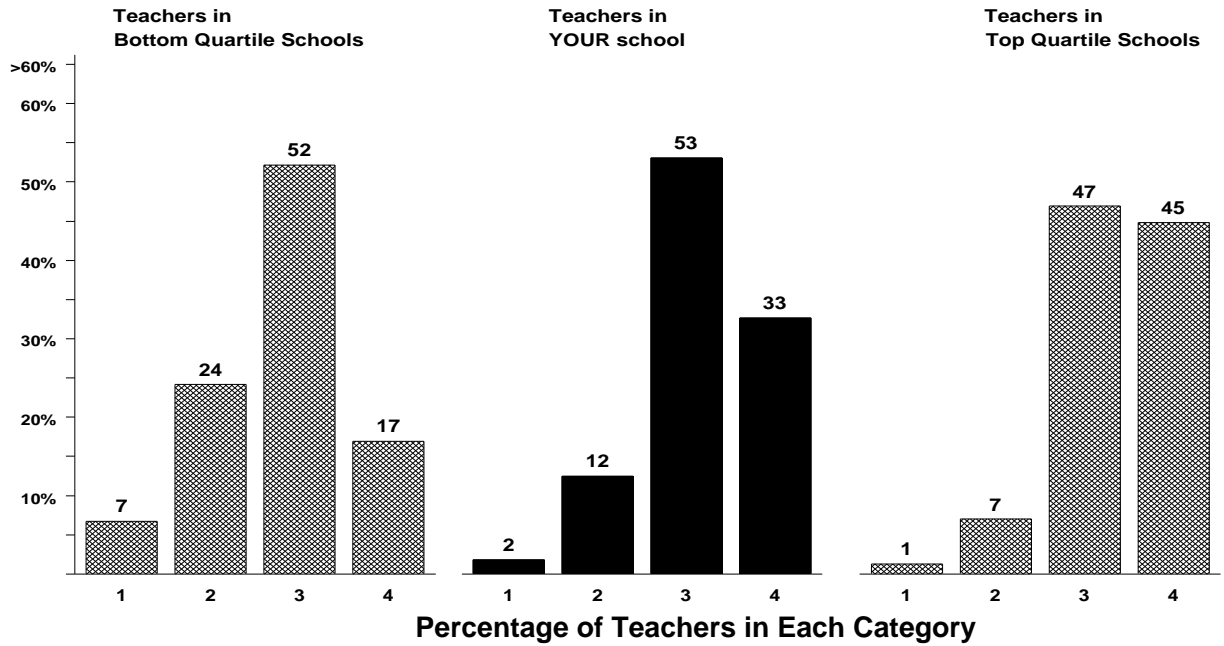
On the next page, you will find a frequency distribution of responses to the Socialization of New Teachers scale. The scale is created by combining all responses to the survey questions shown above.

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

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

In the top quartile schools on this scale, 92 percent of teachers describe strong or fairly strong socialization of new teachers in their schools. Teachers who report weak or very weak socialization make up a small minority of respondents in these schools. In the bottom quartile schools, on the other hand, 31 percent of teachers report weak or very weak socialization of new teachers.

Comparing Responses in Sample High School 2005
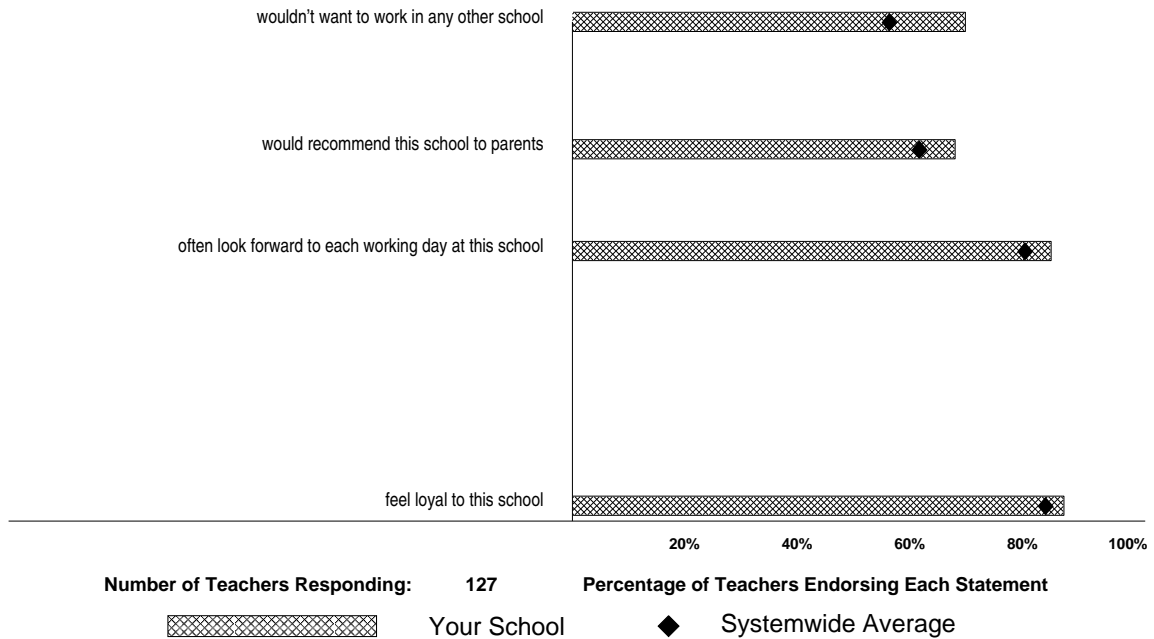## to Low-Rated Schools and to High-Rated Schools on Socialization of New Teachers

Teachers in Bottom Quartile Schools   **Teachers in YOUR school**   **Teachers in Top Quartile Schools**

Bottom Quartile Schools: 1: 7, 2: 24, 3: 52, 4: 17

YOUR school: 1: 2, 2: 12, 3: 53, 4: 33

Top Quartile Schools: 1: 1, 2: 7, 3: 47, 4: 45

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

School Commitment

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

Teachers report they:

Number of Teachers Responding:	127

Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systewide Average

    The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
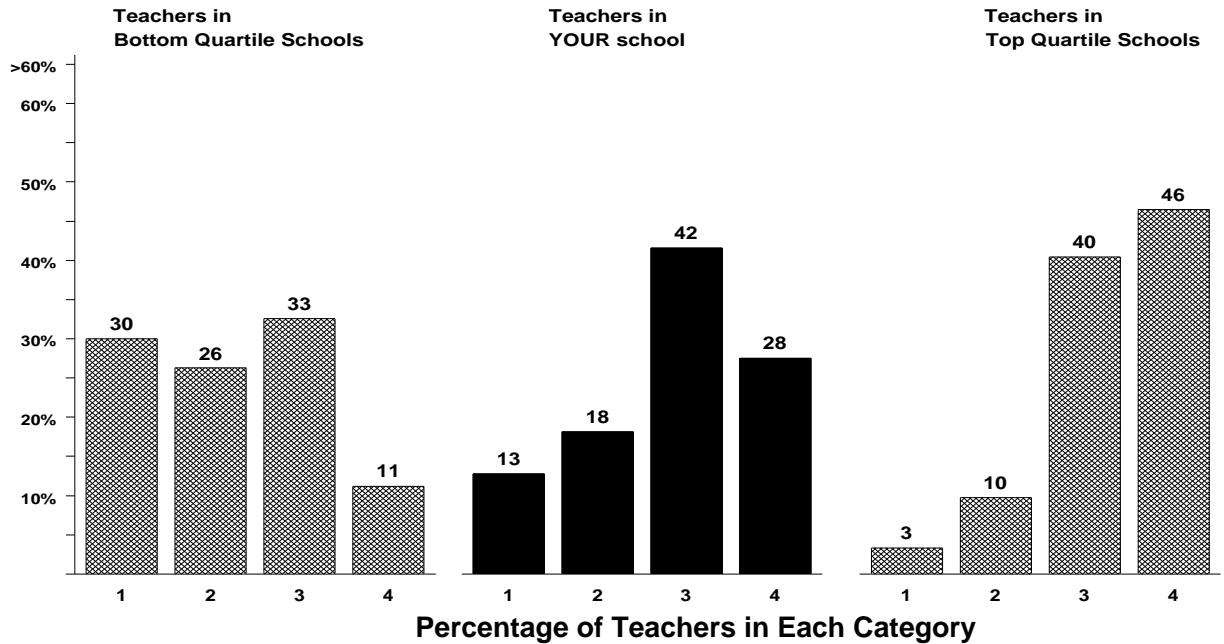
    On the next page, you will find a frequency distribution of responses to the School Commitment scale. The scale is created by combining all responses to the survey questions shown above.

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

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

    In the top quartile schools, 86 percent of teachers feel very strong or strong commitment to their school. Only a small group (13 percent) report minimal or no commitment. In the bottom quartile schools, teachers are much less committed. Fifty-six percent describe minimal or no commitment to their school, although there are a substantial number of teachers who do feel strong or very strong commitment to their school.

Comparing Responses in Sample High School 2005
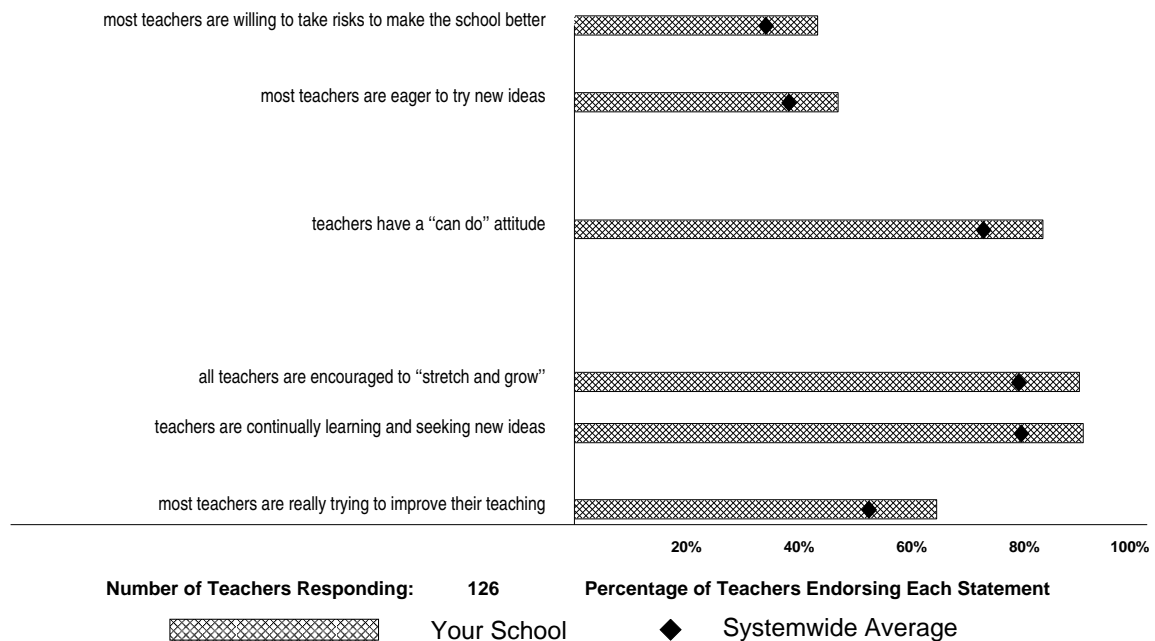## to Low-Rated Schools and to High-Rated Schools on School Commitment

**Teachers in
Bottom Quartile Schools**   **Teachers in
YOUR school**   **Teachers in
Top Quartile Schools**

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Innovation

These questions measure whether teachers are continually learning and seeking new ideas, have a "can do" attitude, and are encouraged to change.

Teachers agree that in this school:

Number of Teachers Responding:	126

Percentage of Teachers Endorsing Each Statement

▨▨▨▨▨▨▨▨ Your School   ◆ Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
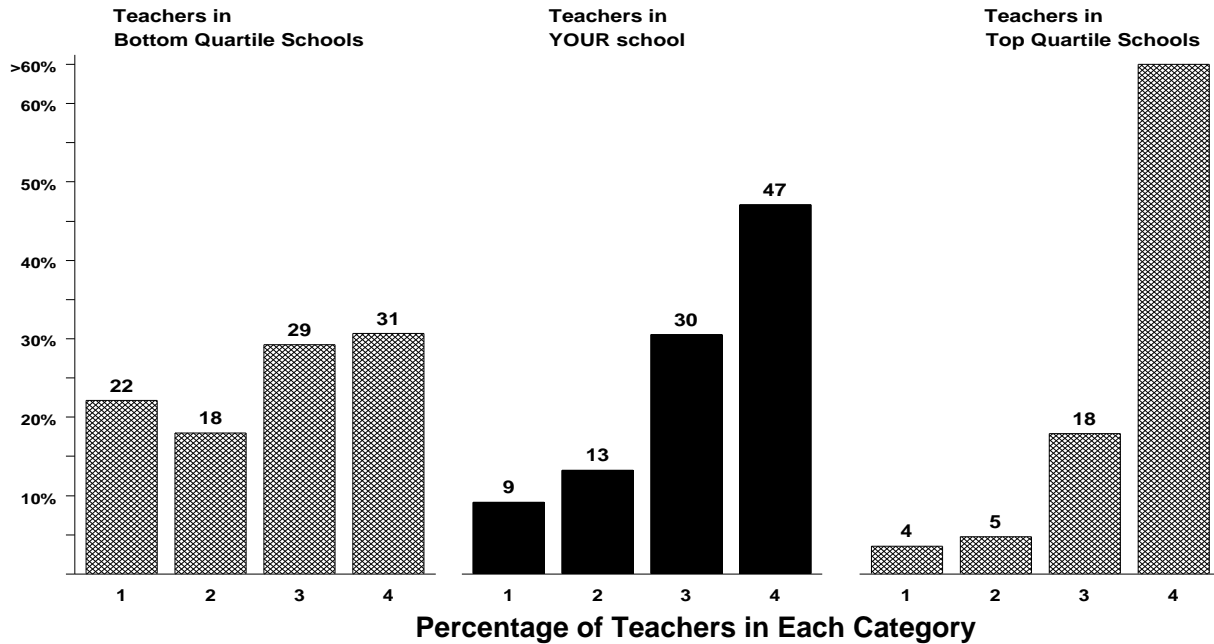
On the next page, you will find a frequency distribution of responses to the Innovation scale. The scale is created by combining all responses to the survey questions shown above.

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

Here is a summary comparing top-scoring schools to bottom-scoring schools.
Teachers in the top quartile schools report a great deal of innovation. Seventy-five percent describe a strong tendency toward innovation among their colleagues and another 18 percent note a moderate tendency. The responses in the bottom quartile show a real division among teacher responses: similar numbers of teachers are in each of the four response categories.

Comparing Responses in Sample High School 2005
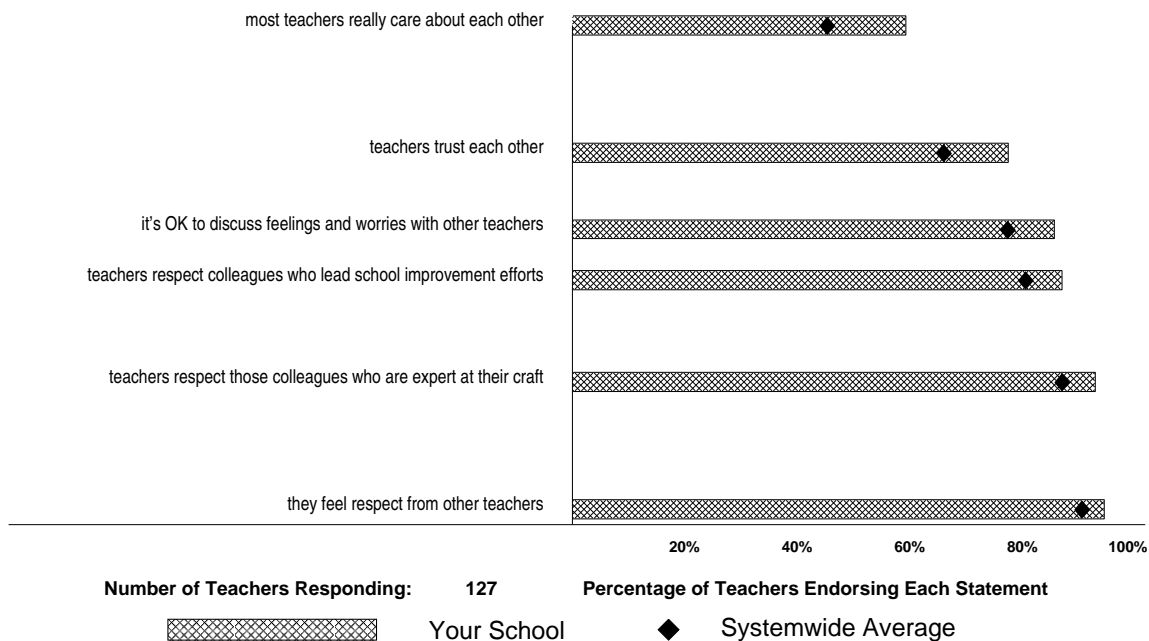## to Low-Rated Schools and to High-Rated Schools on Innovation

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Teacher-Teacher Trust

This scale measures the extent to which teachers in a school have open communication with and respect for each other.

Teachers agree that in this school:

most teachers really care about each other	
teachers trust each other	
it's OK to discuss feelings and worries with other teachers	
teachers respect colleagues who lead school improvement efforts	
teachers respect those colleagues who are expert at their craft	
they feel respect from other teachers	

Number of Teachers Responding: 127   Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the question. The diamond shows the citywide response.
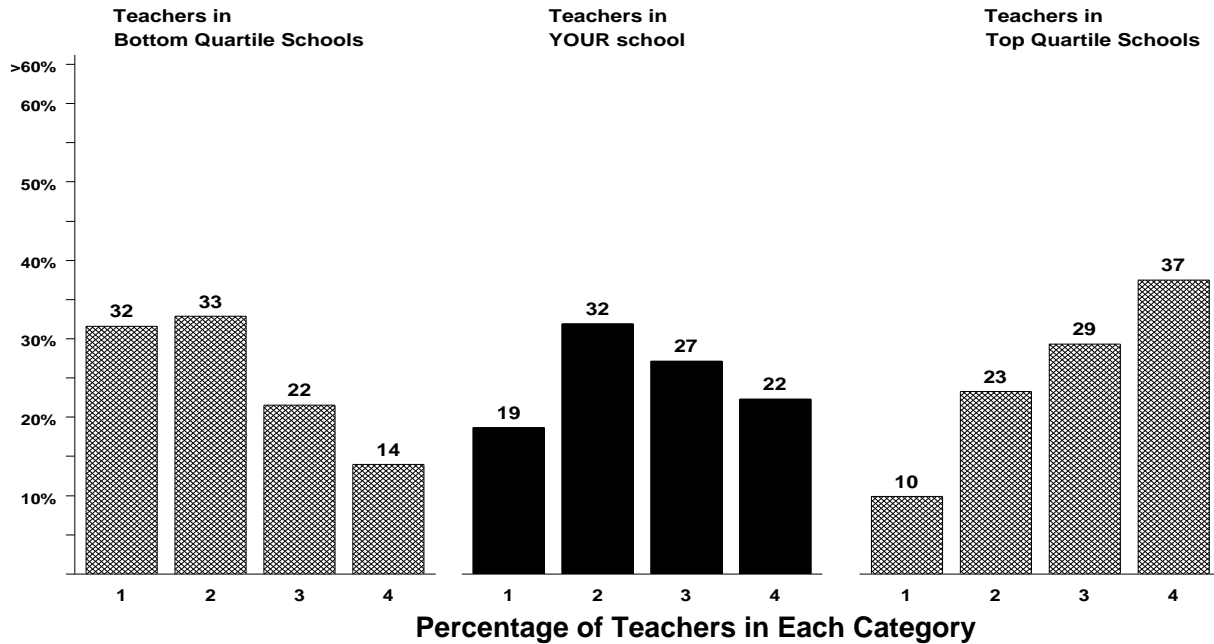
On the next page, you will find a frequency distribution of responses to the Teacher-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

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

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

Most teachers in the top quartile schools report a great deal of teacher-teacher trust. Sixty-six percent note either very strong or strong trust among teachers. The bottom quartile schools are quite different, with only 36 percent reporting very strong or strong trust, and the majority (65 percent) describing no or minimal levels of trust among teachers.

Comparing Responses in Sample High School 2005
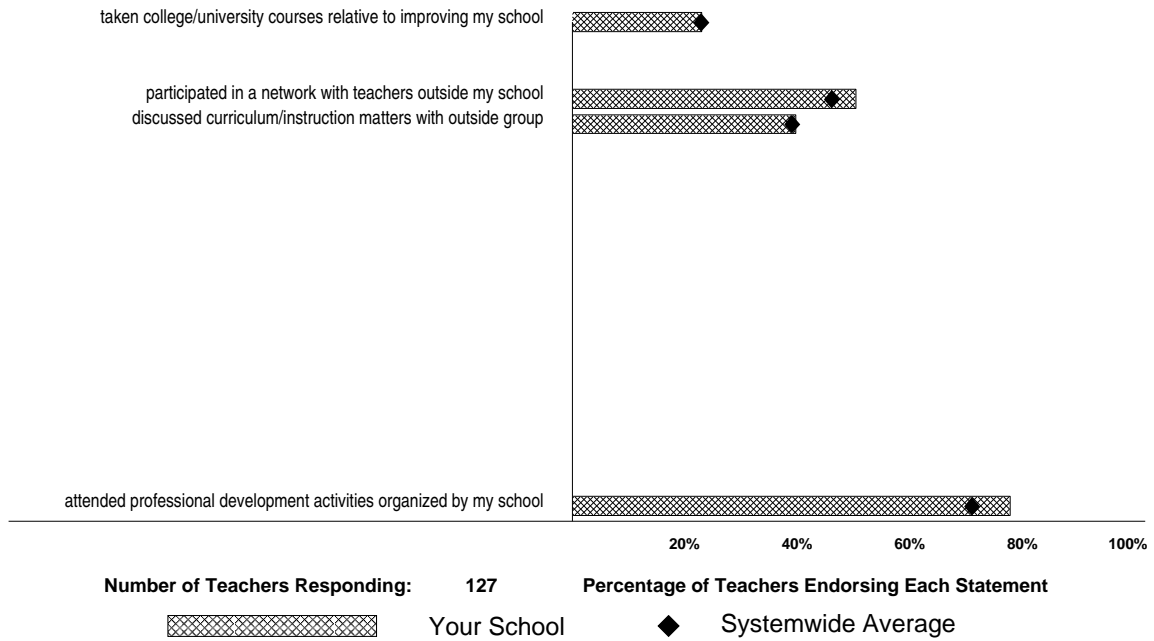## to Low-Rated Schools and to High-Rated Schools for Teacher-Teacher Trust

Teachers in Bottom Quartile Schools	Teachers in YOUR school	Teachers in Top Quartile Schools

Bottom Quartile Schools: 1 = 32, 2 = 33, 3 = 22, 4 = 14

YOUR school: 1 = 19, 2 = 32, 3 = 27, 4 = 22

Top Quartile Schools: 1 = 10, 2 = 23, 3 = 29, 4 = 37

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Access to New Ideas

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

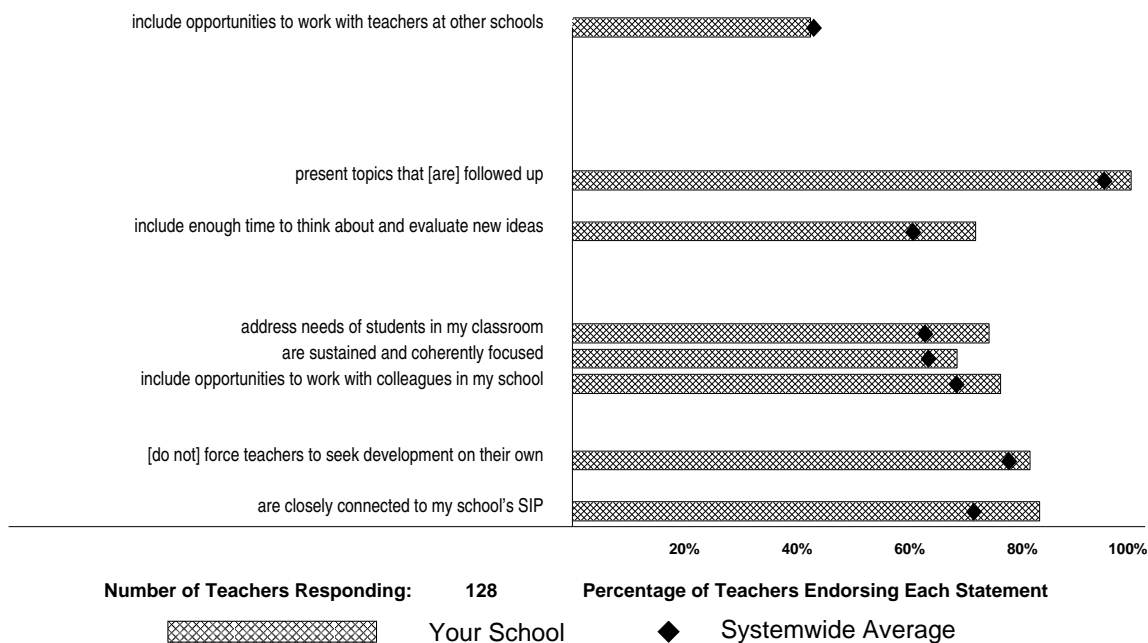**At least three times this school year, I have:**

taken college/university courses relative to improving my school

participated in a network with teachers outside my school
discussed curriculum/instruction matters with outside group

attended professional development activities organized by my school

20%   40%   60%   80%   100%

Number of Teachers Responding: 127   Percentage of Teachers Endorsing Each Statement

Your School   ◆   Systemwide Average

The figure above shows the survey questions that make up this scale. At the top of the figure are the questions with the fewest positive responses systemwide. The most positive are at the bottom. The length of the bar indicates the percentage of teachers in your school that endorsed the questi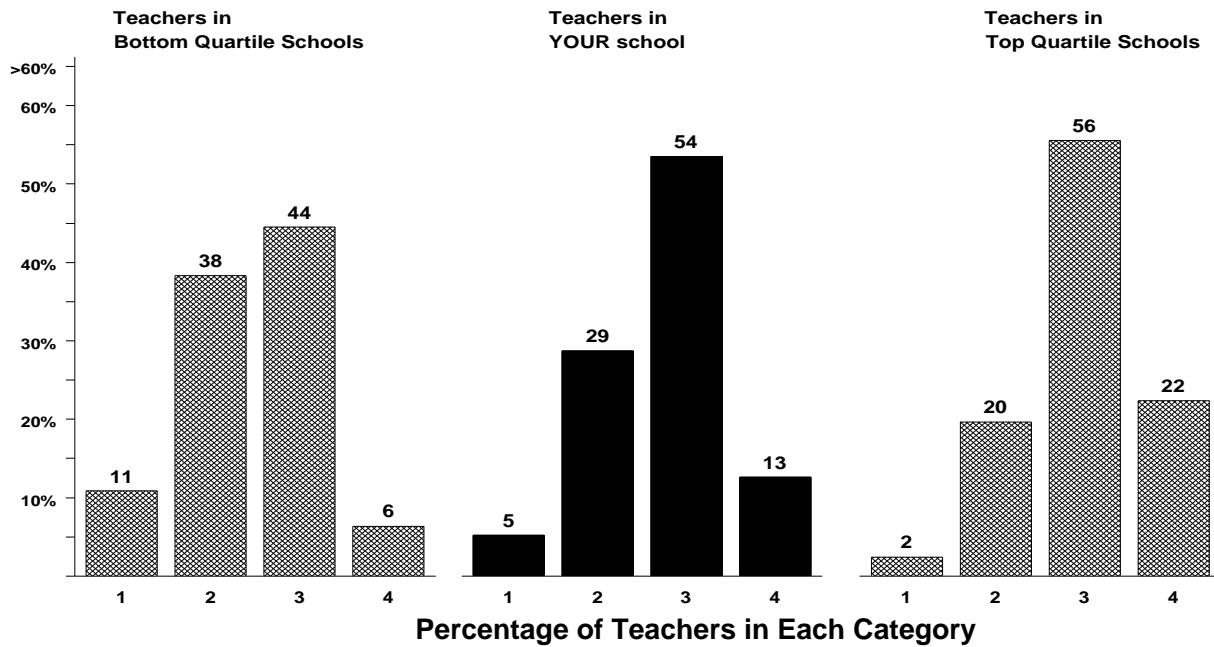on. The diamond shows the citywide response. The four items above do not form a scale like most other measures in this report. Therefore, we are not able to provide category breakdowns for responses to these questions.

Quality Professional Development

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

Teachers say their professional development activities:

include opportunities to work with teachers at other schools	
present topics that [are] followed up	
include enough time to think about and evaluate new ideas	
address needs of students in my classroom	
are sustained and coherently focused	
include opportunities to work with colleagues in my school	
[do not] force teachers to seek development on their own	
are closely connected to my school's SIP	

20%   40%   60%   80%   100%

Number of Teachers Responding: 128   Percentage of Teachers Endorsing Each Statement

▨▨▨ Your School   ◆ Systemwide Average

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

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

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

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

In the top quartile schools, the most prevalent rating is that the quality of professional development activities is high. Another 22 percent of teachers give very high ratings. Fewer teachers in the bottom quartile schools give high ratings (44 percent) and very high ratings (6 percent). Forty-nine percent rate the quality of professional development as low or very low.

Comparing Responses in Sample High School 2005 to Low-Rated Schools and to High-Rated Schools on Quality Professional Development
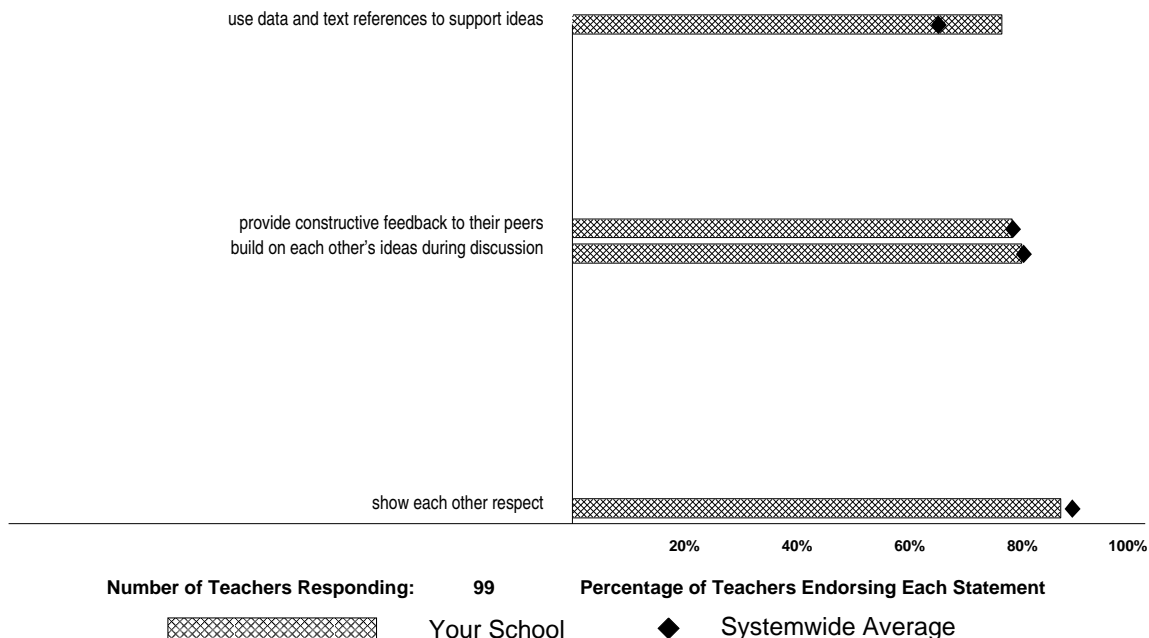
Teachers in Bottom Quartile Schools   **Teachers in YOUR school**   **Teachers in Top Quartile Schools**

Percentage of Teachers in Each Category

Definition of Categories Charted Above

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

Quality of Student Discussion

These items measure how well students interact with each other about what they have read.

Teachers report that students in their classes often:

use data and text references to support ideas		
provide constructive feedback to their peers		
build on each other's ideas during discussion		
show each other respect		

20%   40%   60%   80%   100%

Number of Teachers Responding: **99**   **Percentage of Teachers Endorsing Each Statement**

Your School   ◆   Systemwide Average

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

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

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

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

Seventy-three percent of the teachers in the top quartile schools said the quality of their students' discussion was good or excellent. Only 5 percent said it was low. In the bottom quartile schools, 59 percent of the teachers reported that the level of their students' discussion was low or minimal, 27 percent said it was good, and 14 percent said it was excellent.

Comparing Responses in Sample High School 2005
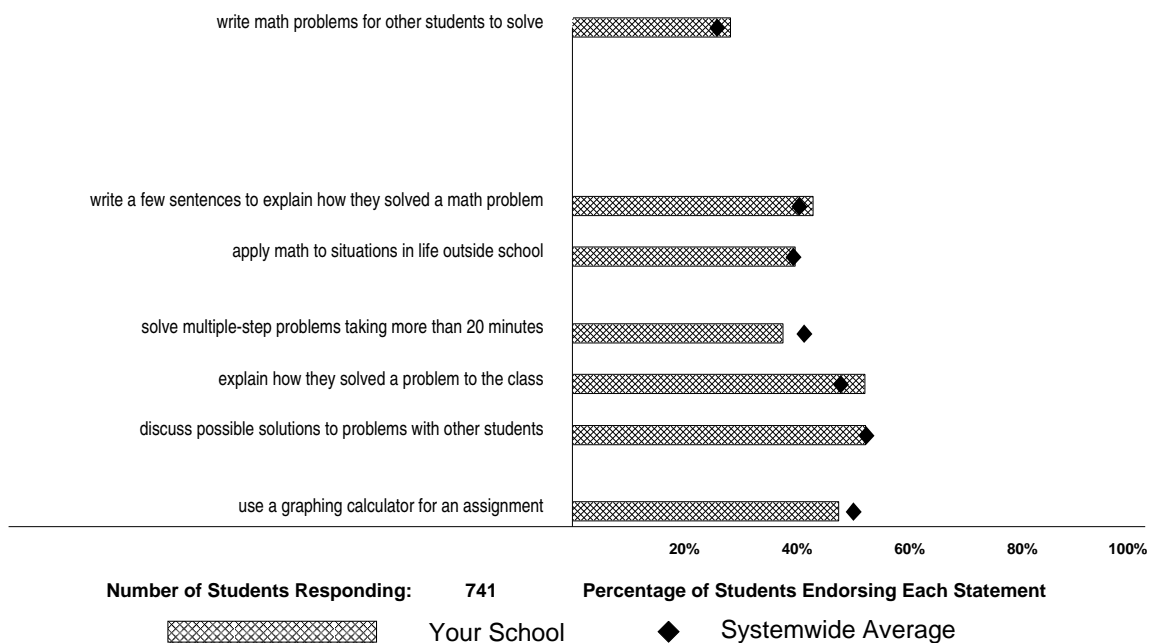## to Low-Rated Schools and to High-Rated Schools on Quality of Student Discussion

Percentage of Teachers in Each Category
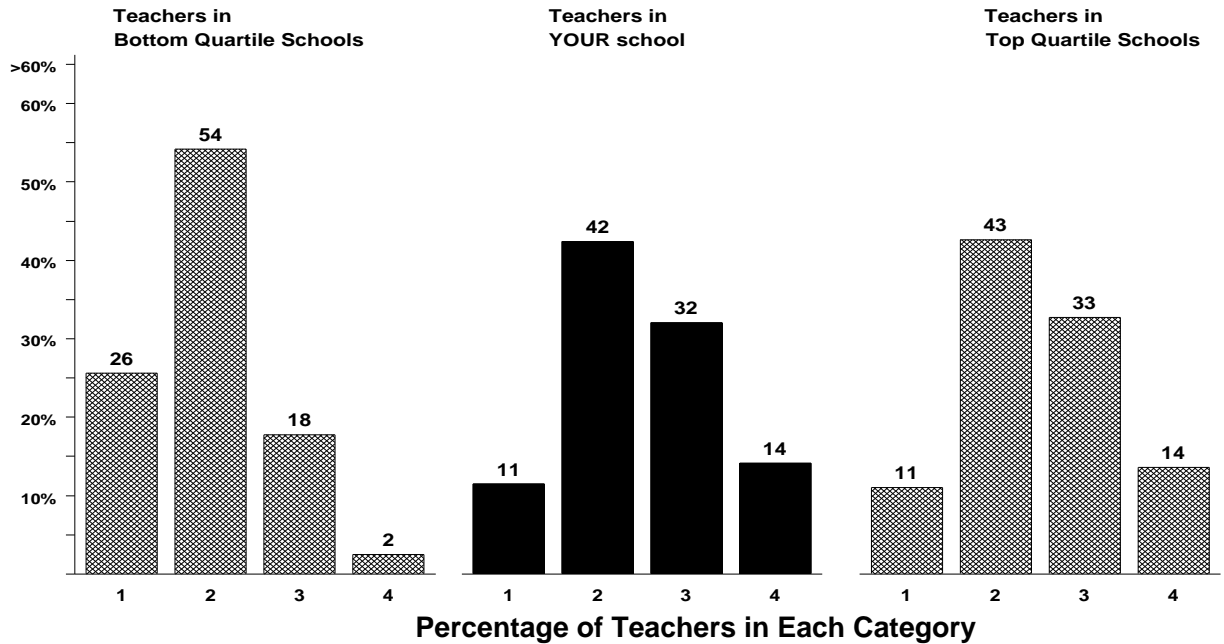
Definition of Categories Charted Above

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

Interactive Math Practices

These items measure the extent to which students experience interactive math practices and learn higher-order math skills.

Students report that at least once a week they:

write math problems for other students to solve	
write a few sentences to explain how they solved a math problem	
apply math to situations in life outside school	
solve multiple-step problems taking more than 20 minutes	
explain how they solved a problem to the class	
discuss possible solutions to problems with other students	
use a graphing calculator for an assignment	

20%   40%   60%   80%   100%

Number of Students Responding: 741   Percentage of Students Endorsing Each Statement

Your School   ◆   Systemwide Average

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

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

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

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

In highly rated schools, 76 percent of the students say they experience interactive math practices frequently or very frequently. Only eight percent of the students in these schools say they do not experience such practices at all. In the bottom quartile schools, only 26 percent of the students say these practices are done very frequently, while 42 percent of students say they experience no or minimal use of interactive math pedagogy.

Comparing Responses in Sample High School 2005
to Low-Rated Schools and to High-Rated Schools on Interactive Math Practices

Students in
Bottom Quartile Schools

Students in
YOUR school

Students in
Top Quartile Schools

Percentage of Students in Each Category

Definition of Categories Charted Above

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

Consortium on Chicago School Research

Mission

The Consortium on Chicago School Research aims to conduct research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. By broadly engaging local leadership in our work, and presenting our findings to diverse audiences, we seek to expand communication between researchers, policy makers, and practitioners. The Consortium encourages the use of research in policy action, but does not argue for particular policies or programs. Rather, we believe that good policy is most likely to result from a genuine competition of ideas informed by the best evidence that can be obtained.

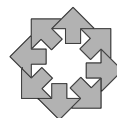Founded in 1990, the Consortium is located at the University of Chicago.

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