

August 1997

John Tyler High School

Improving Chicago's Schools

An individual school report specially
designed to assist in developing the School Im-
provement Plan for Advancing
Academic Achievement



Consortium on Chicago School Research

1313 East 60th Street • Chicago, Illinois 60637

Telephone: 773-702-3364

September 1997

**John Tyler
High School**

Consortium on Chicago School Research
1313 E. 60th Street Chicago IL 60637
773-702-3364

The two surveys reported here, *Improving Chicago Schools: The Students Speak, 1997* and *Improving Chicago Schools: The Teachers' Turn, 1997*, were created and developed in order to meet several important goals. Primary among them was the desire to provide individual schools with useful information about themselves to help in their planning and self-analysis, and to guide their improvement efforts. To help meet this goal, the Chicago Public Schools played a major role in supporting this survey effort. In addition to providing financial support for printing surveys and survey reports, the CPS encouraged schools to participate so that more schools would have access to this relevant information. Because of this strong support, these surveys produced the greatest return rate of any Consortium study. Four hundred eight CPS elementary schools and 62 high schools participated in these surveys and are receiving this report. We especially thank Paul Vallas, Chief Executive Officer of the CPS, and Patricia Harvey, former Chief Accountability Officer, for their strong efforts to make these surveys very successful.

The surveys are also part of the Chicago Annenberg Challenge study at the Consortium. The results of the surveys will help to inform Annenberg schools and Annenberg leaders about the progress of their change tactics. The majority of the expenses incurred by these surveys were paid by the Chicago Annenberg Challenge.

Like previous Consortium surveys, these were developed through an extensive stakeholder consultation and review process. Mark Smylie, University of Illinois at Chicago, led the survey development work. He and other Consortium researchers, including Valerie Lee and Becky A. Smerdon, collected survey items from across the country. They met with groups of teachers (through the Chicago Teachers Union), principals (through the Chicago Principals and Administrators Association), and central office staff to discuss the content and logistics of the surveys. CPS high school students reviewed the student surveys. Researchers also met with members of the Annenberg evaluation committee, Annenberg study researchers, and with the Consortium's Steering Committee and Constituent Advisory Board. Many survey questions were drawn from previous Consortium surveys, especially the 1994 *Charting Reform* series, which also adhered to a comprehensive stakeholder process.

The Consortium's core analytic team analyzed the survey results, created the scales included here, and developed the report protocol. This work is supported by The Joyce Foundation, the John D. and Catherine T. MacArthur Foundation, and The Spencer Foundation.

We would especially like to acknowledge the work of Diane King Bilcer and Jami Camburn of the Consortium who oversaw the printing, distribution, and collection of surveys. Ken Rolling and Deborah Clark of the Chicago Annenberg Challenge, Robin Steans and Esther Mosak of Leadership for Quality Education, and Kara Thompson of the MacArthur Foundation helped communicate with schools and encourage their participation. At the CPS, Nellie Balach and Kim Nishimoto of the CEO's Office, and Charles Collins, John Delmonte, William Galanti, Sandra Storey, and Katherine Strong of the Office of Accountability provided invaluable help.

Report Authors:

Anthony Bryk
Stuart Luppescu
Diane King Bilcer
Gudelia Lopez
Jenny Nagaoka
John Q. Easton

Contents

Introduction	3
Relationship of Your School Report to the <i>School Improvement Plan: Advancing Academic Achievement</i>	3
How Your Report is Organized	3
Getting the Most Out of Your Report	5
Confidentiality	5
Criteria for Receiving a Report	5
Part I: Summary Profiles	6
School Leadership	8
Parent and Community Partnerships: Teacher Views	10
Parent and Community Partnerships: Student Views	12
Student-Centered Learning Climate: Student and Teacher Relations	14
Student-Centered Learning Climate: Student Views	16
Professional Development and Collaboration: Professional Community	18
Professional Development and Collaboration: Professional Workplace	20
Professional Development and Collaboration: Professional Development	22
Quality Instructional Program: Student Evaluation	24
Student Outcomes	26
Part II: Details of Student and Teacher Responses	29
School Leadership	30
Instructional Leadership	30
Inclusive Leadership	32
Teacher-Principal Trust	34
Teacher Influence	36
Joint Problem Solving	38
Program Coherence	40
Parent and Community Partnerships: Teacher Views	42
Parent Involvement in School	42
Teacher-Parent Trust	44
Ties to Community	46
Use of Community Resources	48
Teacher Outreach to Parents	50
Parent and Community Partnerships: Student Views	52
Parent Support for Student Learning	52
Parent Involvement in School	54
Parent Supervision	56
Intergenerational Ties	58
Human and Social Resources in the Community	60
Student-Centered Learning Climate: Student and Teacher Relations	62
Press Toward Academic Achievement	62
Limits on Students' Capability to Learn	64
Knowledge of Students' Culture	66
Student-Teacher Trust	68
Classroom Personalism	70

How Many Teachers Know You by Name?	72
Student-Centered Learning Climate: Student Views	74
Peer Support for Academic Work	74
Classroom Behavior	76
Safety	78
Incidence of Disciplinary Action	80
Professional Development and Collaboration: Professional Community	82
Focus on Student Learning	82
Peer Collaboration	84
Public Classroom Practice	86
Reflective Dialogue	88
Teacher-Teacher Trust	90
Professional Development and Collaboration: Professional Workplace	92
Collective Responsibility	92
School Commitment	94
Innovation	96
Support for Change	98
Professional Development and Collaboration: Professional Development	100
Access to New Ideas	100
Quality Professional Development	102
Uncoordinated Professional Development	104
Quality Instructional Program: Student Evaluation	106
Academic Engagement	106
Student Influence in the Classroom	108
Support for New Students	110
Support for Students Following Absences	111
Lack of Support for Failing Students	112
Evaluation of Summer School, 1996	114
Student Outcomes	116
Number of Hours Spent on Homework Per Week	116
Social Competence	120
Social Conscience	122
Liking School	124
Self-Efficacy	126

Introduction

This is your school's report of the results of two surveys, *Improving Chicago's Schools: The Students Speak, 1997*, and *Improving Chicago's Schools: The Teachers' Turn, 1997*. The Consortium on Chicago School Research administered these surveys to sixth-, eighth- and tenth-grade students and elementary and high school teachers during the spring of 1997. In all, 408 elementary schools and 62 high schools in Chicago participated with a response rate high enough to receive an individual school report.

The purpose of the study was to collect reliable information on students' and teachers' views of the school environment, classroom learning, parent involvement, school governance, and the professional work life of teachers. The report is intended to assist you in the assessment of the strengths and weaknesses of your school improvement efforts. Several of the measures reported here are directly comparable to those reported in 1995, so that you can compare responses from these two survey administrations.

Relationship of Your School Report to the *School Improvement Plan: Advancing Academic Achievement*

Many of the questions in the teacher and student surveys are directly relevant to the five essential supports for student learning, initially presented in *Pathways to Achievement: The Three Tiered Process, Self-Analysis Guide* (now available from the CPS as *Children First: Self-Analysis Guide*.)

The survey results are organized according to the five essential supports, which are included in the SIPAAA:

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

This report also includes several measures of students' academic and social attitudes and behaviors. These attitudes and behaviors represent important schooling outcomes, in addition to academic achievement.

How Your Report is Organized

The report is organized into two parts. In Part I (page 6 to page 27), you will find ten profile graphs. Each of these ten profiles displays three to six teacher or student scales. ("T" denotes data from the teacher survey, "S" from the student surveys.) The profiles provide a quick glimpse of your school and how it compares to the citywide high school average.

A bold arrowhead shows your school in relation to high schools citywide. By comparing to this reference group, you can be alerted to possible strengths (scales where you score higher than others) and weaknesses (scales where you score lower than others). Note that the report includes four negatively worded scales. In these cases, a low score identifies a strength and a high score is a problem. These negative scales are clearly identified.

These are the ten profiles:

- School Leadership
- Parent Community Partnerships: Teacher Views
- Parent Community Partnerships: Student Views
- Student-Centered Learning Climate: Student and Teacher Relations
- Student-Centered Learning Climate: Student Views
- Professional Development and Collaboration: Professional Community
- Professional Development and Collaboration: Professional Workplace
- Professional Development and Collaboration: Professional Development
- Quality Instructional Program
- Student Outcomes

Part II (page 29 to page 127) contains much more detailed information about each scale. There are two pages for every scale. The first page (on the left hand side) shows how your teachers and students responded to all of the survey questions that make up the scale. The survey questions are reproduced on this chart using as much of the original language as space permits. Where we make major changes, or change the meaning of a question from negative to positive, the new wording is marked with brackets. The hatched bar shows responses from your school; the diamond symbol indicates the citywide average response.

The bar graph begins at the top with the survey question with the fewest positive responses citywide. (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 (the question that is 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 get about the same level of positive responses, whereas those spaced farther apart differ in the rate of positive responses.

The second page (on the right-hand side) displays the percent of respondents in your school who fall into three or four broad categories ranging from negative to positive. Your school is charted in the center of the display. On either side of the responses from your school are responses from the lowest and highest quartile of schools on this scale. These are provided to help you compare the patterns of responses from your students and teachers to the patterns in schools with particularly high or low responses.

Getting the Most Out of Your Report

Be sure to read the separate guide on “How to Read Your Report.”

Because this is such a long report, you may want to divide it up into sections and have small groups of people working through separate sections. This will reduce the burden on everyone and will encourage those people with more specialized interest and expertise to focus on the parts of the survey that are most relevant to them.

Confidentiality

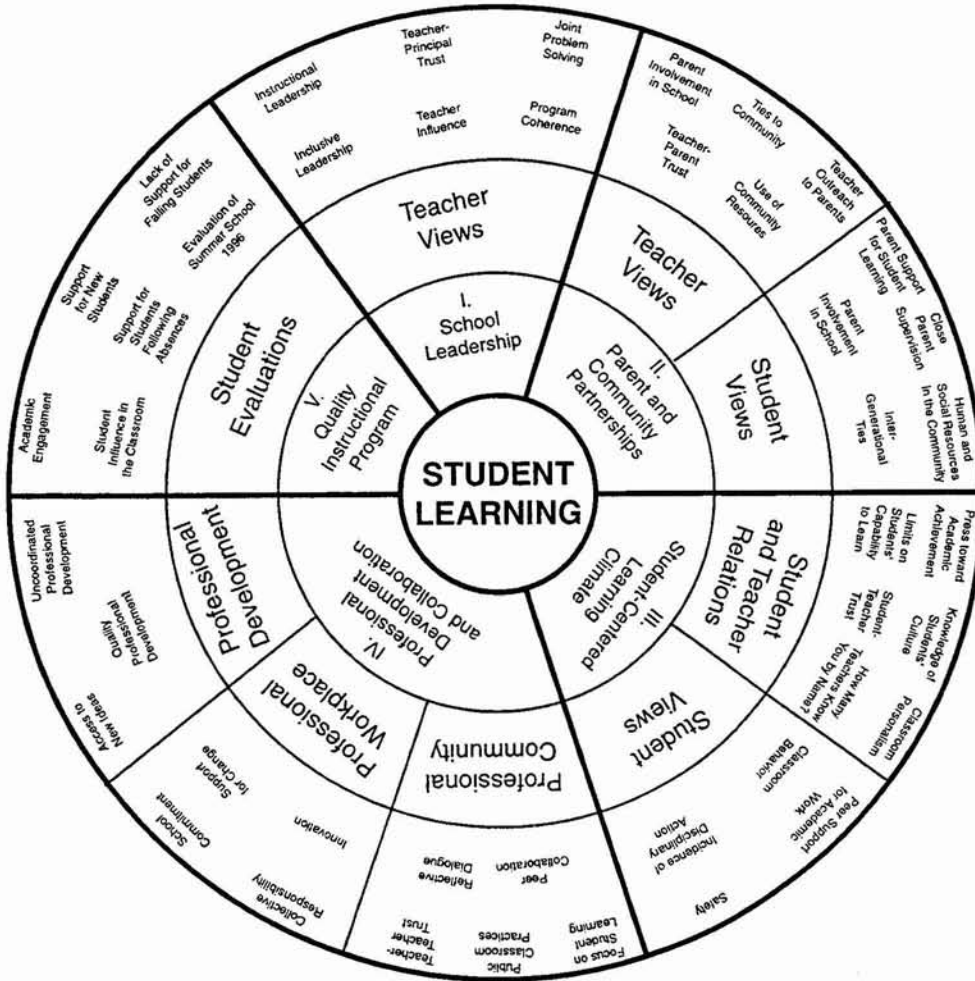
The Consortium promised students and teachers complete confidentiality. We stress that this report is the property of your school and you have full control over who can see the results. The Consortium will not make copies of this school’s report available to anyone else, unless the school explicitly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

Criteria for Receiving a Report

Schools that had a teacher response rate of at least 42 percent or had a student response rate of at least 50 percent will receive a report. If there are responses from only one group (for example, teachers but not students), only the relevant set of scales is provided.

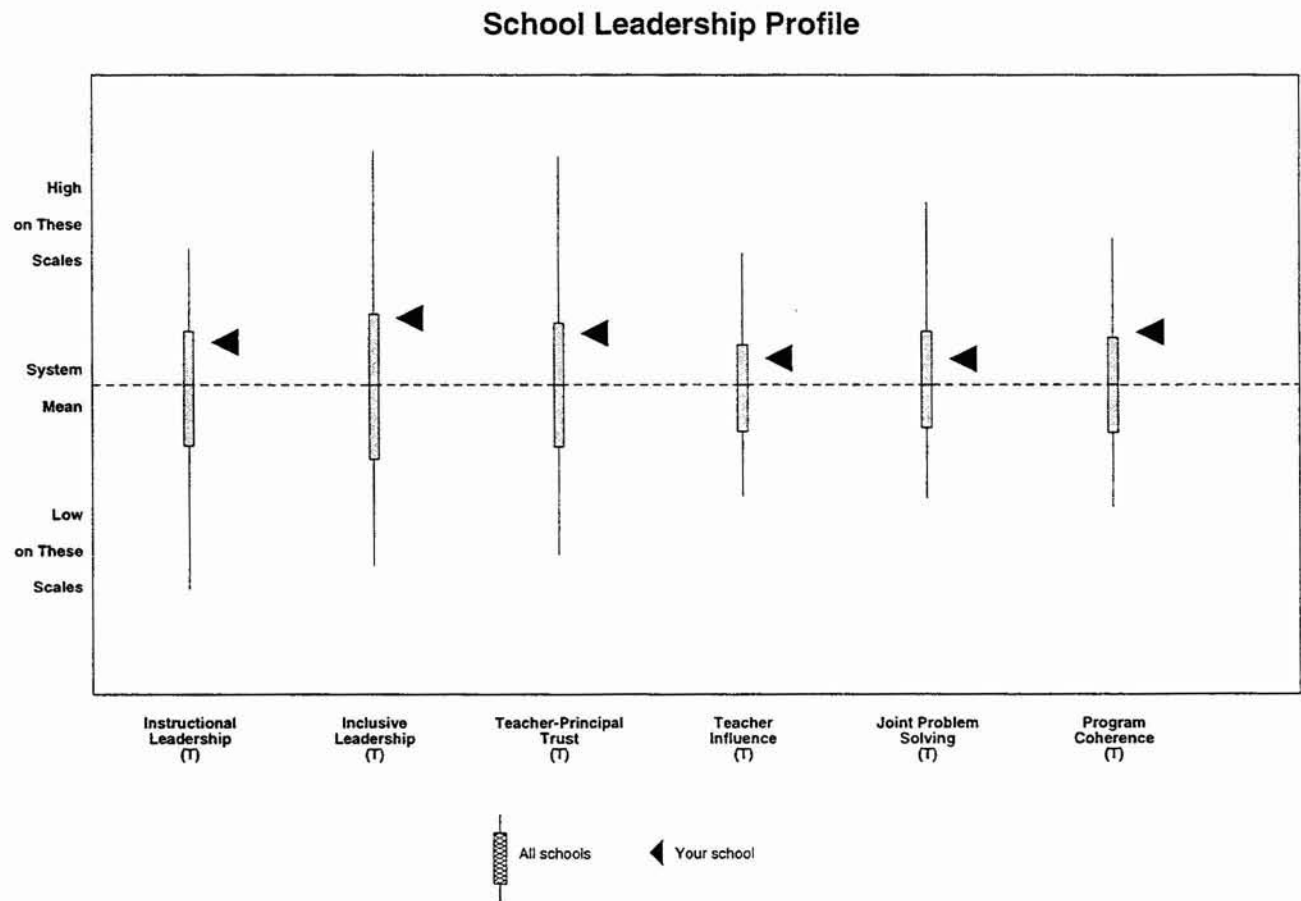
Part I

Summary Profiles for John Tyler High School



Student Outcomes Profile	
Number of Hours Spent on Homework Per Week	
Social Competence	
Social Conscience	
Liking School	
Student Self-Efficacy	





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

Instructional Leadership assesses teachers' perceptions of their principal as an instructional leader. Teachers were asked about their principal's leadership with respect to standards for teaching and learning, communicating a clear vision for the school, and tracking academic progress. *In schools with a high score, teachers view their principal as very involved in classroom instruction, thereby able to create and sustain meaningful school improvement.*

Inclusive Leadership indicates whether teachers view the principal as a facilitative and inclusive leader. Teachers were asked about the principal's leadership with respect to parent and community involvement, creating a sense of community in the school, and commitment to shared decision making. *A high score indicates the principal supports shared decision making and broad involvement.*

Teacher-Principal Trust measures the extent to which teachers feel their principal respects and supports them. Teachers were asked if their principal looks out for the welfare of teachers and has confidence in their expertise, and if they respect the principal as an educator. *A high score means that teachers and the principal share a high level of mutual trust and respect.*

Teacher Influence measures the extent of teachers' involvement in school decision making.

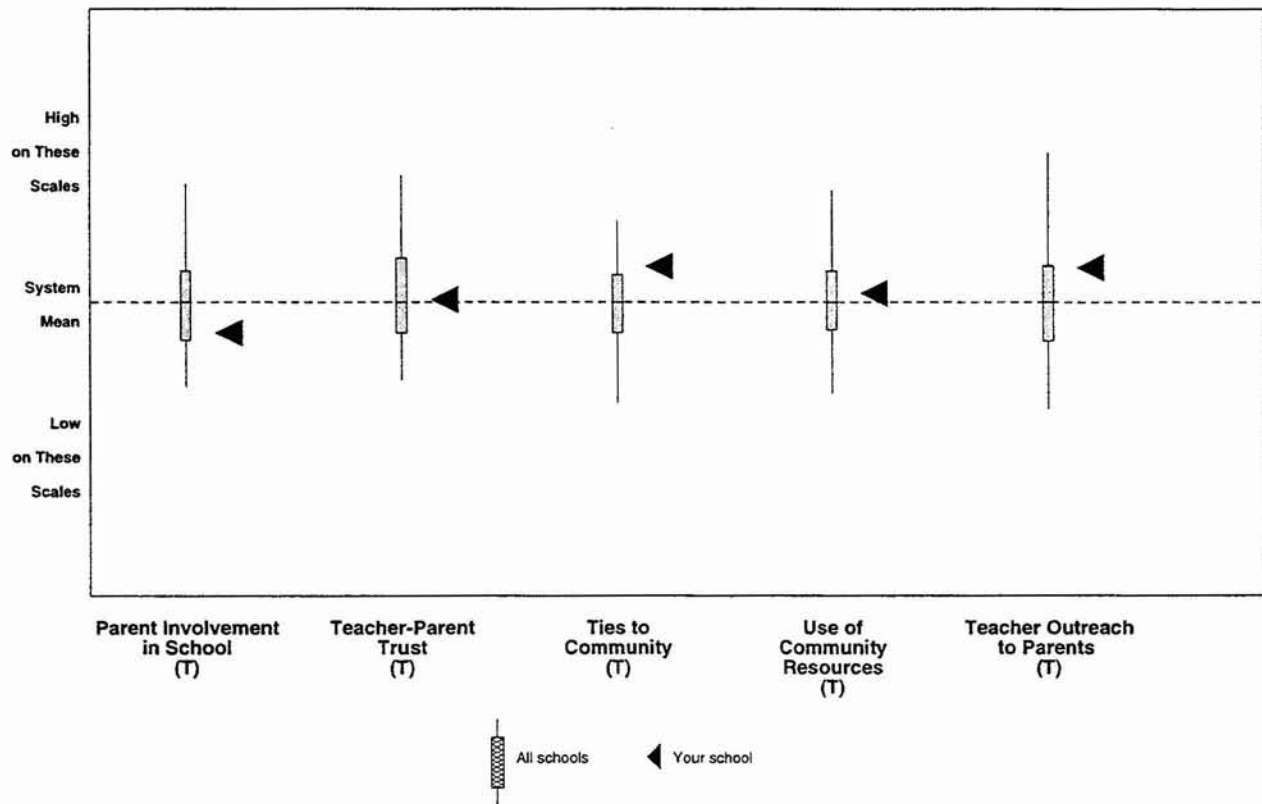
Teachers registered how much influence they have over such matters as selecting instructional materials, setting school policy, planning in-service programs, spending discretionary funds, and hiring professional staff. *A high score indicates influence both over classroom matters and major schoolwide decisions, such as budgets and hiring new staff, implying a broad sense of "ownership" for school decisions.*

Joint Problem Solving examines whether teachers sustain a public dialogue to solve problems.

Teachers reported whether they used faculty meetings to discuss personal views and problem solving, and whether there is a good process for making decisions. *Schools with a high score have good communication among teachers who work together to solve problems.*

Program Coherence assesses the degree to which teachers feel the programs at their school are coordinated with one another and with the school's mission. Teachers were asked, for example, if the materials in their schools are consistent both within and across grades, if there is sustained attention to quality program implementation, and if changes at the school have helped promote the school's goals for student learning. *A high score on this measure means a school's programs are coordinated and consistent with the school's goals for student learning, enabling the development of a high quality core program.*

Parent and Community Partnerships: Profile of Teacher Views



The figure above shows how your school compares to all participating high schools on the five scales that measure teachers' perceptions of parent involvement and their relations with parents and the community.

Parent Involvement in School measures parent participation and support for the school.

Teachers reported how often parents picked up report cards, attended parent-teacher conferences, attended school events, volunteered to help in the classroom, or raised funds for the school. *Schools with a high score have many parents who actively aid the school.*

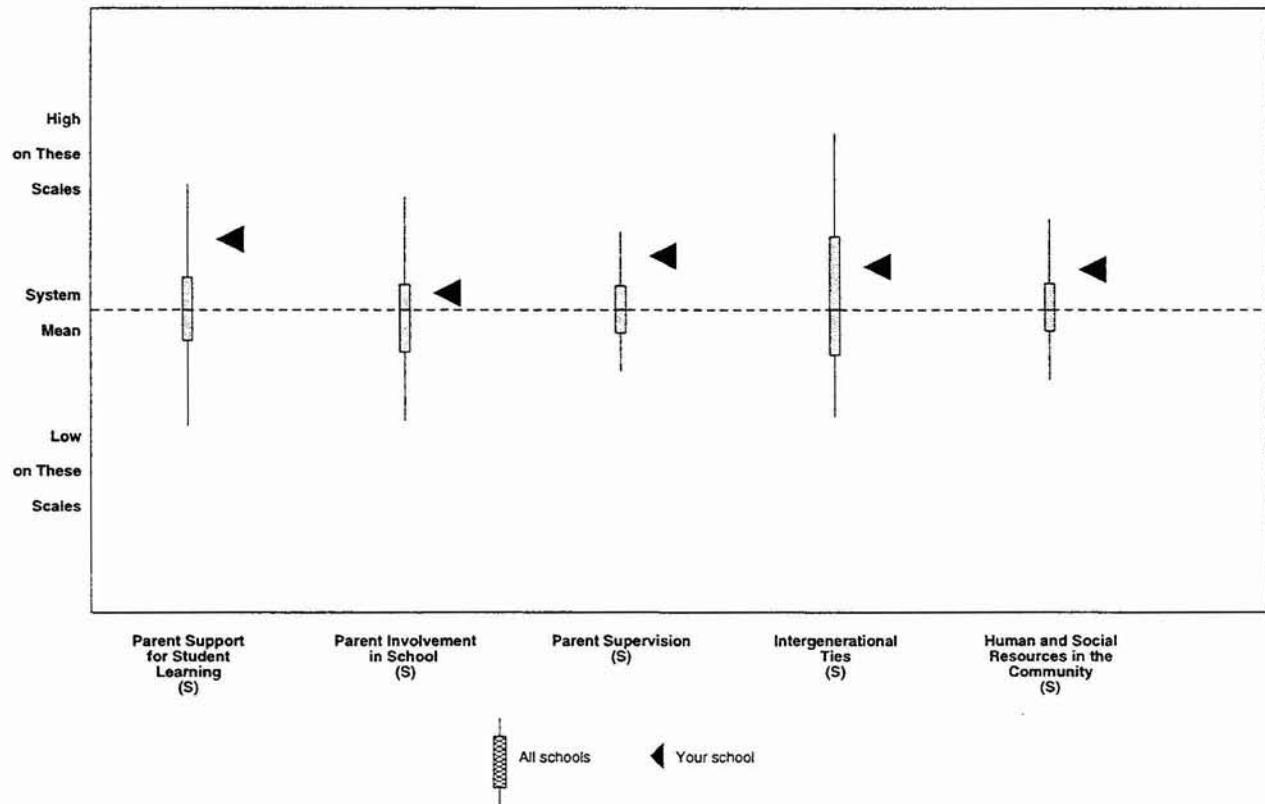
Teacher-Parent Trust measures the extent to which parents and teachers support each other to improve student learning and feel mutual respect. Teachers were asked if they feel they are partners with parents in educating children, if they receive good parental support, if the staff works hard to build trust with parents, and if teachers respect parents. *A high score indicates very supportive relations among teachers and parents.*

Ties to Community examines the extent to which teachers interact with the school's community. Teachers reported, for example, how often they visited the homes of students, attended religious or recreational events where students attend, or shopped in the community. *A high score means teachers are more involved with the school's community and therefore more able to play an extended role in students' lives.*

Use of Community Resources measures the extent to which teachers use the local community as a resource in their teaching and in their efforts to understand their students better. Teachers reported how often they brought in guest speakers from the community, consulted with community members to understand their students better, and used examples from the community in their teaching. *A high score means greater use of these community resources and more effort on the part of teachers to understand their students' surroundings.*

Teacher Outreach to Parents measures the school's efforts to work with parents to develop common goals and good communication, and to strengthen student learning. Teachers reported their efforts to understand parents' problems, invite them to visit the classrooms, seek their input, and generally build trusting relationships. *A high score means teachers reach out to parents more often.*

Parent and Community Partnerships: Profile of Student Views



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

Parent Support for Student Learning gauges student views of their parents' support for their school work. Students were asked about how often their parents (or other adults) encourage them to work hard, do their homework, and take responsibility. *A high score means strong parental support.*

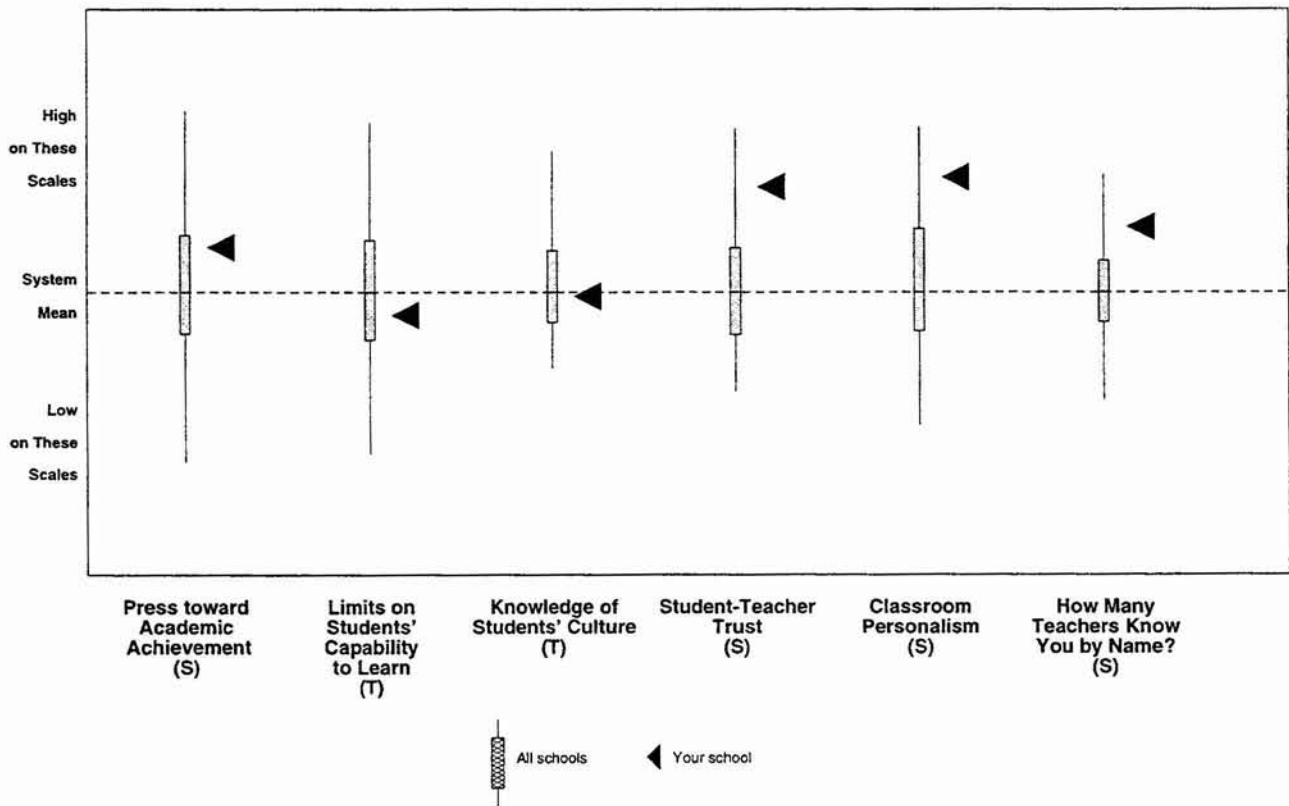
Parent Involvement in School measures how often parents communicate with school staff and participate in school events. More specifically, students were asked how often their parents attended school meetings, phoned or spoke with their teacher or counselor, picked up their report card, and volunteered at their school. *A high score indicates that a school has many actively involved parents.*

Parent Supervision assesses the extent to which parents make sure students arrive at school on time, know where their children are after school, can be reached any time their children need them, and wait for their children at home. *A high score means that parents are very accessible and maintain close supervision of their children's activities.*

Intergenerational Ties indicates how many friends' parents know students, whether the students' own parents know their friends, and whether other parents in the neighborhood generally know their children's friends. *A high score indicates strong social ties in the community among parents, children and their friends.* Research has shown that such "intergenerational ties" contribute positively to student learning.

Human and Social Resources in the Community assesses whether students trust and rely on neighbors and community members and whether they know and care about them and each other. Students were asked (for example) if adults make sure that children in the neighborhood are safe, if they know who the local children are, and if people in the neighborhood can be trusted. *In schools with a high score, many students have community resources that support them.*

Student-Centered Learning Climate: Profile of Student and Teacher Relations



This figure above shows how your school compares to participating high schools on six scales that measure student and teacher views of the learning climate.

Press Toward Academic Achievement gauges whether students feel their teachers challenge them to reach high levels of academic performance. This is a key element in a school climate focused on student learning. Students were asked if their teachers press them to do well in school and expect them to complete their homework and work hard. The scale also includes questions about teachers' praising of students' work and willingness to give extra help. *In schools that score high, most teachers press all students toward academic achievement.*

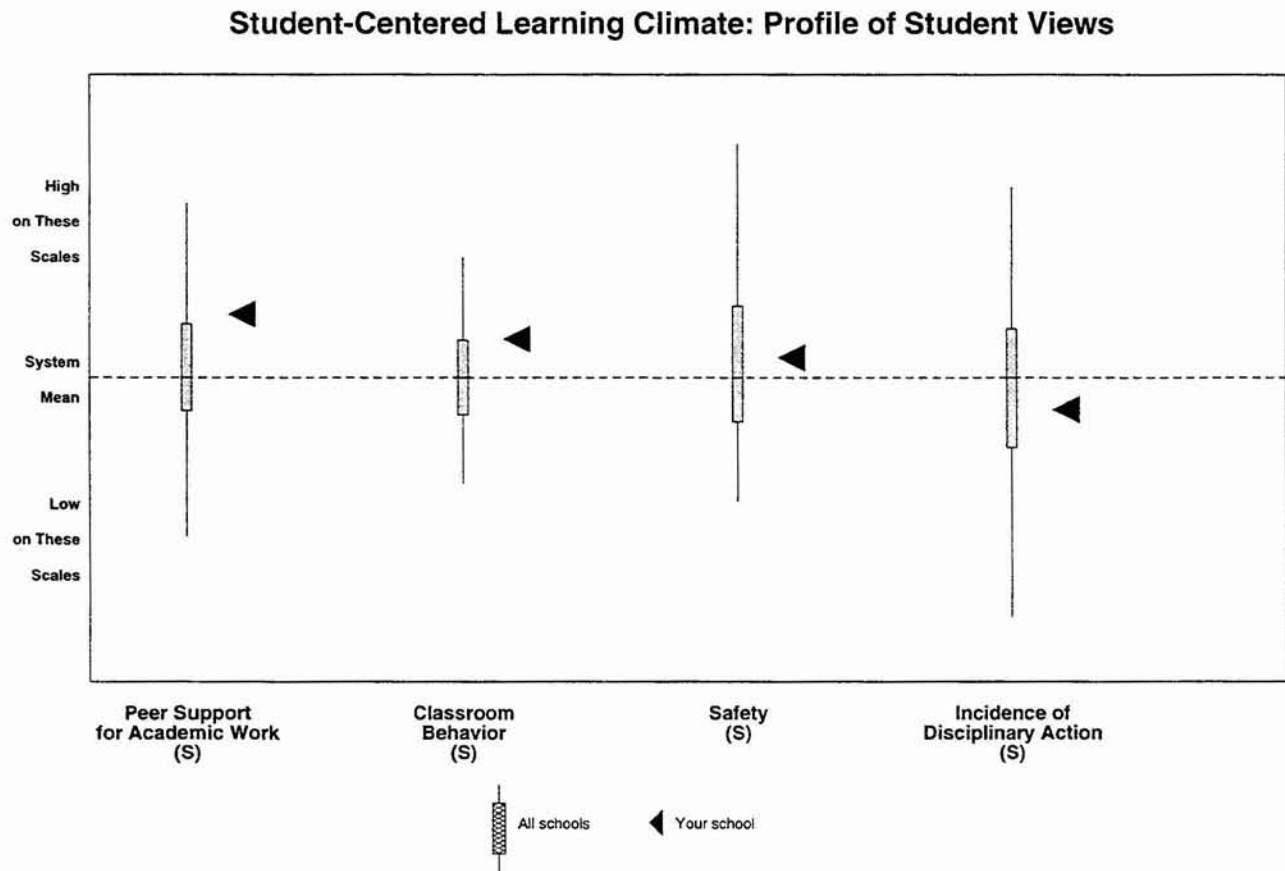
Limits on Students' Capability to Learn assesses teachers' views of the factors that may impede students' capabilities to learn. Teachers were asked if their students are not capable of learning, cannot work independently, and are not ready for higher order thinking. *A high score on this measure indicates that teachers view their students as having limited capabilities to learn.* (Because this is a negatively worded scale, a low score is more desirable than a high score.)

Knowledge of Students' Culture measures teachers' efforts to better understand their students. Teachers were asked how many teachers in their school talk with students about their lives at home and cultures, and how many teachers are knowledgeable about issues and concerns in the school's community. *Schools with a high score have many teachers who are committed to learning more about their students' and the school's community.*

Student-Teacher Trust focuses on the quality of relations between students and teachers. Students were asked whether they believe teachers can be trusted, care about them, keep their promises, and listen to students' ideas, and if they feel safe and comfortable with their teachers. *In high-scoring schools there is a high level of care and communication between students and teachers.*

Classroom Personalism gauges whether students perceive that their classroom teachers give them individual attention and show personal concern for them. Students were asked if their teachers know and care about them, notice if they are having trouble in class, and are willing to help with academic and personal problems. *A high score here means students experience strong personal support from school staff.* Academic achievement is more likely in classrooms that combine personalism with a strong press toward academic work.

How Many Teachers Know You by Name? Unlike other scales, this one is composed of a single questionnaire item: "About how many teachers at this school know you by name?" *A high score means that most or all teachers know many students by name.*



This figure above shows how your school compares to participating high schools on four additional scales that measure student views of the learning climate.

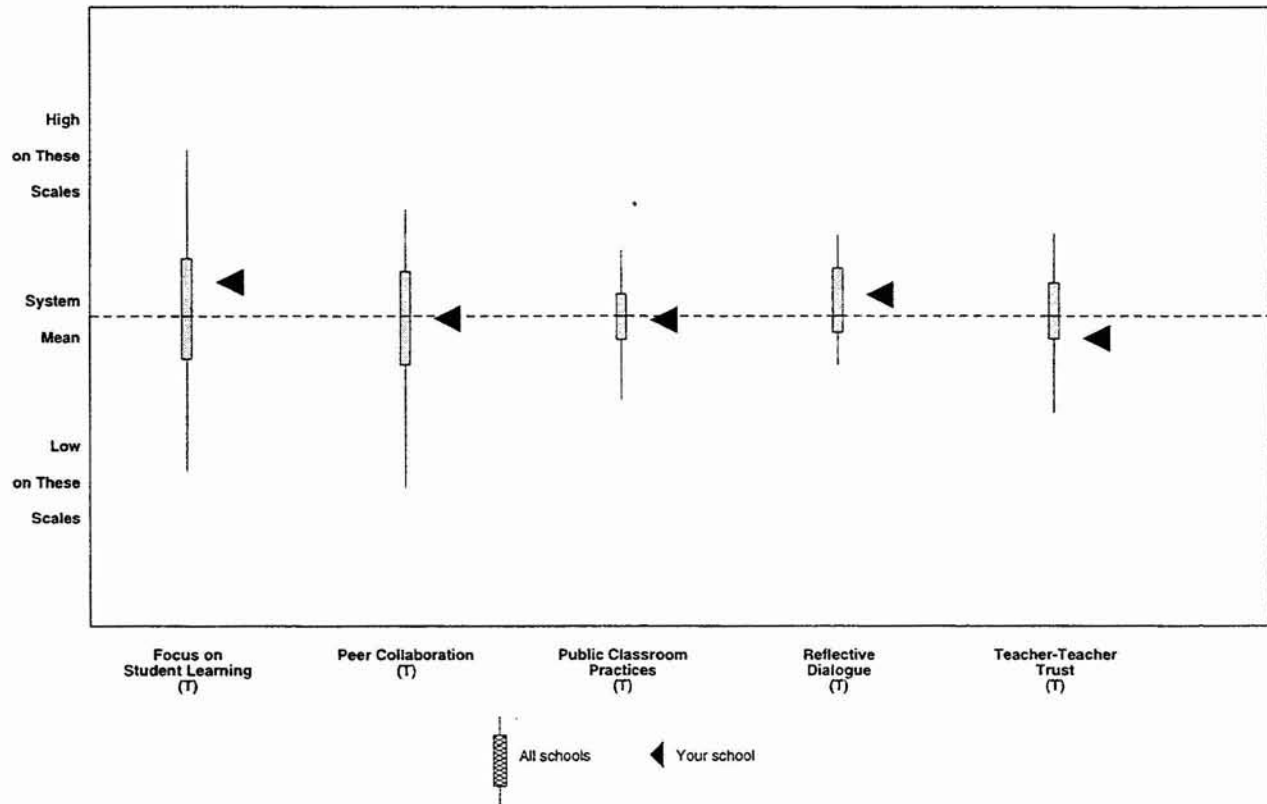
Peer Support for Academic Work reveals whether prevailing norms among students support academic work. Students reported whether their friends try hard to get good grades, do their homework regularly, pay attention in class, and follow school rules. *In schools with high scores, students experience support from peers for academic work. As a result, student learning is more likely.*

Classroom Behavior asks if classmates treat one another with respect, work together well, and help one another learn; and if other students disrupt class, like to put others down, and don't care about one another. *In high scoring schools, positive behaviors are prevalent, and the problematic, negative behaviors are less prevalent.*

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

Incidence of Disciplinary Action measures how often students get into trouble and are disciplined. Students were asked how many times they were sent to the office, how often their parents were contacted about discipline problems, and how often they had been suspended from school. *In schools with high scores, students frequently get into trouble or receive disciplinary action.* (Because this is a negatively worded scale, a low score is more desirable than a high score.)

Professional Development and Collaboration: Professional Community Profile



The profile above shows how your school compares to all participating high schools on five scales that measure teacher views of their professional community.

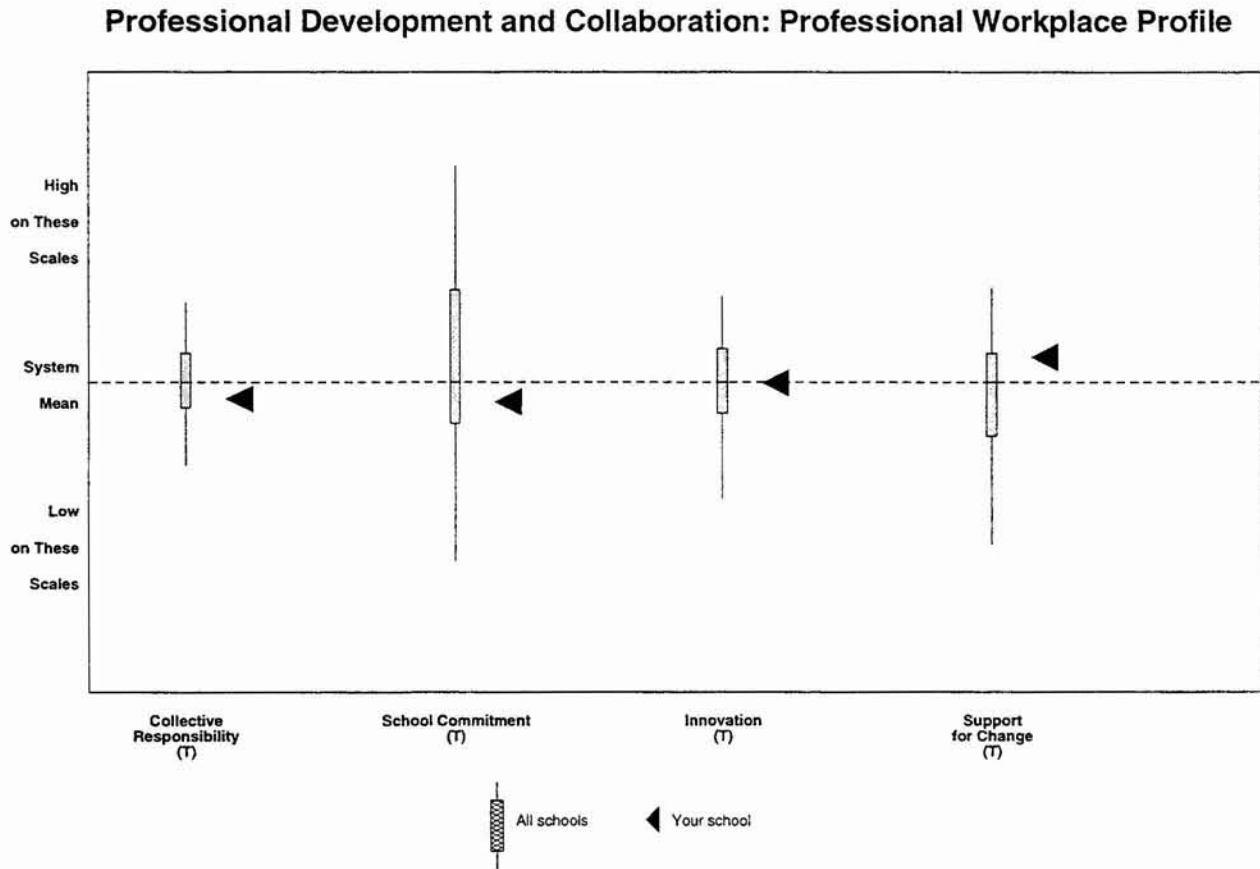
Focus on Student Learning gauges the extent to which teachers feel their school's goals and actions are focused on improving student learning. Teachers reported whether the school has well-defined learning expectations for all students, sets high standards for academic performance, and always focuses on what is best for student learning. *Schools that share a consensus about their goals and actions for improving student learning score high on this measure. Advancing education for all students is the central concern here.*

Peer Collaboration reflects the extent of a cooperative work ethic among staff. Teachers were asked about the quality of relations among the faculty, whether school staff coordinate teaching and learning across grades, and whether they share efforts to design new instructional programs. *Schools where teachers move beyond just cordial relations to actively working together score high on this scale, and can develop deeper understandings of students, one another, and their profession.*

Public Classroom Practices examines the extent to which colleagues share useful information about new curriculum materials, observe or teach in one another's classrooms, and provide meaningful feedback on their teaching. Such practices remove major organizational barriers in schools that in the past have prevented teachers from sharing constructive feedback. *A high score means teachers have opened their classrooms to outside scrutiny and have worked together to improve instruction. They may become more analytical about their individual and collective effectiveness.*

Reflective Dialogue reveals how much teachers talk with one another about instruction and student learning. Teachers reported how often they discuss curriculum and instruction as well as school goals, how best to help students learn, and how to manage their behavior. *A high score indicates that teachers are engaged in frequent conversations with one another about instruction and student learning, helping to build common beliefs about the conditions of good schooling.*

Teacher-Teacher Trust measures the extent to which teachers in a school have open communication with and respect for one another. We asked, for example, whether teachers in the school respect other teachers who lead school improvement efforts, and whether teachers trust and respect one another. *Schools where teachers have high mutual regard for one another score high on this measure.*



This figure shows how your school compares to all participating high schools on four scales that measure teacher views of their professional workplace.

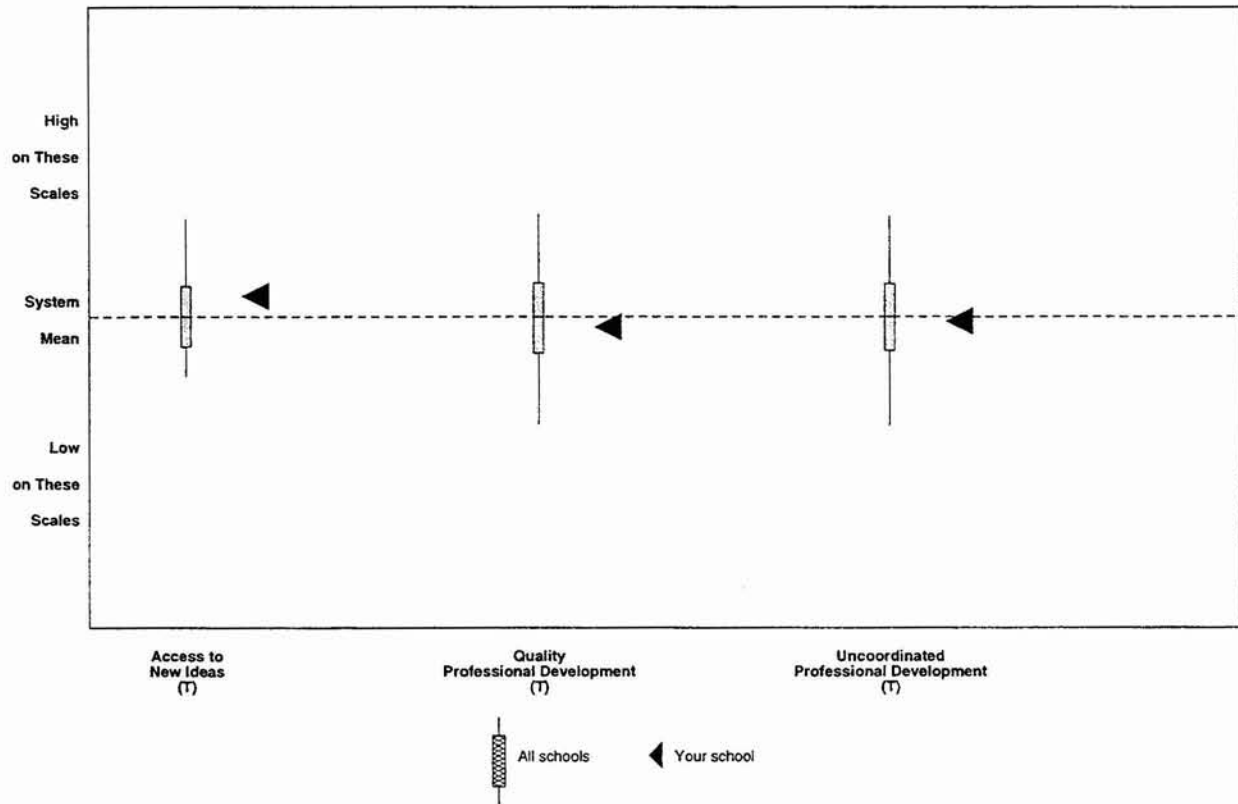
Collective Responsibility focuses on the extent of a shared commitment among the faculty to improve the school so that all students learn. Teachers were asked how many colleagues feel responsible for students' academic and social development, set high standards of professional practice, and take responsibility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

School Commitment gauges the extent to which teachers feel loyal and committed to this school. Teachers reported whether they look forward to working in the school, would rather work somewhere else, and would recommend the school to other parents. *A high score means teachers are deeply committed to their school.*

Innovation indicates whether teachers are continually learning and seeking new ideas, have a "can do" attitude, and are encouraged to change. *A high score means a strong orientation to improve among the faculty, indicating their willingness to try new things for the sake of their students and to be part of an active learning organization themselves.*

Support for Change assesses the support that teachers sense from their principal and colleagues for change in the school. Teachers were asked, for example, if their principal encourages them to take risks and try new methods of instruction, and the extent to which the whole faculty embraces change. *A high score indicates a school-wide environment supportive of change.*

Professional Development and Collaboration: Professional Development Profile



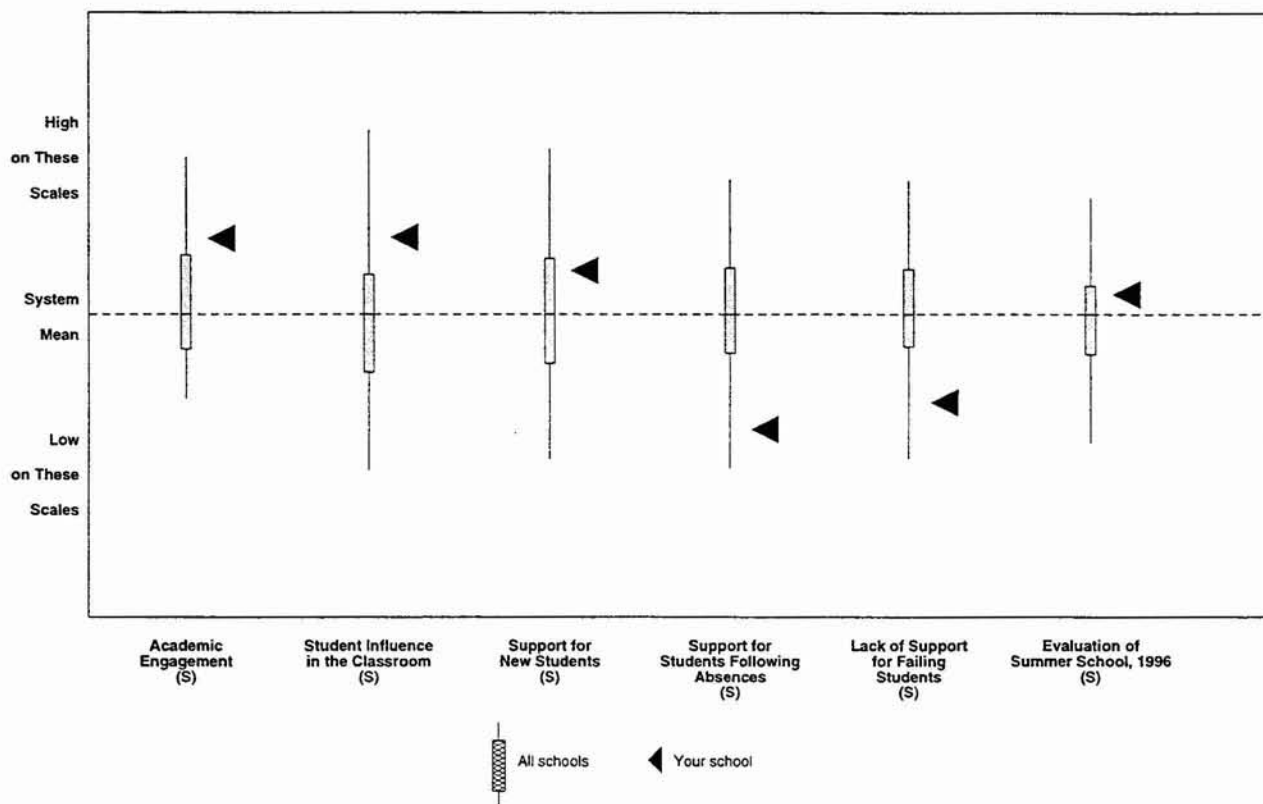
The figure above shows how your school compares to all participating high schools on three scales that measure teacher views of their professional development.

Access to New Ideas indicates the extent to which teachers participate in professional development. Teachers reported how often they attended professional development activities organized by their school, the Chicago Public Schools, or the Chicago Teachers' Union, and participated in a network with teachers outside their school. *A high score means extensive involvement in professional development showing teachers' willingness to change and improve.*

Quality Professional Development asks a range of questions including whether teachers' professional development experiences influenced their teaching practices, helped them understand their students better, and provided them opportunities to work with colleagues and teachers from other schools. *Schools where teachers are involved in comprehensive professional development score high on this measure.*

Uncoordinated Professional Development measures whether professional development topics were followed up on, if teachers had to seek out professional development with no help, and if professional development activities advocated practices they did not believe. *A high score indicates uncoordinated professional development activities at a school.* (Because this is a negatively worded scale, a lower score is more desirable than a high score.)

Quality Instructional Program: Student Evaluation Profile



This profile shows how your school compares to all participating high schools on six scales that offer student evaluations of their classroom experiences.

Academic Engagement examines student interest and engagement in learning. Students responded to items regarding whether they are interested in their class and the topics studied. They also reported whether they work hard to do their best. *A high score means greater individual engagement in learning.*

Student Influence in the Classroom focuses on whether students have an opportunity to work with teachers to decide classroom rules and class work, and how often they can choose their own reading, writing topics, and math problems to work on. *A high score indicates an environment where students exercise some choice about their work and feel more responsibility for setting the rules they follow. Such climates tend to encourage stronger student efforts.*

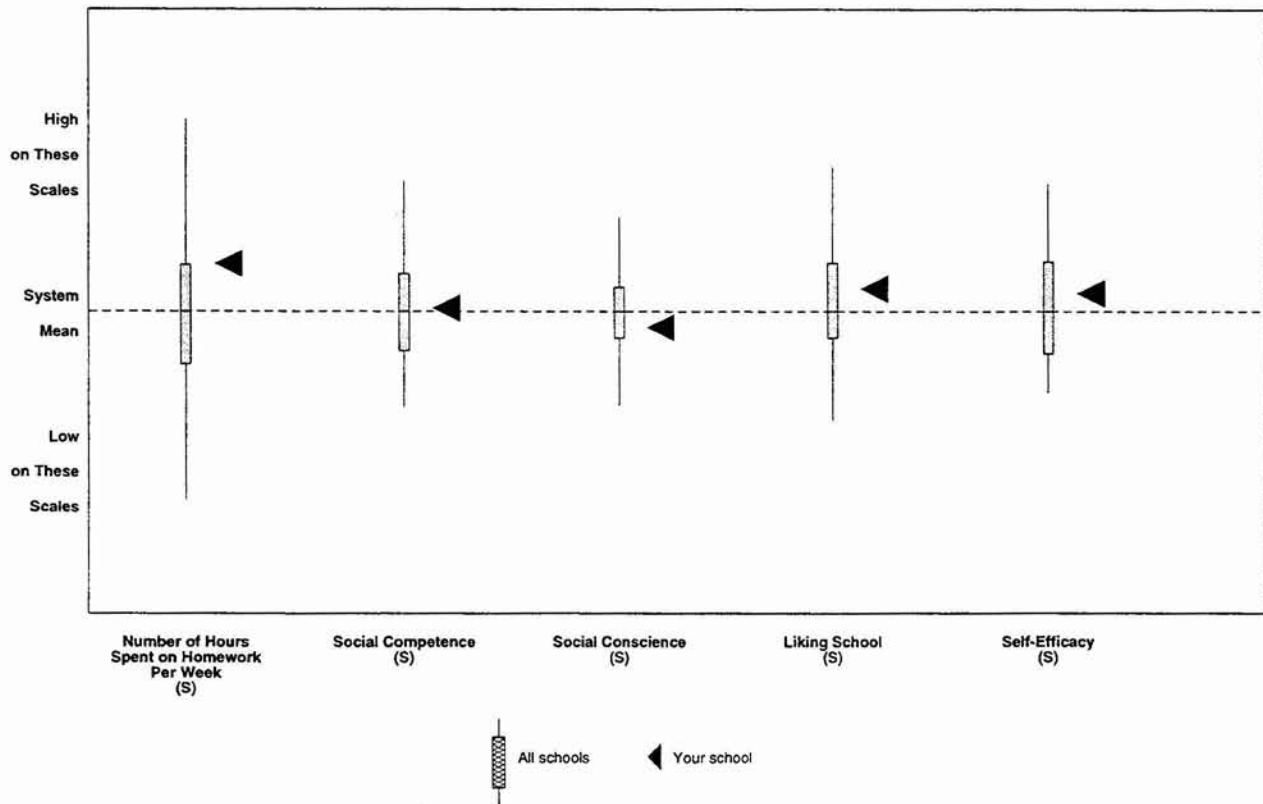
Support for New Students assesses the amount of support that new students receive from adults in the school. New students were asked if a teacher asked about their work at their old school, assigned another student to help, spent extra time with them, or talked to a parent or other adult. *Schools with high scores provide adult support for new students, making the transition from one school to another easier.* (Note: About 15 percent of schools do not have results on this scale because they had very few new students completing the survey.)

Support for Students Following Absences measures whether teachers or other students helped them catch up on work missed after being absent, whether they fell behind as a result of their absence, and whether an adult at school inquired about their absence. *Schools with high scores notice when students are absent, and support them to catch up.*

Lack of Support for Failing Students assesses the extent to which students attribute course failure to teachers who do not explain things well, do not care enough, or do not let them make up work, and to the fact that the class was too hard. *In schools with high scores, students don't feel supported when experiencing academic difficulty.* (Because this is a negatively worded scale, a low score is more desirable than a high score.)

Evaluation of Summer School, 1996 captures whether students believe their summer school experience helped them perform better the next year. Students reported whether they really learned in summer school and whether it helped them perform better in school. *In schools with a high score, students view their 1996 summer school experience very positively.*

Student Outcomes Profile



This profile shows how your school compares to participating high schools on five scales that examine student academic and social attitudes and behavior. These dispositions are important goals that complement the focus on academic achievement.

Number of Hours Spent on Homework Per Week measures how much time students spent on homework outside of class in math, language arts, and in reading assignments. *A high score indicates more time on homework and assigned reading.*

Social Competence examines whether students feel they can help people end arguments; listen carefully to what others say; and share, help, and work well with other students. *A high score means that students feel competent to deal with a wide range of social situations.*

Social Conscience gauges students' concern for others and their inclination to help solve others' problems. *A high score means students have a strong social commitment.*

Liking School assesses how students feel about their own school and their commitment to going there. *A high score indicates that students have strong loyalty and emotional ties to their school.*

Self-Efficacy examines students' confidence in their academic ability. Students were asked if they believed they could master skills, do even the hardest work if they try, and do a good job with sufficient time. *A high score means students feel they can achieve high standards.* When a strong sense of efficacy is accompanied by sustained student effort, better academic achievement is likely.

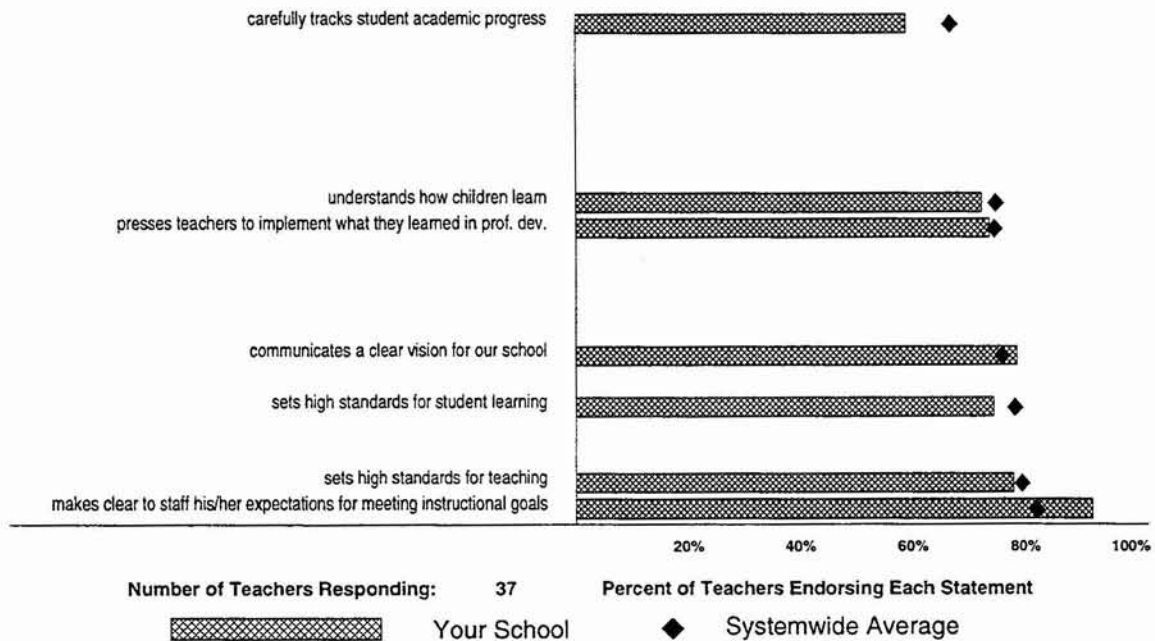
Part II

Details of Student and Teacher Responses

Instructional Leadership

The items in this scale assess teacher 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:



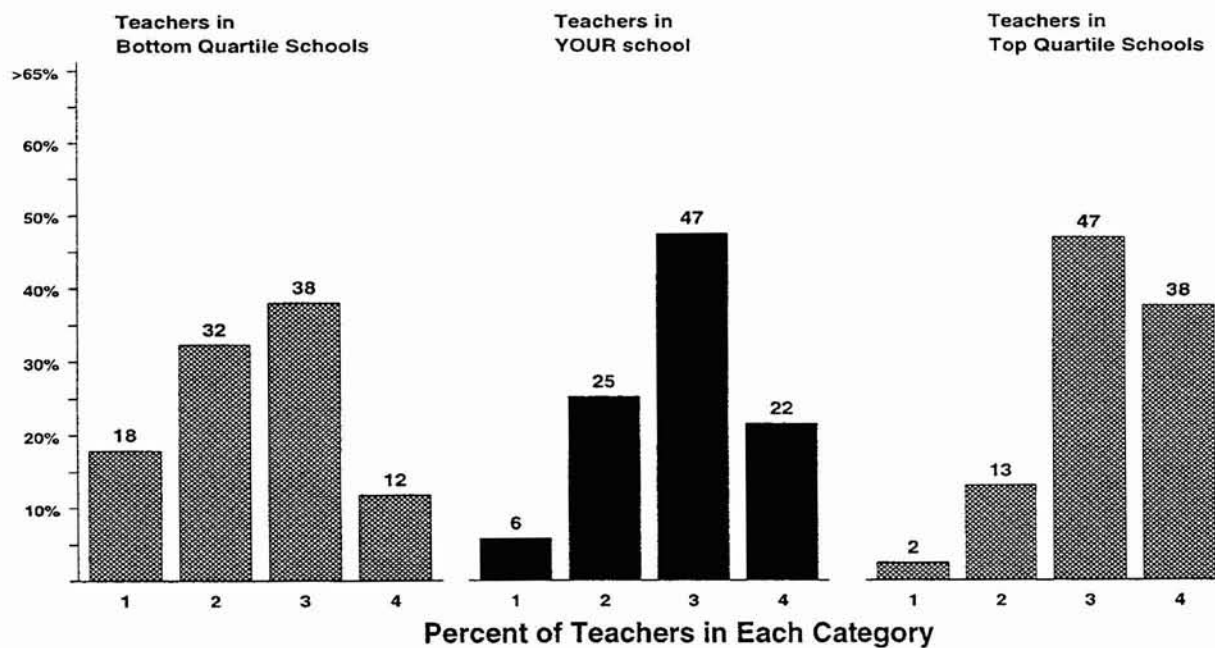
On the next page, you will find a frequency distribution of responses to the Instructional Leadership scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

Teachers in the top quartile schools give their principals very high ratings for instructional leadership. Eighty-five percent give very strong or strong ratings. Even in the bottom quartile, teachers rate principals highly, with half giving strong or very strong ratings.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools on Instructional Leadership.



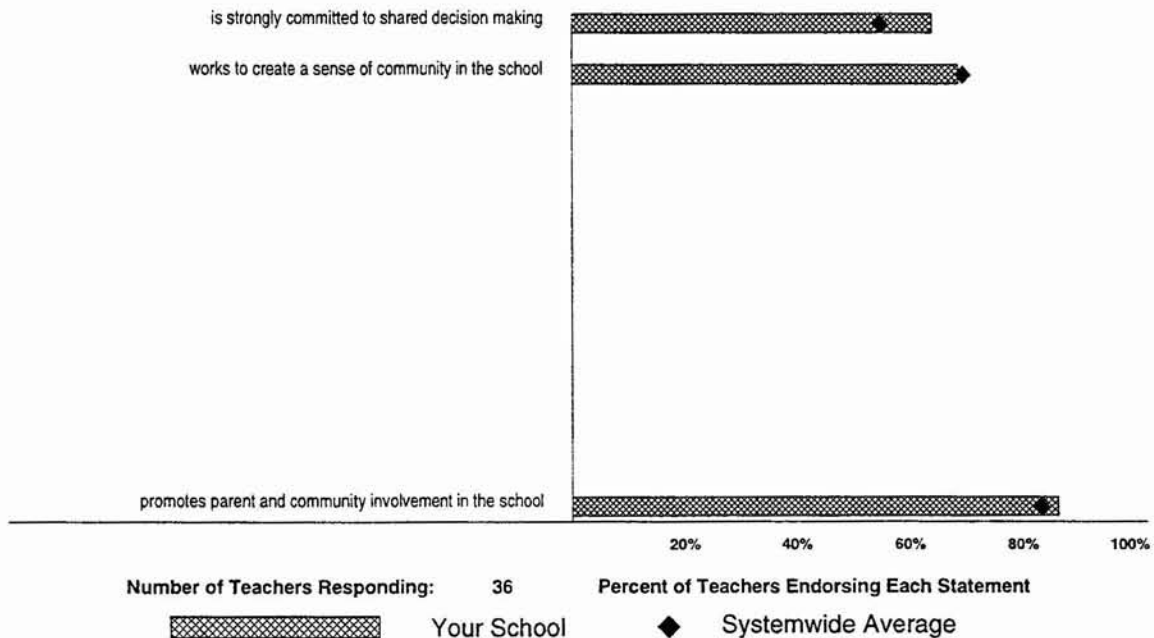
Definition of Categories Charted Above

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

Inclusive Leadership

This scale indicates the extent to which teachers view the principal as a facilitative and inclusive leader who involves others and is committed to shared decision making.

Teachers agree that the principal:



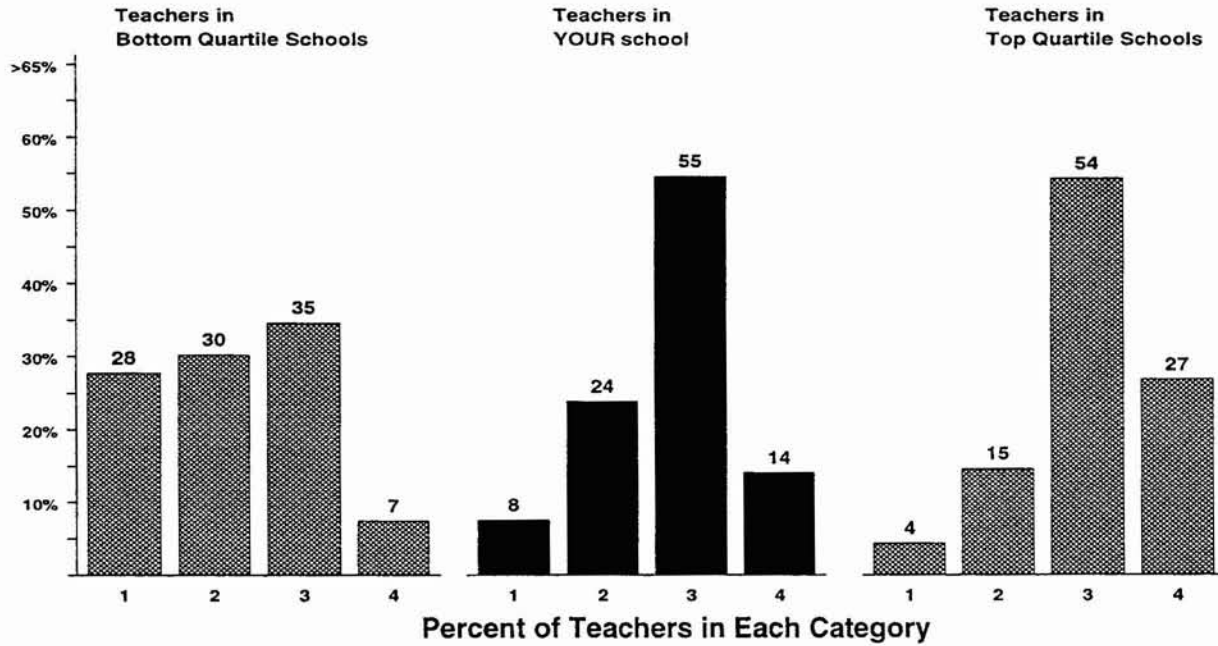
On the next page, you will find a frequency distribution of responses to the Inclusive Leadership scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top quartile schools, over 80 percent of teachers are very positive or positive about their principal as an inclusive leader. Very few offer mixed or negative views. In the low quartile schools, over a quarter of teachers are negative and 30 percent are mixed. Even in these schools, 35 percent of teachers are positive although few are very positive.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Inclusive Leadership.**



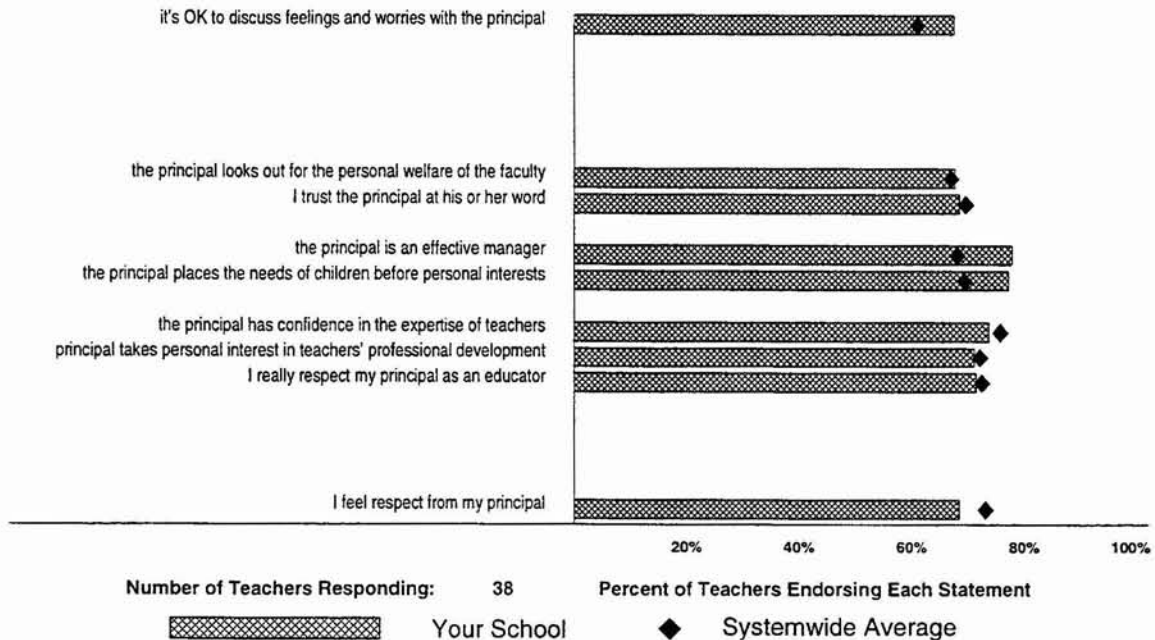
Definition of Categories Charted Above

Category	Teachers in this school:
1 Negative	disagree or strongly disagree that the principal promotes parent and community involvement and strongly disagree that the principal works to create a sense of community in the school and is committed to shared decision making.
2 Mixed	agree that the principal promotes parent and community involvement; but they disagree that the principal works to create a sense of community in the school or is committed to shared decision making.
3 Positive	agree or strongly agree that the principal promotes parent and community involvement; they agree that the principal works to create a sense of community in the school and is committed to shared decision making.
4 Very positive	strongly agree with all items on this scale.

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:



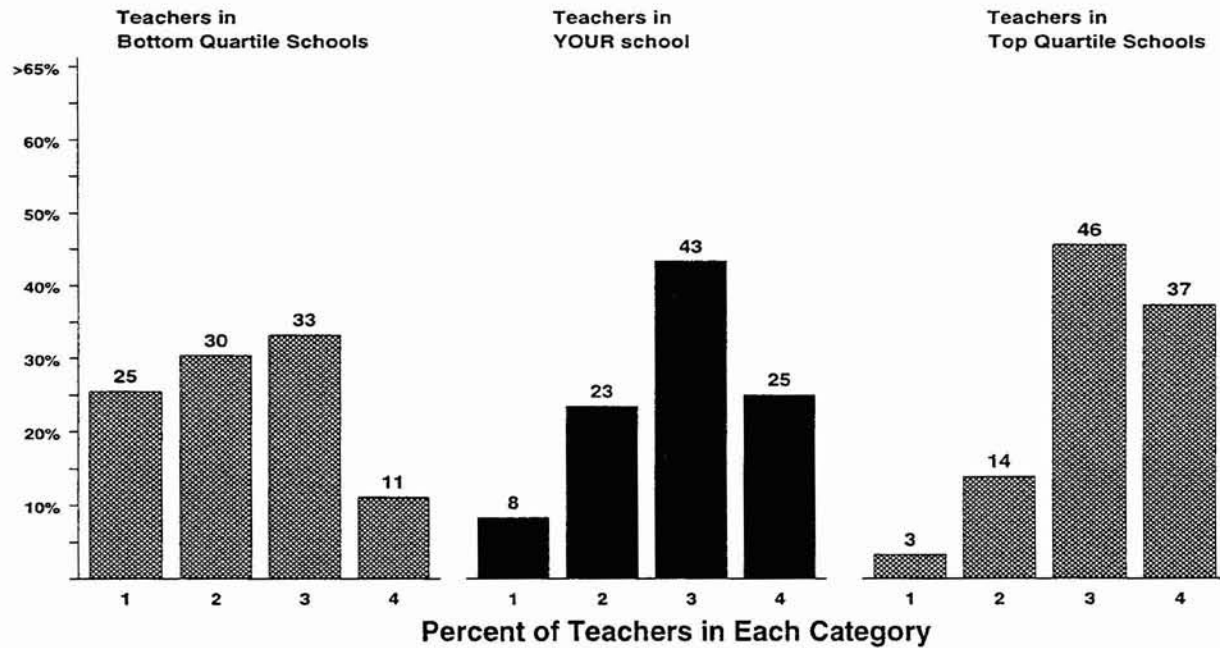
On the next page, you will find a frequency distribution of responses to the Teacher-Principal Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

Eighty-three percent of teachers in the top quartile note strong or very strong trust between teachers and the principal. In these schools, all but a few teachers feel very good about the relationship between teachers and the principal. In contrast, just over half of the teachers in the low quartile schools describe minimal or no trust between teachers and principals. Of the remaining teachers, 33 percent note strong trust and 11 percent very strong trust.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Teacher-Principal Trust.**



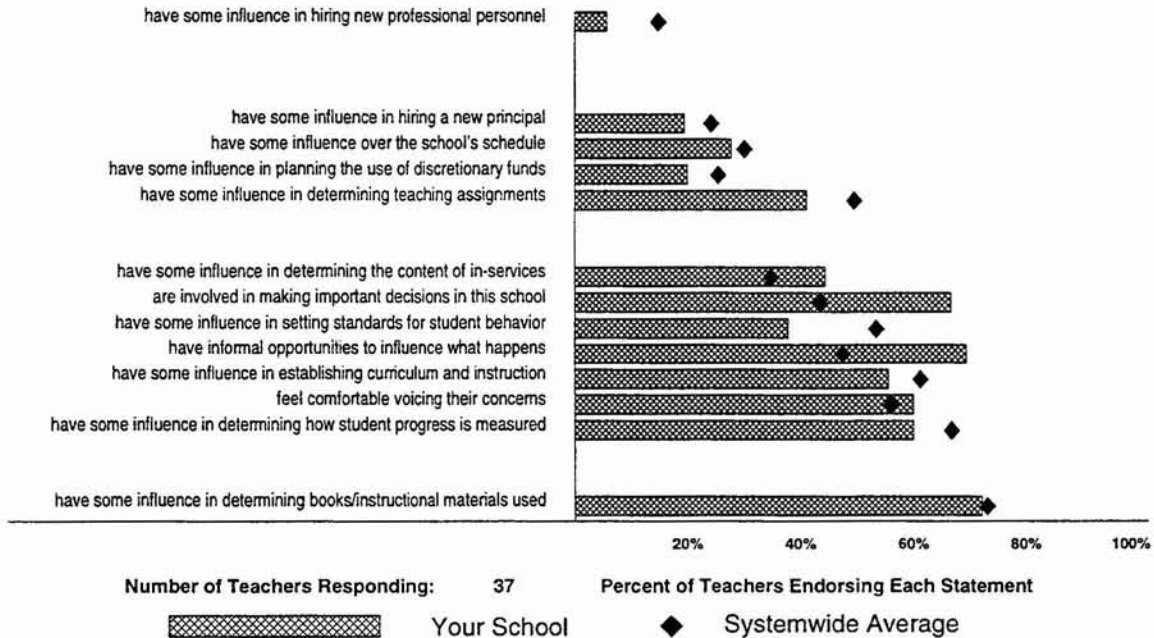
Definition of Categories Charted Above

Category	Teachers in this school:
1 No trust	feel respected by their principal not at all ; they disagree or strongly disagree that they respect their principal as an educator; 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 or 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 that they respect their principal as an educator; 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, looks out for teachers' welfare; that they trust their principal; or that it is OK to discuss worries with their principal.
3 Strong trust	feel respected by the principal some or to a great extent ; they agree that they respect their principal as an educator; 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, looks out for teachers' welfare; that they trust their principal; and that it is OK to discuss worries with their principal.
4 Very strong trust	feel respected by their principal to a great extent ; they strongly agree that they respect their principal as an educator; 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:



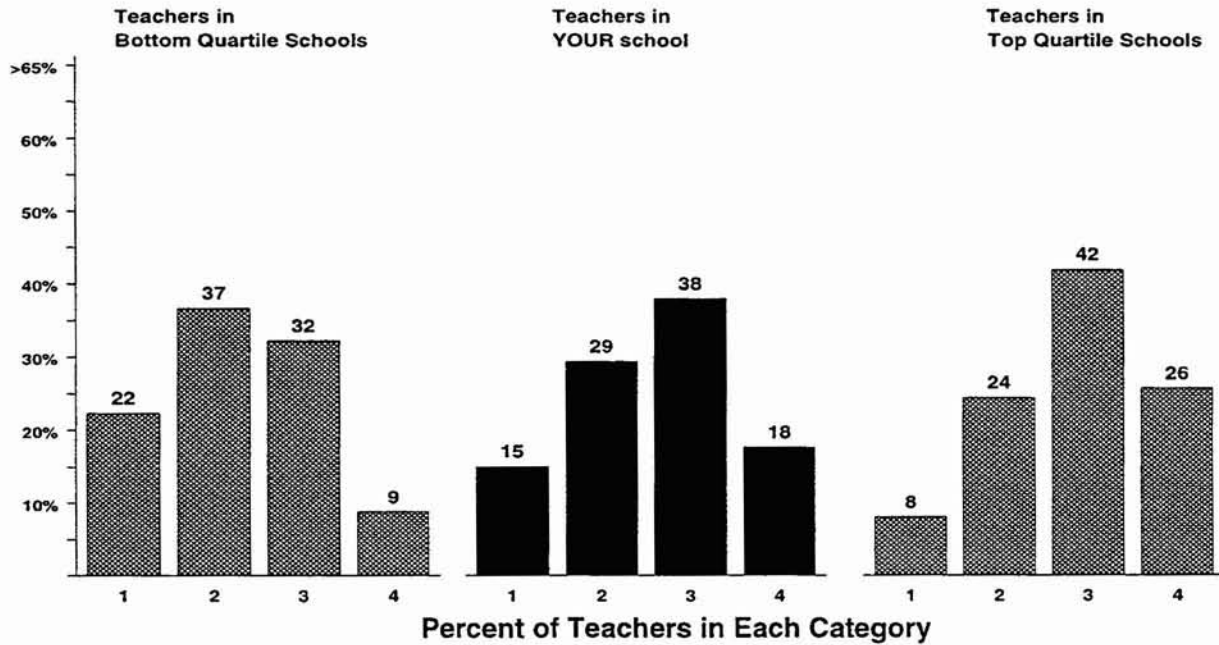
On the next page, you will find a frequency distribution of responses to the Teacher Influence scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

Sixty-eight percent of the teachers in the top quartile schools feel that they have moderate or extensive influence over decision making in their school. Even in these schools where teachers have the most influence, teachers describe their influence as moderate rather than extensive. In the schools where teachers have the least influence, the most common category is minimal influence and more than 20 percent of teachers feel they have limited influence.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools on Teacher Influence.



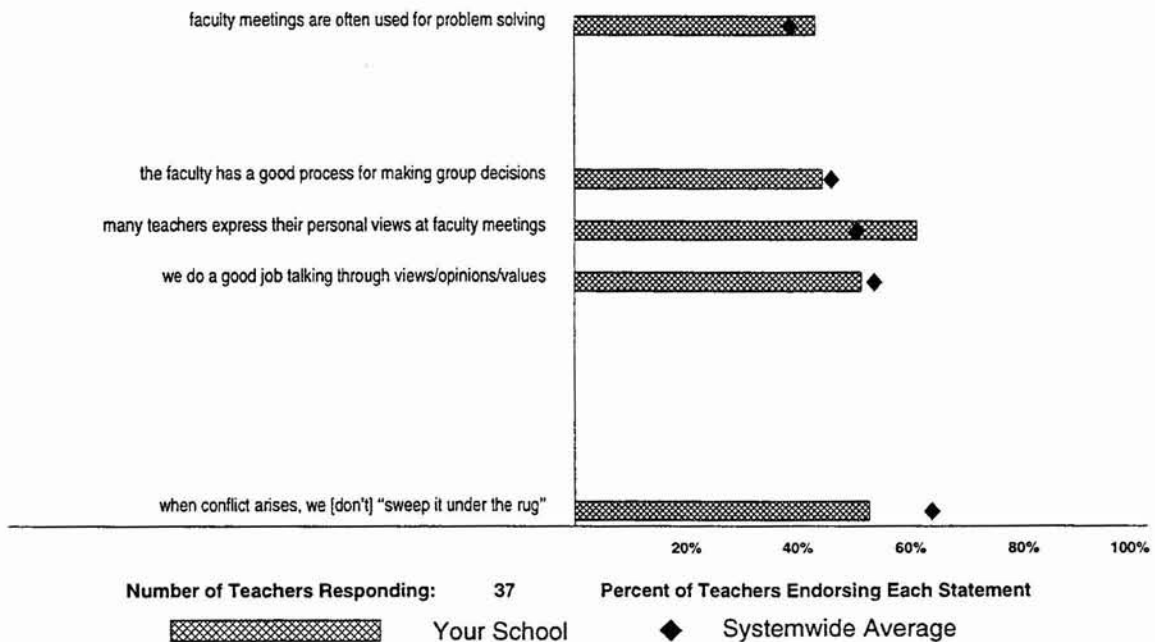
Definition of Categories Charted Above

Category	Teachers reported that in this school:
1 Minimal	they have none or a little influence in determining instructional materials for their class and establishing curriculum programs; teachers disagree or strongly disagree that they feel comfortable voicing their concerns or are involved with making important decisions at the school; and teachers have no influence in determining in-services or teaching assignments, using discretionary funds, determining the school schedule, or hiring a new principal and personnel.
2 Limited	they have a little or some influence in determining instructional materials for their class; they disagree that they feel comfortable voicing their concerns or are involved in making important decisions at the school; they have a little influence over establishing curriculum programs and determining in-services; they have none or a little influence over teaching assignments, using discretionary funds, and hiring a new principal and personnel.
3 Moderate	they have some or a great deal of influence in determining instructional materials for their class; they agree that they are comfortable voicing their concerns and 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 teaching assignments, using discretionary funds, and hiring a new principal and personnel.
4 Extensive	they have a great deal of influence in determining instructional material for their classes and setting standards for student behavior; teachers strongly agree that they feel comfortable voicing their concerns and are involved in making important decisions at the school; teachers have some or a great deal of influence in determining in-services, using discretionary funds, determining the school schedule, and hiring a new principal and personnel.

Joint Problem Solving

This scale examines how well teachers talk through and solve problems with one another.

Teachers agree that:



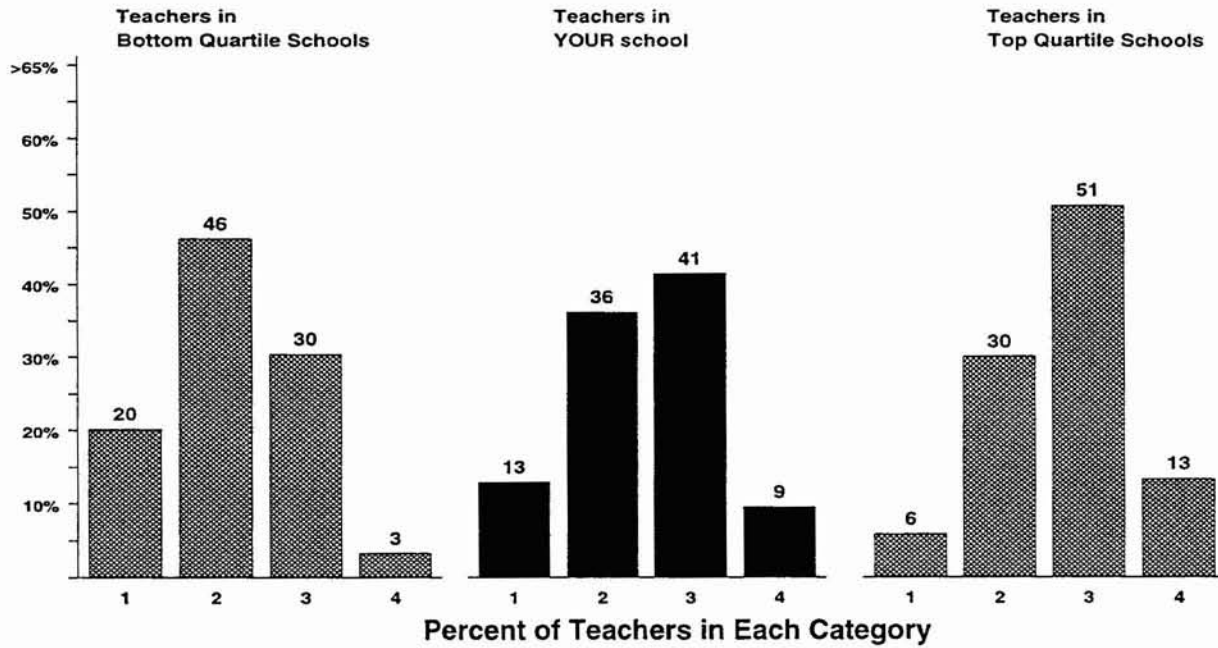
On the next page, you will find a frequency distribution of responses to the Joint Problem Solving scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools on Joint Problem Solving.

Half of the teachers in the top quartile schools describe strong joint problem solving processes, while an additional 13 percent describe very strong processes. Teachers in the bottom quartile schools, on the other hand, are most likely to describe their joint problem solving as weak (46 percent).

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Joint Problem Solving.**



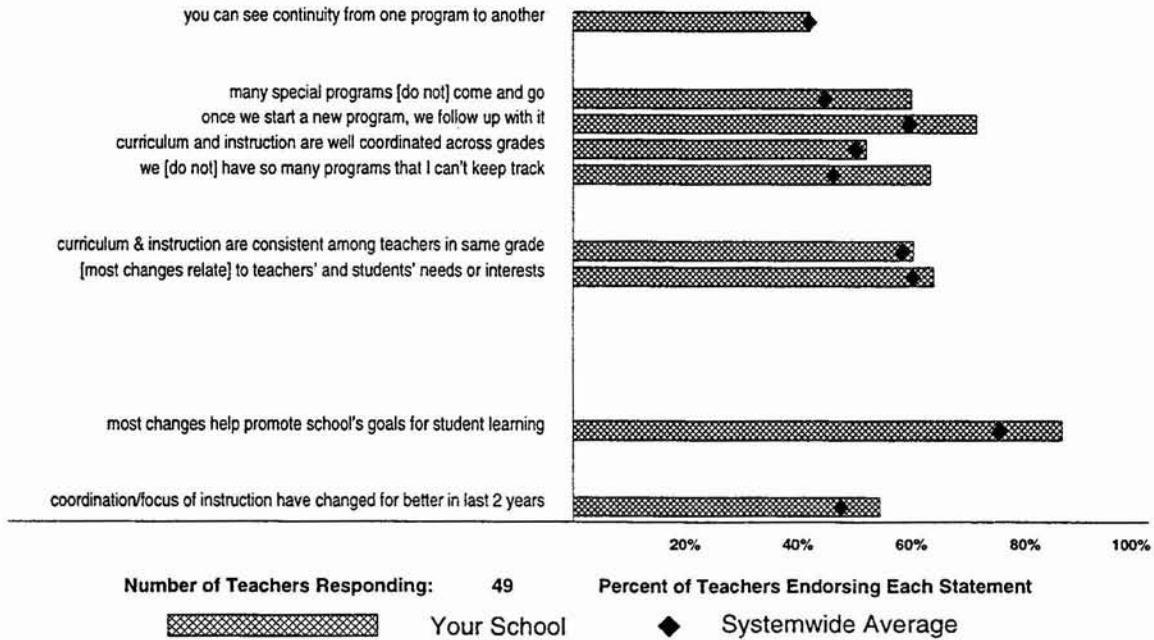
Definition of Categories Charted Above

Category	In this school:
1 Very weak	teachers disagree or strongly disagree with all items on the scale.
2 Weak	some teachers agree and others disagree that teachers sweep conflict under the rug; they agree that teachers do a good job talking through views/opinions; they agree or strongly agree that teachers in their school express personal views at meetings, have a good process for solving problems, and use faculty meetings for problem solving.
3 Strong	teachers agree with all items on the scale.
4 Very strong	teachers strongly agree that teachers do not sweep conflict under the rug and do a good job talking through views and opinions; they agree or strongly agree that teachers in their school express personal views at meetings, have a good process for solving problems, and use faculty meetings for problem solving.

Program Coherence

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

Teachers agree that at this school:



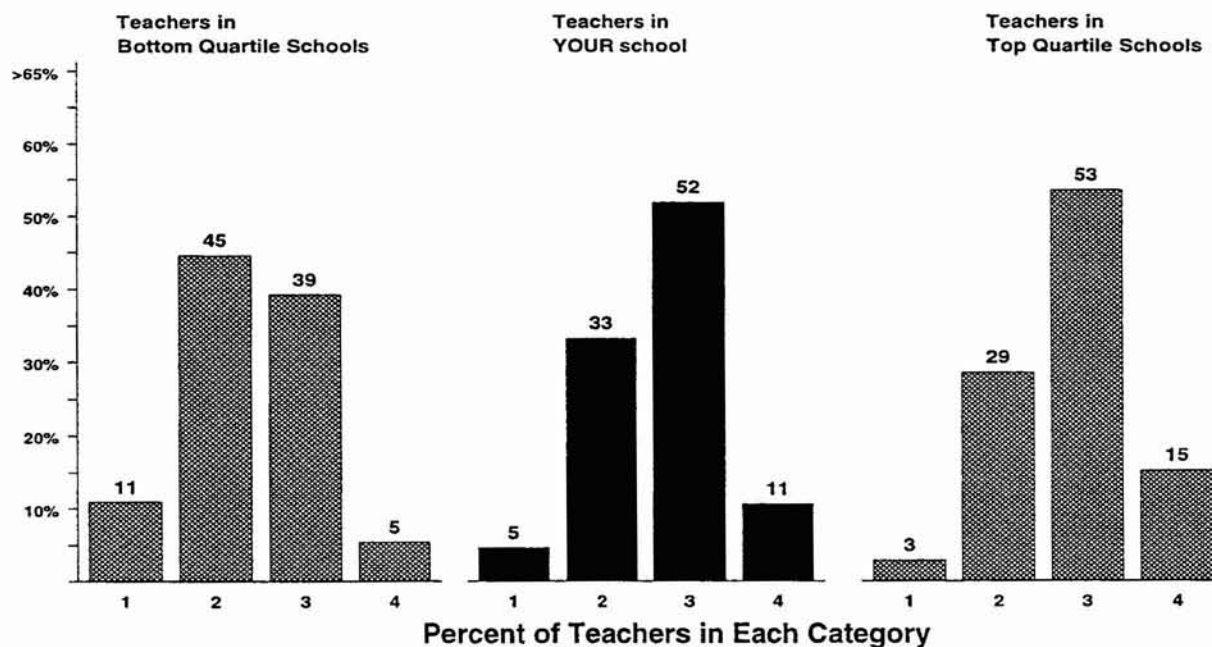
On the next page, you will find a frequency distribution of responses to the Program Coherence scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the top quartile schools more than half of the teachers describe moderate program coherence, with another 15 percent noting strong program coherence in their school. Relatively few teachers (32 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; just over half describe little or no coherence, although 44 percent consider their school to have strong or very strong program coherence.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools on Program Coherence.



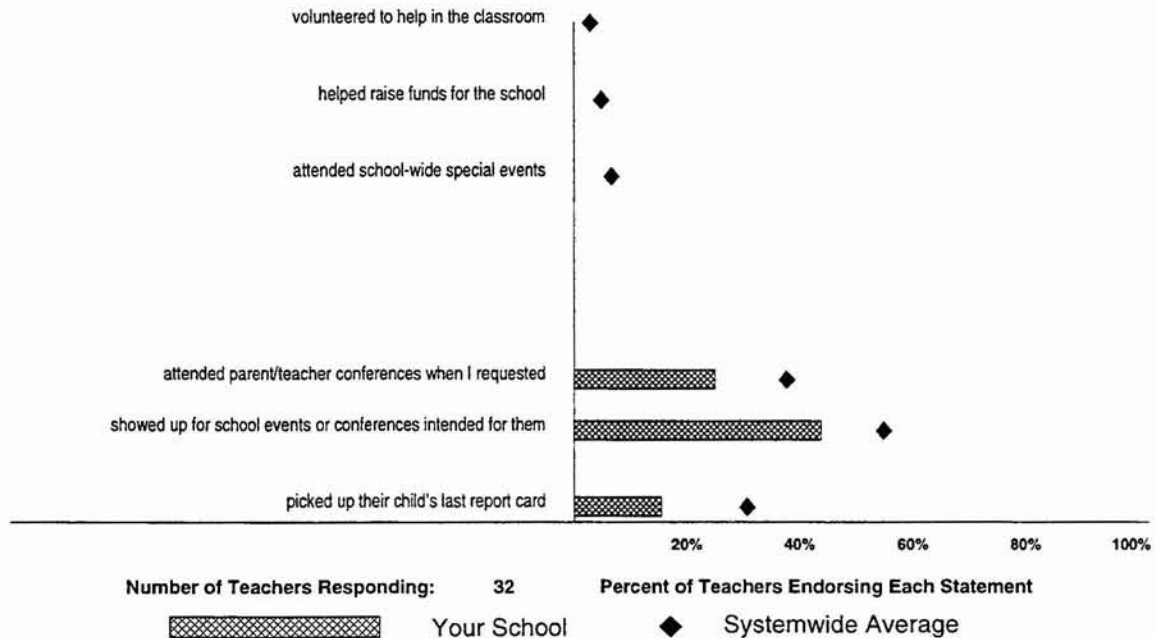
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	believe the focus of the instructional programs has changed for the worse; they strongly disagree with all other items on the scale.
2 Little	believe that there has been no change in the focus of instructional programs in their school; some agree and some disagree that changes in the school promote the school's goal for student learning; they disagree with the remaining items on the scale.
3 Moderate	agree with the items on this scale and believe that the focus of instructional programs has changed for the better.
4 Strong	strongly agree with the items on this scale and believe that the focus of instructional programs has changed for the better.

Parent Involvement in School

This scale measures teachers' views of parent participation and support for the school.

Of the students I taught this year, most of their parents:



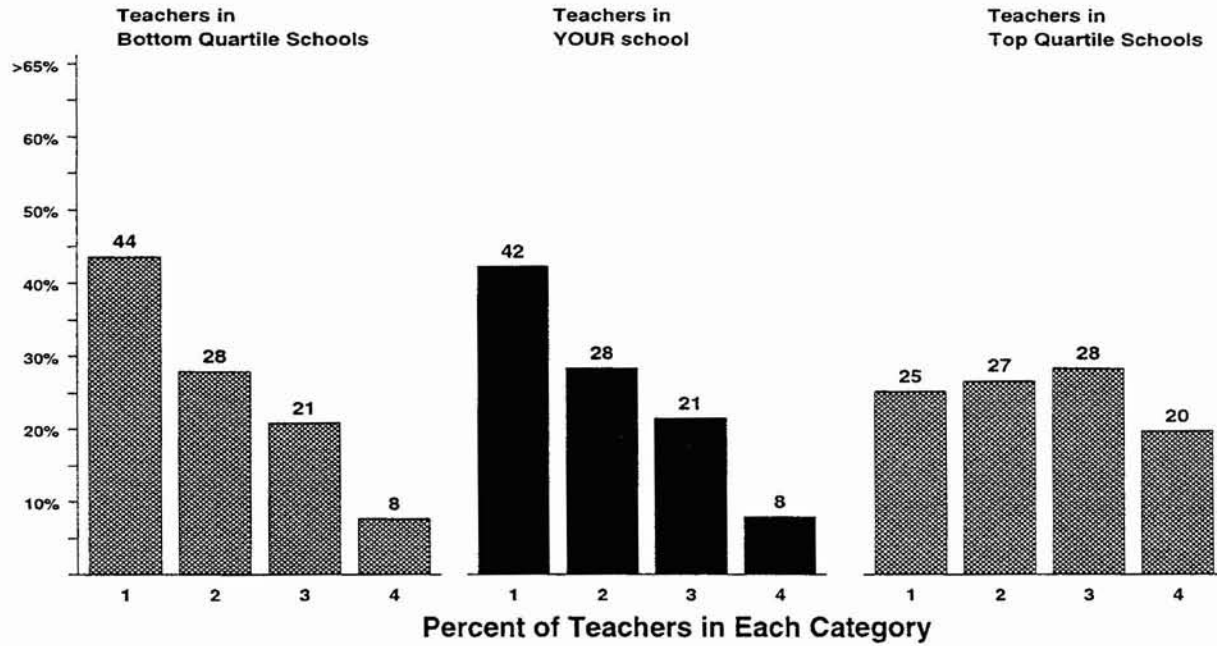
On the next page, you will find a frequency distribution of responses to the Parent Involvement in School scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top rated quarter of schools, the distribution of teachers across the categories is quite even, with about one-quarter of the teachers responding in each category. The pattern is very different in the lowest rated schools, where roughly three-quarters of the teachers report minimal or limited parent involvement and only one-quarter report moderate or high.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Parent Involvement in School.**



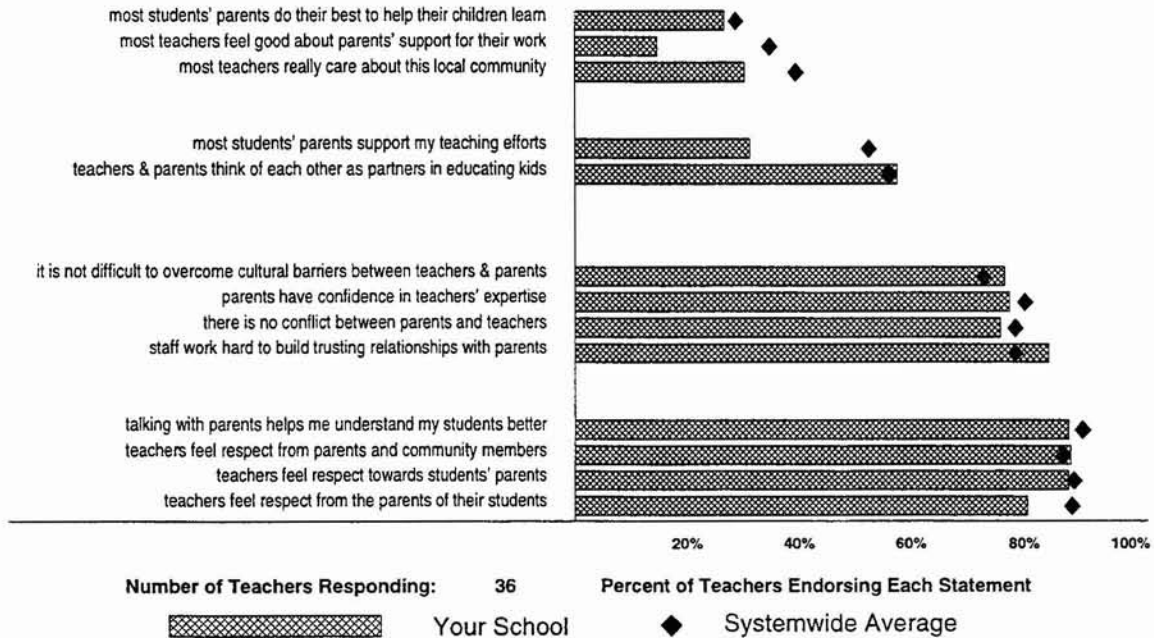
Definition of Categories Charted Above

Category	Teachers in this school reported that:
1 Minimal	none or about half of the parents picked up their child's report cards and attended school events; none or some attended parent/teacher conferences and special school-wide events; none of the parents helped raise funds for the school or volunteered in the classroom.
2 Limited	about half or most of the parents picked up their child's report card and attended school events; some or about half attended parent/teacher conferences; some attended special school-wide events and helped raise funds for the school; none of the parents volunteered in the classroom.
3 Moderate	most or nearly all parents picked up their child's report cards and attended school events and parent/teacher conferences; some or about half attended special school-wide events and helped raise funds for the school; only some volunteered in classroom.
4 High	nearly all parents picked up their child's report cards and attended school events and parent/teacher conferences; most or nearly all attended special school-wide events; and about half or nearly all helped raise funds for the school and volunteered in the classroom.

Teacher-Parent Trust

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

At this school:



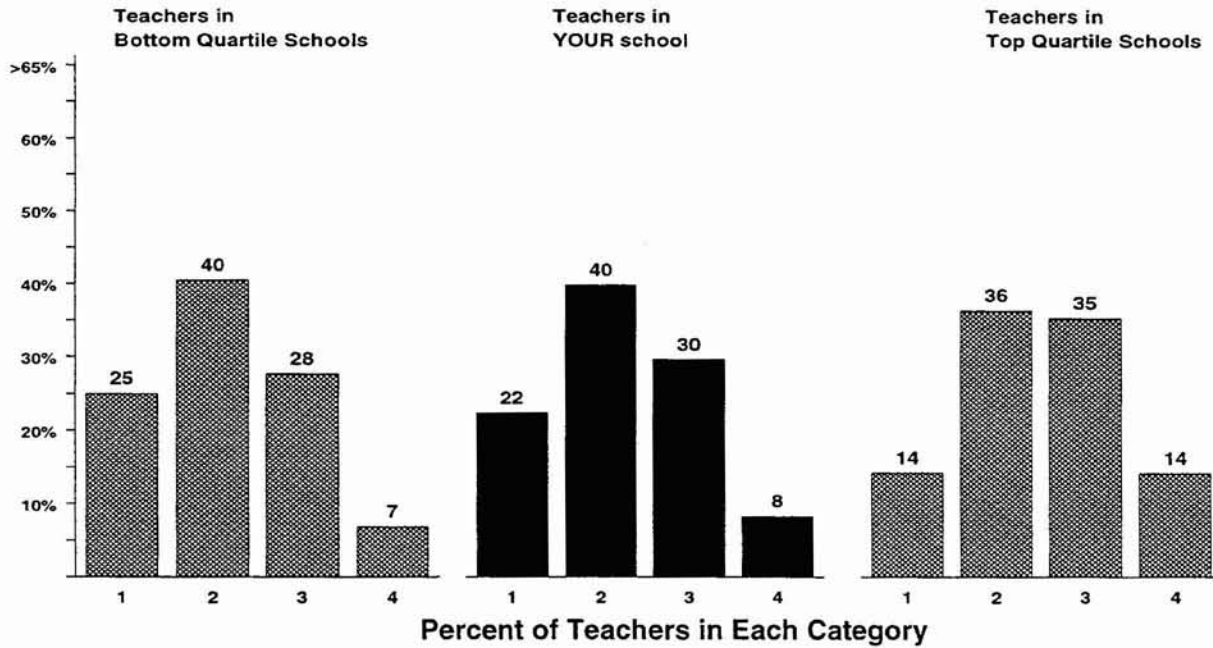
On the next page, you will find a frequency distribution of responses to the Teacher-Parent Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

Even in the highest rated schools, only 14 percent of teachers classify the trust level between teachers and parents as very strong. Though 35 percent rate the trust level as strong, 36 percent consider it to be minimal. In the low rated schools, trust between teachers and parents is much lower, with over 60 percent of teachers describing no trust or minimal levels of trust between teachers and parents.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Teacher-Parent Trust.**



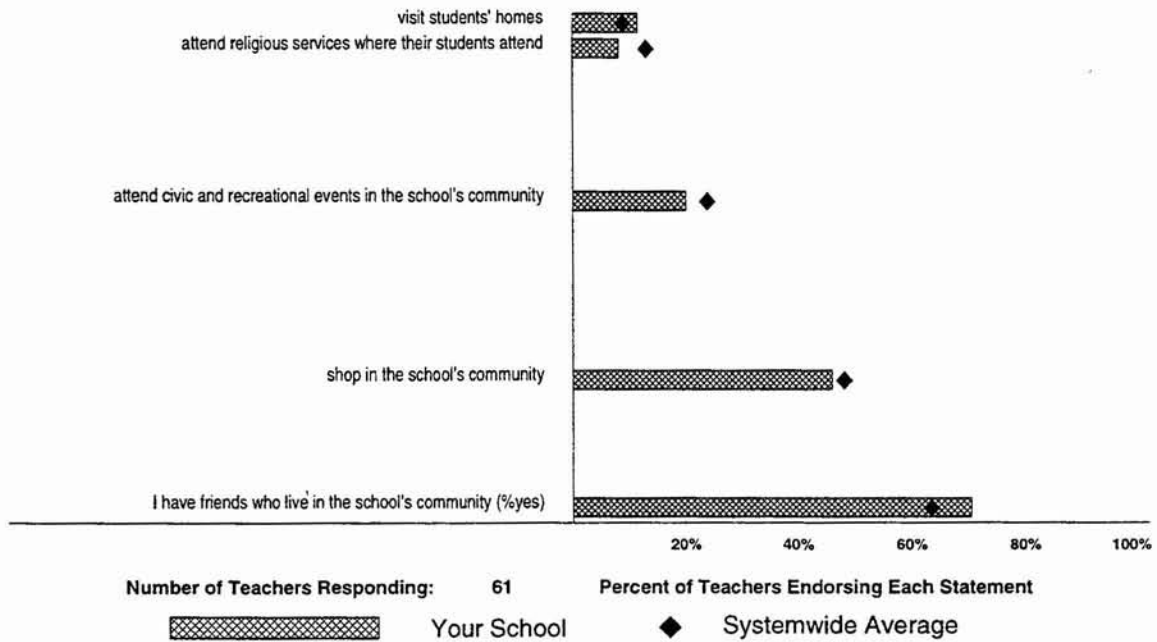
Definition of Categories Charted Above

Category	Teachers in this school:
1 No trust	respect and feel respected by parents not at all or a little ; they disagree or strongly disagree that talking with parents helps them understand students better, there is no conflict between parents and teachers, and teachers and parents are partners in educating children; none of the parents support their teaching efforts or do their best to help their children learn, and none of the teachers care about the community or feel good about parental support.
2 Minimal trust	respect and feel respected by parents to some extent ; they agree that talking with parents helps them understand students better, but some agree and some disagree that there is no conflict between parents and teachers, and that teachers and parents are partners in educating children; none to some of the parents support their teaching efforts or do their best to help their children learn, and none to some of teachers feel good about parental support.
3 Strong trust	respect and feel respected by parents to a great extent ; they agree or strongly agree that talking with parents helps them understand their students better, and agree that there is no conflict between parents and teachers, and teachers and parents are partners in educating children; about half of parents support their teaching efforts and do their best to help their children learn, and about half of teachers care about the community and feel good about parental support.
4 Very strong trust	respect and feel respected by parents to a great extent ; they strongly agree that talking with parents helps them understand students better, there is no conflict between parents and teachers, and teachers and parents are partners in educating children; most or nearly all parents support their teaching efforts and help their children learn, and most or nearly all teachers care about the community and feel good about parental support.

Ties to Community

The items in this scale examine the extent to which teachers interact with the school's community.

Teachers report that at least two to three times a month, they:



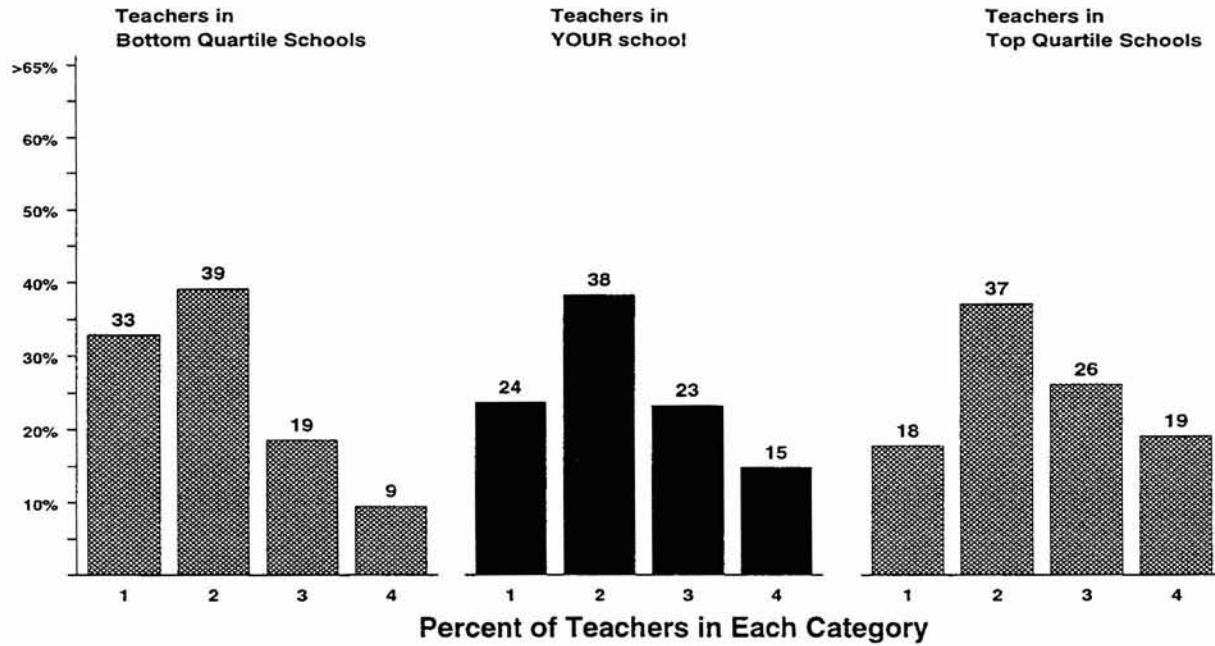
On the next page, you will find a frequency distribution of responses to the Ties to Community scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

Forty-five percent of the teachers in the top quartile schools note very strong or strong ties to the community. In these high rated schools, the most prevalent category of responses indicates only slight ties, however. In the bottom quartile schools, ties to the community are even weaker with 72 percent of teachers rating them as weak or slight.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Ties to Community.**



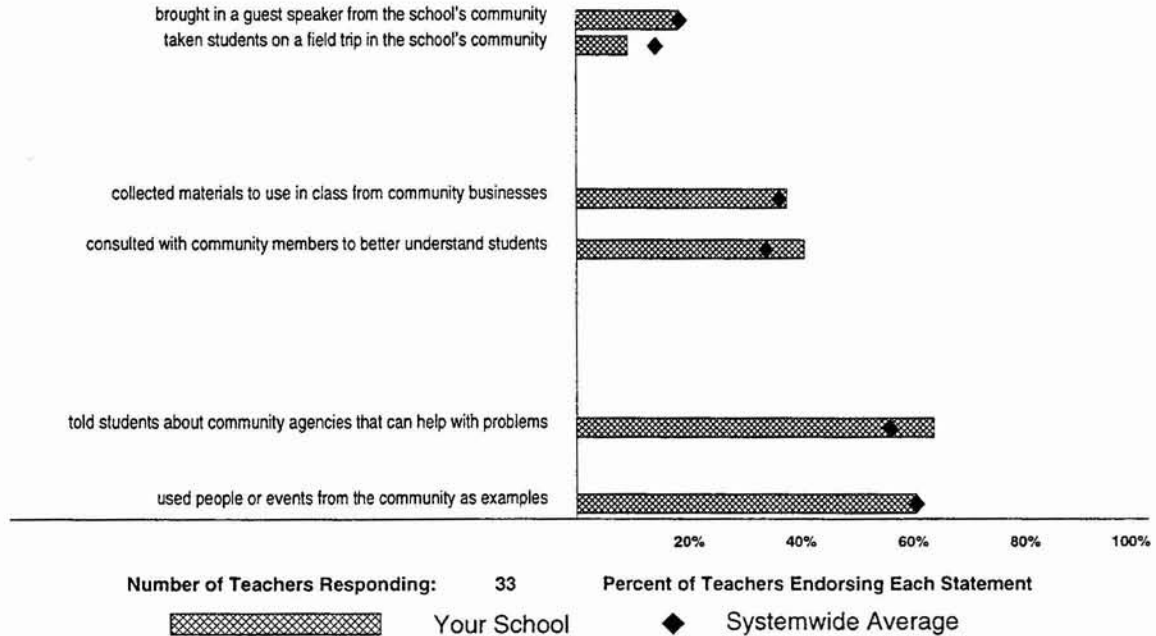
Definition of Categories Charted Above

Category	Teachers in this school reported that:
1 Weak	some teachers have friends who live in the community; they shop in the school community less than once a month, but never attend recreational activities in the school community or religious services where students attend, or visit the homes of students.
2 Slight	they have friends who live in the school community; they shop in the school community once or twice a month; attend recreational activities in the school community 2 or 3 times a month; and attend religious services where students attend and visit the homes of students less than once a month.
3 Strong	they have friends who live in the community; they shop in the school community fewer than 2 or 3 times a month; attend recreational activities in the school community less than once a month; but never attend religious services where students attend or visit the homes of students.
4 Very strong	they have friends who live in the school community; they shop in the school community almost daily; attend recreational activities in the school community at least once or twice a week; and attend religious services where students attend and visit the homes of students at least 2 or 3 times a month.

Use of Community Resources

This scale measures the extent to which teachers use the community as a resource in their teaching and in their efforts to understand their students better.

Teachers report that least three times this school year, they have:



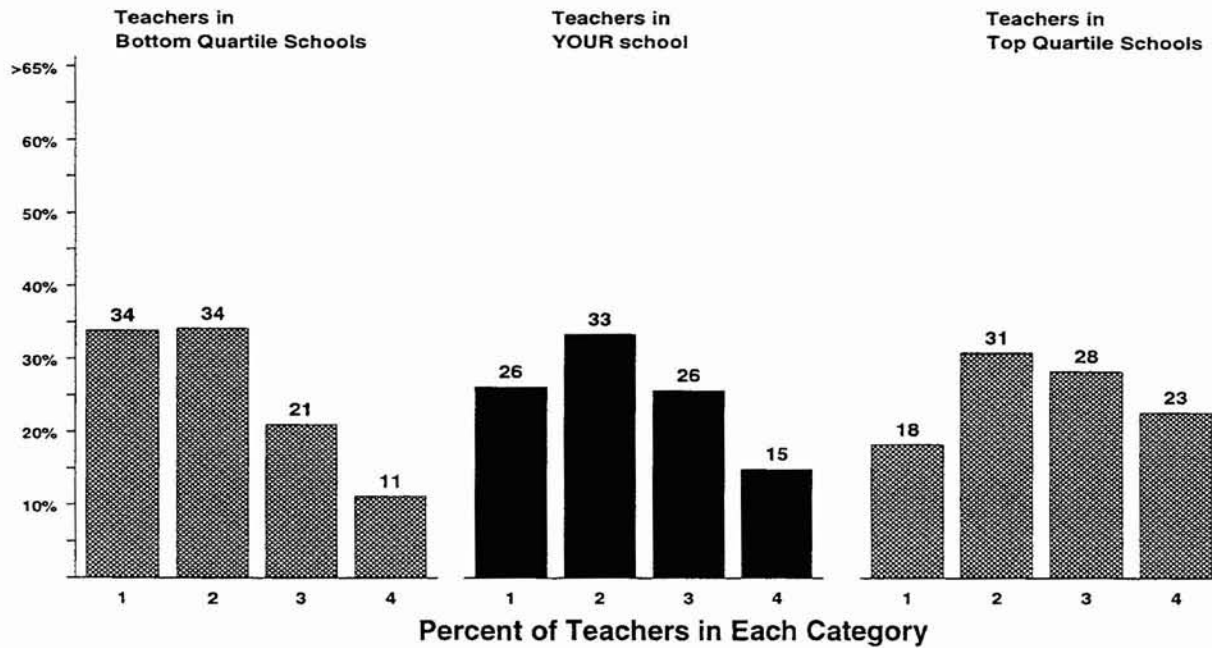
On the next page, you will find a frequency distribution of responses to the Use of Community Resources scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top quarter of schools over 50 percent of the teachers report extensive or frequent use of community resources. The most frequent response, however, shows occasional use of community resources. In the lowest rated schools, 34 percent of teachers report no use of community resources, another 34 percent report occasional use, and only 32 percent report frequent or extensive use of community resources.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Use of Community Resources.**



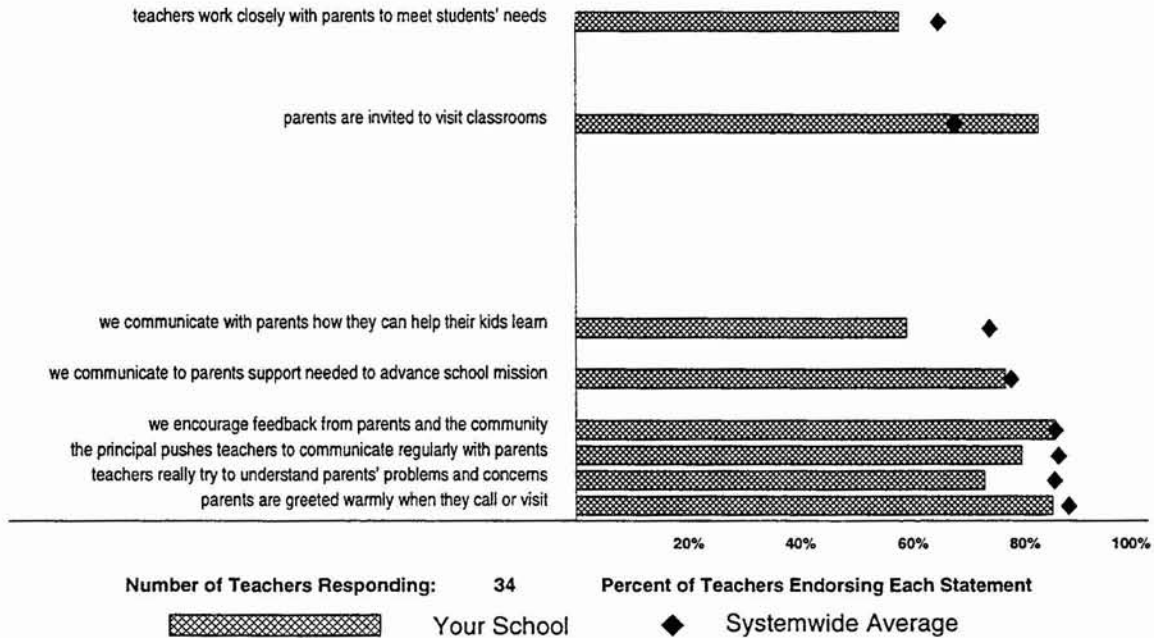
Definition of Categories Charted Above

Category	Teachers in this school reported that in the last school year:
1 No use	they used people/events from the community as an example and told students about community agencies once or twice , or never ; never consulted with community members to understand students better, collected materials from the business community for class, took students on a field trip, or brought in guest speakers from the community.
2 Occasional	they used people/events from the community as an example and told students about community agencies once to 4 times ; consulted with community members to better understand students and collected materials from community businesses for class once or twice ; took students on a field trip or brought in guest speakers from the school community once or twice , or never .
3 Frequent	they used people/events from the community as an example and told students about community agencies 5 to 9 times ; consulted with community members to better understand students and collected materials from community businesses for class 3 to 4 times ; took students on a field trip or brought in guest speakers from the school's community once or twice .
4 Extensive	they used people/events from the community as an example and told students about community agencies more than 10 times ; consulted with community members to better understand students and collected materials from community businesses for class more than 5 times ; took students on a field trip or brought in guest speakers from the school's community more than 3 or 4 times .

Teacher Outreach to Parents

This measures the school’s efforts to work with parents to develop common goals and good communication, and to strengthen student learning.

Teachers agree that at this school:



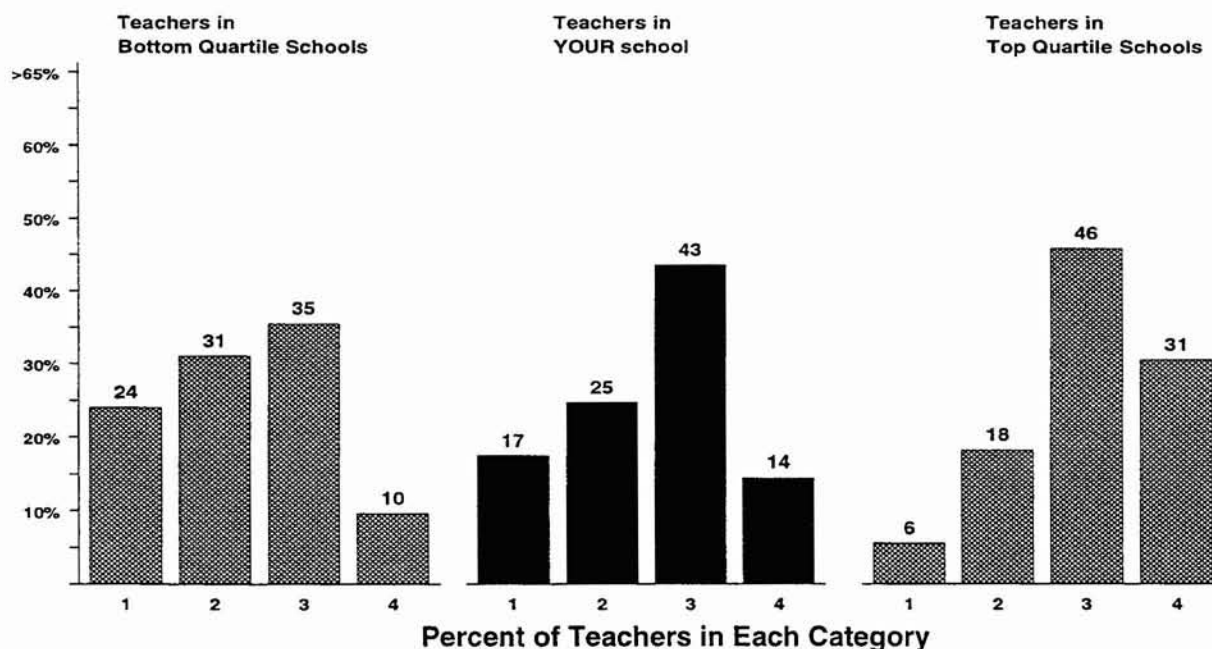
On the next page, you will find a frequency distribution of responses to the Teacher Outreach to Parents scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the highest rated schools teachers report a great deal of outreach to parents. About a third of the teachers describe their outreach as broad and another 46 percent as significant. In contrast, over half of the teachers in the bottom quartile schools note none or moderate outreach. Even in the lowest schools, however, almost half of teachers report significant or broad outreach to parents.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Teacher Outreach to Parents.**



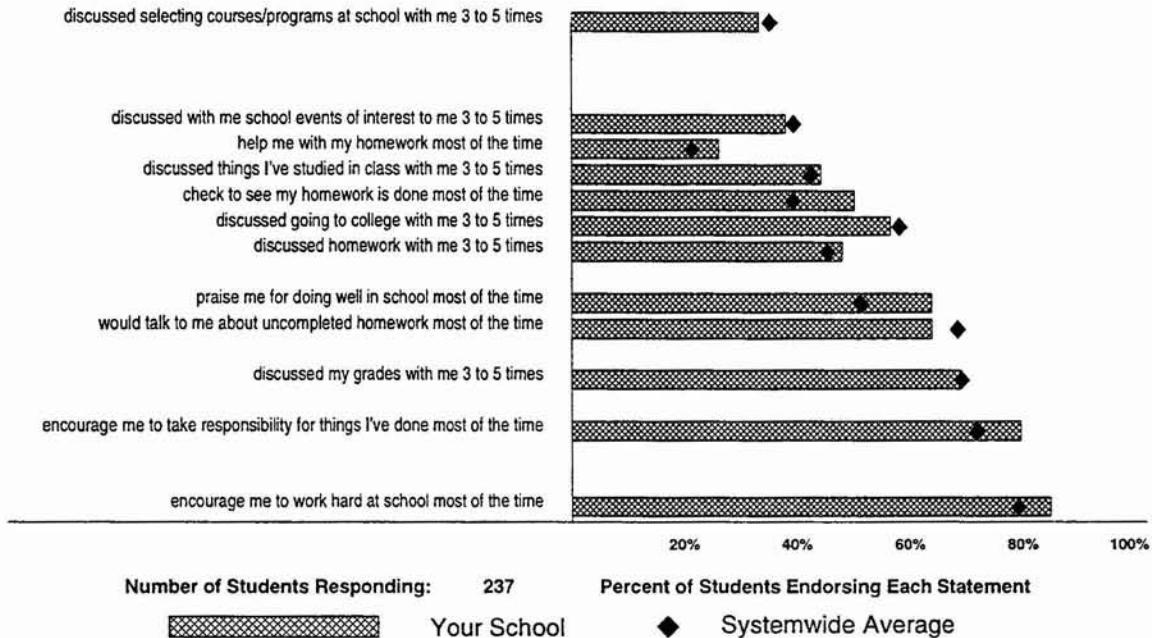
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	disagree or strongly disagree with all items on the scale.
2 Moderate	agree that parents are greeted warmly when they visit the school, teachers try to understand parents' problems, the principal pushes teachers to communicate with parents, and the school encourages feedback from parents; some agree and some disagree that the school works at communicating with parents about advancing the school mission and helping children learn; they disagree that parents are invited to the classroom or teachers work closely with parents.
3 Significant	agree with all items on the scale.
4 Broad	strongly agree or agree with all items on this scale.

Parent Support for Student Learning

This scale gauges student views of their parents' support for their schoolwork.

My parents:



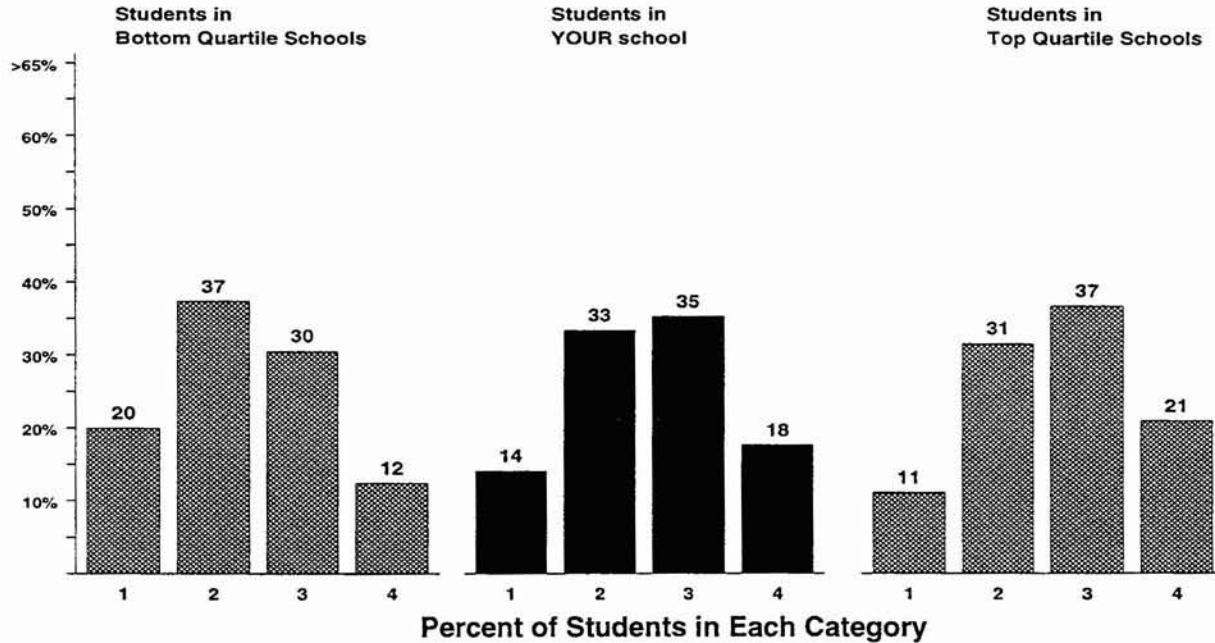
On the next page, you will find a frequency distribution of responses to the Parent Support for Student Learning scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

About 58 percent of the students in the top quartile schools report very strong or strong parent support for learning. Even in these top schools a significant minority of students report moderate or minimal parent support. There is less reported parent support in the lowest quartile of schools. Fewer than half of the students report very strong or strong support; 20 percent report minimal support and 37 percent report moderate support.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools
on Parent Support for Student Learning.**



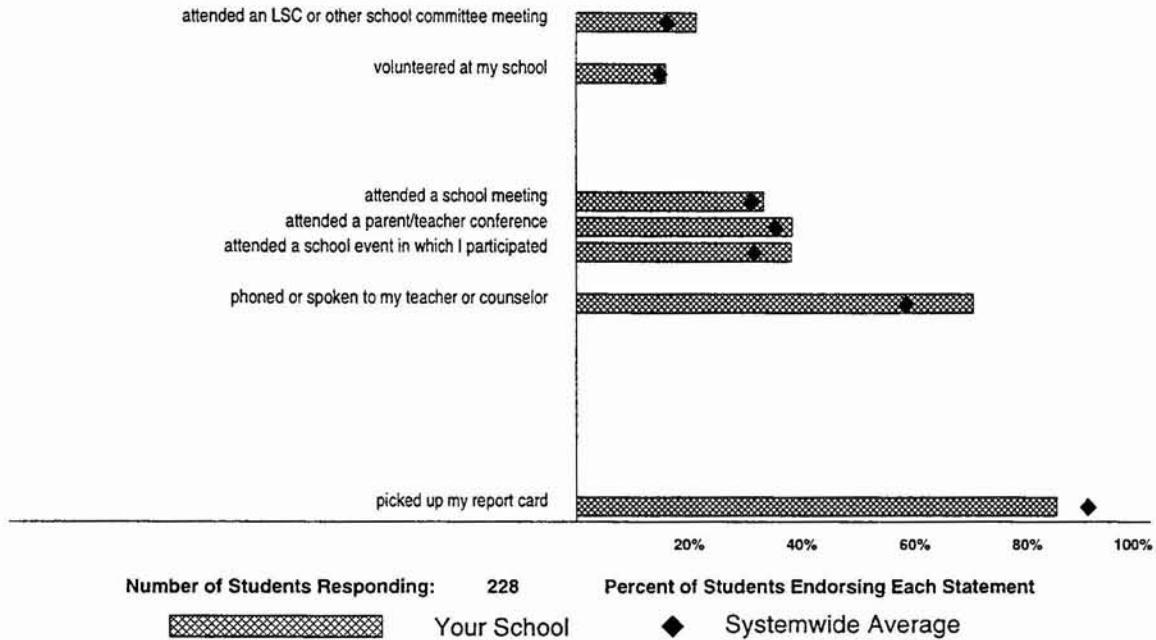
Definition of Categories Charted Above

Category	Students reported:
1 Minimal	their parents encouraged them to work hard and take responsibility for things they had done less than once in a while ; they discussed grades with their parents less than 1 to 2 times last year; their parents never praised their school work, checked to see if homework was done or helped with it, or discussed homework, going to college, things they had studied, school activities, or selecting courses.
2 Moderate	their parents encouraged them to work hard and asked them why they were not doing their homework once in a while to most of the time ; they checked to see if it was done or helped with it once in a while ; they discussed grades with their parents 1 to 5 times last year, but they discussed going to college, things they had studied, and school activities with their parents one to two times , and selecting courses less than once or twice .
3 Strong	their parents encouraged them to work hard all the time ; asked them about why they were not doing their homework and praised them for doing well in school most or all of the time ; checked to see if their homework was done or helped with it most of the time ; they discussed grades, going to college, things they had studied in school, and school activities with their parents 3 to 5 times last year, and selecting courses 1 to 5 times .
4 Very Strong	their parents encouraged them to work hard and take responsibility for things they had done, praised them for doing well in school, checked to see if their homework was done, and helped them with their homework all the time ; they discussed their grades, homework, going to college, things they studied, and school activities with their parents more than 5 times , and selecting courses more than 3 times last year.

Parent Involvement in School

Students reported how often their parents communicate with school staff and participate in school events (eighth-grade students only).

At least once or twice this school year, my parents have:



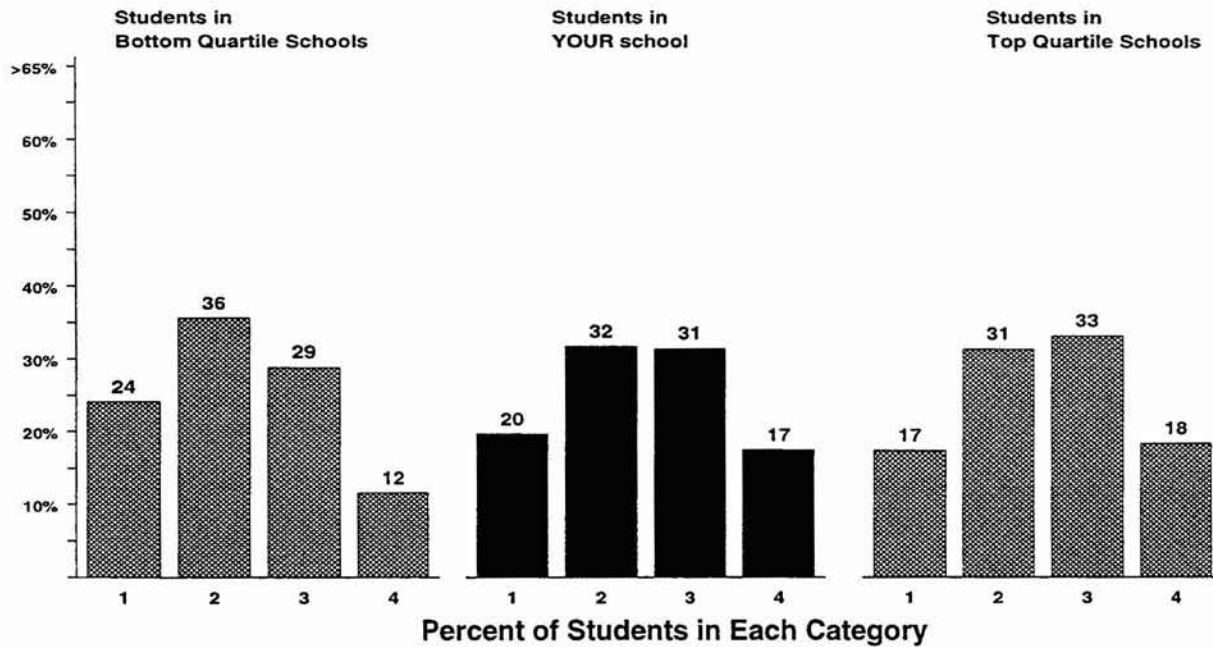
On the next page, you will find a frequency distribution of responses to the Parent Involvement in School scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top quartile of schools on students' rating of parent involvement in school, 51 percent of students classify parent involvement as high or moderate and 31 percent report limited parent involvement. In the lower rated schools, significantly more students (60 percent) describe parent involvement as limited or as none.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Parent Involvement in School.**



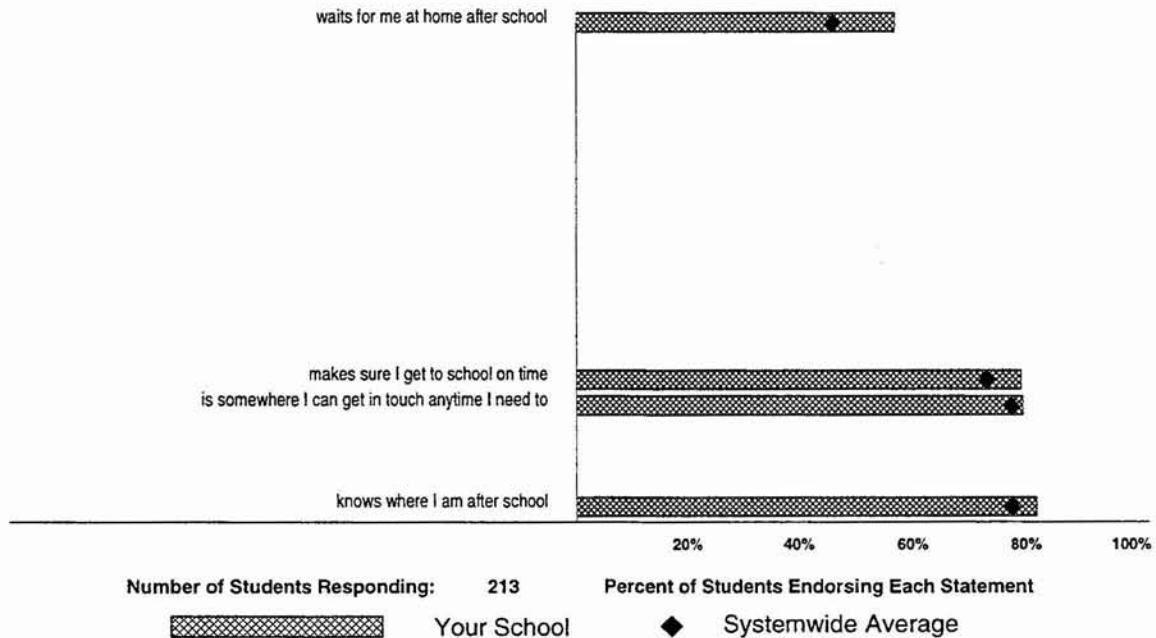
Definition of Categories Charted Above

Category	Last school year students reported that their parents:
1 None	never did any of the activities included in this scale.
2 Limited	phoned the teacher or counselor less than once or twice; never attended school events in which they participated, attended parent/teacher conferences, attended school meetings, volunteered at the school, or attended LSC meetings.
3 Moderate	phoned the teacher or counselor, attended school events in which they participated, attended parent/teacher conferences, or attended school meetings once or twice; never volunteered at the school or attended LSC meetings.
4 High	phoned the teacher or counselor, attended school events in which they participated, attended parent/teacher conferences, or attended school meetings more than 3 times; volunteered at the school or attended LSC meetings more than once or twice.

Parent Supervision

These items asked students how often their parents closely supervise their activities and keep track of their whereabouts.

Most of the time, my parent (or other adult living with me):



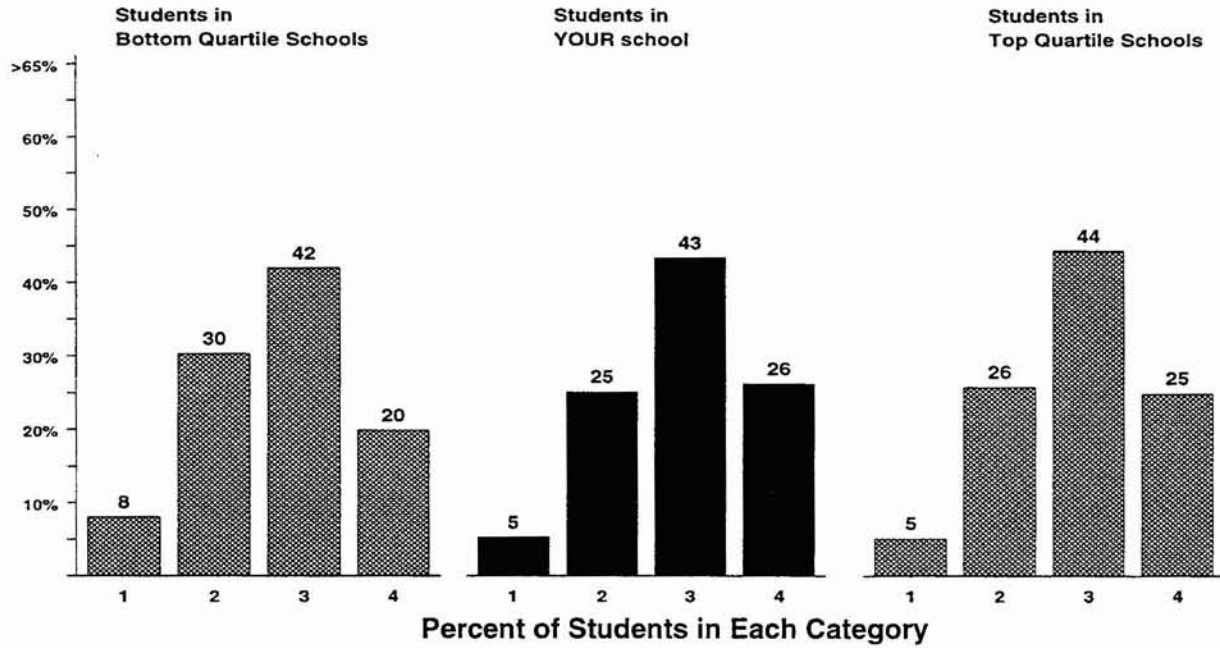
On the next page, you will find a frequency distribution of responses to the Parent Supervision scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top quartile schools, 69 percent of students say that their parents provide close or very close supervision. Students give similar reports in the bottom quartile schools, though fewer report very close supervision and a larger group (30 percent) report minimal parent supervision.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Parent Supervision.**



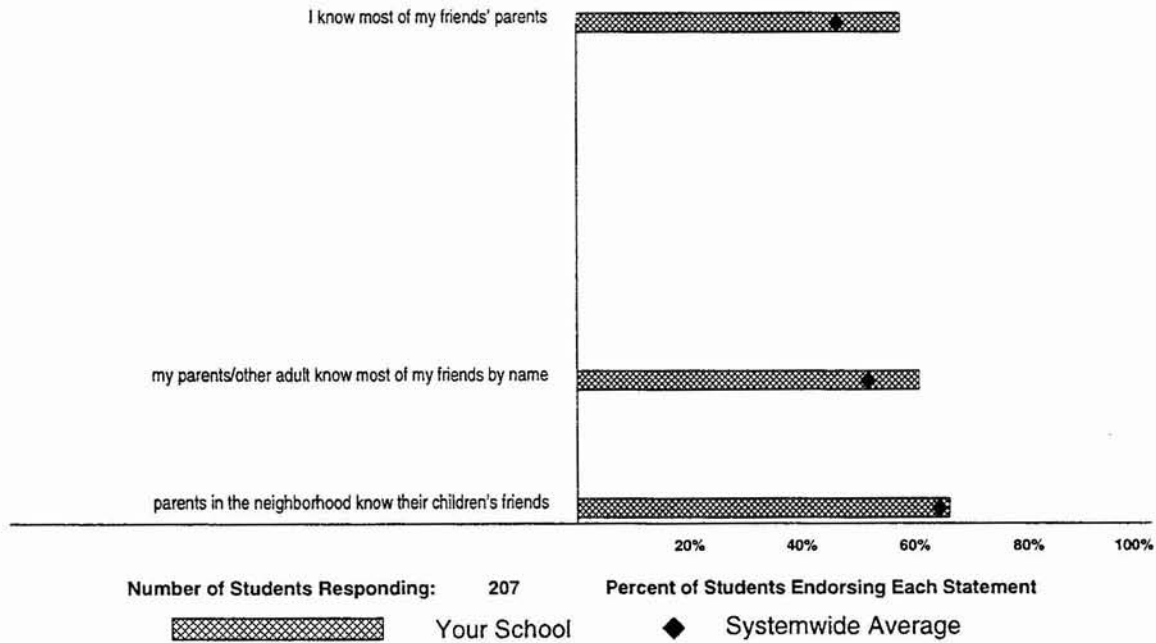
Definition of Categories Charted Above

Category	In this school, students reported that their parents:
1 None	never engage in any of the activities included in this scale.
2 Minimal	know where they are, are somewhere they can get in touch anytime they need to, and ensure they are at school on time once in a while ; never wait at home for them after school.
3 Close	know where they are, are somewhere they can get in touch anytime they need to, and ensure they are at school on time most of the time ; wait at home after school once in a while .
4 Very Close	know where they are, are somewhere they can get in touch anytime they need to, and ensure they are at school on time all of the time ; wait at home after school most or all of the time .

Intergenerational Ties

These items asked students about their relationship with their friends' parents, about their own parents' relationships with their friends, and about the relationship between other parents in the neighborhood and their children's friends (8th grade students only).

Students report:



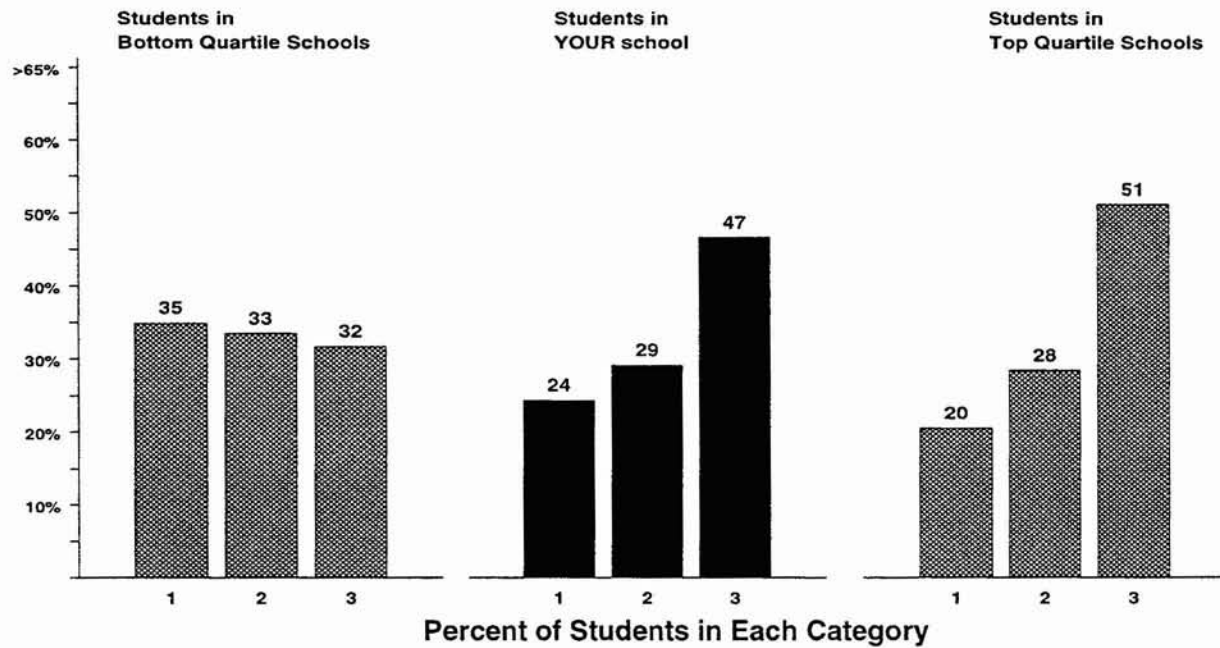
On the next page, you will find a frequency distribution of responses to the Intergenerational Ties scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into three different categories. These three categories are defined in detail in the table below the graph. Responses from your school are 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 the bottom scoring schools.

Over half of the students in the top quartile schools note strong intergenerational ties; 28 percent say there are moderate ties between generations and 20 percent describe these ties as weak. In the lowest rated schools, roughly one-third of the student ratings describe intergenerational ties in each of the three categories of strong, moderate, and weak.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Intergenerational Ties.**



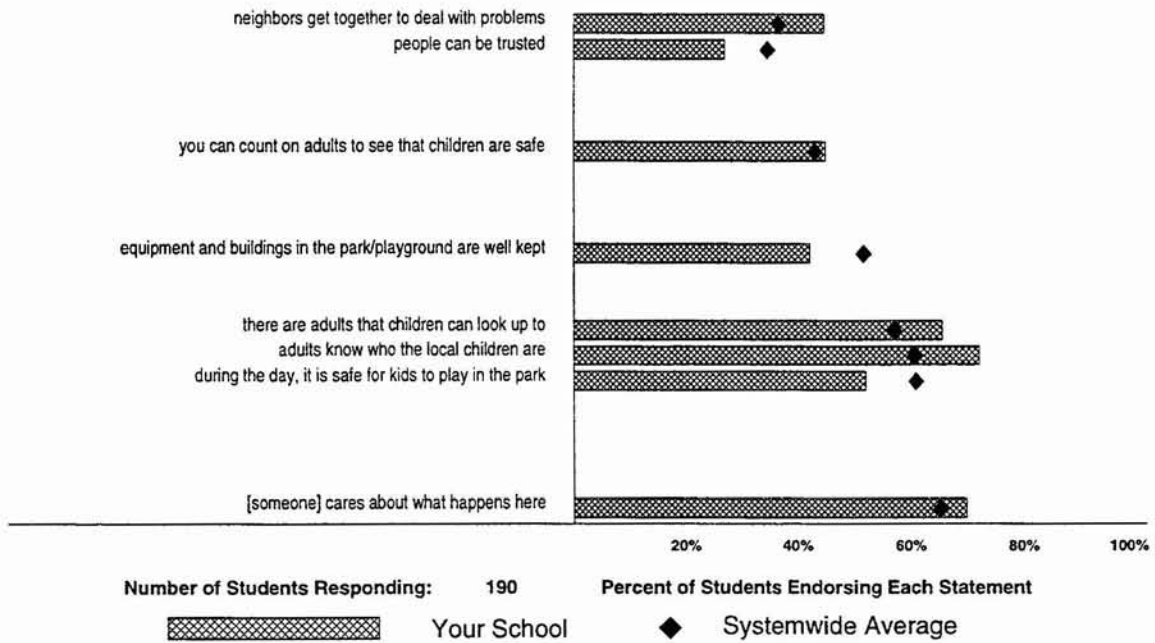
Definition of Categories Charted Above

Category	In this school, students reported that:
1 Weak	their parents know a few or none of their friends by name; they disagree or strongly disagree that parents in the neighborhood know their children's friends; they know few or none of their friends' parents.
2 Limited	their parents know about half of their friends by name; they agree that parents in the neighborhood know their children's friends; they know about half of their friends' parents by name.
3 Strong	their parents know most or all of their friends by name; they agree or strongly agree that parents in the neighborhood know their children's friends; they know most or all of their friends' parents by name.

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 (eighth-grade students only).

Students report that in this neighborhood:



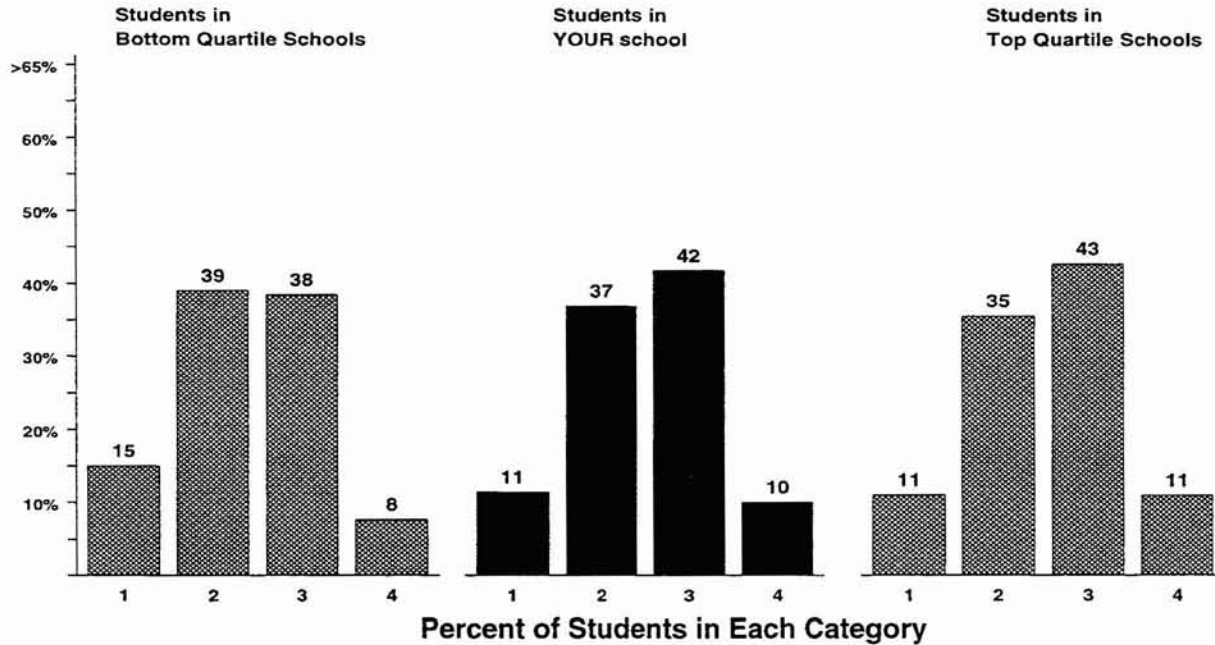
On the next page, you will find a frequency distribution of responses to the Human and Social Resources in the Community scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the top quartile schools, where students give the highest ratings to human and social resources in the community, 54 percent of students report that there are some or many of these resources. Even in these top schools, more than one-third of students rate these resources as scarce and another 11 percent as none. The ratings are lower in the bottom quartile schools: over half say human and social resources are scarce or absent.

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



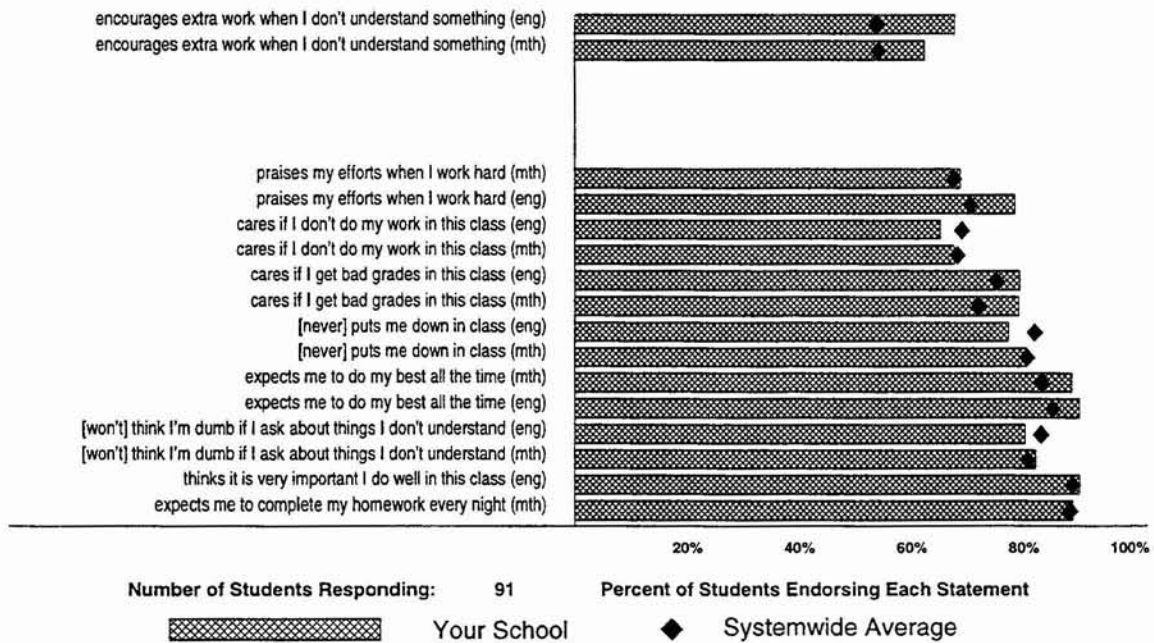
Definition of Categories Charted Above

Category	In this school, students:
1 None	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	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	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 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	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 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.

Press Toward Academic Achievement

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

My English or Math teacher:



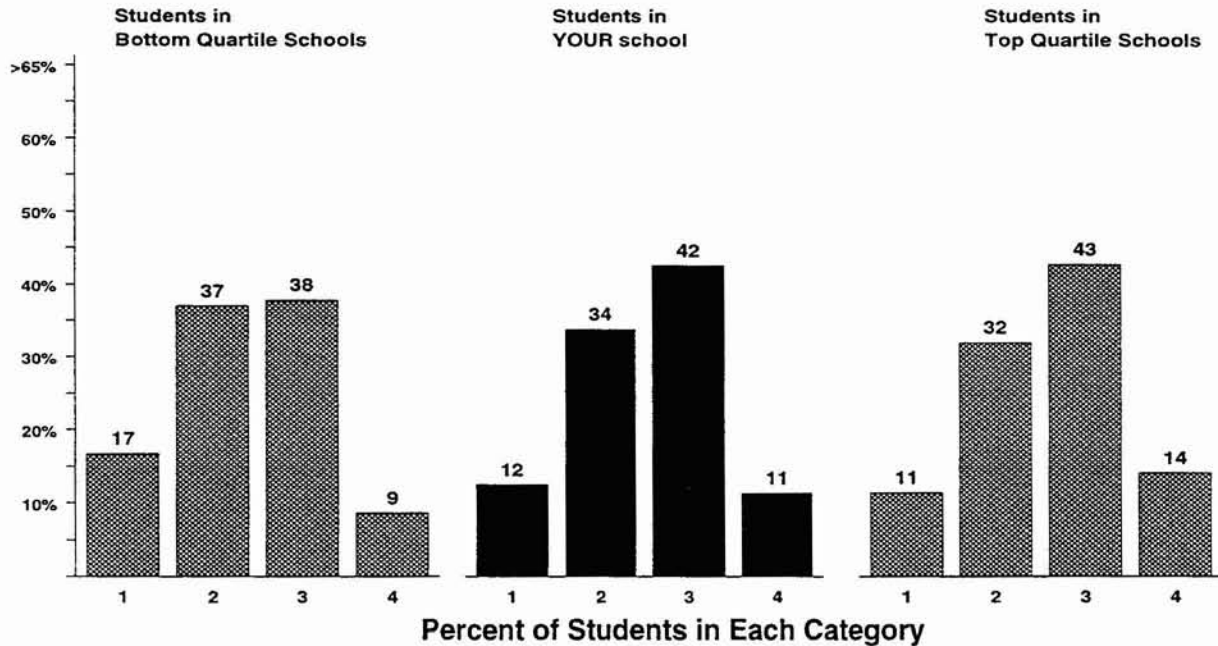
On the next page, you will find a frequency distribution of responses to the Press Toward Academic Achievement scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of 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 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 the bottom scoring schools.

In the top quartile schools, about 57 percent of students report high or moderate press toward academic achievement. In these top schools, a sizable also report limited or no academic press. The lowest schools are not markedly different; here almost half of students report high or moderate levels of press toward academic achievement and half report limited or no press.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools
for Press Toward Academic Achievement.**



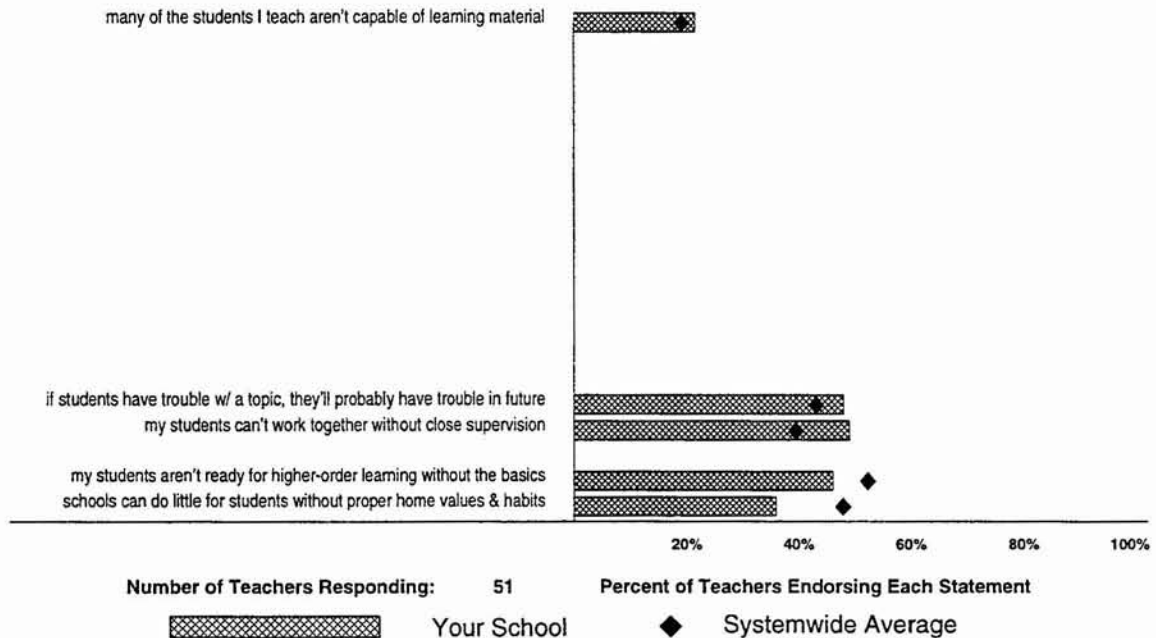
Definition of Categories Charted Above

Category	Students in this school:
1 None	disagree or strongly disagree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework and do their best, does not put them down, and cares if they get bad grades or don't do their work; they strongly disagree that their teacher praises them when they work hard or encourages them to do extra work when they don't understand something.
2 Limited	agree and some disagree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework and do their best, does not put them down, and cares if they get bad grades or don't do their work; they disagree that their teacher praises them when they work hard or encourages them to do extra work when they don't understand something.
3 Moderate	agree or strongly agree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework and do their best, does not put them down, cares if they get bad grades or don't do their work, and praises them when they work hard; they agree that their teacher encourages them to do extra work when they don't understand something.
4 High	strongly agree that their teacher thinks it is important they do well, does not think they're dumb if they ask about things they don't understand, expects them to complete their homework and do their best, does not put them down, cares if they get bad grades or don't do their work, praises them when they work hard, and encourages them to do extra work when they don't understand something.

Limits on Students' Capability to Learn

In this scale higher scores are more negative. The scale assesses teachers' views of the factors that may impede students' capabilities to learn.

Teachers agree that:



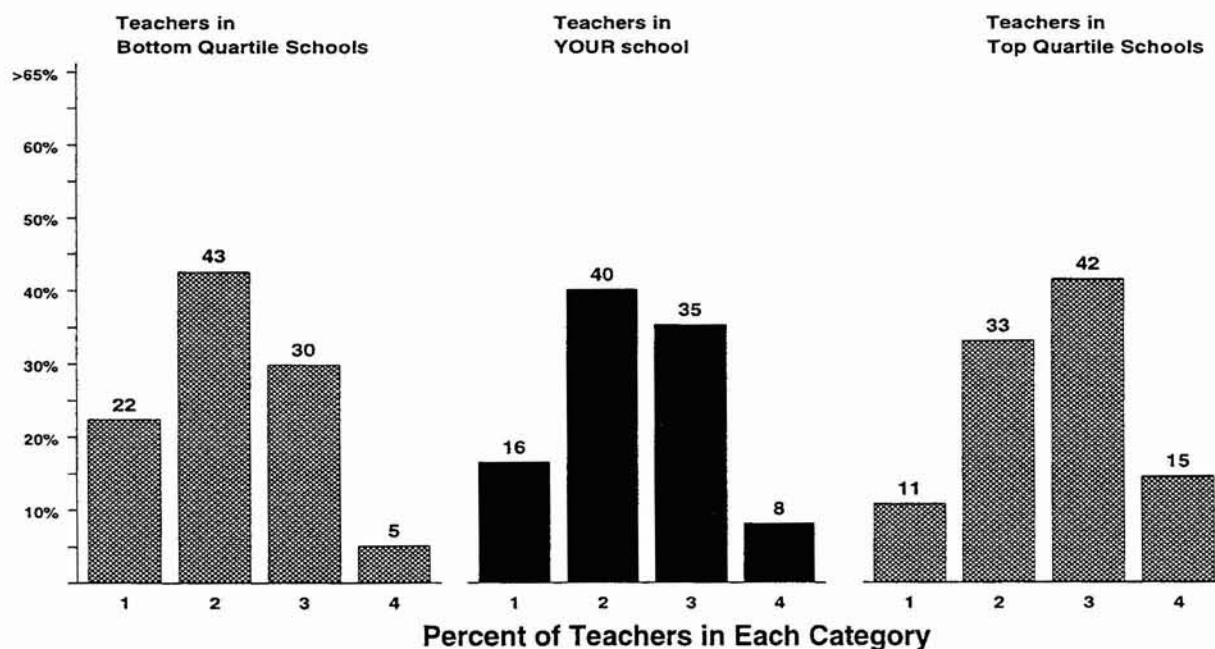
On the next page, you will find a frequency distribution of responses to the Limits on Students' Capability to Learn scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

The schools in the top quartile have more teachers noting limits on their students' capabilities to learn. Fifty-seven percent of teachers report very limited or limited student capabilities. Teachers in the bottom quartile of schools are much more positive, with 65 percent reporting that their students are capable or very capable, therefore having fewer limitations to interfere with their learning.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools for Limits on Students' Capability to Learn.



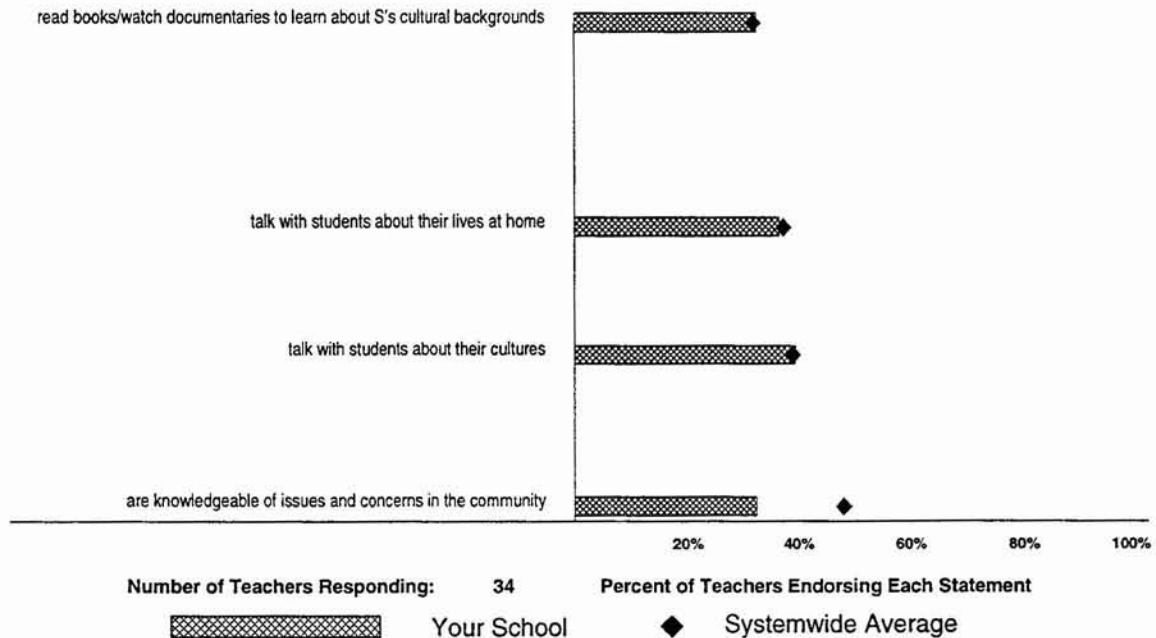
Definition of Categories Charted Above

Category	In this school, teachers:
1 Very Capable	disagree or strongly disagree that without proper home values there is little the school can do, that students are not ready for higher order learning without knowing the basics, cannot work together without supervision, and will have trouble learning topics in the future they have trouble with now; and they strongly disagree that students are not capable of learning the material they are supposed to teach.
2 Capable	agree and some disagree that without proper home values there is little the school can do, and that students are not ready for higher order learning without knowing the basics; they disagree that students cannot work together without supervision and probably will have trouble learning topics in the future they have trouble with now; they disagree to strongly disagree that students are not capable of learning the material they are supposed to teach.
3 Limited Capabilities	agree that without proper home values there is little the school can do, that students are not ready for higher order learning without knowing the basics, cannot work together without supervision, and will probably have trouble learning topics in the future they have trouble with now; some agree and some disagree that students are not capable of learning the material they are supposed to teach.
4 Very Limited Capabilities	strongly agree that without proper home values there is little the school can do, that students are not ready for higher order learning without knowing the basics, cannot work together without supervision, and will probably have trouble learning topics in the future they have trouble with now; they agree or strongly agree that students are not capable of learning the material they are supposed to teach.

Knowledge of Students' Culture

These questions measure teachers' efforts to better understand their students and their homes and cultural backgrounds.

Most teachers in this school:



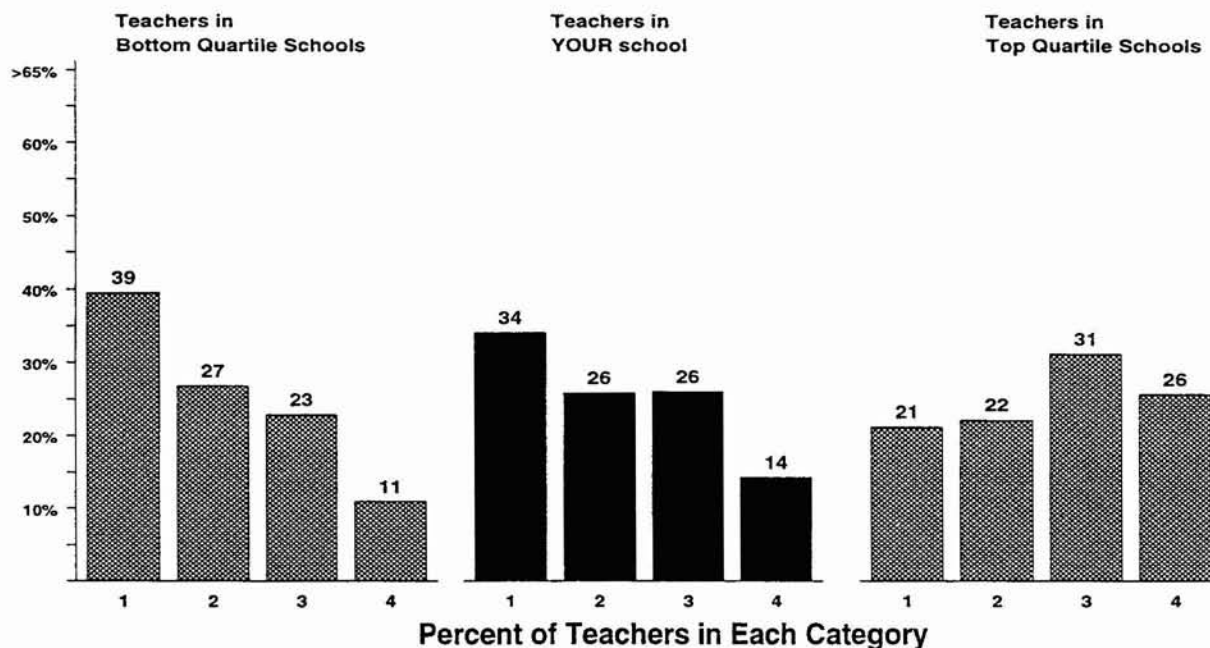
On the next page, you will find a frequency distribution of responses to the Knowledge of Students' Culture scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top rated schools on this scale, 26 percent of teachers have an extensive knowledge of their students' culture. Another 31 percent indicate significant knowledge. Fewer than one-quarter show limited or no knowledge. Teachers in the bottom quartile schools have much less knowledge of their students' culture. Here 39 percent have minimal knowledge and 27 percent have limited knowledge.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools for Knowledge of Students' Culture.



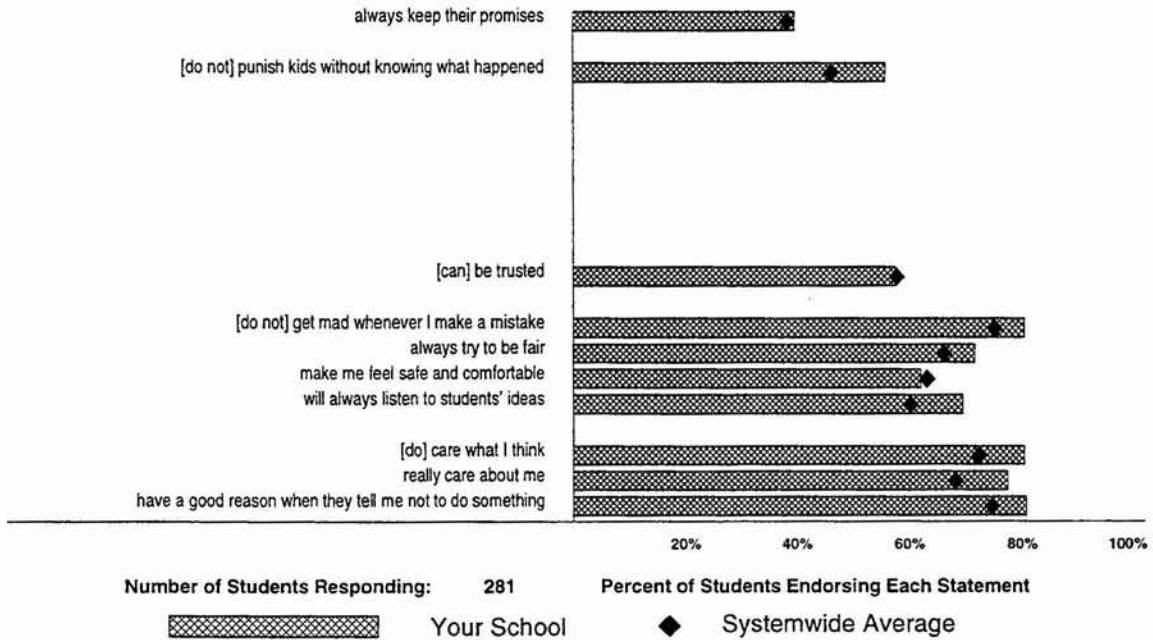
Definition of Categories Charted Above

Category	In this school:
1 Minimal	none or only some of the teachers engage in these activities.
2 Limited	about half of the teachers know about community issues; some or about half talk with students about their homes and cultures; and some try to learn about students' cultural backgrounds.
3 Significant	most teachers know community issues; about half or most talk with students about their home and culture; and about half try to learn about students' cultural backgrounds.
4 Extensive	most or nearly all engage in these activities.

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:



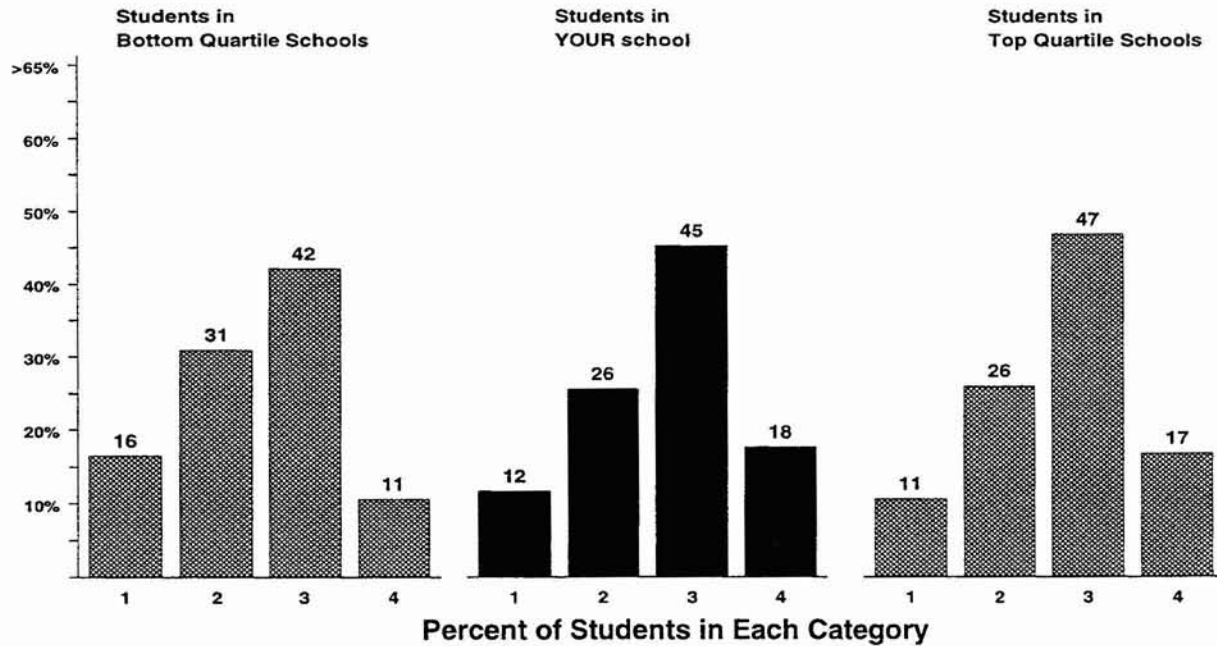
On the next page, you will find a frequency distribution of responses to the Student-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the schools rated high on this scale, 64 percent of students tell of very strong or strong levels of students and teacher trust. In the schools with the lowest ratings on this scale about 53 percent of students report very strong or strong trust with teachers. A significant number of students in these schools do not experience a very high level of trust with their teachers, however.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Student-Teacher Trust.**



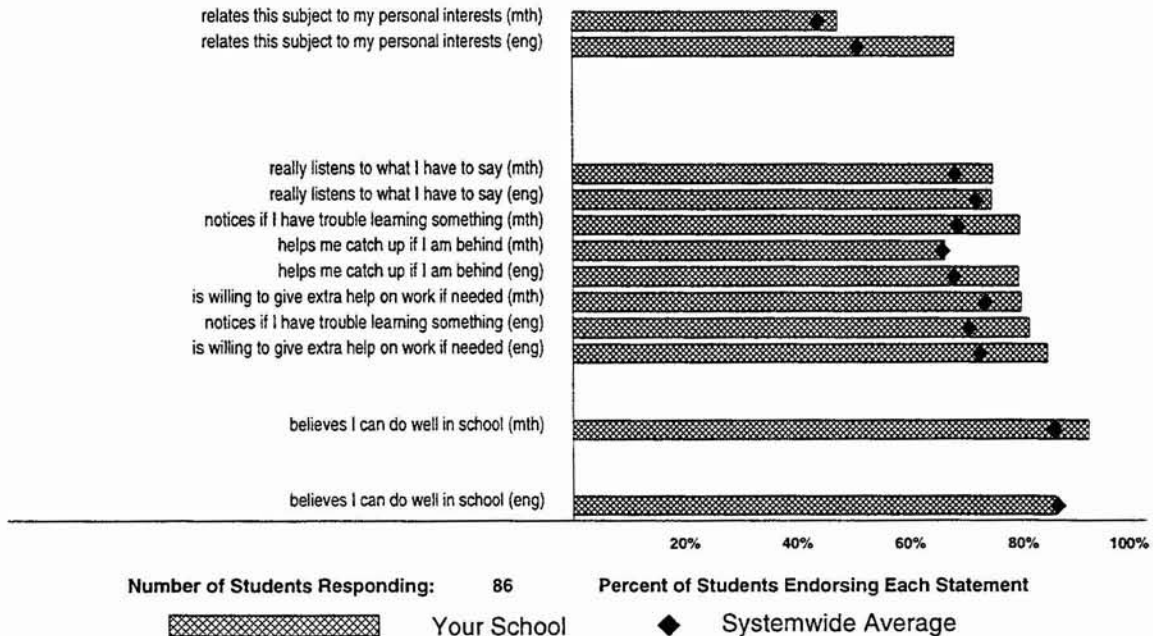
Definition of Categories Charted Above

Category	In this school:
1 No Trust	students disagree that their teacher has a good reason for telling them not to do something, 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, makes them feel safe and comfortable, and can be trusted; they 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; they disagree that their teacher really cares about them, gets mad when they make mistakes, will always listen to students' ideas, always tries to be fair, makes them feel safe and comfortable, can be trusted, does not punish students without knowing what happened and keeps his or her promises.
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, makes them feel safe and comfortable, and can be trusted; some 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, makes them feel safe and comfortable, and can be trusted; agree or strongly agree that their teacher does not punish students without knowing what happened and keeps his or her promises.

Classroom Personalism

This scale focuses on the individual attention and personal concern that students receive from their teachers.

Students agree that their teacher:



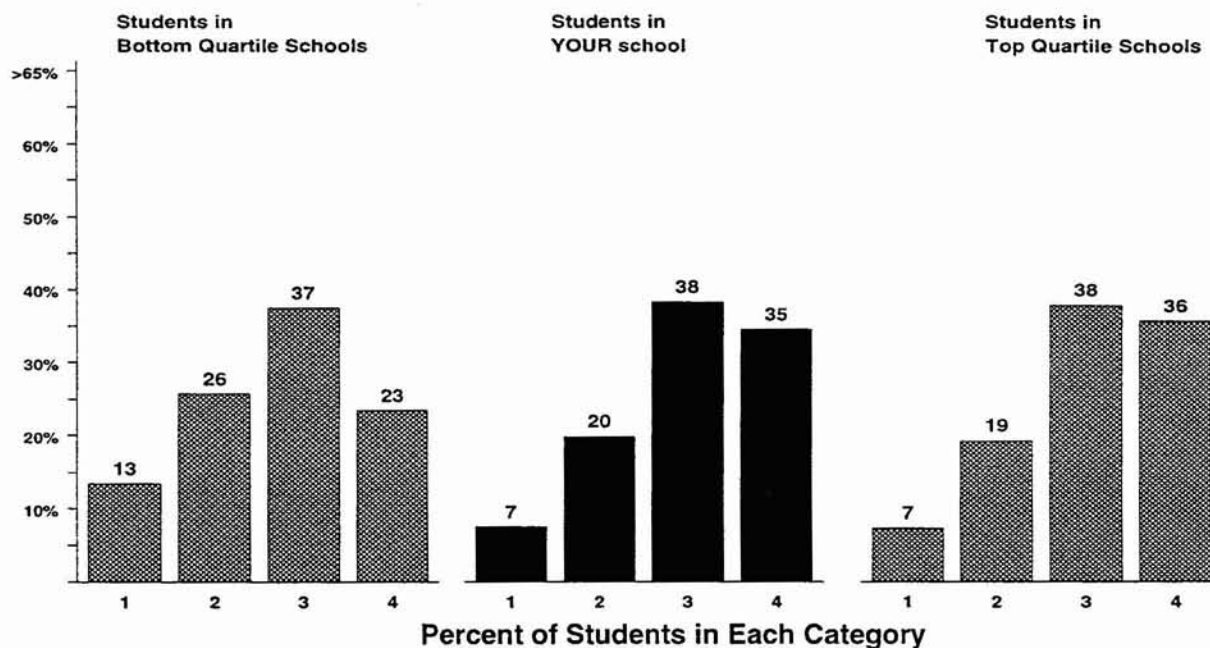
On the next page, you will find a frequency distribution of responses to the Classroom Personalism scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top quartile schools on this scale, 38 percent of students, the largest single group, experience considerable classroom personalism from their teachers. Another 36 percent report strong classroom personalism. Relatively few students in these high rated schools report minimal or no classroom personalism. In the bottom quartile schools the most prevalent response is also that a considerable amount of classroom personalism exists. A fairly large number of students (about 40 percent) report minimal or no personalism.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools for Classroom Personalism.



Definition of Categories Charted Above

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

How Many Teachers Know You by Name?

This is a single question from the survey, "About how many teachers at this school know you by name?"

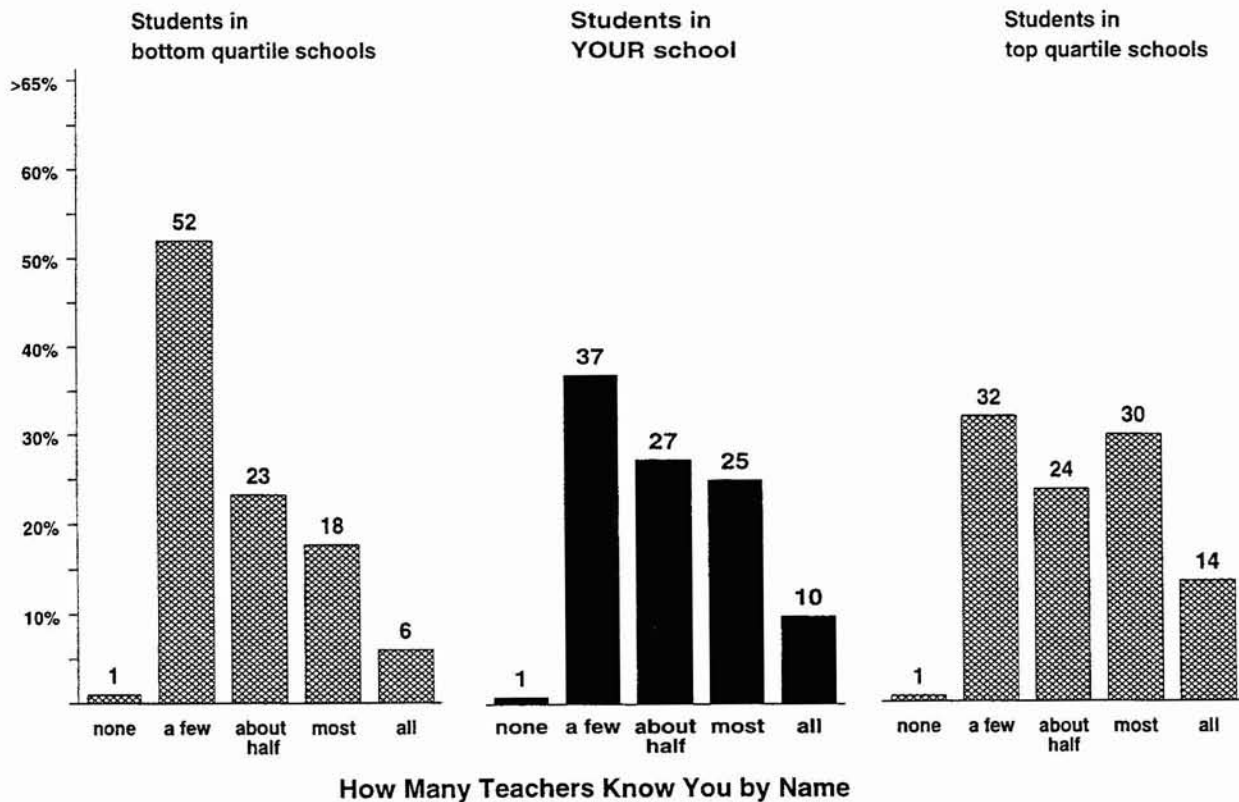
Below, you will find a frequency distribution of responses. The frequency distribution tells you what percent of students have scores that fall into five different categories.

Responses from your school are 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 the bottom scoring schools.

In the top quartile schools on this question, less than half of students (44 percent) report that most or all of the teachers know them by name. One-third of students report that none or a few teachers know them by name. In contrast, more than half of students in bottom quartile schools say that none or a few teachers know them by name.

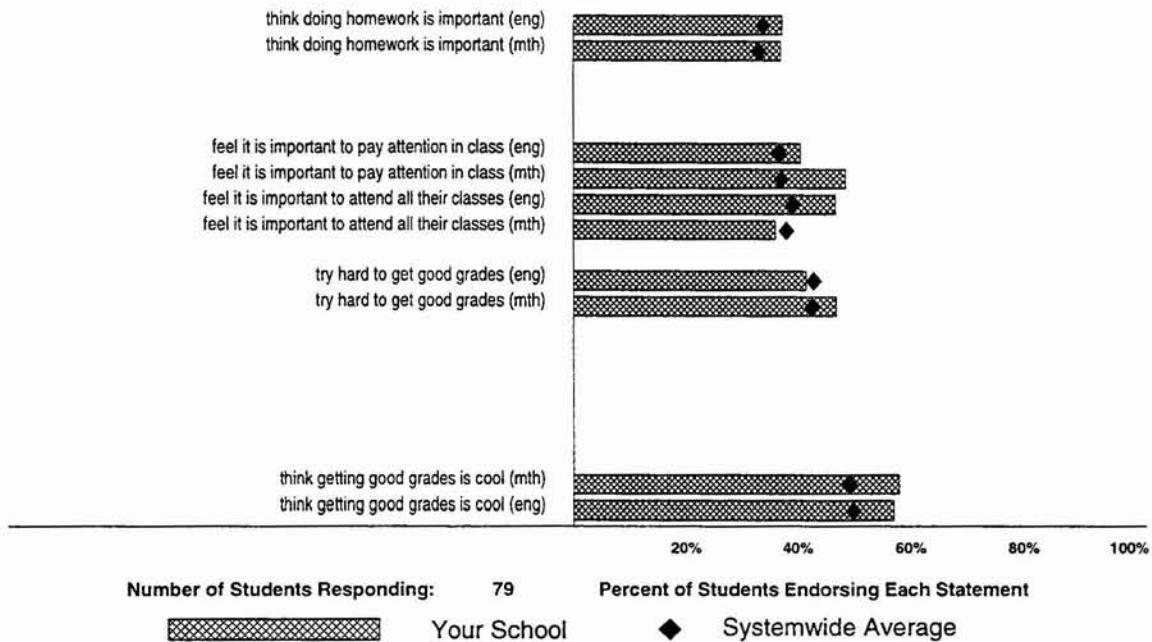
Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools.



Peer Support for Academic Work

This measure reveals the extent to which norms among students support and encourage academic work.

Most students in my English or Math class:



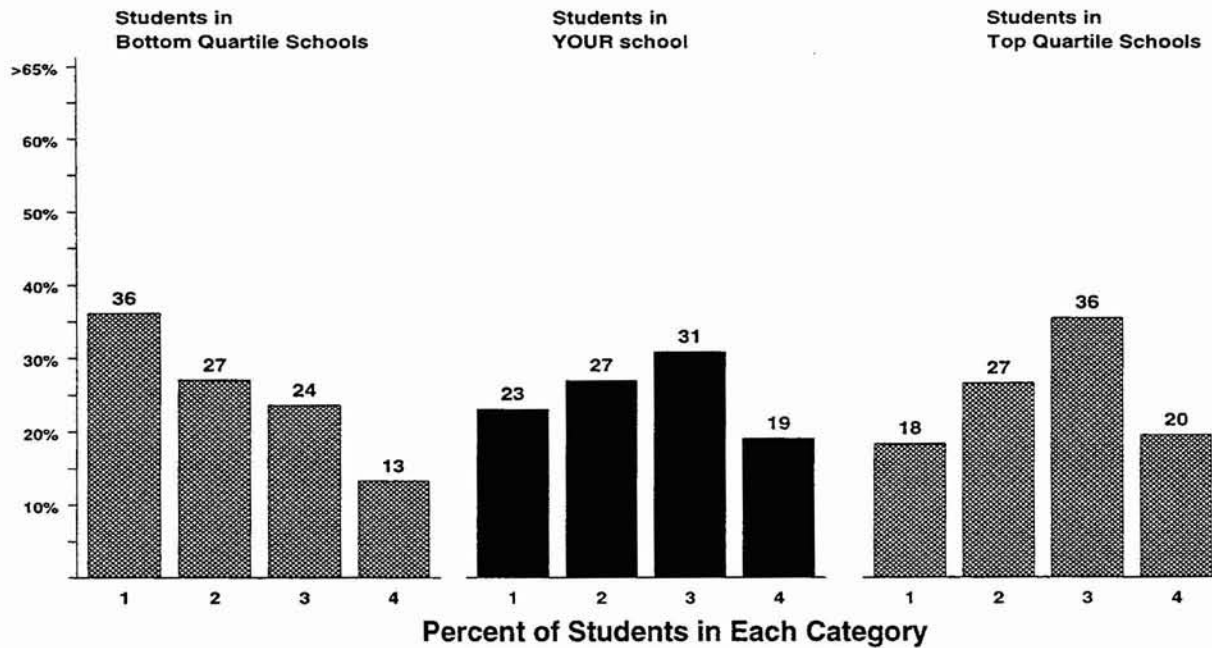
On the next page, you will find a frequency distribution of responses to the Peer Support for Academic Work scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

Over half the students in the top quartile schools report that their peers provide strong or moderate support for academic work. There is less peer support for academic work in the bottom quartile schools. Sixty-three percent of students report minimal or limited peer support.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools
for Peer Support for Academic Work.**



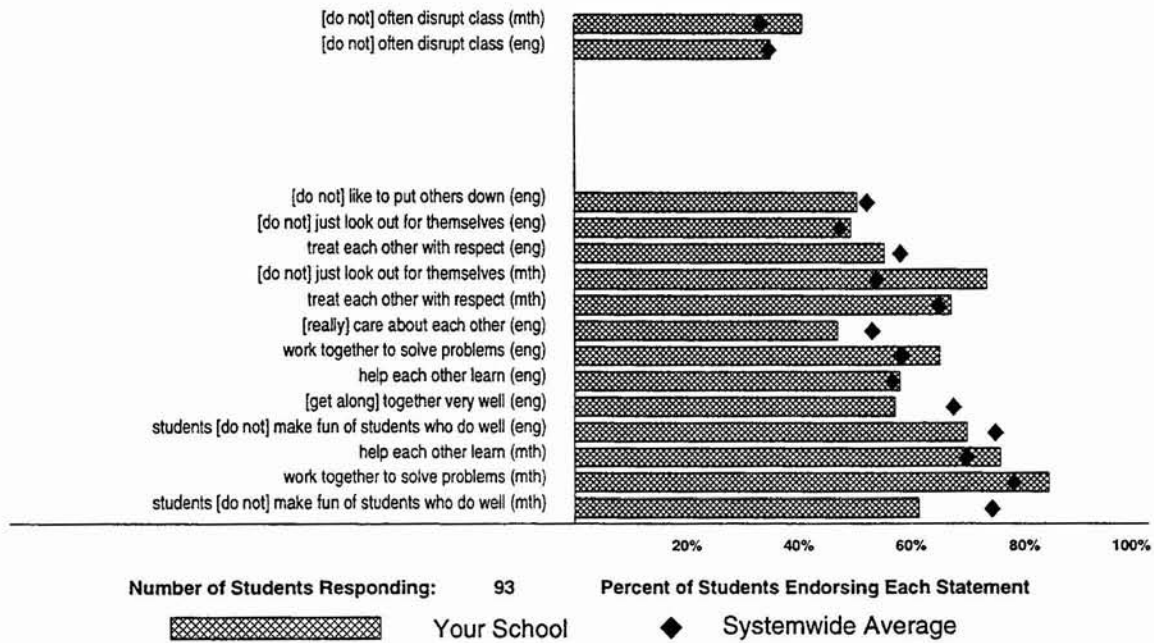
Definition of Categories Charted Above

Category	Students in this school reported that:
1 Minimal	few or none of the students in their class think getting good grades is cool, try to get good grades, attend all their classes, pay attention in class, and think doing homework is important.
2 Limited	between about half and most of the students in their class think getting good grades is cool; most try hard to get good grades and attend all their classes; a few or most think doing homework is important and pay attention in class.
3 Moderate	most of the students in their class try hard to get good grades and attend all their classes, and about half or most pay attention in class and think doing homework is important.
4 Strong	all of the students in their class think getting good grades is cool, try hard to get good grades, and attend all of their classes; most or all of the students in their class pay attention in class and think doing homework is important.

Classroom Behavior

Students were asked if their classmates treat one another with respect, work together well, and help one another 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:



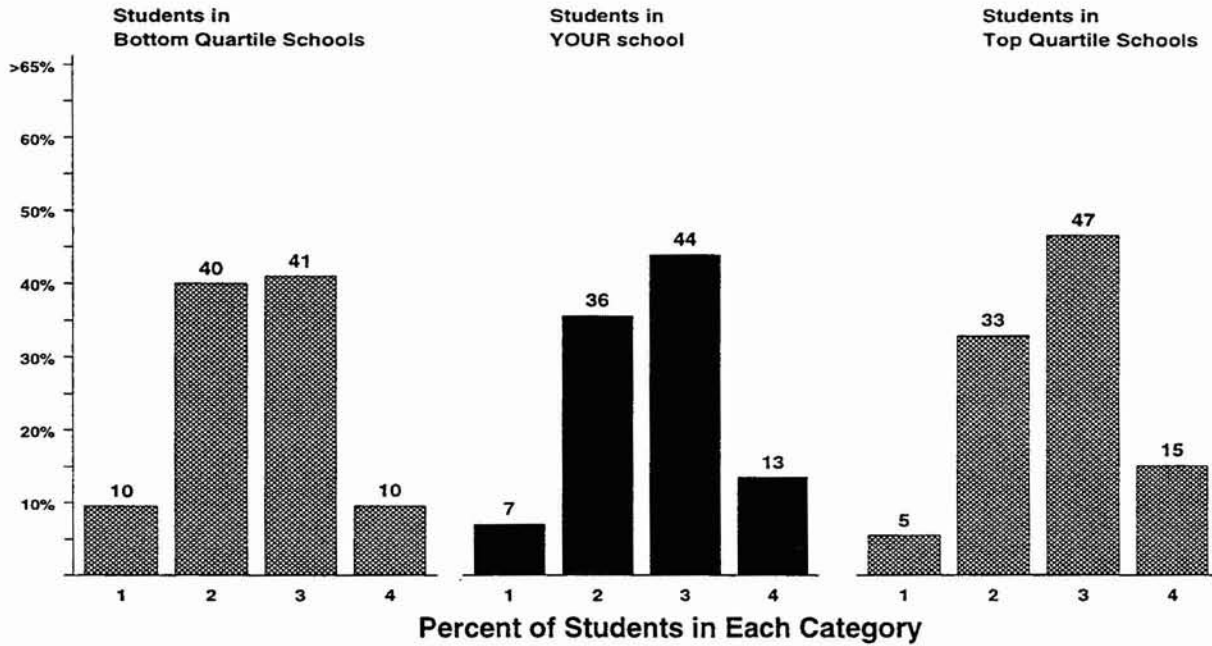
On the next page, you will find a frequency distribution of responses to the Classroom Behavior scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

Sixty-two 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 behaviors in these high rated schools. Classroom behavior is worse in the bottom quartile schools, where half of the students report that classroom behavior is negative or very negative.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Classroom Behavior.**



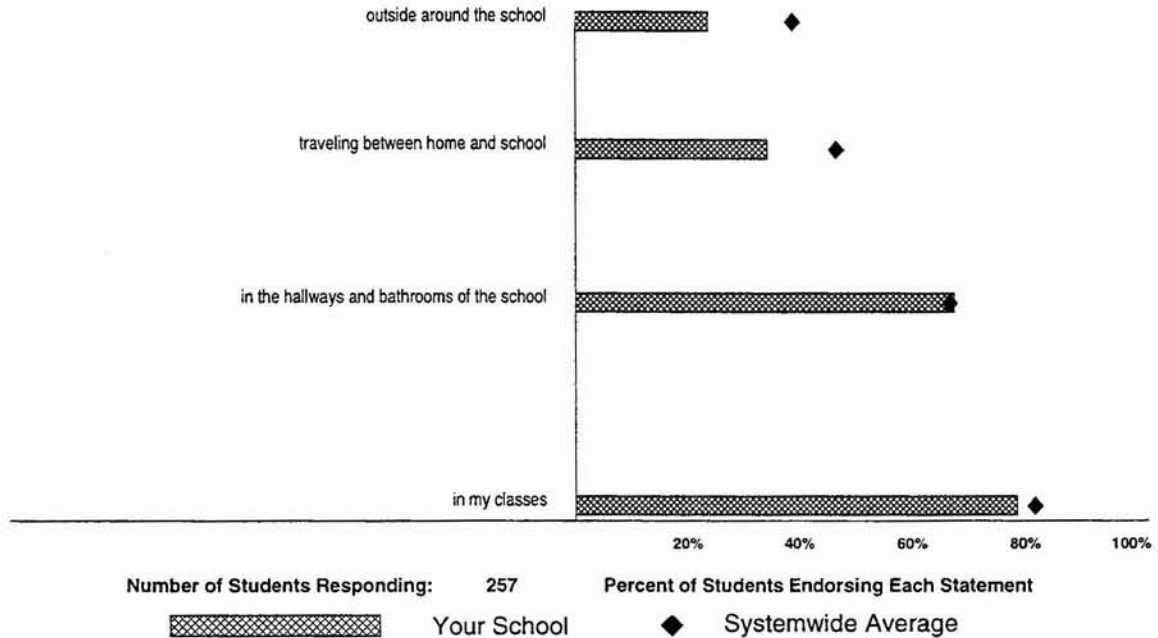
Definition of Categories Charted Above

Category	In this school, students:
1 Very Negative	strongly disagree with all items on the scale.
2 Negative	disagree with all items on the scale, except that some strongly disagree that students do not disrupt class.
3 Moderately Positive	agree or strongly agree that students who do well are not made fun of, and students work together to solve problems, help one another learn, get along well, care about one another, and treat one another with respect; they agree that students do not look out just for themselves, and do not like to put others down; some agree and some disagree that students do not disrupt class.
4 Very Positive	strongly agree with all items on the scale.

Safety

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

I feel mostly safe:



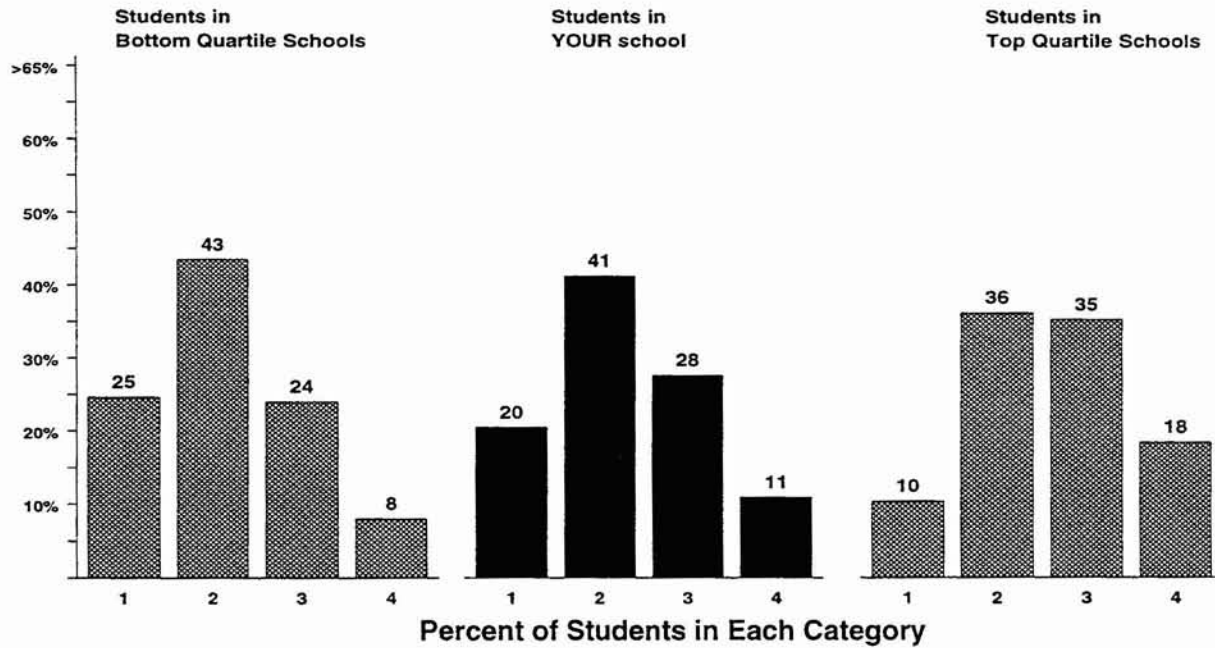
On the next page, you will find a frequency distribution of responses to the Safety scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the schools rated highest on student safety, 18 percent of students feel very safe and 35 percent feel mostly safe. About half feel somewhat safe or not safe. In the lowest rated schools only 8 percent of students feel very safe and the most common category is somewhat safe with 43 percent of students.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Safety.**



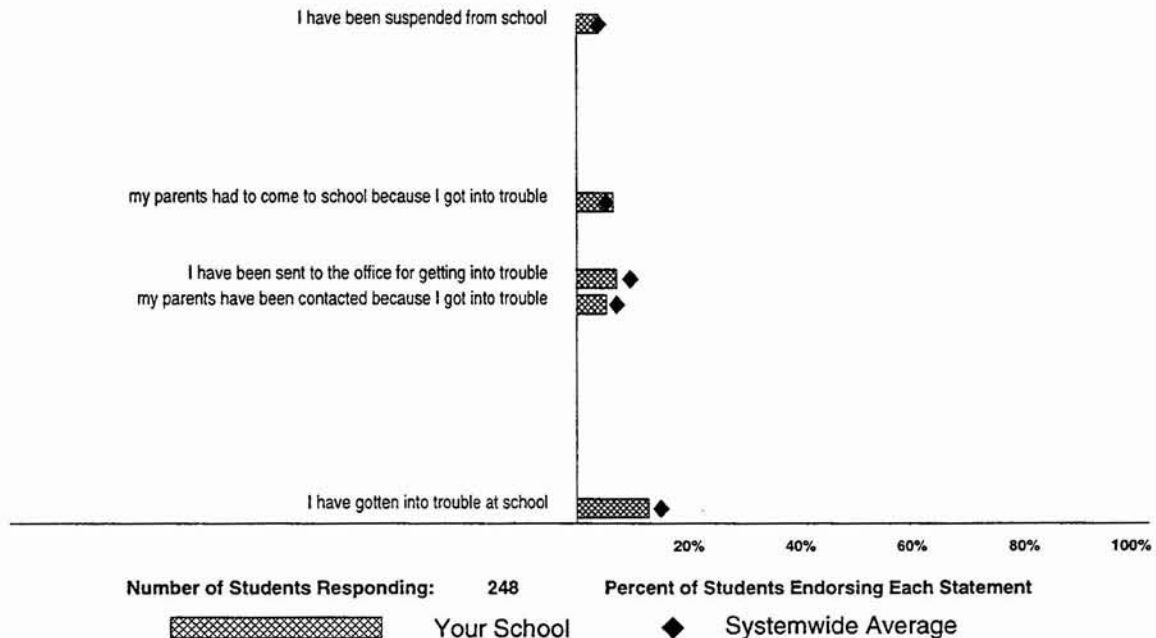
Definition of Categories Charted Above

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

Incidence of Disciplinary Action

In this scale higher scores are more negative. The questions measure how often students get into trouble and are disciplined.

At least 3 to 5 times this school year:



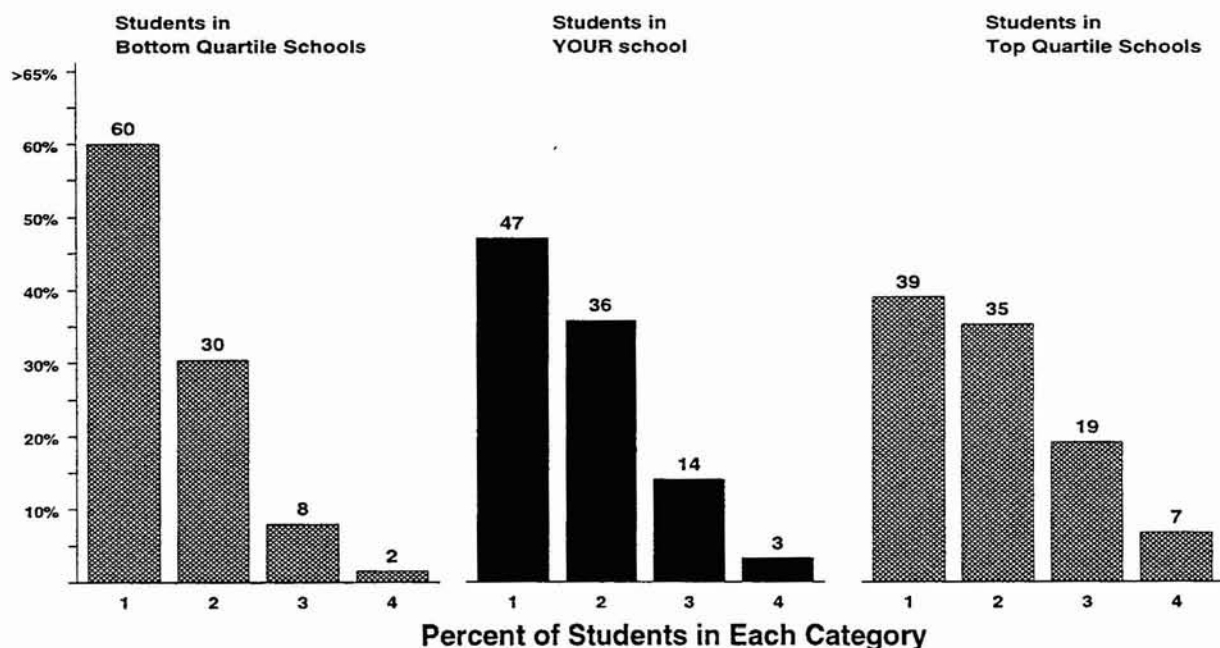
On the next page, you will find a frequency distribution of responses to the Incidence of Disciplinary Action scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

On this scale the top quartile schools are the most negative. In these schools, 26 percent of students report very extensive or extensive incidence of disciplinary action and 74 percent report limited or no incidences. In the bottom quartile of schools where the reports of disciplinary actions are fewest, 10 percent of students are in the very extensive or extensive category and 60 percent report no incidences of disciplinary action.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools for Incidence of Disciplinary Action.



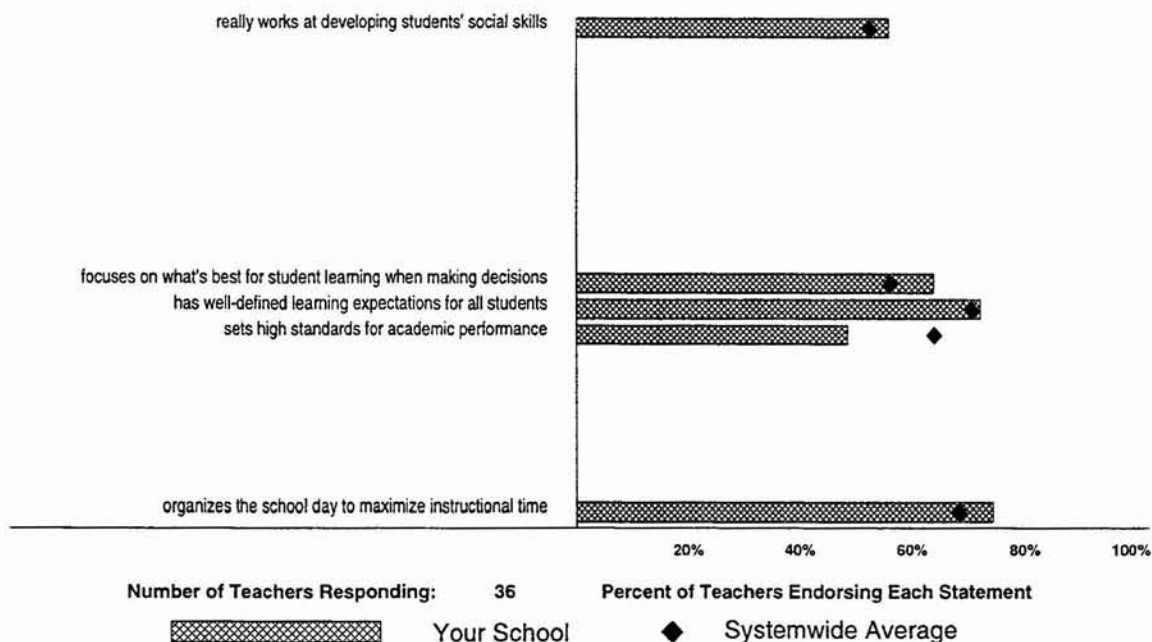
Definition of Categories Charted Above

Category	In this school, students reported that last year:
1 None	they never got into trouble or were sent to the office, their parents never were contacted because of trouble or went to the school because of trouble, and they were never suspended from school.
2 Limited	they got into trouble 1 to 2 times; they were sent to the office or their parents were contacted because of trouble and came to the school up to 1 to 2 times; and they had never been suspended from school.
3 Extensive	they got into trouble more than 3 times; they were sent to the office or their parents were contacted because of trouble and came to the school between 1 and 5 times; and they were suspended from school 1 to 2 times.
4 Very Extensive	they got into trouble, were sent to the office, or their parents were contacted because of trouble and came to the school more than 5 times; and they were suspended from school more than 3 times.

Focus on Student Learning

This scale gauges the extent to which teachers feel their school’s goals and actions are focused on improving student learning.

Teachers agree that this school:



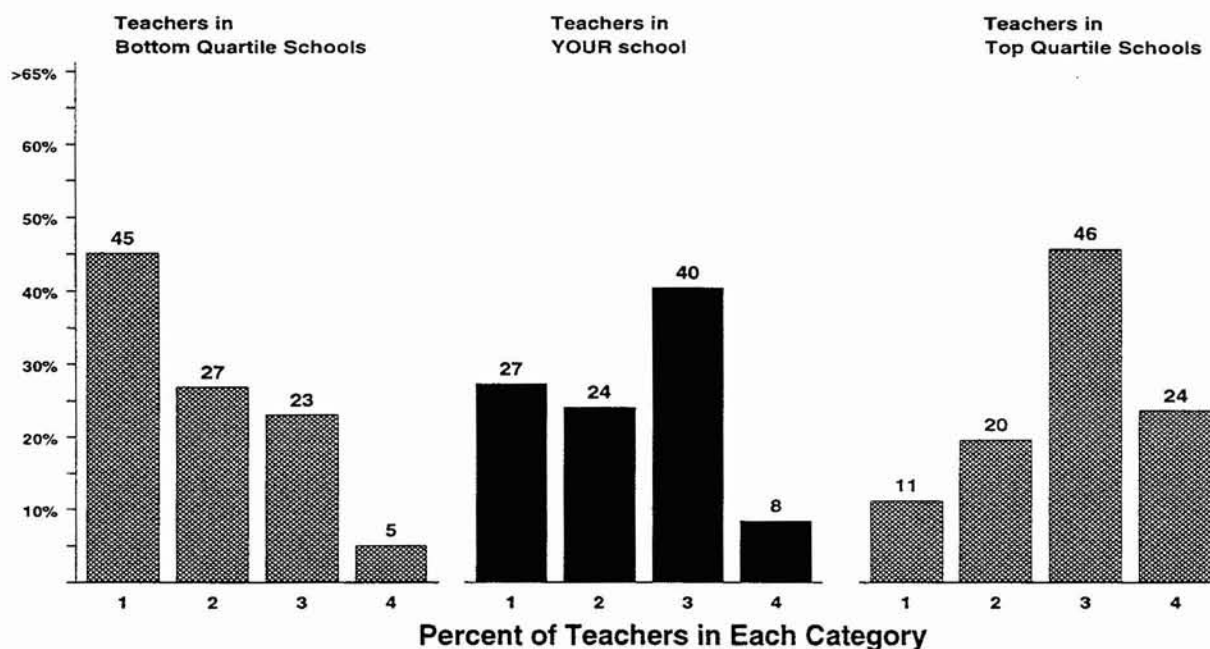
On the next page, you will find a frequency distribution of responses to the Focus on Student Learning scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

The top quartile schools on this scale have a relatively strong focus on student learning. Seventy percent of teachers report that their school is very focused or focused on student learning. The bottom quartile schools are very different, where 72 percent of teachers report that they are not very focused or have no focus on student learning.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools for Focus on Student Learning.



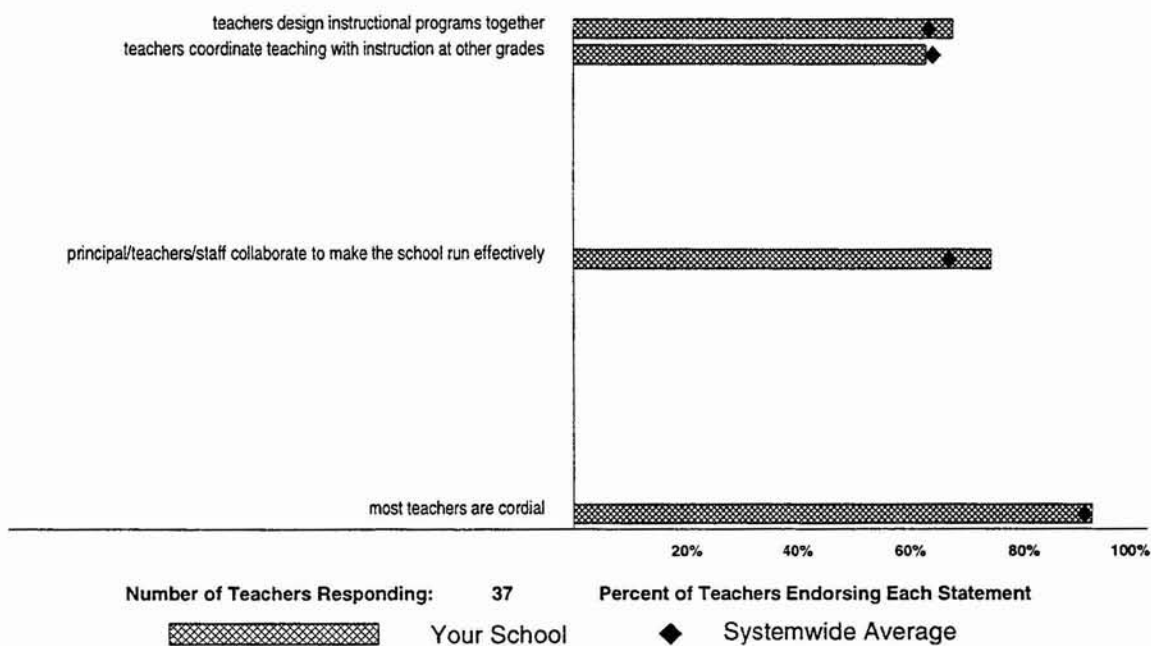
Definition of Categories Charted Above

Category	Teachers in this school:
1 No Focus	disagree or strongly disagree with all items on the scale.
2 Not Very Focused	agree that the school maximizes instruction time; some agree and some disagree that the school sets high standards for academic performance, has well-defined learning expectations for students, and makes decisions based on what is best for students; they disagree that the school works at developing students' social skills.
3 Focused	agree with all items on the scale.
4 Very Focused	strongly agree that the school day is organized to maximize instruction time; they agree or strongly agree that the school sets high standards for academic performance, has well-defined defined learning expectations for students, makes decisions based on what is best for students, and works at developing students' social skills.

Peer Collaboration

These questions measure the extent of a cooperative work ethic among staff.

Teachers agree that in this school:



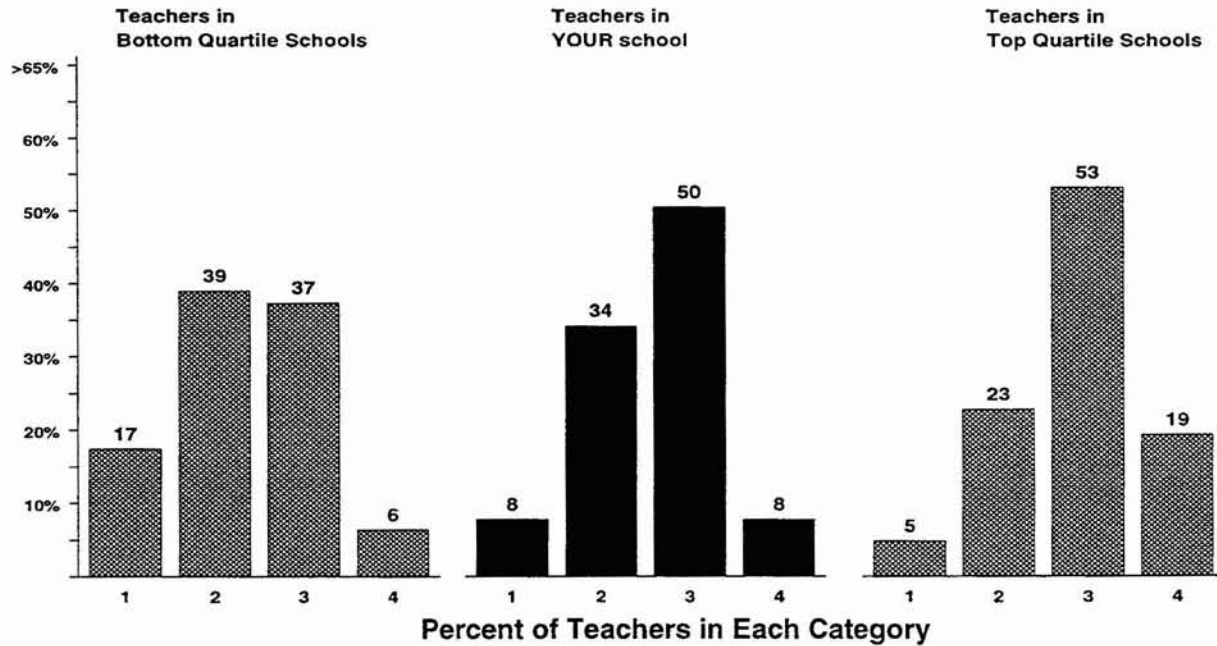
On the next page, you will find a frequency distribution of responses to the Peer Collaboration scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

Teachers in the top quartile of schools report high levels of peer collaboration, with 72 percent noting extensive or significant levels. In contrast, 56 percent of the teachers in the bottom quartile schools report limited or no peer collaboration.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Peer Collaboration.**



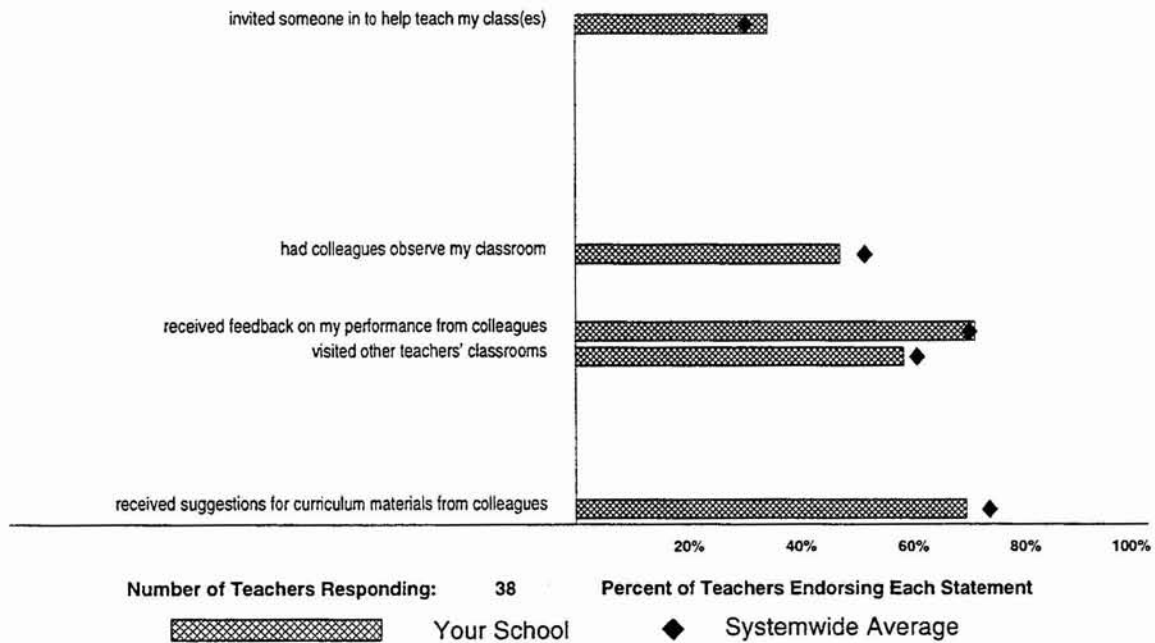
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	disagree that other teachers are cordial; and disagree and strongly disagree that collaborative efforts make the school run well, and that teachers coordinate instruction across grades and design instructional programs together.
2 Limited	agree that other teachers are cordial; some teachers agree and some disagree about whether collaborative efforts make the school run well; and all teachers disagree that teachers in their school coordinate instruction across grades and design instructional programs together.
3 Significant	agree or strongly agree that other teachers are cordial, and agree that collaborative efforts make their school run well, teachers coordinate instruction across grades, and teachers design instructional programs together.
4 Extensive	strongly agree that other teachers are cordial, and agree or strongly agree that collaborative efforts make their school run well, teachers coordinate instruction across grades, and teachers design instructional programs together.

Public Classroom Practice

This scale examines the extent to which colleagues share useful information about new curriculum materials, observe or teach in one another's classrooms, and provide one another with meaningful feedback on their teaching.

At least twice this school year, I have:



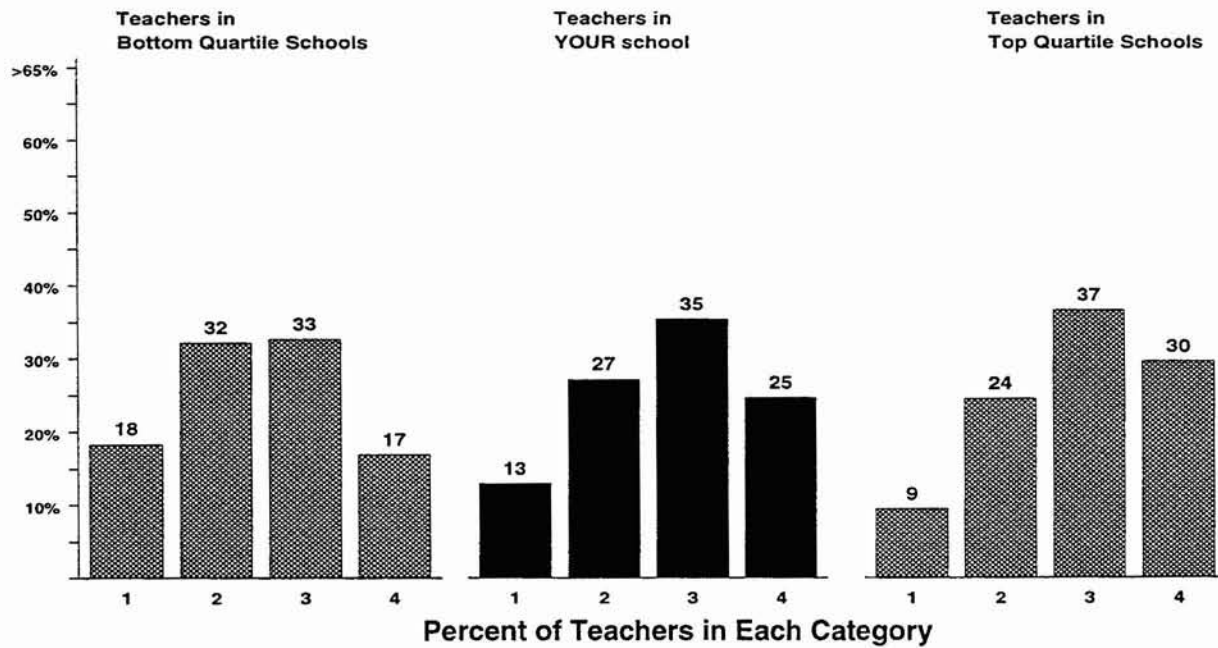
On the next page, you will find a frequency distribution of responses to the Public Classroom Practice scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top quartile schools, 67 percent of teachers report extensive or moderate levels of public classroom practices. In the bottom quartile schools, fewer teachers report such high levels of public classroom practices and one-half report minimal or no public classroom practices.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Public Classroom Practice.**



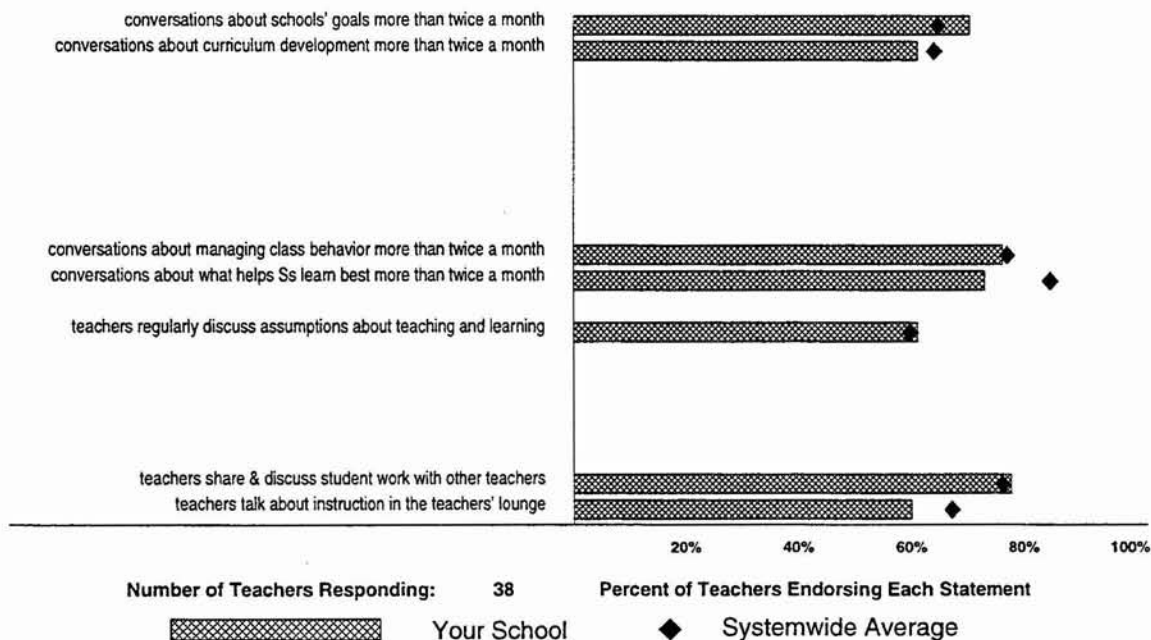
Definition of Categories Charted Above

Category	Teachers in this school reported that this year:
1 None	they never participated in any of these activities.
2 Minimal	they received suggestions about materials once or twice ; visited other classrooms and received feedback on their performance and were observed by colleagues never or once ; and never invited someone to help teach class.
3 Significant	they received suggestions about materials 3 to 9 times ; visited other classrooms and received feedback on their performance and were observed by colleagues 2 to 4 times ; and invited someone to help teach class once or twice .
4 Extensive	they received suggestions about materials, visited other classrooms and received feedback on their performance and were observed by colleagues more than 5 times , and invited someone to help teach class more than 3 to 4 times .

Reflective Dialogue

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

Teachers report:



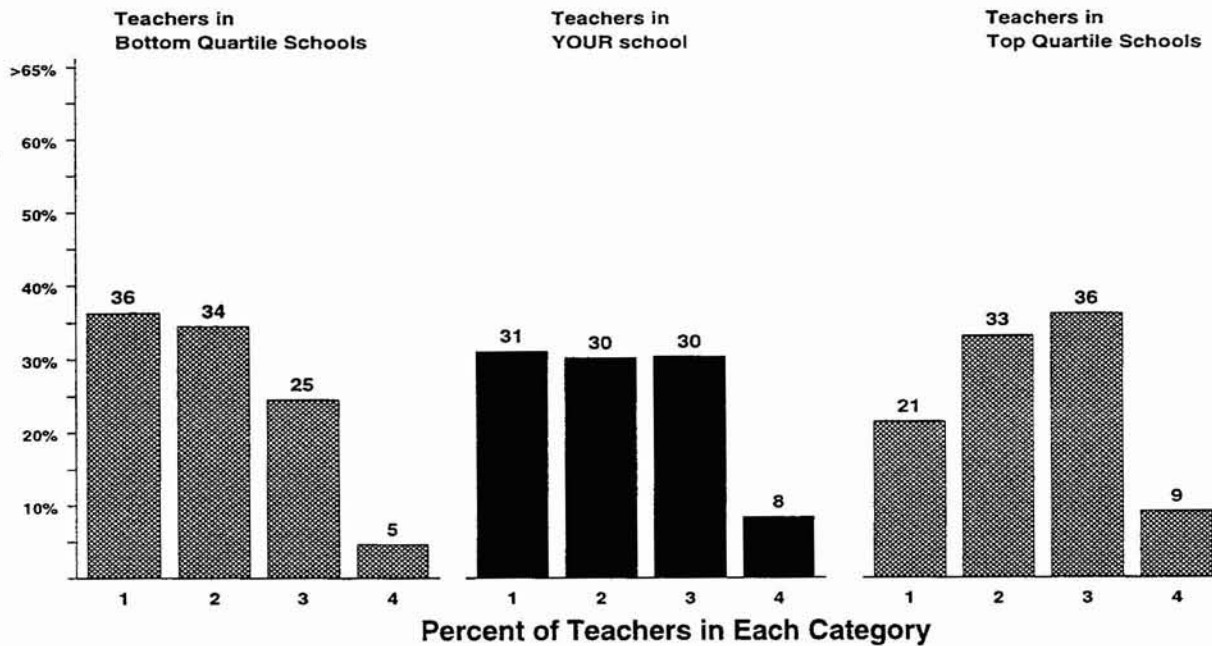
On the next page, you will find a frequency distribution of responses to the Reflective Dialogue scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

Relatively few teachers in the top quartile schools report frequent occurrences of reflective dialogue, but 36 percent describe regular reflective dialogue and another 33 percent occasional reflective dialogue. In the bottom quartile schools, almost no reflective dialogue is the most prevalent response (36 percent).

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools for Reflective Dialogue.



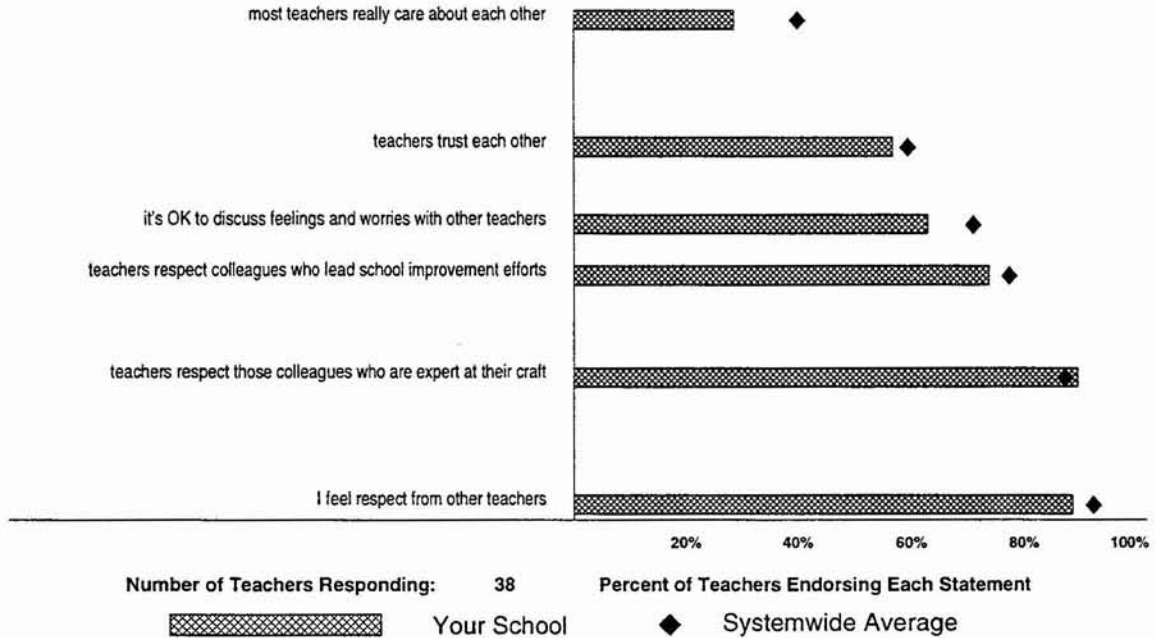
Definition of Categories Charted Above

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

Teacher-Teacher Trust

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

Teachers agree that in this school:



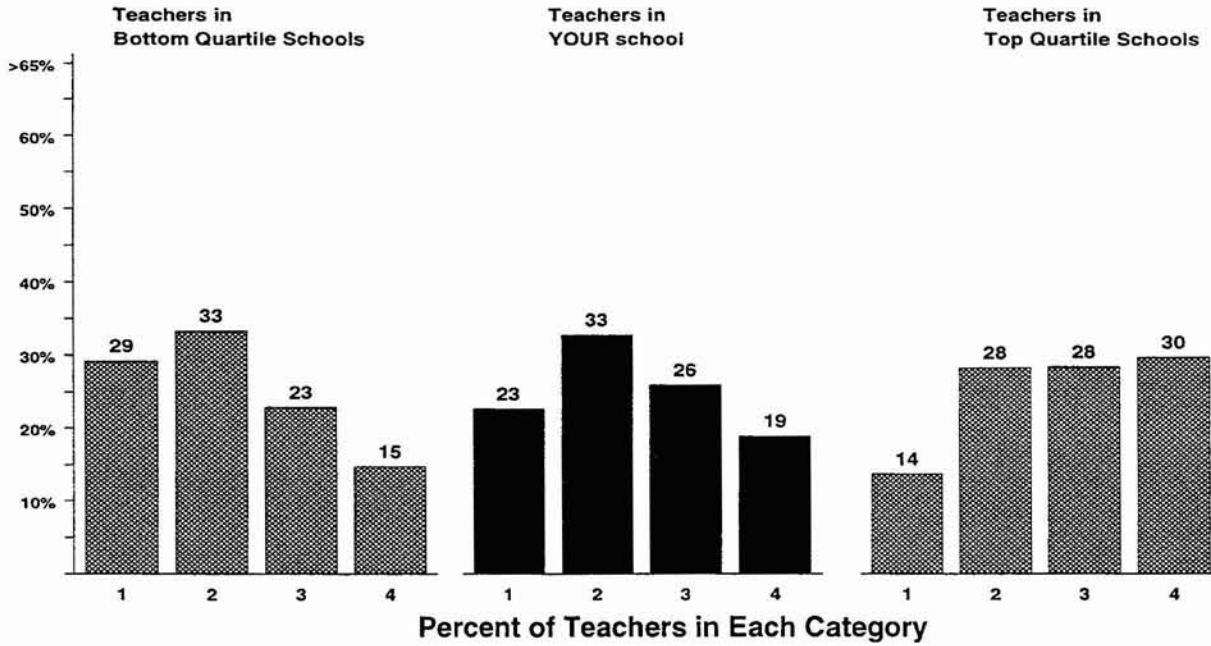
On the next page, you will find a frequency distribution of responses to the Teacher-Teacher Trust scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the top quartile schools, 58 percent of teachers note either very strong or strong trust among teachers and 28 percent describe minimal levels of trust. The bottom quartile schools have less trust among teachers, with only 38 percent reporting very strong or strong trust, and the vast majority (62 percent) describing no trust or minimal levels.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools for Teacher-Teacher Trust.**



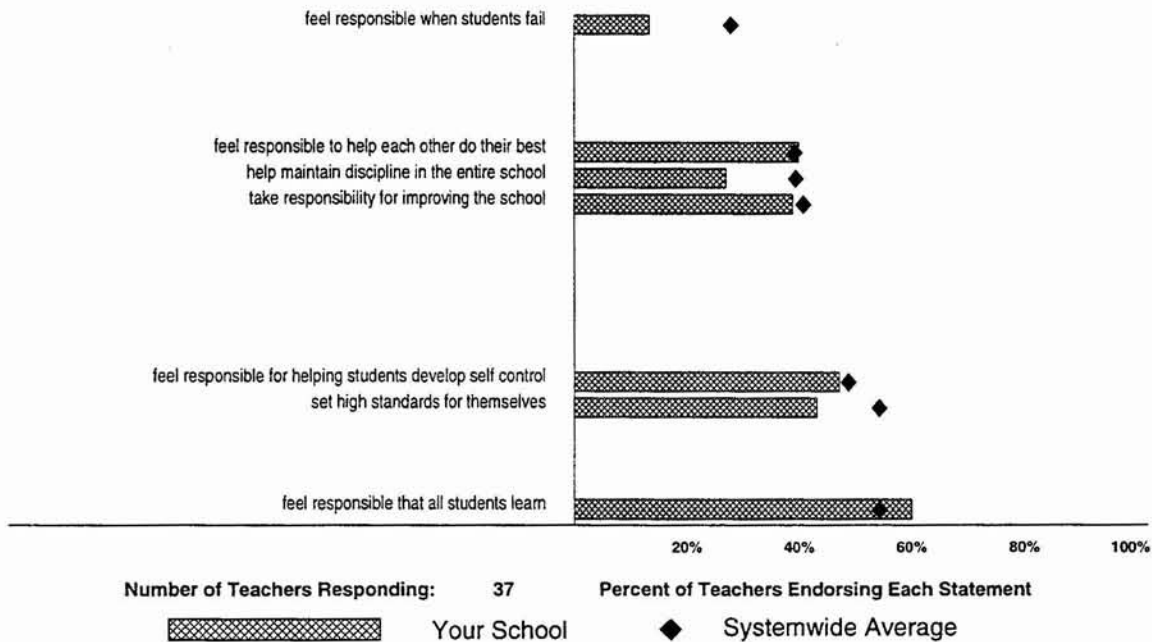
Definition of Categories Charted Above

Category	In this school, teachers:
1 No Trust	feel respected by none or some of the other teachers; they disagree or strongly disagree that teachers respect colleagues who are expert at their craft or who lead school improvement efforts, that it is OK to discuss worries with other teachers, and that teachers trust one another; and that they feel that none of the teachers care about one another.
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 agree and some disagree that teachers trust one another at this school; and none to some of the teachers in this school care about one another.
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 one another; and they feel that about half of the teachers in the school care about one another.
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 it is OK to discuss worries with other teachers and that teachers trust one another; and they feel most or nearly all teachers in the school care about one another.

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:



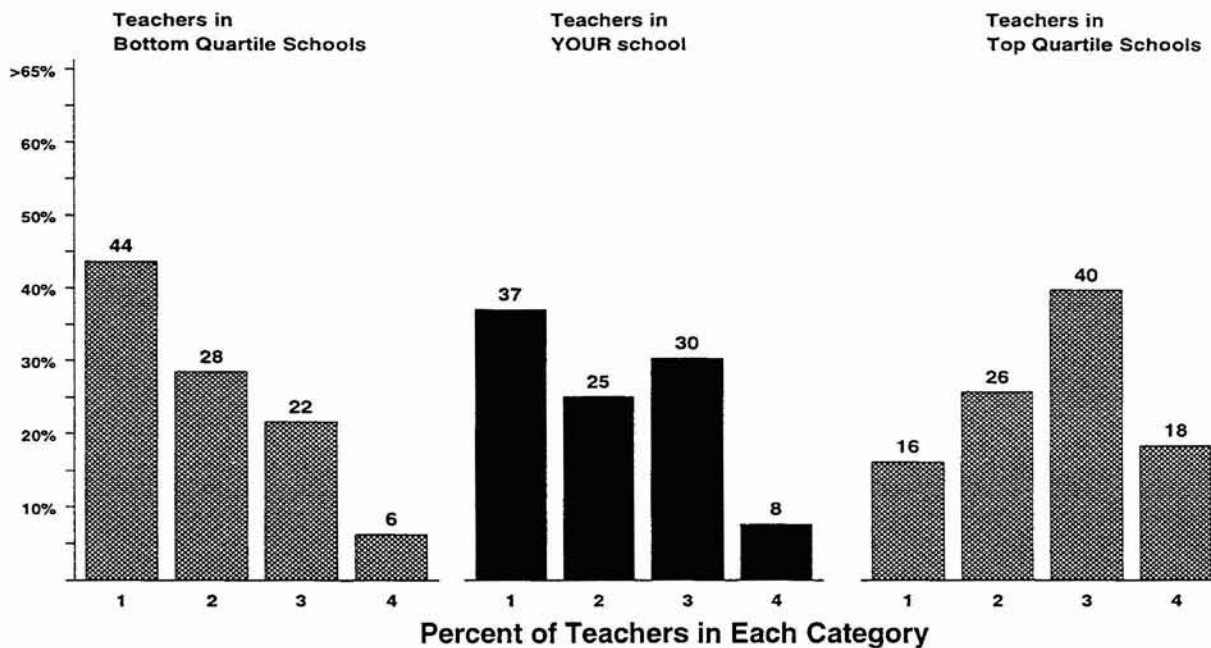
On the next page, you will find a frequency distribution of responses to the Collective Responsibility scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the top quartile schools on this scale, 58 percent of teachers describe strong or fairly strong collective responsibility in their schools, and 42 percent report limited or very limited sense of collective responsibility. In the bottom quartile schools, 72 percent of teachers report limited or very limited collective responsibility.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools on Collective Responsibility.



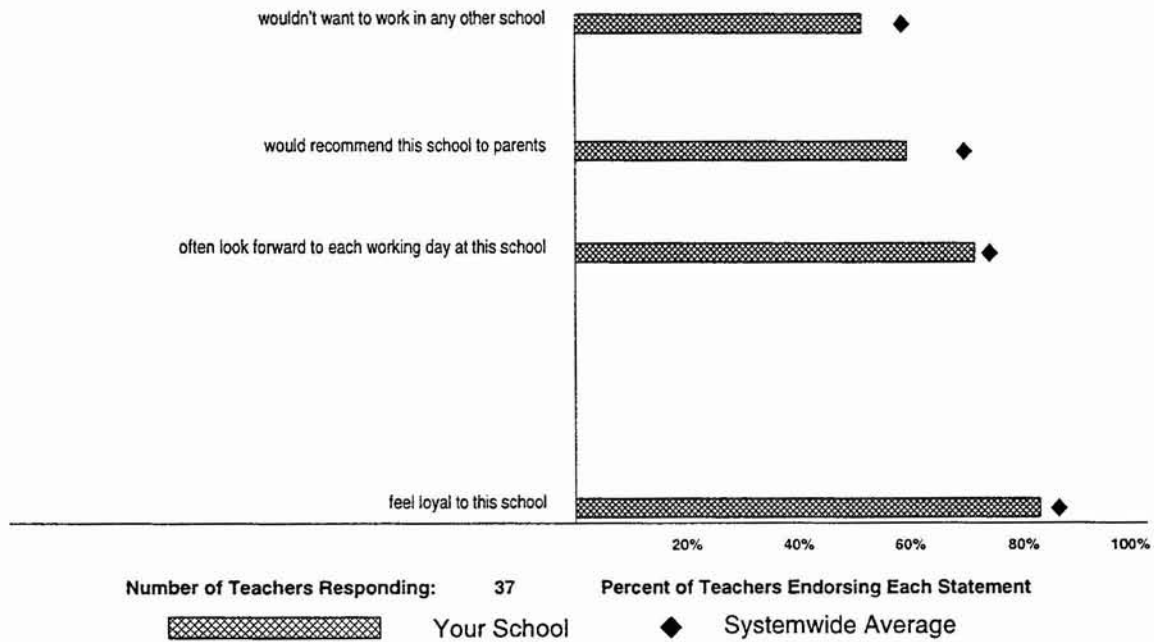
Definition of Categories Charted Above

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

School Commitment

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

Teachers report they:



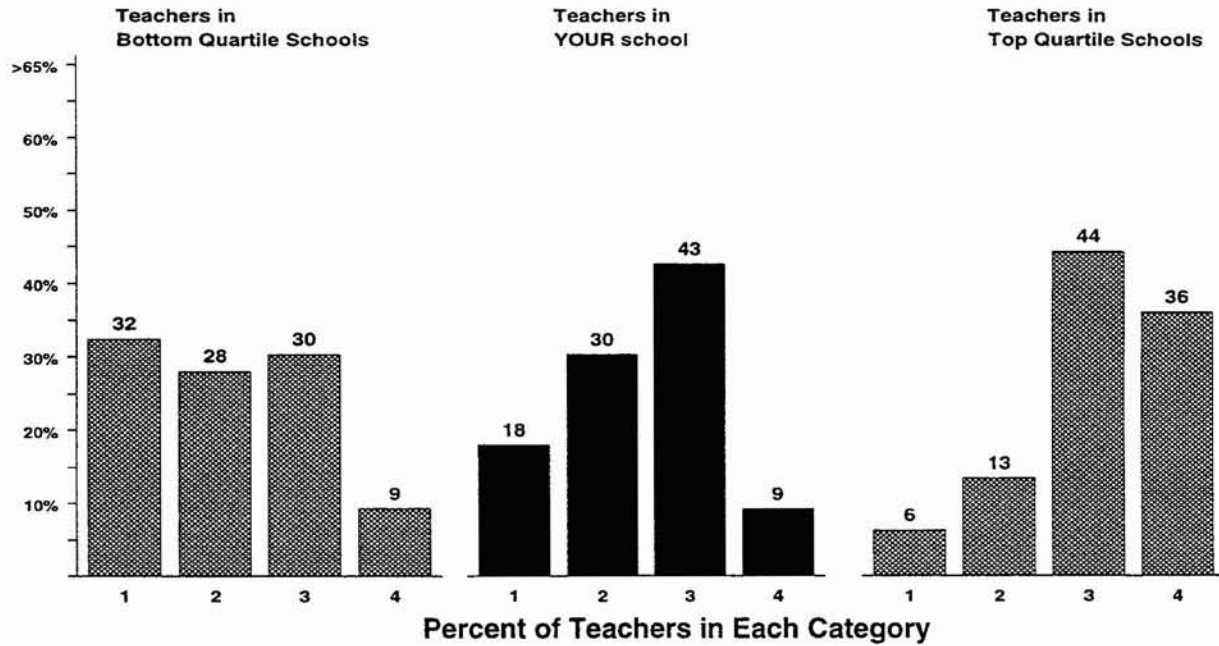
On the next page, you will find a frequency distribution of responses to the School Commitment scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the top quartile of schools on school commitment, 80 percent of teachers feel very strong or strong commitment to their school. In the bottom quartile schools, teachers are much less committed. Sixty percent describe minimal or no commitment to their school.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on School Commitment.**



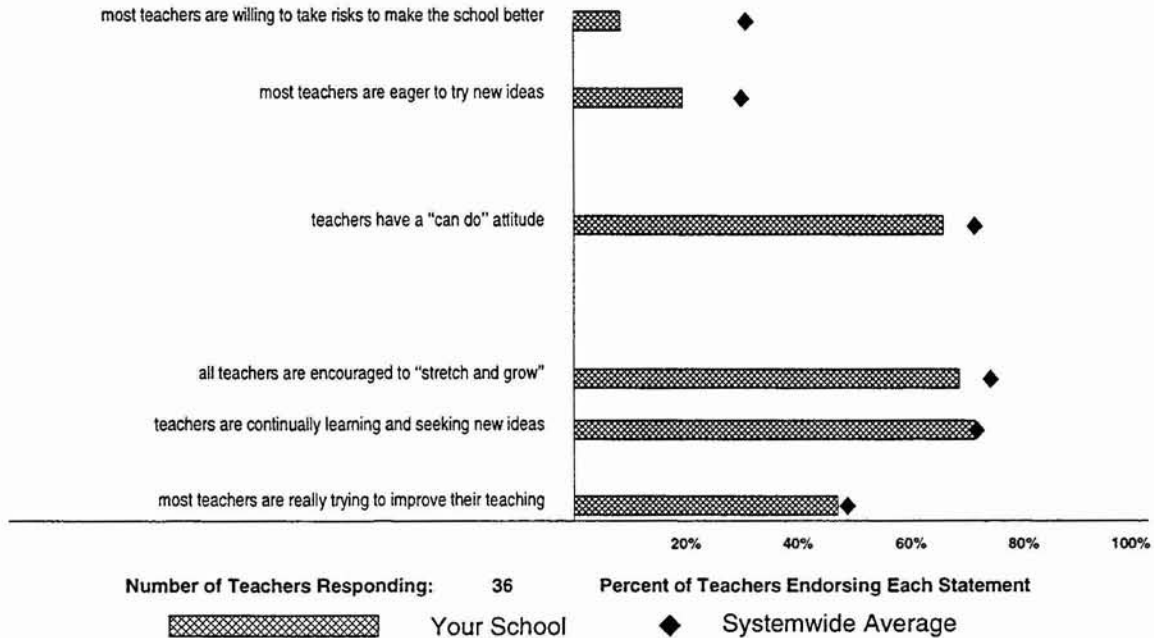
Definition of Categories Charted Above

Category	Teachers in this school:
1 None	disagree or strongly disagree with all items on the scale.
2 Minimal	agree that they feel loyal to their school; some agree and some disagree that they look forward to school each day; all 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; 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 any other school.

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:



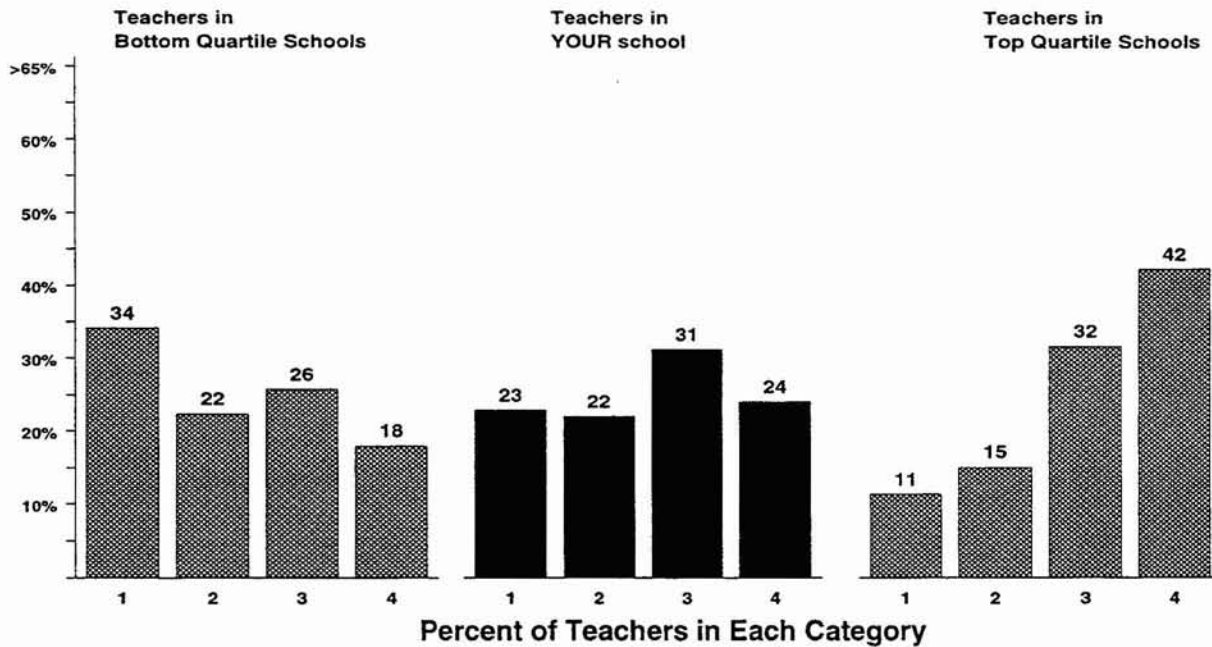
On the next page, you will find a frequency distribution of responses to the Innovation scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

Teachers in the top quartile of schools report a fair amount of innovation. Forty-two percent describe extensive innovations among their colleagues and another 32 percent moderate levels. The responses in the bottom quartile show a division among teachers: more than half (56 percent) report limited or minimal innovation but a substantial number report moderate or extensive innovations.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Innovation.**



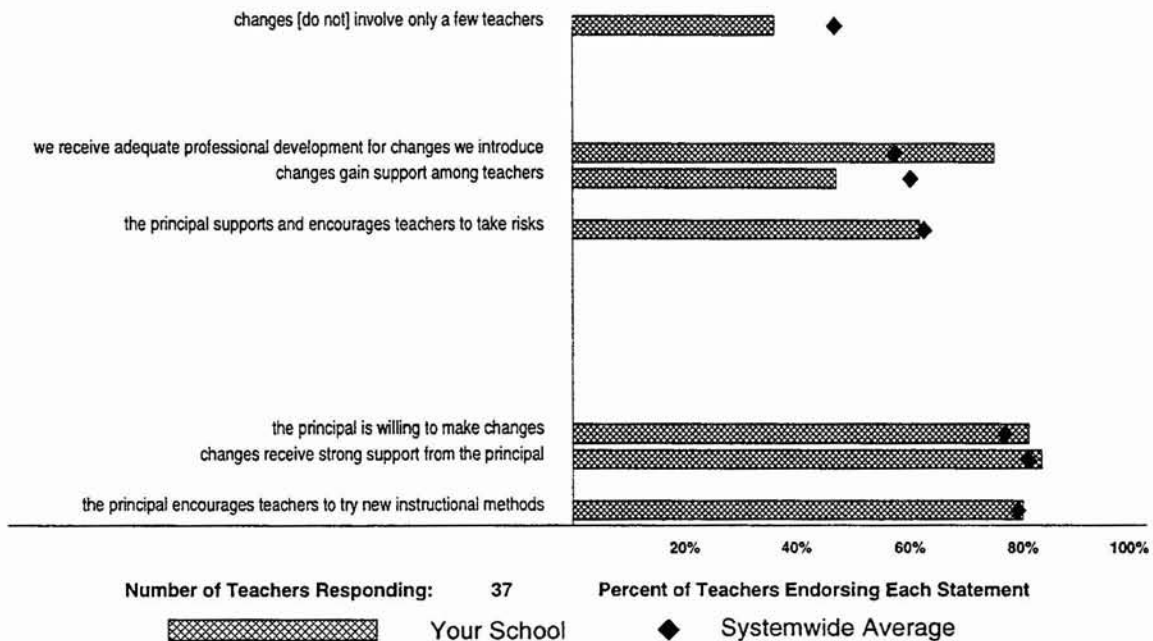
Definition of Categories Charted Above

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

Support for Change

These items assess the support that teachers sense from their principal and colleagues for change in the school.

Teachers agree that at this school:



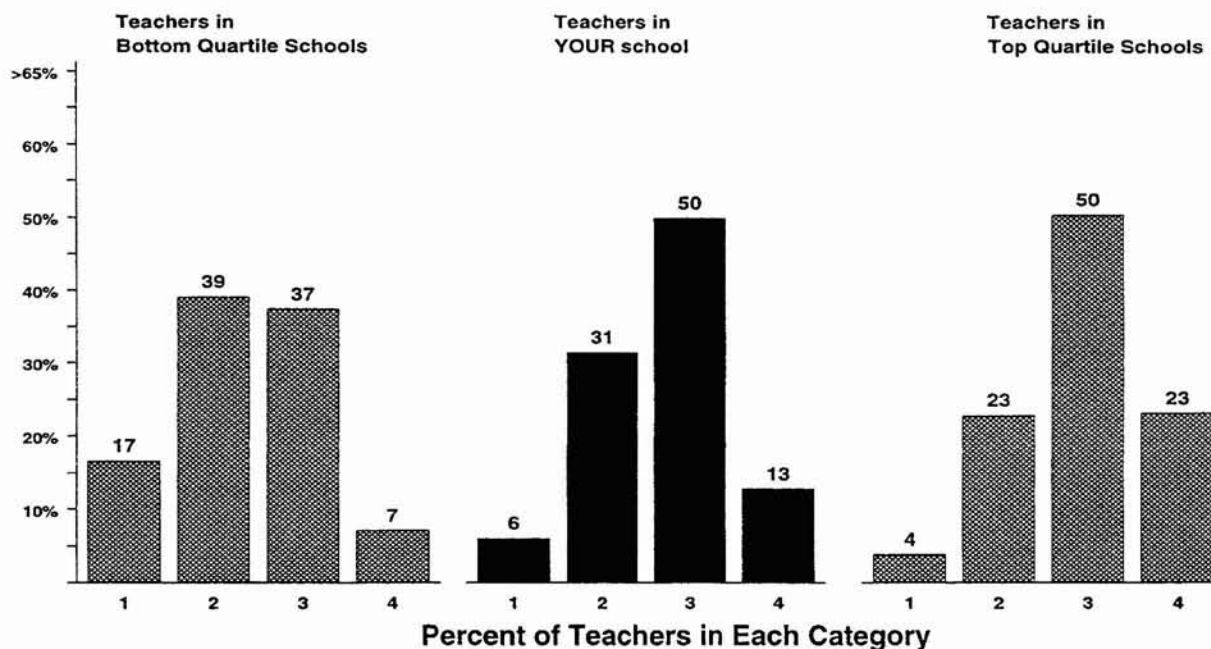
On the next page, you will find a frequency distribution of responses to the Support for Change scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

Teachers in the top quartile of schools on this scale feel a great deal of support for change. Seventy-three percent of teachers report strong or moderate support. Teachers' views in the bottom quartile schools are much more mixed. Although many teachers report strong or moderate support, more than half (56 percent) describe minimal or no support.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools on Support for Change.



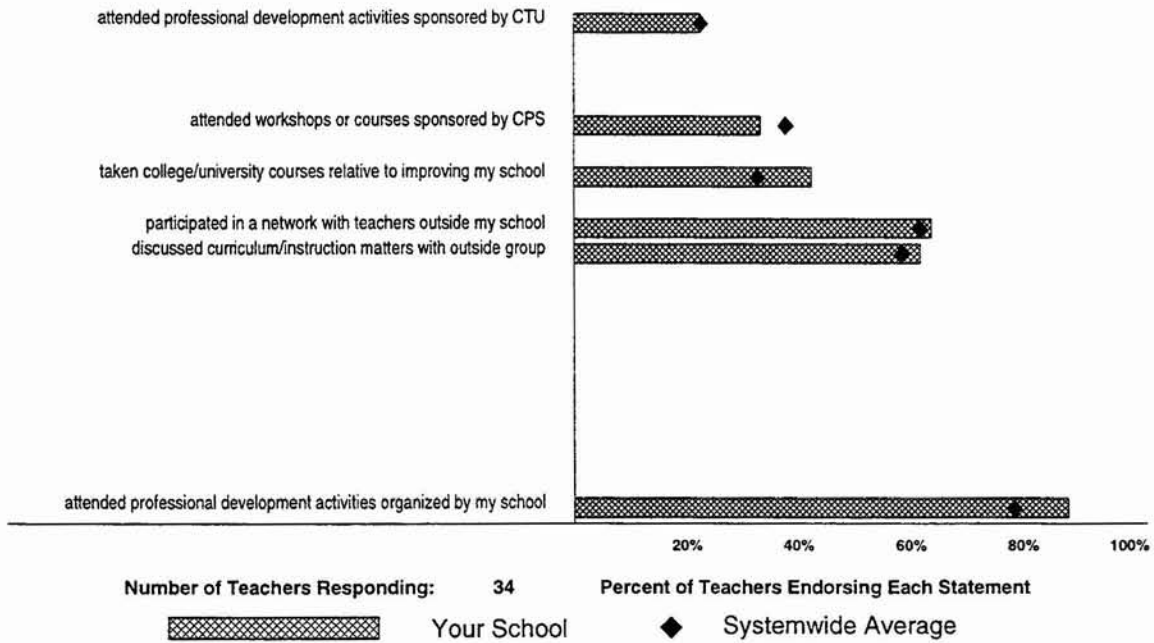
Definition of Categories Charted Above

Category	In this school:
1 None	teachers disagree or strongly disagree with all items on the scale.
2 Minimal	some teachers agree and some disagree that the principal encourages them to try new methods and is willing to make changes, and that changes introduced at the school receive strong support from the principal; they disagree that the principal encourages teachers to take risks, changes introduced at the school gain support among teachers, adequate professional development is provided for changes that are made, and changes involve many teachers.
3 Moderate	teachers agree or strongly agree that the principal encourages them to try new methods and is willing to make changes and that changes introduced at the school receive strong support from the principal; they agree that the principal encourages teachers to take risks, changes introduced at the school gain support among teachers, adequate professional development support is provided for changes that are made, and changes introduced at the school involve many teachers.
4 Strong	teachers strongly agree that the principal encourages them to try new methods, is willing to make changes, and encourages teachers to take risks; that changes introduced at the school receive strong support from the principal and gain support among teachers; and that adequate professional development support is provided for changes that are made; they agree that changes introduced at the school involve many teachers.

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 twice this school year, I have:

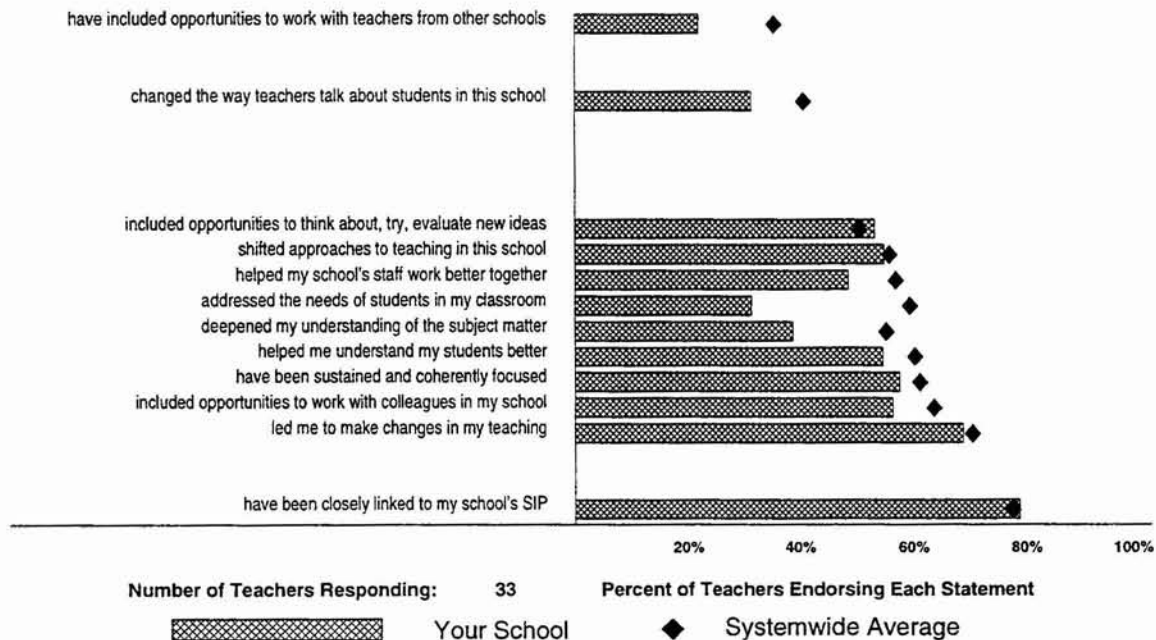


The six items above do not form a scale like most other measures in this report. Therefore, we are not able to provide category breakdowns for responses to these questions.

Quality Professional Development

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

My professional development experiences:



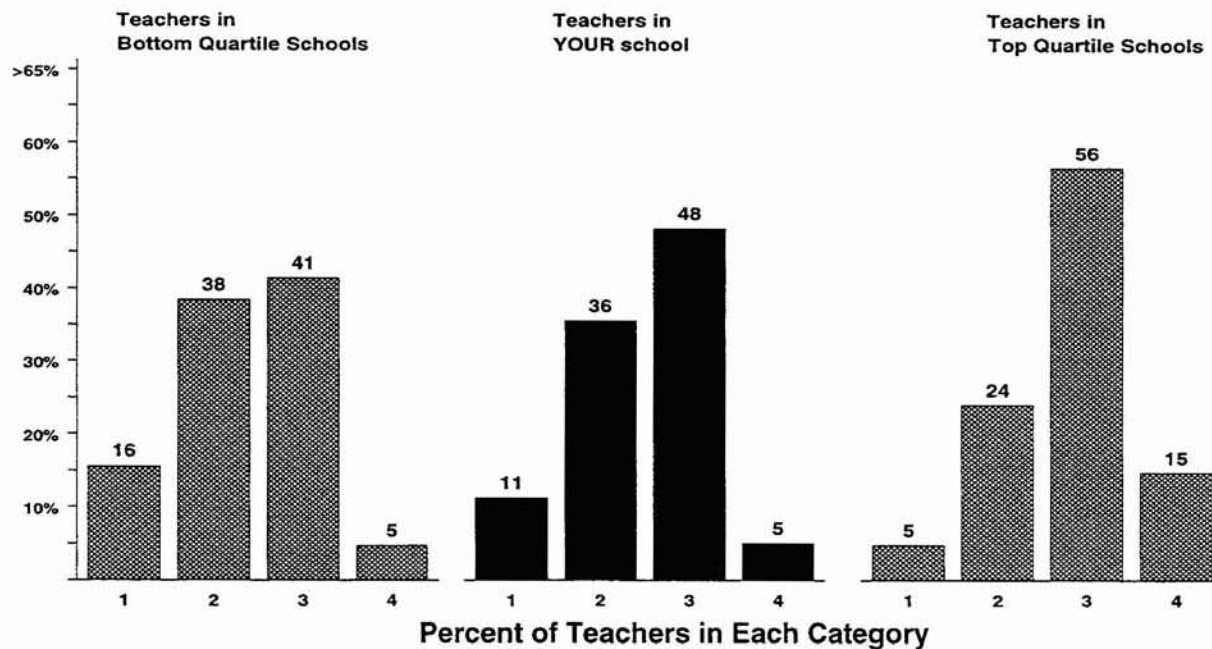
On the next page, you will find a frequency distribution of responses to the Quality Professional Development scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

In the top quartile schools, the most prevalent rating (56 percent) is that the quality of professional development activities is high. Another 15 percent give very high ratings. Fewer teachers in the bottom quartile schools give high ratings (41 percent) and very high ratings (5 percent). More than half rate the quality of professional development as low or very low.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools on Quality Professional Development.



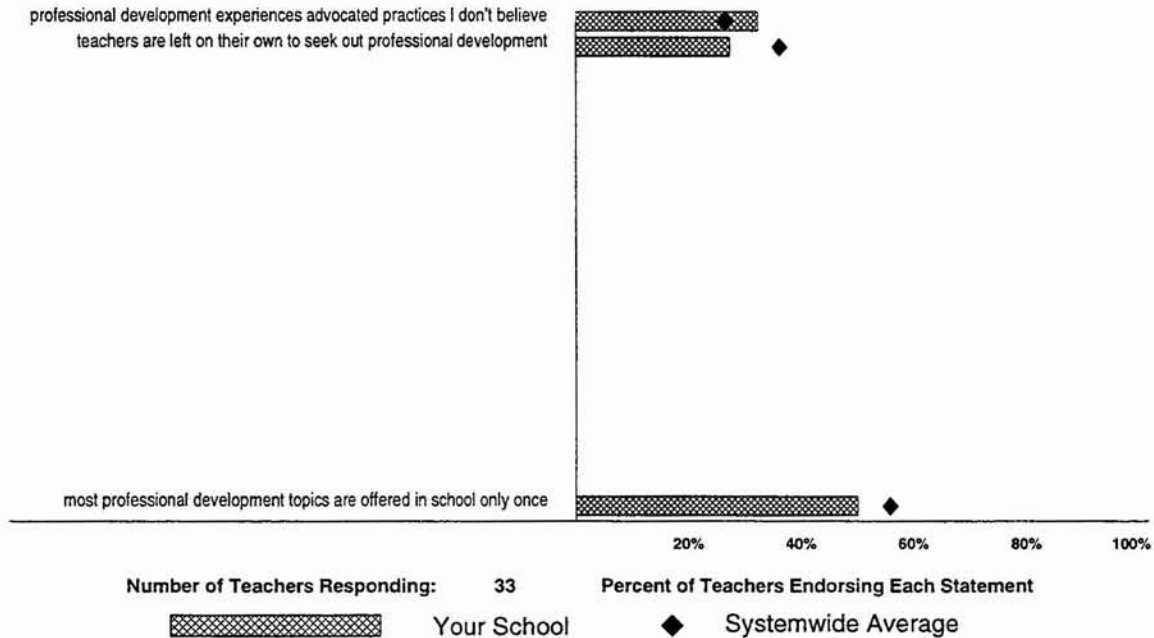
Definition of Categories Charted Above

Category	In this school:
1 Very low quality	teachers disagree or strongly disagree that their professional development experiences were closely connected to the SIP, led to changes in their teaching, provided opportunities to work with colleagues, or provided a deeper understanding of the subject matter; they strongly disagree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, or provided opportunities to work with teachers from other schools.
2 Low quality	some teachers agree and others disagree that their professional development experiences were closely connected to the SIP; teachers disagree that it led to changes in their teaching, provided opportunities to work with colleagues, or helped them understand their students better; they disagree or strongly disagree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, or provided opportunities to work with teachers from other schools.
3 High quality	teachers agree that their professional development experiences were closely connected to their SIP, provided opportunities to work with other colleagues, were sustained and focused, helped them understand their subject matter better, addressed students' needs, and included enough time to think about and judge the new ideas; some agree and others disagree that it provided opportunities to work with teachers from other schools.
4 Very high quality	teachers strongly agree that their professional development experiences were closely connected to their SIP, provided opportunities to work with other colleagues, were sustained and focused, and addressed students' needs; they agree or strongly agree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, and provided the opportunity to work with teachers from other schools.

Uncoordinated Professional Development

In this scale, higher scores are more negative. The scale shows the extent to which teachers rate professional development activities as uncoordinated and lacking follow-up.

Teachers agree that:



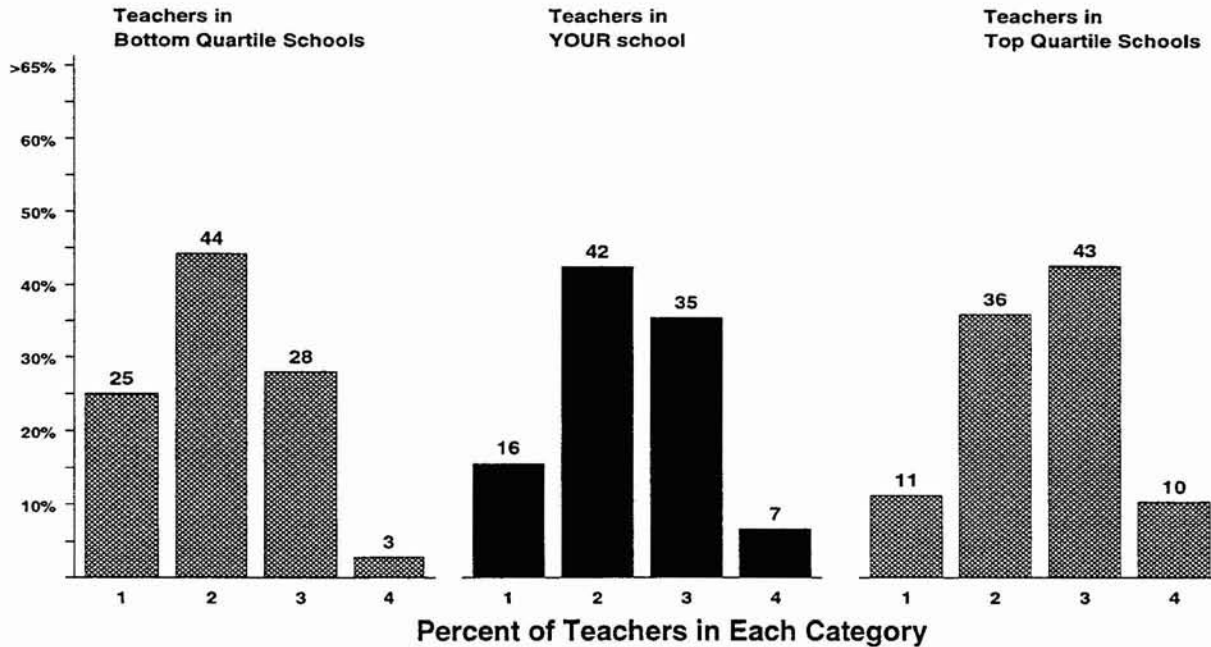
On the next page, you will find a frequency distribution of responses to the Uncoordinated Professional Development scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

The top quartile schools on this scale are the most negative. More than half of the teachers rate professional development activities as very uncoordinated or uncoordinated. In the bottom quartile schools where there are more favorable ratings, 69 percent of teachers rate their professional development as coordinated or very coordinated.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools
for Uncoordinated Professional Development.**



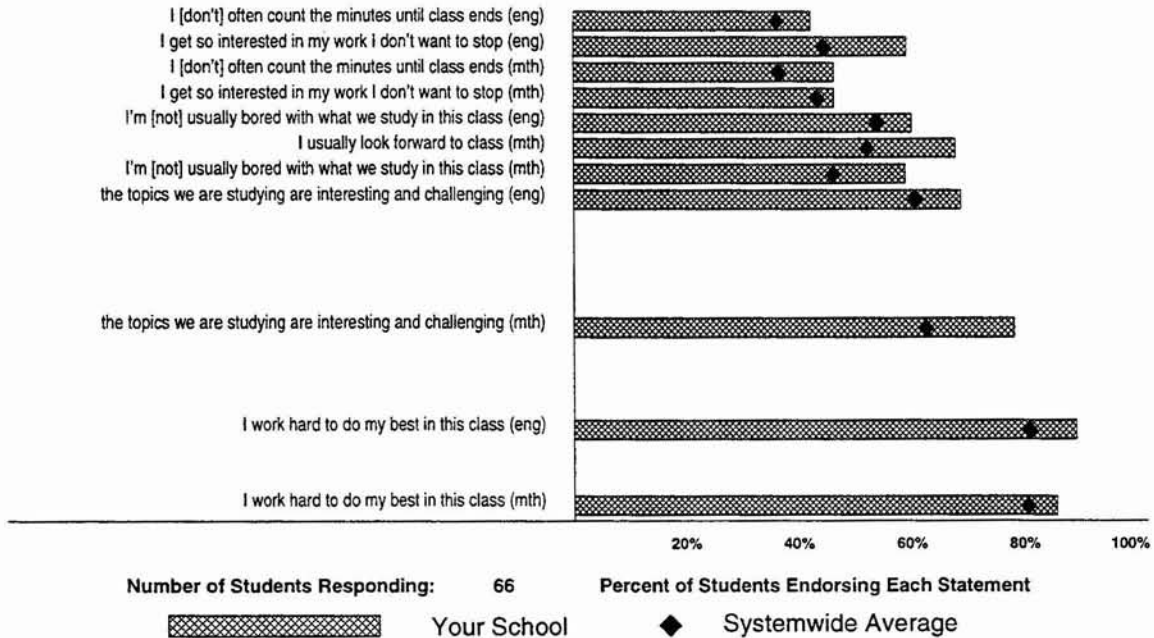
Definition of Categories Charted Above

Category	Teachers in this school:
1 Very Well Coordinated	disagree or strongly disagree with all items on this scale.
2 Coordinated	disagree with all items on this scale.
3 Uncoordinated	agree or strongly agree that most professional development topics are offered in the school once and not followed up; however, some agree and some disagree that teachers are left completely on their own to seek out professional development and their professional development experiences advocated practices they do not believe in.
4 Very Uncoordinated	strongly agree with all items on this scale.

Academic Engagement

This scale examines student interest and engagement in learning.

Students report:



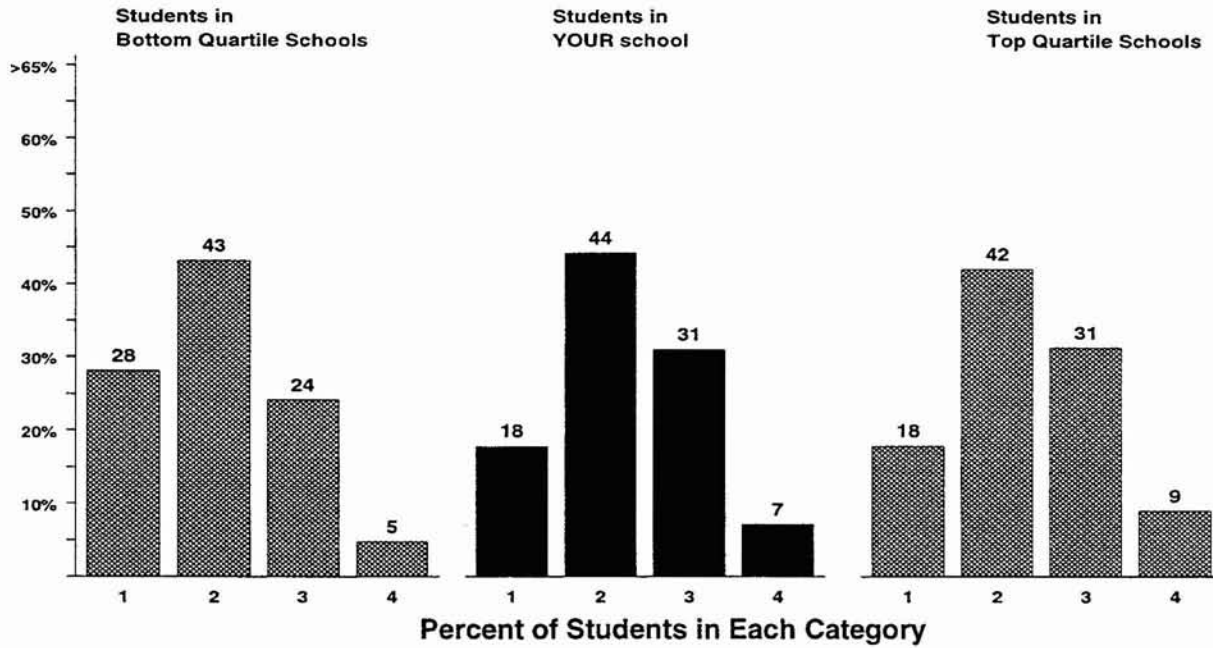
On the next page, you will find a frequency distribution of responses to the Academic Engagement scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what 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 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 the bottom scoring schools.

Even in the top quartile schools, only 40 percent of 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 are quite similar with even more students reporting limited or no engagement and only 29 percent reporting high or moderate engagement.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Academic Engagement.**



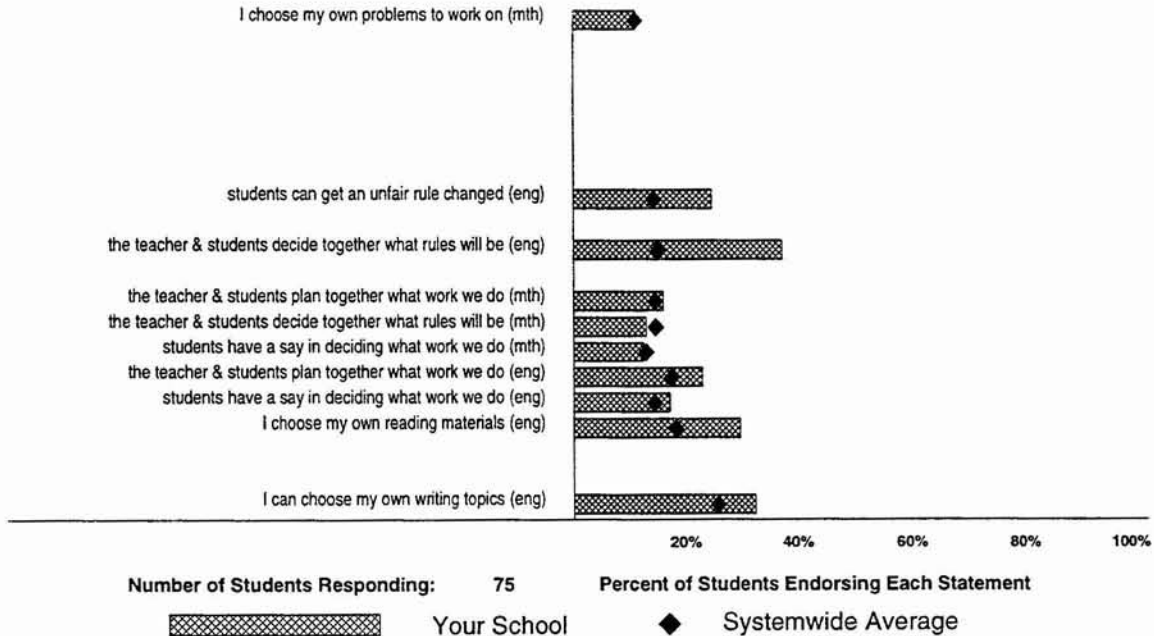
Definition of Categories Charted Above

Category	In this school, students:
1 None	disagree or strongly disagree that they try hard to do their best and find their math topics interesting; they strongly disagree that they are not often bored in class, they are so interested in the work they don't want to stop, and they do not often count the minutes until class ends.
2 Limited	agree that they try hard to do their best; some agree and others disagree that their math topics are interesting; however, they disagree that they are not often bored in class, they are so interested in the work they don't want to stop, and 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.
4 High	strongly agree with all items on this scale.

Student Influence in the Classroom

These questions measure the amount of influence that students have in deciding classroom rules, class work, and assignments.

Most of time in this class:



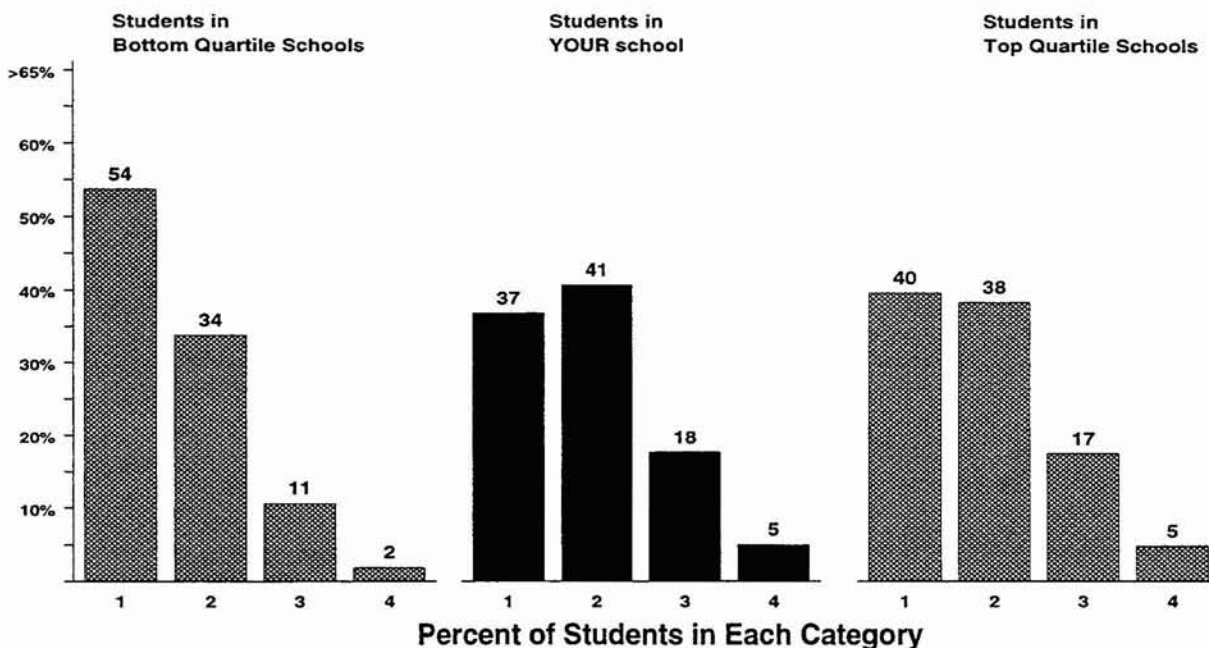
On the next page, you will find a frequency distribution of responses to the Student Influence in the Classroom scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

On the whole, students report very little influence in their classrooms. In the highest rated schools, only 22 percent report extensive or moderate influence and 40 percent report minimal influence. In the lowest quartile of schools, 54 percent of students report minimal influence and 34 percent report limited influence.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools on Student Influence in the Classroom.



Definition of Categories Charted Above

Category	In this school, students reported that:
1 Minimal	they choose their own writing topics or class reading never or once in a while ; they never have a say in deciding what work they do, plan with teachers what work they will do and what the rules will be, change an unfair rule, or choose their own math problems.
2 Limited	they choose their own writing topics once in a while or most of the time ; they choose their own class reading, have a say in deciding what work they will do, work with teachers to plan what work they will do and what the rules will be, and students in the class can change unfair rules once in a while ; they can never or once in a while choose their own math problems.
3 Moderate	they can choose their own writing topics most or all of the time ; they choose their own class reading, have a say in deciding what work they will do, plan together with teachers what work they will do and what the rules will be, and students in the class can change a rule that is unfair most of the time ; they can choose their own math problems once in a while or most of the time .
4 Extensive	they choose their own writing topics and class reading, have a say in deciding what work they do, plan with teachers what work they will do and what the rules will be, and students in the class can change an unfair rule all of the time ; and they can choose their own math problems most or all of the time .

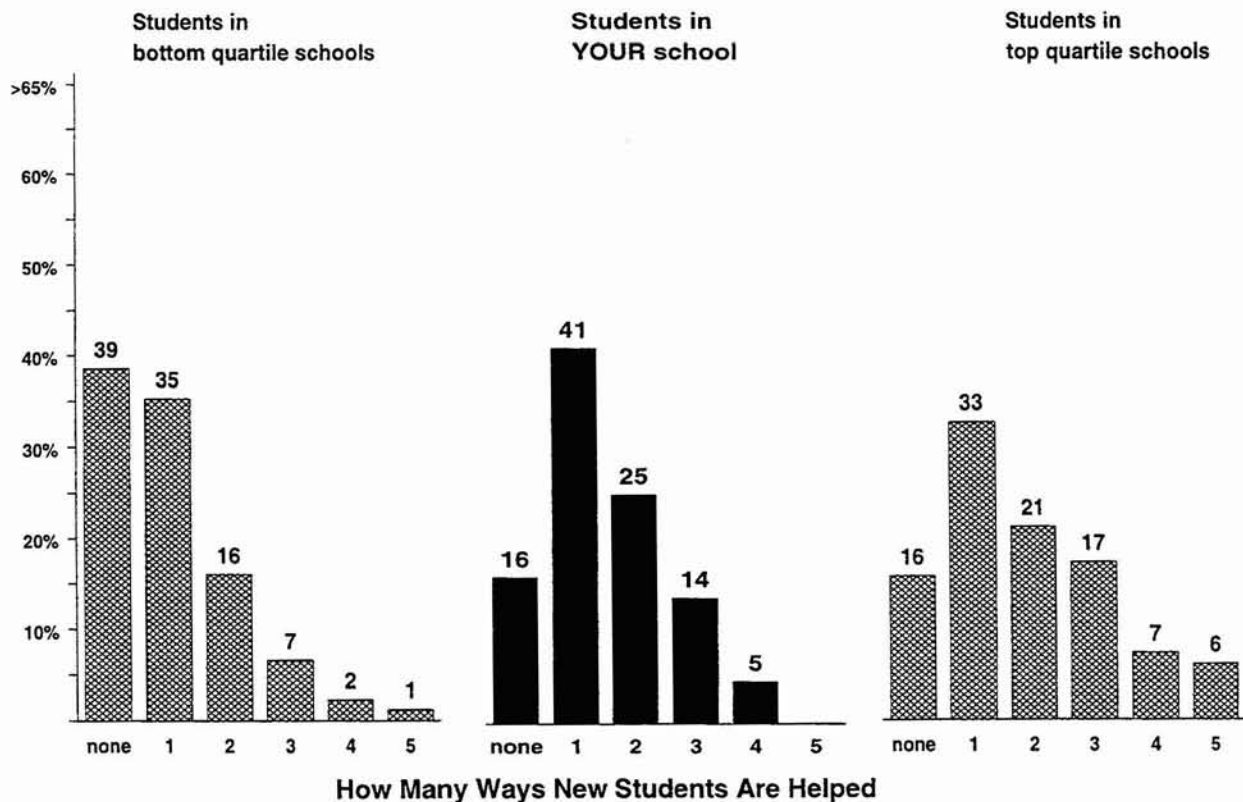
Support for New Students

This measure assesses the amount of support that new students receive from adults in the school (eighth-grade students only).

Strictly speaking, these items do not form a scale like the others presented in this report, so we are presenting the results somewhat differently. The bar graph below shows responses from students who went to your school for the first time last year. These students indicated how many different supports they received to help them adjust to a new school. These types of assistance included: a teacher asking about work, a teacher assigning another student to help, a teacher spending extra time, a counselor helping the student learn school rules, and a teacher or counselor talking about the new school.

In the schools where new students noted the most help, 33 percent marked that they had only one of the five possible types of assistance. Fifty-one percent noted two or more. In the schools where students reported the fewest types of assistance for new students, 39 percent said they received none, 35 percent said that received one, and 26 percent marked two or more types of assistance.

Comparing Responses in John Tyler High School to High-Rated Schools and to Low-Rated Schools Support for New Students.

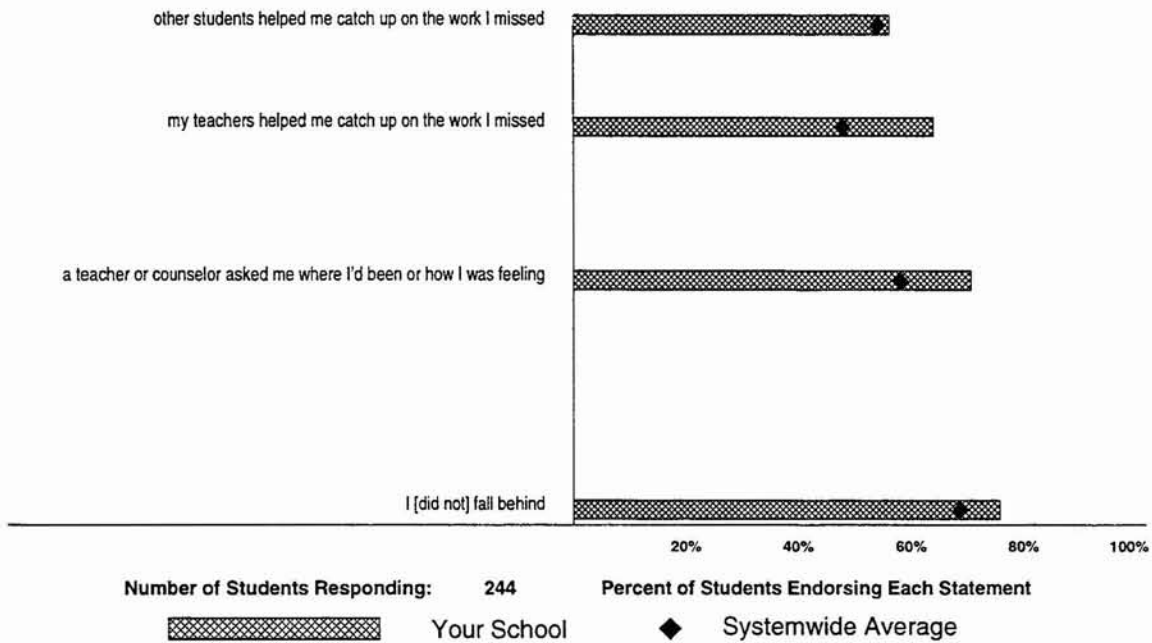


Support for Students Following Absences

These questions assess the amount of support that students receive from the school after being absent.

These items do not form a scale like most others. The questions and student responses are shown below.

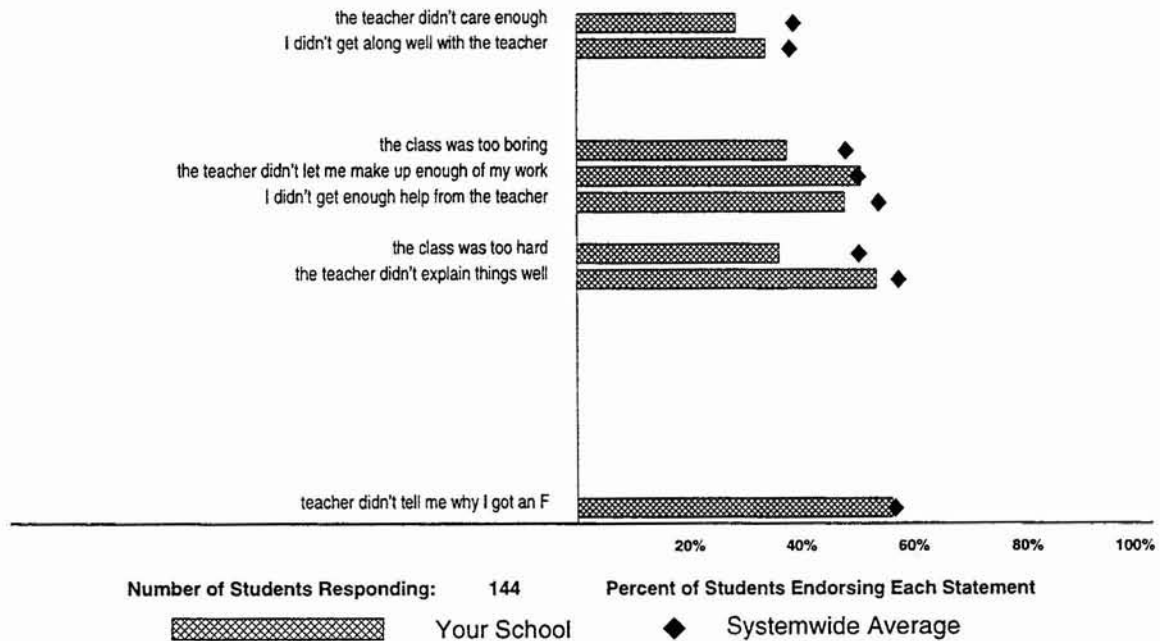
The last time I came back to school after being absent:



Lack of Support for Failing Students

In this scale higher scores are more negative. The scale assesses the extent to which students attribute course failure to problems with teachers and the work itself (eighth-grade students only).

Part of the reason I failed my last course was because:



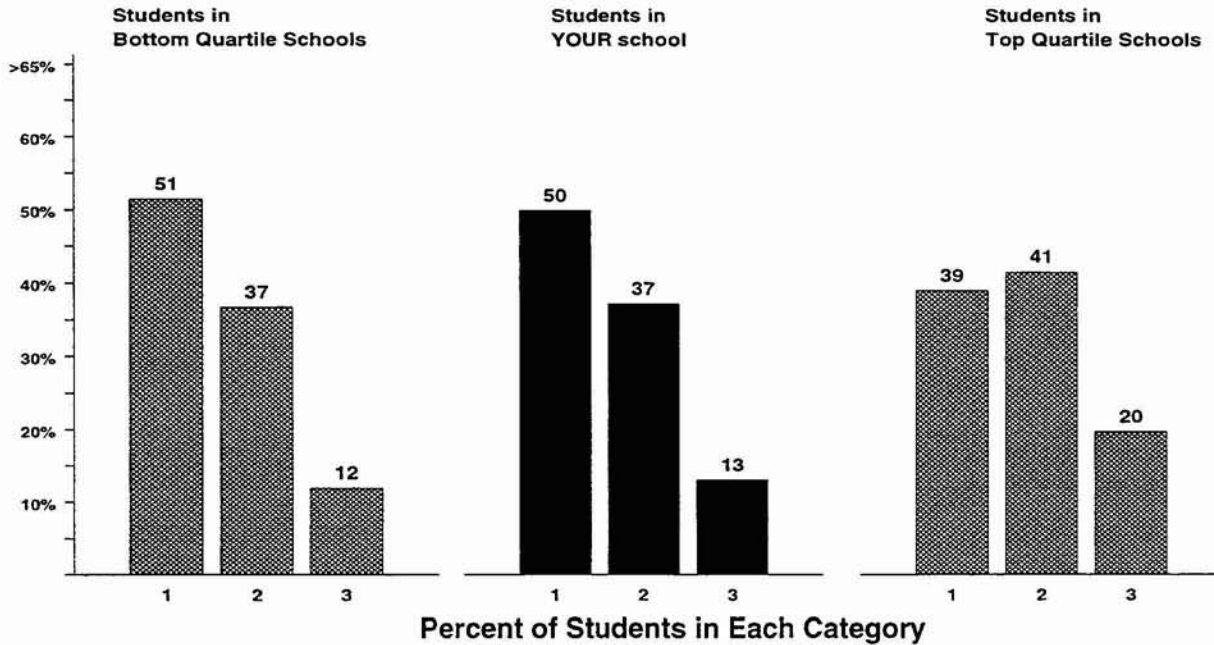
On the next page, you will find a frequency distribution of responses to the Lack of Support for Failing Students scale. The scale is created by combining all responses to the survey questions shown above.

The frequency distribution tells you what percent of students have scores that fall into three different categories. These three categories are defined in detail in the table below the graph. Responses from your school are 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 the bottom scoring schools.

On this scale, the top scoring schools have the most negative responses from students. Twenty percent report little support for failing students, 41 percent report some support and 39 percent report strong support. In the bottom quartile schools (in this case, the most positive), 51 percent report strong support, 37 percent some support and 12 percent report little support for failing students.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools
for Lack of Support for Failing Students.**



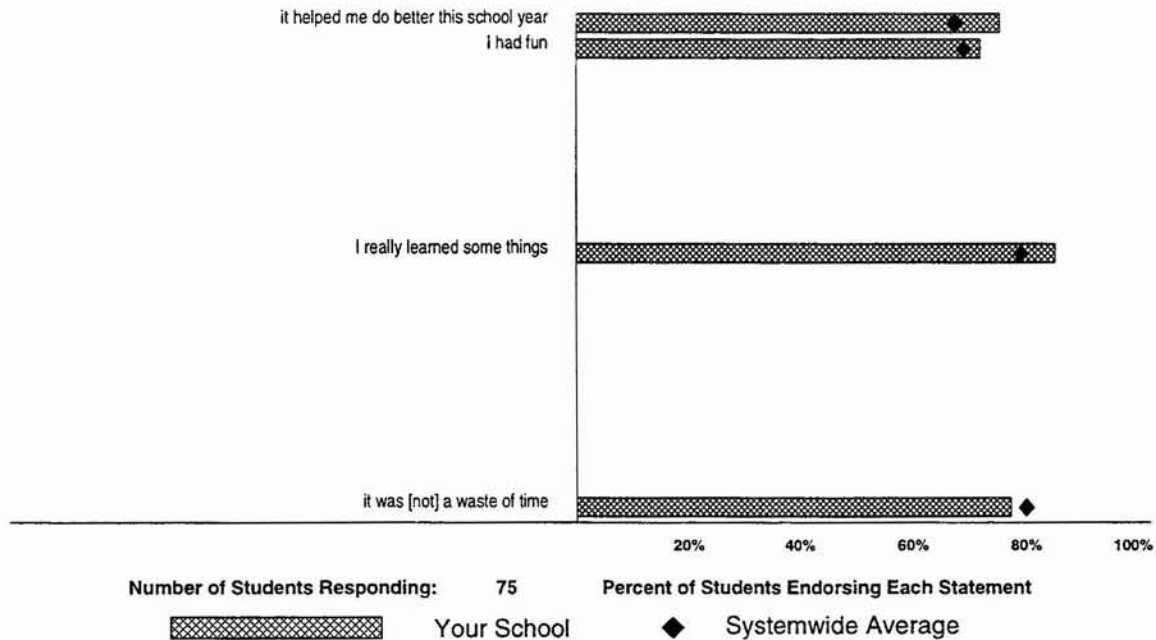
Definition of Categories Charted Above

Category	In this school, students reported that:
1 Strong support	their teacher did talk with them about why they got an F; the remaining items were not reasons they failed a class.
2 Some support	their teacher did talk with them about why they got an F; the remaining items were part of the reason they failed a class.
3 Little support	their teacher did not talk with them about why they got an F; the remaining items were important reasons why they failed a class.

Evaluation of Summer School, 1996

This scale measures whether students believe their 1996 summer school experience helped them do better in school last year (eighth-grade students only).

Student reports about the summer school they attended in 1996:



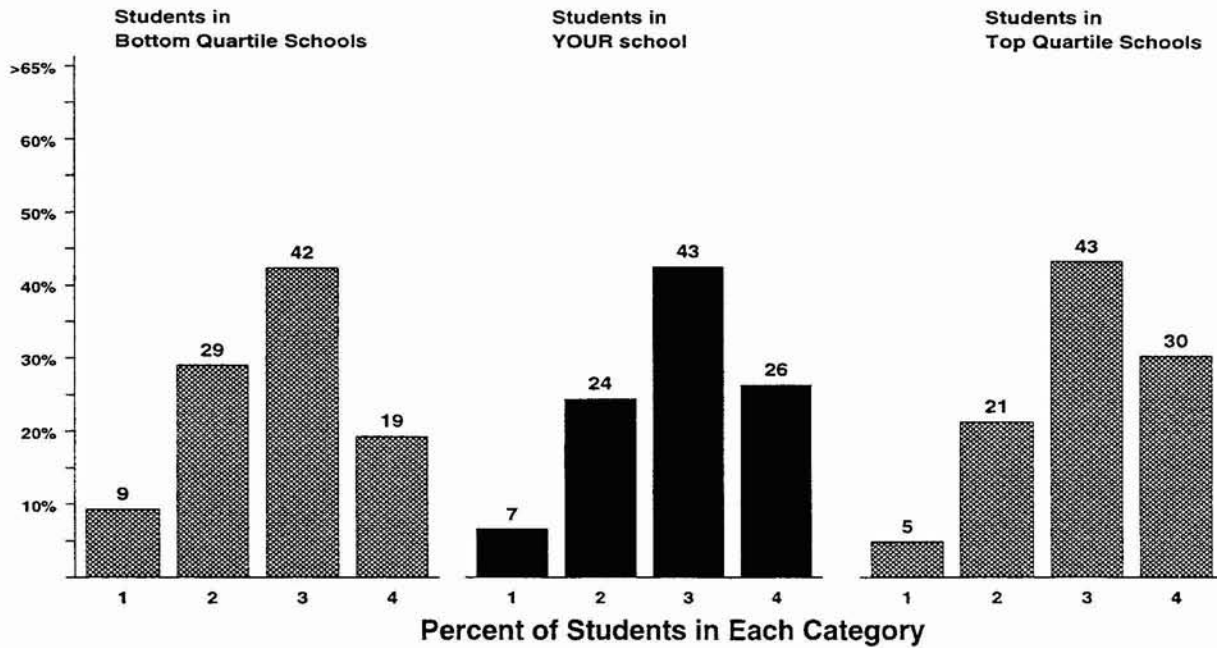
On the next page, you will find a frequency distribution of responses to the Evaluation of Summer School, 1996 scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

On the top scoring schools on this scale, students gave high evaluations to their 1996 summer school experience. Seventy-three percent of the students in these schools rated summer school very high or high. Evaluations in the bottom quartile schools are also relatively high, although 29 percent of students gave low marks and another 9 percent gave very low marks to their 1996 summer school experience.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Evaluation of Summer School,
1996.**



Definition of Categories Charted Above

Category	Students in this school:
1 Very negative	strongly disagree with all items on this scale.
2 Negative	disagree with all the items on this scale.
3 Positive	agree with all the items on this scale.
4 Very positive	strongly agree with all the items on this scale.

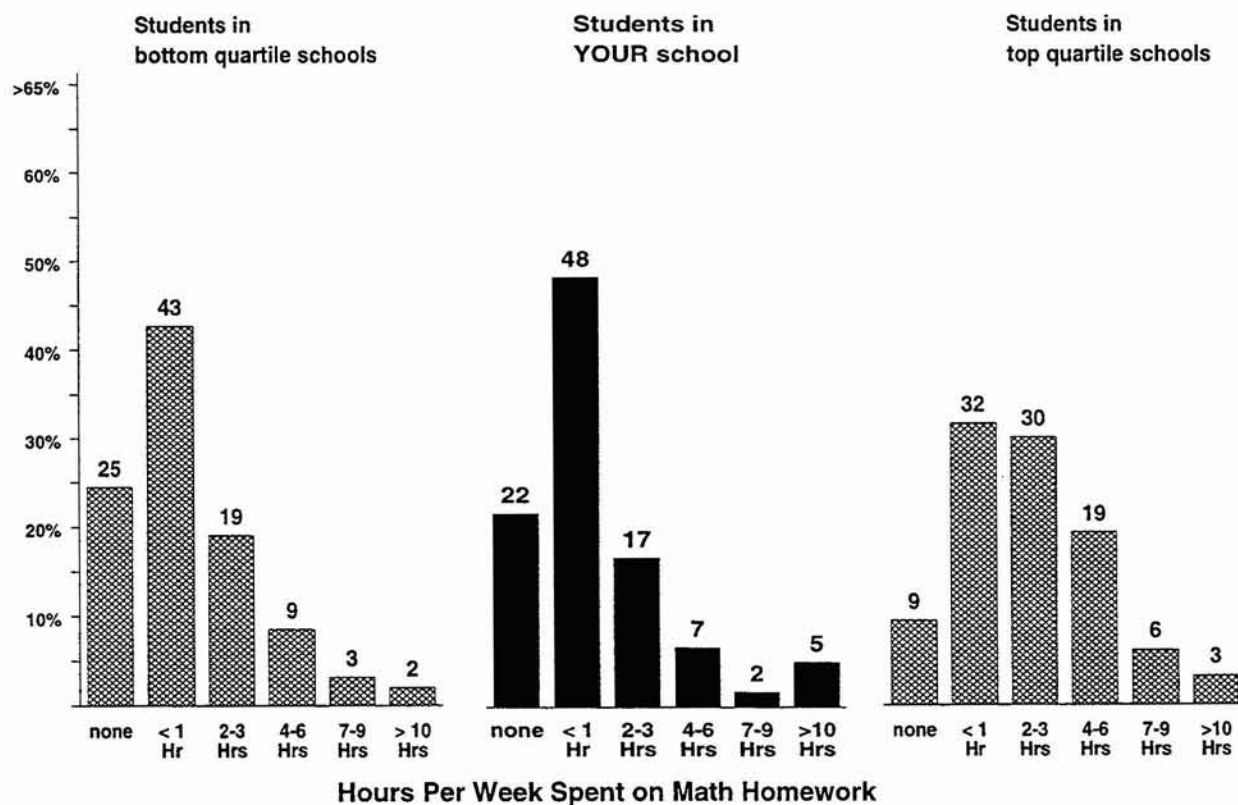
Number of Hours Spent on Homework Per Week

On this page and the next, you will find frequency distributions of responses to the items on Number of Hours Spent on Homework.

The frequency distribution tells you what percent of students have scores that fall into six different categories. Responses from your school are 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.

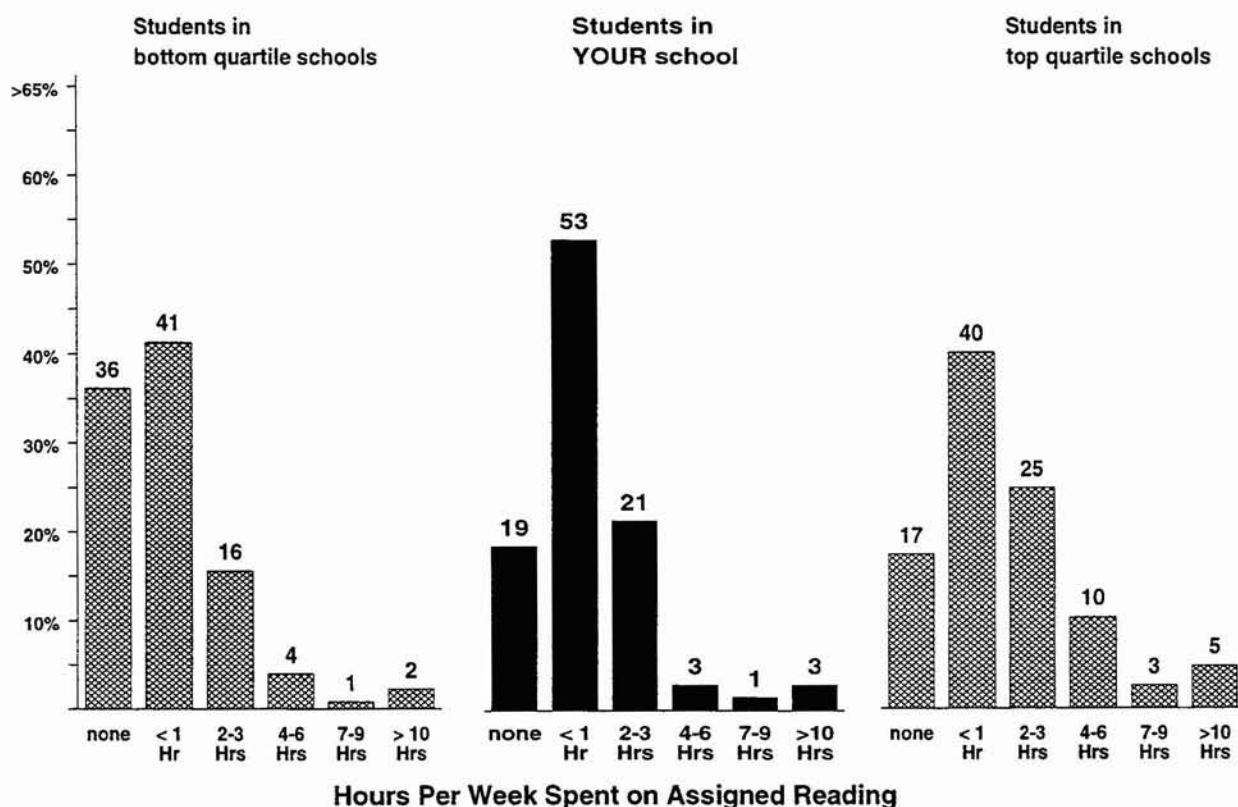
After each graph is a summary comparing top scoring schools to the bottom scoring schools.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Number of Hours Spent on
Math Homework Per Week.**



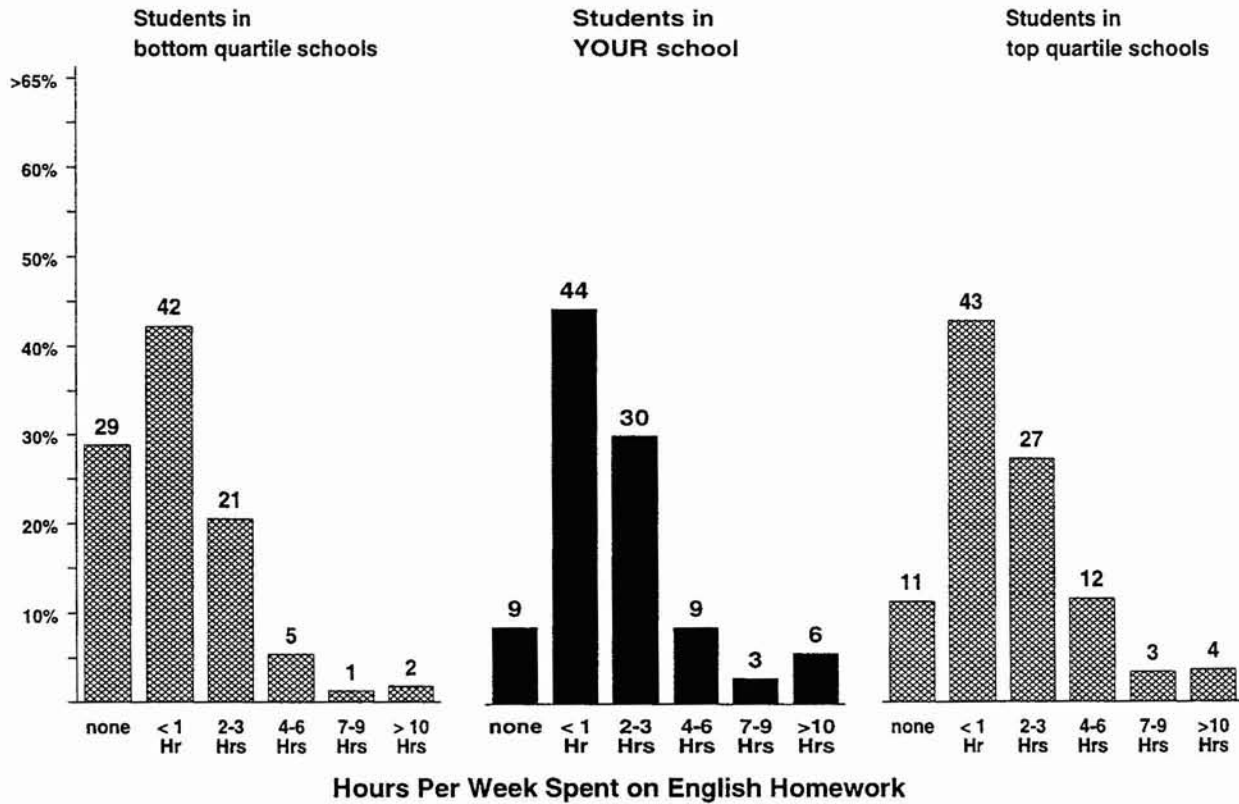
In the top quartile schools, 41 percent of students reported that they spent no time or less than one hour per week on math homework. A significant portion of students spend more time. Of these, most (30 percent) reported 2 to 3 hours of math homework each week. In the bottom quartile schools 68 percent of students reported no homework or less than one hour per week.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Number of Hours Spent
on Assigned Reading Homework in Language Arts/English Per Week.**



Students in top quartile schools report spending less time on reading homework than they do on math homework (57 percent report spending an hour or less on reading homework, compared to 41 percent for math). The same is true for students in bottom quartile school, where 77 percent report spending an hour or less on reading homework, compared to 68 percent for math.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Number of Hours Spent
on Other Language Arts/English Homework Per Week.**

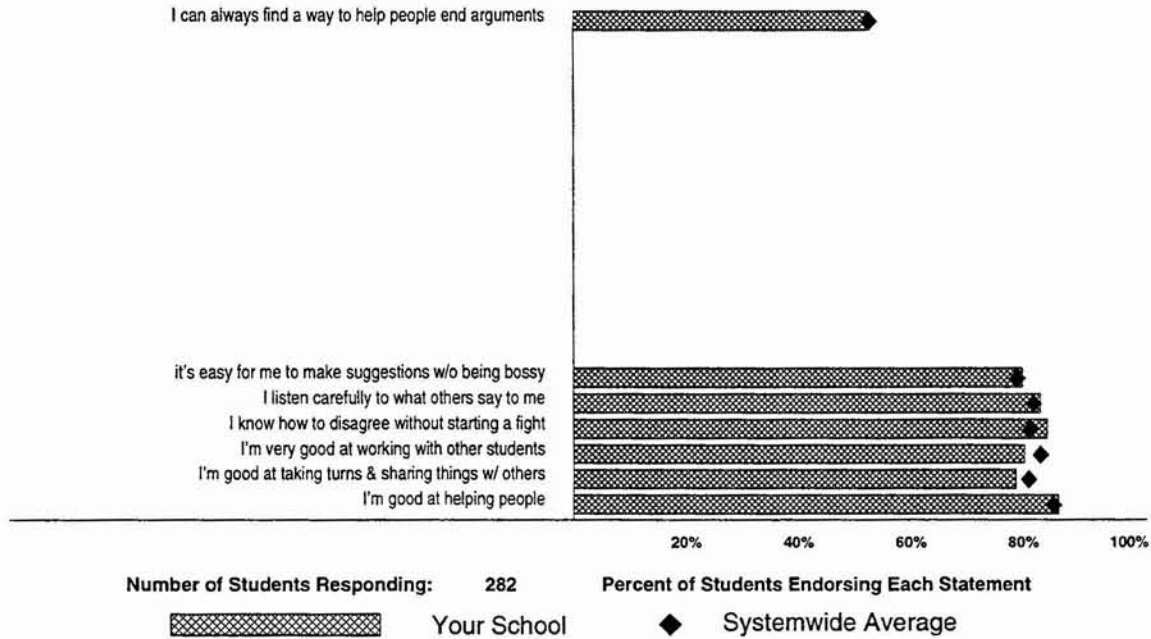


In the top quartile schools, 54 percent of students report no homework or less than one hour per week. Like the other subjects, significant numbers of students do more homework. In the lowest schools, the vast majority of students, 71 percent, do no homework or less than one hour per week.

Social Competence

This scale measures students' ability to work with others, share, listen, and mediate disputes (eighth-grade students only).

Students report:



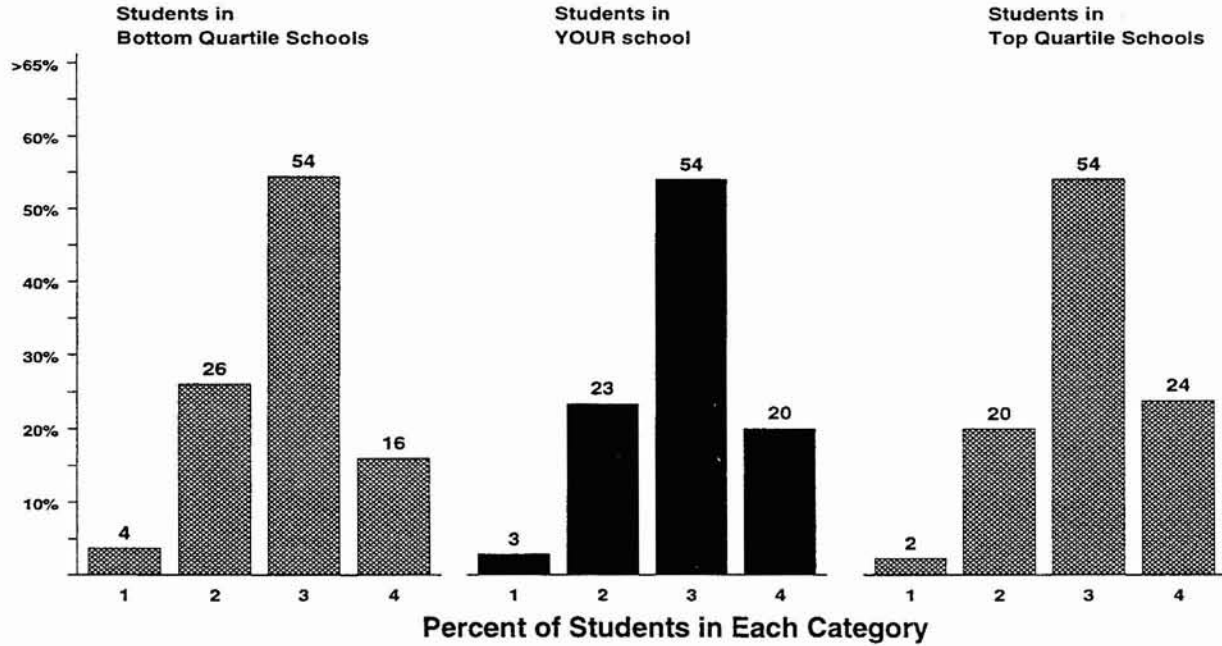
On the next page, you will find a frequency distribution of responses to the Social Competence scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

There is very little differentiation between the highest rated schools and the lowest rated schools on this scale. In both groups the most prevalent category is moderate social competence, with just over half of the students. The top quartile schools have more students reporting strong social competence and the bottom quartile schools have more students reporting weak social competence.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Social Competence.**



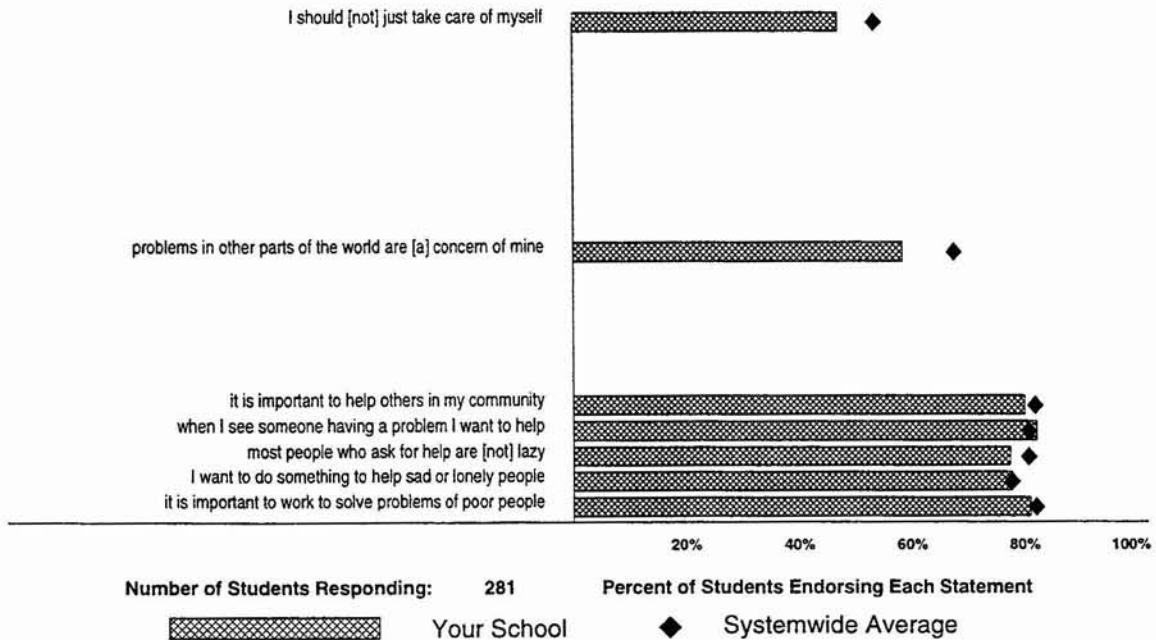
Definition of Categories Charted Above

Category	Students in this school:
1 None	strongly disagree with all items on the scale.
2 Weak	disagree that they are good at helping people, taking turns, working with other students, they know how to disagree without starting a fight, listen carefully to what others say, and find it easy to make suggestions without being bossy; they disagree or strongly disagree that they can always find a way to help people end arguments.
3 Moderate	agree that they are good at helping people, taking turns, working with other students, that they know how to disagree without starting a fight, listen carefully to what others say, and find it easy to make suggestions without being bossy; some agree and others disagree that they can always find a way to help people end arguments
4 Strong	strongly agree that they are good at helping people, taking turns, working with other students, they know how to disagree without starting a fight, listen carefully to what others say, and find it easy to make suggestions without being bossy; they agree or strongly agree they can always find a way to help people end arguments.

Social Conscience

This measure gauges students' concern for others and their inclination to help solve others' problems (eighth-grade students only).

Students report:



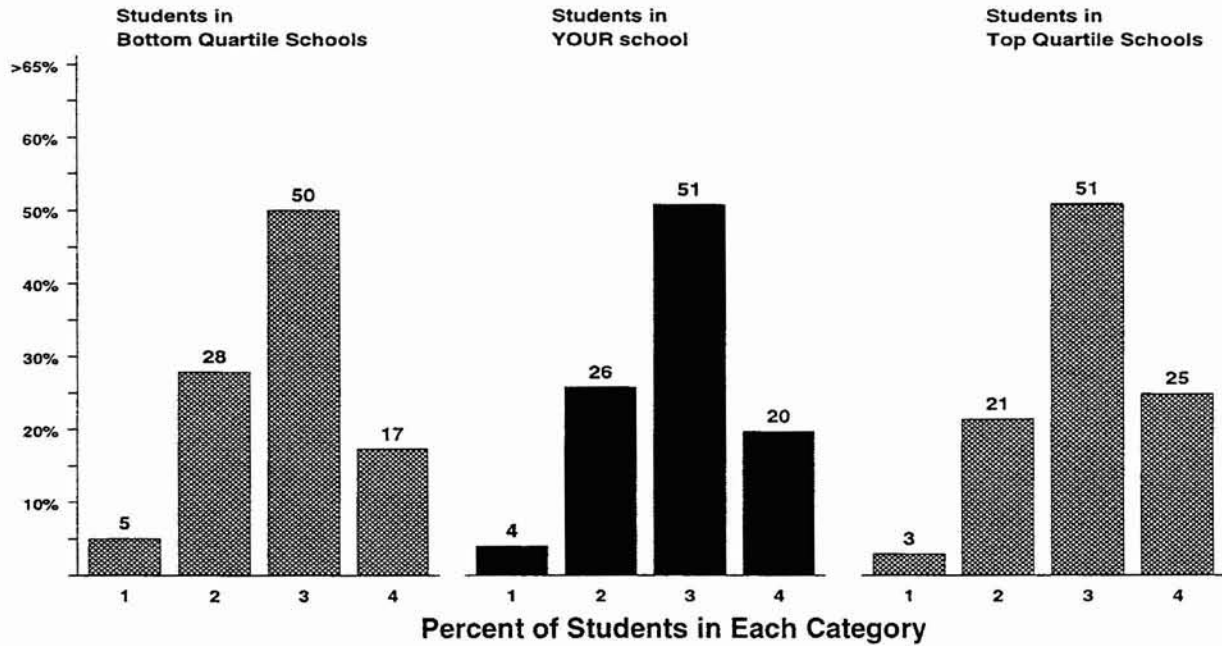
On the next page, you will find a frequency distribution of responses to the Social Conscience scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

This scale shows very little difference between the highest rated schools and the lowest rated schools. In both groups one-half of students indicate moderate levels of social conscience. In the top quartile of schools, the second largest group of students report strong social conscience (25 percent), whereas in the bottom quartile the second largest group of students (28 percent) report weak social conscience.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Social Conscience.**



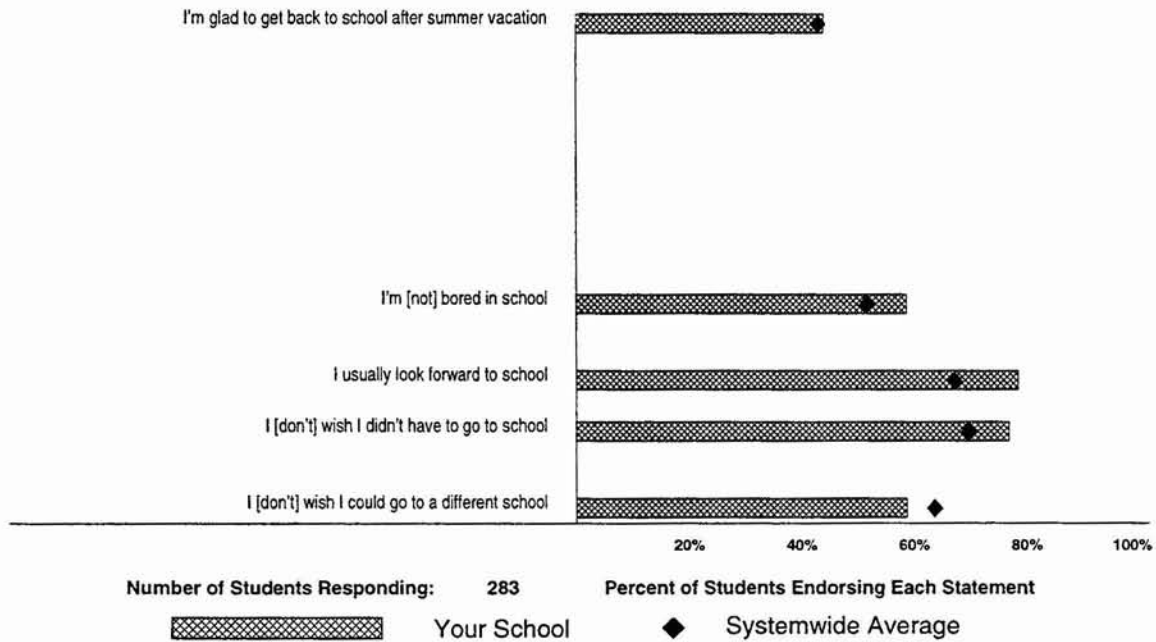
Definition of Categories Charted Above

Category	Students in this school:
1 None	strongly disagree with all items on the scale.
2 Weak	disagree that they want to help sad or lonely people, it is important to solve the problems of poor people, people who ask for help are not lazy, they want to help people having problems, and problems in the world are a concern of theirs; they disagree or strongly disagree that they should think of others and not just let others take care of themselves.
3 Moderate	agree that they want to help sad or lonely people, it is important to solve the problems of poor people, people who ask for help are not lazy, they want to help people having problems, and problems in the world are a concern of theirs; however, some agree and others disagree that they should think of others and not just let others take care of themselves.
4 Strong	strongly agree that they want to help sad or lonely people, it is important to solve the problems of poor people, people who ask for help are not lazy, they want to help people having problems, and problems in the world are a concern of theirs; they also agree or strongly agree that they should think of others and not just let others take care of themselves.

Liking School

This scale assesses how students feel about their school and their commitment to going there.

Students report:



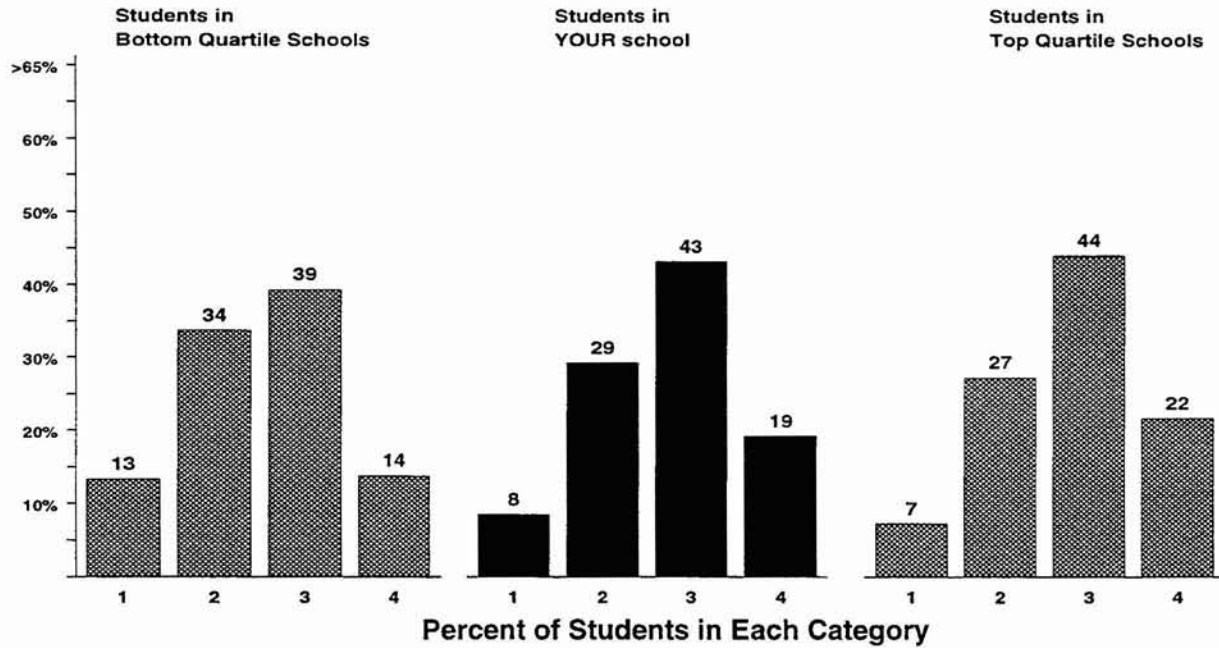
On the next page, you will find a frequency distribution of responses to the Liking School scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

In the top rated schools on this scale, two-thirds of students report strong or moderate levels of liking school. In the lowest schools, just over half of the students have strong or moderate liking for school, but 34 percent report limited liking and 13 percent no liking for school.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Liking School.**



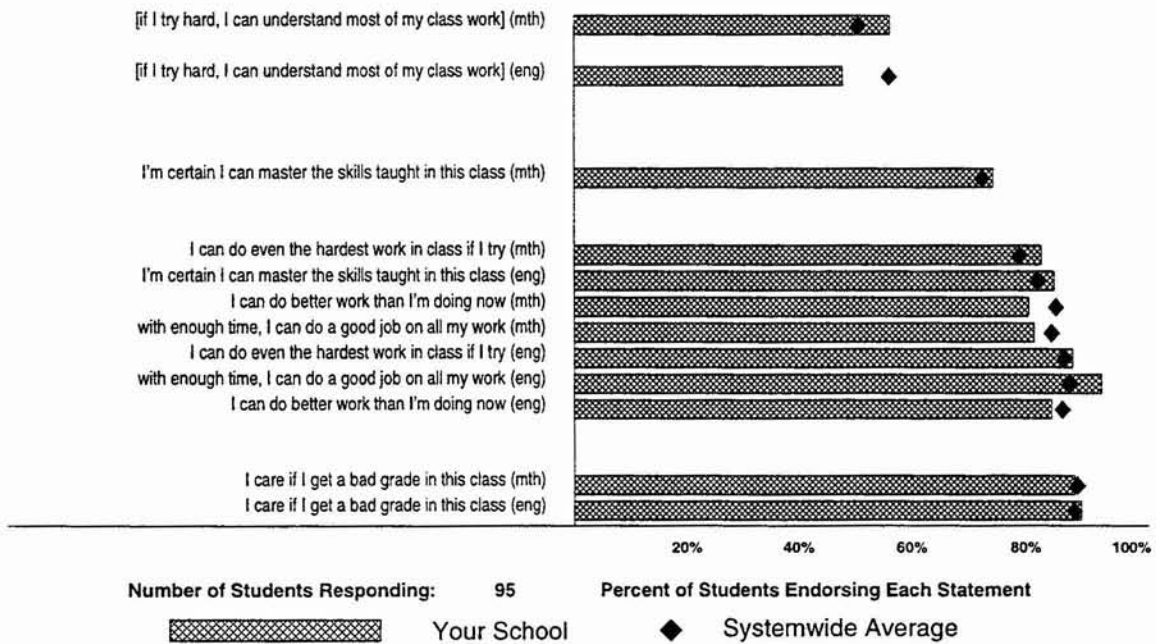
Definition of Categories Charted Above

Category	Students in this school:
1 None	strongly disagree with all items on this scale.
2 Limited	disagree that they do not want to go to a different school, they do not object to going to school, they usually look forward to school, and they are not bored in school; however, they disagree to strongly disagree that they are glad to return to school from summer vacation
3 Moderate	agree that they do not want to go to a different school, they do not object to going to school, they usually look forward to school, and they are not bored in school; however, some agree and others disagree that they are glad to return to school from summer vacation.
4 Strong	strongly agree that they do not want to go to a different school, they do not object to going to school, they usually look forward to school, and they are not bored in school; they agree or strongly agree that they are glad to return to school from summer vacation.

Self-Efficacy

This measure gauges students' confidence in their academic ability.

I agree that:



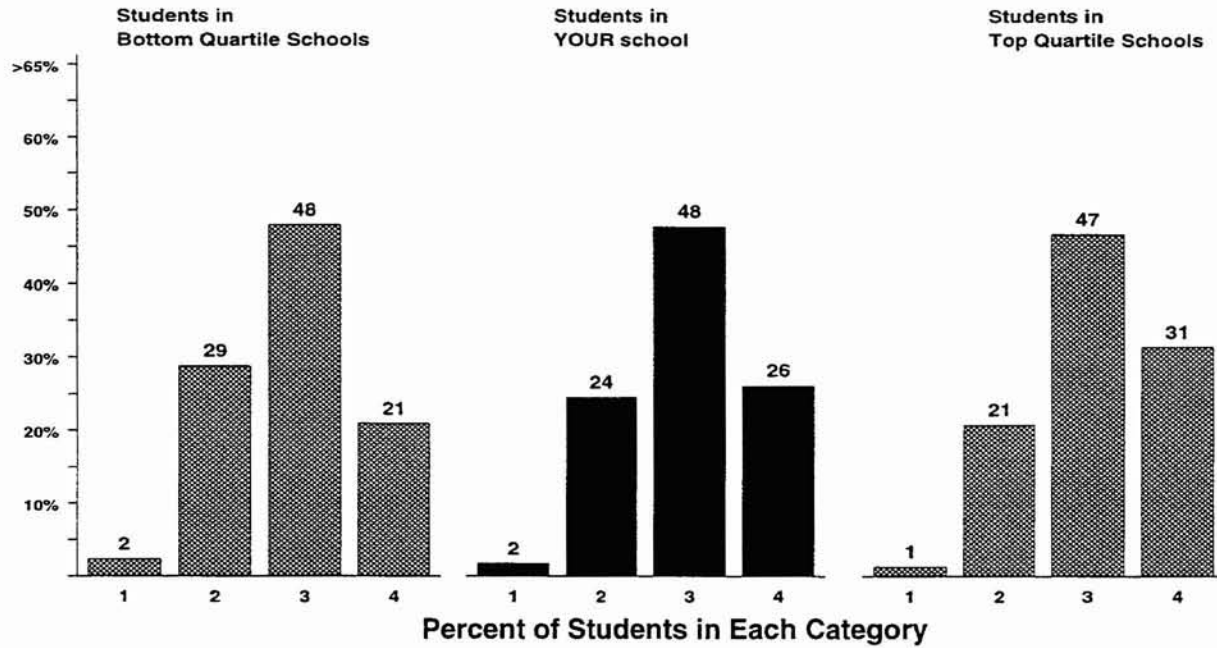
On the next page, you will find a frequency distribution of responses to the Self-Efficacy scale. The scale is created by combining all responses to the survey questions shown above.

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 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 the bottom scoring schools.

For the most part, students report relatively high levels of self-efficacy. In the top quartile schools 78 percent have very high or high levels. In the bottom quartile schools, 69 percent of students describe very high or high self-efficacy.

**Comparing Responses in John Tyler High School
to High-Rated Schools and to Low-Rated Schools on Self-Efficacy.**



Definition of Categories Charted Above

Category	In this school, students:
1 Low	disagree or strongly disagree that they care if they get bad grades, can do better than they are now, and can do a good job if they have enough time; they strongly disagree that they can do the hardest work if they try, can master certain skills, and understand all class work if they try hard.
2 Minimal	some students agree and some disagree that they care if they get bad grades and can do better than they are now; they disagree that they can do a good job if they have enough time, can do the hardest work if they tried, and can do better than they are; they disagree or strongly disagree that they can master the skills taught in class and understand all class work if they try hard.
3 High	agree or strongly agree that they care if they get bad grades in class, can do better than they are now, and can do a good job if they have enough time; they agree that they can do the hardest work if they try and are certain they can master the skills taught in class; some agree and others disagree that they can understand all class work if they try hard.
4 Very high	strongly agree that they care if they get bad grades in class, can do better than they are now, can do a good job if they have enough time, can do the hardest work if they try, and are certain they can master the skills taught in class; they agree or strongly agree that they can understand all class work if they try hard.

Directors

Anthony S. Bryk, Senior Director
University of Chicago

Albert L. Bennett
Roosevelt University

John Q. Easton, Deputy Director
University of Chicago

Penny Bender Sebring
University of Chicago

Mark A. Smylie
University of Illinois at Chicago

Dorothy Shipps, Managing Director
University of Chicago

Improving Chicago's Schools Results of Student and Teacher Surveys

August 1997

Steering Committee

Rachel W. Lindsey, Co-Chair
Chicago State University

Angela Pérez Miller, Co-Chair
Latino Institute

Tariq Butt
Chicago School Reform Board of Trustees

Michael E. Carl
Northeastern Illinois University

Karen G. Carlson
Leadership for Quality Education

Molly A. Carroll
Chicago Teachers Union

Victoria Chou
University of Illinois at Chicago

Anne C. Hallett
Cross City Campaign for Urban School Reform

G. Alfred Hess, Jr.
Northwestern University

John K. Holton
Harvard School of Public Health

Richard D. Laine
Illinois State Board of Education

James H. Lewis
Chicago Urban League

Donald R. Moore
Designs for Change

Jeri Nowakowski
North Central Regional Educational Laboratory

Charles M. Payne
Northwestern University

Barbara A. Sizemore
DePaul University

Linda S. Tafel
National-Louis University

Beverly Tunney
Chicago Principals and Administrators Association

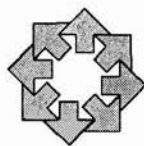
Paul G. Vallas
Chicago Public Schools

The Consortium on Chicago School Research was initiated in 1990 as an independent federation of Chicago area organizations united to undertake research activities designed to advance school improvement in Chicago's public schools and to assess the progress of school reform. The Consortium aims to encourage:

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

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

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



Consortium on Chicago School Research

1313 East 60th Street Chicago, Illinois 60637 (773) 702-3364