



THE UNIVERSITY OF
CHICAGO

UEI URBAN
EDUCATION
INSTITUTE

Consortium on Chicago School Research

UEI URBAN
EDUCATION
INSTITUTE

Schools



THE UNIVERSITY OF
CHICAGO
CHARTER SCHOOL

Teacher/Leader
Preparation

Chicago**UTEP**

Applied
Research



CONSORTIUM ON
CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO
URBAN EDUCATION INSTITUTE

Innovation
and Tools

Districts

Students

Teachers

Schools

- + Committee on Education
 - Interdisciplinary research
 - Interactions with practice



THE UNIVERSITY OF
CHICAGO

UEI

CONSORTIUM
ON CHICAGO
SCHOOL RESEARCH

Intersection of Research, Practice and Policy

- (1) Using research evidence to improve schools, influence policy (CCSR)
- (2) Training teachers and leaders (UTEP)
- (3) Creating reliably excellent schools (University Charter School/4 sites)
- (4) Conducting Interdisciplinary research on education and learning (COE)





Chicago Tribune

MIDWEST

50¢ City & Suburbs; 75¢ Elsewhere

FRIDAY, APRIL 21, 2006

159TH YEAR — NO. 111 — CHICAGO TRIBUNE

OF 100 CHICAGO PUBLIC SCHOOL FRESHMEN, SIX WILL GET A COLLEGE DEGREE

By Jodi S. Cohen
and Darnell Little
Tribune staff reporters

Of every 100 freshmen entering a Chicago public high school, only about six will earn a bachelor's degree by the time they're in their mid-20s, according to a first-of-its-kind study released Thursday by the Consortium on Chicago School Research.

The prospects are even worse

for African-American and Latino male freshmen, who only have about a 3 percent chance of obtaining a bachelor's degree by the time they're 25.

The study, which tracked Chicago high school students who graduated in 1998 and 1999, also found that making it to college doesn't ensure success: Of the city public school students who went to a four-year college, only about 35 percent earned a bache-

lor's degree within six years, compared with 64 percent nationally.

Researchers say they're not exactly sure why Chicago schools alumni graduate from college in such low numbers, but that poor preparation during high school and too few resources at the college level contribute to the problem.

"Just focusing on getting kids to survive in high school isn't go-

ing to be enough," said study co-author Elaine Allensworth, a researcher at the consortium, a group that works closely with Chicago Public Schools. "This report raises a lot of issues that the colleges need to struggle with."

Schools chief Arne Duncan said the grim statistics outlined in the report and the variation in the college rates among city high schools is no surprise—it's what is driving massive private invest-

ment in high school reform.

"When students here are unprepared for college or the world of work, they are condemned to social failure," he said. "We're doing everything we can to dramatically change the high school experience for our teenagers."

Among other findings:

■ Students who graduated from high school with a grade-

ABOUT THE STUDY

Six in 100 Chicago public high school freshmen will receive a bachelor's degree by the age of 25, according to a study that tracked 1998 and 1999 high school graduates.

MORE INSIDE

■ Two similar schools with not-so-similar levels of success preparing kids for college. **PAGE 6**

PLEASE SEE **GRADUATES**, PAGE 6

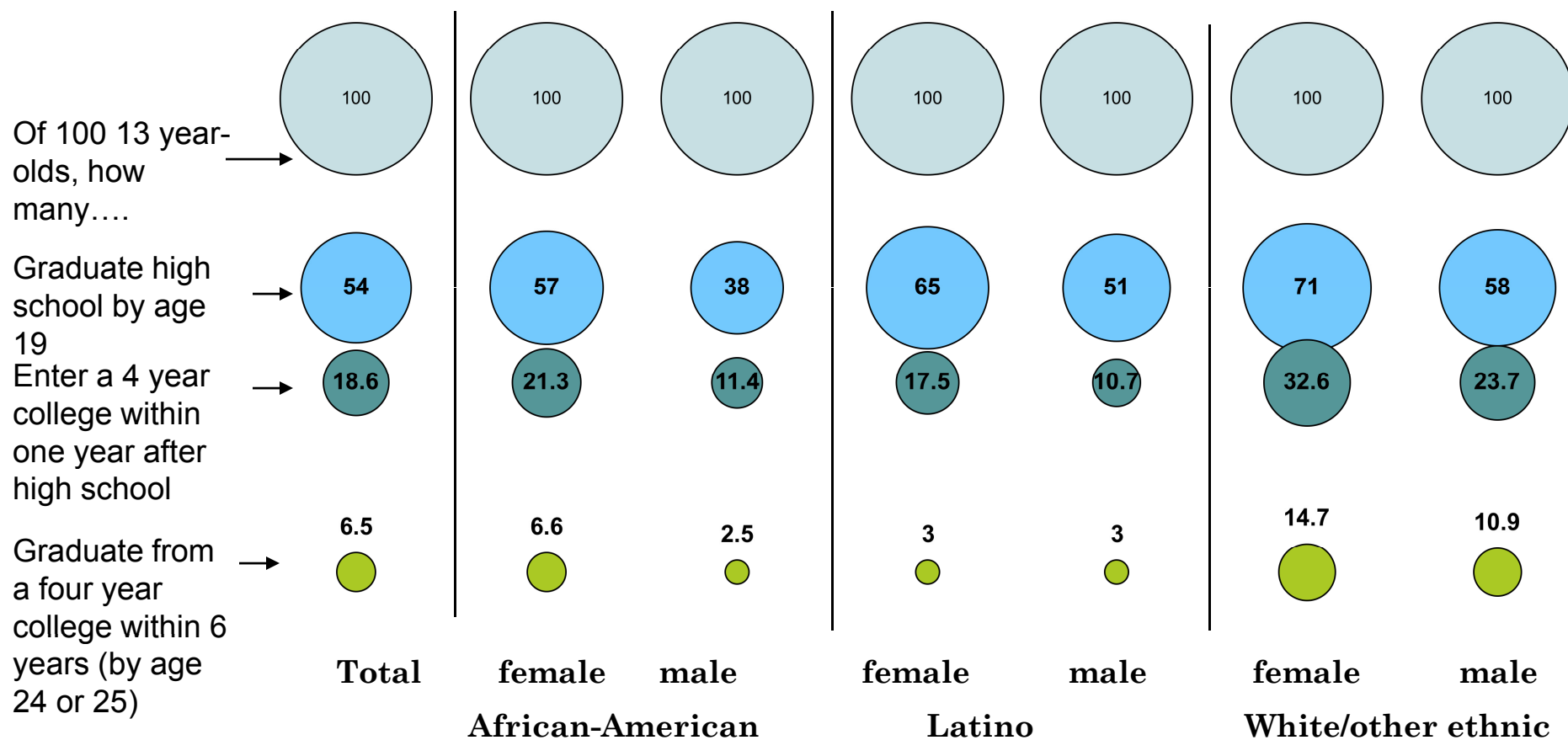


THE UNIVERSITY OF
CHICAGO

UEI

URBAN
EDUCATION
INSTITUTE

The Six to 100 Problem



Consortium on Chicago School Research (CCSR)

- Using data to inform school district; influencing Chicago and national reform over 20 years
- Research in search of solutions
- Honest, independent, longitudinal
- High technical quality and accessible
- Inspiring creation of other consortia

CCSR: The Search for Solutions



THE UNIVERSITY OF
CHICAGO

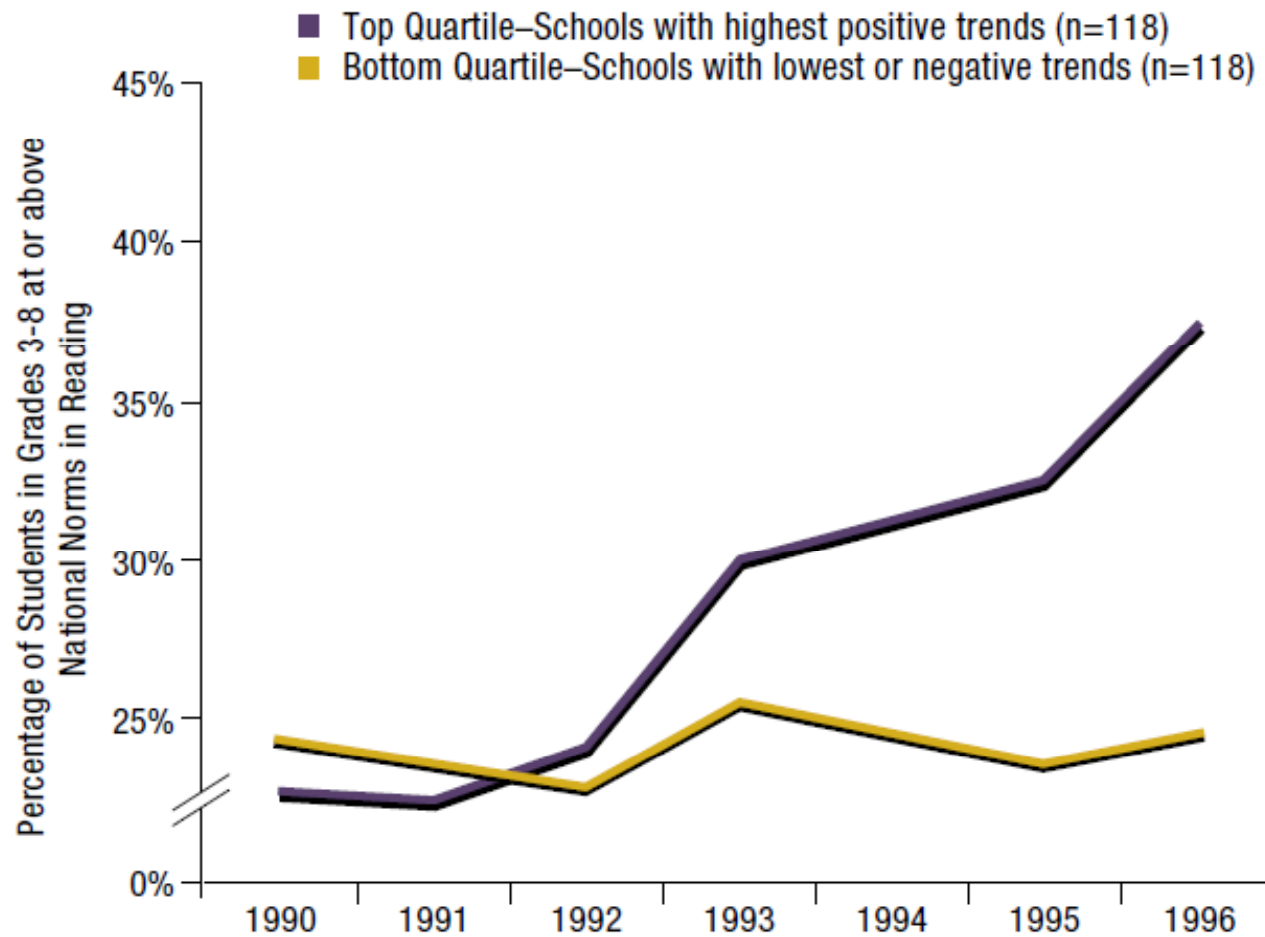
UEI

CONSORTIUM
ON CHICAGO
SCHOOL RESEARCH

Problem Identification

Why Do Some Schools Improve While Others Stagnate?

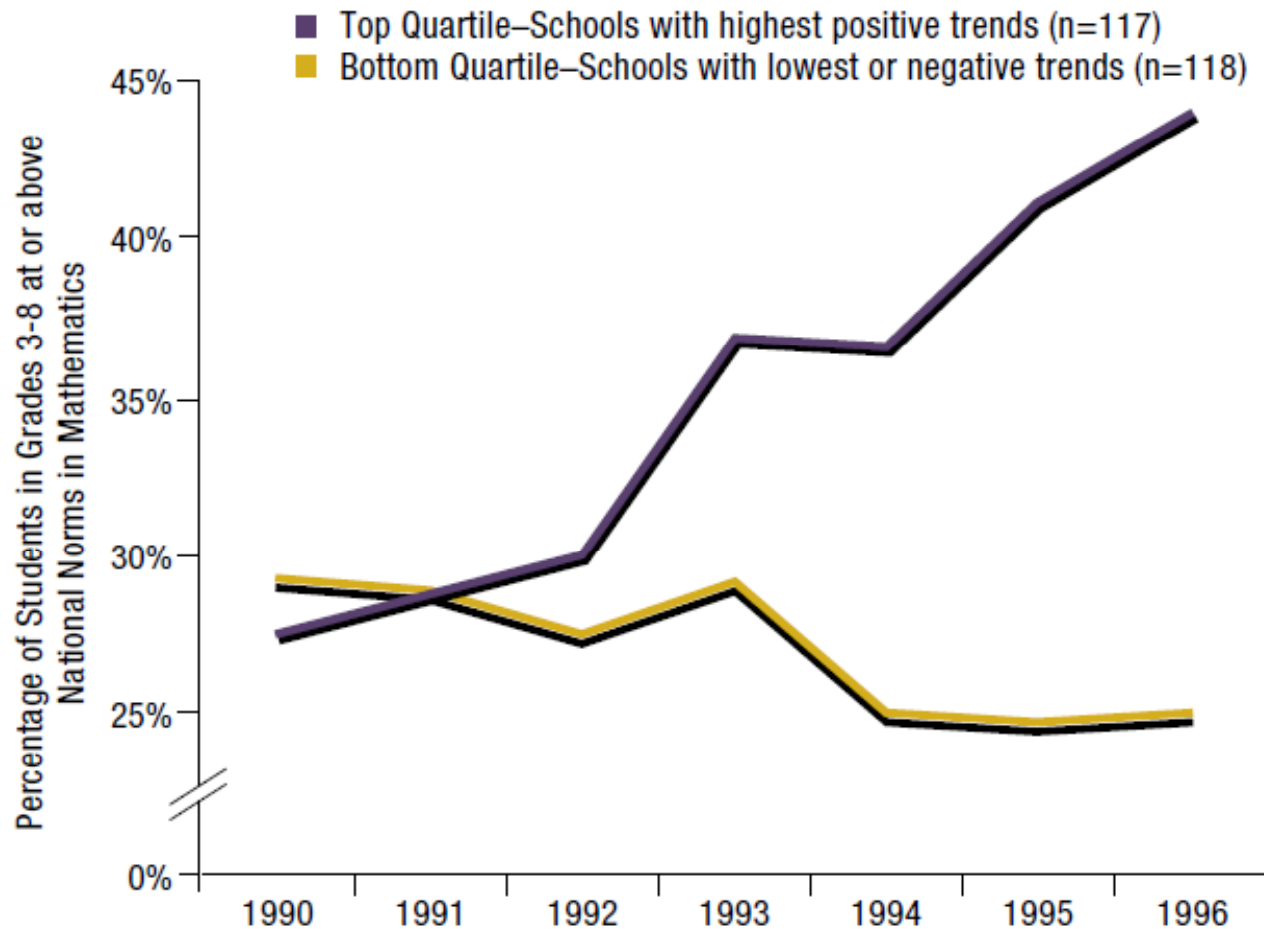
**Reading Score Trends in Improving versus Stagnating Schools
(Iowa Tests of Basic Skills)**



Problem Identification

Why Do Some Schools Improve While Others Stagnate?

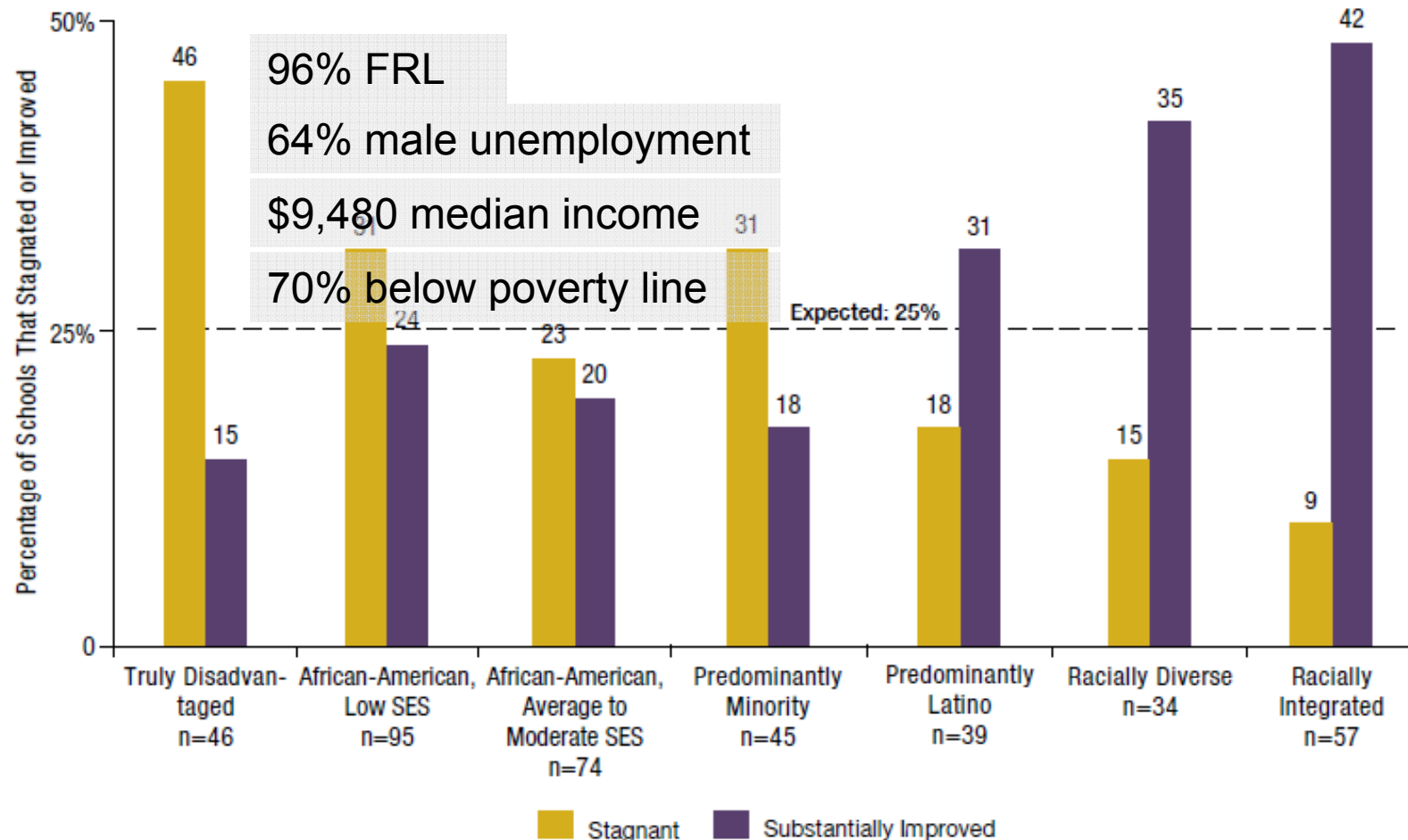
Mathematics Score Trends in Improving versus Stagnating Schools (Iowa Tests of Basic Skills)



Problem Identification

Even Some of the Most Disadvantaged Schools Improve

Stagnation or Substantial Improvement in Reading by Race/Ethnicity and Socioeconomic Status of Students and Their Communities



Research

Compiling and Maintaining a Data Archive

- District data on every student in CPS
 - Beginning in 1992
 - Administrative records
 - Test scores
- Surveys of every teacher, student, and principal

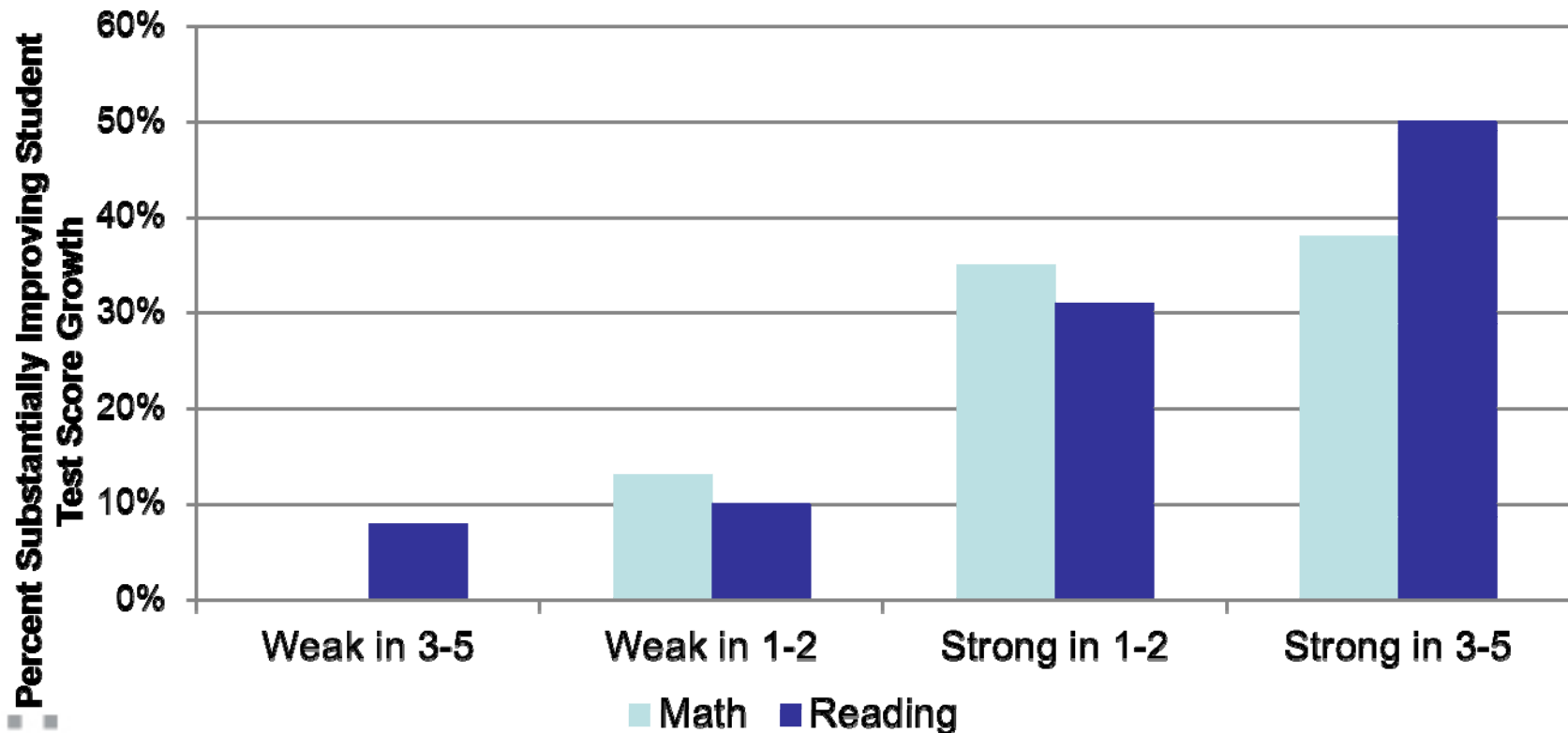
The 5 Essential Supports for School Improvement

1. Ambitious Instruction
2. Professional Capacity
3. Learning Climate
4. Family and Community Ties
5. School Leadership

Research

Robust Predictors of Future Improvement Exist

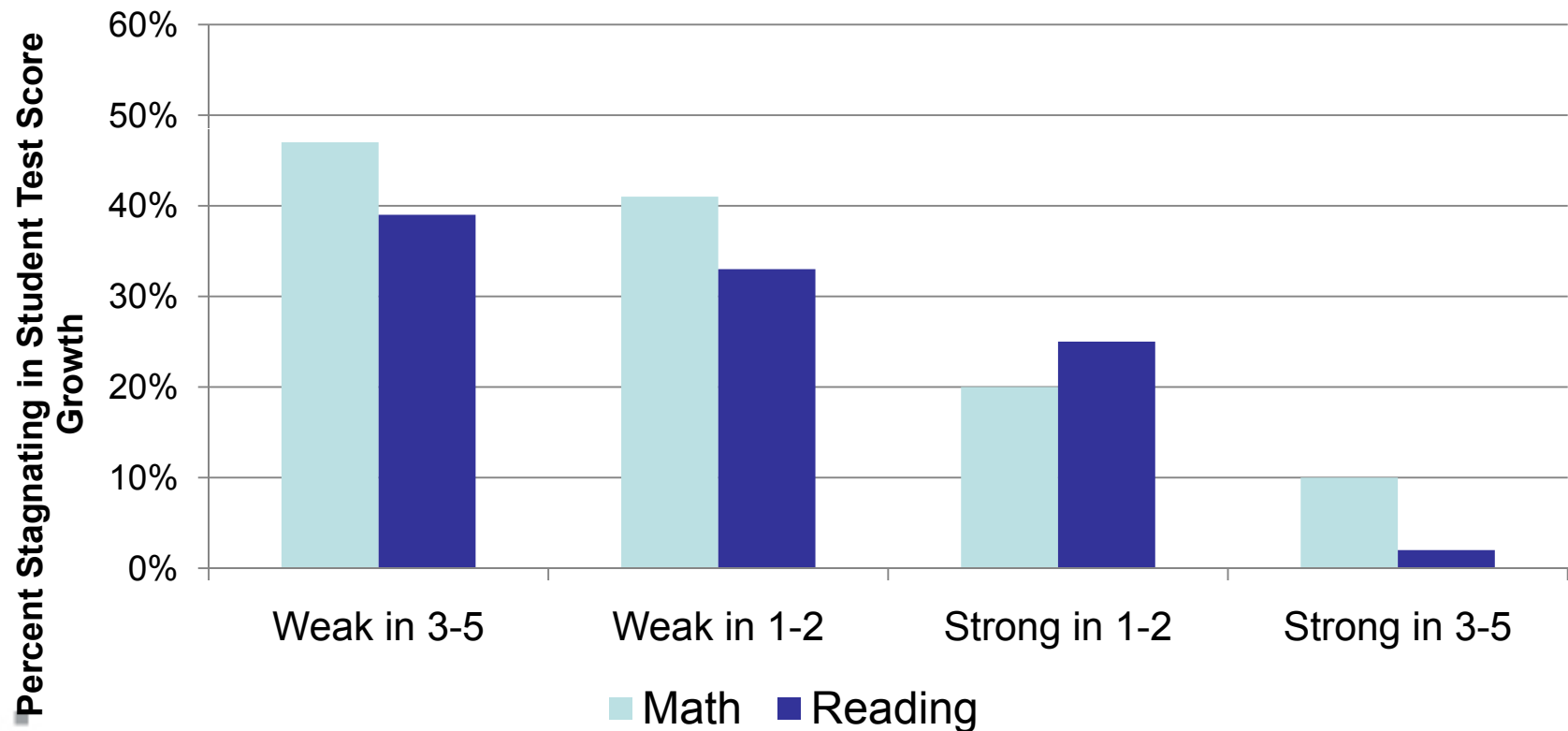
Schools Strong in the 5 Essentials Are 10 Times More Likely to Improve Substantially



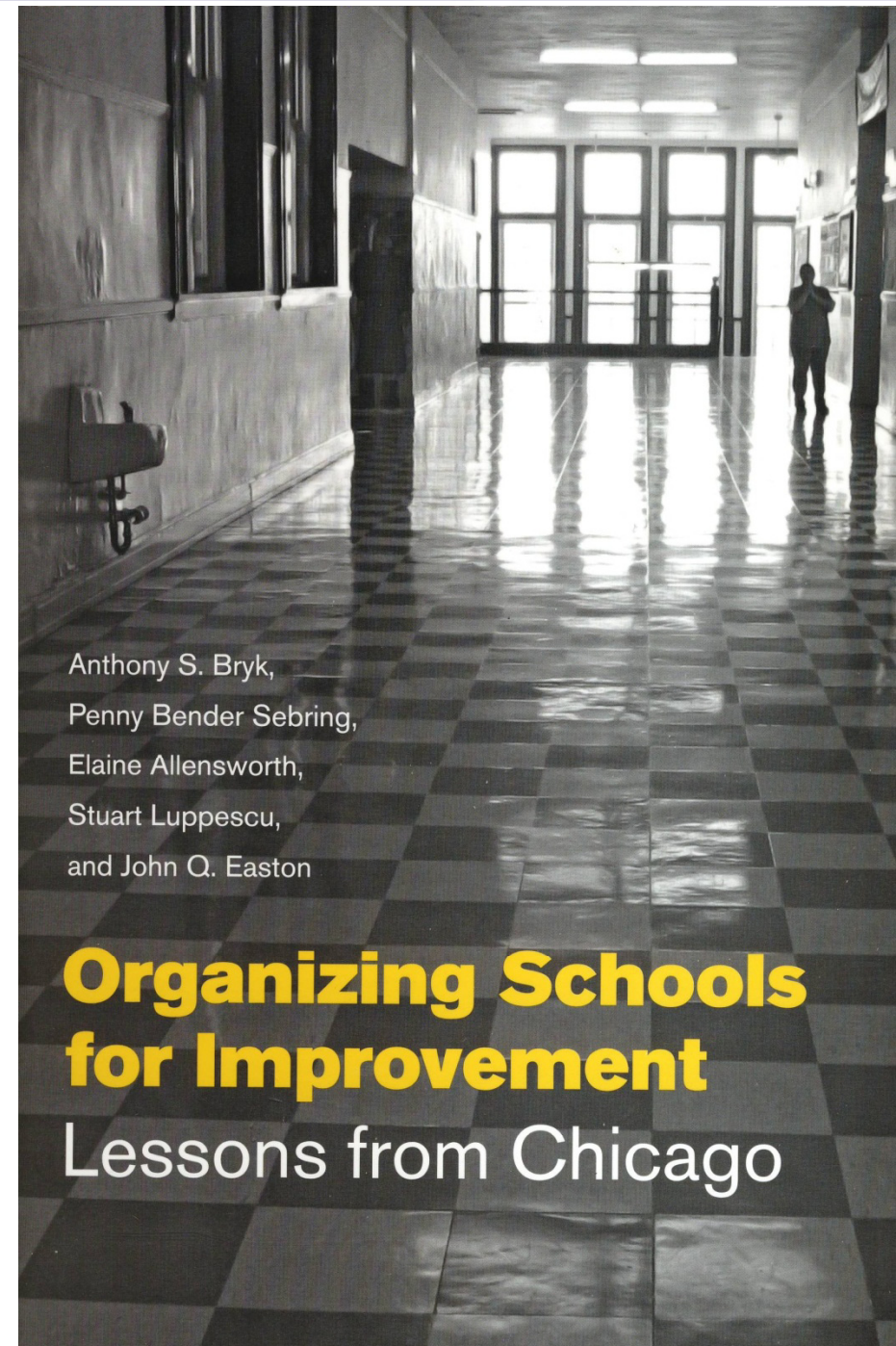
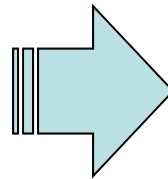
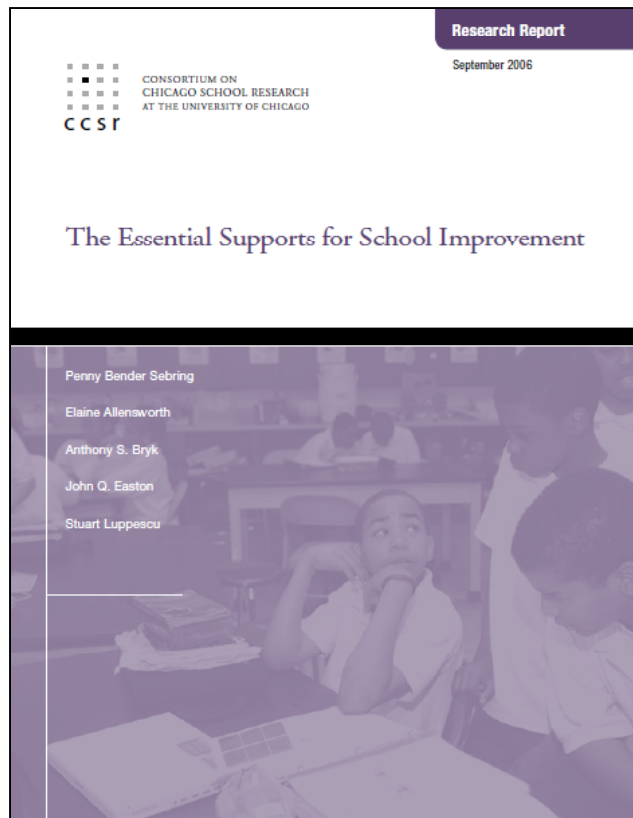
Research

Robust Predictors of Future Stagnation Exist

Schools Weak in the 5 Essentials Are Much Less Likely to Stagnate



Publication





CPS/CCSR My Voice, My School Survey Results

2011 Survey Results

Public CPS Elementary School

[Introduction](#)
[Explore Survey Results](#)
[View & Print Reports](#)
[Survey Details](#)
[Invite Others](#)
[Help](#)

What do students and teachers say about Public Elementary?

In spring 2011 teachers and students across CPS participated in the *My School, My Voice* survey, which asked questions about their school's culture and climate. Public Elementary's performance on the 5 Essentials (fig. 1) summarizes its students' and teachers' answers to those survey questions as they relate to the 5 Essentials.

Public Elementary is partially organized for improvement.

The 5 Essentials can identify whether or not a school is organized for improvement. In fact, *schools strong on three or more of these essentials are 10 times more likely to improve student learning than schools weak in three or more.*

[Explore the Results](#)

Explore the Survey Results to see Public Elementary's performance on the 5 Essentials, the main concepts underlying the 5 Essentials (measures), and individual survey questions underlying each measure.

The 5 Essentials were developed by the [Consortium on Chicago School Research \(CCSR\)](#) at the [University of Chicago Urban Education Institute](#), in partnership with [Chicago Public Schools](#). Research detailed in [Organizing Schools for Improvement: Lessons from Chicago](#) (Bryk, Sebring, Allensworth, Luppescu, Easton: 2010), identifies Instructional Leadership, Professional Capacity, Family and Community Ties, Learning Climate, and Ambitious Instruction as the key ingredients of effective schools. Over the last 20 years, CCSR has linked these 5 Essentials to a number of important student and school outcomes.

Public CPS Elementary School
Overall Performance on the 5 Essentials



Figure 1.

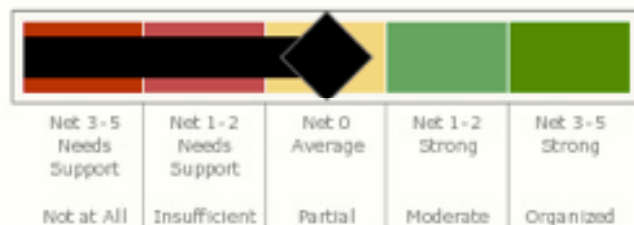
Survey Response Rates for Public Elementary

Respondent	Response Rate	(CPS)
Students	96.2%	(78%)
Teachers	94.3%	(52%)

[View & Print Reports](#)[Survey Details](#)[Invite Others](#)[Help](#)







5E Overall: Net = 0, Partially organized

- Instructional Leadership (average)
- Professional Capacity (average)
- Family & Community Ties (strong)
- Learning Climate (needs support)
- Ambitious Instruction (average)



What are these results based on?

This school's overall performance is based on the 5 Essentials shown below. Click the [>](#) to learn more about each Essential and its underlying concepts (measures).

Essential	Essential Performance
 Instructional Leadership In schools with strong Instructional Leadership, people, programs, and resources are focused on a vision for sustained improvement.	 Average >
 Professional Capacity In schools with strong Professional Capacity, adults work together as a community to promote professional growth and create an atmosphere of collaboration.	 Average >
 Family and Community Ties In schools with strong Family and Community Ties, there are strong relationships with students' families and the surrounding community.	 Strong >

Consortium on Chicago School Research (CCSR)

- Using data to inform school district; influencing Chicago and national reform over 20 years
- Research in search of solutions
- Honest, independent, longitudinal
- High technical quality and accessible
- Inspiring creation of other consortia



THE UNIVERSITY OF
CHICAGO

UEI URBAN
EDUCATION
INSTITUTE

Consortium on Chicago School Research