

# **Organizing Schools for Improvement**

## Lessons from Chicago

Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth,  
Stuart Luppescu, and John Q. Easton

## CONTENTS

Acknowledgments / vii

Prologue: A Tale of Two Schools / 1

Introduction: A Rare Opportunity to Learn about School Improvement / 12

**1 DEVELOPING APPROPRIATE OUTCOME INDICATORS / 29**

**2 A FRAMEWORK OF ESSENTIAL SUPPORTS / 42**

**3 TESTING THE FRAMEWORK OF THE ESSENTIAL SUPPORTS / 79**

**4 PROBING DEEPER: ORGANIZATIONAL MECHANISMS / 97**

**5 TRUST, SIZE, AND STABILITY: KEY ENABLERS / 137**

**6 THE INFLUENCES OF COMMUNITY CONTEXT / 158**

Summary and Conclusions / 197

Appendix A: *Socioeconomic Status Factor* / 223

Appendix B: *A Value-Added Indicator: A School's Academic Productivity Profile* / 225

Appendix C: *Overview of the Fourteen Indicators for the Five Essential Supports* / 231

Appendix D: *Probability Experiment to Evaluate Results Presented in Figure 3.3* / 242

Appendix E: *Interview Questions from the Project on Human Development in Chicago Neighborhoods* / 245

Appendix F: *Coefficients from Analyses of Leadership in Chapter 4* / 246

Appendix G: *Value-Added Replication Results for 1997 through 2005* / 250

Appendix H: *Efforts of the Consortium on Chicago School Research to Build More Productive Ties between Research, Practice, and Policy to Improve Practice* / 252

Notes / 257

References / 285

Index / 297