



# Roosevelt School

## 2025 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These “5Essentials” detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

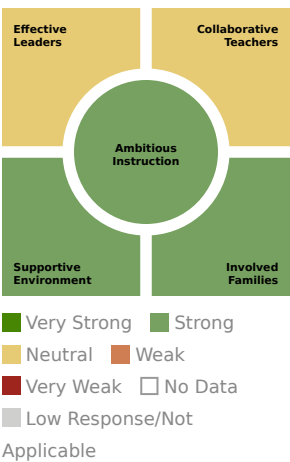
#### References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)  
(Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

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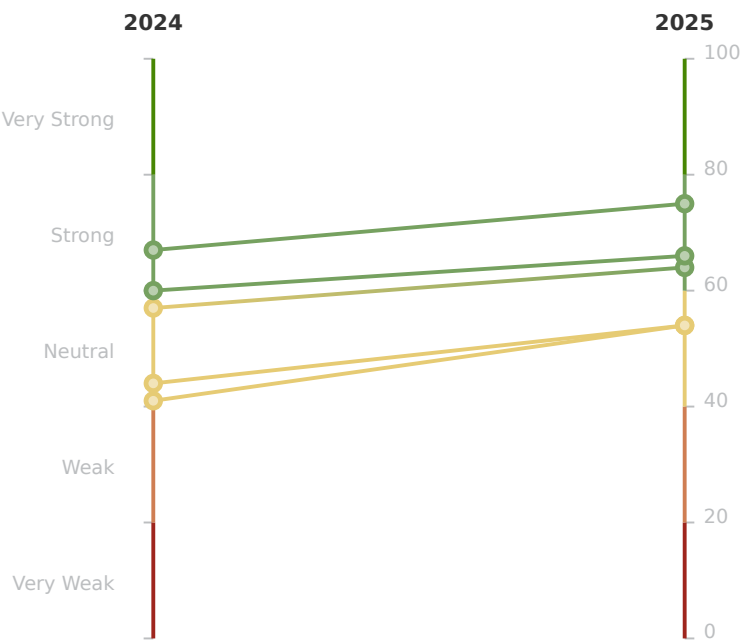
Overall	2
Involved Families	3
Supportive Environment	4
Ambitious Instruction	5
Collaborative Teachers	6
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Overall, Roosevelt School is **well-organized** for improvement.



## The 5Essentials

How is Roosevelt School performing on each of the 5Essentials in 2025?



Essentials	Performance Across Years		
	2024	2025	
Involved Families	67	75	Strong
Supportive Environment	60	66	Strong
Ambitious Instruction	57	64	Strong
Collaborative Teachers	44	54	Neutral
Effective Leaders	41	54	Neutral

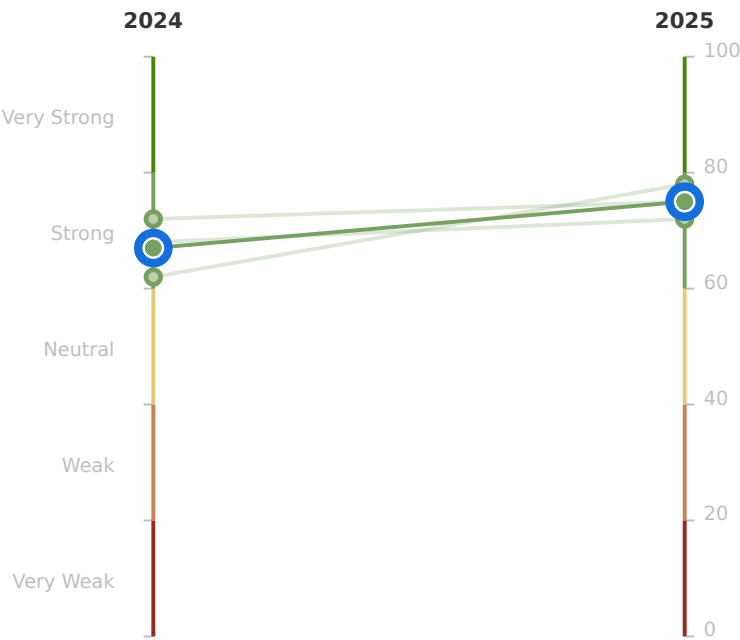
# Involved Families

## How is Roosevelt School performing on Involved Families?

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

### Performance on essential and its underlying measures



Measures	Performance Across Years		Respondent
	2024	2025	
Parent Influence on Decision Making in Schools	62	78	Teacher
Parent Involvement in School	72	75	Teacher
Teacher-Parent Trust	68	72	Teacher

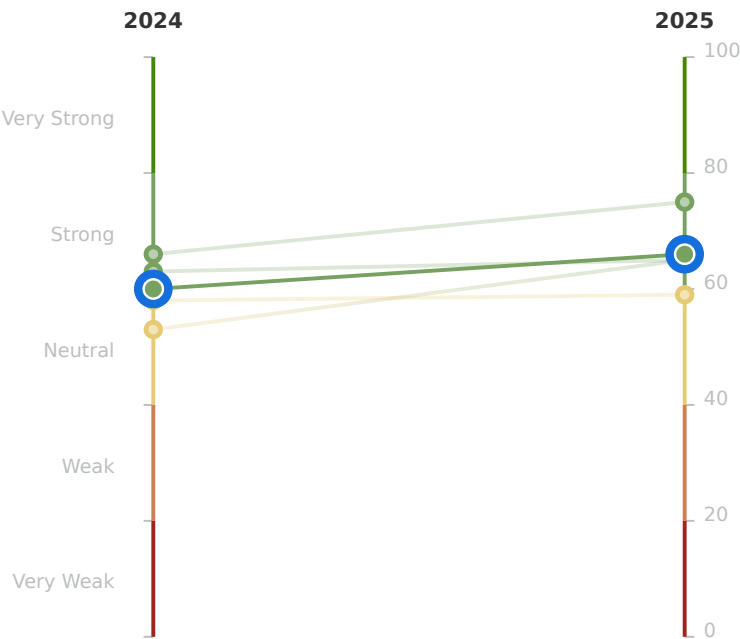
# Supportive Environment

## How is Roosevelt School performing on Supportive Environment?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

### Performance on essential and its underlying measures



Measures	Performance Across Years		Respondent
	2024	2025	
Peer Support for Academic Work	66	75	Student
Academic Personalism	53	65	Student
Safety	63	65	Student
Student-Teacher Trust	58	59	Student

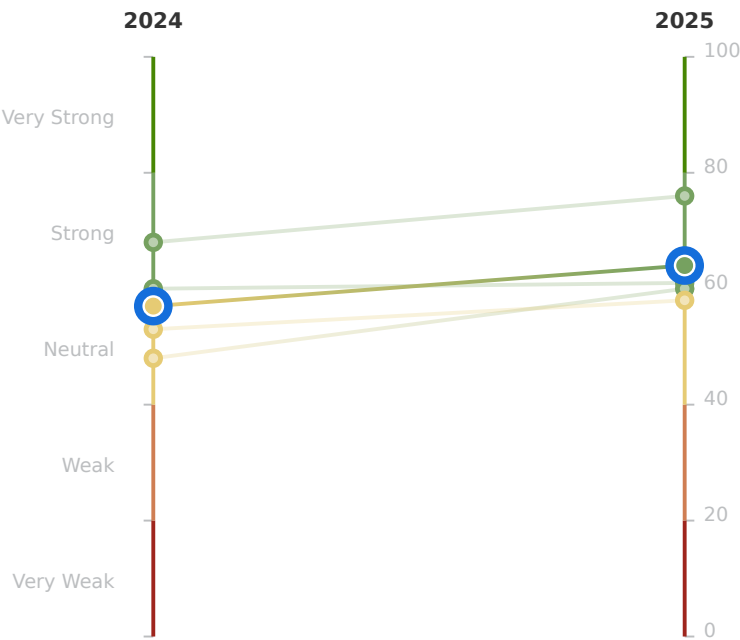
# Ambitious Instruction

## How is Roosevelt School performing on Ambitious Instruction?

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

### Performance on essential and its underlying measures



Measures	Performance Across Years		Respondent
	2024	2025	
Quality of Student Discussion	68	76	Teacher
Academic Press	60	61	Student
English Instruction	48	60	Student
Math Instruction	53	58	Student

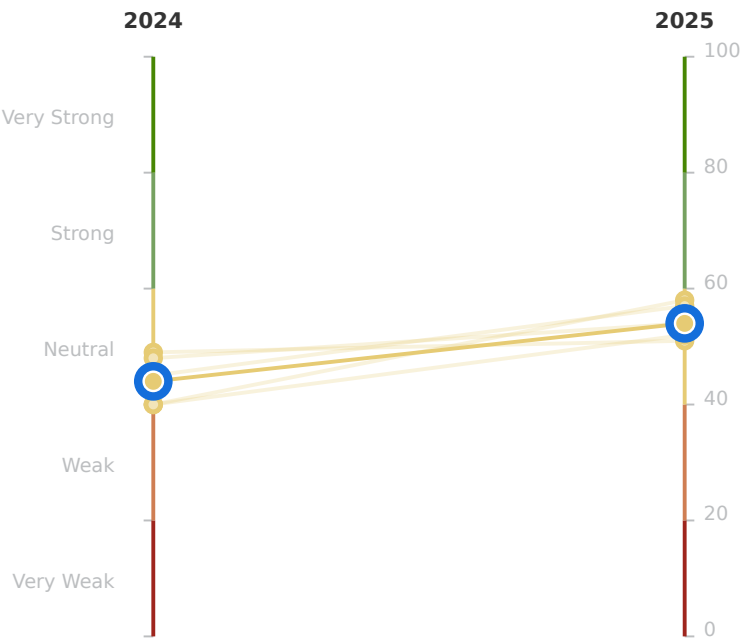
# Collaborative Teachers

## How is Roosevelt School performing on Collaborative Teachers?

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

### Performance on essential and its underlying measures



Measures	Performance Across Years		Respondent
	2024	2025	
Quality Professional Development	40	58	Teacher
Teacher-Teacher Trust	45	57	Teacher
School Commitment	48	54	Teacher
Collective Responsibility	40	52	Teacher
Collaborative Practices	49	51	Teacher

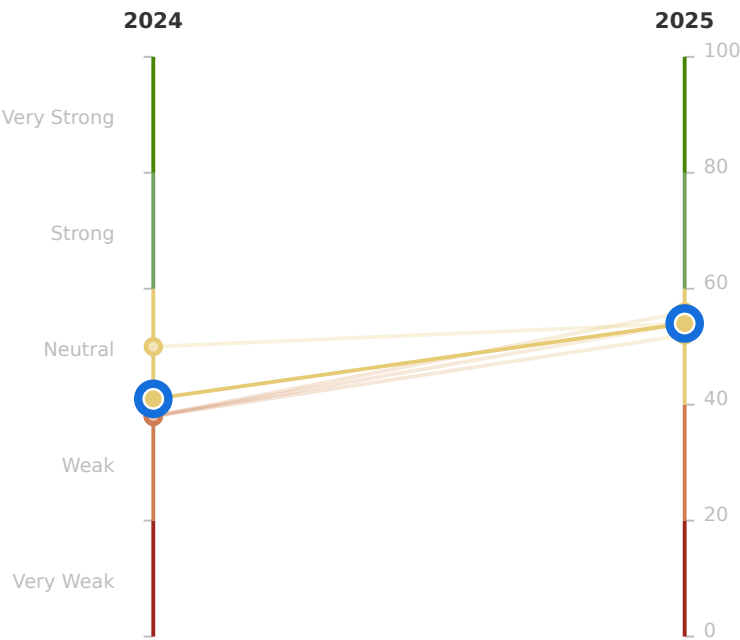
# Effective Leaders

## How is Roosevelt School performing on Effective Leaders?

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

### Performance on essential and its underlying measures



Measures	Performance Across Years		Respondent
	2024	2025	
Program Coherence	38	56	Teacher
Instructional Leadership	38	54	Teacher
Teacher Influence	50	54	Teacher
Teacher-Principal Trust	38	52	Teacher