

# 5Essentials Full Report

Report for River Forest SD 90

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## 5Essentials Overview

### 5Essentials Predicts School Improvement

School improvement is challenging work. Without strength in multiple areas, schools often struggle to improve. Researchers at the University of Chicago Consortium on Chicago School Research used 20 years of evidence to define five essential components of organization and climate related to improving schools. What they found is compelling. These researchers showed that schools strong on these Essentials are more likely to:

- improve student learning and attendance year after year;
- graduate students from high school;
- improve student ACT scores;
- get students into college; and
- keep their teachers.

In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

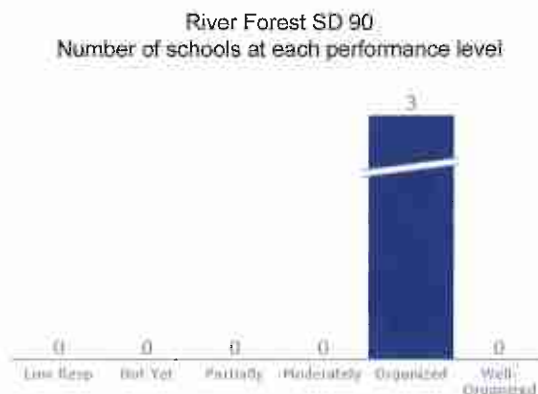
### 5Essentials in River Forest SD 90


Schools in River Forest SD 90 completed the 5Essentials School Effectiveness Surveys in 2017. The results of these surveys indicate that, on average, schools in River Forest SD 90 are **organized**.

Each of the Essentials provides a different lens into the organizational and learning conditions at schools in the River Forest SD 90 and provides guidance on how each of its schools can organize its work. On average, River Forest SD 90 had the following performance on each of the Essentials:

- **Ambitious Instruction:** Classes are challenging and engaging. *More Implementation*
- **Effective Leaders:** Principals And Teachers Implement A Shared Vision For Success. *Average Implementation*
- **Collaborative Teachers:** Teachers Collaborate To Promote Professional Growth. *Average Implementation*
- **Involved Families:** The Entire Staff Builds Strong External Relationships. *Most Implementation*

2017 survey results for River Forest SD 90. Produced by UChicago Impact.



 **Supportive Environment:** The School Is Safe, Demanding, And Supportive. *Average Implementation*

## Effective Leaders



### River Forest SD 90 Schools' 2017 5Essentials Performance On Effective Leaders

#### Performance: **Average Implementation**

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:

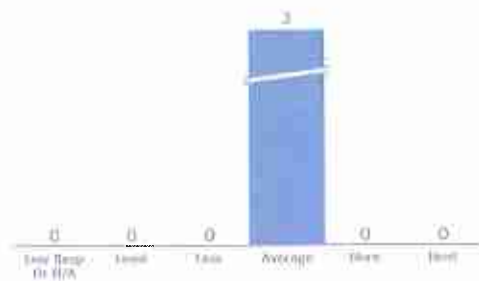
- Practice Shared Leadership,
- Set High Goals For Quality Instruction,
- Maintain Mutually Trusting And Respectful Relationships,
- Support Professional Advancement For Faculty And Staff, And
- Manage Resources For Sustained Program Improvement (Not Measured).

River Forest SD 90 Received A Score Of **50**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

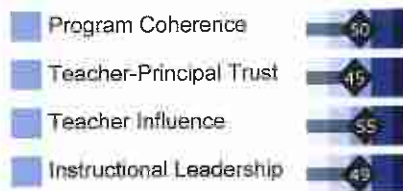
- Program Coherence (50 - Average Implementation)
- Teacher-Principal Trust (45 - Average Implementation)
- Teacher Influence (55 - Average Implementation)
- Instructional Leadership (49 - Average Implementation)



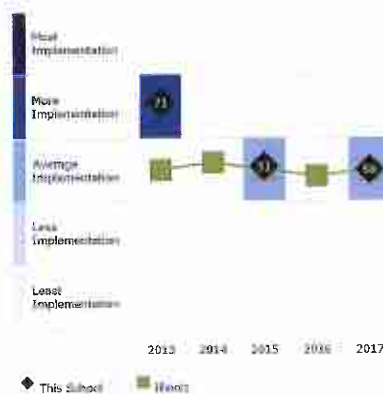
Number Of Schools At Each Performance Level



#### Measures For Effective Leaders



Performance On Effective Leaders Over Time



## Measures Of Effective Leaders

### Program Coherence

**Performance:** **Average Implementation**

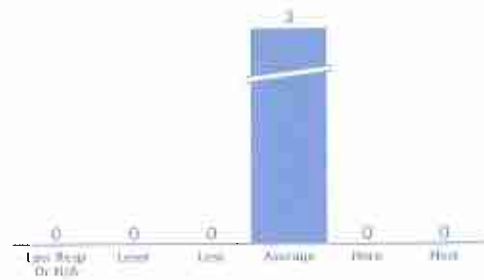
**Program Coherence**

School Programs Are Coordinated And Consistent With Its Goals For Student Learning.

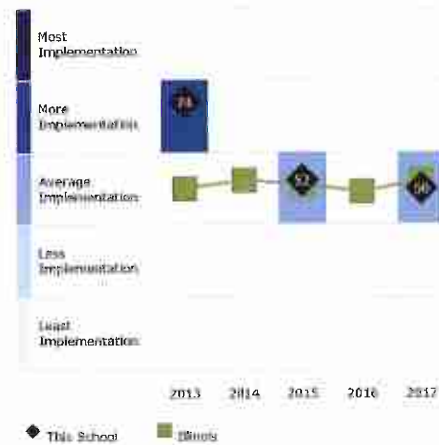
River Forest SD 90 Schools' 2017 5Essentials Performance On Program Coherence



Number Of Schools At Each Performance Level



Program Coherence Over Time

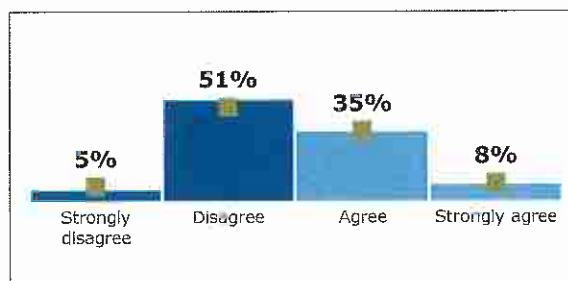


## What Are These Results Based On?

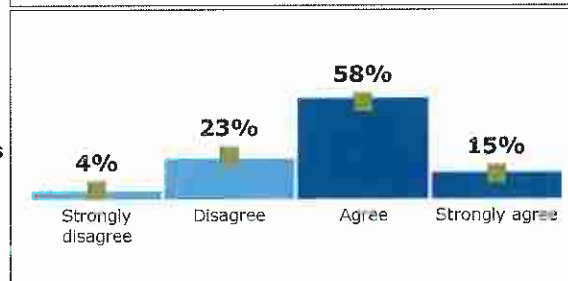
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

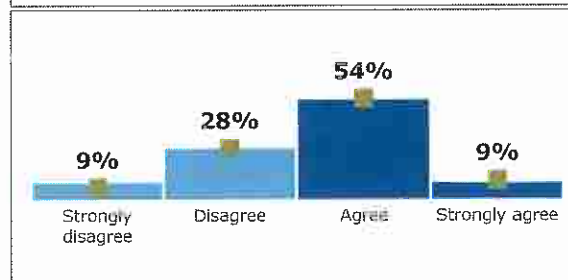
**Many Special Programs Come And Go At This School.**



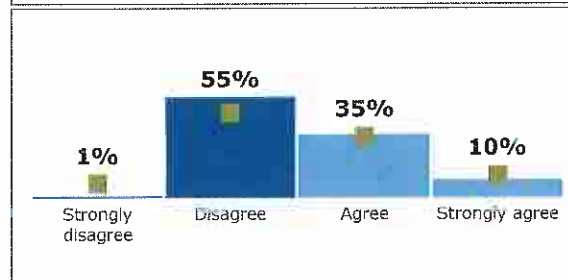
**Once We Start A New Program In This School, We Follow Up To Make Sure That It's Working.**



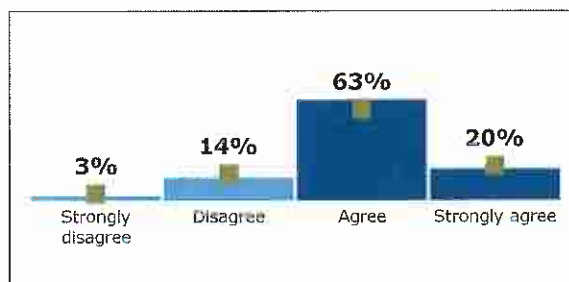
**Curriculum, Instruction, And Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.**



**We Have So Many Different Programs In This School That I Can't Keep Track Of Them All.**



**There is Consistency In Curriculum, Instruction, And Learning Materials Among Teachers In The Same Grade Level At This School.**





## Teacher-Principal Trust

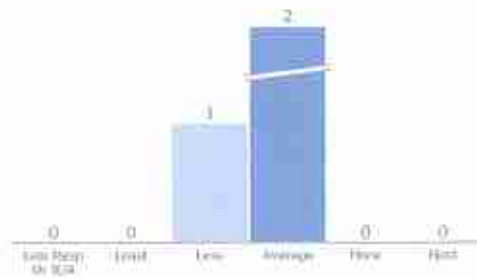
**Performance:** Average Implementation

**Teacher-Principal Trust**  
 Teachers And Principals Share A High Level Of Mutual Trust And Respect.

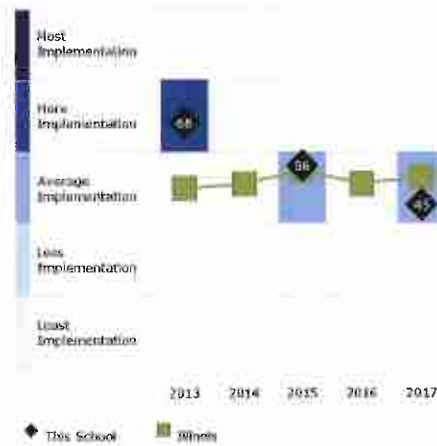
River Forest SD 90 Schools' 2017 5Essentials Performance On Teacher-Principal Trust



Number Of Schools At Each Performance Level



Teacher-Principal Trust Over Time

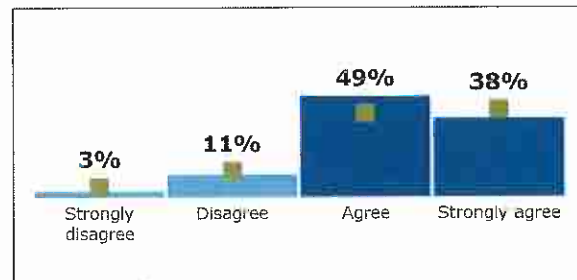


## What Are These Results Based On?

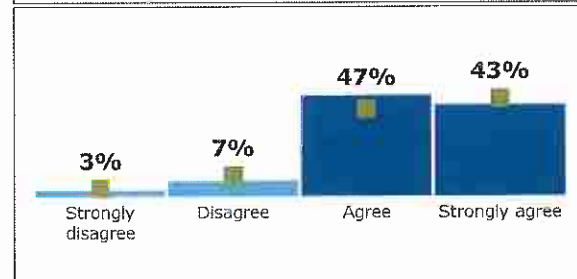
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

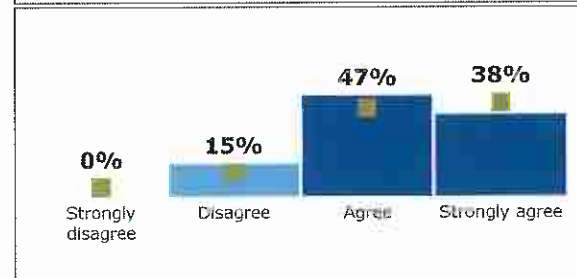
**It's OK In This School To Discuss Feelings, Worries, And Frustrations With The Principal.**



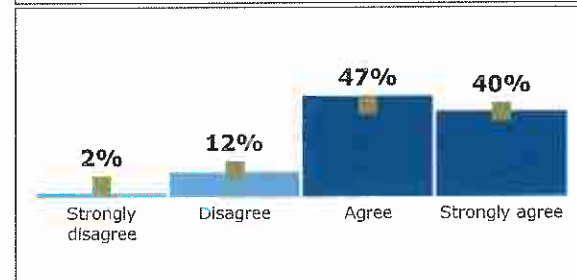
**The Principal Looks Out For The Personal Welfare Of The Faculty Members.**



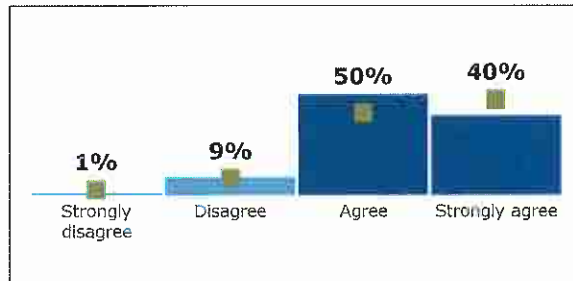
**I Trust The Principal At His Or Her Word.**



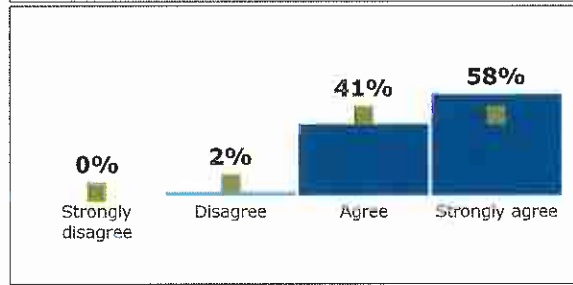
**The Principal At This School Is An Effective Manager Who Makes The School Run Smoothly.**



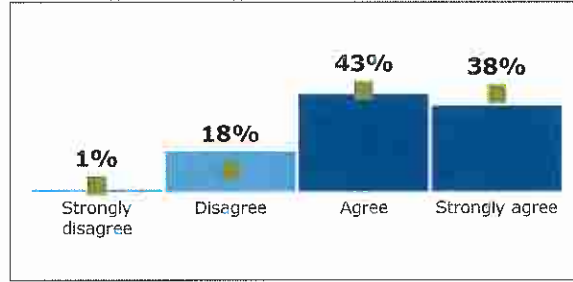
**The Principal Places The Needs Of Children Ahead Of Personal And Political Interests.**



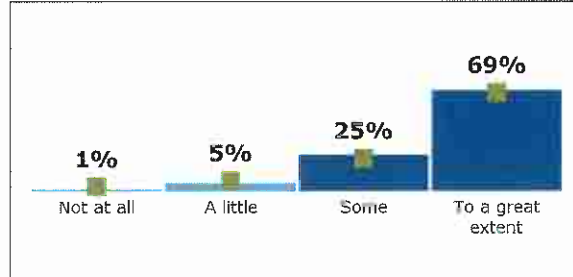
**The Principal Has Confidence In The Expertise Of The Teachers.**



**The Principal Takes A Personal Interest In The Professional Development Of Teachers.**



**Teachers Feel Respected By The Principal**



## Teacher Influence

**Performance:** Average Implementation

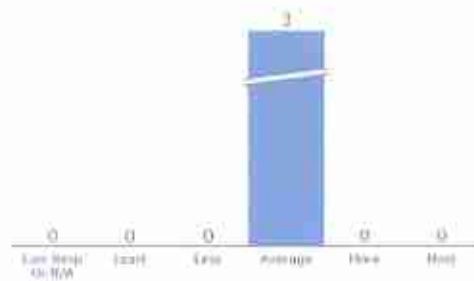
### Teacher Influence

Teachers Have Influence In A Broad Range Of Decisions Regarding School Policies And Practices.

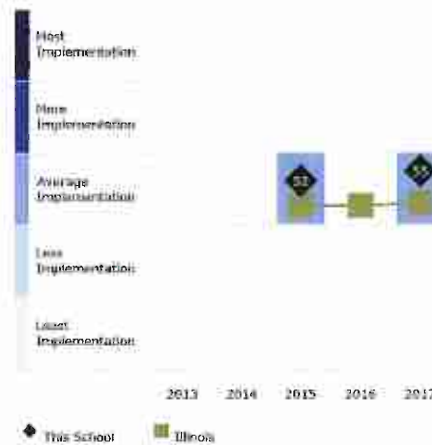
River Forest SD 90 Schools' 2017 5Essentials Performance On Teacher Influence



Number Of Schools At Each Performance Level



Teacher Influence Over Time

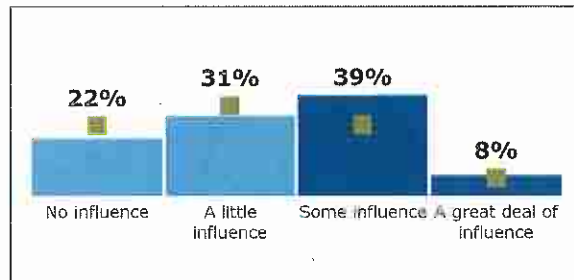


## What Are These Results Based On?

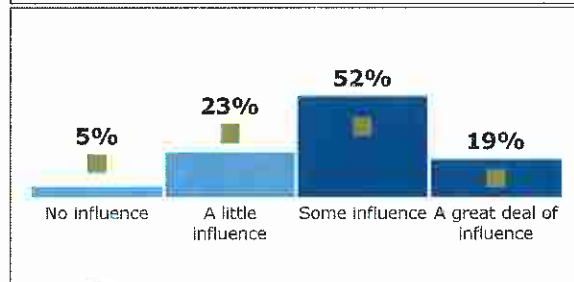
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report Having Influence On:

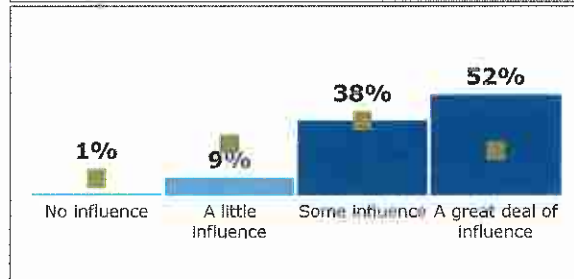
**Planning How Discretionary School Funds Should Be Used.**



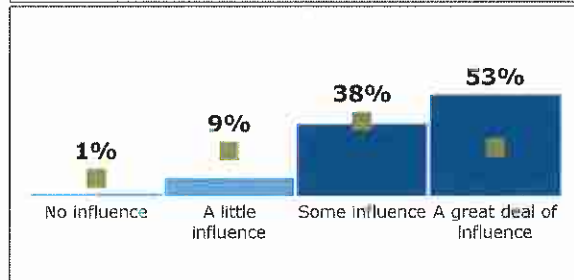
**Determining The Content Of In-service Programs.**



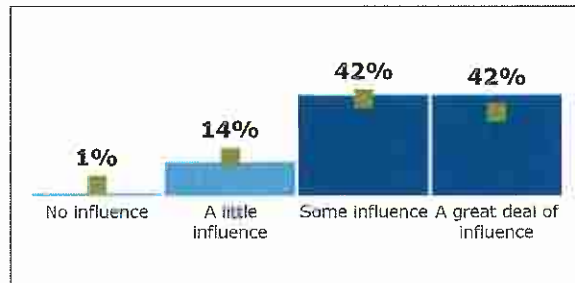
**Determining Which Books And Other Instructional Materials Are Used In Classrooms.**



**Establishing The Curriculum And Instructional Program.**



**Setting Standards For Student Behavior.**



## Instructional Leadership

**Performance:** **Average Implementation**

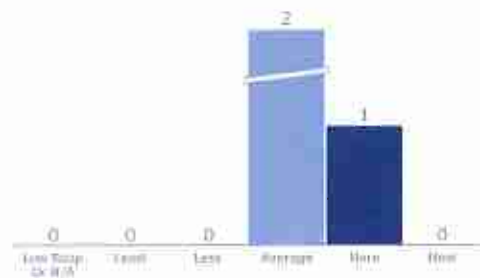
### Instructional Leadership

The School Leadership Team Sets High Standards For Teaching And Student Learning.

River Forest SD 90 Schools' 2017 5Essentials Performance On Instructional Leadership



Number Of Schools At Each Performance Level



Instructional Leadership Over Time

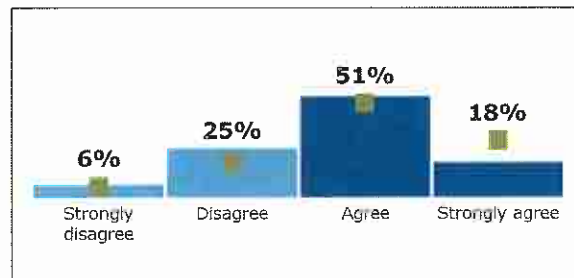


## What Are These Results Based On?

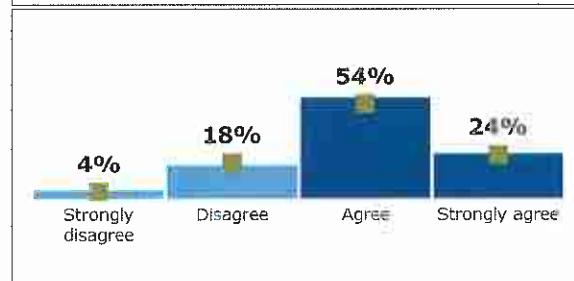
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report That A Member Of The School Leadership Team:

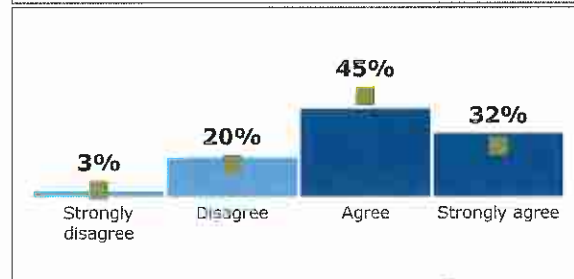
**Knows What's Going On In My Classroom.**



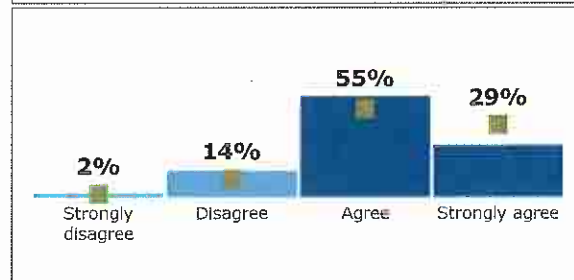
**Provides Me With Useful Feedback To Improve My Teaching.**



**Has Provided Me With The Support I Need To Improve My Teaching.**

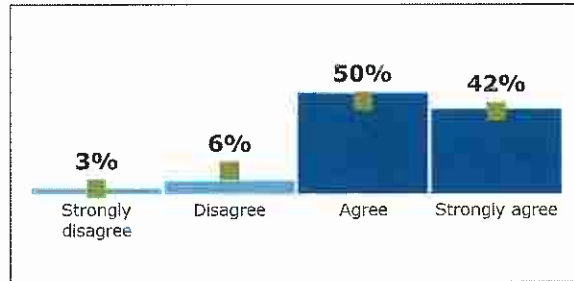


**Presses Teachers To Implement What They Have Learned In Professional Development.**

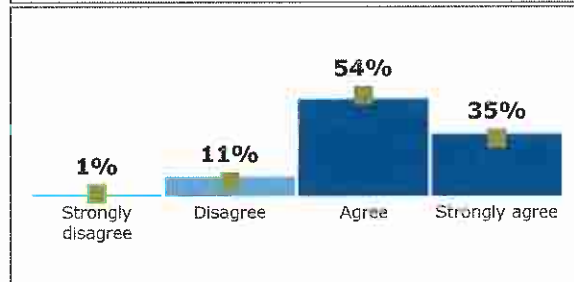




**Communicates A Clear Vision For Our School.**



**Makes Clear To The Staff The Leadership's Expectations For Meeting Instructional Goals.**



## Collaborative Teachers



### River Forest SD 90 Schools' 2017 5Essentials Performance On Collaborative Teachers

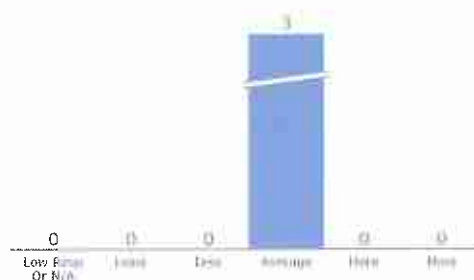
**Performance: Average Implementation**



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.

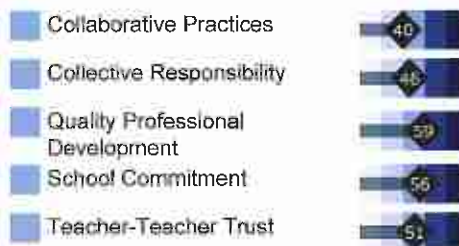
Number Of Schools At Each Performance Level



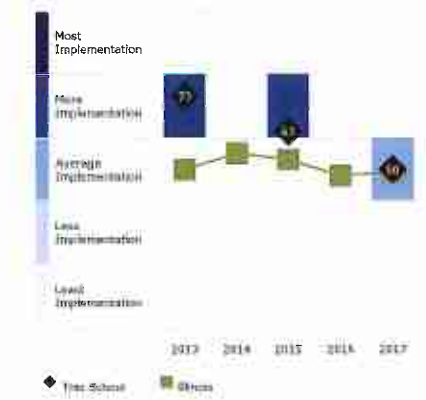
River Forest SD 90 Received A Score Of **50**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Collaborative Practices (40 - Average Implementation)
- Collective Responsibility (46 - Average Implementation)
- Quality Professional Development (59 - Average Implementation)
- School Commitment (56 - Average Implementation)
- Teacher-Teacher Trust (51 - Average Implementation)

Measures For Collaborative Teachers



Performance On Collaborative Teachers Over Time



# Measures Of Collaborative Teachers

## Collaborative Practices

**Performance:** **Average Implementation**

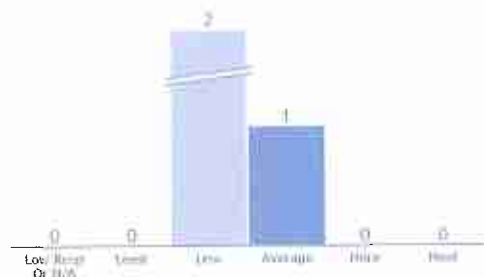
### Collaborative Practices

Teachers Observe Each Others' Practice And Work Together To Review Assessment Data And Develop Instructional Strategies.

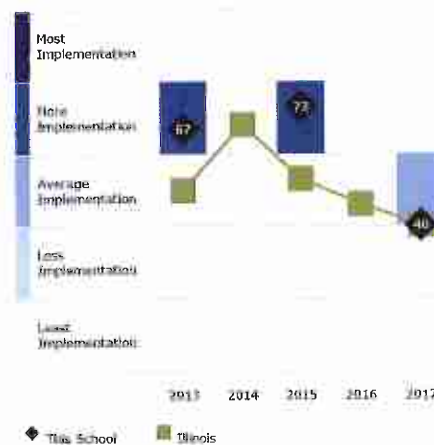
River Forest SD 90 Schools' 2017 5Essentials Performance On Collaborative Practices



Number Of Schools At Each Performance Level



Collaborative Practices Over Time

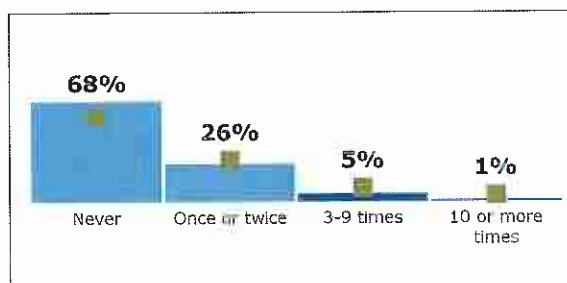


## What Are These Results Based On?

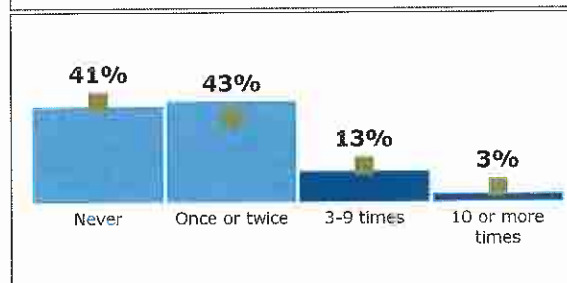
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report How Often They Have Done The Following:

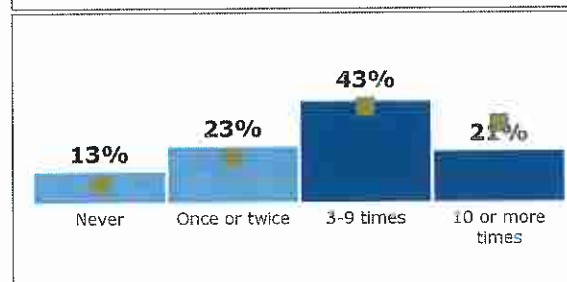
**Observed Another Teacher's Classroom To Offer Feedback?**



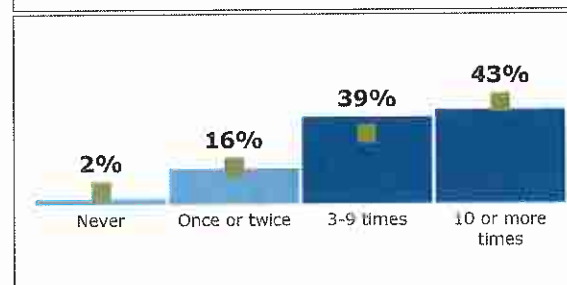
**Observed Another Teacher's Classroom To Get Ideas For Your Own Instruction?**



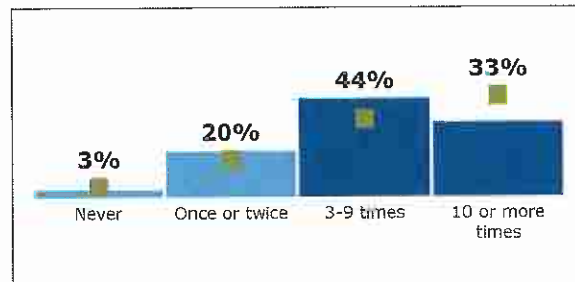
**Gone Over Student Assessment Data With Other Teachers To Make Instructional Decisions?**



**Worked With Other Teachers To Develop Materials Or Activities For Particular Classes?**



**Worked On Instructional Strategies With Other Teachers?**



## Collective Responsibility

**Performance:** Average Implementation

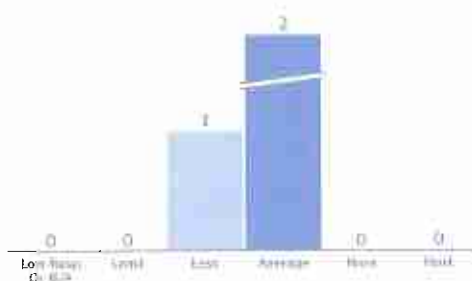
### Collective Responsibility

Teachers Share A Strong Sense Of Responsibility For Student Development, School Improvement, And Professional Growth.

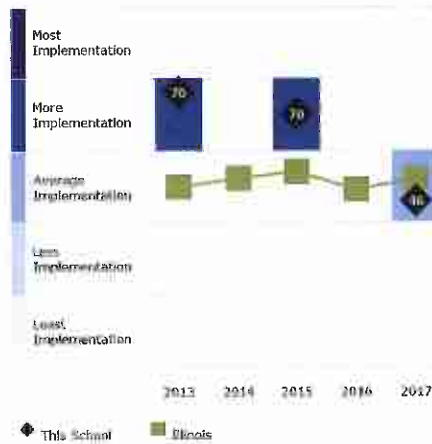
River Forest SD 90 Schools' 2017 5Essentials Performance On Collective Responsibility



Number Of Schools At Each Performance Level



Collective Responsibility Over Time

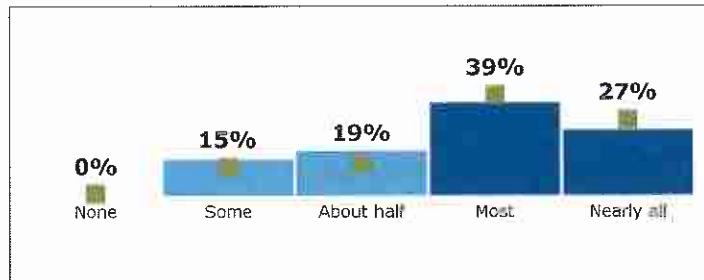


## What Are These Results Based On?

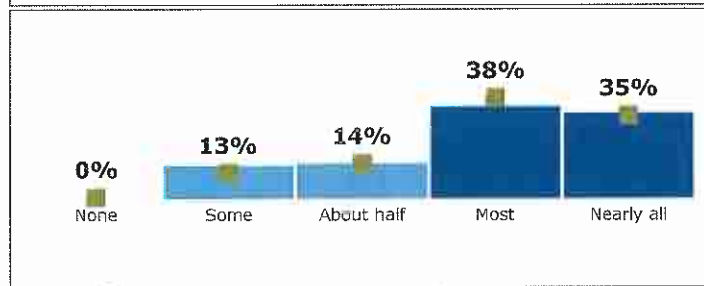
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report That Other Teachers In The School:

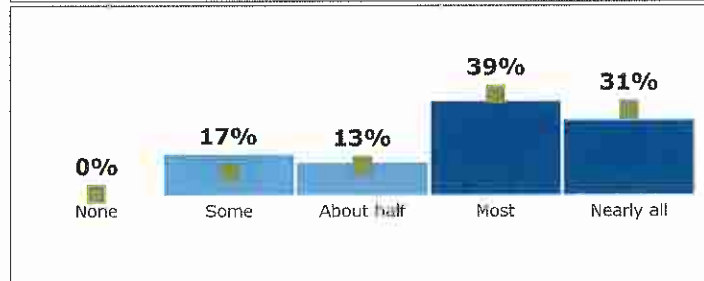
**Feel Responsible When Students In This School Fail?**



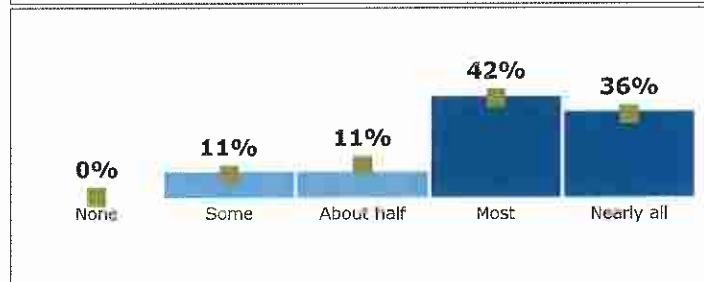
**Feel Responsible To Help Each Other Do Their Best?**



**Help Maintain Discipline In The Entire School, Not Just Their Classroom?**

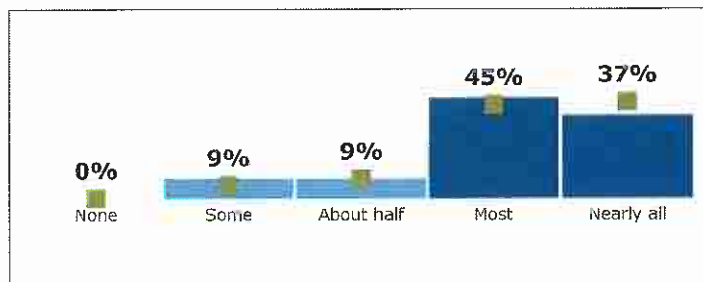


**Take Responsibility For Improving The School?**

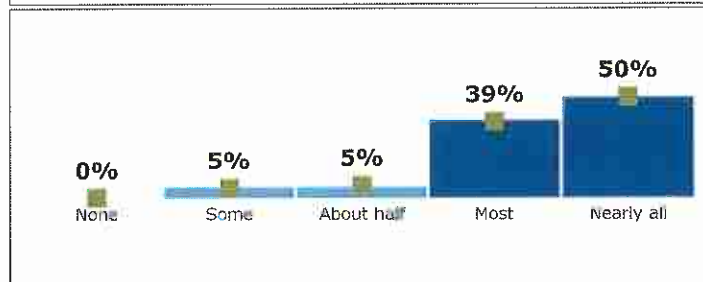




**Feel Responsible For Helping Students Develop Self-control?**



**Feel Responsible That All Students Learn?**



## Quality Professional Development

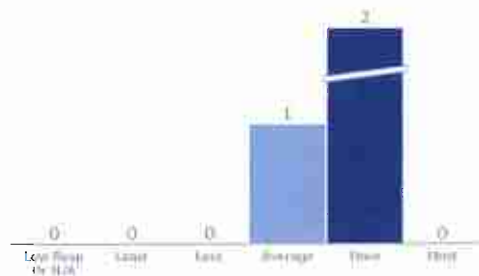
**Performance:** Average Implementation

**Quality Professional Development**  
 Professional Development Is Rigorous And Focused  
 On Student Learning.

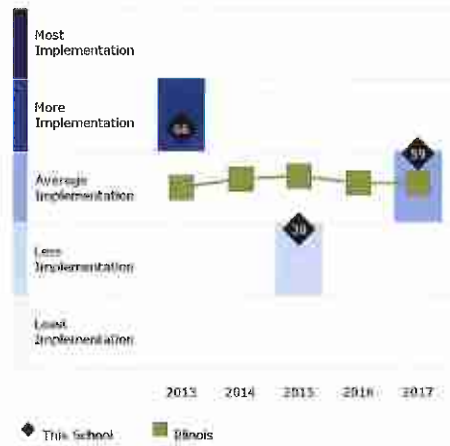
River Forest SD 90 Schools'  
 2017 5Essentials Performance On Quality  
 Professional Development



Number Of Schools At Each Performance Level



Quality Professional Development Over Time

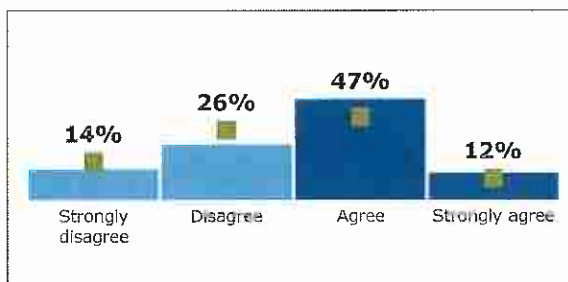


## What Are These Results Based On?

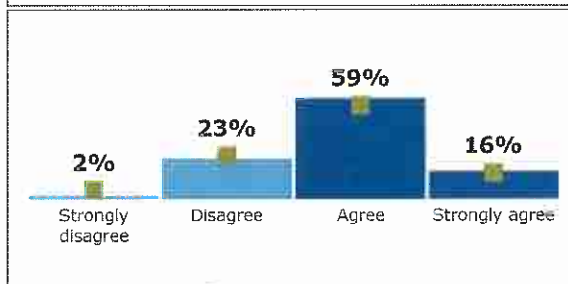
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report That Professional Development This Year Has:

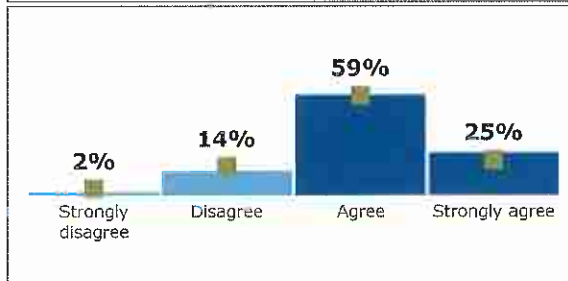
**Included Opportunities To Work Productively With Teachers From Other Schools.**



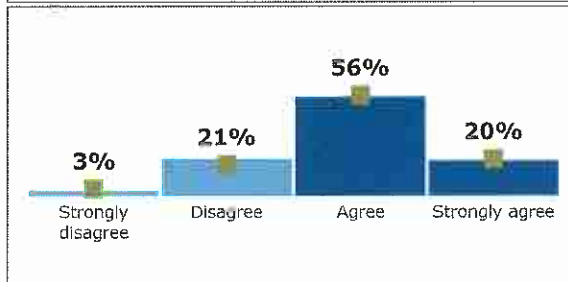
**Included Enough Time To Think Carefully About, Try, And Evaluate New Ideas.**



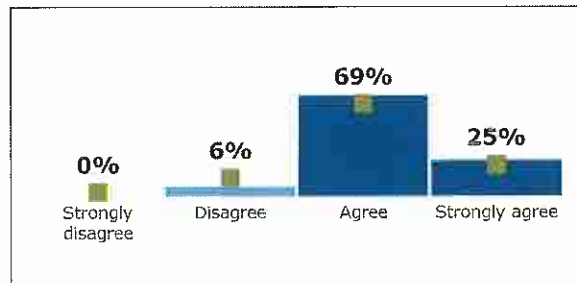
**Been Sustained And Coherently Focused, Rather Than Short-term And Unrelated.**



**Included Opportunities To Work Productively With Colleagues In My School.**



**Been Closely Connected To My School's Improvement Plan.**



## School Commitment

**Performance:** Average Implementation

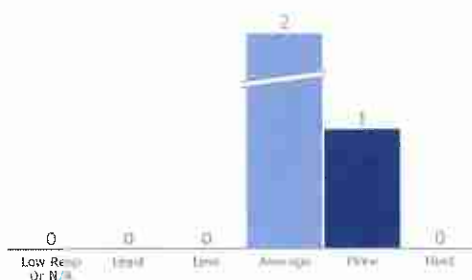
### School Commitment

Teachers Are Deeply Committed To The School.

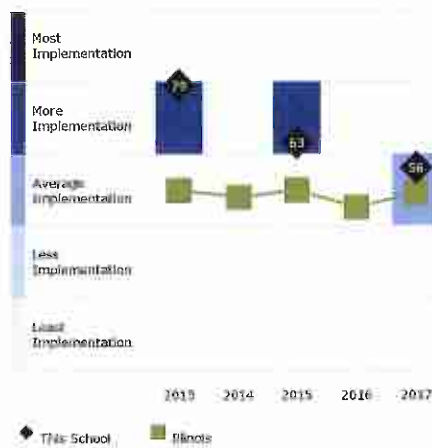
River Forest SD 90 Schools' 2017 5Essentials Performance On School Commitment



Number Of Schools At Each Performance Level



School Commitment Over Time

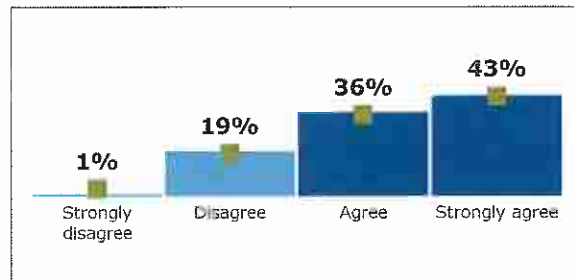


## What Are These Results Based On?

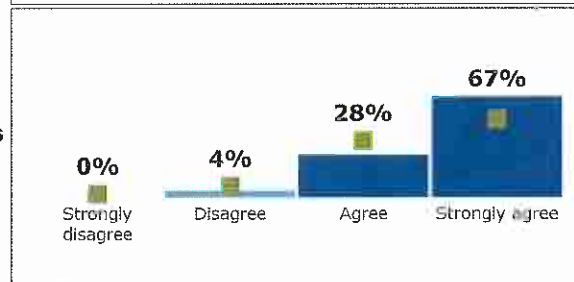
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

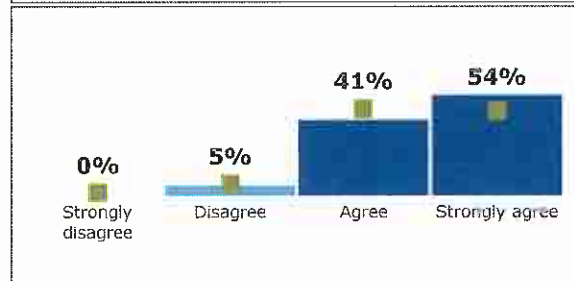
**I Wouldn't Want To Work In Any Other School.**



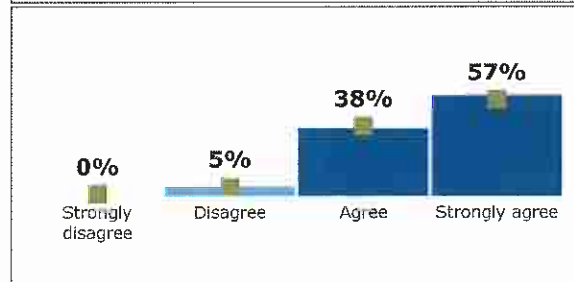
**I Would Recommend This School To Parents Seeking A Place For Their Child.**



**I Usually Look Forward To Each Working Day At This School.**



**I Feel Loyal To This School.**



## Teacher-Teacher Trust

**Performance:** **Average Implementation**

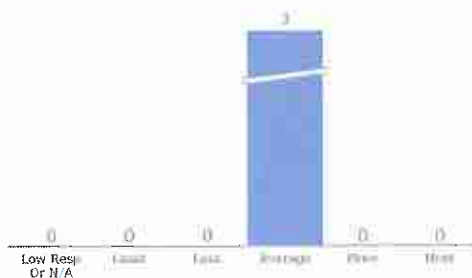
### Teacher-Teacher Trust

Teachers Are Supportive And Respectful Of One Another, Personally And Professionally.

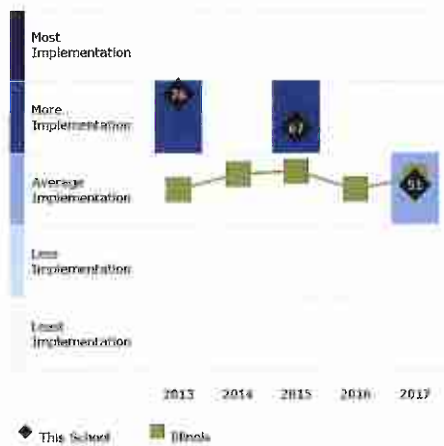
River Forest SD 90 Schools' 2017 5Essentials Performance On Teacher-Teacher Trust



Number Of Schools At Each Performance Level



Teacher-Teacher Trust Over Time

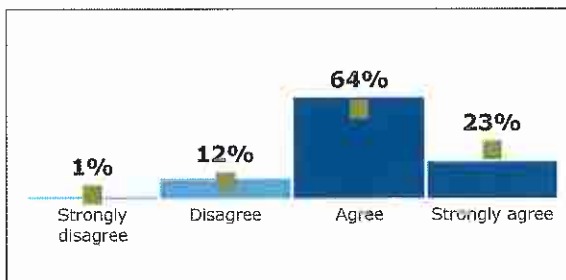


### What Are These Results Based On?

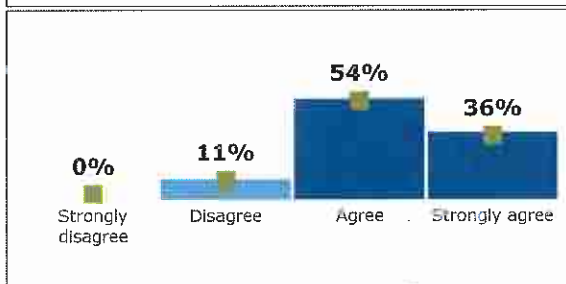
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

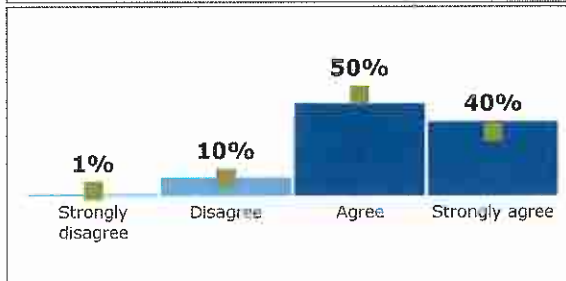
**Teachers In This School Trust Each Other.**



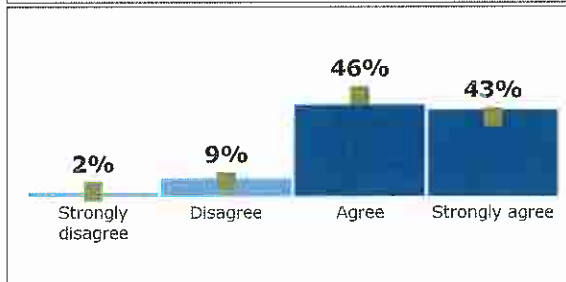
**It's OK In This School To Discuss Feelings, Worries, And Frustrations With Other Teachers.**



**Teachers Respect Other Teachers Who Take The Lead In School Improvement Efforts.**

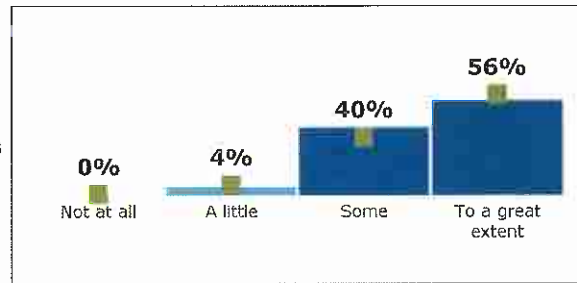


**Teachers At This School Respect Those Colleagues Who Are Experts At Their Craft.**





Teachers Feel Respected By Other Teachers



## Involved Families



River Forest SD 90 Schools' 2017 5Essentials Performance On Involved Families



### Performance: **Most Implementation**

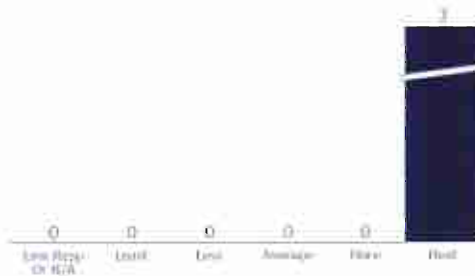
In Schools With Involved Families, The Entire Staff Builds Strong External Relationships. Such Schools:

- 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.

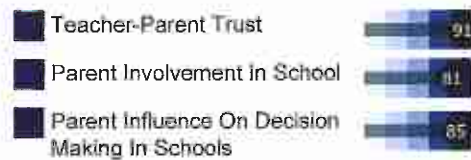
River Forest SD 90 Received A Score Of **86** Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (91 - Most)
- Parent Involvement In School (81 - Most)
- Parent Influence On Decision Making In Schools (85 - Most)

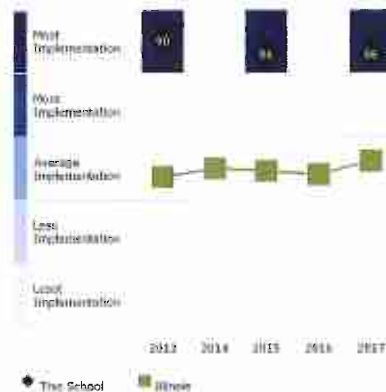
Number Of Schools At Each Performance Level



Measures For Involved Families



Performance On Over Time



## Measures Of Involved Families

### Teacher-Parent Trust

**Performance:** **Most Implementation**

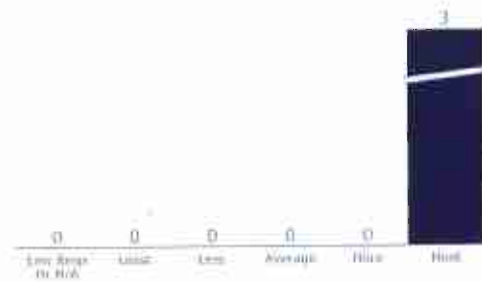
#### Teacher-Parent Trust

Teachers And Parents Are Partners In Improving Student Learning.

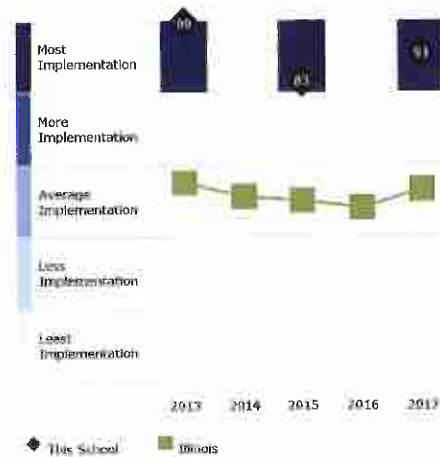
River Forest SD 90 Schools' 2017 5Essentials Performance On Teacher-Parent Trust



Number Of Schools At Each Performance Level



Teacher-Parent Trust Over Time

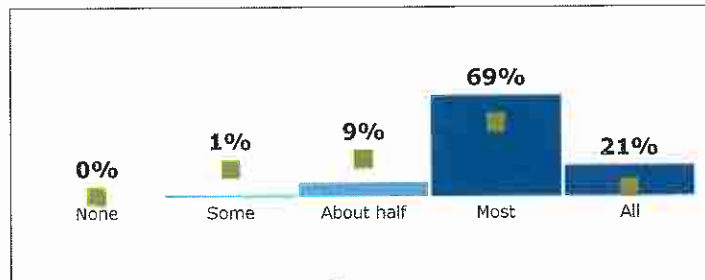


## What Are These Results Based On?

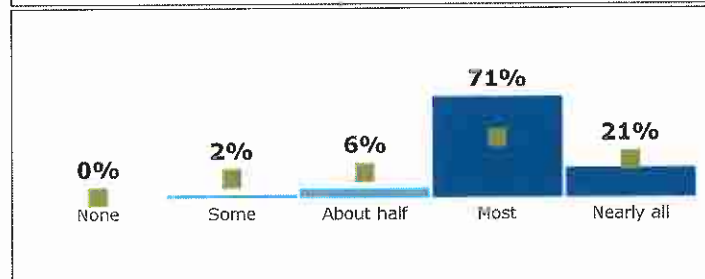
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following:

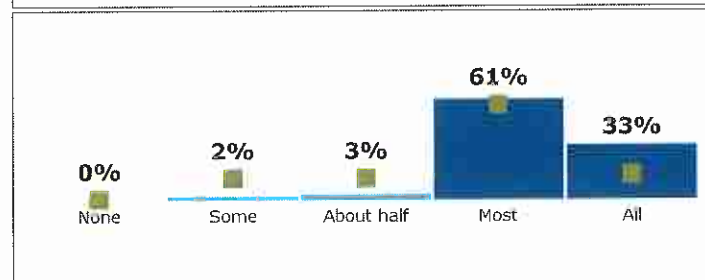
**Parents Do Their Best To Help Their Children Learn**



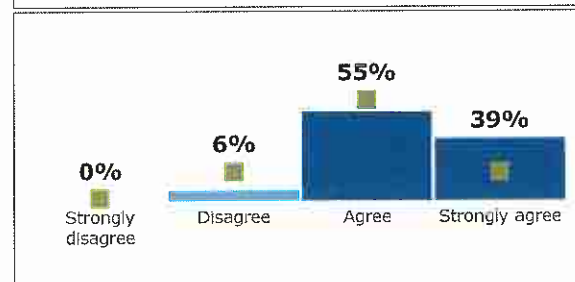
**Teachers Feel Good About Parents' Support For Their Work**



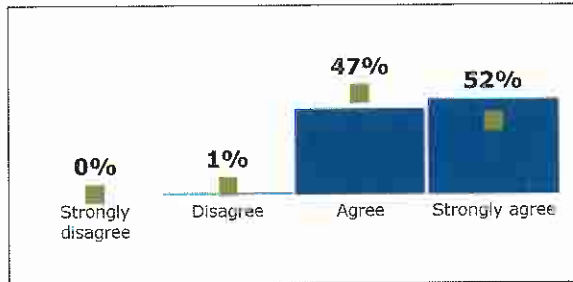
**Parents Support Teachers Teaching Efforts**



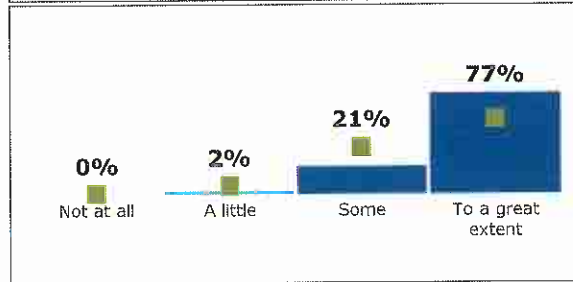
**Teachers And Parents At This School Think Of Each Other As Partners In Educating Children.**



**Staff At This School Work Hard To Build Trusting Relationships With Parents.**



**Teachers Feel Respected By The Parents Of The Students**



## Parent Involvement In School

**Performance:** **Most Implementation**

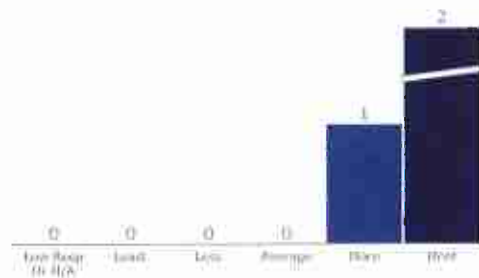
### Parent Involvement In School

Parents Are Active Participants In Their Child's Schooling.

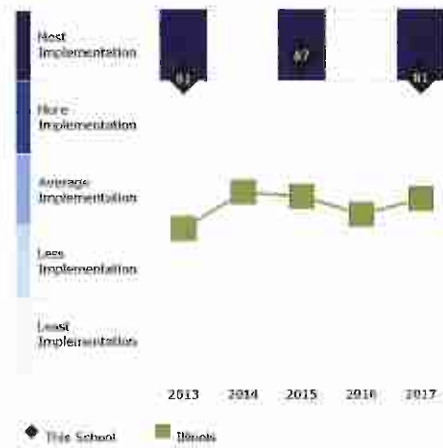
River Forest SD 90 Schools' 2017 5Essentials Performance On Parent Involvement In School



Number Of Schools At Each Performance Level



Parent Involvement In School Over Time

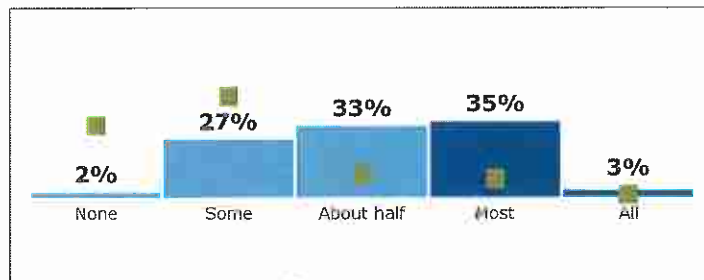


## What Are These Results Based On?

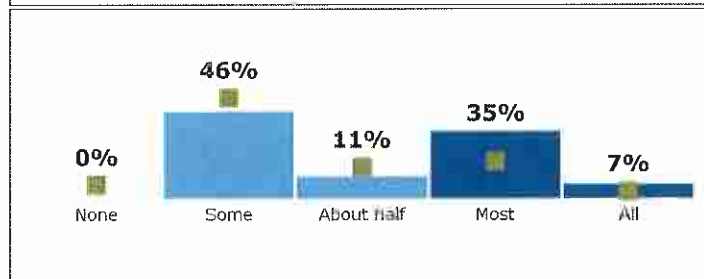
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report That Students' Parents:

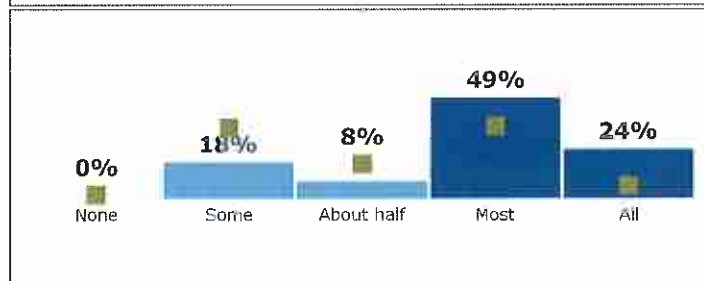
**Volunteered Time To Support The School (E.g., Volunteer In Classrooms, Help With School-wide Events, Etc.)?**



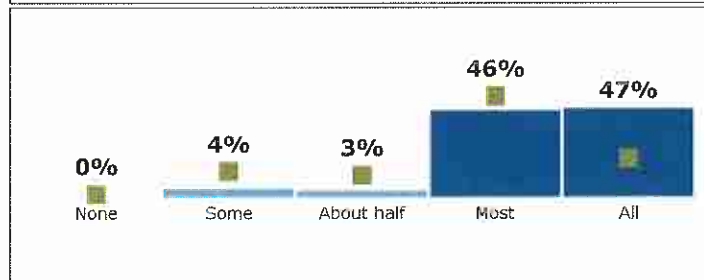
**Contacted You About Their Child's Performance?**



**Responded To Your Suggestions For Helping Their Child?**



**Attended Parent-teacher Conferences When You Requested Them?**



## Parent Influence On Decision Making In Schools

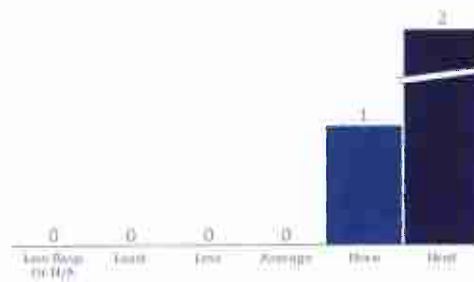
**Performance:** **Most Implementation**

**Parent Influence On Decision Making In Schools**  
 The School Has Created Opportunities For Parents To Participate In Developing Academic Programs And Influencing School Curricula.

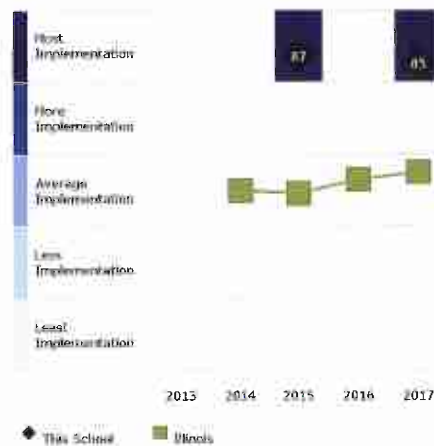
River Forest SD 90 Schools' 2017 5Essentials Performance On Parent Influence On Decision Making In Schools



Number Of Schools At Each Performance Level



Parent Influence On Decision Making In Schools Over Time



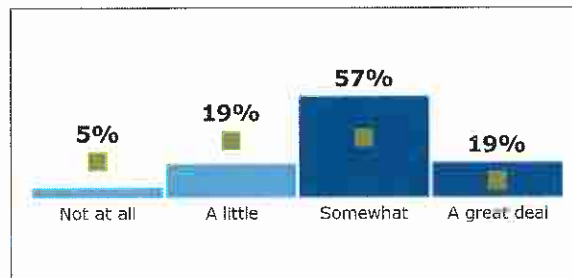


## What Are These Results Based On?

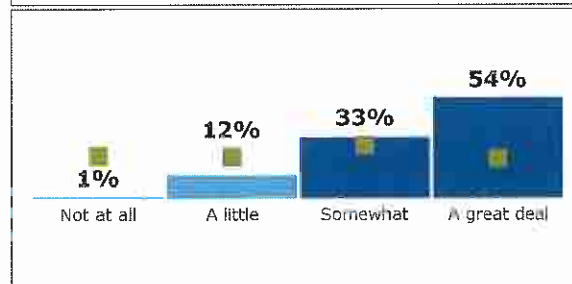
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report That The School:

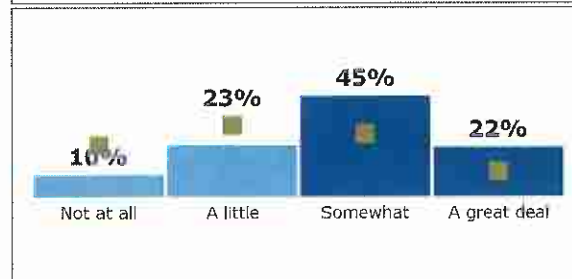
**Involves Parents In Commenting On School Curricula.**



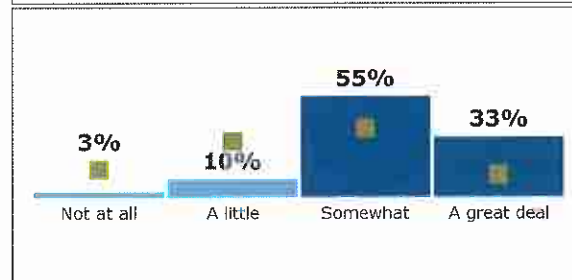
**Develops Formal Networks To Link All Families With Each Other (For Example: Sharing Parent Directories, Providing A Website For Parents To Connect With One Another, Etc.).**



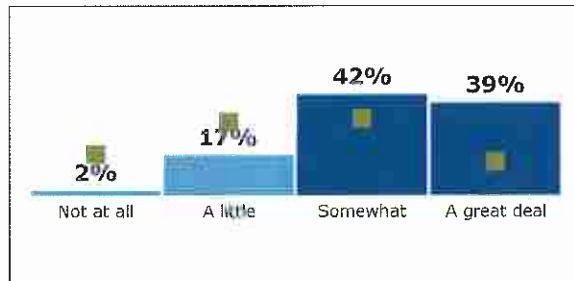
**Encourages More-involved Parents To Reach Out To Less-involved Parents.**



**Involves Parents In The Development Of Programs Aimed At Improving Students' Academic Outcomes.**



**Includes Parent Leaders From All Backgrounds In School Improvement Efforts.**



## Supportive Environment



River Forest SD 90 Schools' 2017 5Essentials Performance On Supportive Environment

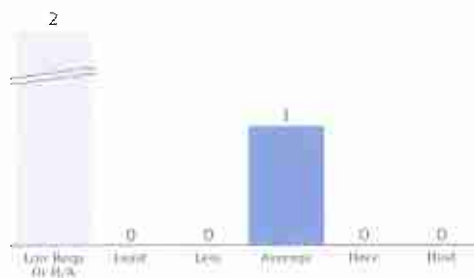
**Performance: Average Implementation**



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.

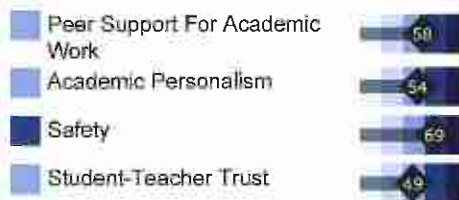
Number Of Schools At Each Performance Level



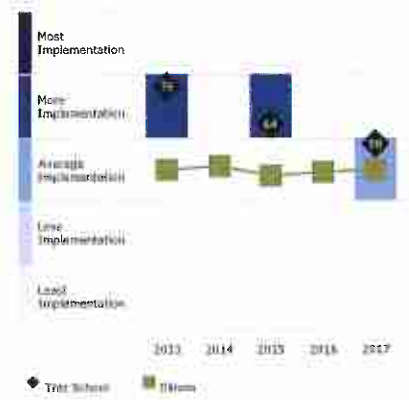
River Forest SD 90 Received A Score Of **58** Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Peer Support For Academic Work (58 - Average)
- Academic Personalism (54 - Average)
- Safety (69 - More)
- Student-Teacher Trust (49 - Average)

Measures For Supportive Environment



Performance On Supportive Environment Over Time



## Measures Of Supportive Environment

### Peer Support For Academic Work

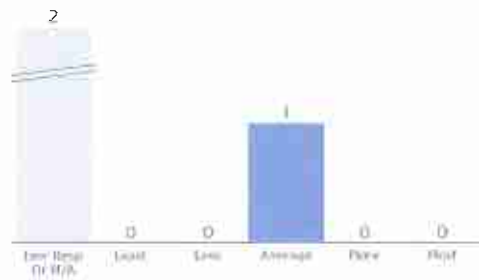
**Performance:** Average Implementation

**Peer Support For Academic Work**  
Students Demonstrate Behaviors That Lead To Academic Achievement.

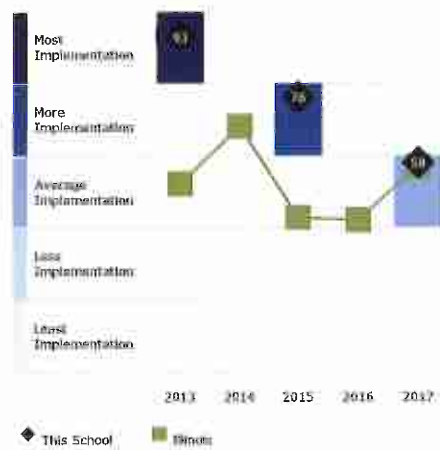
River Forest SD 90 Schools' 2017 5Essentials Performance On Peer Support For Academic Work



Number Of Schools At Each Performance Level



Peer Support For Academic Work Over Time

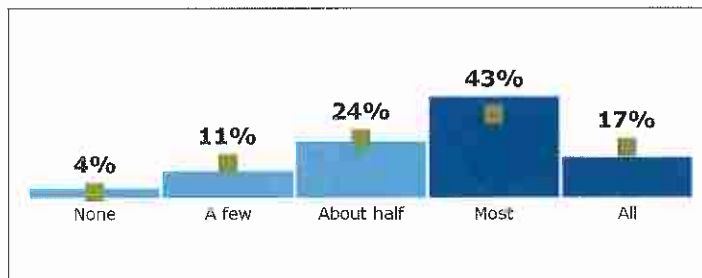


## What Are These Results Based On?

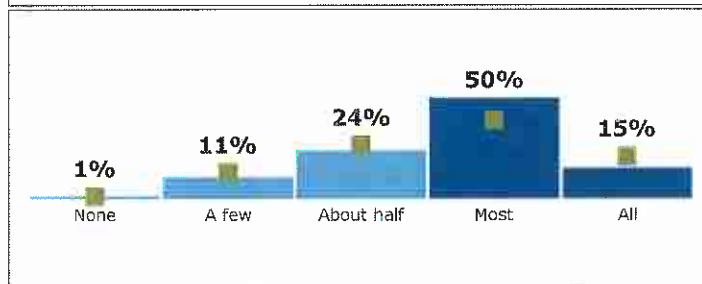
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report That Their Classroom Peers:

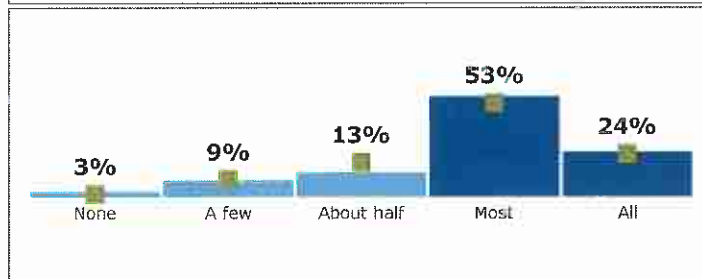
Think Doing Homework Is Important?



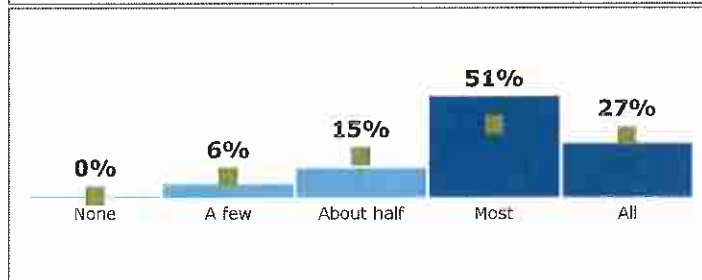
Feel It Is Important To Pay Attention In Class?



Feel It Is Important To Come To School Every Day?



Try Hard To Get Good Grades?



## Academic Personalism

**Performance:** Average Implementation

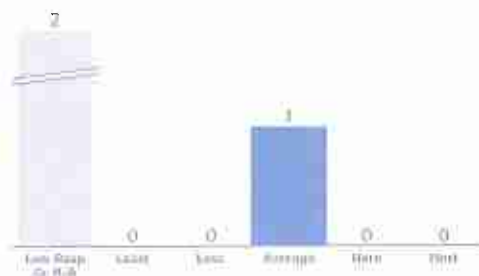
### Academic Personalism

Teachers Connect With Students In The Classroom And Support Them In Achieving Academic Goals.

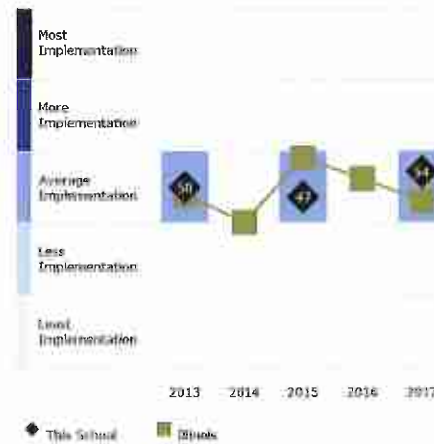
River Forest SD 90 Schools' 2017 5Essentials Performance On Academic Personalism



Number Of Schools At Each Performance Level



Academic Personalism Over Time

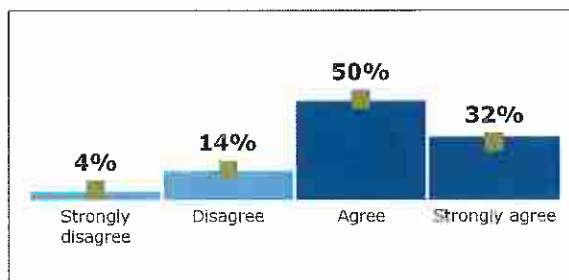


## What Are These Results Based On?

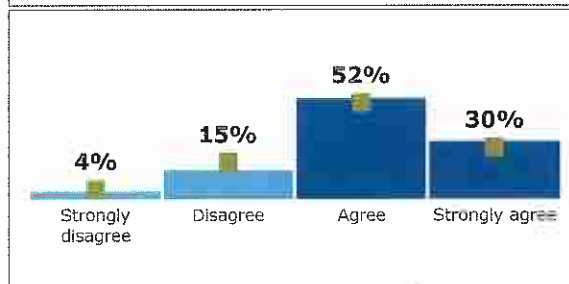
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report That Their Teacher:

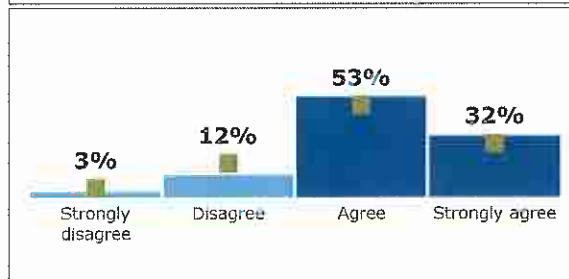
**Helps Me Catch Up If I Am Behind.**



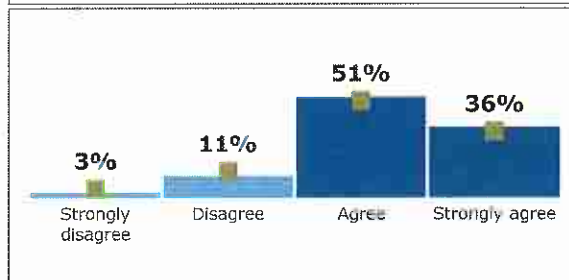
**Notices If I Have Trouble Learning Something.**



**Gives Me Specific Suggestions About How I Can Improve My Work In This Class.**

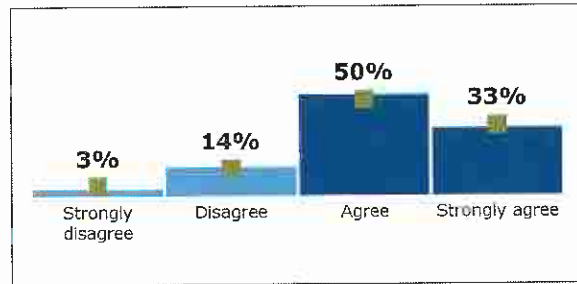


**Is Willing To Give Extra Help On Schoolwork If I Need It.**





**Explains Things In A Different Way If I Don't Understand Something In Class.**



## Safety

**Performance:** **More Implementation**

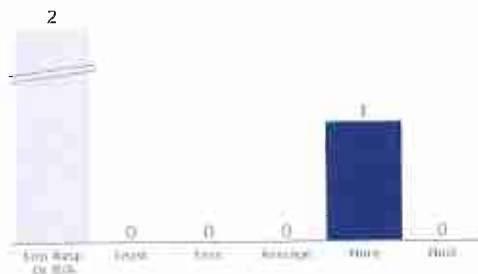
### Safety

Students Feel Safe Both In And Around The School Building, And While They Travel To And From Home.

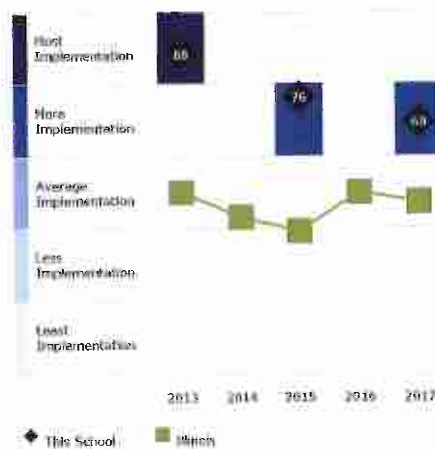
River Forest SD 90 Schools' 2017 5Essentials Performance On Safety



Number Of Schools At Each Performance Level



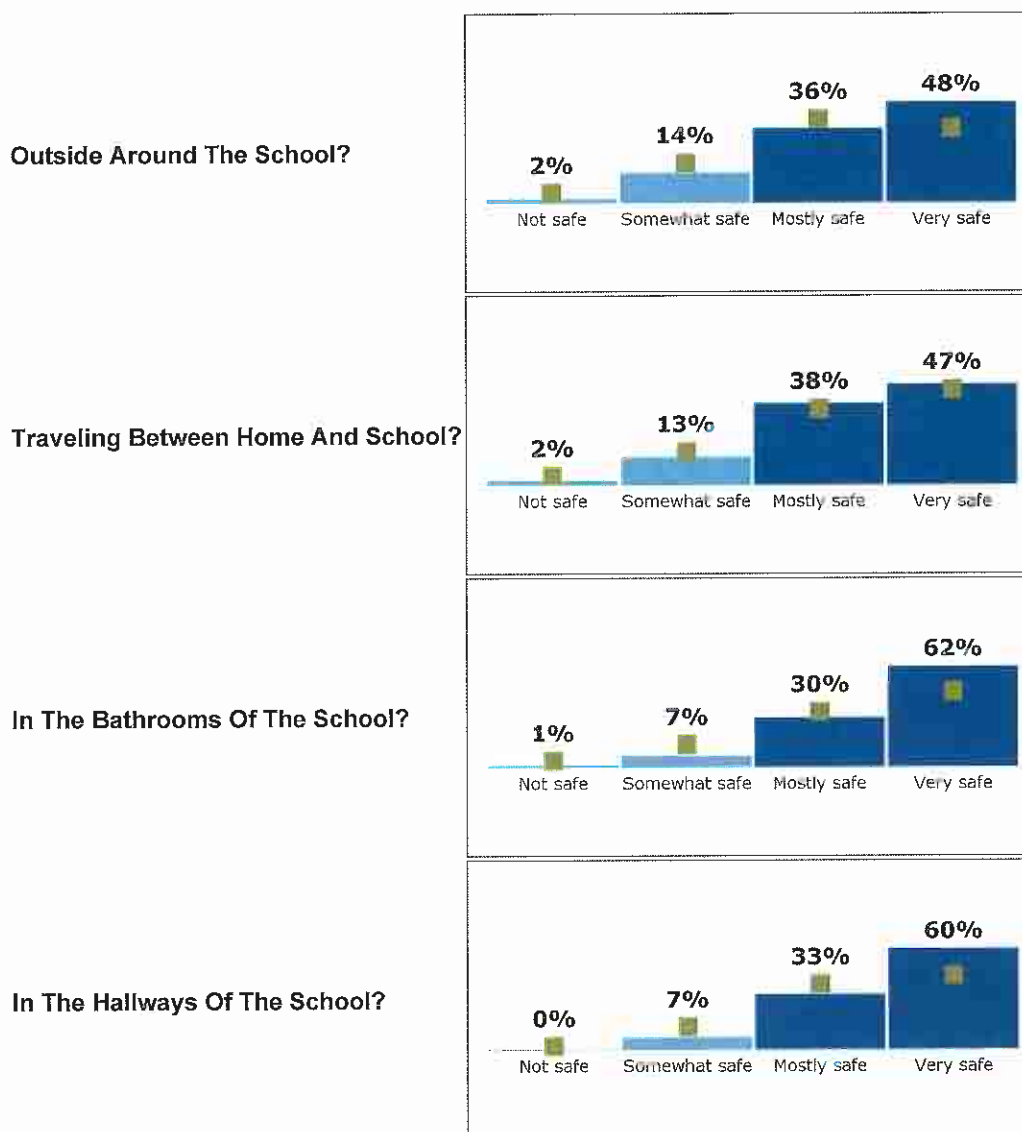
Safety Over Time



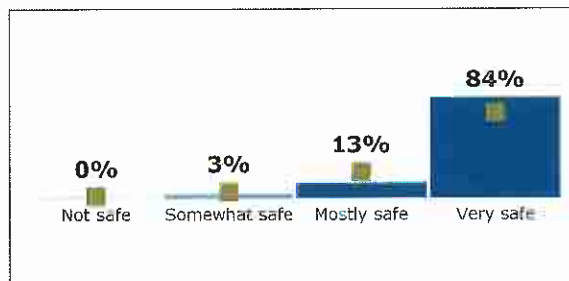
## What Are These Results Based On?

This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report How Safe They Feel:



**In Their Classes**



## Student-Teacher Trust

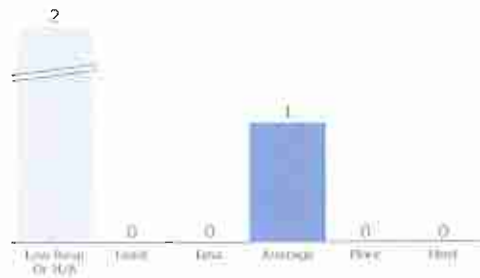
**Performance:** Average Implementation

**Student-Teacher Trust**  
Students And Teachers Share A High Level Of Mutual Trust And Respect.

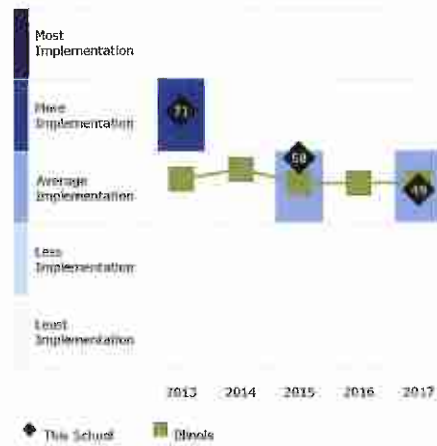
River Forest SD 90 Schools' 2017 5Essentials Performance On Student-Teacher Trust



Number Of Schools At Each Performance Level



Student-Teacher Trust Over Time

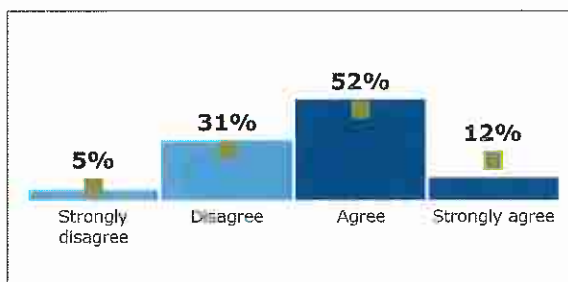


### What Are These Results Based On?

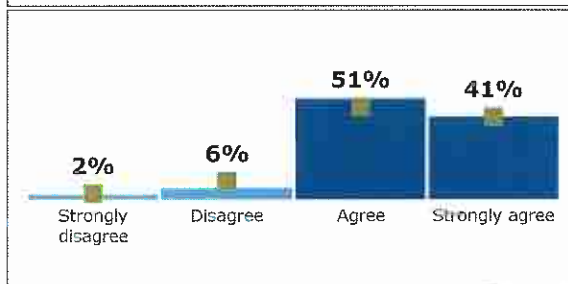
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**Students Report:**

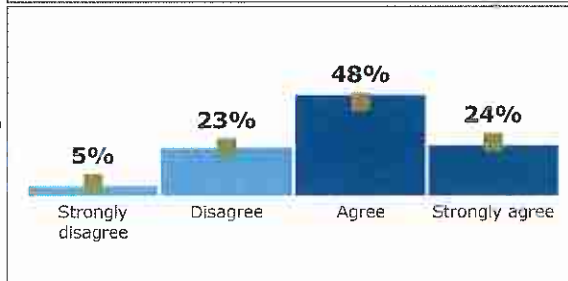
**My Teachers Always Keep Their Promises**



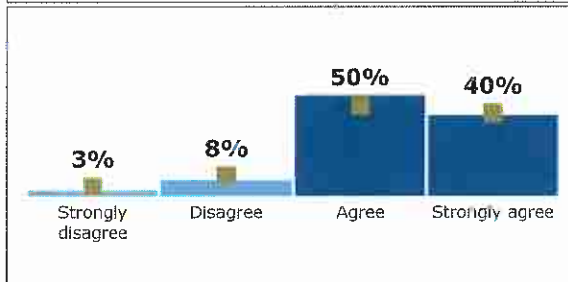
**I Feel Safe And Comfortable With My Teachers At This School.**



**My Teachers Will Always Listen To Students' Ideas.**



**My Teachers Treat Me With Respect.**



## Ambitious Instruction



### Performance: **More Implementation**

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).

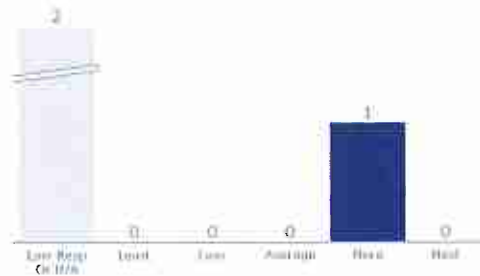
River Forest SD 90 Received A Score Of **72**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- English Instruction (74 - More)
- Math Instruction (78 - More)
- Academic Press (57 - Average)
- Quality Of Student Discussion (74 - More)

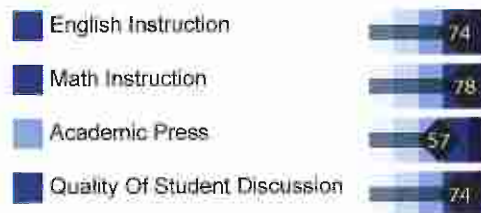
River Forest SD 90 Schools' 2017 5Essentials Performance On Ambitious Instruction



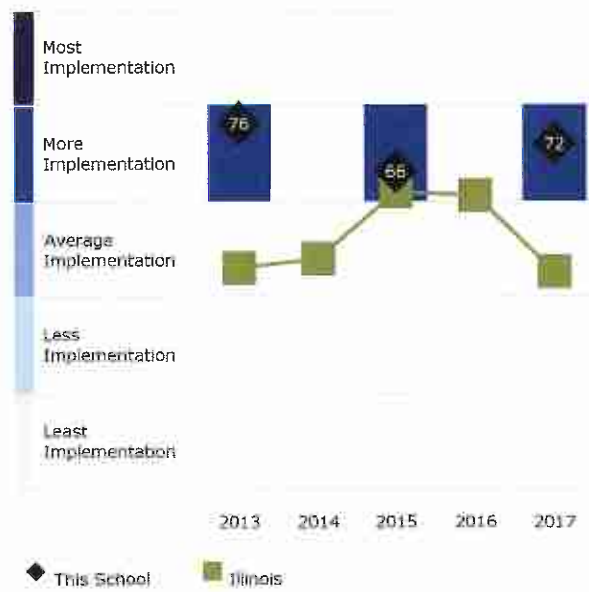
Number Of Schools At Each Performance Level



Measures For Ambitious Instruction



River Forest SD 90 Performance On Ambitious Instruction Over Time





## Measures Of Ambitious Instruction

### English Instruction

**Performance:** **More Implementation**

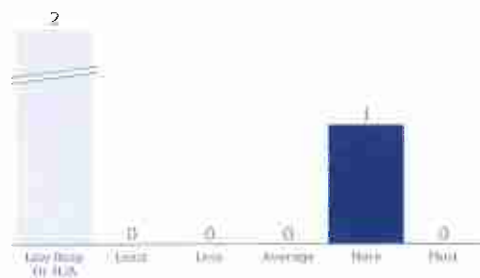
**English Instruction**

Students Interact With Course Material And One Another To Build And Apply Critical Reading And Writing Skills.

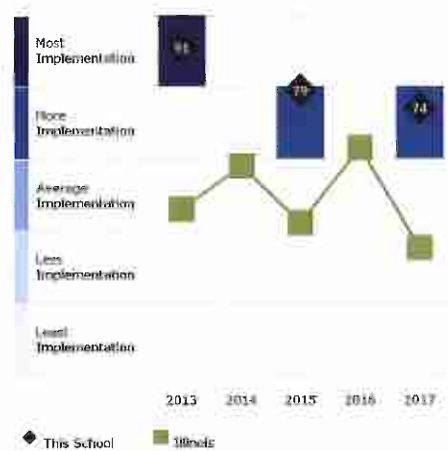
River Forest SD 90 Schools' 2017 5Essentials Performance On English Instruction



Number Of Schools At Each Performance Level



English Instruction Over Time

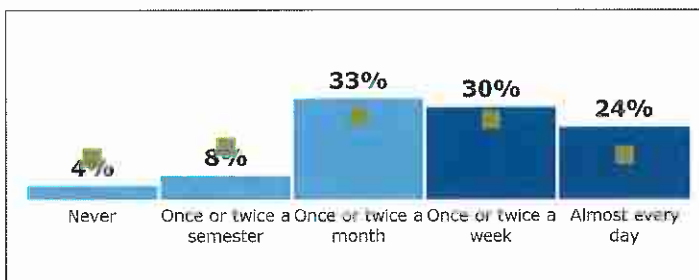


## What Are These Results Based On?

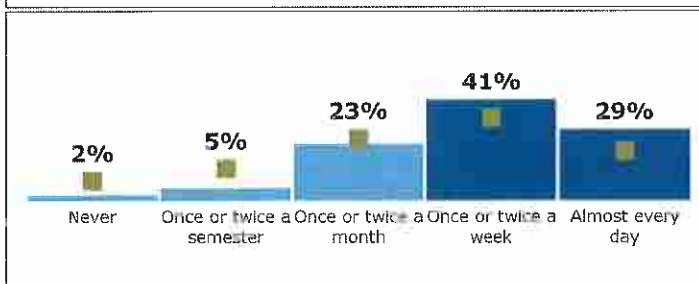
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report Doing The Following In English Class:

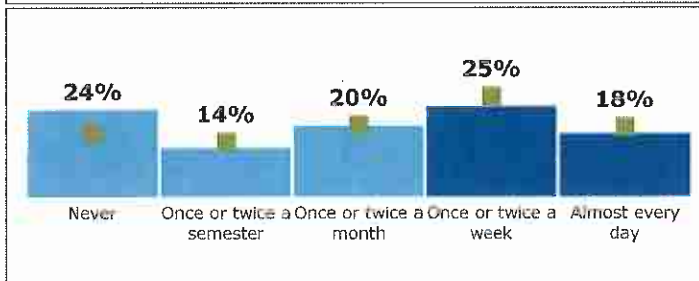
**Rewrite A Paper Or Essay In Response To Comments.**



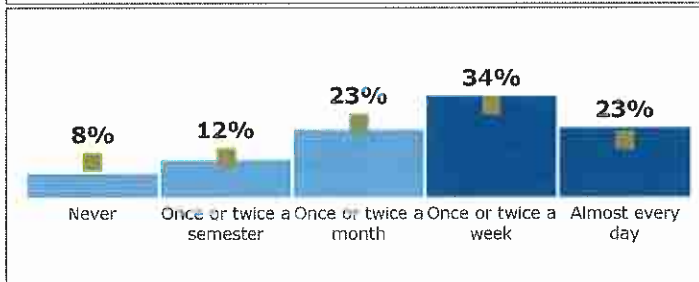
**Improve A Piece Of Writing As A Class Or With Partners.**



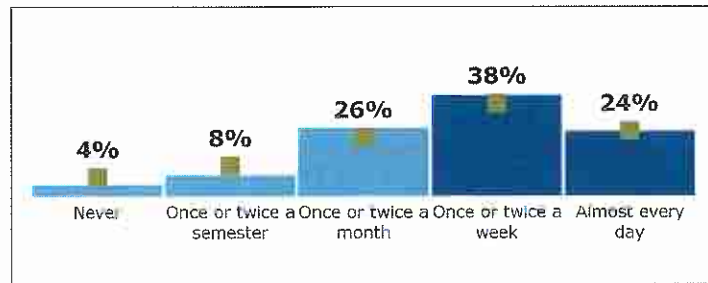
**Debate The Meaning Of A Reading.**



**Discuss How Culture, Time, Or Place Affects An Author's Writing.**



**Discuss Connections Between A Reading And Real Life People Or Situations.**



## Math Instruction

**Performance:** **More Implementation**

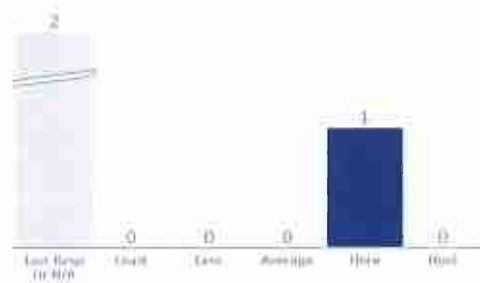
### Math Instruction

Students Interact With Course Material And One Another To Build And Apply Knowledge In Their Math Classes.

River Forest SD 90 Schools' 2017 5Essentials Performance On Math Instruction



Number Of Schools At Each Performance Level



Math Instruction Over Time

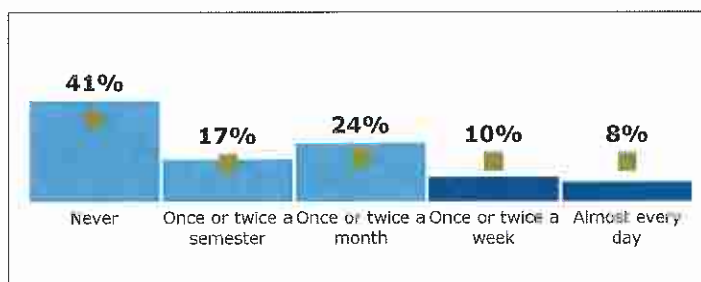


## What Are These Results Based On?

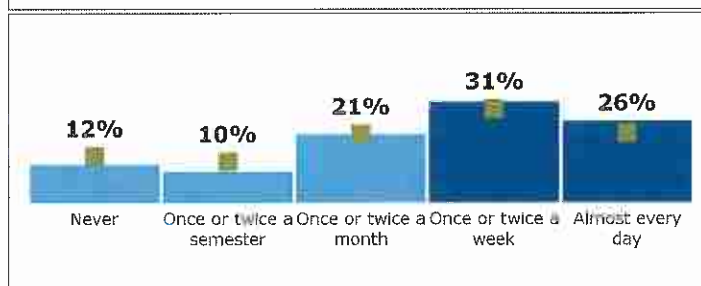
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report That They Do The Following In Math Class:

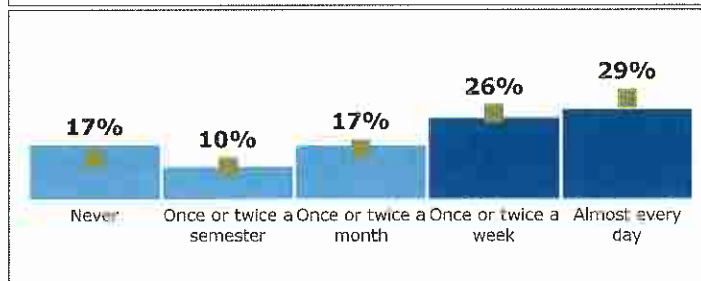
**Write A Math Problem For Other Students To Solve.**



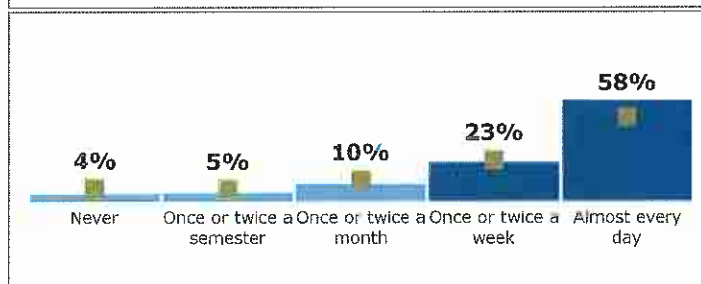
**Write A Few Sentences To Explain How You Solved A Math Problem.**



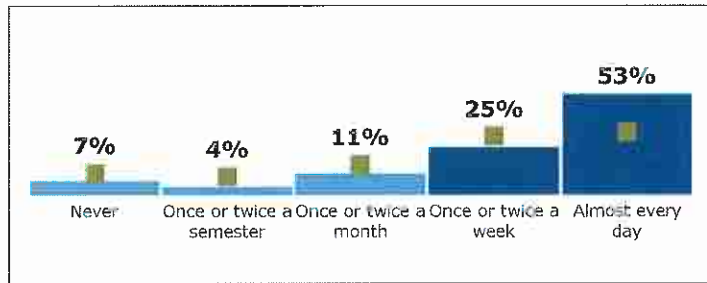
**Apply Math To Situations In Life Outside Of School.**



**Explain How You Solved A Problem To The Class.**



**Discuss Possible Solutions To Problems With Other Students.**



## Academic Press

**Performance:** Average Implementation

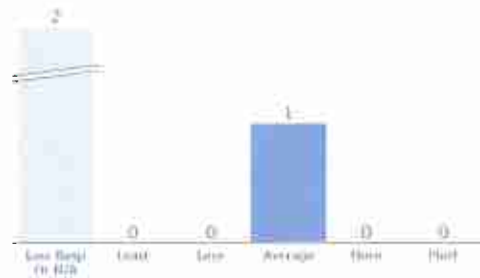
### Academic Press

Teachers Expect Students To Do Their Best And To Meet Academic Demands.

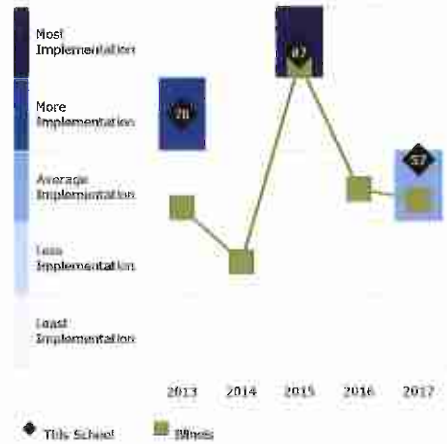
River Forest SD 90 Schools' 2017 5Essentials Performance On Academic Press



Number Of Schools At Each Performance Level



Academic Press Over Time

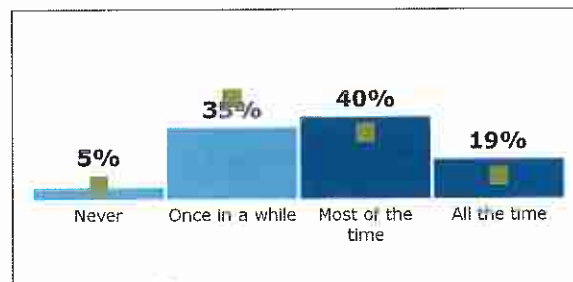


## What Are These Results Based On?

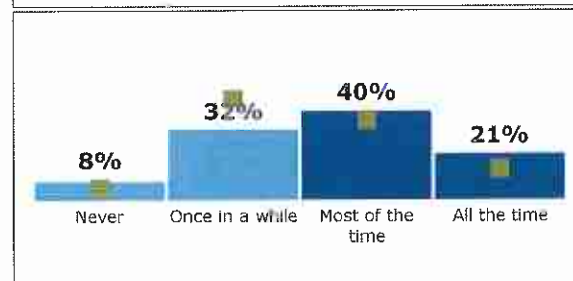
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report The Following About One Specific Class:

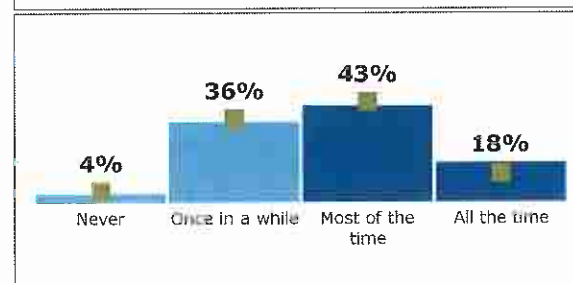
**The Teacher Asks Difficult Questions In Class**



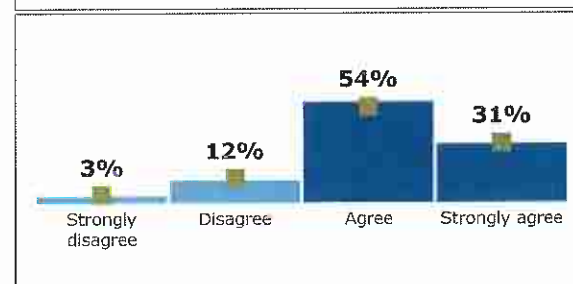
**The Teacher Asks Difficult Questions On Tests**



**This Class Challenges Me**

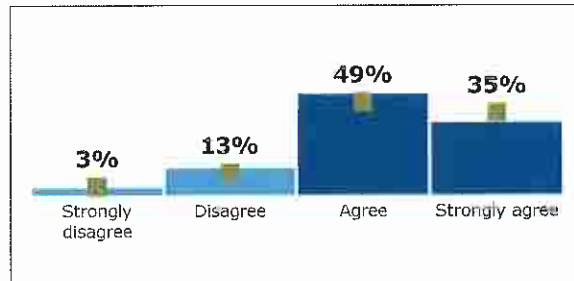


**This Class Really Makes Me Think.**

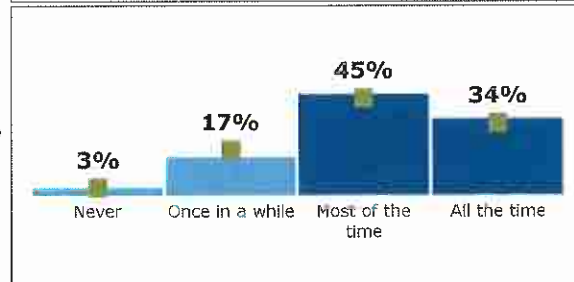




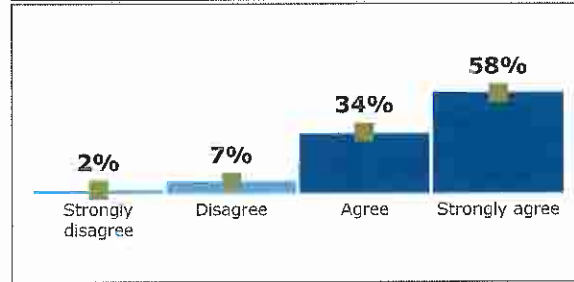
**I Really Learn A Lot In This Class**



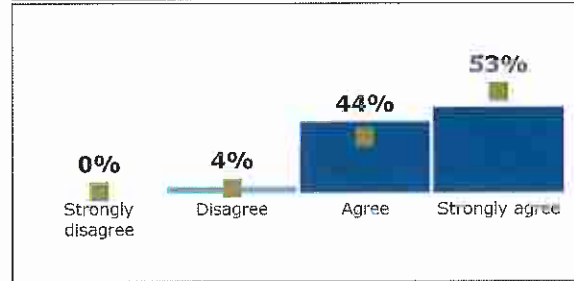
**This Class Requires Me To Work Hard To Do Well**



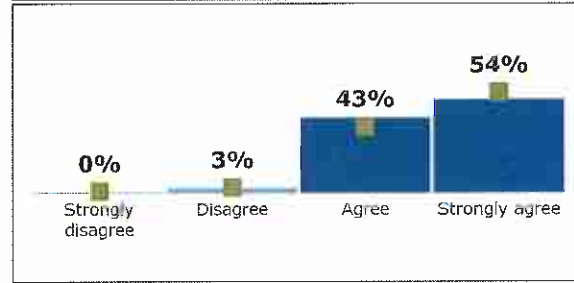
**The Teacher Wants Us To Become Better Thinkers, Not Just Memorize Things**



**The Teacher Expects Me To Do My Best All The Time**



**The Teacher Expects Everyone To Work Hard**



## Quality Of Student Discussion

**Performance:** **More Implementation**

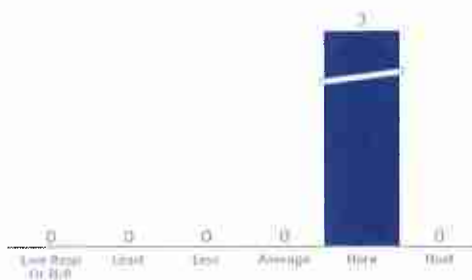
### Quality Of Student Discussion

Students Participate In Classroom Discussions That Build Their Critical Thinking Skills.

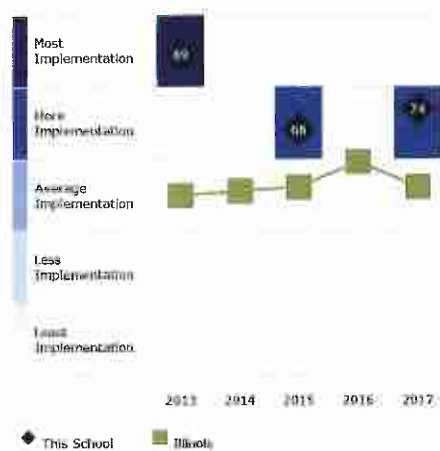
River Forest SD 90 Schools' 2017 5Essentials Performance On Quality Of Student Discussion



Number Of Schools At Each Performance Level



Quality Of Student Discussion Over Time

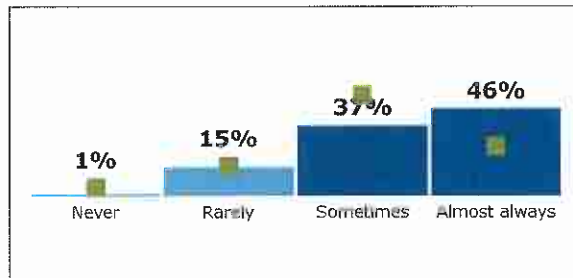


## What Are These Results Based On?

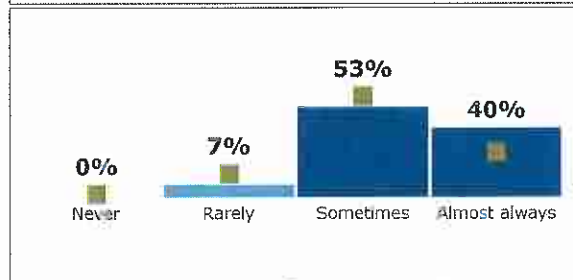
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

Teachers Report The Following About Classroom Discussions:

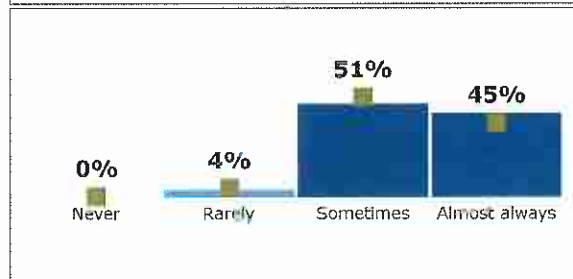
**Students Use Data And Text References To Support Their Ideas.**



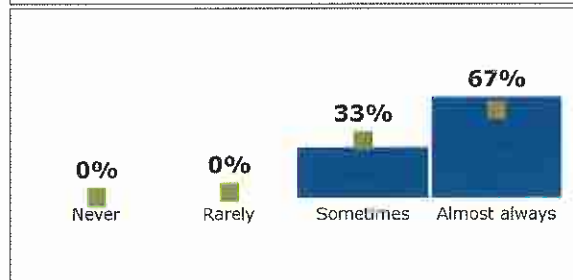
**Students Provide Constructive Feedback To Their Peers And To Me.**



**Students Build On Each Other's Ideas During Discussion.**



**Most Students Participate In The Discussion At Some Point.**



**Students Show Each Other Respect.**

