



ak Park Elementary School District 97

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TO: Dr. Albert Roberts, Superintendent

FROM: Dr. Felicia Starks Turner, Senior Director of Academic and Administrative Services
Harla Hutchinson, Data Administrator

DATE: October 16, 2014

RE: 5Essentials Survey

The attached report and PowerPoint contain the results from district teacher and student responses to the 2014 5Essentials Survey.

For the second year in a row, District 97 chose to participate in the Illinois 5 Essentials Survey. This survey, based on 20 years of research at the University of Chicago, focuses on the educational practices and school climate factors that have been demonstrated to support school improvement efforts. Teachers at all grade levels respond to about 150 survey items. Students in grades 6 and up also participate, responding to more than 80 items. Answers from the various questions are combined to provide scores in five key areas:

- Ambitious Instruction
- Effective Leadership
- Collaborative Teachers
- Involved Families
- Supportive Environment

The 5 Essentials are indicators of both current and future success and have been shown to be valid at all levels from elementary through high school. Schools with strong implementation in at least three of the five essential areas have been proven to be ten times more likely to make substantial improvements in student learning.

Participation was relatively high across the district, averaging over 90% among teachers at all schools and close to 90% for our middle school students. There is also a parent survey available, however parent participation is completely optional and we did not have sufficient returns to generate results.

5 Essentials reports provide information at the district and school level about how well organized each entity is for student success and what are areas of strength and weakness. Each of the Essentials is comprised of four to five measures and each measure is scored using multiple items. The Essentials Ambitious Instruction and Supportive Environment are measured primarily by student responses.

The purpose of the 5 Essentials reports is to provide specific information schools and districts can use to guide efforts at improvement. 5 Essentials results will be shared publicly by way of State School Report Cards on October 31, 2014.

Overall, schools in District 97 are Moderately Organized for improvement. In general, the elementary schools tend to be more organized for improvement than are the middle schools; all but two of the elementary schools are classified as Organized for improvement.

Looking into the 5 Essentials themselves, it is clear that our strongest area is that of Involved Families. Collaborative Teachers appears to be the next strongest area, followed by Effective Leaders. The areas that appear to need the greatest attention are Ambitious Instruction and Supportive Environment.

The district report identifies three measures in which our current efforts have been quite successful – measures for which the composite score is above 70:

- Ambitious Instruction: Quality of Student Discussion (measured primarily through student responses)
- Involved Families: Parent Involvement in School
- Involved Families: Teacher-Parent Trust

There are also three measures where our scores are quite low (composite score less than 30):

- Ambitious Instruction: Course Clarity. Course Clarity means “Students are provided clear learning goals and instruction that supports achievement.” It is measured by responses to the following items:
 - I learn a lot from feedback on my work.
 - The homework assignments help me to learn course material.
 - The work we do in class is good preparation for the test.
 - I know what the teacher wants me to learn in this class.
 - It’s clear to me what I need to do to get a good grade.
- Supportive Environment: Academic Personalism, meaning “Teachers connect with students in the classroom and help them in achieving academic goals.” The items measuring this concept are:
 - My teacher helps me catch up if I am behind.
 - My teacher notices if I have trouble learning something.
 - My teacher gives me specific suggestions about how I can improve in this class.
 - My teacher is willing to give extra help on schoolwork if I need it.
 - My teacher explains things in a different way if I don’t understand something in class.
- Effective Leaders: Program Coherence, or the extent to which “School programs are coordinated and consistent with its goals for student learning.” Teachers responded to the following items:
 - Many special programs come and go at this school.
 - Once we start a new program, we follow up to make sure 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 it’s hard to keep track of them all.

5 Essentials reports provide the district and our schools with detailed information about individual items, measures, and Essentials that can be used to identify areas in which to focus improvement efforts. The district results as well as those for the individual schools are being shared with principals, who will then share them with staff and their parent communities. We will be looking closely at these results in the coming months to identify areas on which to focus.

5Essentials 2014

District 97

Survey Background

— [Based on 20 years of work by University of Chicago researchers

— [More than 80 student and 150 teacher survey questions

— [Focus on educational practices and school climate

— [Items combined to provide scores in five areas:

Ambitious Instruction

Effective Leadership

Collaborative Teachers

Involved Families

Supportive Environment

5Essentials Validity

- [Research-based
- [Indicative of current performance and future success
- [Valid at all levels, from elementary to high school
- [Tied to college and career readiness
- [Schools with more implementation on at least 3 Essentials are 10 times more likely to make substantial gains in student learning

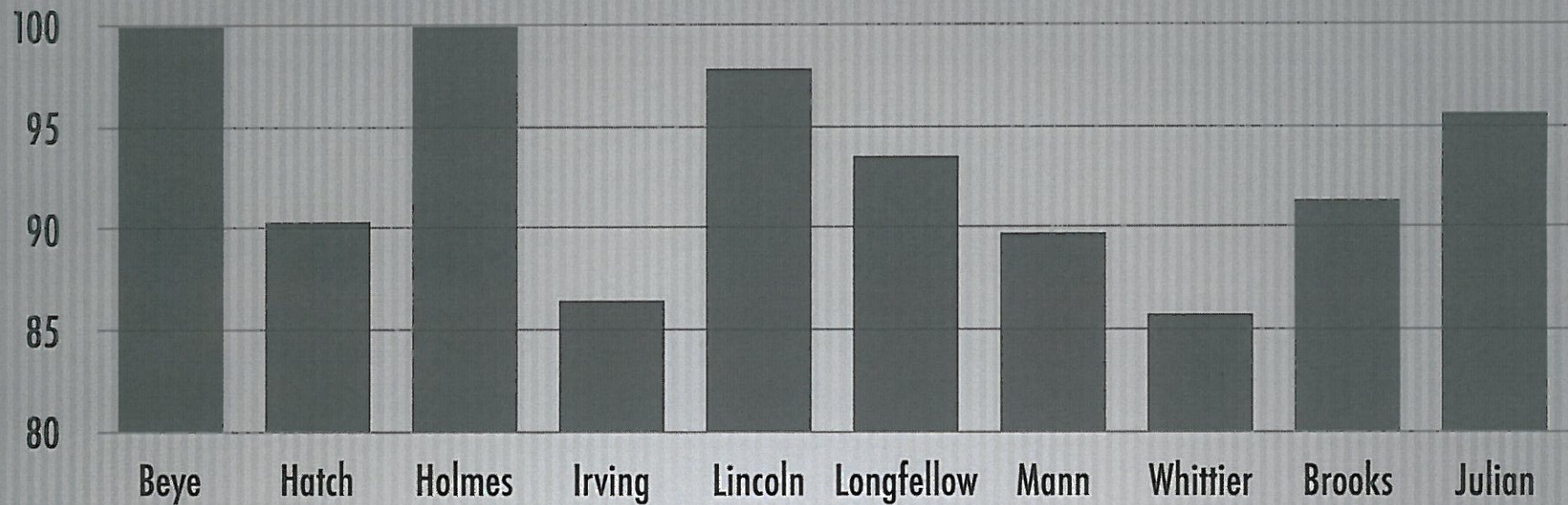
5Essentials in Illinois - 2014

- [Administered in 87% of Illinois schools in 2013
- [Results from students in grades 6+ and full time teachers at all levels
- [Parent participation optional

D97 Participation

- [District participation not required in 2014, but results will help guide improvement efforts
- [Teacher participation rates ranged from 86.4% to 99.9%
- [Middle school student participation from 86.1% to 88.7%
- [Parent participation from 2.6% to 31.4%

District 97 Teacher Participation



Understanding Scores

- [All Essentials equally weighted in overall performance level
- [Each Essential broken into 4-5 measures
- [Each measure scored using multiple questions
- [Ambitious Instruction and Supportive Environment primarily measured by student responses

Intended Use

- [Provides overall perception of school level of organization for improvement
- [Results provide information for School Improvement Teams
- [School and district reports shared publicly via State School Report Cards
- [Parent reports not public at this time

Organization for Improvement

On average, our schools are Moderately Organized for improvement.

District	Beye	Hatch	Holmes	Irving	Lincoln	Longfellow	Mann	Whittier
Moderately Organized	Partially Organized	Organized	Organized	Organized	Organized	Moderately Organized	Organized	Organized

District	Brooks	Julian
Moderately Organized	Not Yet Organized	Partially Organized

District Implementation

ESSENTIAL	District	Beye	Hatch	Holmes	Irving	Lincoln	Longfellow	Mann	Whittier	Brooks	Julian
Ambitious Instruction	Average Implementation									Average Implementation	Average Implementation
Effective Leaders	Average Implementation	Less Implementation	Average Implementation	Average Implementation	Average Implementation	Average Implementation	Less Implementation	Average Implementation	Average Implementation	Less Implementation	Less Implementation
Collaborative Teachers	Average Implementation	Less Implementation	Average Implementation	Average Implementation	Average Implementation	More Implementation	Average Implementation	Average Implementation	More Implementation	Less Implementation	Average Implementation
Involved Families	More Implementation	More Implementation	Most Implementation	More Implementation	Most Implementation	Most Implementation	More Implementation	Most Implementation	Most Implementation	Average Implementation	Average Implementation
Supportive Environment	Less Implementation									Less Implementation	Average Implementation

Most Successful Areas

- [Ambitious Instruction: Quality of Student Discussion
- [Involved Families: Parent Involvement in School
- [Involved Families: Teacher-Parent Trust

Areas for Most Improvement

- [Ambitious Instruction: Course Clarity
- [Supportive Environment: Academic Personalism
- [Effective Leaders: Program Coherence

Measures of Course Clarity

Students are provided clear learning goals and instruction that supports achievement.

- [I learn a lot from feedback on my work.
- [The homework assignments help me to learn the course material.
- [The work we do in class is good preparation for the test.
- [I know what my teacher wants me to learn in this class.
- [It's clear to me what I need to do to get a good grade.

Measures of Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

- [My teacher helps me catch up if I am behind.
- [My teacher notices if I have trouble learning something.
- [My teacher gives me specific suggestions about how I can improve my work in this class.
- [My teacher is willing to give extra help on schoolwork if I need it.
- [My teacher explains things in a different way if I don't understand something in class.

Measures of Program Coherence

School programs are coordinated and consistent with its goals for student learning

- [Many special programs come and go at this school.
- [Once we start a new program, we follow up to make sure 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.