

# 5 Essentials and Hanover Culture and Climate Surveys

October 21, 2025

# What is the 5 Essentials Survey?

- Evidence-based system to drive school improvement
- Measures school culture and climate
- Required by Illinois State Board of Education
- Administered to students, teachers, and optionally parents



# 5 Components Critical for School Success

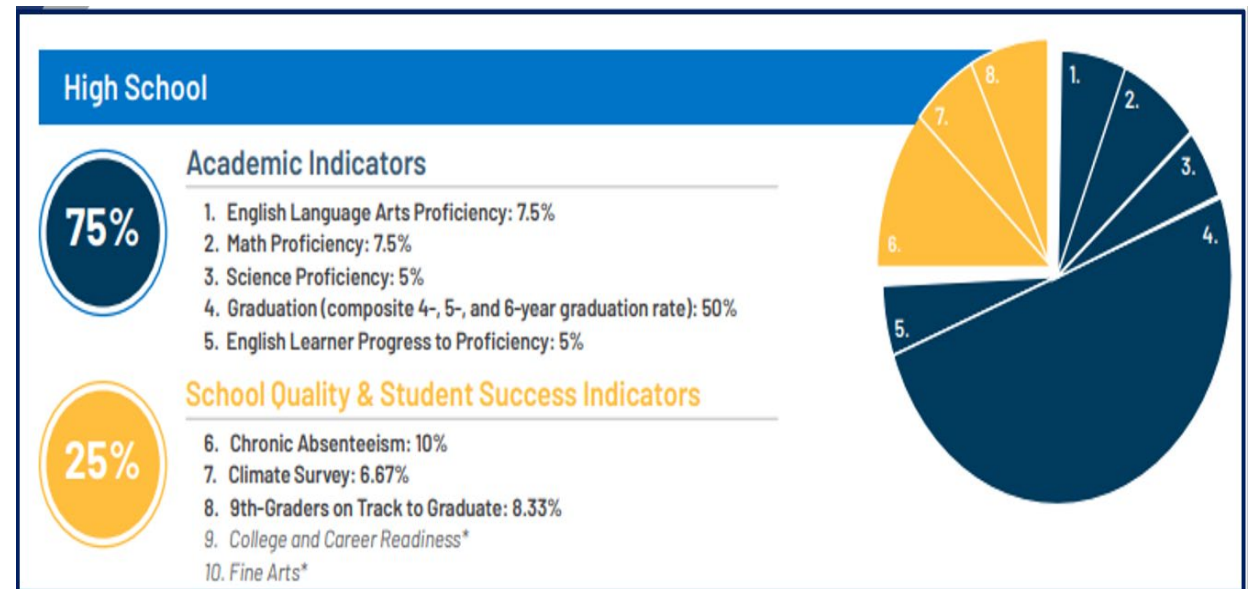


A school exists to create a safe, healthy, and supportive environment for students to experience active/engage/ambitious instruction leading to student success. None of this is possible without effective leaders, collaborative educators and the support of involved families.

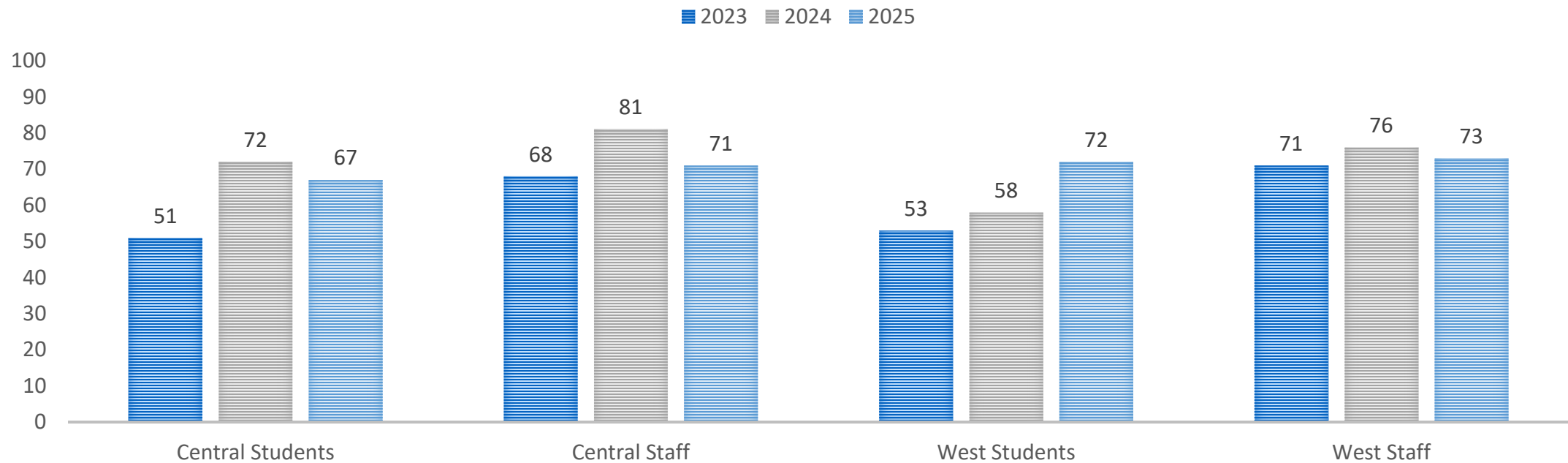


# Why is it Important?

- Provides an opportunity for staff and students to provide honest feedback about our schools
- Provides actionable trend data to support improvement efforts.
- Student participation rate indicator is 6.67% of schools' Summative Designation on School Report Card



# Participation Rates



# Areas to Celebrate



# Student – Teacher Trust

| Students report:                                    | Central % Agree or Strongly Agree | West % Agree or Strongly Agree |
|-----------------------------------------------------|-----------------------------------|--------------------------------|
| I feel safe with my teachers at this school.        | 95%                               | 95%                            |
| I feel comfortable with my teachers at this school. | 93%                               | 92%                            |
| My teachers treat me with respect.                  | 93%                               | 93%                            |

# School-Wide Future Orientation

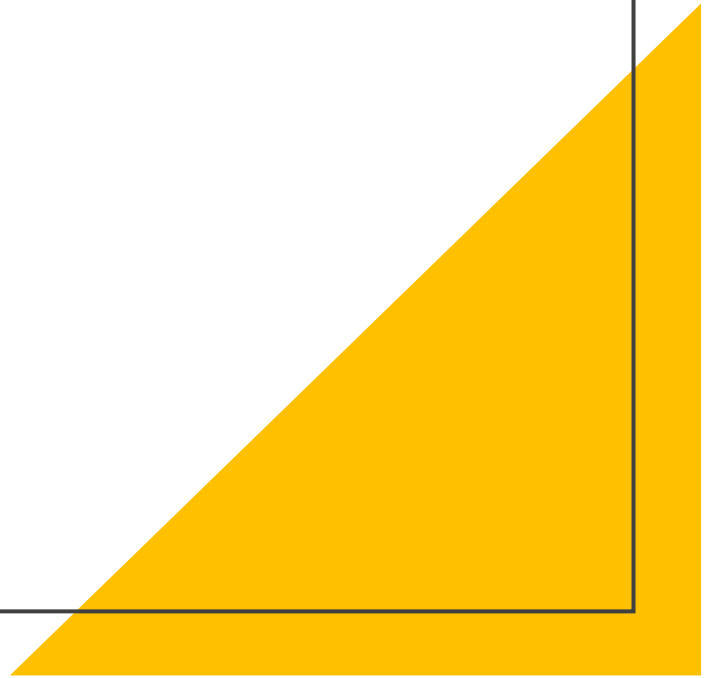
| Students report:                                                                    | Central % Agree or Strongly Agree | West % Agree or Strongly Agree |
|-------------------------------------------------------------------------------------|-----------------------------------|--------------------------------|
| Teachers work hard to make sure all students are planning for life after graduation | 89%                               | 85%                            |
| High school is seen as preparation for the future.                                  | 91%                               | 89%                            |
| Teachers work hard to make sure that students are learning                          | 92%                               | 88%                            |



# Academic Press

| Students report the following about one specific class:                   | Central % Agree or Strongly Agree | West % Agree or Strongly Agree |
|---------------------------------------------------------------------------|-----------------------------------|--------------------------------|
| The teacher expects everyone to work hard.                                | 95%                               | 96%                            |
| The teacher expects me to do my best all the time.                        | 95%                               | 92%                            |
| The teacher wants us to become better thinkers, not just memorize things. | 94%                               | 94%                            |

# Areas for Improvement



# Student Peer Relationships

| Students report that their school peers: | Central % Agree or Strongly Agree | West % Agree or Strongly Agree |
|------------------------------------------|-----------------------------------|--------------------------------|
| Don't get along together very well.      | 44%                               | 44%                            |
| Treat each other with respect.           | 71%                               | 64%                            |

# Teacher Safety

| Teachers report how much each of the following is a problem: | Central % Some or To a great extent | West % Some or To a great extent |
|--------------------------------------------------------------|-------------------------------------|----------------------------------|
| Physical conflicts among students.                           | 72%                                 | 88%                              |
| Disorder in hallways.                                        | 72%                                 | 89%                              |
| Student disrespect of teachers.                              | 61%                                 | 76%                              |

# School Commitment

| Teachers report:                                                          | Central % Agree or Strongly Agree | West % Agree or Strongly Agree |
|---------------------------------------------------------------------------|-----------------------------------|--------------------------------|
| I usually look forward to each working day at this school.                | 80%                               | 83%                            |
| I wouldn't want to work in any other school.                              | 73%                               | 67%                            |
| I would recommend this school to parents seeking a place for their child. | 63%                               | 64%                            |

# How Are We Using the Results?

## Who

Building Leadership Teams  
Culture and Climate Team (Central)  
Staff Leadership Council (West)

## What

Identify strengths and areas for improvement.

Assess and revise current programs, initiatives, policies, and practices.

Develop and implement improvement plans.





# CAPSTONE REPORT: LONGITUDINAL SCHOOL CLIMATE ANALYSIS

Prepared for Joliet Township High School District 204

October 2025

# INTRODUCTION

From 2022 to 2025, Joliet Township High School District 204 conducted annual surveys of students, parents, and staff to assess school climate across four key constructs:

- School/Building Environment
- Academic Environment
- Social Environment
- Stakeholder Inclusiveness

With over 15,000 total respondents, this longitudinal analysis identifies clear patterns in stakeholder experiences, highlighting sustained strengths in cultural responsiveness and instructional climate, alongside emerging concerns related to staff support, school cleanliness, and administrator and stakeholder alignment. These insights form the basis for strategic, evidence-based action to support a more inclusive, engaging, and supportive district wide environment.

This capstone report synthesizes the collected information across these four studies and provides overall recommendations for improving course offerings and experiences for students and families.

## PRESENTATION CONTENTS

**2 /** Introduction

**3 /** Project Methodologies

**4 /** Recommendations

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**8 /** Academic Environment

**9 /** Social Environment

**10 /** Stakeholder Inclusiveness



# PROJECT METHODOLOGIES

Survey data was collected from students, staff, and parents annually between 2022 and 2025.  
Key constructs measured include:



## **School/Building Environment**

**(e.g., safety, cleanliness, physical maintenance)**



## **Academic Environment**

**(e.g., instructional climate, student engagement)**



## **Social Environment**

**(e.g., emotional climate, bullying, relationships)**



## **Stakeholder Inclusiveness**

**(e.g., cultural responsiveness, leadership alignment)**

Responses were disaggregated and analyzed by year and by stakeholder group to identify trends over time and variation across perspectives.

# RECOMMENDATIONS

Based on the synthesized findings across these studies, Hanover recommends that:



**Share with staff the encouraging feedback about their ability to connect with diverse students and families.** While stakeholders consistently express confidence in educators' capacity to engage across cultures and integrate diversity into instruction, staff members often underestimate their own impact. Highlighting these positive perceptions can help staff better recognize their value and strengthen their connection to the school community.



**Respond to concerns about school cleanliness.** Perceptions of cleanliness—especially in shared spaces like bathrooms and common areas—have steadily declined over time. Since a clean environment plays a key role in helping students feel comfortable and ready to learn, taking steps to improve these conditions may foster a more welcoming school experience.



**Expand opportunities for staff collaboration and growth.** Staff perceptions of support from peers and supervisors have declined since 2019, with many expressing a need for more chances to collaborate and engage in professional development. Enhancing these opportunities may foster stronger school communities and support long-term staff retention.

# KEY FINDINGS

# Overall Perceptions



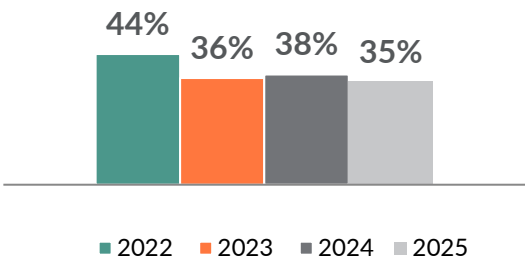
Overall, emotional safety, cultural responsiveness, and instructional expectations show consistent improvement across years.



Cleanliness, staff collaboration opportunities, and trust in leadership reveal multi-year declines that may undermine progress in other areas.



of students feel welcome at school.



Satisfaction levels with the cleanliness of bathrooms has declined over the years.



Students and parents generally report higher satisfaction with staff inclusiveness than staff report of themselves. Staff voices reflect growing discontent in terms of peer and administrative support.

60% Stakeholder agreement that administrators’ decisions support student learning in 2022.



45% Stakeholder agreement that administrators’ decisions support student learning in 2025.

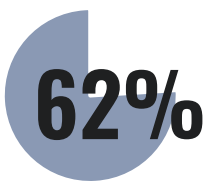
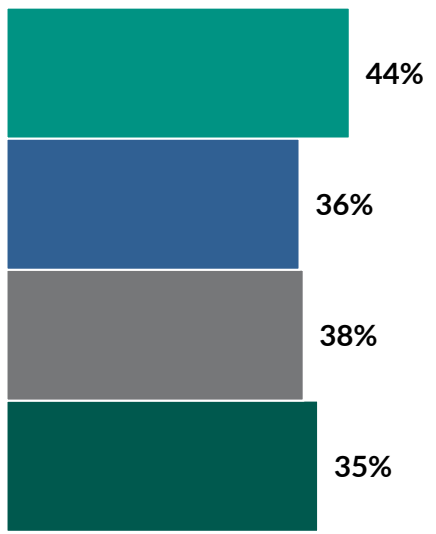
# School/Building Environment

## Cleanliness and Safety

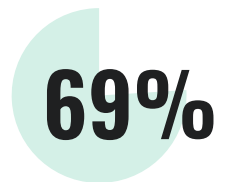
A majority of students report feeling safe at school and in transit, though confidence that schools are free from violence or theft remains low. Moreover, perceptions of cleanliness in common areas and restrooms have declined each year since 2022.

Students' perceptions of the cleanliness of common spaces have declined.

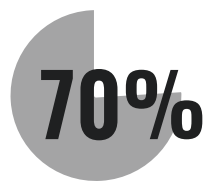
■ 2022 ■ 2023 ■ 2024 ■ 2025



of student respondents feel safe at school.

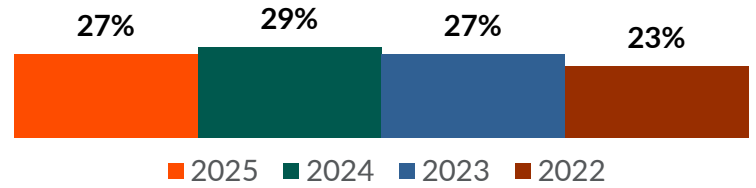


of student respondents feel safe going to and from school.



of student respondents feel safe at school-sponsored events and activities held after school.

Less students agree that there is NOT an issue with violence and theft at their schools over the years.



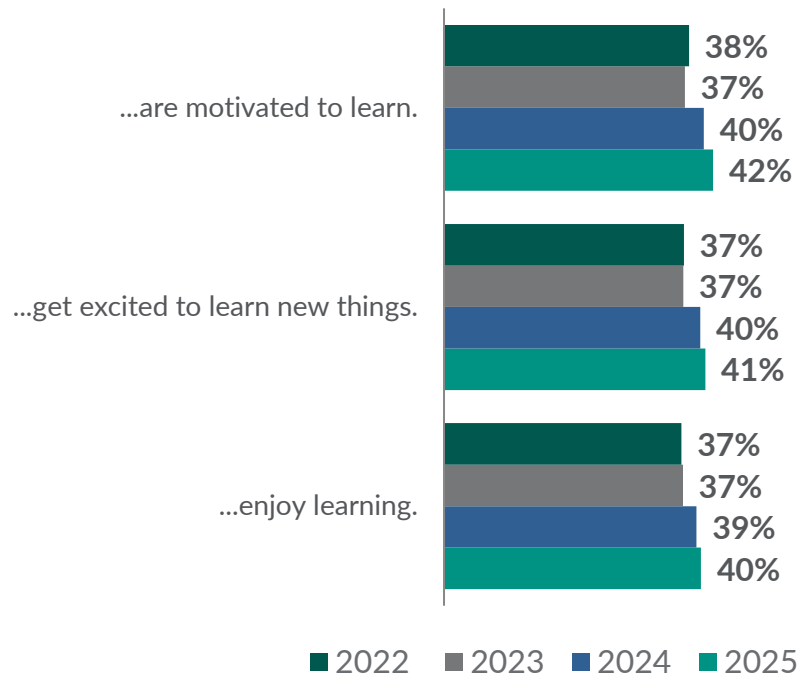
## Academic Environment

# Instructional Climate & Attitudes

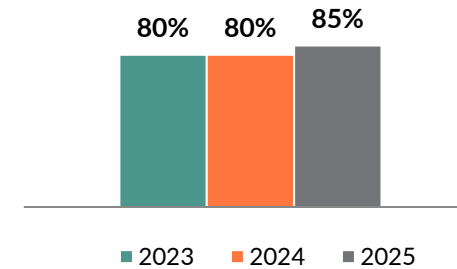
Stakeholders report improved instructional expectations and teacher support, with renewed agreement in 2025 that teachers “want students to succeed”; meanwhile, student motivation and enjoyment of learning have increased over time, though behavioral engagement indicators like preparation and effort have lagged.

Please indicate how much you disagree or agree with the following statements:

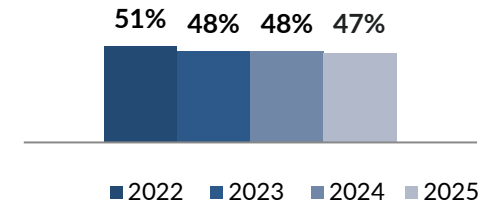
Most students at my school...



Student responses shown



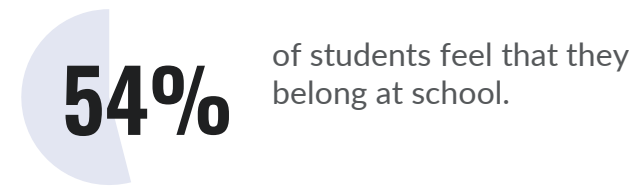
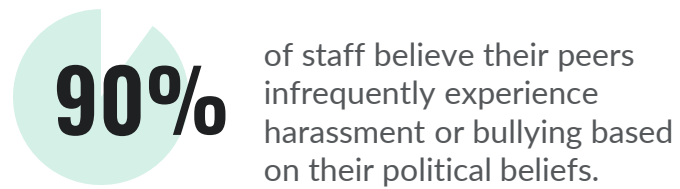
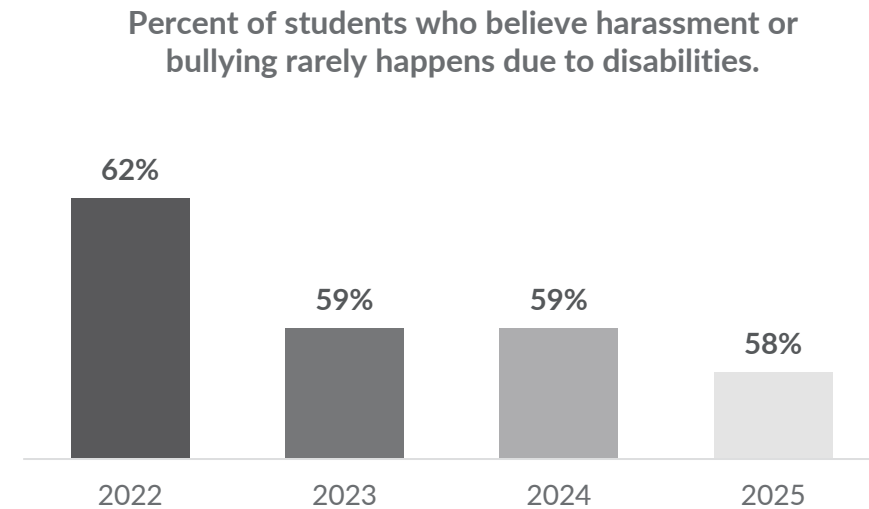
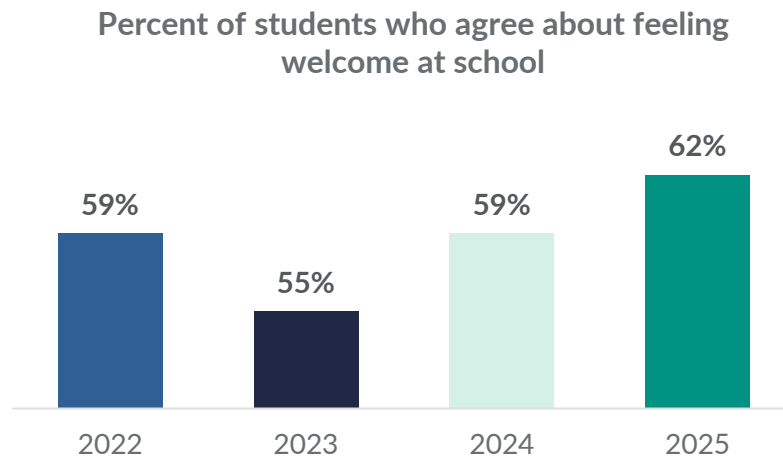
Stakeholders agree that teachers want students to succeed.



Students' perceptions of how prepared their peers are has slightly decreased.

## Belonging and Discrimination

Student feelings of belonging and welcomeness reached their highest levels in 2025. While reports of discrimination based on physical appearance and gender identity have declined, perceptions of race/ethnicity and disability-based discrimination have increased since 2022. Staff continue to report low but persistent experiences of discrimination, particularly related to political beliefs.



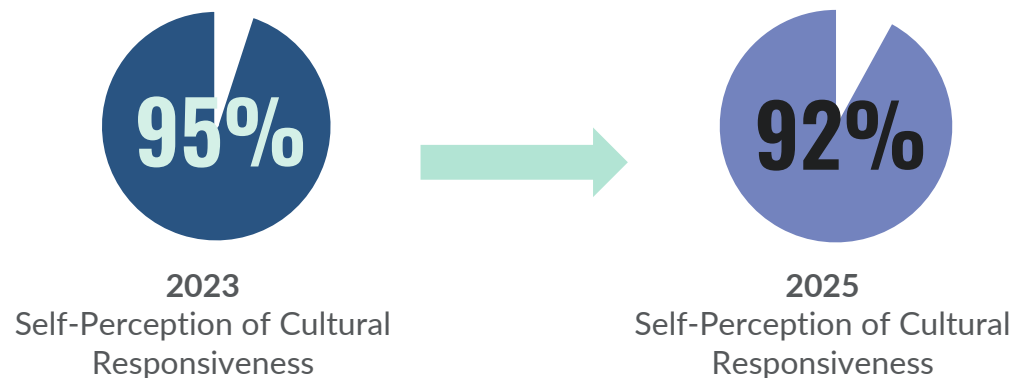
## Stakeholder Inclusiveness

# Cultural Responsiveness & Trust

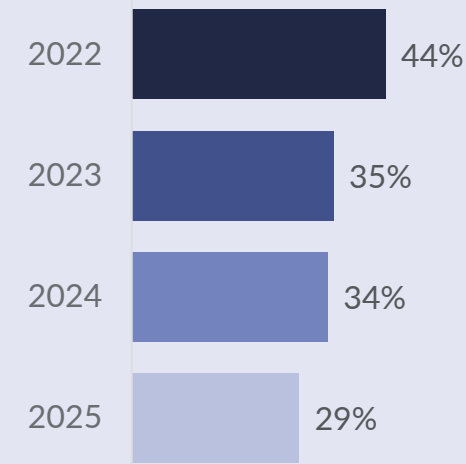
Confidence that diversity is valued continues to grow, with a record number affirming this in 2025. However, staff self-perception of cultural responsiveness has slightly declined, revealing a gap between internal confidence and external recognition.



of parents, students, and staff agree that cultural diversity is treated as a valuable resource that should be preserved.



Trust in leadership has weakened, with fewer stakeholders agreeing that administrators understand teacher concerns.





# IN PROGRESS

- Cleanliness
  - Additional feedback from 24-25 Student Advisory Committee addressed
  - Planned renovations to bathrooms district wide.
  - Recommended QR codes posted in bathrooms and halls to submit real-time feedback.
- Trust in Leadership
  - Climate and Culture committee at each campus
- Staff Collaboration
  - 25-26 Strategic Planning and School Improvement Groups scheduled collaboration during the school day.
  - 25-26 School Improvement Days organized by content and course area with a focus on the JTHS Instructional Playbook (90 minutes) and course area collaboration (30 minutes).
  - Strategy 4.3 Recommendation for new school day structure to include 2 plan periods for staff. (27-28 SY)



Thank you.

## CONTACT

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