

# OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE □ OAK PARK, IL 60302-2296

TO: Committee of the Whole – Instructional Committee  
DATE: September 19, 2017  
FROM: Greg Johnson, ASCI  
Re: 5Essentials Survey Results from 2016-2017

---

## **BACKGROUND**

Since 2013, the Illinois State Board of Education (ISBE) has required all public schools to administer the 5Essentials climate survey to teachers and students at least every other year. Last year was the third time we administered the survey. The 5Essentials survey provides data in five categories that predict a school's likelihood of improving student outcomes: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Research from the University of Chicago Consortium on Chicago School Research shows that schools strong in three to five of these essentials are 10 times more likely to substantially improve student learning compared to schools weak in three to five of the essentials.

## **SUMMARY OF FINDINGS**

The survey was open to all staff whose primary responsibility is teaching, to students, and to parents. The results shared here come from the report that is comprised of data from both the teacher and student results. 2017 was the first year that results from the parent survey were available, and are included in a separate report from those that had been previously available. OPRF administered the survey in 2013, 2015, and 2017.

For the 2017 survey, 81.6% of students, 99.9% of teachers, and 24.5% of parents took the survey. All three figures are the highest they've been for any of the three administrations of the survey, and are significantly higher than the state average. Overall, we are considered "organized" for improvement, the same designation we received in 2015. In three of the five components we are designated as at the "more implementation" level, whereas for two of the components we are at the either the "average" or "less implementation" level. Areas for improvement are aligned to areas we have focused on in the Strategic Plan.

## **RECOMMENDATION**

This information is presented for review; we will use these results to inform the work of our Strategic Plan Action Teams throughout the current school year.

**Strategic Plan:** Goal 2, Strategy 1  
Goal 3, Strategy 1  
Goal 5, Strategies 1-4

**Board Goals:** Goal 1

**District Policy:** 7:15



# Executive Summary

Report for Oak Park - River Forest SD 200

# Table of Contents

**The 5Essentials ..... 1**

**Effective Leaders..... 3**

**Collaborative Teachers ..... 4**

**Involved Families ..... 6**

**Supportive Environment..... 7**

**Ambitious Instruction ..... 9**

**Research Supporting 5Essentials ..... 11**

## 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.

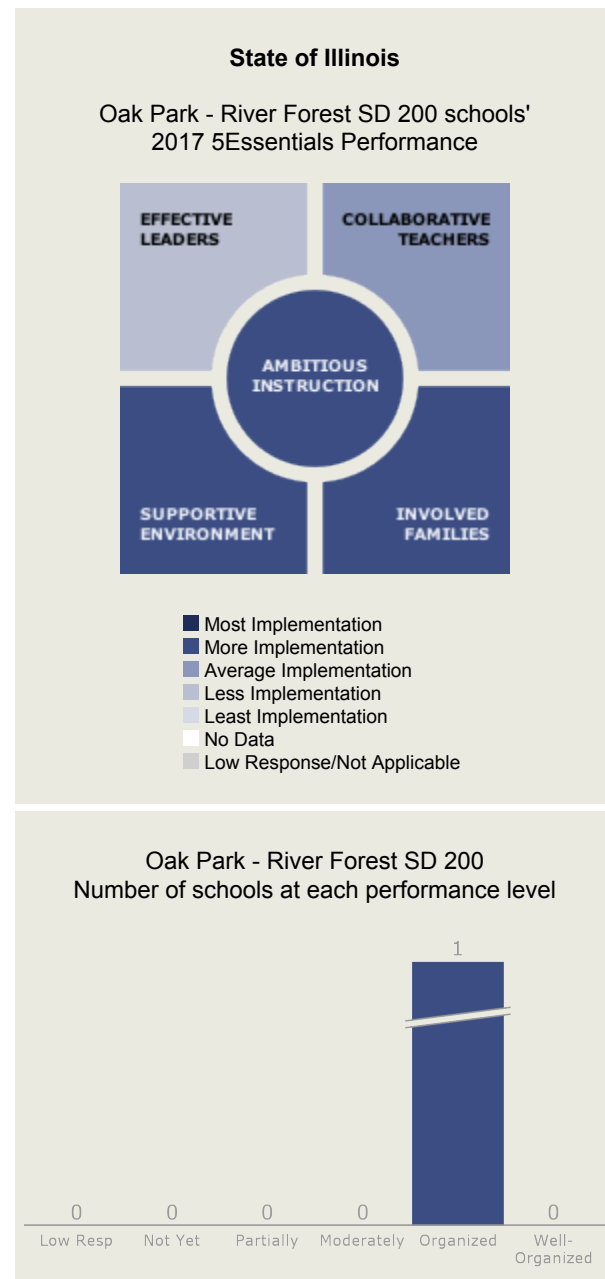
In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

### 5Essentials in Oak Park - River Forest SD 200

Schools in Oak Park - River Forest SD 200 completed the 5Essentials School Effectiveness Surveys in 2017. The results of these surveys indicate that, on average, schools in Oak Park - River Forest SD 200 are **organized**.

Each of the Essentials provides a different lens into the organizational and learning conditions at schools in the Oak Park - River Forest SD 200 and provides guidance on how each of its schools can organize its work. On average, Oak Park - River Forest SD 200 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. *Less Implementation*
- **Collaborative Teachers:** Teachers Collaborate To Promote Professional Growth. *Average Implementation*
- **Involved Families:** The Entire Staff Builds Strong External Relationships. *More Implementation*



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

# Effective Leaders



## Performance: **Less 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).

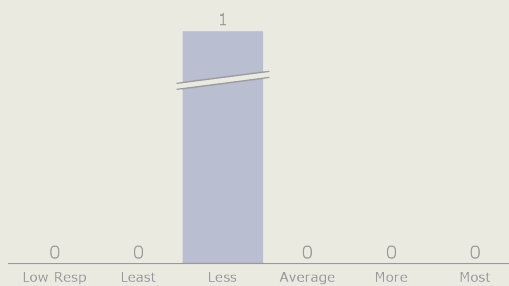
Oak Park - River Forest SD 200 Received A Score Of **21**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Program Coherence (20 - Less Implementation)
- Teacher-Principal Trust (13 - Least Implementation)
- Teacher Influence (31 - Less Implementation)
- Instructional Leadership (19 - Least Implementation)

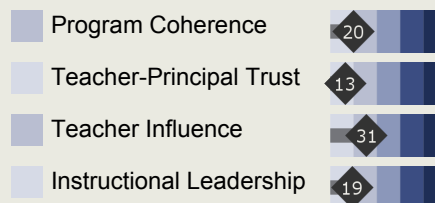
### Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Effective Leaders



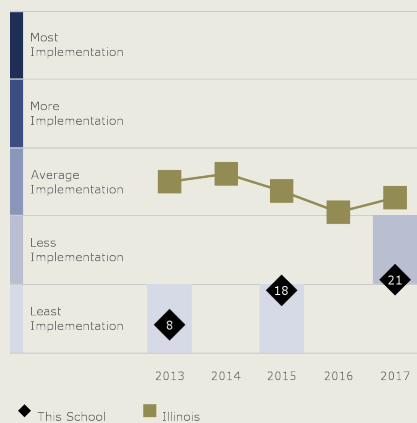
### Number Of Schools At Each Performance Level



### Measures For Effective Leaders



### Performance On Effective Leaders Over Time



## 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.

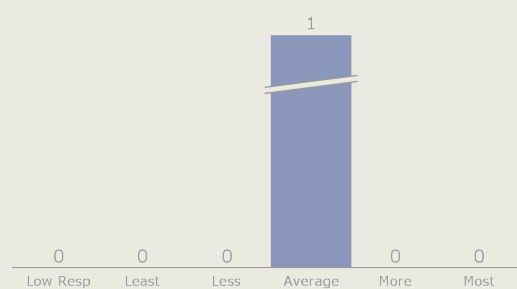
Oak Park - River Forest SD 200 Received A Score Of **45**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Collaborative Practices (58 - Average Implementation)
- Collective Responsibility (38 - Less Implementation)
- Quality Professional Development (21 - Less Implementation)
- School Commitment (61 - More Implementation)
- Teacher-Teacher Trust (49 - Average Implementation)

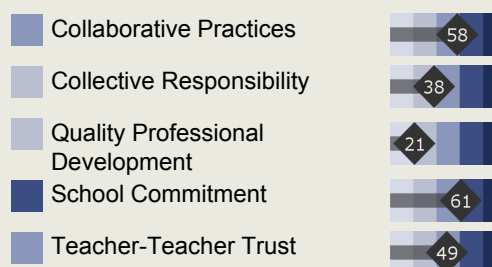
### Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Collaborative Teachers



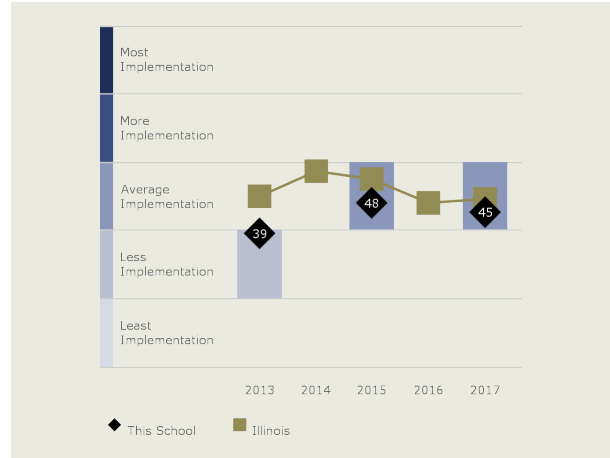
### Number Of Schools At Each Performance Level



### Measures For Collaborative Teachers



### Performance On Collaborative Teachers Over Time





# Involved Families



## Performance: **More Implementation**

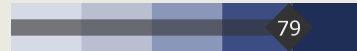
In Schools With Involved Families, The Entire Staff Builds Strong External Relationships. Such Schools:

- 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.

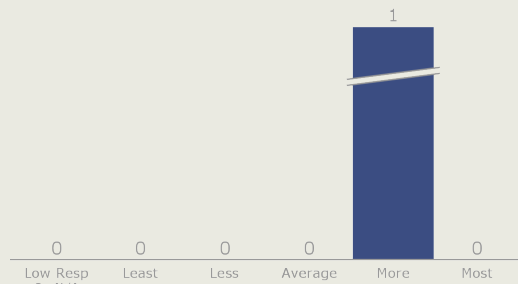
Oak Park - River Forest SD 200 Received A Score Of **79** Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (86 - Most)
- Parent Involvement In School (74 - More)
- Parent Influence On Decision Making In Schools (78 - More)

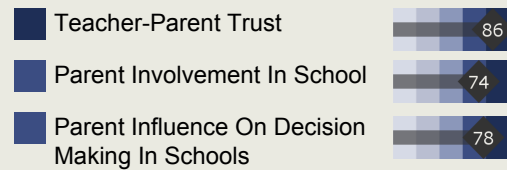
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Involved Families



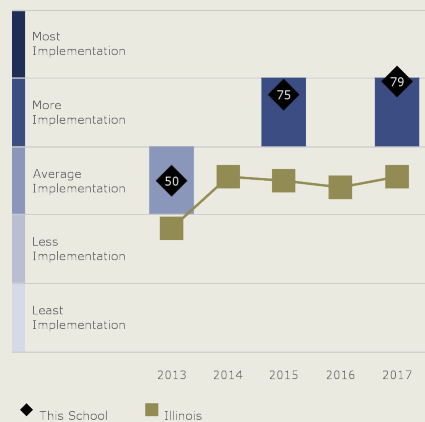
Number Of Schools At Each Performance Level



Measures For Involved Families



Performance On Over Time



# Supportive Environment



## Performance: **More 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,
- And They Are Well-supported In Planning For College And Other Post-high School Experiences.

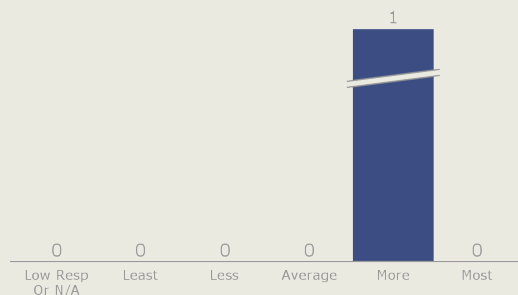
Oak Park - River Forest SD 200 Received A Score Of **63** Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Safety (52 - Average)
- School-Wide Future Orientation (62 - More)
- Student-Teacher Trust (72 - More)
- Expectations For Postsecondary Education (65 - More)

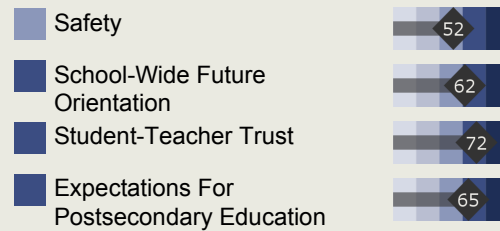
### Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Supportive Environment



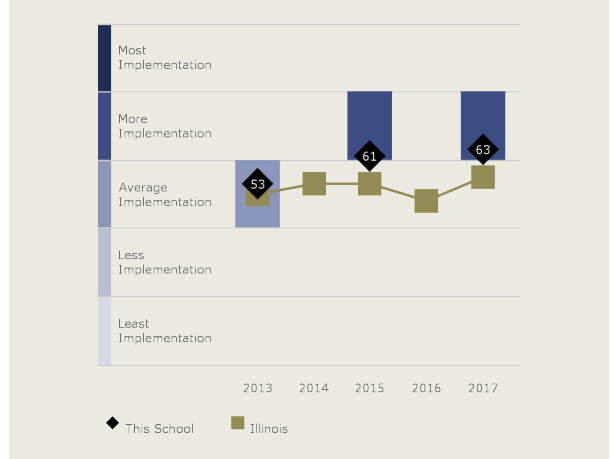
### Number Of Schools At Each Performance Level



### Measures For Supportive Environment



### Performance On Supportive Environment Over Time



# 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).

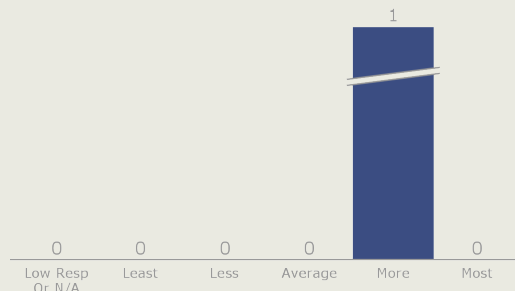
Oak Park - River Forest SD 200 Received A Score Of **64**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- English Instruction (72 - More)
- Math Instruction (47 - Average)
- Academic Press (68 - More)
- Quality Of Student Discussion (70 - More)

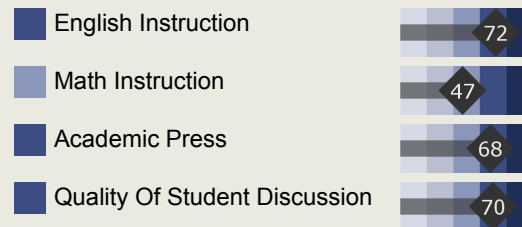
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Ambitious Instruction



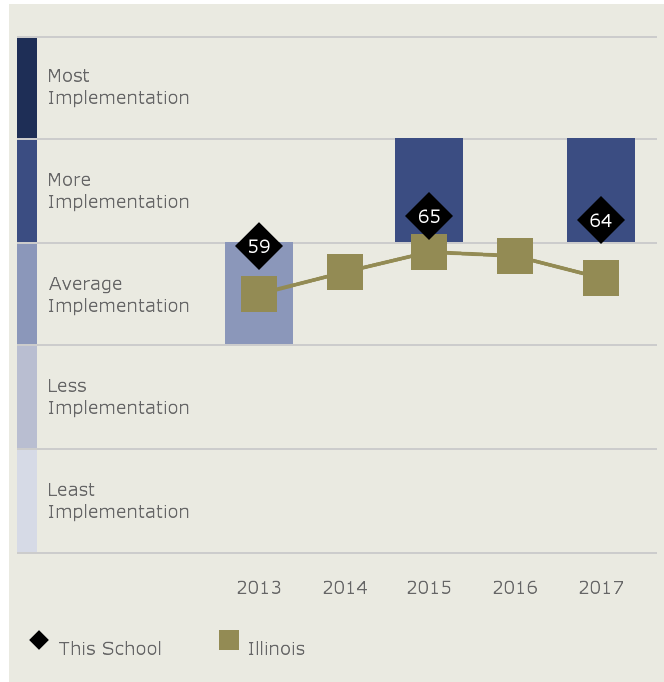
Number Of Schools At Each Performance Level



Measures For Ambitious Instruction



Oak Park - River Forest SD 200 Performance On Ambitious Instruction Over Time



## Research Supporting 5Essentials

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 Over 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/](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)



# 5Essentials Full Report

Report for Oak Park - River Forest SD 200

# Table of Contents

<b>The 5Essentials .....</b>	<b>1</b>
<b>Effective Leaders.....</b>	<b>3</b>
Measures of Effective Leaders .....	4
<b>Collaborative Teachers .....</b>	<b>16</b>
Measures of Collaborative Teachers .....	18
<b>Involved Families .....</b>	<b>32</b>
Measures of Involved Families .....	33
<b>Supportive Environment.....</b>	<b>41</b>
Measures of Supportive Environment.....	43
<b>Ambitious Instruction .....</b>	<b>54</b>
Measures of Ambitious Instruction .....	56



## 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.

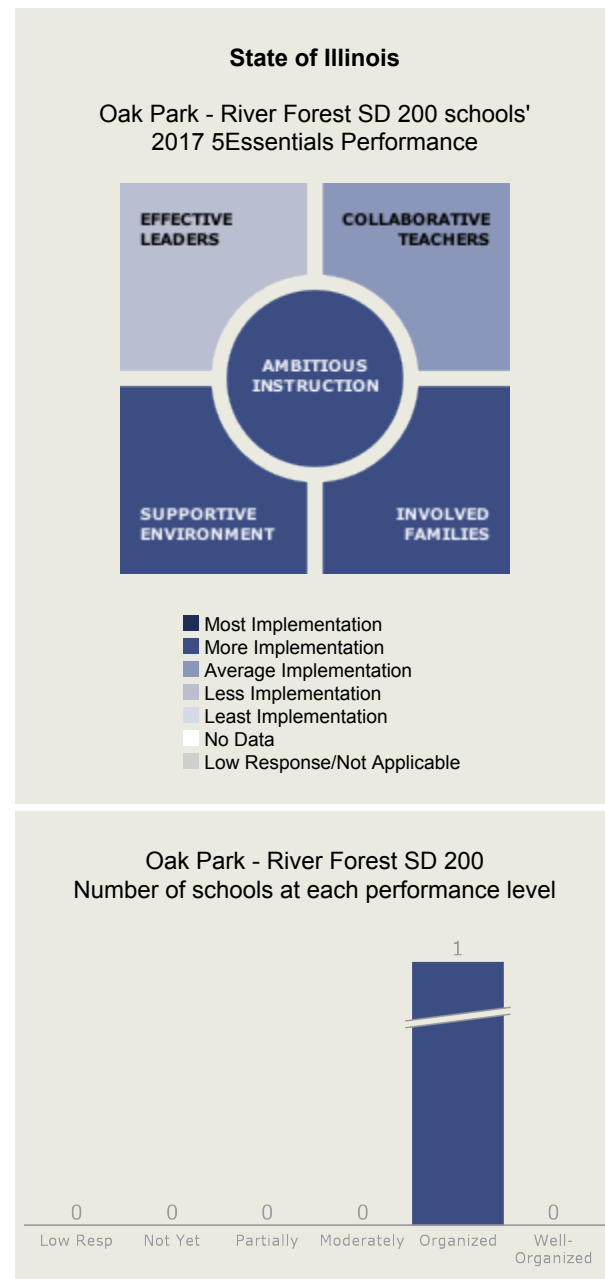
In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

### 5Essentials in Oak Park - River Forest SD 200

Schools in Oak Park - River Forest SD 200 completed the 5Essentials School Effectiveness Surveys in 2017. The results of these surveys indicate that, on average, schools in Oak Park - River Forest SD 200 are **organized**.

Each of the Essentials provides a different lens into the organizational and learning conditions at schools in the Oak Park - River Forest SD 200 and provides guidance on how each of its schools can organize its work. On average, Oak Park - River Forest SD 200 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. *Less Implementation*
- **Collaborative Teachers:** Teachers Collaborate To Promote Professional Growth. *Average Implementation*
- **Involved Families:** The Entire Staff Builds Strong External Relationships. *More Implementation*



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

# Effective Leaders



## Performance: **Less Implementation**

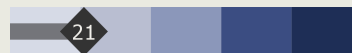
In Schools With Effective Leaders, Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement. Leaders:

- 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).

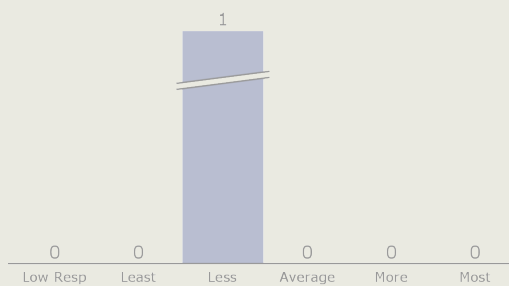
Oak Park - River Forest SD 200 Received A Score Of **21**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Program Coherence (20 - Less Implementation)
- Teacher-Principal Trust (13 - Least Implementation)
- Teacher Influence (31 - Less Implementation)
- Instructional Leadership (19 - Least Implementation)

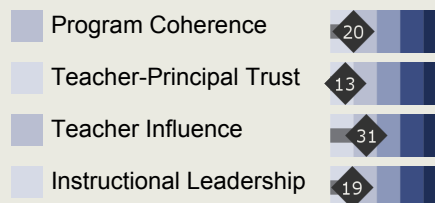
### Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Effective Leaders



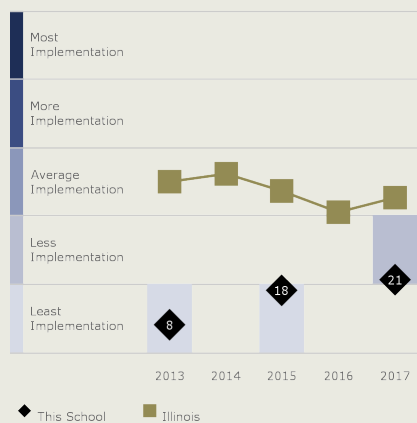
### Number Of Schools At Each Performance Level



### Measures For Effective Leaders



### Performance On Effective Leaders Over Time



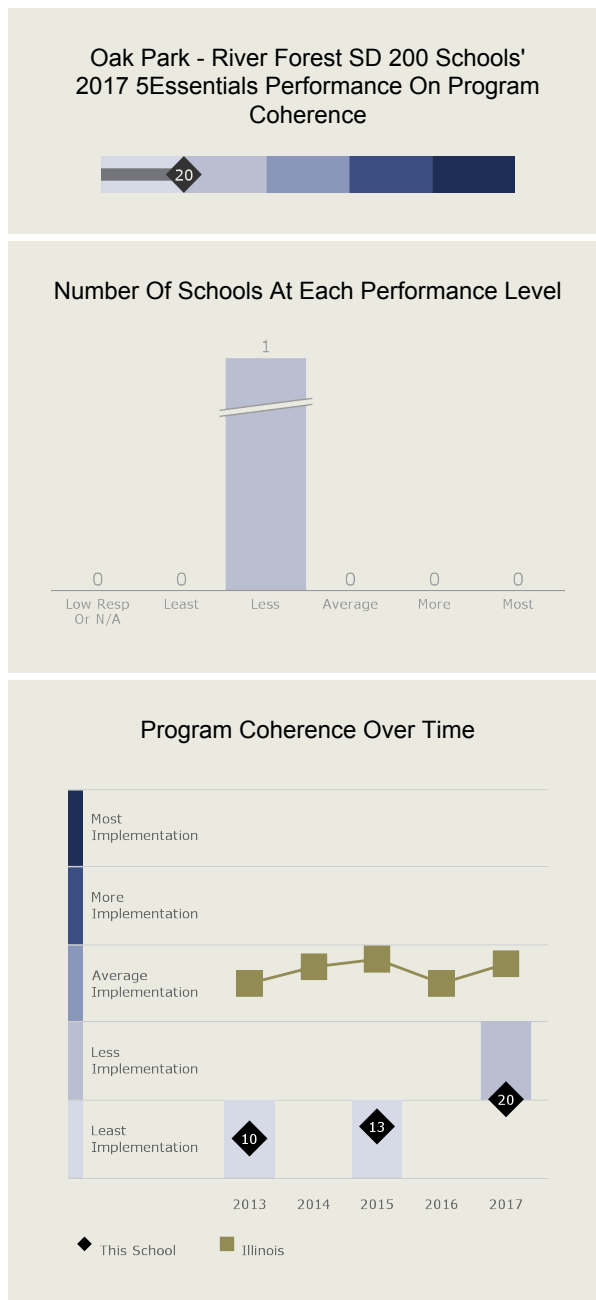
# Measures Of Effective Leaders

## Program Coherence

**Performance:** **Less Implementation**

### Program Coherence

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

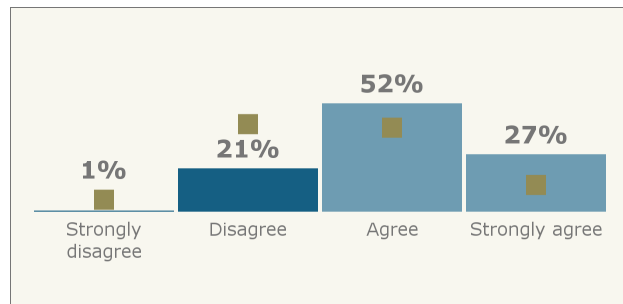


## What Are These Results Based On?

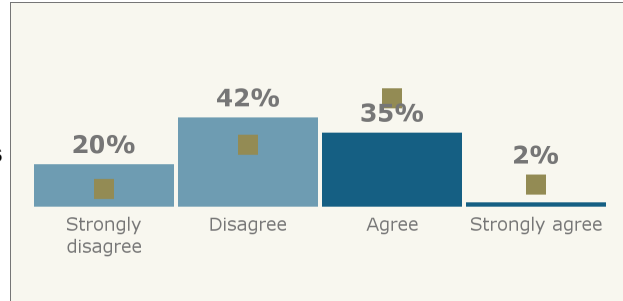
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report The Following:

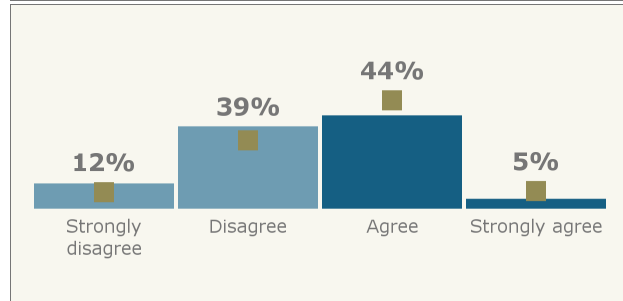
**Many Special Programs Come And Go At This School.**



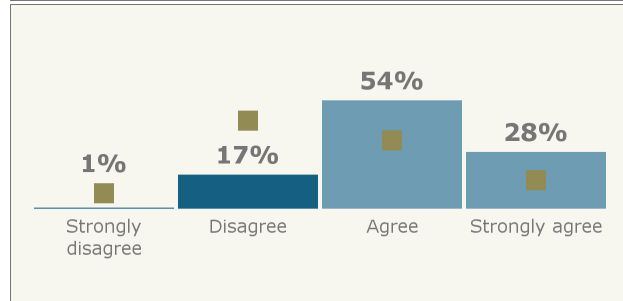
**Once We Start A New Program In This School, We Follow Up To Make Sure That It's Working.**



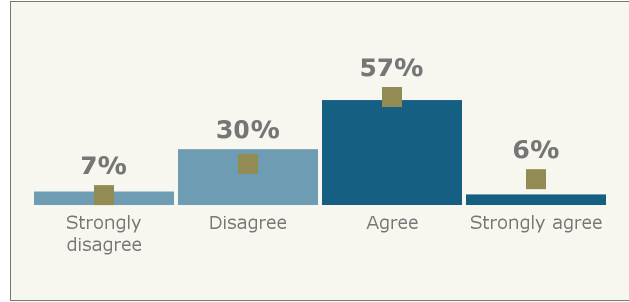
**Curriculum, Instruction, And Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.**



**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

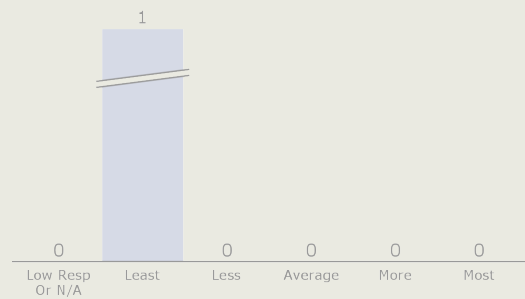
**Performance: Least Implementation**

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

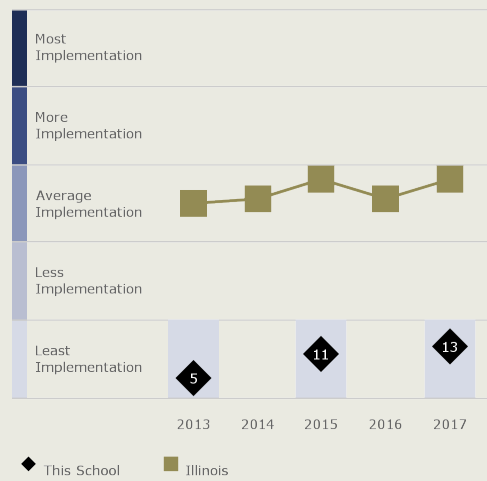
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance Trust On Teacher-Principal Trust



Number Of Schools At Each Performance Level



Teacher-Principal Trust Over Time

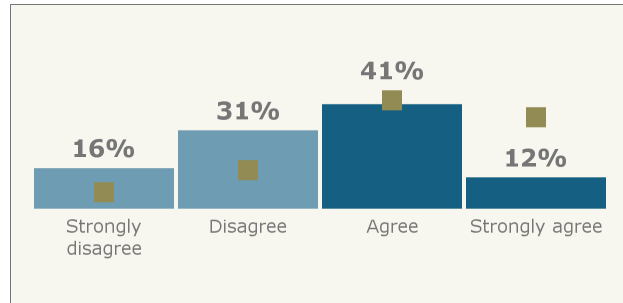


## What Are These Results Based On?

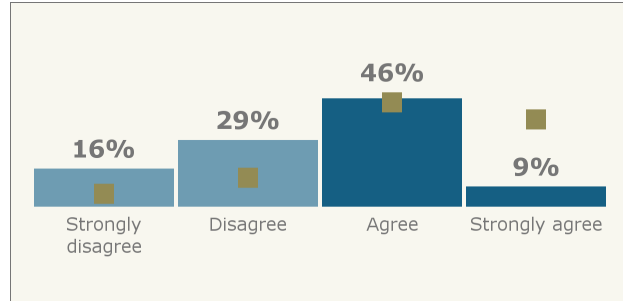
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report The Following:

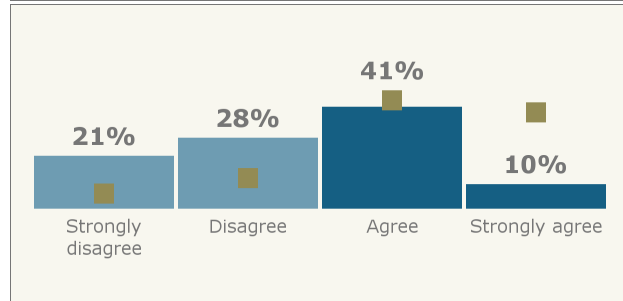
**It's OK In This School To Discuss Feelings, Worries, And Frustrations With The Principal.**



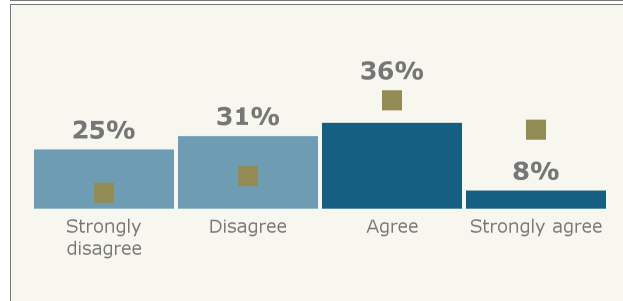
**The Principal Looks Out For The Personal Welfare Of The Faculty Members.**



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

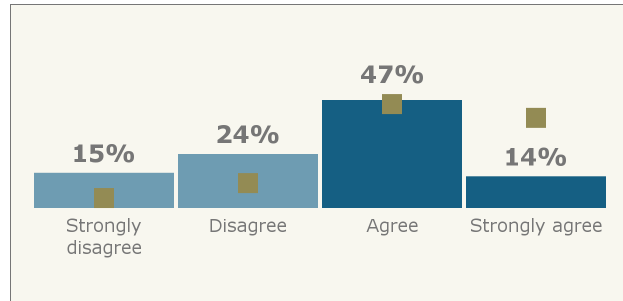


**The Principal At This School Is An Effective Manager Who Makes The School Run Smoothly.**

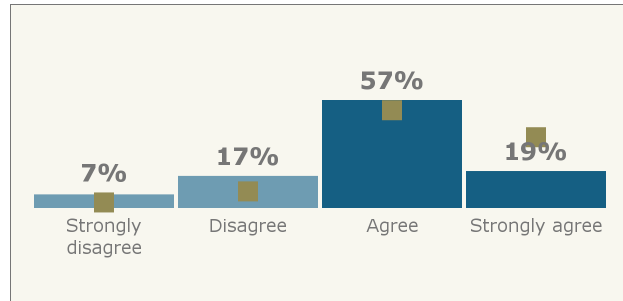




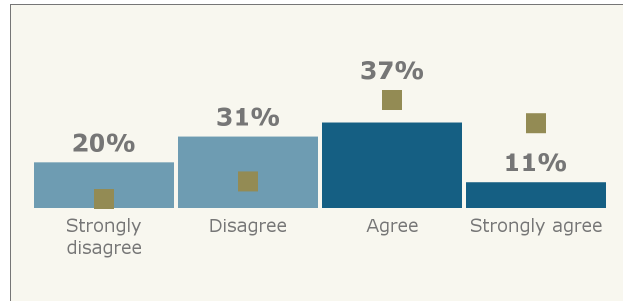
**The Principal Places The Needs Of Children Ahead Of Personal And Political Interests.**



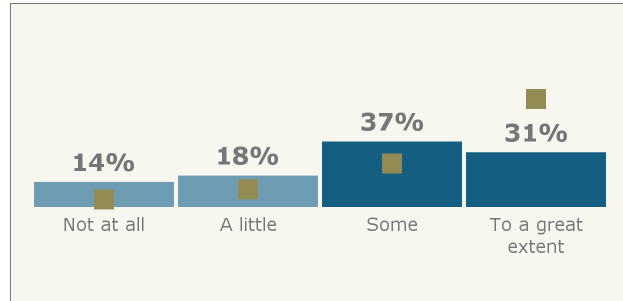
**The Principal Has Confidence In The Expertise Of The Teachers.**



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



**Teachers Feel Respected By The Principal**

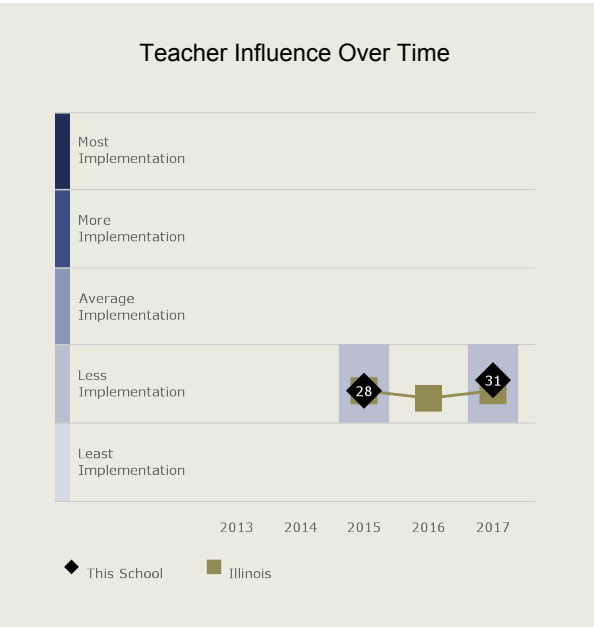
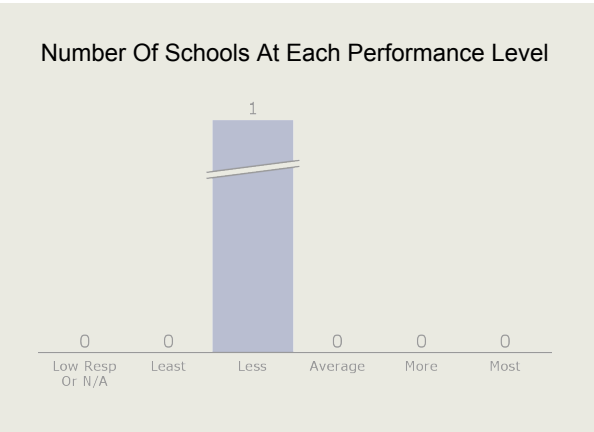
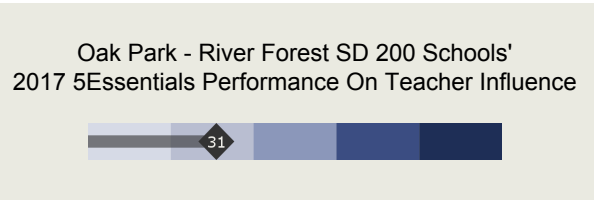


# Teacher Influence

**Performance:** **Less Implementation**

## Teacher Influence

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

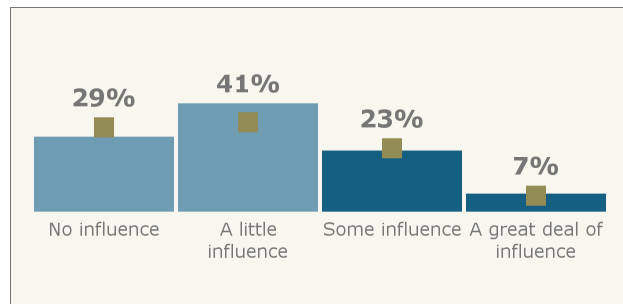


## What Are These Results Based On?

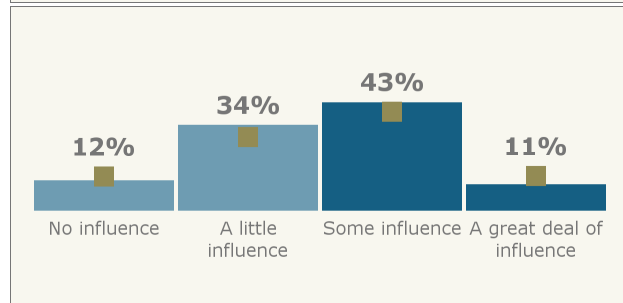
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report Having Influence On:

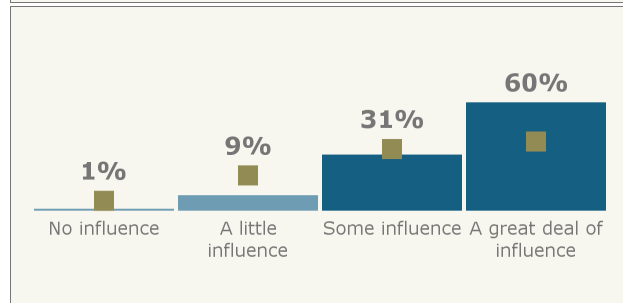
**Planning How Discretionary School Funds Should Be Used.**



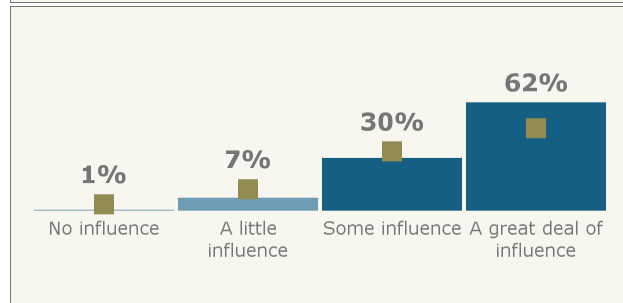
**Determining The Content Of In-service Programs.**



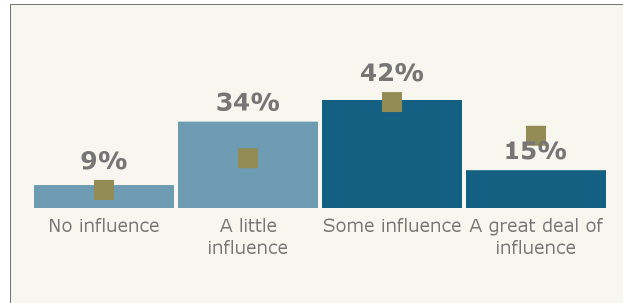
**Determining Which Books And Other Instructional Materials Are Used In Classrooms.**



**Establishing The Curriculum And Instructional Program.**



**Setting Standards For Student Behavior.**



# Instructional Leadership

**Performance: Least Implementation**

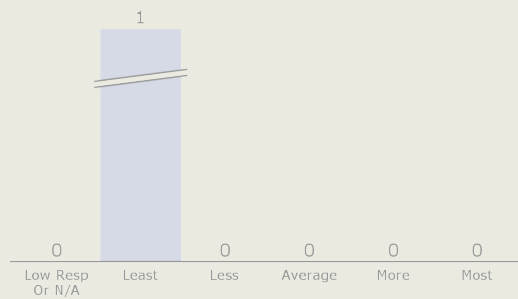
## Instructional Leadership

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

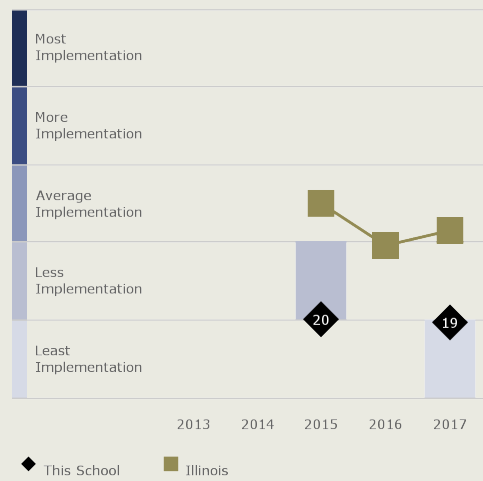
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Instructional Leadership



Number Of Schools At Each Performance Level



Instructional Leadership Over Time

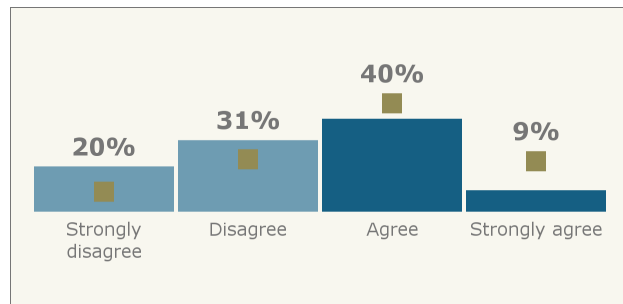


## What Are These Results Based On?

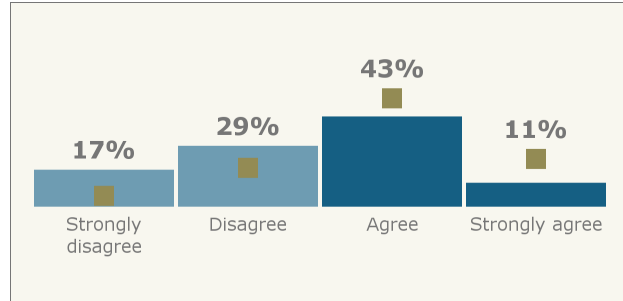
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report That A Member Of The School Leadership Team:

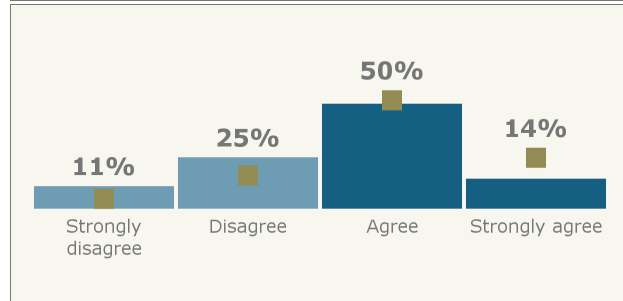
**Knows What's Going On In My Classroom.**



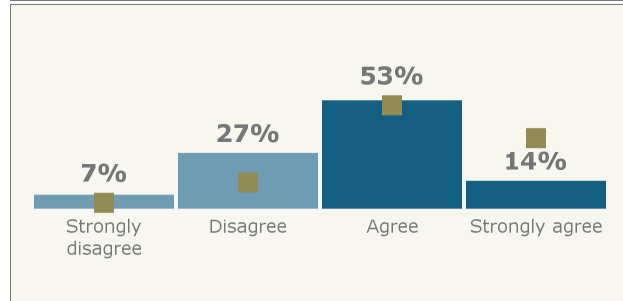
**Provides Me With Useful Feedback To Improve My Teaching.**



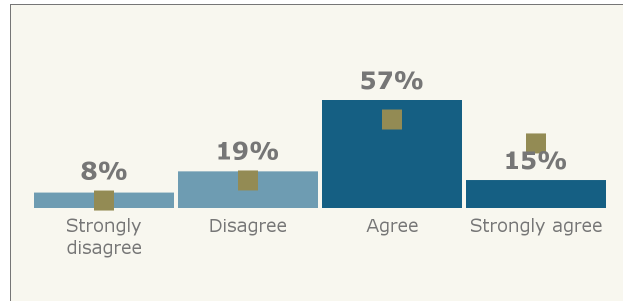
**Has Provided Me With The Support I Need To Improve My Teaching.**



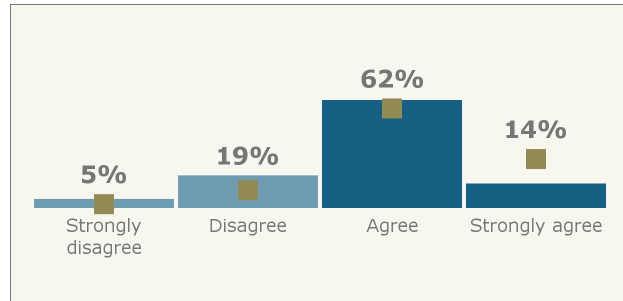
**Presses Teachers To Implement What They Have Learned In Professional Development.**



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



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



## Collaborative Teachers



### Performance: **Average Implementation**

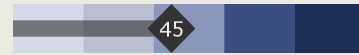
In Schools With Strong Collaborative Teachers, All Teachers Collaborate To Promote Professional Growth. In Such Schools, Teachers Are:

- Active Partners In School Improvement,
- Committed To The School, And
- Focused On Professional Development.

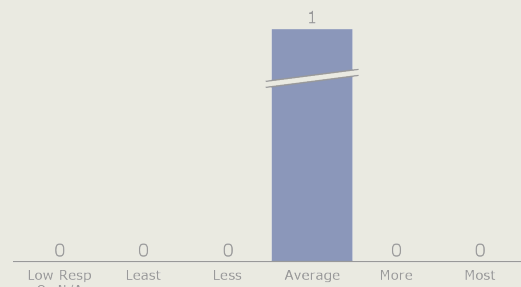
Oak Park - River Forest SD 200 Received A Score Of **45**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Collaborative Practices (58 - Average Implementation)
- Collective Responsibility (38 - Less Implementation)
- Quality Professional Development (21 - Less Implementation)
- School Commitment (61 - More Implementation)
- Teacher-Teacher Trust (49 - Average Implementation)

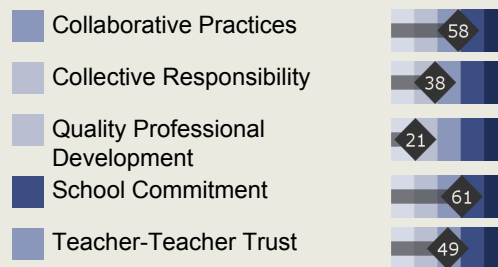
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Collaborative Teachers



Number Of Schools At Each Performance Level

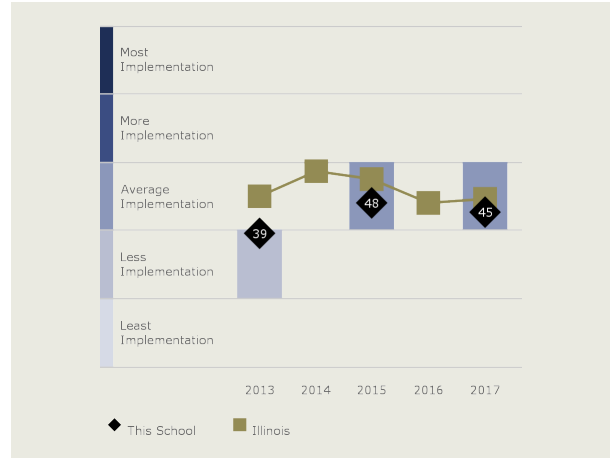


Measures For Collaborative Teachers



Performance On Collaborative Teachers Over Time





# Measures Of Collaborative Teachers

## Collaborative Practices

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

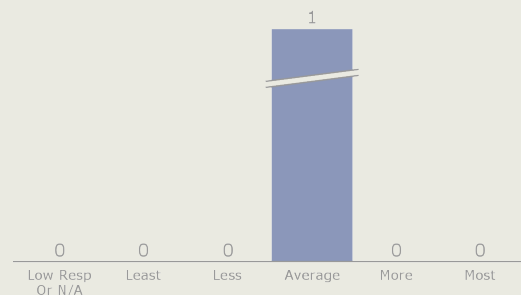
### Collaborative Practices

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

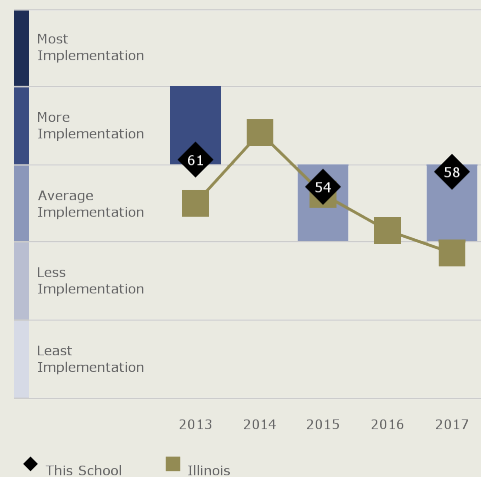
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Collaborative Practices



Number Of Schools At Each Performance Level



Collaborative Practices Over Time

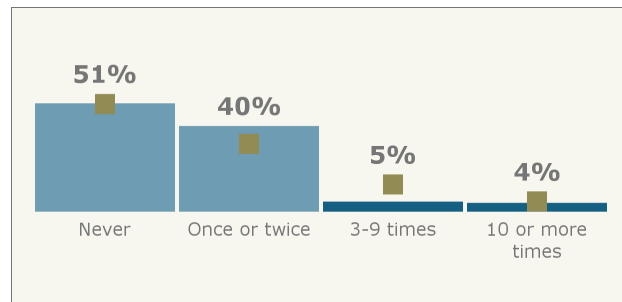


## What Are These Results Based On?

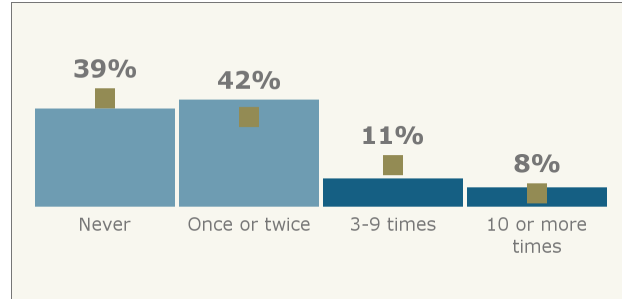
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report How Often They Have Done The Following:

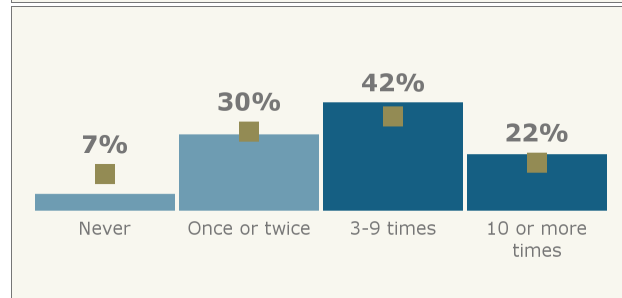
**Observed Another Teacher's Classroom To Offer Feedback?**



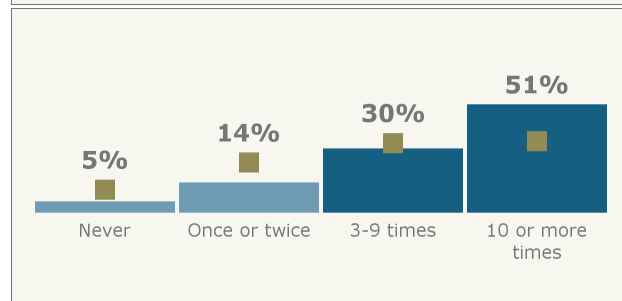
**Observed Another Teacher's Classroom To Get Ideas For Your Own Instruction?**



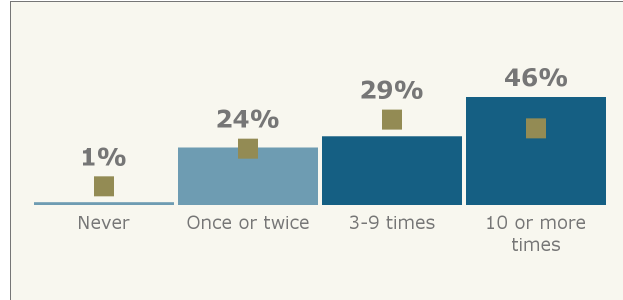
**Gone Over Student Assessment Data With Other Teachers To Make Instructional Decisions?**



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



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



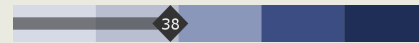
## Collective Responsibility

**Performance: Less Implementation**

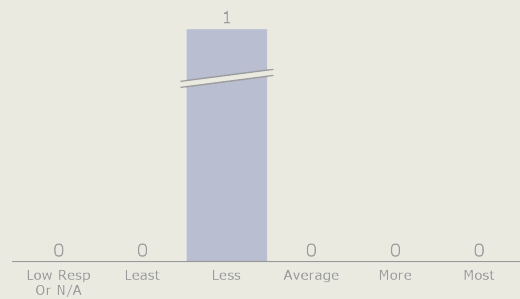
### Collective Responsibility

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

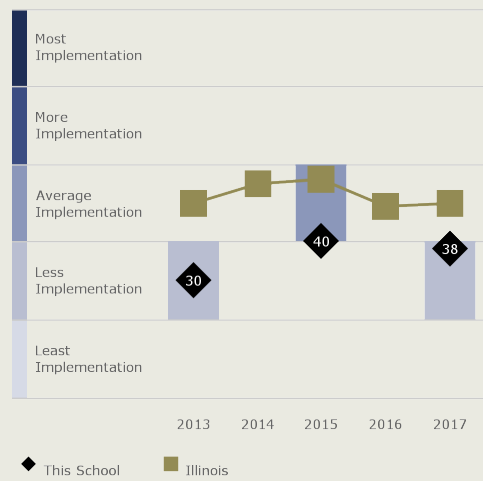
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Collective Responsibility



Number Of Schools At Each Performance Level



Collective Responsibility Over Time

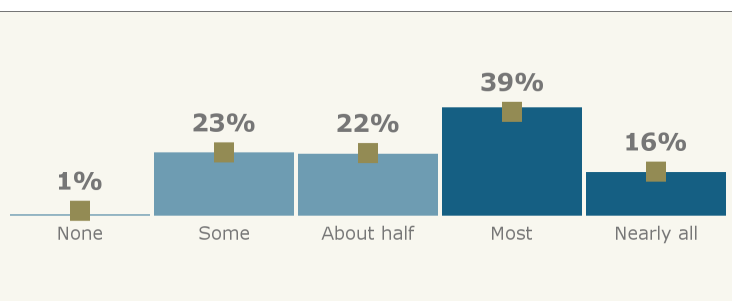


## What Are These Results Based On?

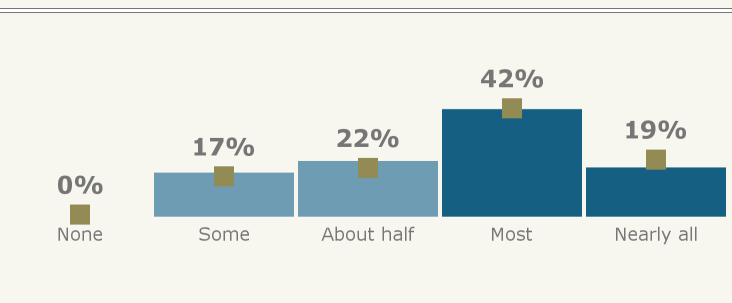
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

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

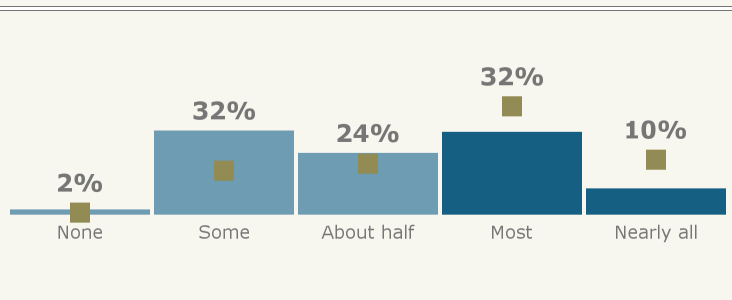
**Feel Responsible When Students In This School Fail?**



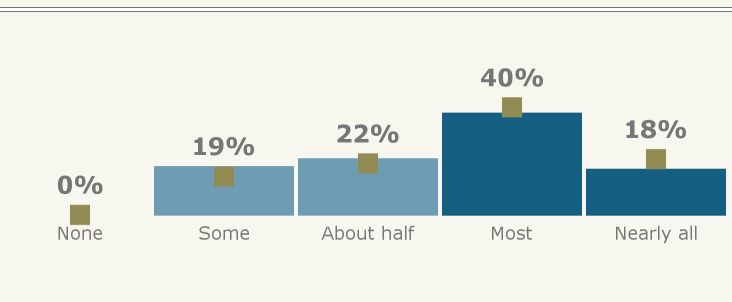
**Feel Responsible To Help Each Other Do Their Best?**

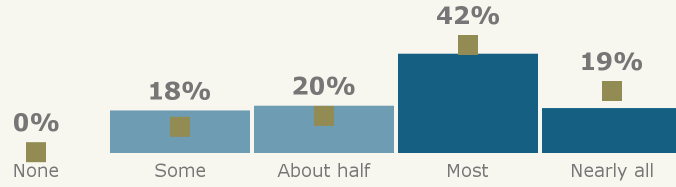
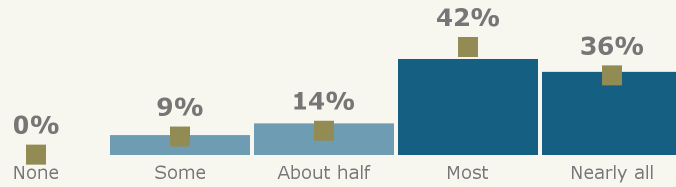


**Help Maintain Discipline In The Entire School, Not Just Their Classroom?**



**Take Responsibility For Improving The School?**



**Feel Responsible For Helping Students Develop Self-control?****Feel Responsible That All Students Learn?**

## Quality Professional Development

**Performance:** **Less Implementation**

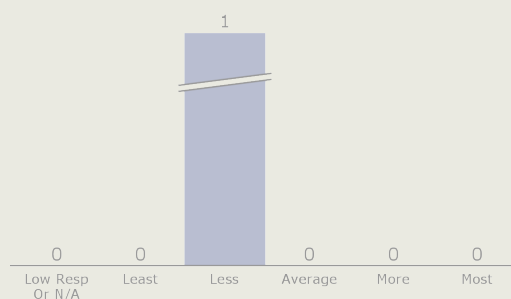
### Quality Professional Development

Professional Development Is Rigorous And Focused On Student Learning.

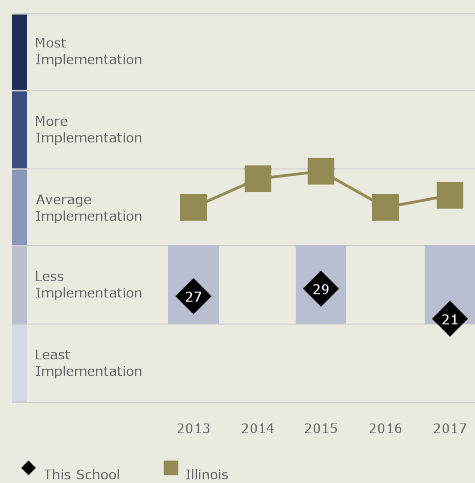
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Quality Professional Development



Number Of Schools At Each Performance Level



Quality Professional Development Over Time



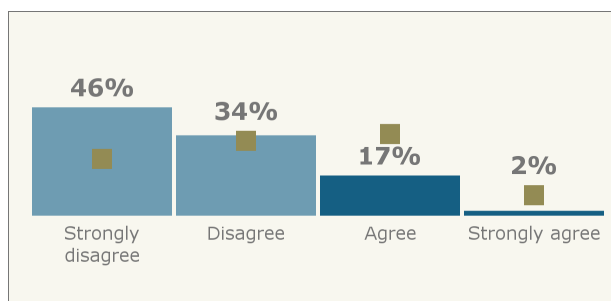


## What Are These Results Based On?

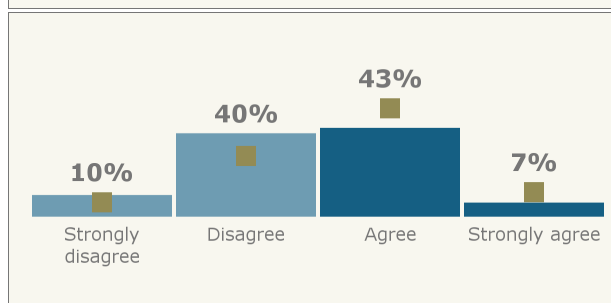
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

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

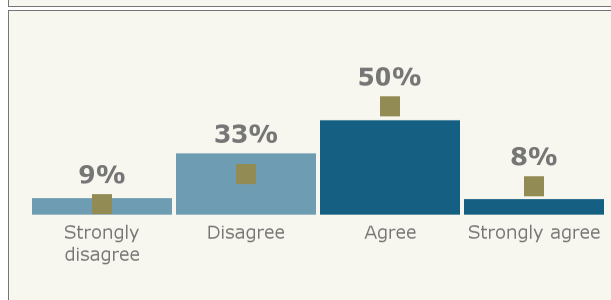
**Included Opportunities To Work Productively With Teachers From Other Schools.**



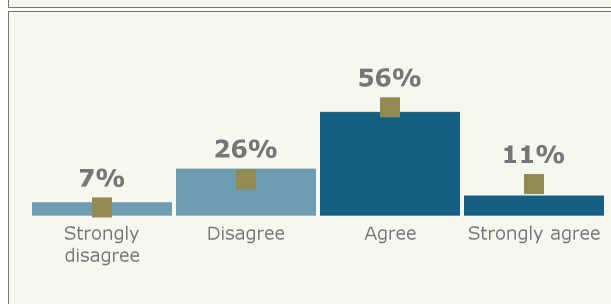
**Included Enough Time To Think Carefully About, Try, And Evaluate New Ideas.**



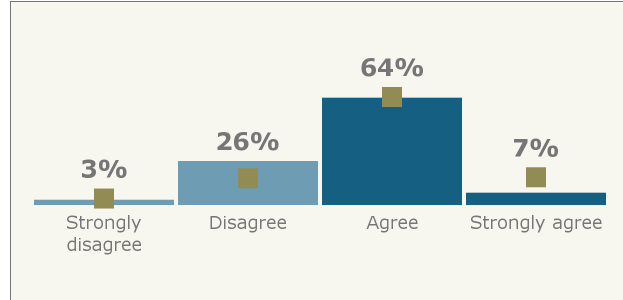
**Been Sustained And Coherently Focused, Rather Than Short-term And Unrelated.**



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



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

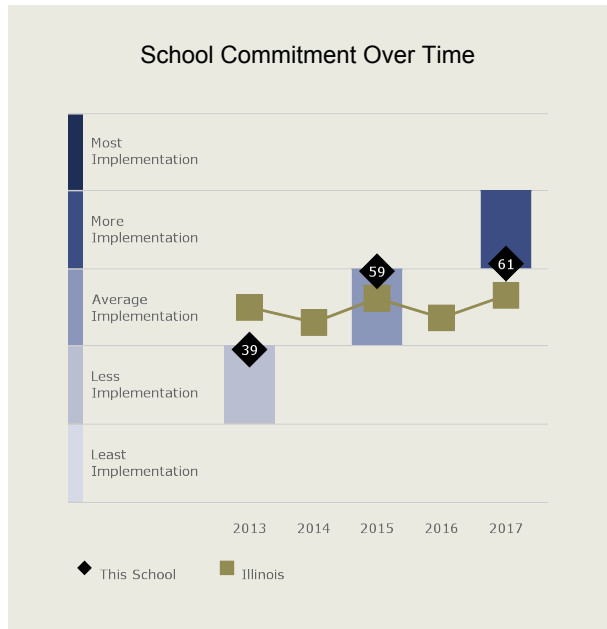
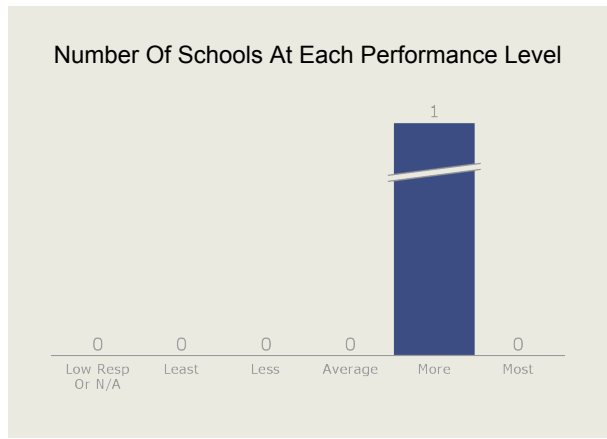
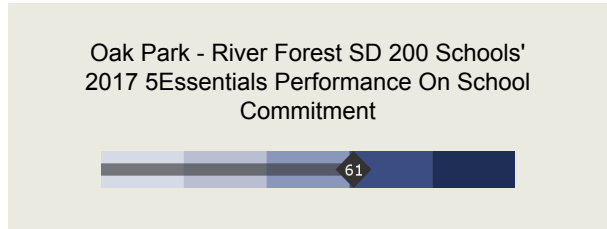


# School Commitment

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

## School Commitment

Teachers Are Deeply Committed To The School.

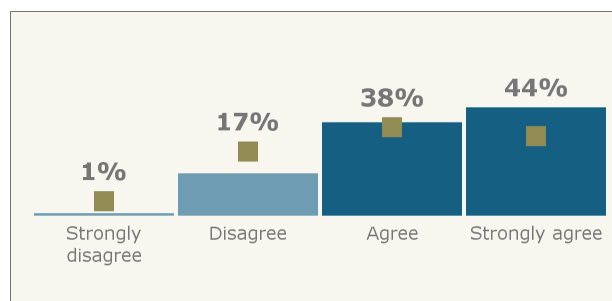


## What Are These Results Based On?

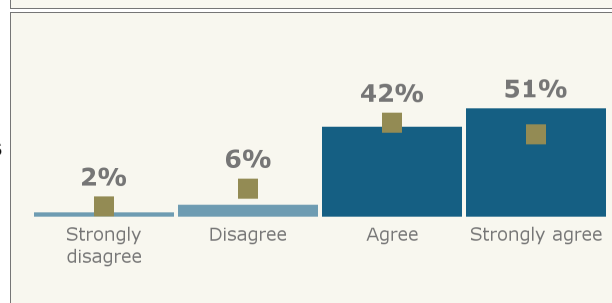
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report The Following:

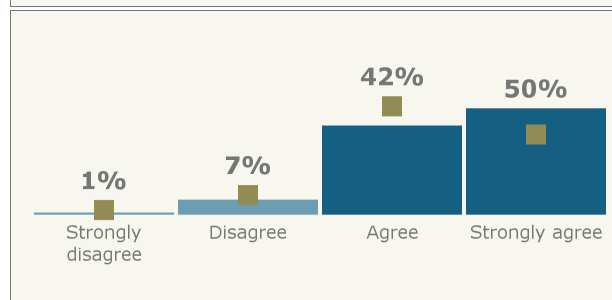
**I Wouldn't Want To Work In Any Other School.**



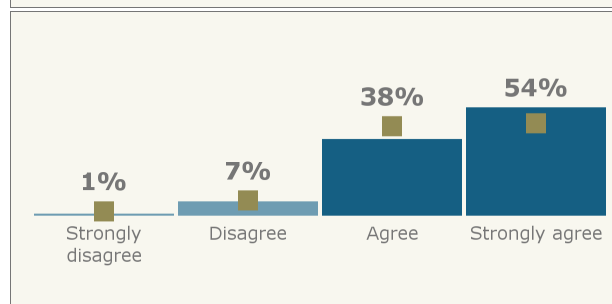
**I Would Recommend This School To Parents Seeking A Place For Their Child.**



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



**I Feel Loyal To This School.**

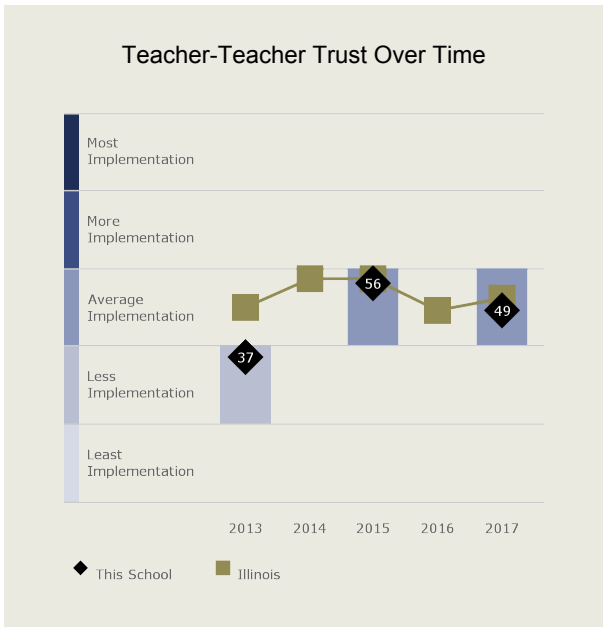
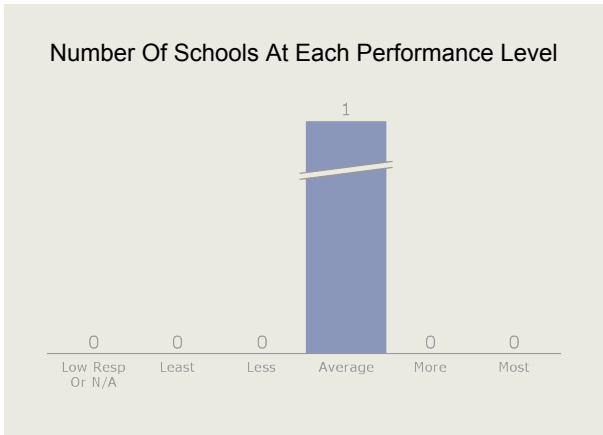
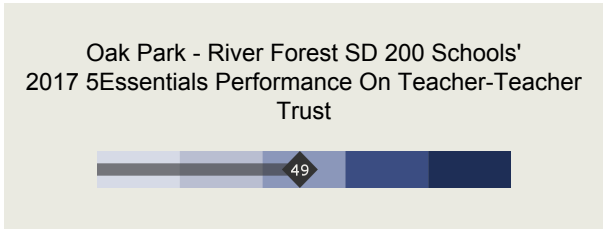


# Teacher-Teacher Trust

**Performance:** Average Implementation

## Teacher-Teacher Trust

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

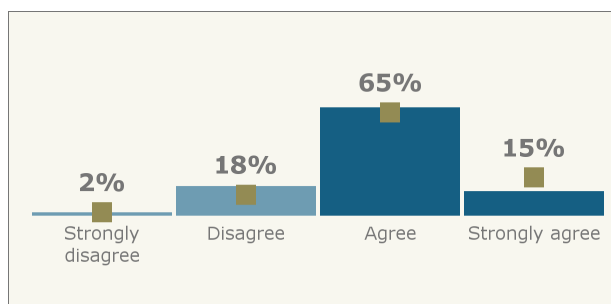


## What Are These Results Based On?

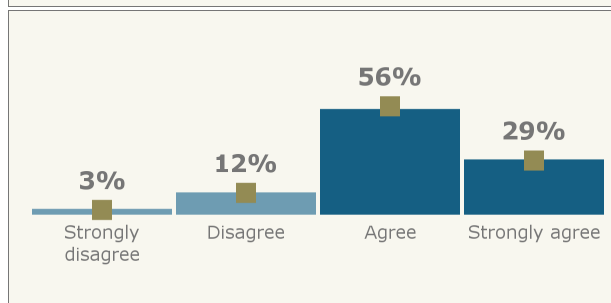
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report The Following:

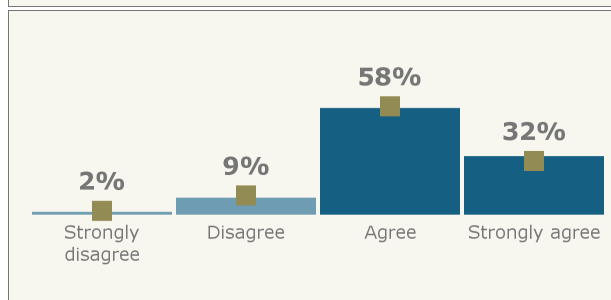
**Teachers In This School Trust Each Other.**



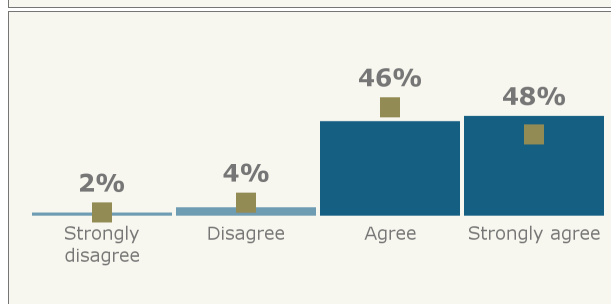
**It's OK In This School To Discuss Feelings, Worries, And Frustrations With Other Teachers.**

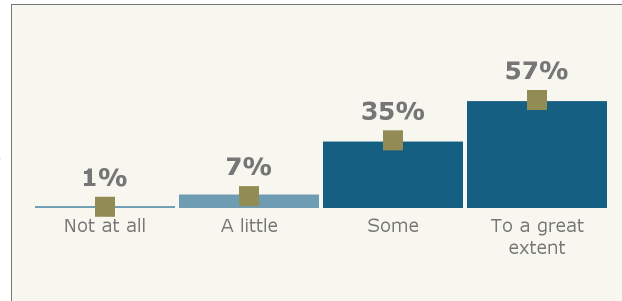


**Teachers Respect Other Teachers Who Take The Lead In School Improvement Efforts.**



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



**Teachers Feel Respected By Other Teachers**

# Involved Families



## Performance: **More 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.

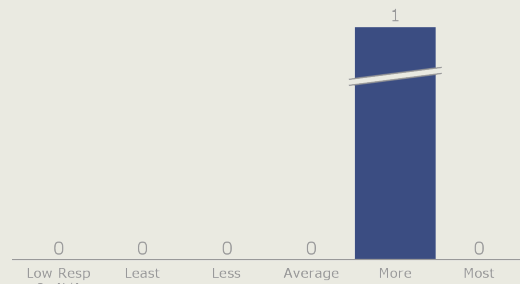
Oak Park - River Forest SD 200 Received A Score Of **79** Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (86 - Most)
- Parent Involvement In School (74 - More)
- Parent Influence On Decision Making In Schools (78 - More)

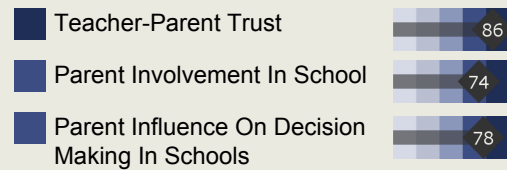
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Involved Families



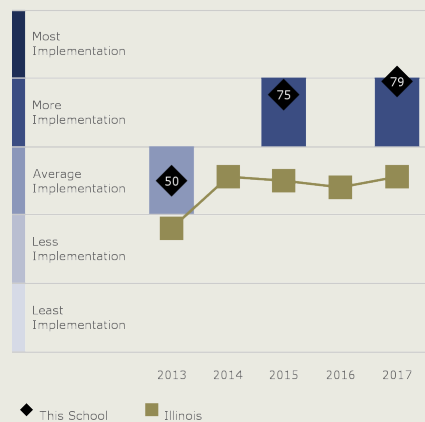
Number Of Schools At Each Performance Level



Measures For Involved Families



Performance On Over Time





# Measures Of Involved Families

## Teacher-Parent Trust

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

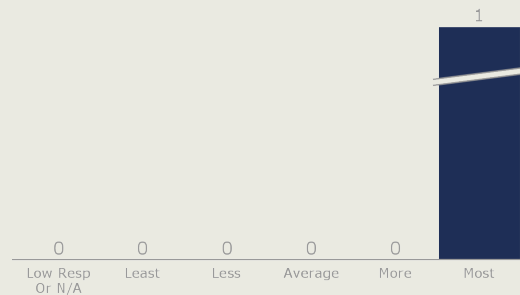
### Teacher-Parent Trust

Teachers And Parents Are Partners In Improving Student Learning.

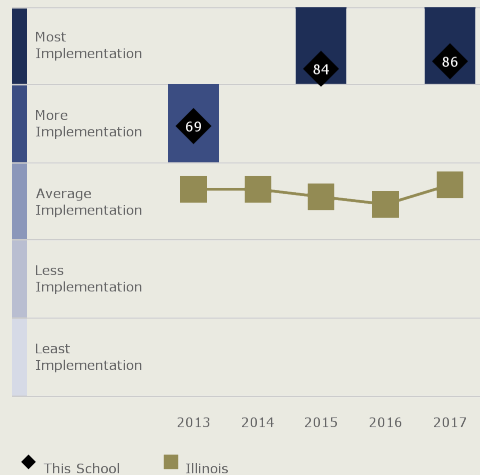
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Teacher-Parent Trust



Number Of Schools At Each Performance Level



Teacher-Parent Trust Over Time

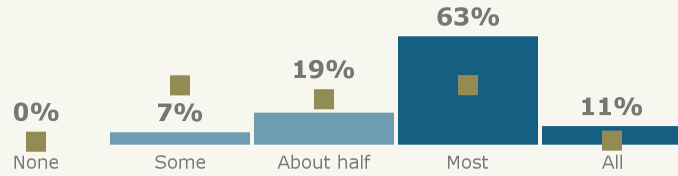


## What Are These Results Based On?

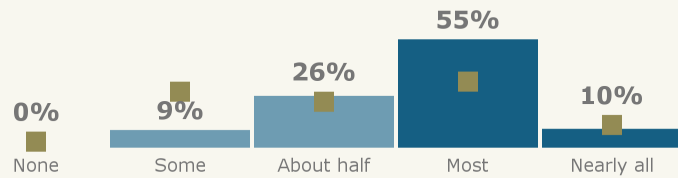
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report The Following:

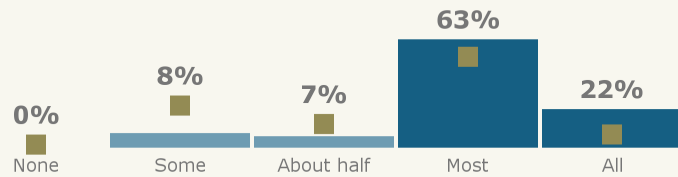
**Parents Do Their Best To Help Their Children Learn**



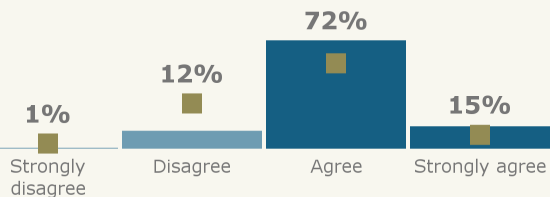
**Teachers Feel Good About Parents' Support For Their Work**



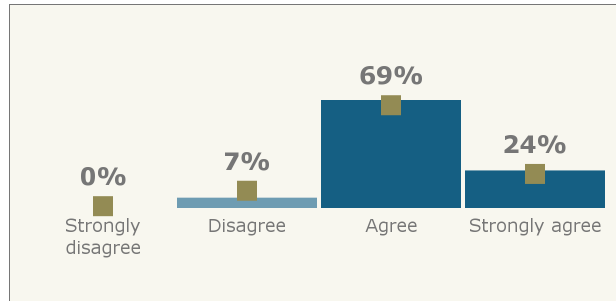
**Parents Support Teachers Teaching Efforts**



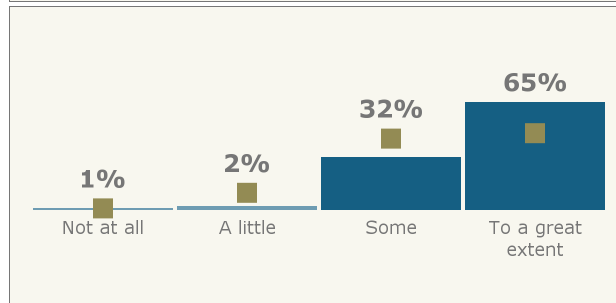
**Teachers And Parents At This School Think Of Each Other As Partners In Educating Children.**



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



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

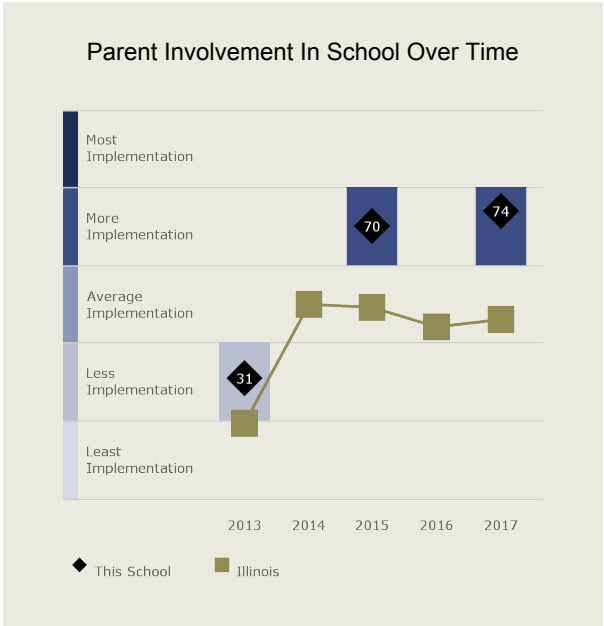
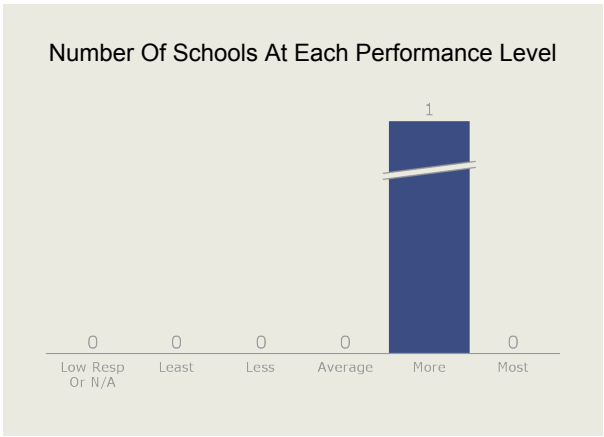
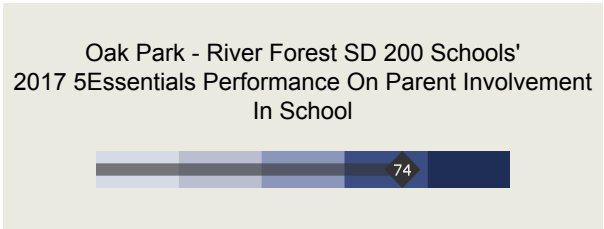


# Parent Involvement In School

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

## Parent Involvement In School

Parents Are Active Participants In Their Child's Schooling.

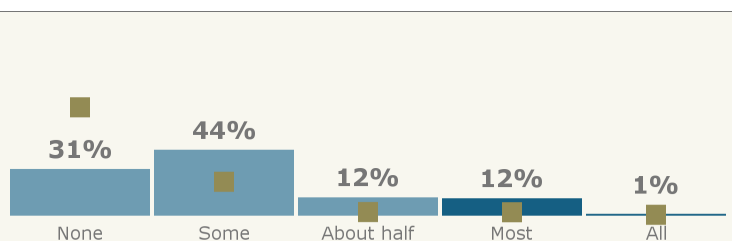


## What Are These Results Based On?

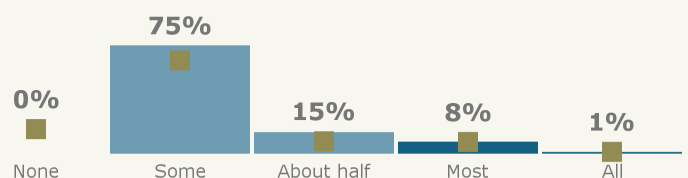
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report That Students' Parents:

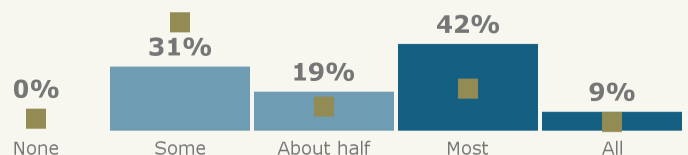
**Volunteered Time To Support The School (E.g., Volunteer In Classrooms, Help With School-wide Events, Etc.)?**



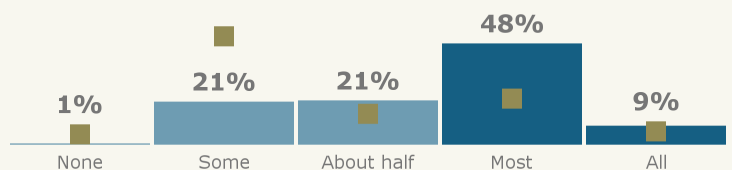
**Contacted You About Their Child's Performance?**



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



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



## Parent Influence On Decision Making In Schools

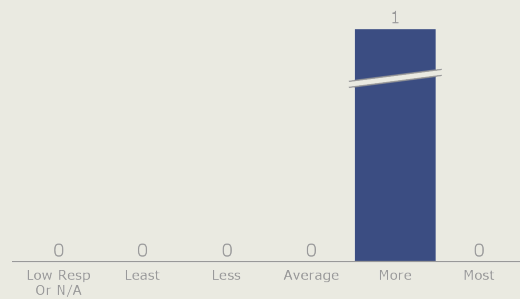
**Performance:** **More Implementation**

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

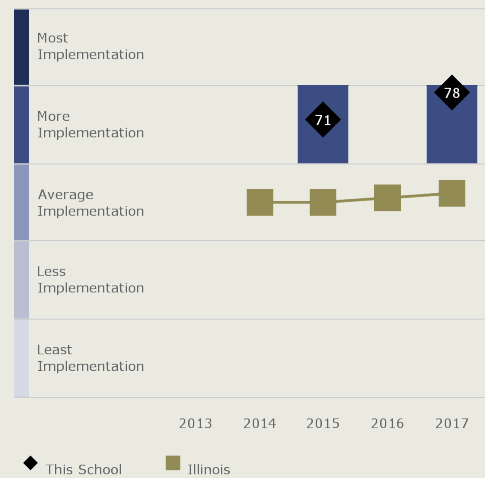
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Parent Influence On Decision Making In Schools



Number Of Schools At Each Performance Level



Parent Influence On Decision Making In Schools Over Time

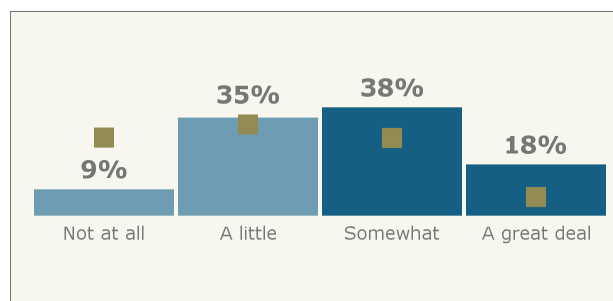


## What Are These Results Based On?

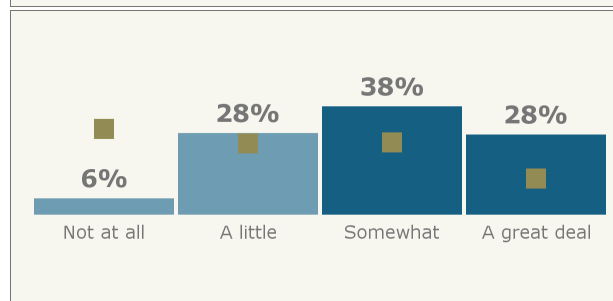
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report That The School:

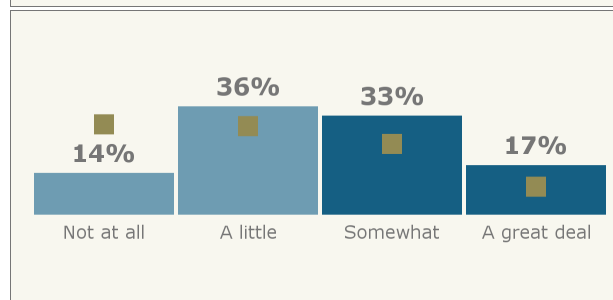
**Involves Parents In Commenting On School Curricula.**



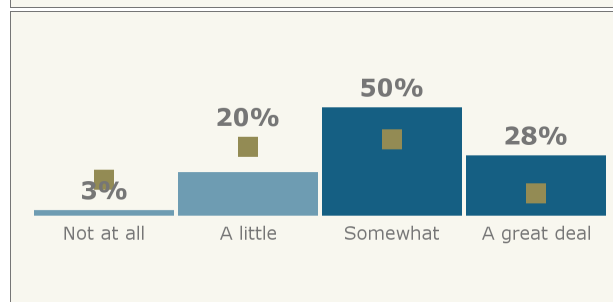
**Develops Formal Networks To Link All Families With Each Other (For Example: Sharing Parent Directories, Providing A Website For Parents To Connect With One Another, Etc.).**



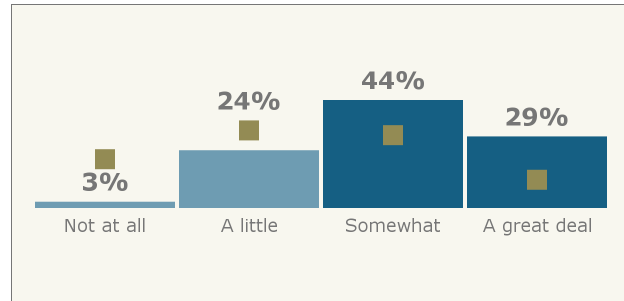
**Encourages More-involved Parents To Reach Out To Less-involved Parents.**



**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



### Performance: **More Implementation**

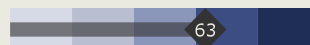
In Schools With A Supportive Environment, The School Is Safe, Demanding, And Supportive. In Such Schools:

- Students Feel Safe In And Around The School,
- They Find Teachers Trust-worthy And Responsive To Their Academic Needs,
- And They Are Well-supported In Planning For College And Other Post-high School Experiences.

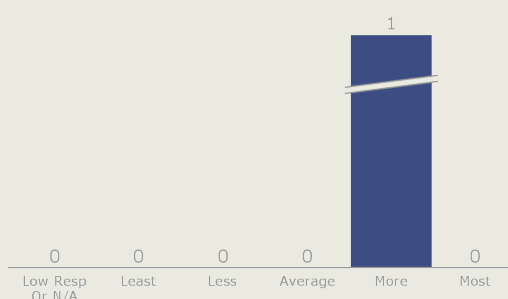
Oak Park - River Forest SD 200 Received A Score Of **63** Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Safety (52 - Average)
- School-Wide Future Orientation (62 - More)
- Student-Teacher Trust (72 - More)
- Expectations For Postsecondary Education (65 - More)

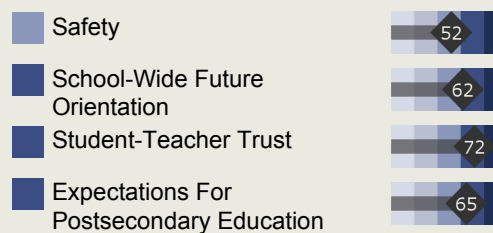
### Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Supportive Environment



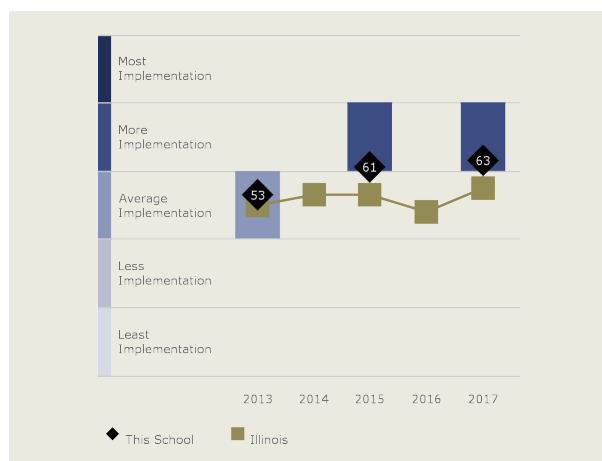
### Number Of Schools At Each Performance Level



### Measures For Supportive Environment



### Performance On Supportive Environment Over Time



# Measures Of Supportive Environment

## Safety

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

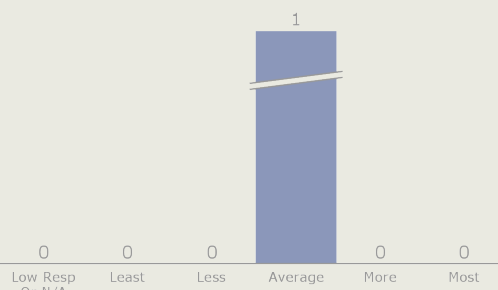
### Safety

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

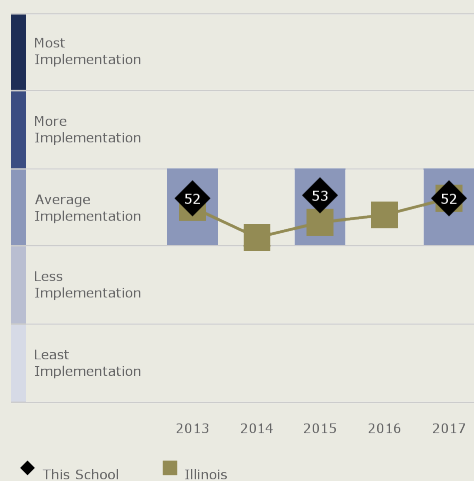
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Safety



Number Of Schools At Each Performance Level



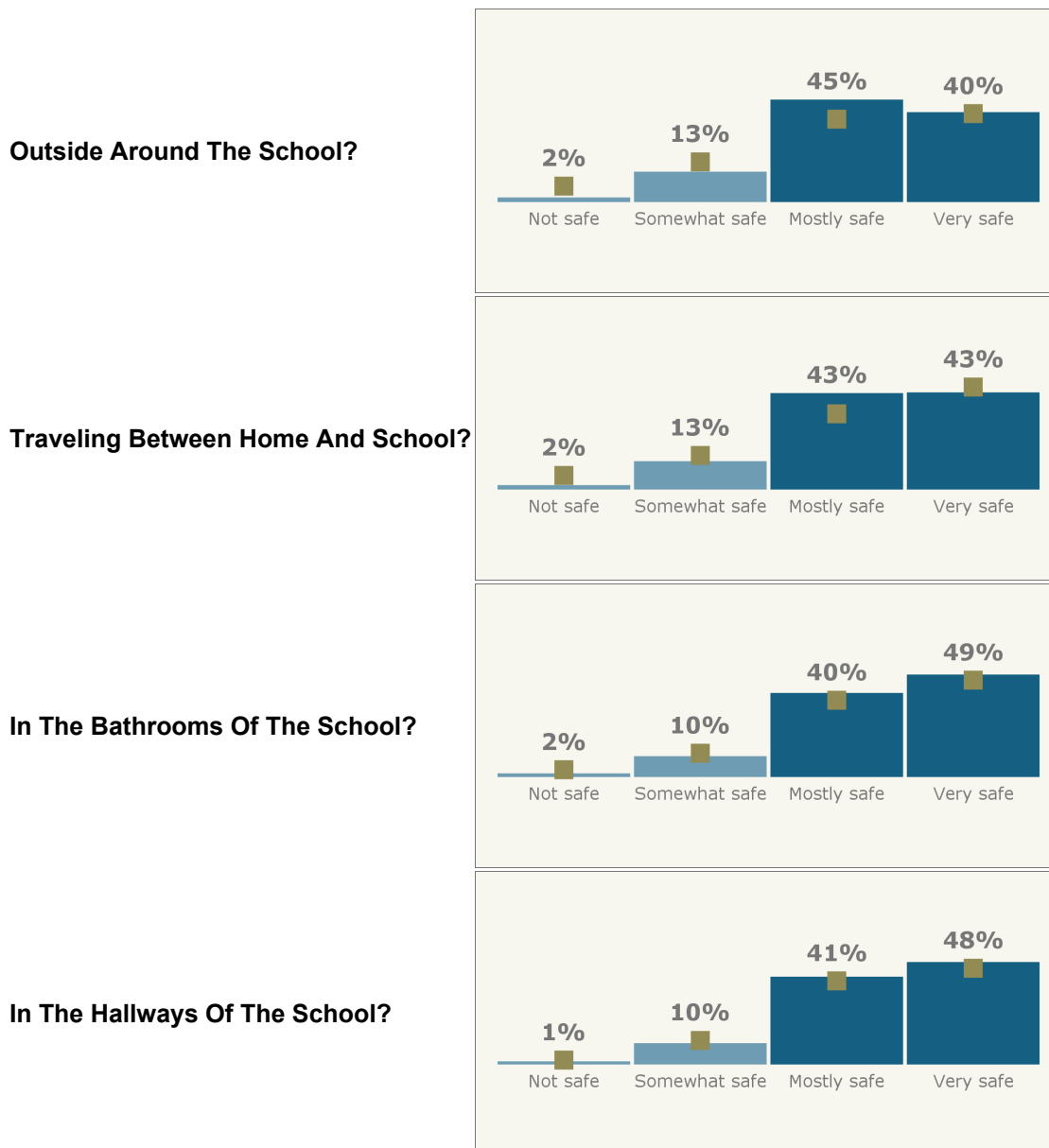
Safety Over Time



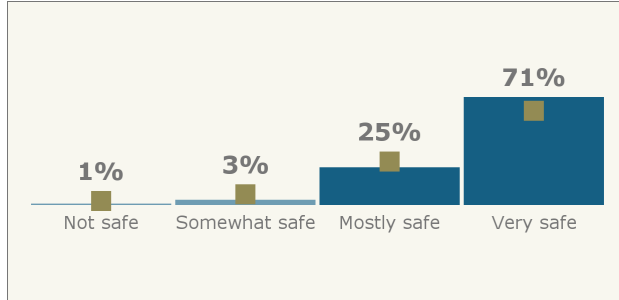
## What Are These Results Based On?

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**



## School-Wide Future Orientation

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

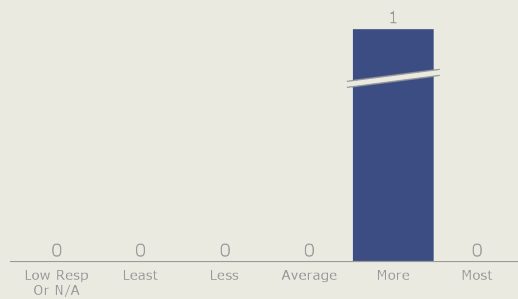
### School-Wide Future Orientation

The School Engages All Students In Planning For Life After Graduation.

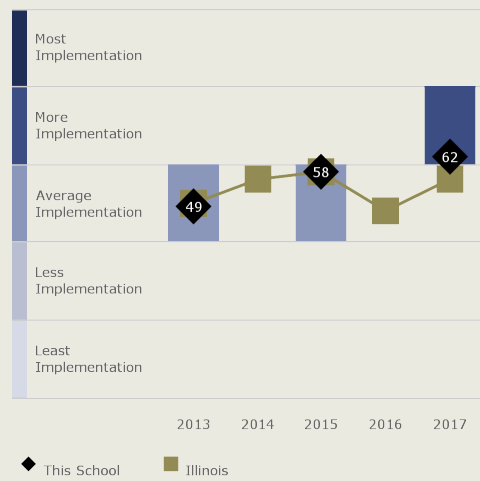
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On School-Wide Future Orientation



Number Of Schools At Each Performance Level



School-Wide Future Orientation Over Time

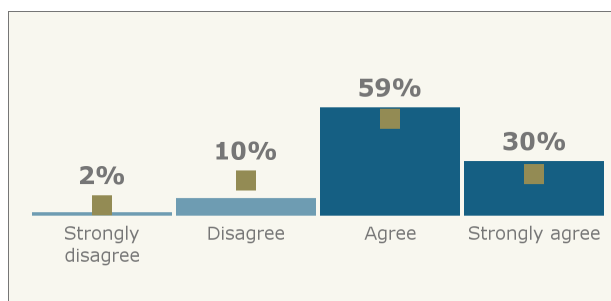


## What Are These Results Based On?

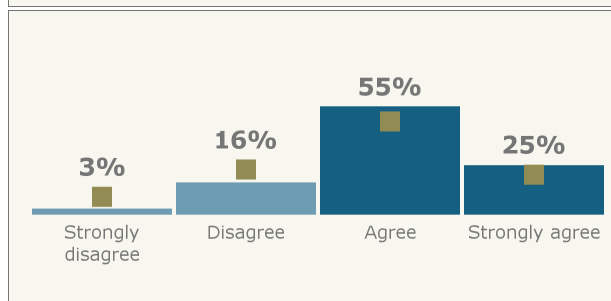
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report That:

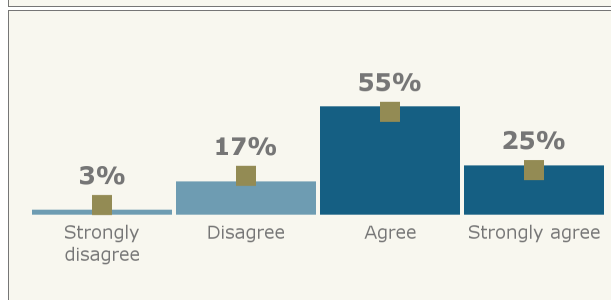
**Teachers Work Hard To Make Sure That Students Stay In School.**



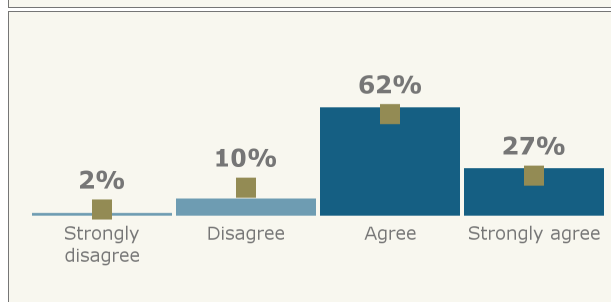
**Teachers Pay Attention To All Students, Not Just The Top Students.**



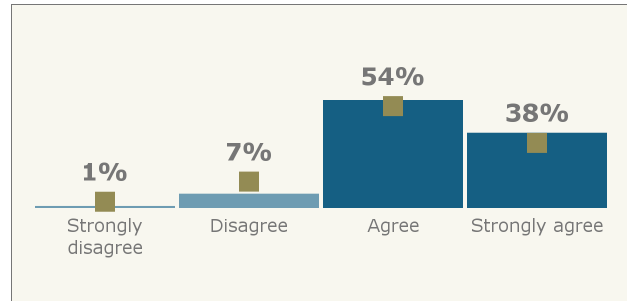
**Teachers Make Sure That All Students Are Planning For Life After Graduation.**



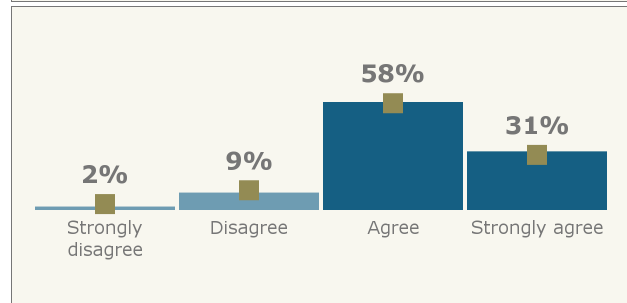
**Teachers Work Hard To Make Sure That All Students Are Learning.**



**All Students Are Encouraged To Go To College.**



**High School Is Seen As Preparation For The Future.**

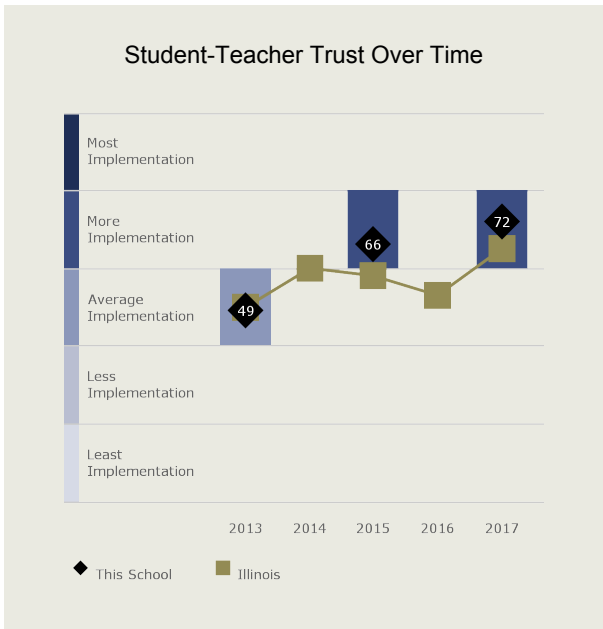
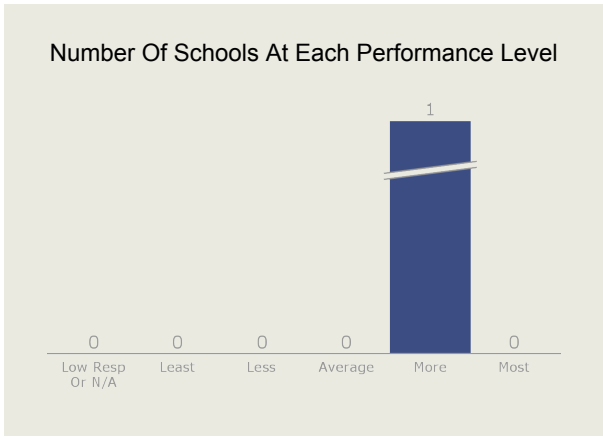
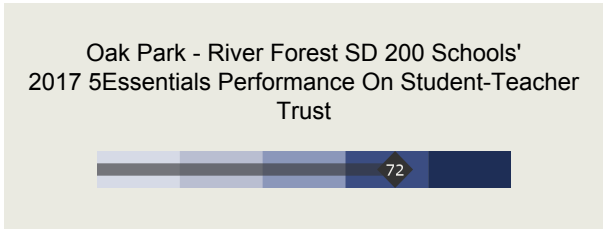




# Student-Teacher Trust

**Performance:** More Implementation

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

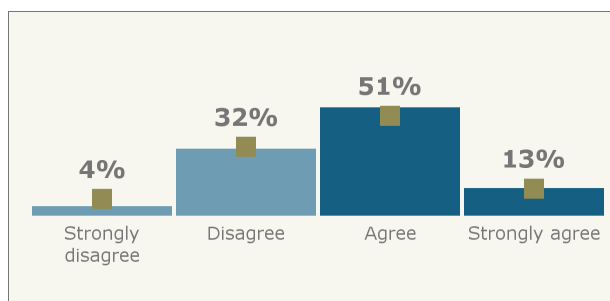


## What Are These Results Based On?

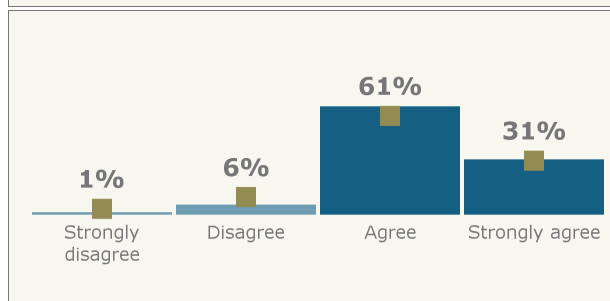
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Students Report:

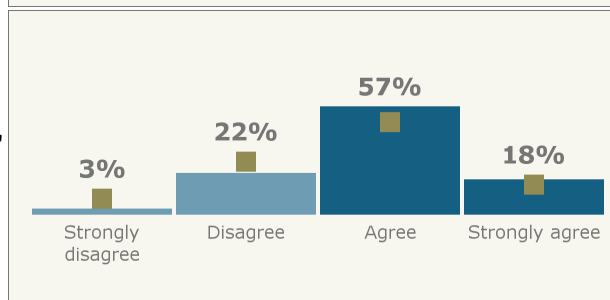
#### My Teachers Always Keep Their Promises



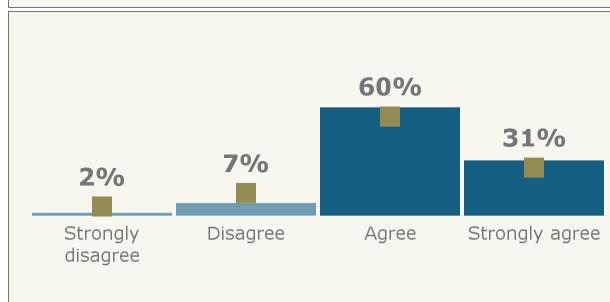
#### I Feel Safe And Comfortable With My Teachers At This School.



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



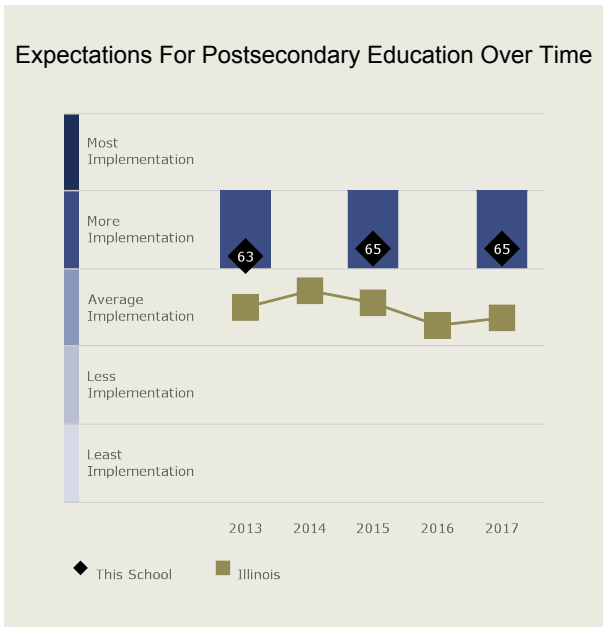
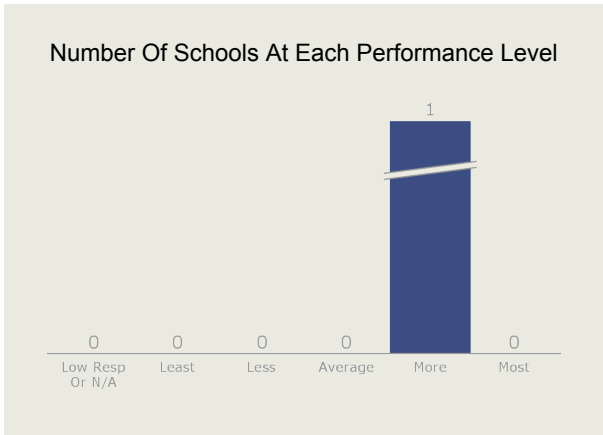
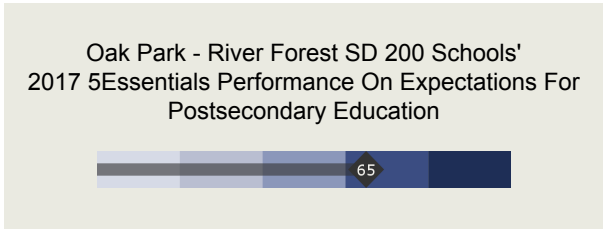
#### My Teachers Treat Me With Respect.



## Expectations For Postsecondary Education

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

**Expectations For Postsecondary Education**  
 The School Expects All Students To Attend College And Promotes College-readiness.

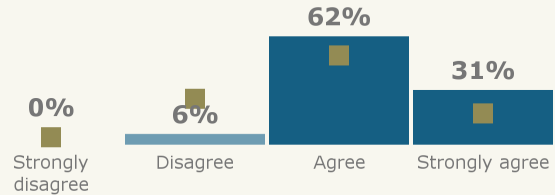


## What Are These Results Based On?

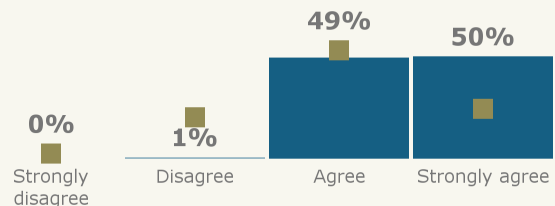
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report That:

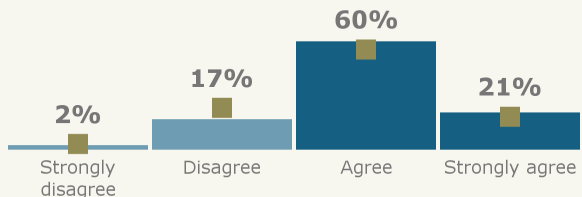
**Most Of The Students In This School Are Planning To Go To College.**



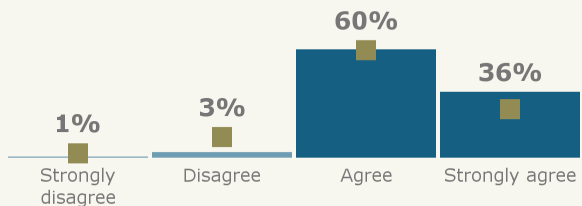
**Teachers Expect Most Students In This School To Go To College.**



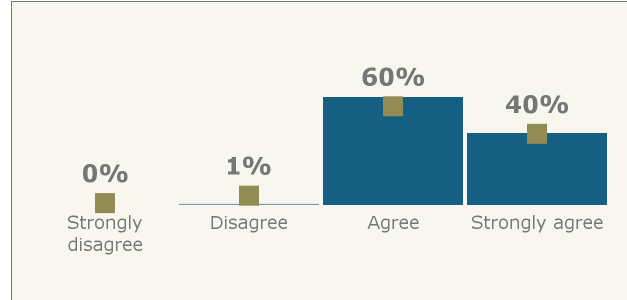
**Teachers At This School Help Students Plan For College Outside Of Class Time.**



**The Curriculum At This School Is Focused On Helping Students Get Ready For College.**



**Teachers In This School Feel That It Is A Part Of Their Job To Prepare Students To Succeed In College.**



## Ambitious Instruction



### Performance: **More** Implementation

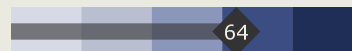
In Schools With Strong Ambitious Instruction, Classes Are Challenging And Engaging. The Instruction Is Clear, Well-structured, And Encourages Students To Build And Apply Knowledge. When Combined With A Supportive Environment, Ambitious Instruction Has The Most Direct Effect On Student Learning. It Is:

- 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).

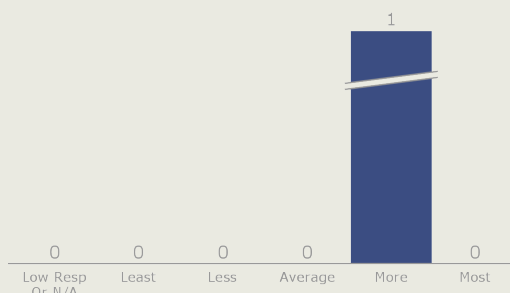
Oak Park - River Forest SD 200 Received A Score Of **64**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- English Instruction (72 - More)
- Math Instruction (47 - Average)
- Academic Press (68 - More)
- Quality Of Student Discussion (70 - More)

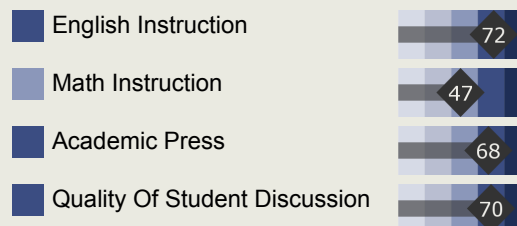
#### Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Ambitious Instruction



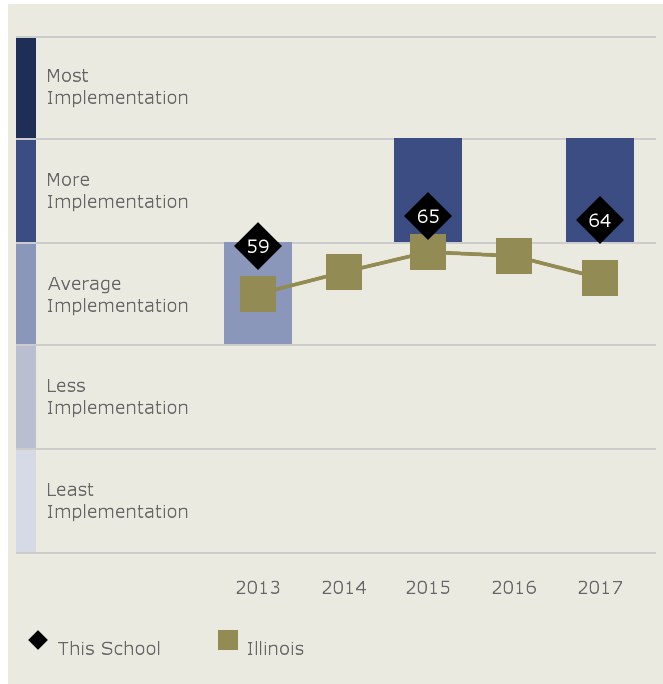
#### Number Of Schools At Each Performance Level



#### Measures For Ambitious Instruction



#### Oak Park - River Forest SD 200 Performance On Ambitious Instruction Over Time



# Measures Of Ambitious Instruction

## English Instruction

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

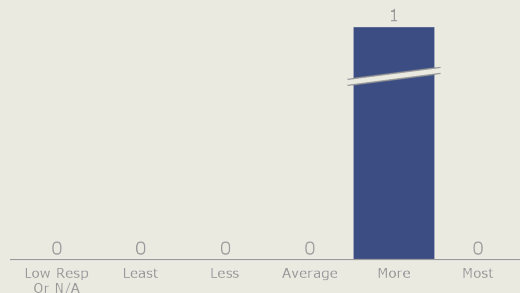
### English Instruction

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

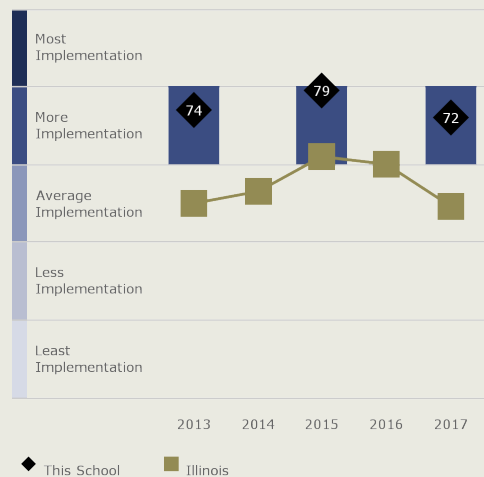
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On English Instruction



Number Of Schools At Each Performance Level



English Instruction Over Time



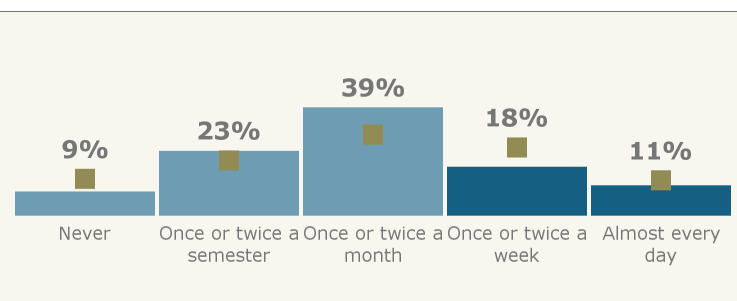


## What Are These Results Based On?

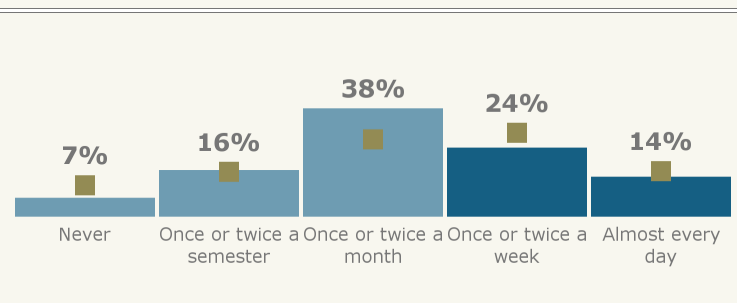
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

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

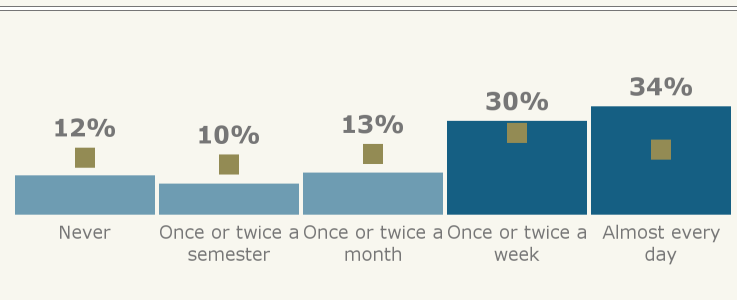
#### Rewrite A Paper Or Essay In Response To Comments.



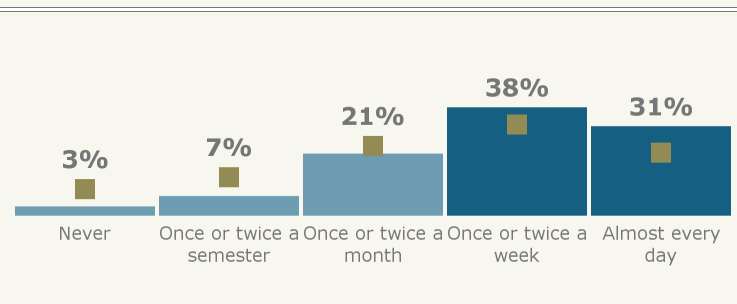
#### Improve A Piece Of Writing As A Class Or With Partners.



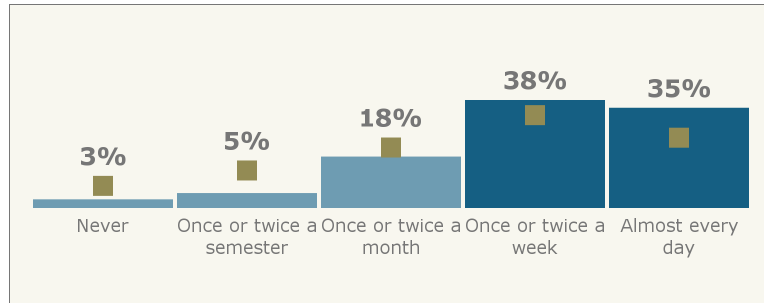
#### Debate The Meaning Of A Reading.



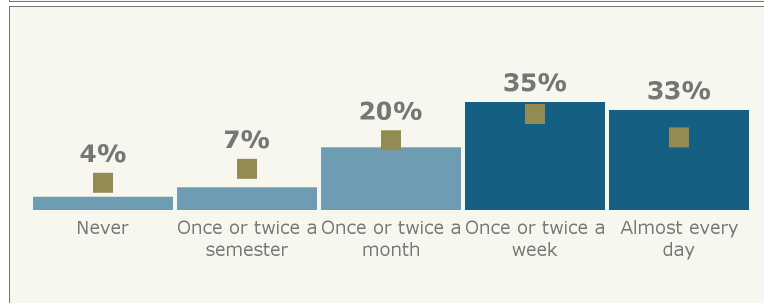
#### Discuss How Culture, Time, Or Place Affects An Author's Writing.



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



**Explain How Writers Use Tools Like Symbolism And Metaphor To Communicate Meaning.**



# Math Instruction

**Performance: Average Implementation**

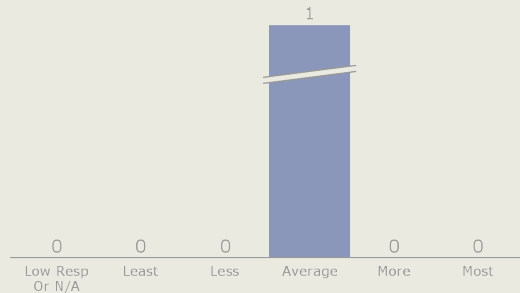
## Math Instruction

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

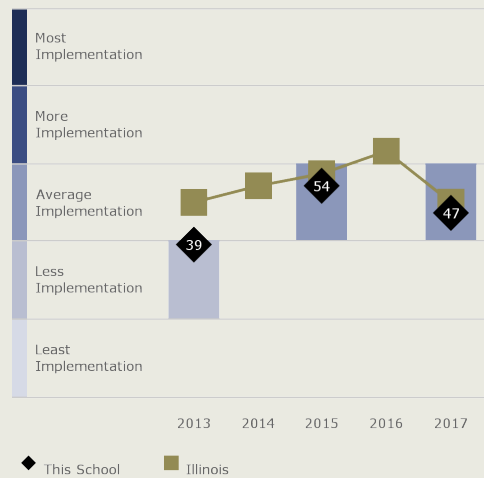
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Math Instruction



Number Of Schools At Each Performance Level



Math Instruction Over Time

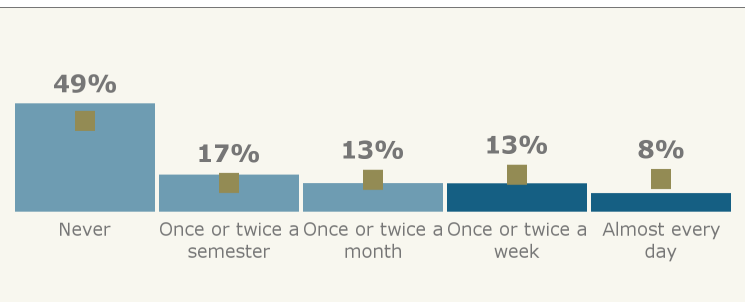


## What Are These Results Based On?

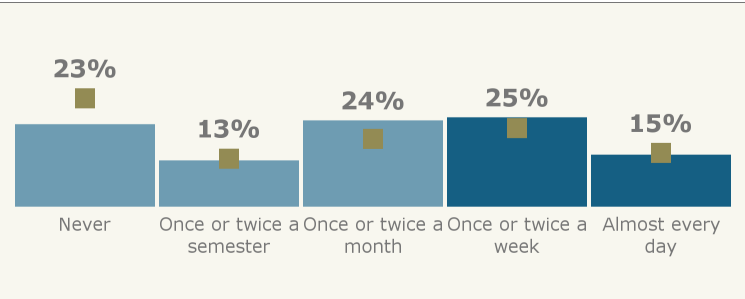
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

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

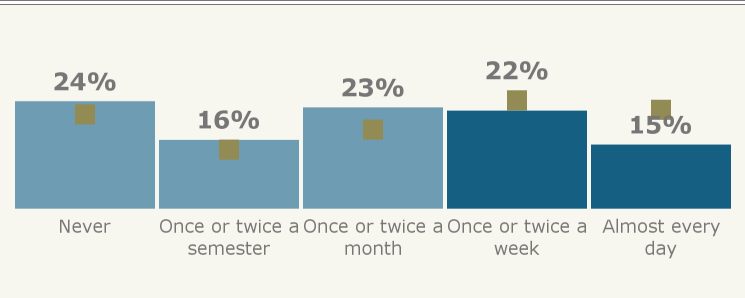
**Write A Math Problem For Other Students To Solve.**



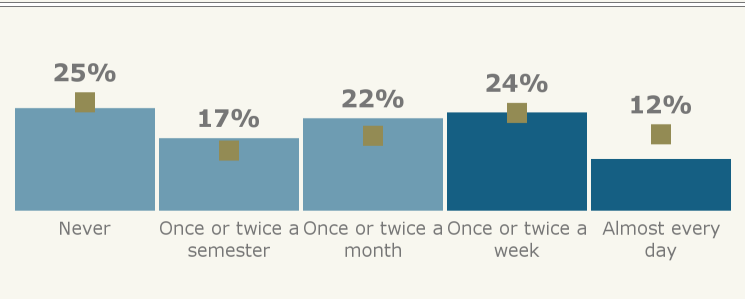
**Write A Few Sentences To Explain How You Solved A Math Problem.**



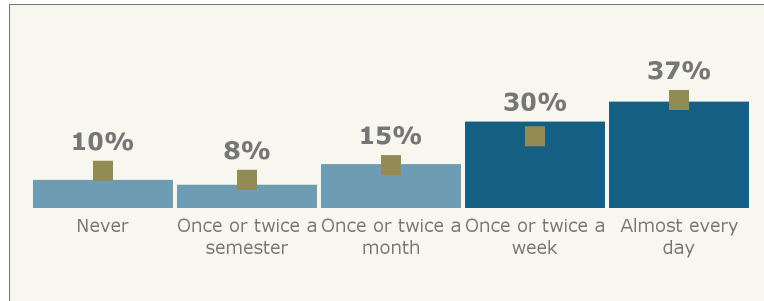
**Apply Math To Situations In Life Outside Of School.**



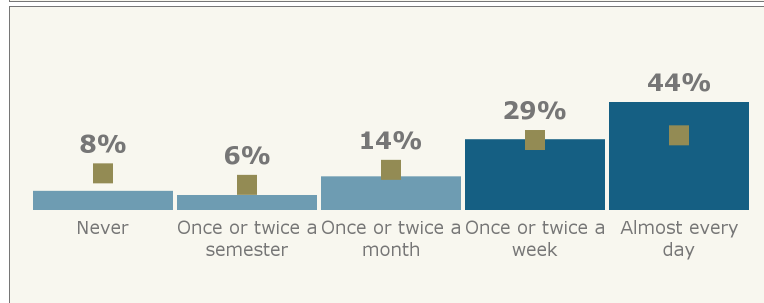
**Solve A Problem With Multiple Steps That Takes More Than 20 Minutes.**



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



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



# Academic Press

**Performance:** More Implementation

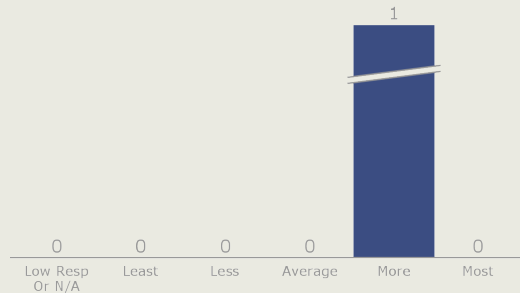
## Academic Press

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

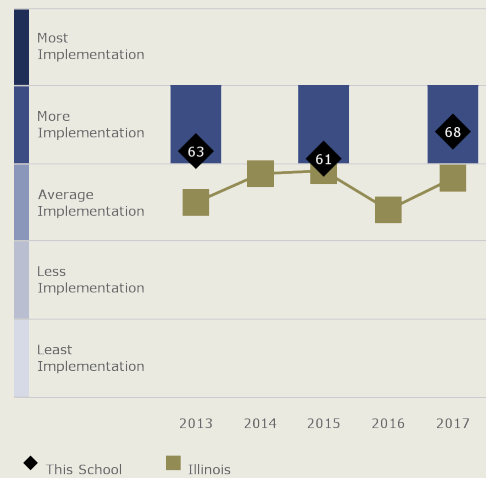
Oak Park - River Forest SD 200 Schools' 2017 5Essentials Performance On Academic Press



Number Of Schools At Each Performance Level



Academic Press Over Time

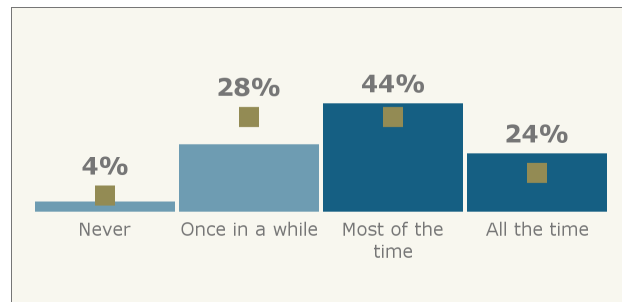


## What Are These Results Based On?

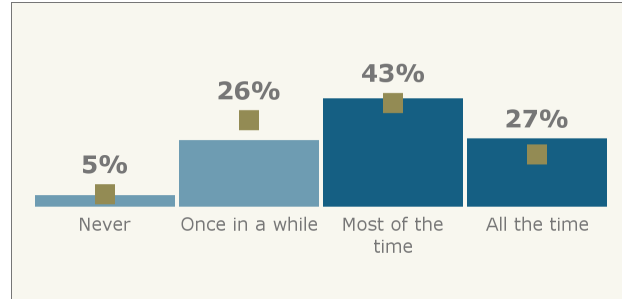
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

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

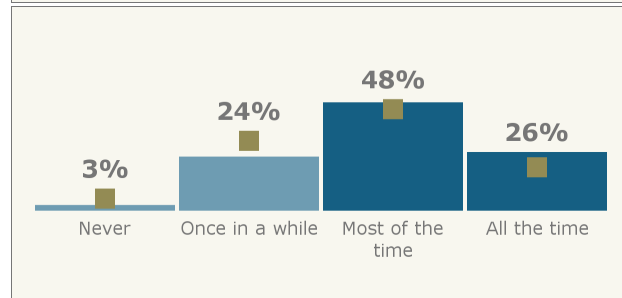
**The Teacher Asks Difficult Questions In Class**



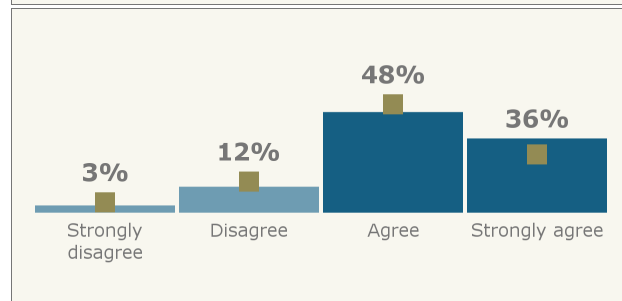
**The Teacher Asks Difficult Questions On Tests**



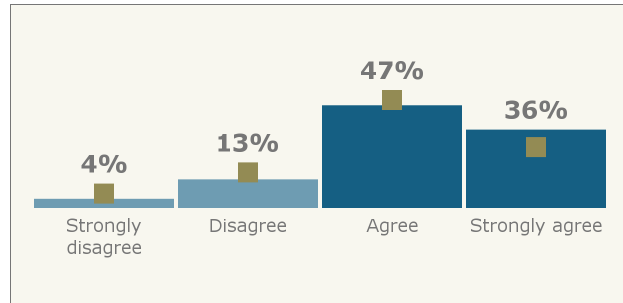
**This Class Challenges Me**



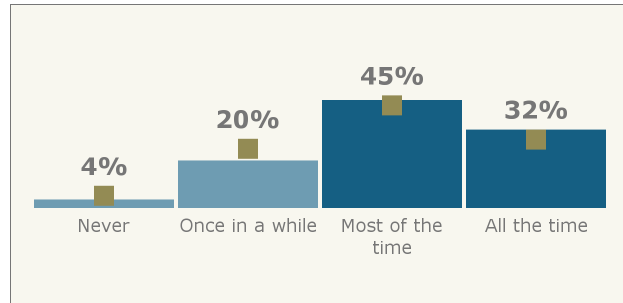
**This Class Really Makes Me Think.**



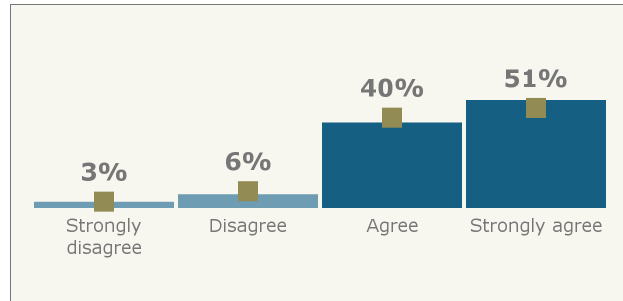
**I Really Learn A Lot In This Class**



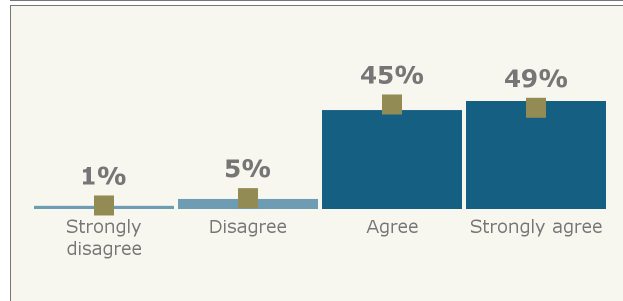
**This Class Requiries Me To Work Hard To Do Well**



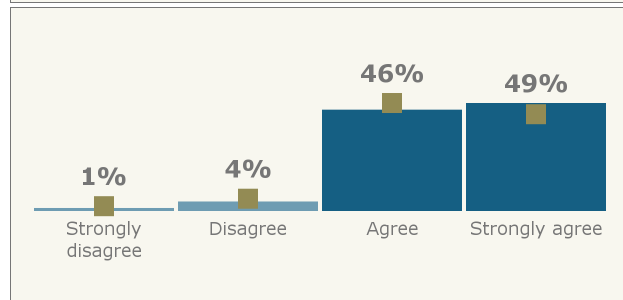
**The Teacher Wants Us To Become Better Thinkers, Not Just Memorize Things**



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



**The Teacher Expects Everyone To Work Hard**



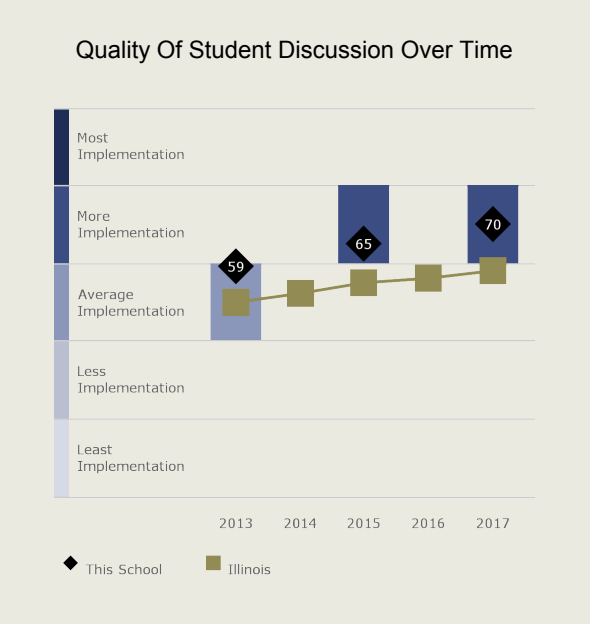
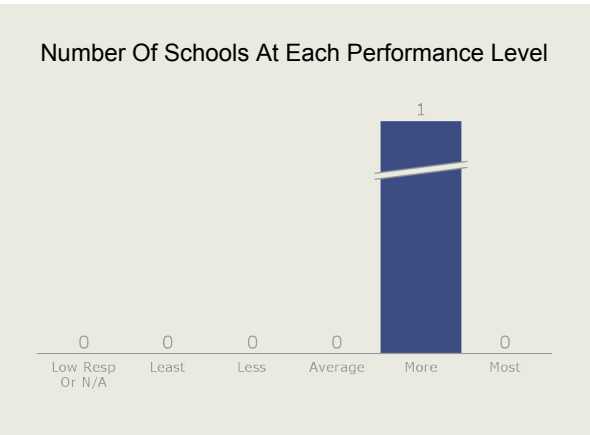
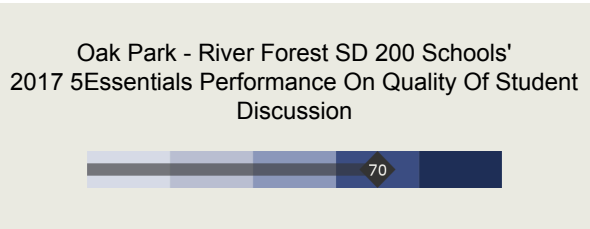


## Quality Of Student Discussion

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

### Quality Of Student Discussion

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

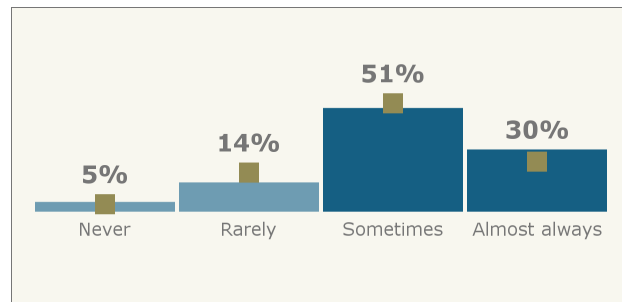


## What Are These Results Based On?

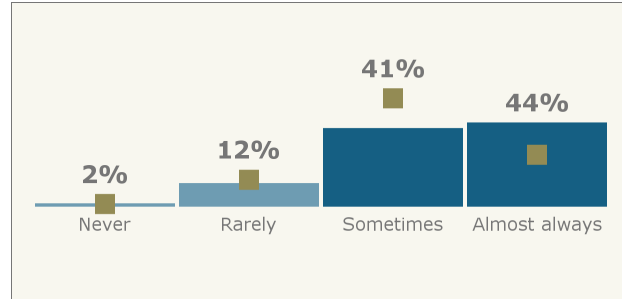
This Group's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This Group Compare To The Benchmark.

### Teachers Report The Following About Classroom Discussions:

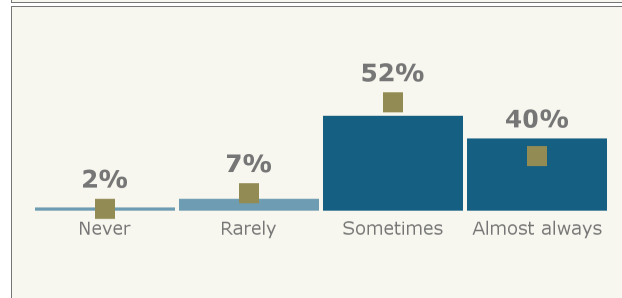
**Students Use Data And Text References To Support Their Ideas.**



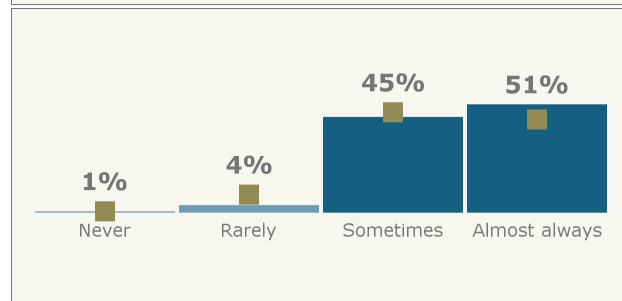
**Students Provide Constructive Feedback To Their Peers And To Me.**

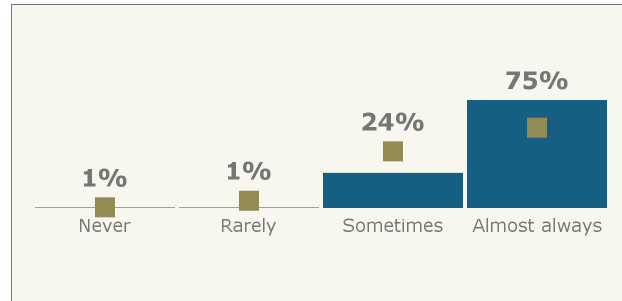


**Students Build On Each Other's Ideas During Discussion.**



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



**Students Show Each Other Respect.**

# Illinois 5Essentials Survey

Organizing Schools for Improvement

**OPRFHS** SY 2017 Results

---

SEPTEMBER 19, 2017

# Survey Overview

---

- The 5 Essentials is designed to provide actionable reports to schools in the state of Illinois regarding Culture and Climate.
- Based on research conducted at the *University of Chicago Consortium on Chicago School Research*, it identifies five components that are critical for school success:

**Effective Leadership**

**Collaborative Teachers**

**Involved Families**

**Supportive Environment**

**Ambitious Instruction**

# Who Took the Survey?

---

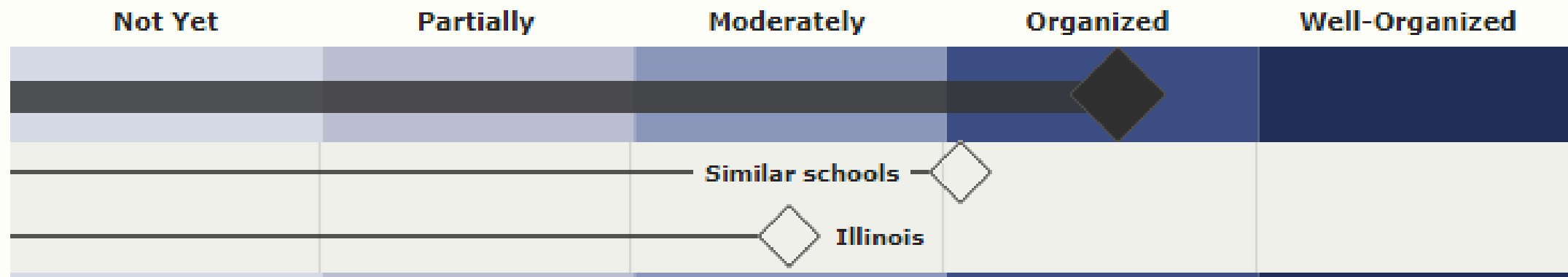
Respondent	Response Rate for OPRFHS	Response Rate for Illinois
Students	81.6%	75.3%
Teachers	99.9%	80.3%
Parents	24.5%	15.3%

# What Did We Learn?

When all five components are considered, OPRFHS is considered ORGANIZED for improvement, the second highest performance level the 5 Essentials recognizes.

## Oak Park & River Forest High Sch Comparative Performance on 5Essentials Overall

Compare Oak Park & River Forest High Sch to the Illinois and similar schools' average ?



# What Did We Learn?

---

3 of the 5 Components rated at the MORE IMPLEMENTATION level.

Component	Respondent	Percentile	Similar Schools	Illinois
Ambitious Instruction	3 Student Measures 1 Teacher Measure	64	55	53
Involved Families	3 Teacher Measures	79	59	51
Supportive Environment	3 Student Measures 1 Teacher Measure	63	61	55



# What Did We Learn?

---

2 of the 5 Categories are rated at either AVERAGE or LESS IMPLEMENTATION LEVEL

Component	Respondent	Percentile	Similar Schools	Illinois
Collaborative Teachers	5 Teacher Measures	45	53	49
Effective Leaders	4 Teacher Measures	21	48	45

# Conclusions

---

- Through the Strategic Plan, we have begun the process of identifying and working within collaborative teams of teachers and administrators to improve our programming in areas that are identified as areas of growth:
  - **Equity:** Goal 2, Strategy 1  
Identify 3 strategies and programs to improve opportunity and access to high level coursework for our students of color.
  - **Supportive Learning Environment:** Goal 3, Strategy 1  
Assess our SEL programming and establish targets for improvement.
  - **Transformation Teaching & Learning:** Goal 4, Strategy 1  
Establish power standards and common assessments so that 80% are meeting/exceeding expectations.
  - **Transformational Leadership:** Goal 5, Strategies 1-4  
Establishing CARE Teams for Fall 2018  
Create a professional development program for leadership that develops capacity, collaboration, and effectiveness.  
Develop a system of accountability for our leadership team.  
Encourage innovation at all levels.