



MINOOKA

COMMUNITY HIGH SCHOOL

Minooka Community High School District 111 2019 5Essentials Survey Summary

OVERVIEW

5Essentials is an evidence-based system designed to drive improvement in schools nationwide. It reliably measures changes in a school organization through the 5Essentials Survey and provides individualized, actionable reports for each school. The survey, which gathers data from staff, students, and parents, was implemented by the Illinois State Board of Education in 2013 and is administered online by UChicago Impact at the University of Chicago. This year, the survey was open from December 11, 2018 to March 15, 2019.

This year's participation rates are as follows:

Teachers	Students	Parents
76.8%	85.9%	38.4%

The 5Essentials Survey gathers and evaluates perception data in five "Essential" school culture components found to be critical for school success:

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

The survey utilizes three types of related but different scores:

1. **Measure Score** (scale of 1 to 99)
Uses statistical models to combine questions into a raw score for each participant, then averaged
2. **Essential Score** (scale of 1 to 99)
Uses the average of all related Measure scores for that Essential
3. **5Essentials Score** (scale of -5 to +5)
Calculated by adding up the school's performance on each individual Essential

**It is important to note that the Measure and Essential scores are based on a 1-99 scale. These scale scores are neither a percentile rank nor a percentage*

	Rating	Score Band	Point Value
	Most Implementation	80-99	+1
	More Implementation	60-79	+1
	Average Implementation	40-59	0
	Less Implementation	20-39	-1
	Least Implementation	1-19	-1

Schools that have a total score of 3 or higher based on this scale are considered "**Well Organized for Improvement.**"

Schools with a total score of 1 or 2 are considered "**Organized for Improvement.**"

2019 Illinois 5Essentials Overall Score = 2 “Organized for Improvement”

Effective Leaders	43 (Average Implementation)	0
Collaborative Teachers	61 (More Implementation)	+1
Involved Families	56 (Average Implementation)	0
Supportive Environment	62 (More Implementation)	+1
Ambitious Instruction	57 (Average Implementation)	0

The following are excerpts from the Illinois 5Essentials Summary Report we received from UChicago Impact.

Where is Minooka Community High performing the highest?

Socialization of New Teachers	99
Classroom Disruptions	88
Student-Teacher Trust	83
Student Responsibility	77
Student Peer Relationships	73

Where is Minooka Community High performing the lowest?

Importance of High School for the Future	6
Teacher Influence	25
Grit	34
Classroom Rigor	39
Math Instruction	40



5Essentials: EFFECTIVE LEADERS PERFORMANCE 43 (Average)

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).

How is Minooka Community High performing on Instructional Leadership?

Teachers report that a member of the school leadership team:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
Makes clear to the staff the leadership's expectations for meeting instructional goals.	3%	12%	60%	25%
Communicates a clear vision for our school.	3%	9%	63%	25%
Presses teachers to implement what they have learned in professional development.	2%	14%	62%	22%
Knows what's going on in my classroom.	10%	26%	52%	12%
Provides me with useful feedback to improve my teaching.	3%	16%	63%	18%
Has provided me with the support I need to improve my teaching.	1%	16%	60%	23%

How is Minooka Community High performing on Program Coherence?

Teachers report the following:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
Once we start a new program in this school, we follow up to make sure that it's working.	5%	39%	50%	6%

We have so many different programs in this school that I can't keep track of them all.	7%	30%	52%	11%
Many special programs come and go at this school.	5%	33%	52%	11%
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	5%	22%	65%	8%
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	2%	13%	66%	19%

How is Minooka Community High performing on Teacher Influence?

Teachers report having influence on:

Measure	No influence	A little influence	Some influence	A great deal of influence
Planning how discretionary school funds should be used.	50%	35%	13%	2%
Determining which books and other instructional materials are used in classrooms.	4%	27%	36%	33%
Establishing the curriculum and instructional program.	3%	12%	32%	53%
Determining the content of in-service programs.	6%	40%	40%	14%
Setting standards for student behavior.	4%	23%	49%	24%

How is Minooka Community High performing on Teacher-Principal Trust?

Teachers report the following:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
The principal has confidence in the expertise of the teachers.	0%	1%	49%	50%
I trust the principal at his or her word.	1%	5%	54%	41%

It's OK in this school to discuss feelings, worries, and frustrations with the principal.	1%	11%	59%	29%
The principal takes a personal interest in the professional development of teachers.	0%	10%	52%	39%
The principal looks out for the personal welfare of the faculty members.	0%	8%	61%	32%
The principal places the needs of children ahead of personal and political interests.	1%	6%	47%	46%
Teachers feel respected by the principal	Not at all	A little	Some	To a great extent
	1%	4%	29%	66%
The principal at this school is an effective manager who makes the school run smoothly.	1%	7%	53%	40%

: (end of) :

**5Essentials: EFFECTIVE LEADERS
PERFORMANCE 43 (Average)**



5Essentials: COLLABORATIVE TEACHERS PERFORMANCE 61 (More)

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.

How is Minooka Community High performing on Collaborative Practices?

Teachers report how often they have done the following:

Measure	Never	Once or twice	3-9 times	10 or more times
Observed another teacher's classroom to offer feedback?	46%	37%	14%	2%
Observed another teacher's classroom to get ideas for your own instruction?	40%	43%	17%	1%
Gone over student assessment data with other teachers to make instructional decisions?	4%	18%	54%	23%
Worked with other teachers to develop materials or activities for particular classes?	1%	6%	34%	59%
Worked on instructional strategies with other teachers?	1%	8%	47%	44%

How is Minooka Community High performing on Collective Responsibility?

Teachers report that other teachers in the school:

Measure	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom?	1%	18%	17%	45%	19%
Take responsibility for improving the school?	0%	10%	21%	49%	21%
Feel responsible to help each other do their best?	0%	9%	19%	48%	25%
Feel responsible that all students learn?	0%	4%	7%	53%	36%

Feel responsible for helping students develop self-control?	0%	7%	21%	49%	23%
Feel responsible when students in this school fail?	0%	19%	24%	45%	12%

How is Minooka Community High performing on Quality Professional Development?
Teachers report that professional development this year has:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
Been sustained and coherently focused, rather than short-term and unrelated.	3%	23%	58%	16%
Included enough time to think carefully about, try, and evaluate new ideas.	2%	27%	55%	15%
Been closely connected to my school's improvement plan.	0%	13%	70%	17%
Included opportunities to work productively with colleagues in my school.	2%	8%	61%	29%
Included opportunities to work productively with teachers from other schools.	34%	22%	33%	11%

How is Minooka Community High performing on School Commitment?
Teachers report the following:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
I feel loyal to this school.	0%	3%	39%	58%
I would recommend this school to parents seeking a place for their child.	0%	1%	26%	63%
I usually look forward to each working day at this school.	1%	4%	47%	48%
I wouldn't want to work in any other school.	2%	9%	46%	43%

How is Minooka Community High performing on Teacher-Teacher Trust?
Teachers report the following:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
Teachers in this school trust each other.	1%	3%	62%	34%
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	1%	5%	53%	41%
Teachers respect other teachers who take the lead in school improvement efforts.	1%	5%	58%	36%
Teachers at this school respect those colleagues who are experts at their craft.	1%	2%	52%	45%
Teachers feel respected by other teachers	0%	4%	31%	65%

: (end of) :

**5Essentials: COLLABORATIVE TEACHERS
PERFORMANCE 61 (More)**



**5Essentials: INVOLVED FAMILIES
PERFORMANCE 56 (Average)**

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.

How is Minooka Community High performing on Parent Influence on Decision Making in Schools?

Teachers report that the school:

Measure	Not at all	A Little	Somewhat	A great deal
Involves parents in the development of programs aimed at improving students' academic outcomes.	16%	41%	33%	10%
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.).	23%	24%	32%	20%
Encourages more-involved parents to reach out to less-involved parents.	31%	38%	22%	9%
Involves parents in commenting on school curricula.	17%	41%	31%	10%
Includes parent leaders from all backgrounds in school improvement efforts.	14%	43%	30%	13%

How is Minooka Community High performing on Parent Involvement in School?

Teachers report that students' parents:

Measure	None	Some	About half	Most	All
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Attended parent-teacher conferences when you requested them?	2%	58%	8%	18%	14%
Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)?	29%	52%	12%	6%	1%
Contacted you about their child's performance?	2%	88%	5%	4%	1%
Responded to your suggestions for helping their child?	4%	56%	11%	21%	8%

How is Minooka Community High performing on Teacher-Parent Trust?

Teachers report the following:

Measure	Not at all	A Little	Somewhat	To a great extent	
Teachers feel respected by the parents of the students	0%	5%	53%	42%	-
Parents support teachers teaching efforts	None	Some	About half	Most	All
	0%	10%	16%	64%	11%
Parents do their best to help their children learn	0%	17%	23%	56%	3%
Teachers and parents at this school think of each other as partners in educating children.	Strongly disagree	Disagree	Agree	Strongly agree	
	0%	21%	70%	9%	-
Staff at this school work hard to build trusting relationships with parents.	2%	11%	69%	18%	-
Teachers feel good about parents' support for their work	None	Some	About half	Most	Nearly all
	0%	12%	38%	44%	6%

: (end of) :

5Essentials: INVOLVED FAMILIES
PERFORMANCE 56 (Average)



5Essentials: SUPPORTIVE ENVIRONMENT PERFORMANCE 62 (More)

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.

How is Minooka Community High performing on Expectations for Postsecondary Education?

Teachers report that:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
Teachers expect most students in this school to go to college.	0%	3%	60%	37%
Teachers at this school help students plan for college outside of class time.	2%	25%	58%	15%
The curriculum at this school is focused on helping students get ready for college.	0%	2%	63%	36%
Most of the students in this school are planning to go to college.	0%	5%	65%	30%
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	0%	2%	55%	43%

How is Minooka Community High performing on Safety?

Students report how safe they feel:

Measure	Not safe	Somewhat safe	Mostly safe	Very safe
Outside around the school?	2%	10%	42%	46%

Traveling between home and school?	2%	8%	37%	53%
In your classes?	1%	4%	33%	62%
In the hallways of the school?	2%	11%	46%	41%
In the bathrooms of the school?	3%	13%	44%	40%

How is Minooka Community High performing on School-Wide Future Orientation?

Students report that:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
Teachers make sure that all students are planning for life after graduation.	3%	16%	56%	25%
Teachers work hard to make sure that all students are learning.	2%	11%	61%	26%
High school is seen as preparation for the future.	3%	10%	57%	30%
All students are encouraged to go to college.	2%	12%	56%	29%
Teachers pay attention to all students, not just the top students.	5%	18%	55%	23%
Teachers work hard to make sure that students stay in school.	3%	12%	60%	26%

How is Minooka Community High performing on Student-Teacher Trust?

Students report:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
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My teachers always keep their promises	6%	25%	53%	17%
I feel safe and comfortable with my teachers at this school.	1%	5%	53%	41%
My teachers treat me with respect.	2%	8%	55%	36%
My teachers will always listen to students' ideas.	4%	22%	51%	23%

: (end of) :

**5Essentials: SUPPORTIVE ENVIRONMENT
PERFORMANCE 62 (More)**



5Essentials: **AMBITIOUS INSTRUCTION** **PERFORMANCE 57 (Average)**

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).

How is Minooka Community High performing on Academic Press?

Students report the following about one specific class:

Measure	Strongly disagree	Disagree	Agree	Strongly agree
The teacher expects me to do my best all the time	1%	4%	43%	52%
The teacher expects everyone to work hard	1%	4%	43%	51%
This class really makes me think.	3%	11%	50%	36%
I really learn a lot in this class	5%	14%	48%	33%
The teacher wants us to become better thinkers, not just memorize things	2%	6%	39%	53%
Measure	Never	Once in a while	Most of the time	All the time
This class challenges me	3%	28%	46%	23%
The teacher asks difficult questions on tests	4%	31%	42%	23%
The teacher asks difficult questions in class	4%	22%	44%	20%
This class requires me to work hard to do well	4%	21%	45%	30%

How is Minooka Community High performing on English Instruction?

Students report doing the following in English class:

Measure	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
Rewrite a paper or essay in response to comments.	8%	16%	36%	28%	12%
Discuss connections between a reading and real life people or situations.	5%	9%	24%	40%	22%
Discuss how culture, time, or place affects an author's writing.	5%	10%	28%	38%	20%
Improve a piece of writing as a class or with partners.	5%	13%	31%	35%	15%
Debate the meaning of a reading.	15%	15%	22%	31%	16%
Explain how writers use tools like symbolism and metaphor to communicate meaning.	4%	9%	25%	39%	24%

How is Minooka Community High performing on Math Instruction?

Students report that they do the following in math class:

Measure	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
Write a few sentences to explain how you solved a math problem.	31%	15%	22%	20%	11%
Explain how you solved a problem to the class.	11%	10%	18%	28%	33%
Write a math problem for other students to solve.	44%	17%	18%	13%	9%
Discuss possible solutions to problems with other students.	8%	8%	19%	33%	32%
Apply math to situations in life outside of school.	20%	15%	23%	25%	17%
Solve a problem with multiple steps that takes more than 20 minutes.	28%	17%	22%	22%	11%

How is Minooka Community High performing on Quality of Student Discussion?

Teachers report the following about classroom discussions:

Measure	Never	Rarely	Sometimes	Almost always
Students build on each other's ideas during discussion.	0%	5%	65%	30%
Students use data and text references to support their ideas.	4%	27%	43%	26%
Students show each other respect.	0%	1%	21%	78%
Students provide constructive feedback to their peers and to me.	0%	6%	50%	44%
Most students participate in the discussion at some point.	1%	4%	52%	43%

: (end of) :

5Essentials: AMBITIOUS INSTRUCTION
PERFORMANCE 57 (Average)

Supplemental Data from Parent Survey

The parent component of the Illinois 5Essentials Survey differs from the student and staff versions of the survey in that it presents its findings as general percentages and that no 5Essentials rating is calculated based on the data. MCHS District 111 received access to a web-based summary of the parent data because we surpassed the minimum 20% parent participation rate. The parent data does not appear on the annual Illinois School Report Card.

Communication Preferences

Parents report their preferences for receiving information:

Via email	97% Yes 3% No
Via telephone	43% Yes 57% No
Via mail	52% Yes 48% No
Via text message	91% Yes 9% No

Parent Connectedness

Parents report how connected they feel to their child's school:

Measure	Not at all	A Little	Somewhat	To a great extent
Your voice is valued at the school?	14%	24%	41%	20%
Comfortable sharing your concerns with the school leadership?	13%	20%	37%	30%
Welcomed when you enter the school?	5%	15%	32%	48%
That you are an important part of improving the school?	21%	25%	34%	20%

Parent Satisfaction

Parents report satisfaction with their child's school:

Measure	Not at all	Somewhat	Extremely likely	Not applicable
How likely are you to recommend this school to a parent looking for a school for their child?	3%	26%	70%	1%
Overall, how satisfied are you with the education your child is receiving at this school?	2%	6%	35%	56%

Parent-Student Interaction

Parents report how often they engage with their child at home:

Measure	Never	Rarely	Occasionally	Usually	Always	Not applicable
Read.	19%	20%	23%	10%	8%	21%
Supervise homework.	8%	16%	32%	21%	18%	5%
Talk about their day.	0%	0%	2%	15%	82%	0%
Practice math problems.	17%	22%	31%	11%	7%	11%

Parent-Teacher Interaction

Parents report that:

Measure	Never	Once or twice a semester	2-3 times a month	Once a week or more
Let me know what my child is working on in class.	40%	27%	10%	23%
Contact me personally to discuss my child's academic achievement.	73%	22%	2%	2%
Provide suggestions for how to support my child in school.	62%	30%	4%	3%
Listen to my suggestions about how to best support my child.	55%	37%	4%	3%

Parents' Assessment of Involvement in School

Parents report their involvement:

Measure	Never	Rarely	Occasionally	Usually	Always	Not applicable
Volunteer at the school.	42%	22%	23%	6%	3%	5%
Attend scheduled Parent-Teacher conferences.	16%	19%	20%	15%	29%	2%
Chaperone field trips.	57%	10%	10%	3%	1%	18%
Participate in parent safety/patrol.	72%	4%	2%	1%	1%	20%

Attend scheduled school events/performances.	6%	10%	30%	30%	22%	2%
Raise funds for the school.	22%	18%	31%	16%	7%	6%
Attend scheduled PTA (parent, teacher and staff) meetings.	56%	18%	11%	4%	5%	6%

Parents' Assessment of School Safety

Parents report that:

Measure	Not at all	A Little	Somewhat	To a great extent
My child feels safe at this school.	1%	6%	39%	54%
My child is affected by bullying at this school.	62%	22%	12%	5%
This school addresses bullying.	8%	27%	42%	24%
The teachers and the principal could do more to make the school a safe place.	19%	34%	31%	16%
A teacher or other staff member lets me know if there is a problem with my child's behavior.	31%	12%	27%	30%

Parents' Assessment of Teacher Trust

Parents report their feelings about trust.

Measure	Strongly disagree	Disagree	Agree	Strongly agree
The teachers respect me.	2%	5%	68%	25%
The teachers do their best to help my child learn.	2%	9%	60%	28%
The teachers have my child's best interest in mind.	2%	8%	62%	28%
I am comfortable sharing my concerns with teachers at the school.	3%	9%	59%	30%

Quality of School Facilities

Parents rated the following facilities at the school:

Measure	Poor	Fair	Good	Excellent	Does not apply
Your child's classrooms.	1%	8%	45%	44%	3%
Computer lab(s).	1%	8%	45%	38%	8%
Gym.	1%	8%	43%	45%	3%
Library.	1%	8%	47%	40%	4%
Food Services.	3%	14%	47%	31%	5%
Overall cleanliness of the school.	1%	5%	39%	54%	1%

School Outreach

Parents report that school staff:

Measure	Never	Rarely	Often	Every time there is an event
Invite you to school events.	4%	16%	44%	36%
Make you aware of the important information and news about the school.	1%	8%	45%	46%
Offer opportunities to participate in making decisions that affect the school community.	10%	29%	37%	24%

What results are shown below?

This chart displays core teacher and student measures from all 5Essentials as well as any extra supplemental teacher and student measures.

Measures	Performance	Essential	Respondent
Socialization of New Teachers	99 Most	Supplemental Measures	Teacher
Classroom Disruptions	88 Most	Supplemental Measures	Teacher
Student-Teacher Trust	83 Most	Supportive Environment	Student
Student Responsibility	77 More	Supplemental Measures	Teacher
Student Peer Relationships	73 More	Supplemental Measures	Student
Parent Supportiveness	72 More	Supplemental Measures	Student
Human & Social Resources in the Community	71 More	Supplemental Measures	Student
School Commitment	69 More	Collaborative Teachers	Teacher
Teacher-Parent Trust	68 More	Involved Families	Teacher
Collaborative Practices	67 More	Collaborative Teachers	Teacher
Inquiry-Based Science Instruction	65 More	Supplemental Measures	Student
Quality of Student Discussion	65 More	Ambitious Instruction	Teacher
School Safety	65 More	Supplemental Measures	Student
Teacher-Teacher Trust	65 More	Collaborative Teachers	Teacher
Academic Press	64 More	Ambitious Instruction	Student
Collective Use of Assessment Data	64 More	Supplemental Measures	Teacher
Teacher Safety	64 More	Supplemental Measures	Teacher
Emotional Health	63 More	Supplemental Measures	Student

Expectations for Postsecondary Education	61 More	Supportive Environment	Teacher
English Instruction	60 More	Ambitious Instruction	Student
Academic Engagement	58 Average	Supplemental Measures	Student
Course Clarity	56 Average	Supplemental Measures	Student
Quality Professional Development	56 Average	Collaborative Teachers	Teacher
Academic Personalism	54 Average	Supplemental Measures	Student
Rigorous Study Habits	54 Average	Supplemental Measures	Student
School-Wide Future Orientation	54 Average	Supportive Environment	Student
Teacher-Principal Trust	53 Average	Effective Leaders	Teacher
Parent Influence on Decision Making in Schools	51 Average	Involved Families	Teacher
Program Coherence	51 Average	Effective Leaders	Teacher
Safety	51 Average	Supportive Environment	Student
Collective Responsibility	50 Average	Collaborative Teachers	Teacher
Reflective Dialogue	49 Average	Supplemental Measures	Teacher
Parent Involvement in School	48 Average	Involved Families	Teacher
School Connectedness	45 Average	Supplemental Measures	Student
Instructional Leadership	42 Average	Effective Leaders	Teacher
Innovation	41 Average	Supplemental Measures	Teacher
Math Instruction	40 Average	Ambitious Instruction	Student
Classroom Rigor	39 Less	Supplemental Measures	Student
Grit	34 Less	Supplemental Measures	Student

Teacher Influence	25 Less	Effective Leaders	Teacher
Importance of High School for the Future	6 Least	Supplemental Measures	Student

9/17/2019