

Minooka CHSD 111

2020 5Essentials Report

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 more 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

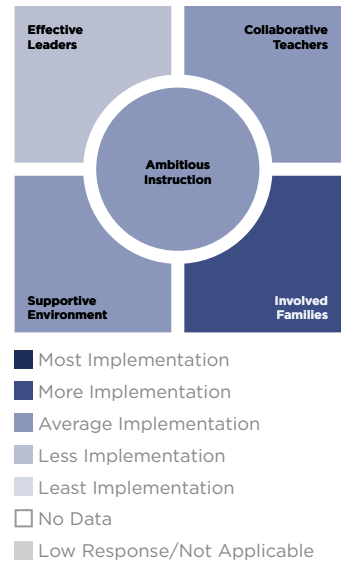
References:

(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/>)
 (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)

Table of Contents: Full Report

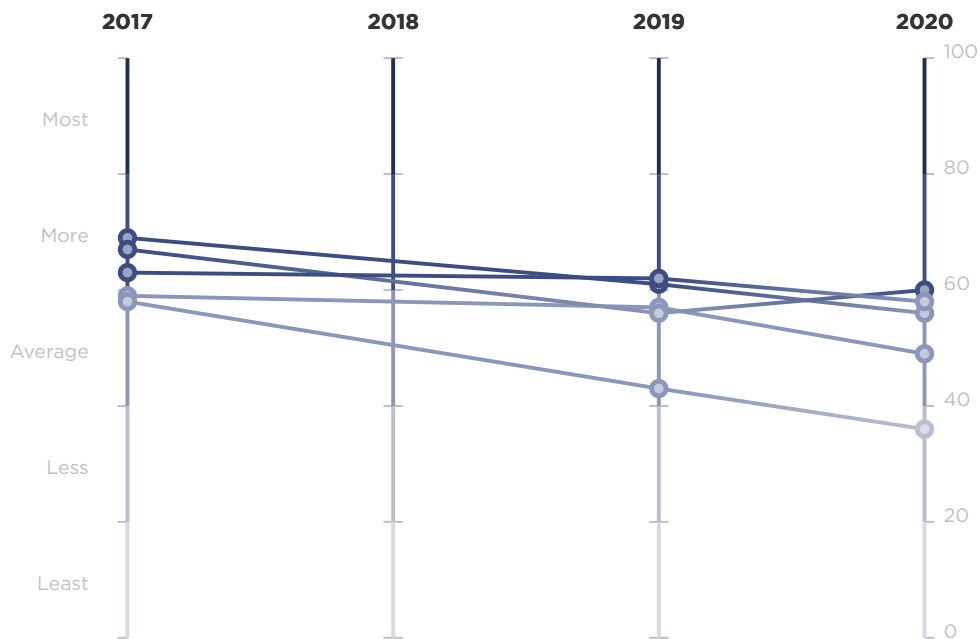
Overall	2
Involved Families	3
Supportive Environment	4
Collaborative Teachers	5
Ambitious Instruction	6
Effective Leaders	7
5Essentials Measures Table	8
5Essential Measure Pages	9–30
Supplemental Measures Table	31
Supplemental Measure Pages	32–48

Overall, Minooka CHSD 111 are partially organized for improvement on average.



The 5Essentials

How is Minooka CHSD 111 performing on each of the 5Essentials in 2020?



Essentials	Performance Across Years				
	2017	2018	2019	2020	
Involved Families	67	N/A	56	60	More
Supportive Environment	63	N/A	62	58	Average
Collaborative Teachers	69	N/A	61	56	Average
Ambitious Instruction	59	N/A	57	49	Average
Effective Leaders	58	N/A	43	36	Less

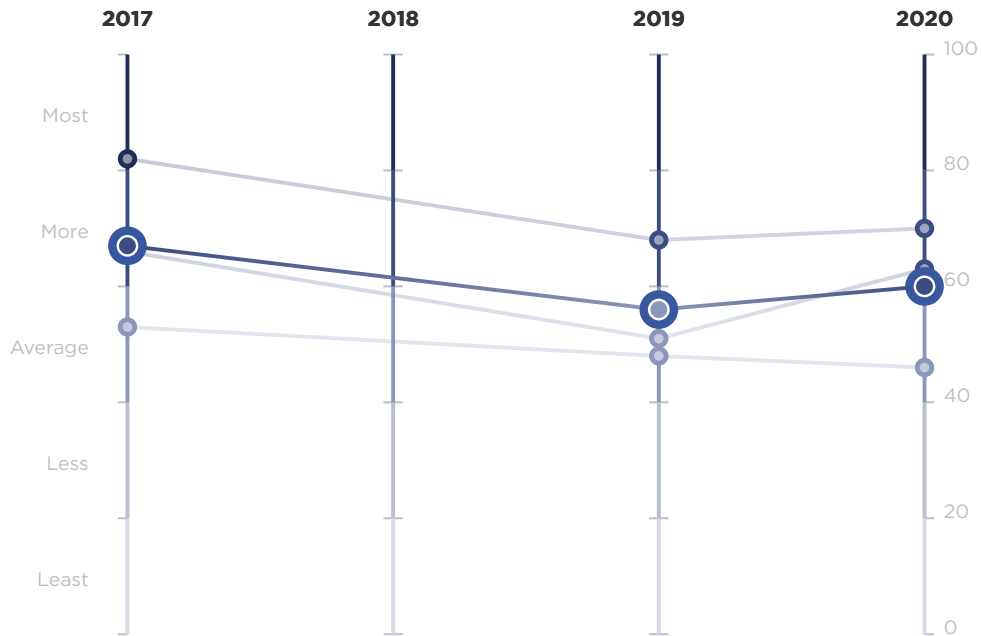
Involved Families

How is Minooka CHSD 111 performing on Involved Families?

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.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2017	2018	2019	2020	
Teacher-Parent Trust	82	N/A	68	70	Teacher
Parent Influence on Decision Making in Schools	66	N/A	51	63	Teacher
Parent Involvement in School	53	N/A	48	46	Teacher

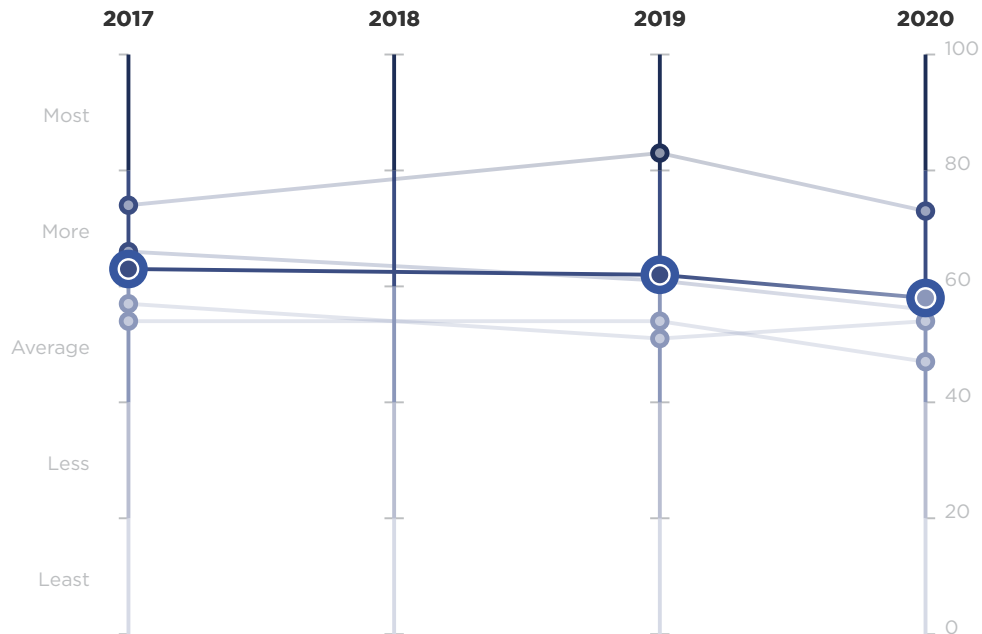
Supportive Environment

How is Minooka CHSD 111 performing on Supportive Environment?

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.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2017	2018	2019	2020	
Student-Teacher Trust	74	N/A	83	73	Student
Expectations for Postsecondary Education	66	N/A	61	56	Teacher
Safety	57	N/A	51	54	Student
School-Wide Future Orientation	54	N/A	54	47	Student

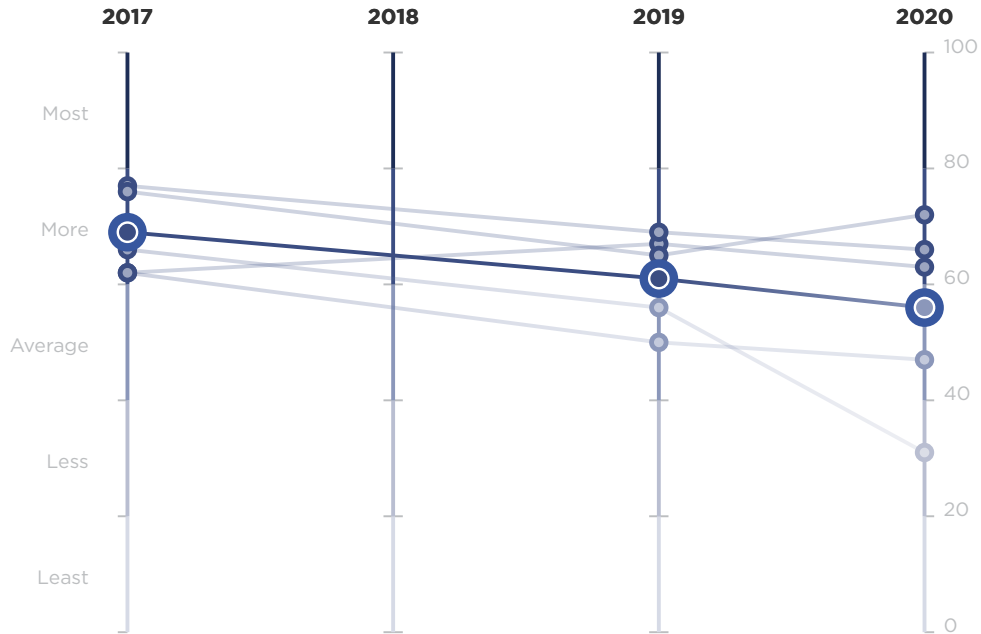
Collaborative Teachers

How is Minooka CHSD 111 performing on Collaborative Teachers?

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.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2017	2018	2019	2020	
Teacher-Teacher Trust	76	N/A	65	72	Teacher
School Commitment	77	N/A	69	66	Teacher
Collaborative Practices	62	N/A	67	63	Teacher
Collective Responsibility	62	N/A	50	47	Teacher
Quality Professional Development	66	N/A	56	31	Teacher

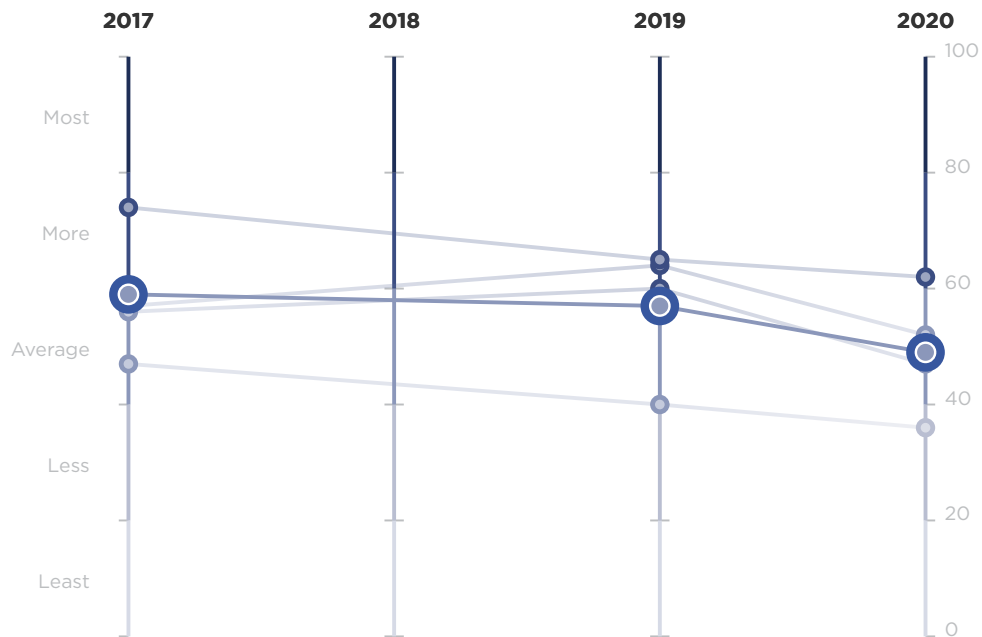
Ambitious Instruction

How is Minooka CHSD 111 performing on Ambitious Instruction?

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).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2017	2018	2019	2020	
Quality of Student Discussion	74	N/A	65	62	Teacher
Academic Press	57	N/A	64	52	Student
English Instruction	56	N/A	60	47	Student
Math Instruction	47	N/A	40	36	Student

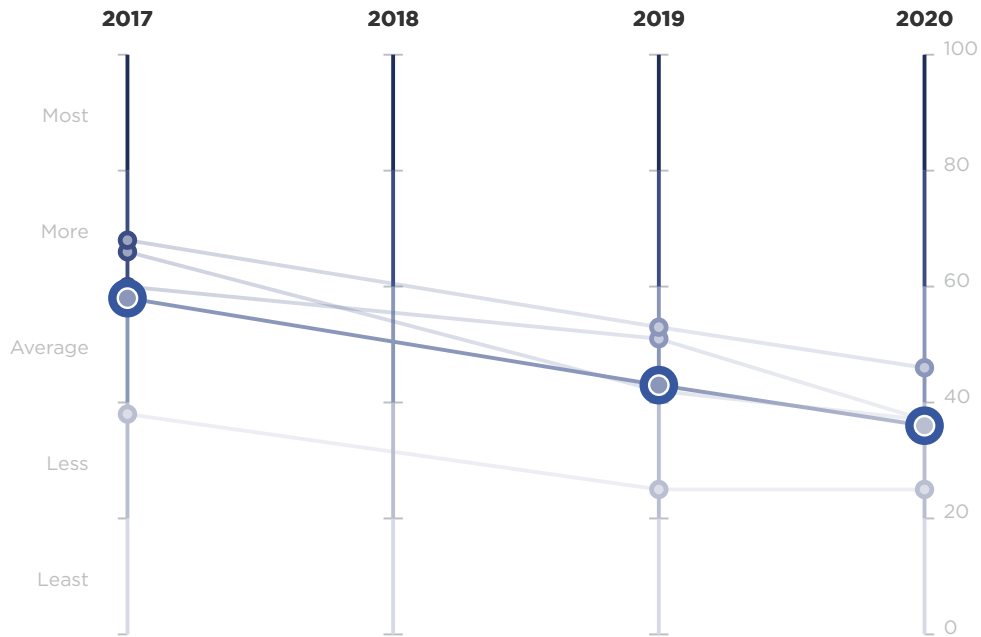
Effective Leaders

How is Minooka CHSD 111 performing on Effective Leaders?

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).





















Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2017	2018	2019	2020	
Teacher-Principal Trust	68	N/A	53	46	Teacher
Instructional Leadership	66	N/A	42	37	Teacher
Program Coherence	60	N/A	51	37	Teacher
Teacher Influence	38	N/A	25	25	Teacher

All 5Essentials Measures

How is Minooka CHSD 111 performing on all 5Essentials measures in 2020?

Page	Measure	Change	Performance	Essential	Respondent
9	Student-Teacher Trust	- 10	73 More	 Supportive Environment	Student
10	Teacher-Teacher Trust	+ 7	72 More	 Collaborative Teachers	Teacher
11	Teacher-Parent Trust	+ 2	70 More	 Involved Families	Teacher
12	School Commitment	- 3	66 More	 Collaborative Teachers	Teacher
13	Collaborative Practices	- 4	63 More	 Collaborative Teachers	Teacher
14	Parent Influence on Decision Making in Schools	+ 12	63 More	 Involved Families	Teacher
15	Quality of Student Discussion	- 3	62 More	 Ambitious Instruction	Teacher
16	Expectations for Postsecondary Education	- 5	56 Average	 Supportive Environment	Teacher
17	Safety	+ 3	54 Average	 Supportive Environment	Student
18	Academic Press	- 12	52 Average	 Ambitious Instruction	Student
20	Collective Responsibility	- 3	47 Average	 Collaborative Teachers	Teacher
21	English Instruction	- 13	47 Average	 Ambitious Instruction	Student
22	School-Wide Future Orientation	- 7	47 Average	 Supportive Environment	Student
23	Parent Involvement in School	- 2	46 Average	 Involved Families	Teacher
24	Teacher-Principal Trust	- 7	46 Average	 Effective Leaders	Teacher
26	Instructional Leadership	- 5	37 Less	 Effective Leaders	Teacher
27	Program Coherence	- 14	37 Less	 Effective Leaders	Teacher
28	Math Instruction	- 4	36 Less	 Ambitious Instruction	Student
29	Quality Professional Development	- 25	31 Less	 Collaborative Teachers	Teacher
30	Teacher Influence	+ 0	25 Less	 Effective Leaders	Teacher

Student-Teacher Trust

Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

Essential

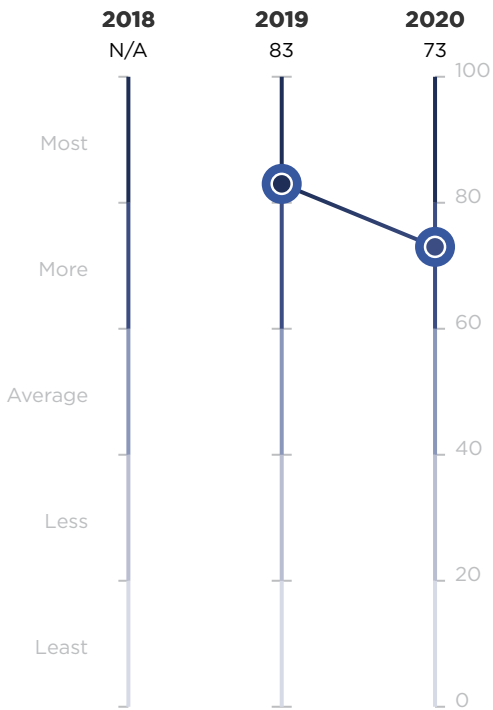


Supportive Environment

Respondent

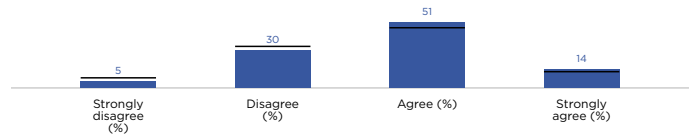
Student

Performance

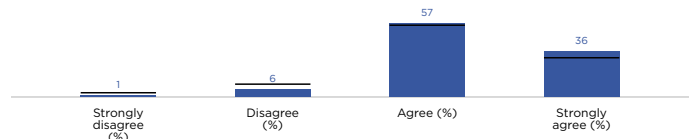


Students report:

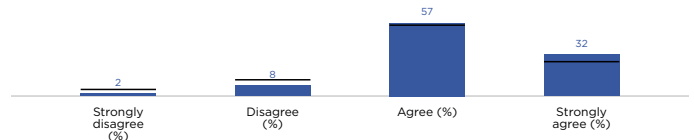
My teachers always keep their promises



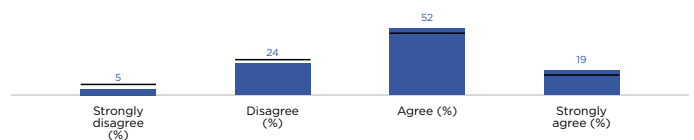
I feel safe and comfortable with my teachers at this school.



My teachers treat me with respect.



My teachers will always listen to students' ideas.




Teacher-Teacher Trust

Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

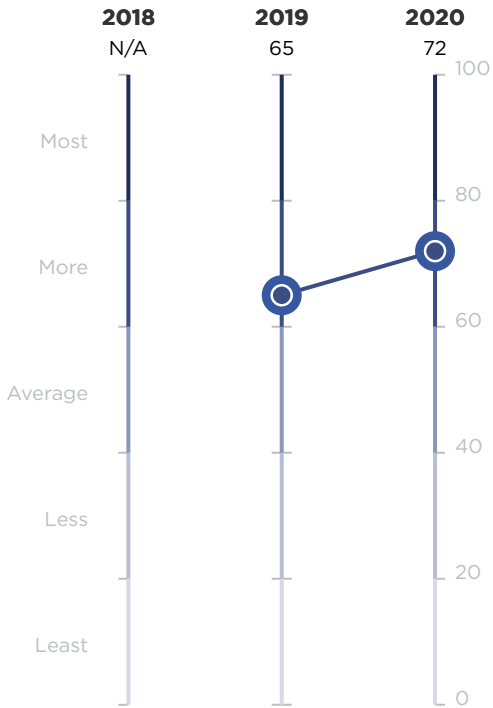
Essential

 Collaborative Teachers

Respondent

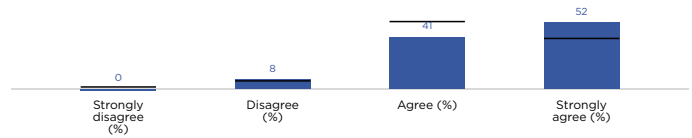
Teacher

Performance

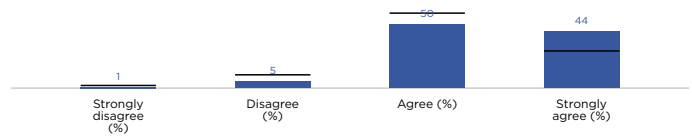


Teachers report the following:

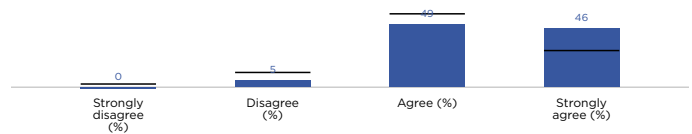
Teachers at this school respect those colleagues who are experts at their craft.



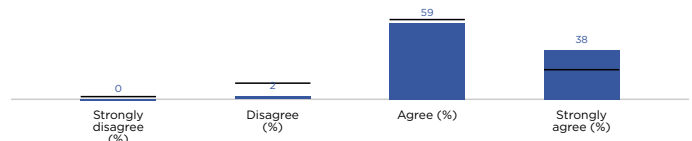
Teachers respect other teachers who take the lead in school improvement efforts.



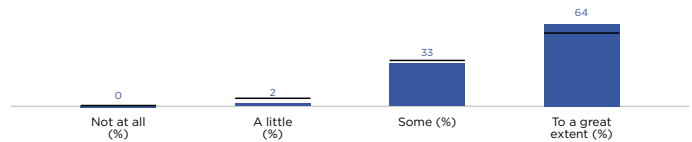
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers in this school trust each other.



Teachers feel respected by other teachers



Teacher-Parent Trust

Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

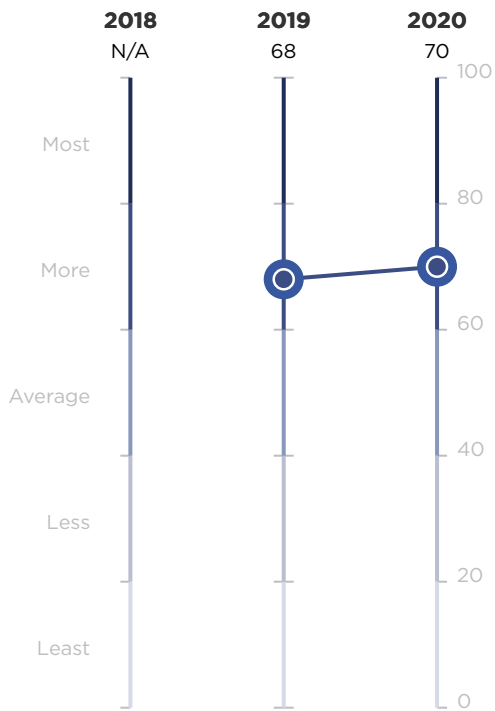
Essential



Respondent

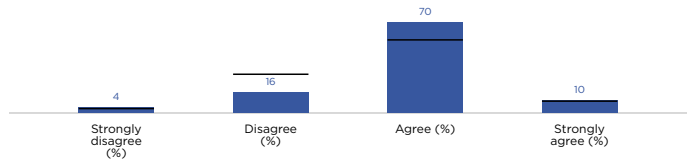
Teacher

Performance

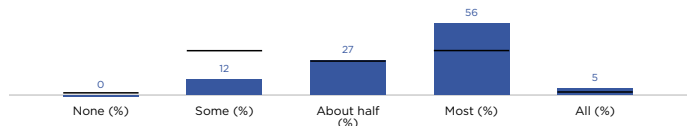


Teachers report the following:

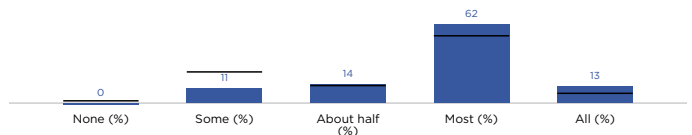
Teachers and parents at this school think of each other as partners in educating children.



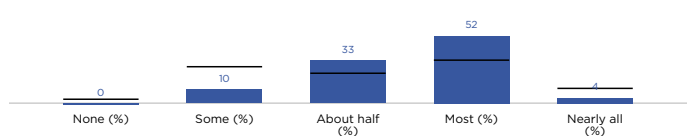
Parents do their best to help their children learn.



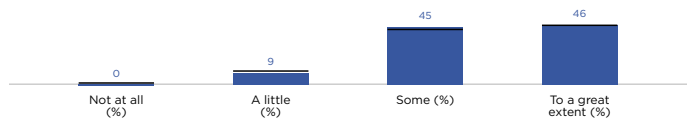
Parents support teachers' teaching efforts.



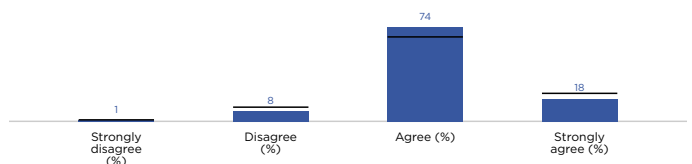
Teachers feel good about parents' support for their work.



Teachers feel respected by the parents of the students



Staff at this school work hard to build trusting relationships with parents.

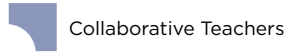


School Commitment

School Commitment

Teachers are deeply committed to the school.

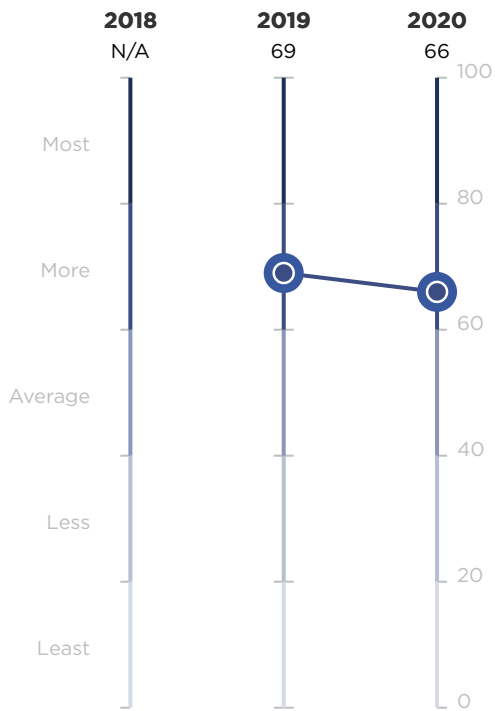
Essential



Respondent

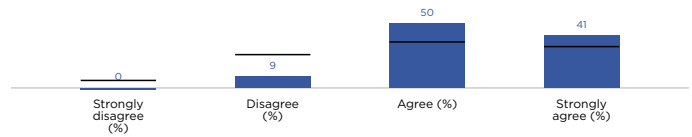
Teacher

Performance

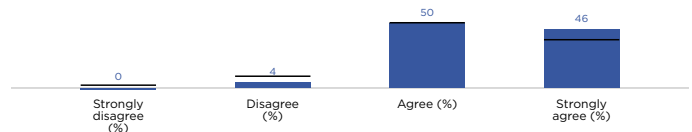


Teachers report the following:

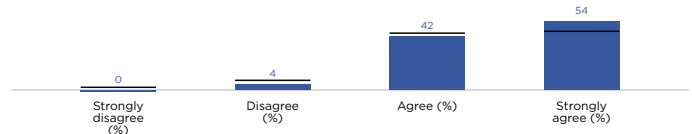
I wouldn't want to work in any other school.



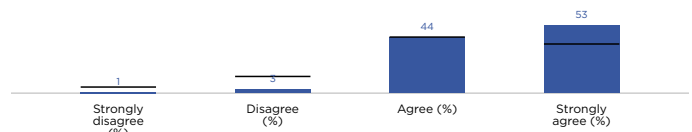
I usually look forward to each working day at this school.



I feel loyal to this school.



I would recommend this school to parents seeking a place for their child.




Collaborative Practices

Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

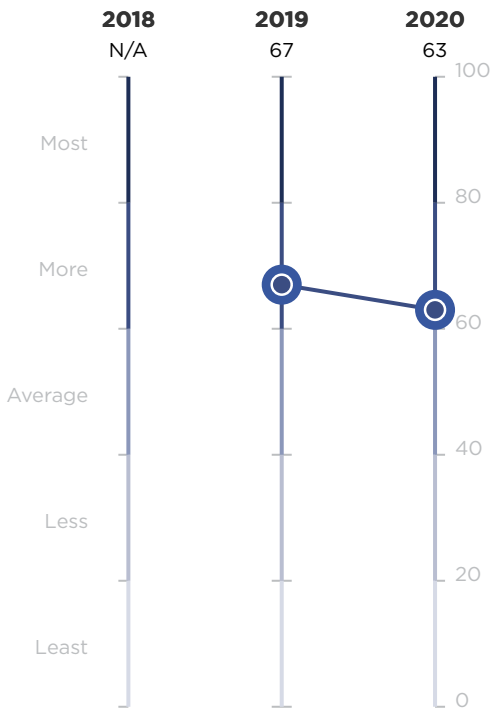
Essential

 Collaborative Teachers

Respondent

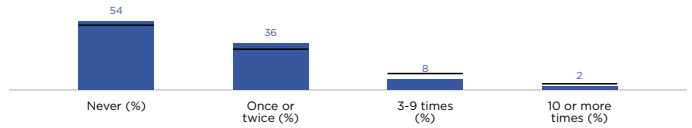
Teacher

Performance

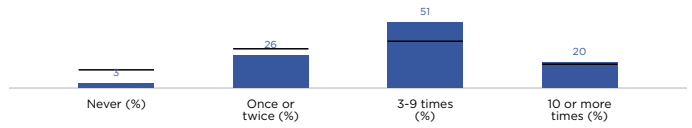


Teachers report how often they have done the following:

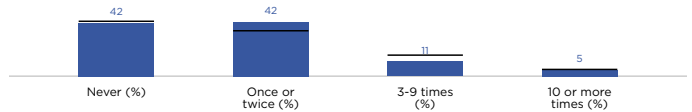
Observed another teacher's classroom to offer feedback.



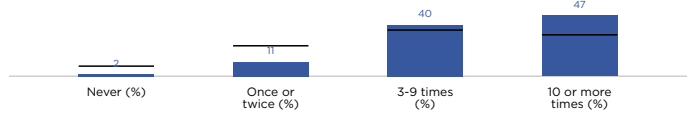
Gone over student assessment data with other teachers to make instructional decisions.



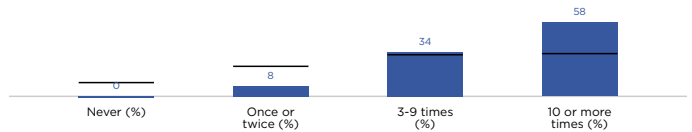
Observed another teacher's classroom to get ideas for your own instruction.



Worked on instructional strategies with other teachers.



Worked with other teachers to develop materials or activities for particular classes.



Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

Essential

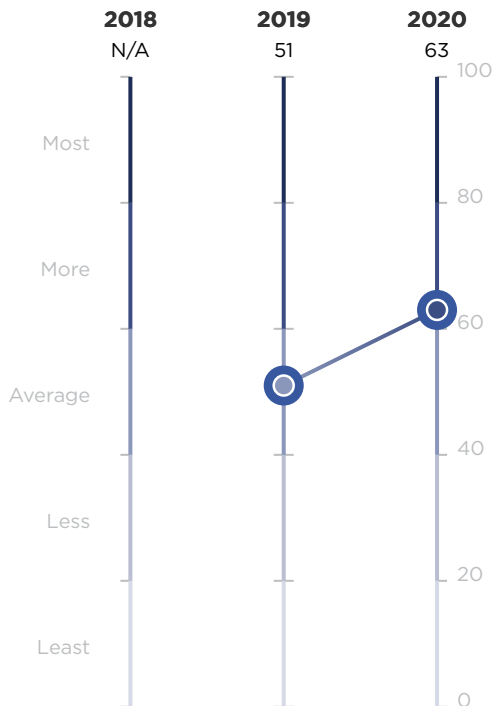


Involved Families

Respondent

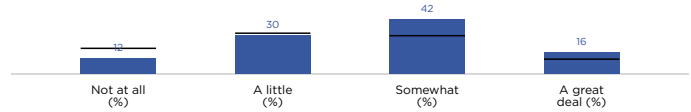
Teacher

Performance

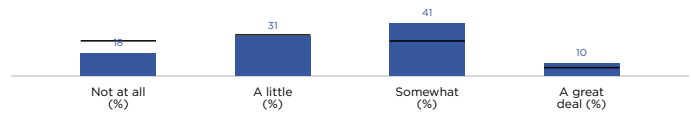


Teachers report that the school:

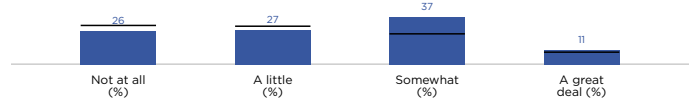
Includes parent leaders from all backgrounds in school improvement efforts.



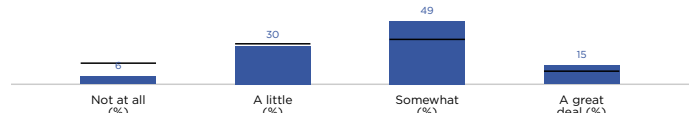
Involves parents in commenting on school curricula.



Encourage more involved parents/guardians to reach out to less involved parents/guardians?



Involves parents in the development of programs aimed at improving students' academic outcomes.



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.).



Quality of Student Discussion

Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

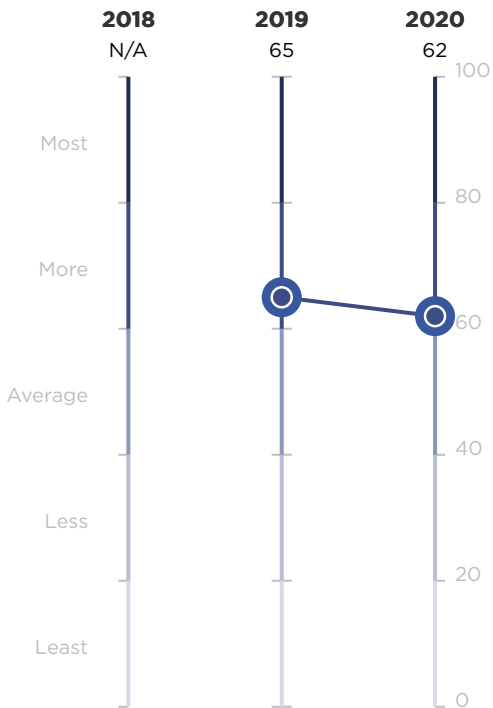
Essential

 Ambitious Instruction

Respondent

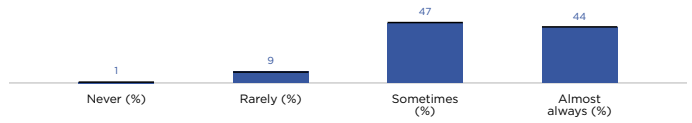
Teacher

Performance

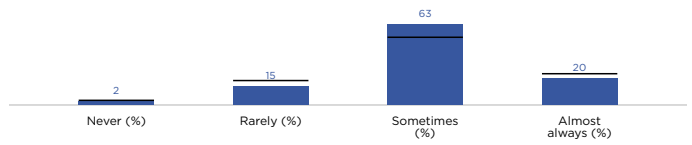


Teachers report the following about classroom discussions:

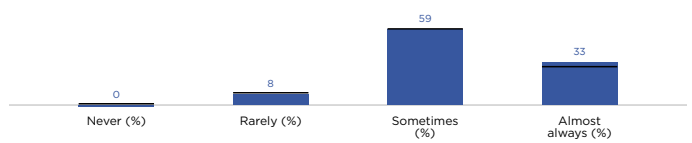
Most students participate in the discussion at some point.



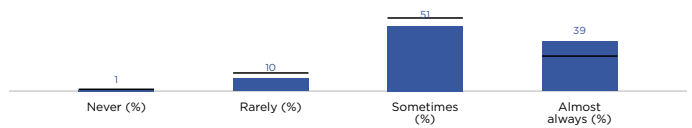
Students use data and text references to support their ideas.



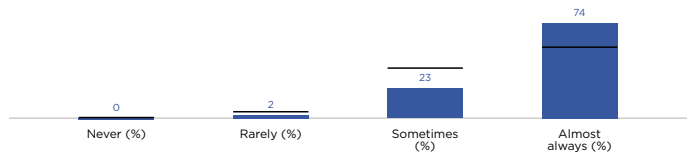
Students build on each other's ideas during discussion.



Students provide constructive feedback to their peers and to me.



Students show each other respect.



Expectations for Postsecondary Education

Expectations for Postsecondary Education

The school expects all students to attend college and promotes college-readiness.

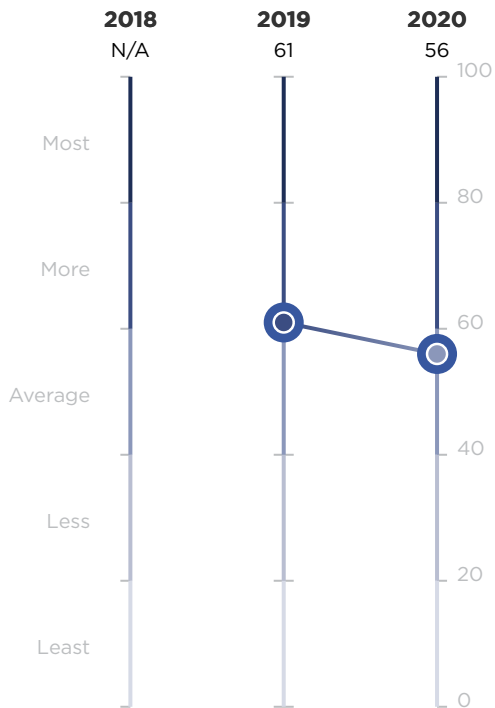
Essential

 Supportive Environment

Respondent

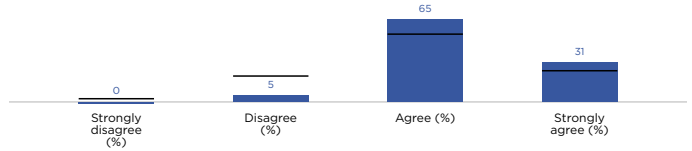
Teacher

Performance

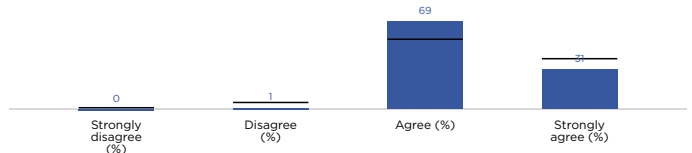


Teachers report that:

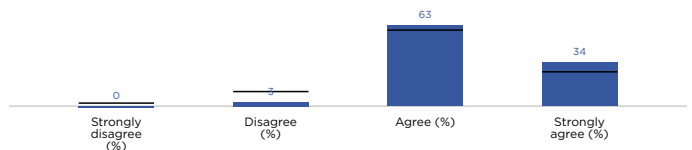
Teachers expect most students in this school to go to college.



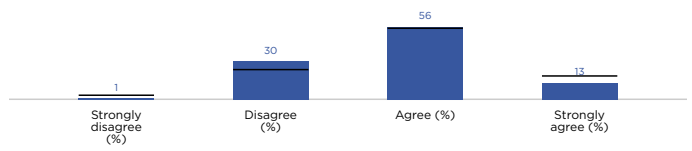
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.



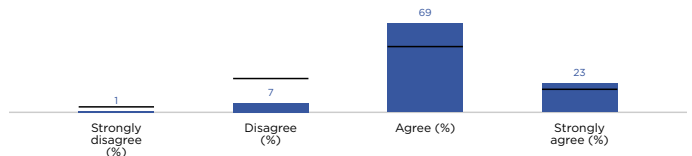
The curriculum at this school is focused on helping students get ready for college.



Teachers at this school help students plan for college outside of class time.



Most of the students in this school are planning to go to college.



Safety

Safety

Students feel safe both in and around the school building, and while they travel to and from home.

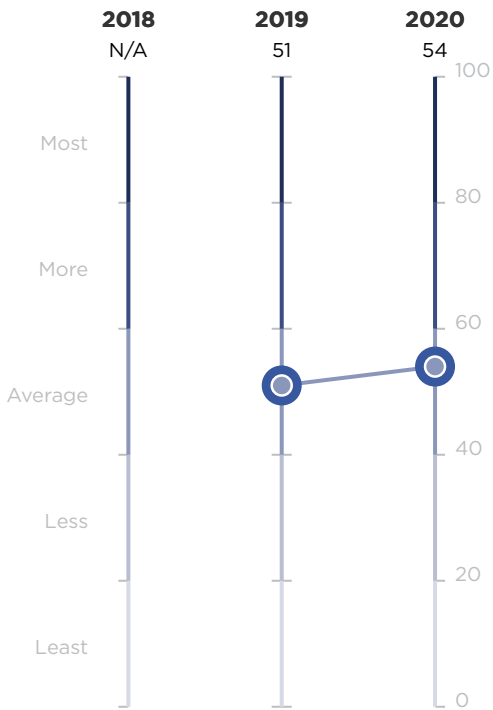
Essential

 Supportive Environment

Respondent

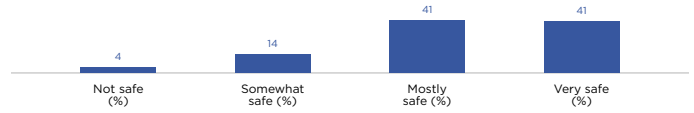
Student

Performance

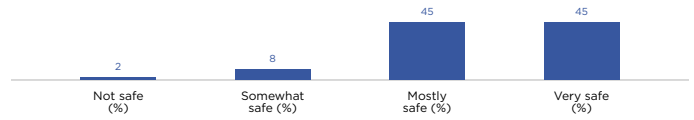


Students report how safe they feel:

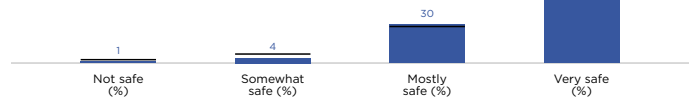
In the bathrooms of the school?



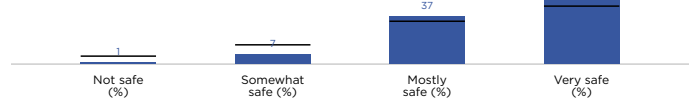
In the hallways of the school?



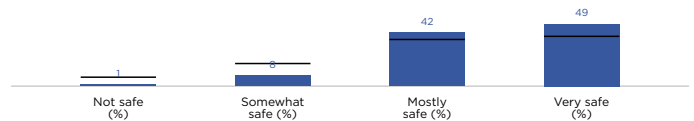
In your classes?



Traveling between home and school?



Outside around the school?




Academic Press

Academic Press

Teachers expect students to do their best and to meet academic demands.

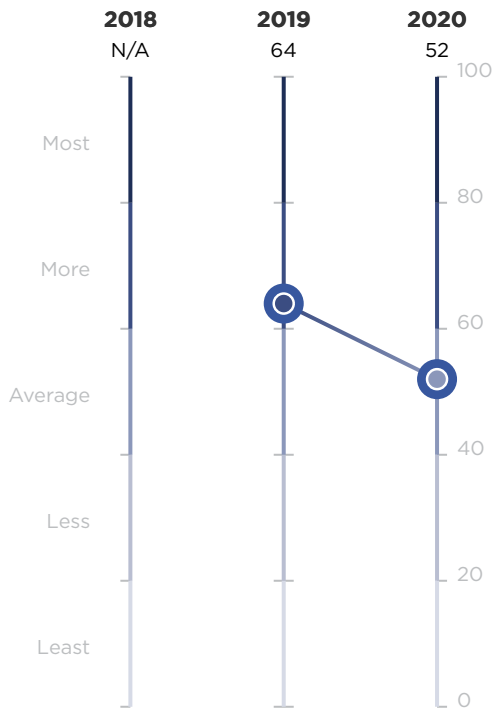
Essential

 Ambitious Instruction

Respondent

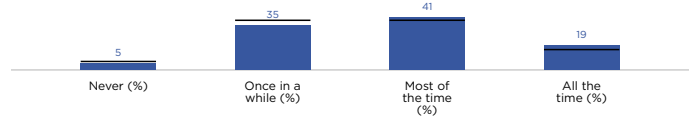
Student

Performance

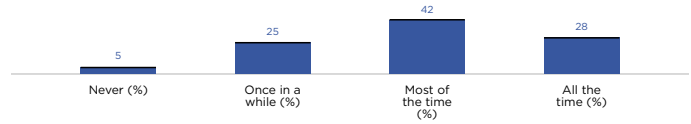


Students report the following about one specific class:

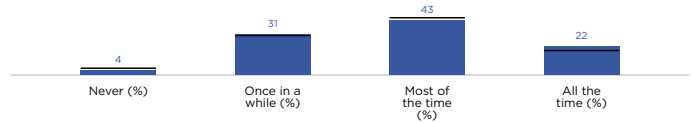
The teacher asks difficult questions in class



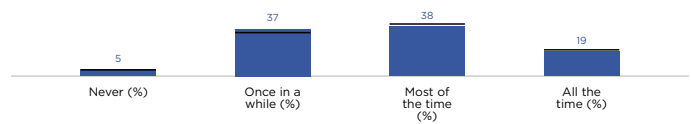
This class requires me to work hard to do well



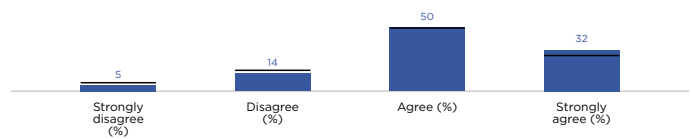
This class challenges me



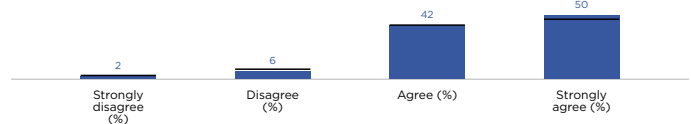
The teacher asks difficult questions on tests



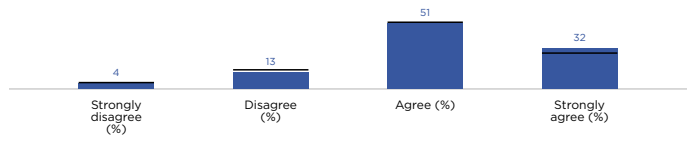
I really learn a lot in this class



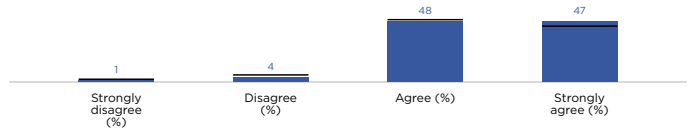
The teacher wants us to become better thinkers, not just memorize things



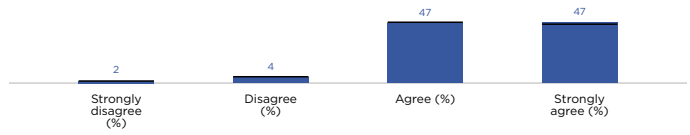
This class really makes me think.



The teacher expects everyone to work hard



The teacher expects me to do my best all the time




Collective Responsibility

Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

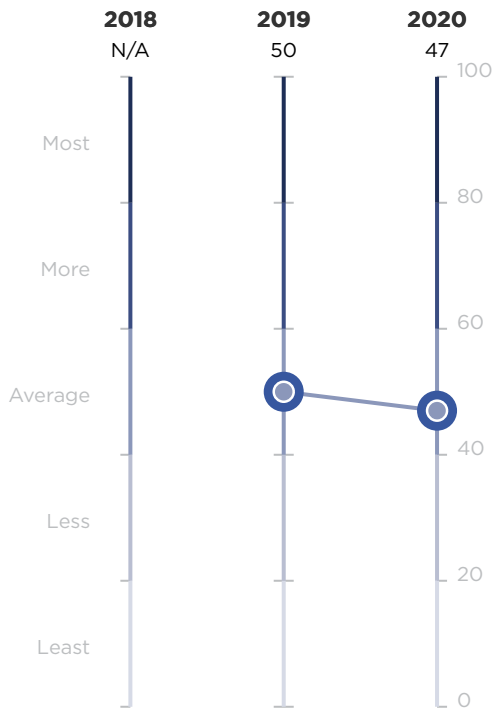
Essential

 Collaborative Teachers

Respondent

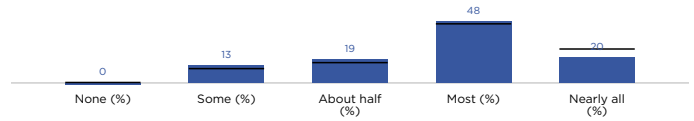
Teacher

Performance

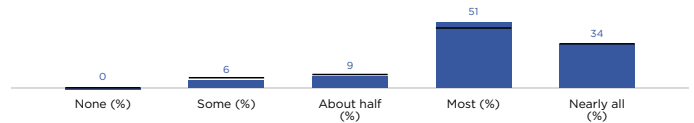


Teachers report that other teachers in the school:

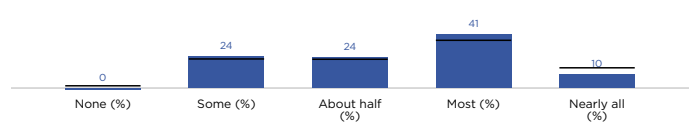
Feel responsible for helping students develop self-control.



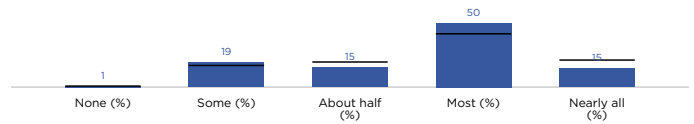
Feel responsible that all students learn.



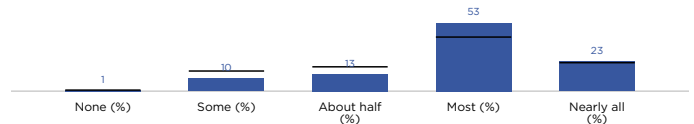
Feel responsible when students in this school fail.



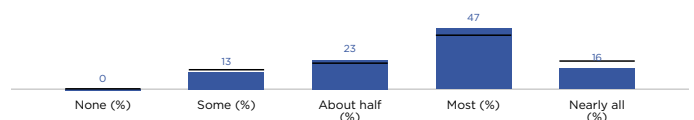
Help maintain discipline in the entire school, not just their classroom?



Feel responsible to help each other do their best.



Take responsibility for improving the school.




English Instruction

English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

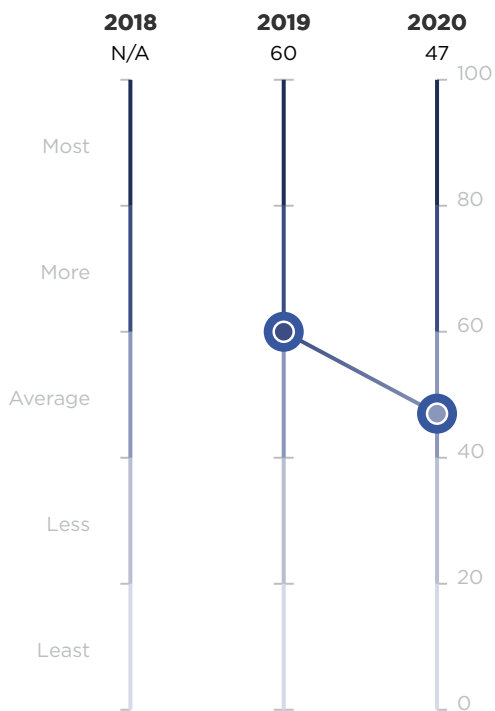
Essential

 Ambitious Instruction

Respondent

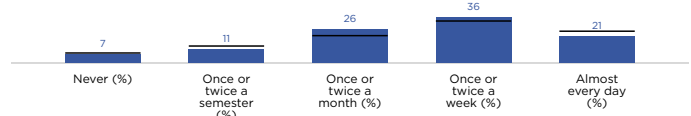
Student

Performance

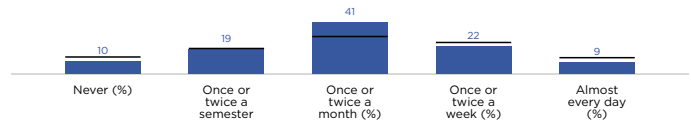


Students report doing the following in English class:

Discuss connections between a reading and real life people or situations.



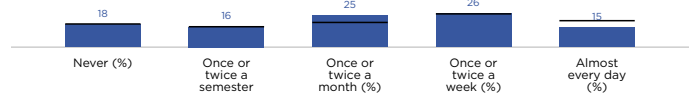
Rewrite a paper or essay in response to comments.



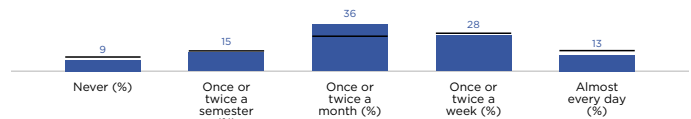
Discuss how culture, time, or place affects an author's writing.



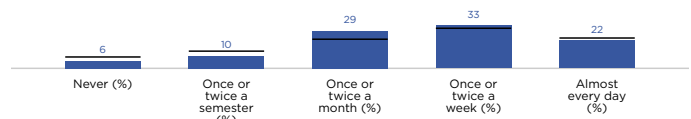
Debate the meaning of a reading.



Improve a piece of writing as a class or with partners.



Explain how writers use tools like symbolism and metaphor to communicate meaning.



School-Wide Future Orientation

School-Wide Future Orientation

The school engages all students in planning for life after graduation.

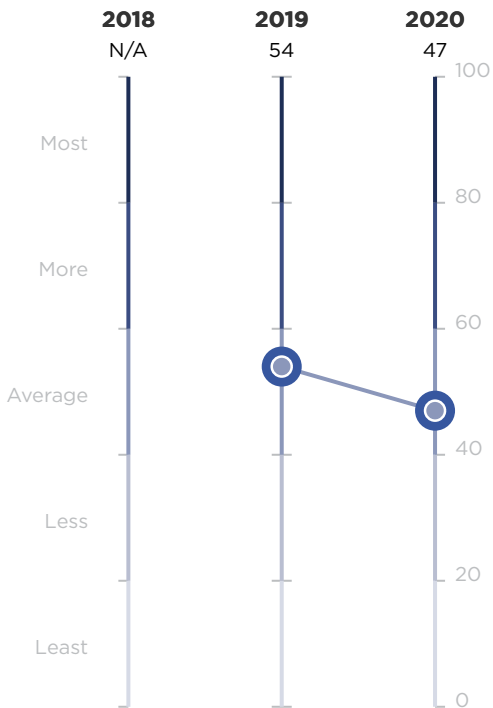
Essential

 Supportive Environment

Respondent

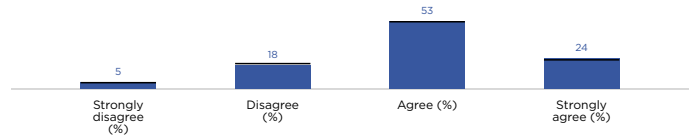
Student

Performance

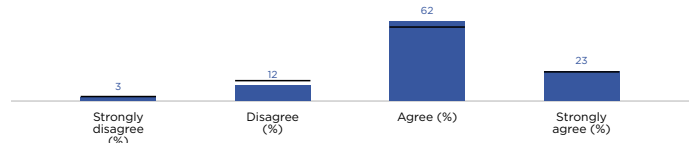


Students report that:

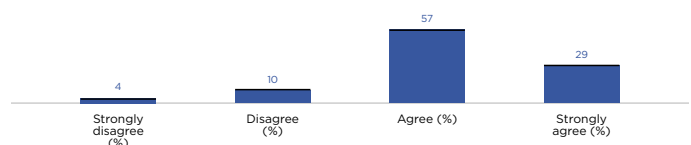
Teachers make sure that all students are planning for life after graduation.



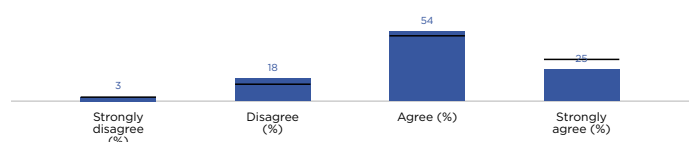
Teachers work hard to make sure that all students are learning.



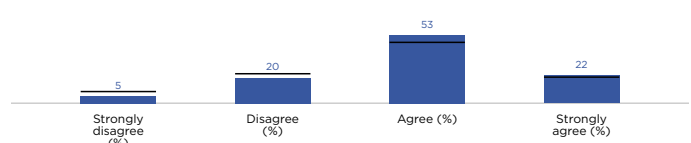
High school is seen as preparation for the future.



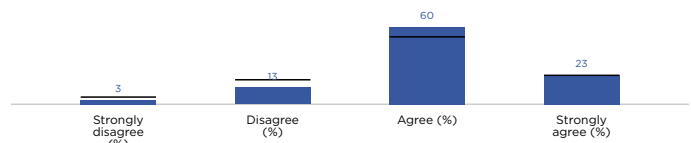
All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.



Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

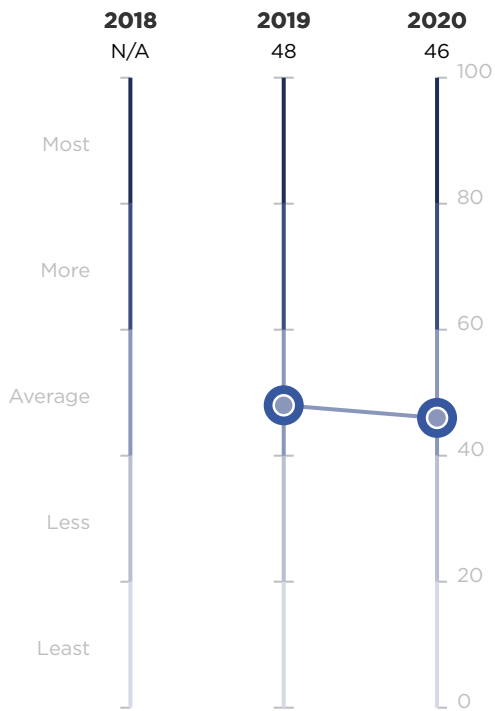
Essential



Respondent

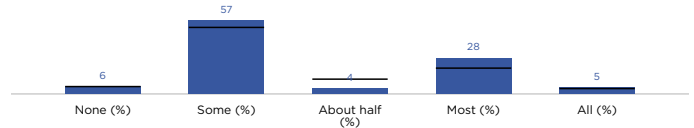
Teacher

Performance

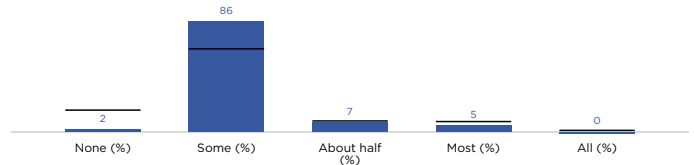


Teachers report that students' parents:

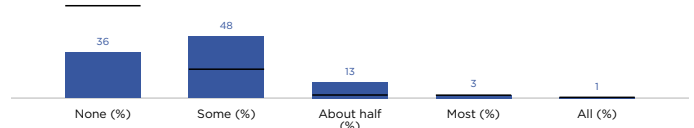
Responded to your suggestions for helping their child.



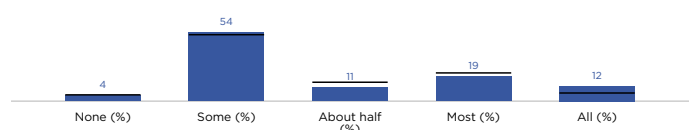
Contacted you about their child's performance.



Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Attended parent-teacher conferences when you requested them.

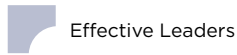


Teacher-Principal Trust

Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

Essential

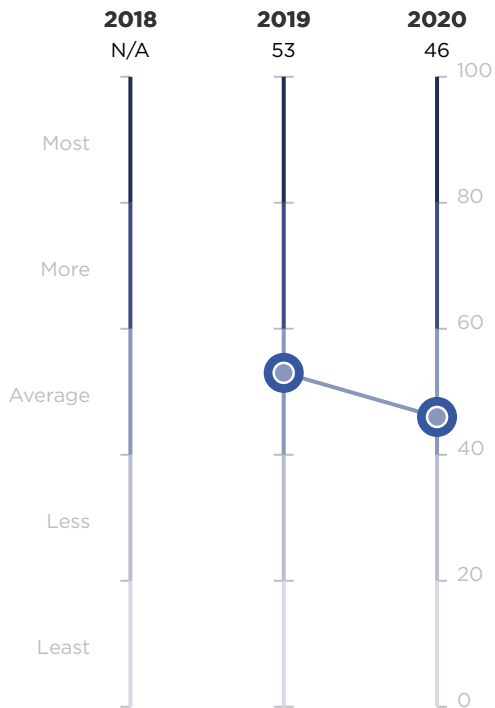


Effective Leaders

Respondent

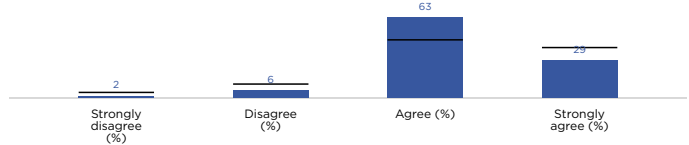
Teacher

Performance

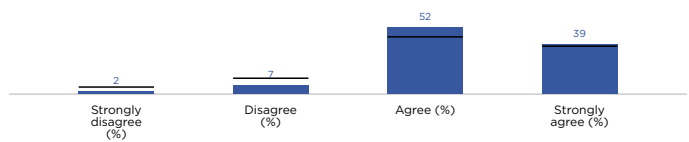


Teachers report the following:

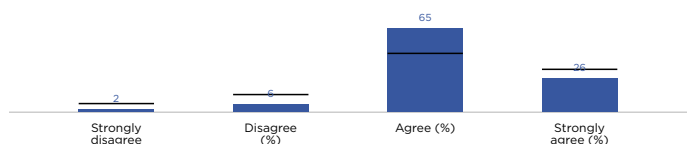
The principal places the needs of children ahead of personal and political interests.



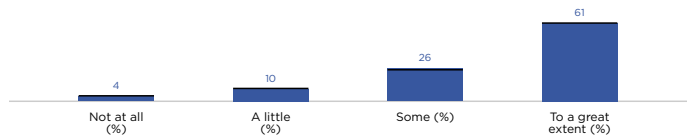
The principal looks out for the personal welfare of the faculty members.



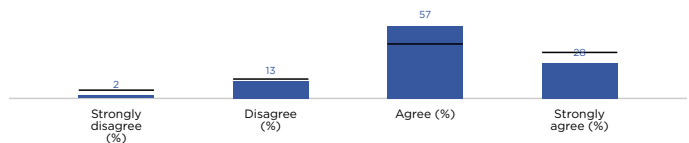
The principal at this school is an effective manager who makes the school run smoothly.



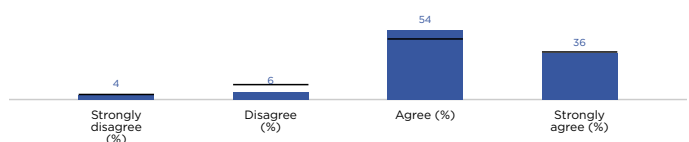
Teachers feel respected by the principal



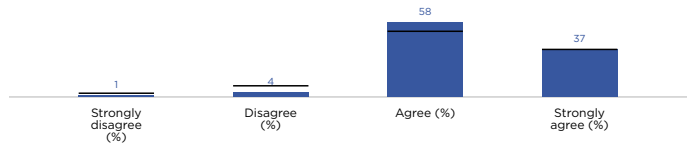
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



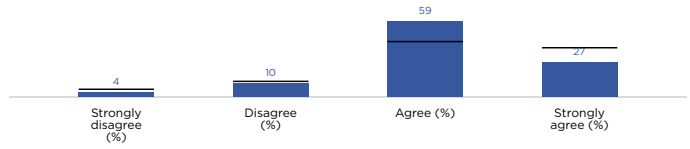
The principal takes a personal interest in the professional development of teachers.



The principal has confidence in the expertise of the teachers.



I trust the principal at his or her word.



Instructional Leadership

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

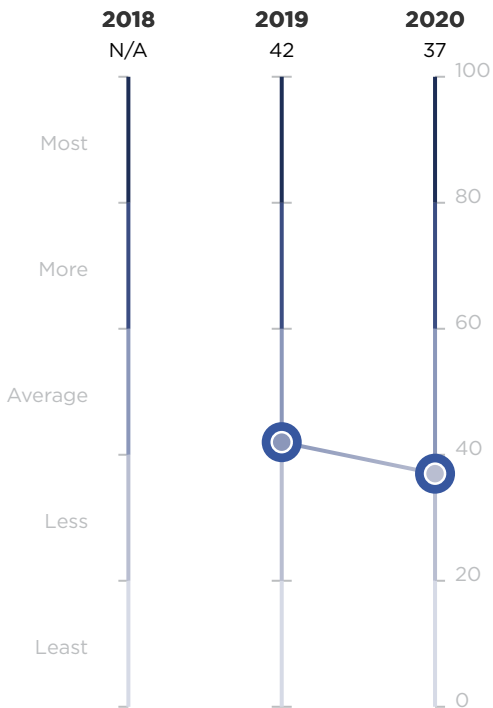
Essential



Respondent

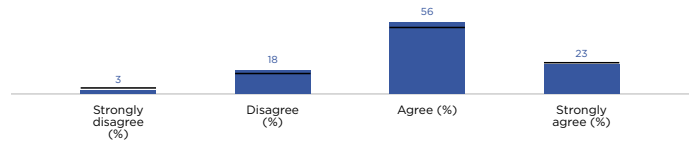
Teacher

Performance

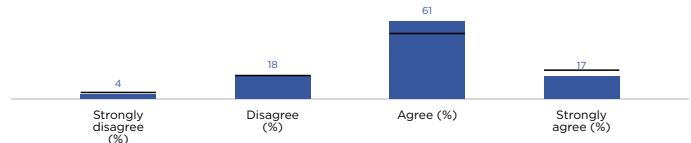


Teachers report that a member of the school leadership team:

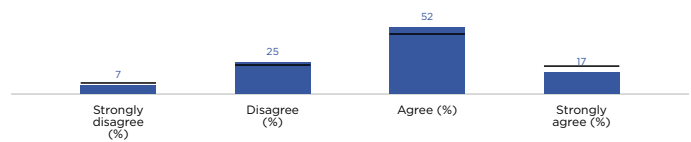
Has provided me with the support I need to improve my teaching.



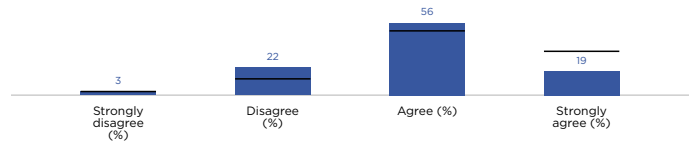
Provides me with useful feedback to improve my teaching.



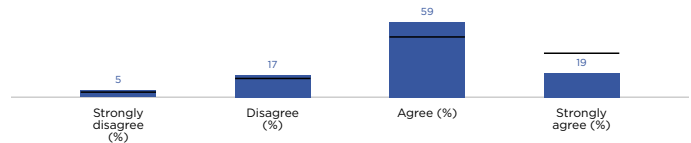
Knows what's going on in my classroom.



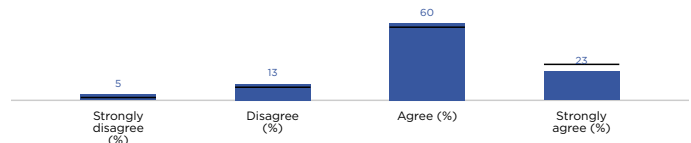
Presses teachers to implement what they have learned in professional development.



Communicates a clear vision for our school.



Makes clear to the staff the leadership's expectations for meeting instructional goals.



Program Coherence

Program Coherence

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

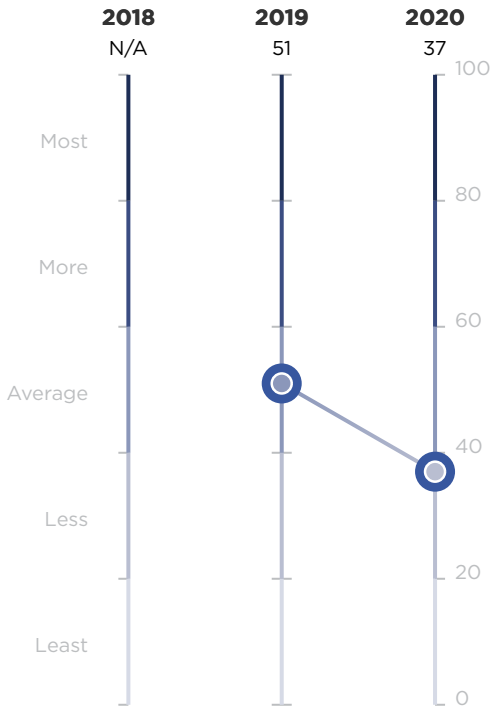
Essential

Effective Leaders

Respondent

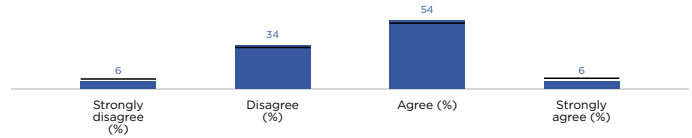
Teacher

Performance

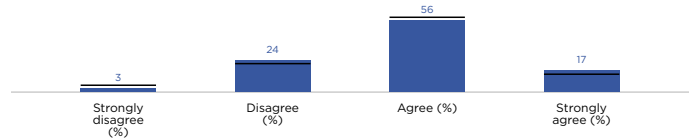


Teachers report the following:

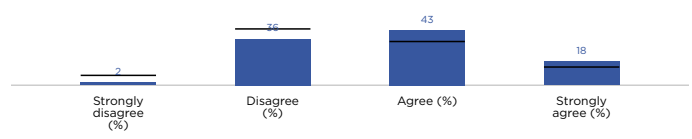
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.



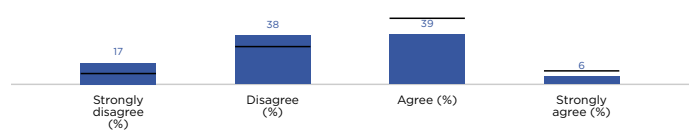
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



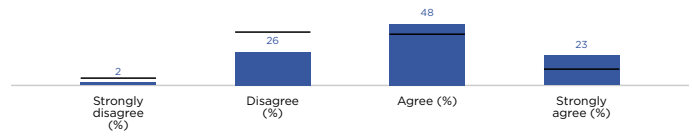
We have so many different programs in this school that I can't keep track of them all.



Once we start a new program in this school, we follow up to make sure that it's working.



Many special programs come and go at this school.




Math Instruction

Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

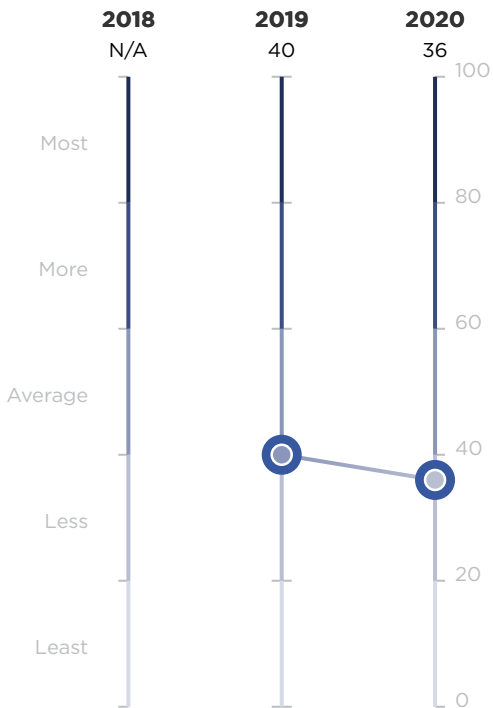
Essential

 Ambitious Instruction

Respondent

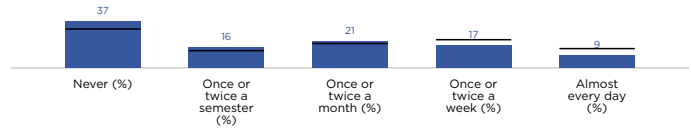
Student

Performance

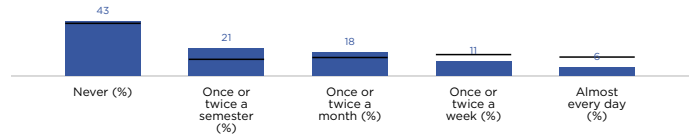


Students report that they do the following in math class:

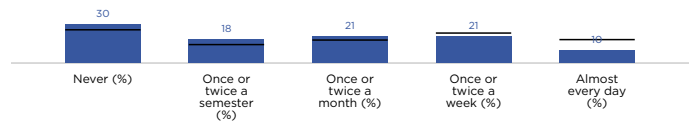
Write a few sentences to explain how you solved a math problem.



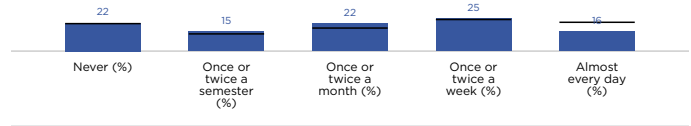
Write a math problem for other students to solve.



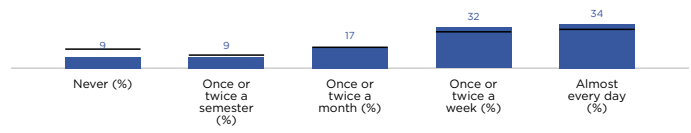
Solve a problem with multiple steps that takes more than 20 minutes.



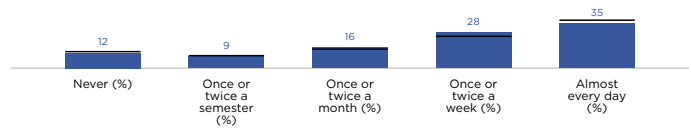
Apply math to situations in life outside of school.



Discuss possible solutions to problems with other students.



Explain how you solved a problem to the class.



Quality Professional Development

Quality Professional Development

Professional development is rigorous and focused on student learning.

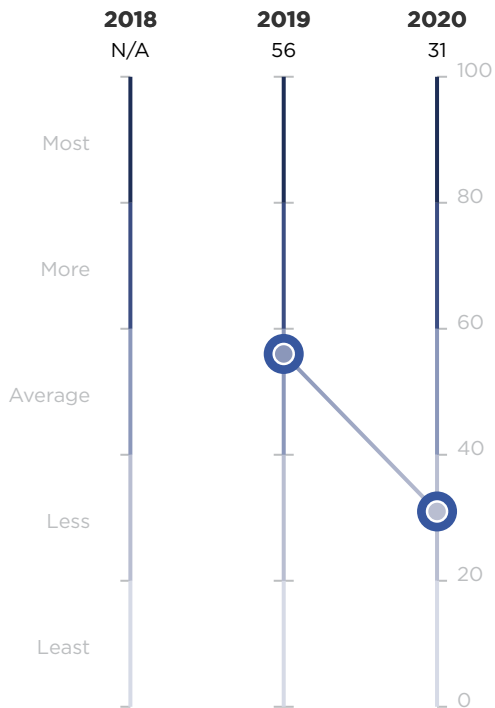
Essential

Collaborative Teachers

Respondent

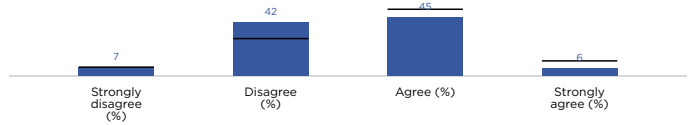
Teacher

Performance

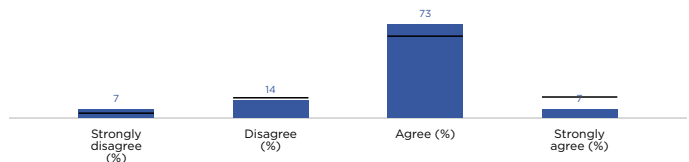


Teachers report that professional development this year has:

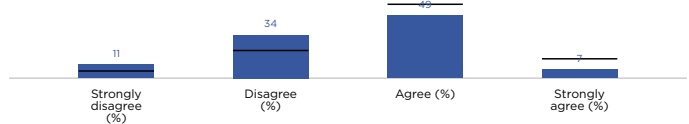
Included enough time to think carefully about, try, and evaluate new ideas.



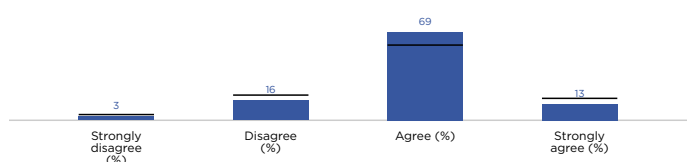
Been closely connected to my school's improvement plan.



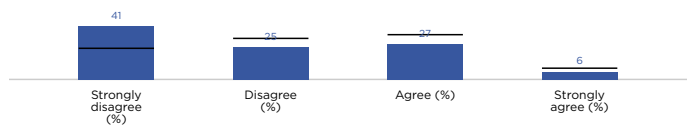
Been sustained and coherently focused, rather than short-term and unrelated.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.



Teacher Influence

Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

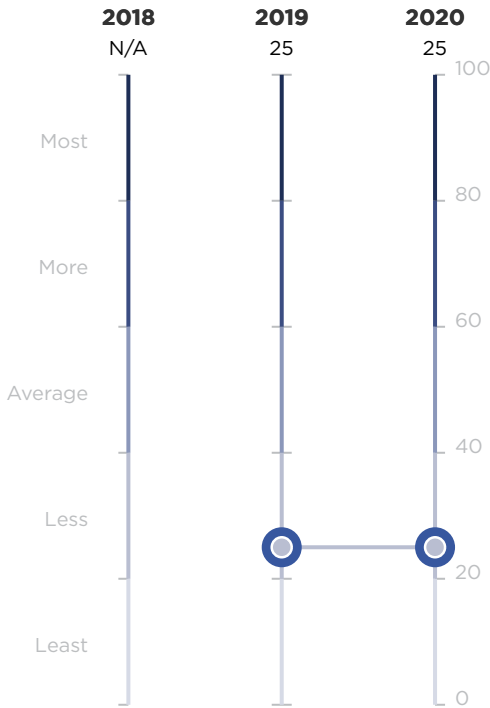
Essential

Effective Leaders

Respondent

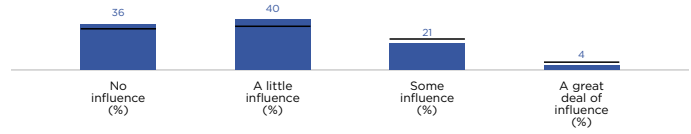
Teacher

Performance

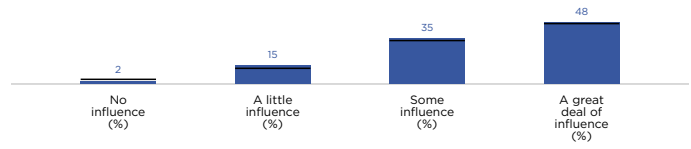


Teachers report having influence on:

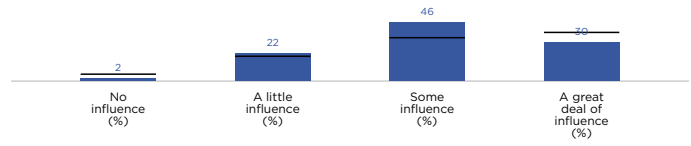
Planning how discretionary school funds should be used.



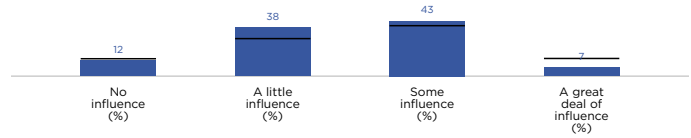
Establishing the curriculum and instructional program.



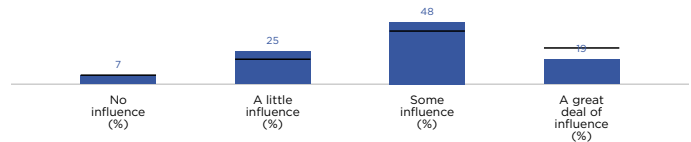
Determining which books and other instructional materials are used in classrooms.



Determining the content of in-service programs.



















Setting standards for student behavior.



All Supplemental Measures

How is Minooka CHSD 111 performing on all supplemental measures in 2020?

Page	Measure	Change	Performance	Essential	Respondent
32	Socialization of New Teachers	+ 0	99 Most	 Supplemental Measures	Teacher
33	Student Responsibility	+ 1	78 More	 Supplemental Measures	Teacher
34	Classroom Disruptions	- 1	75 More	 Supplemental Measures	Teacher
35	Student Peer Relationships	+ 1	74 More	 Supplemental Measures	Student
36	Human & Social Resources in the Community	- 5	66 More	 Supplemental Measures	Student
37	Teacher Safety	+ 0	64 More	 Supplemental Measures	Teacher
39	Inquiry-Based Science Instruction	- 5	60 More	 Supplemental Measures	Student
40	Course Clarity	- 2	54 Average	 Supplemental Measures	Student
41	School Safety	- 11	54 Average	 Supplemental Measures	Student
42	Academic Engagement	- 6	52 Average	 Supplemental Measures	Student
43	Academic Personalism	- 2	52 Average	 Supplemental Measures	Student
44	Rigorous Study Habits	- 2	52 Average	 Supplemental Measures	Student
45	Reflective Dialogue	- 8	41 Average	 Supplemental Measures	Teacher
46	Classroom Rigor	- 2	37 Less	 Supplemental Measures	Student
47	Innovation	- 4	37 Less	 Supplemental Measures	Teacher
48	Importance of High School for the Future	- 5	1 Least	 Supplemental Measures	Student

Socialization of New Teachers

Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

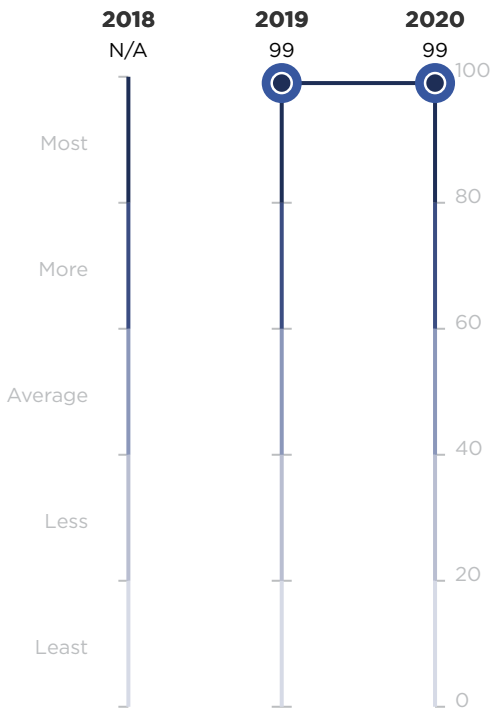
Essential

Supplemental Measures

Respondent

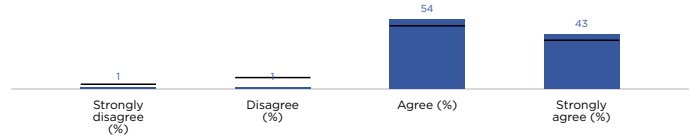
Teacher

Performance

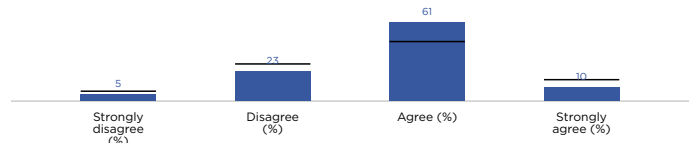


Teachers report the following:

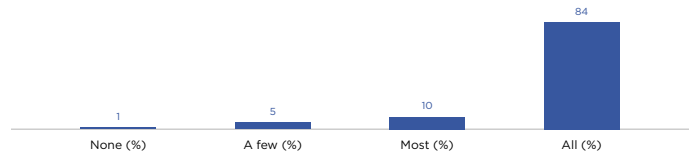
A conscious effort is made by faculty to make new teachers feel welcome here.



Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Student Responsibility

Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

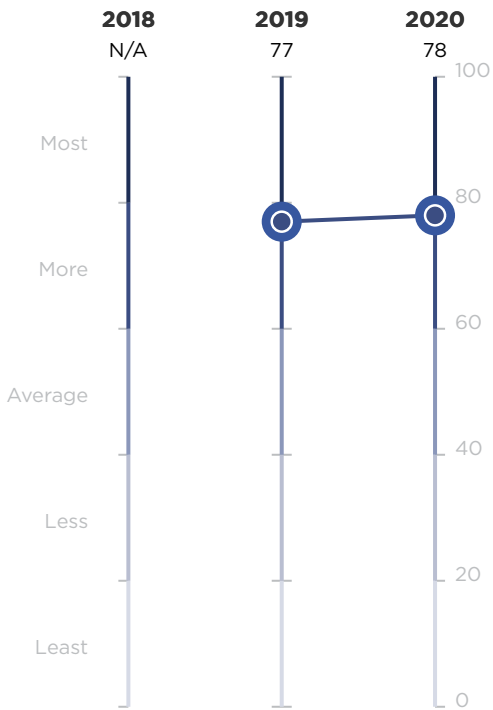
Essential

Supplemental Measures

Respondent

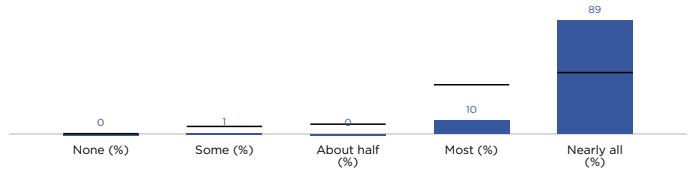
Teacher

Performance

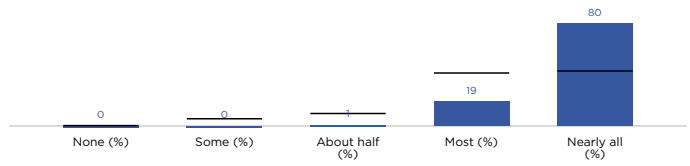


Teachers report that their students:

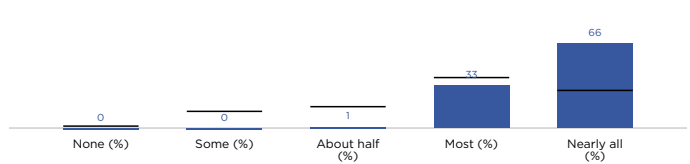
Come to class on time?



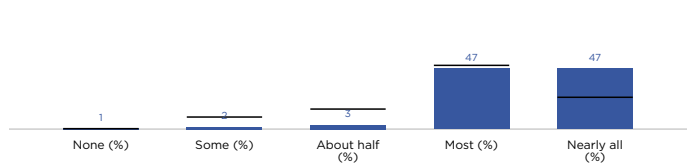
Attend class regularly?



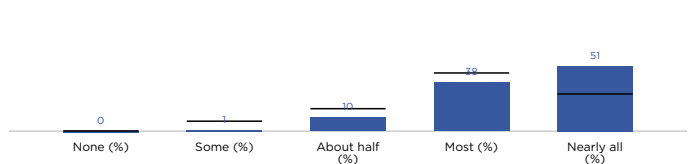
Come to class prepared with the appropriate supplies and books?



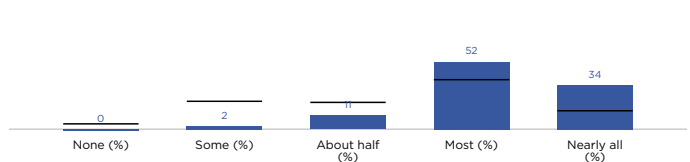
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Classroom Disruptions

This component does not have an overview yet.

You should use HTML in this field!

- A point
- Another point

Please replace me!

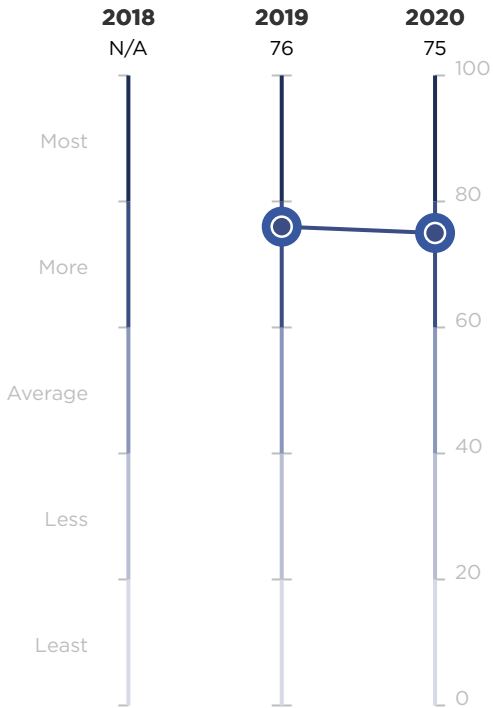
Essential

Supplemental Measures

Respondent

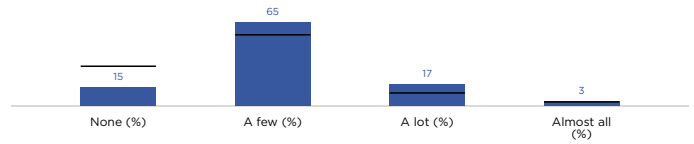
Teacher

Performance

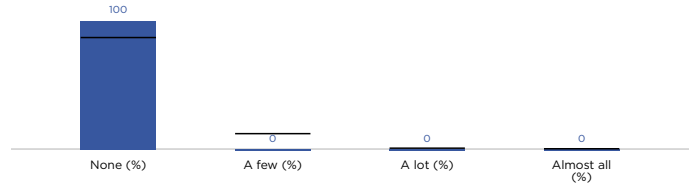


Teachers report that students in their classrooms:

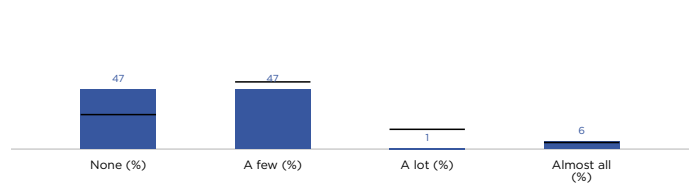
Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



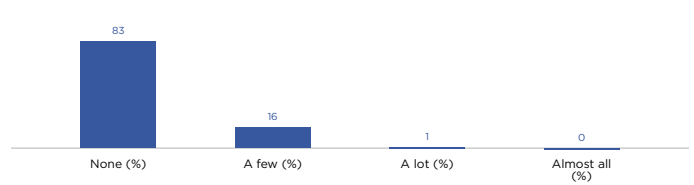
Threaten you verbally?



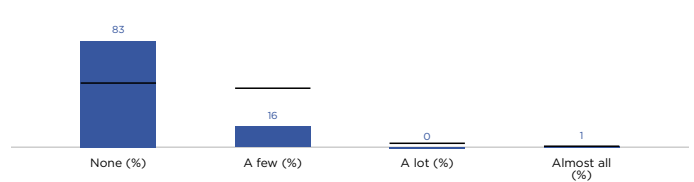
Use inappropriate language during class?



Create serious behavior problems in your class?



Refuse to respond when addressed?



Student Peer Relationships

Student Peer Relationships

Students treat each other with respect, work well together, and help each other learn.

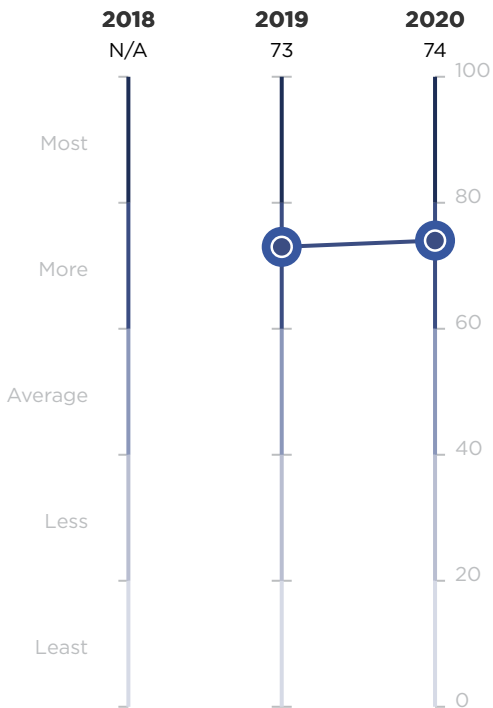
Essential

Supplemental Measures

Respondent

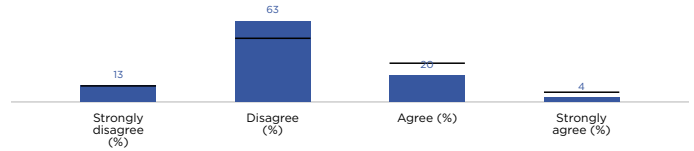
Student

Performance

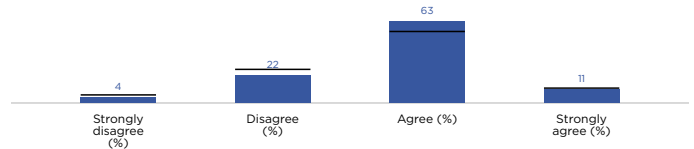


Students report that their school peers:

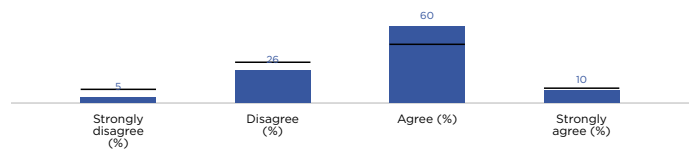
Don't get along together very well.



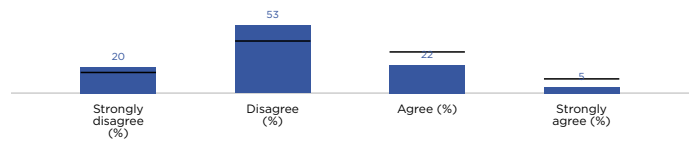
Help each other learn.



Treat each other with respect.



Like to put others down.



Human & Social Resources in the Community

Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

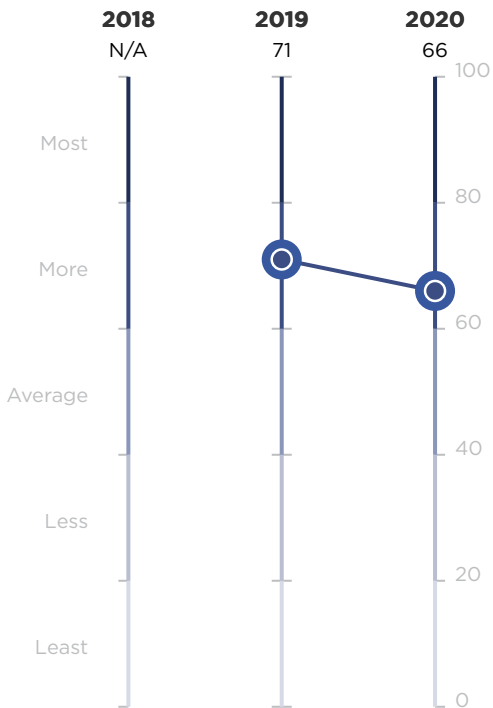
Essential

Supplemental Measures

Respondent

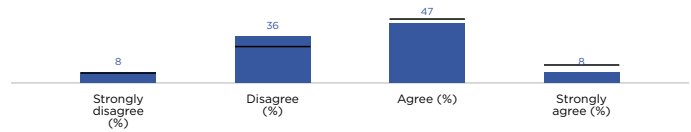
Student

Performance

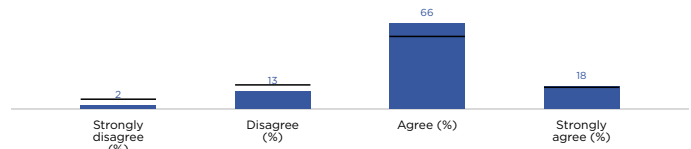


Students report the following about their community:

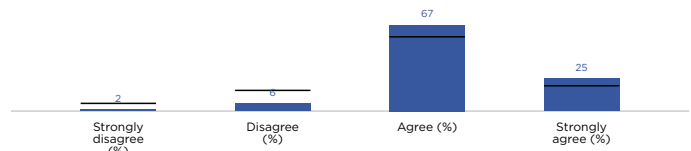
Adults in this neighborhood know who the local children are.



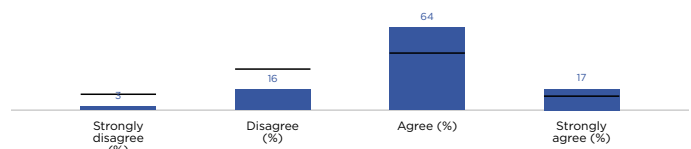
There are adults in this neighborhood that children can look up to.



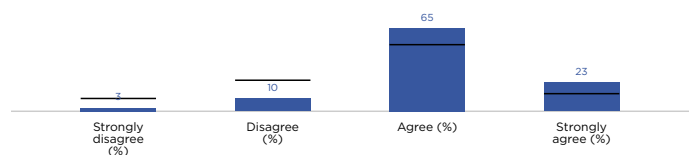
During the day, it is safe for children to play in the local park or playground.



People in this neighborhood can be trusted.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Teacher Safety

Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

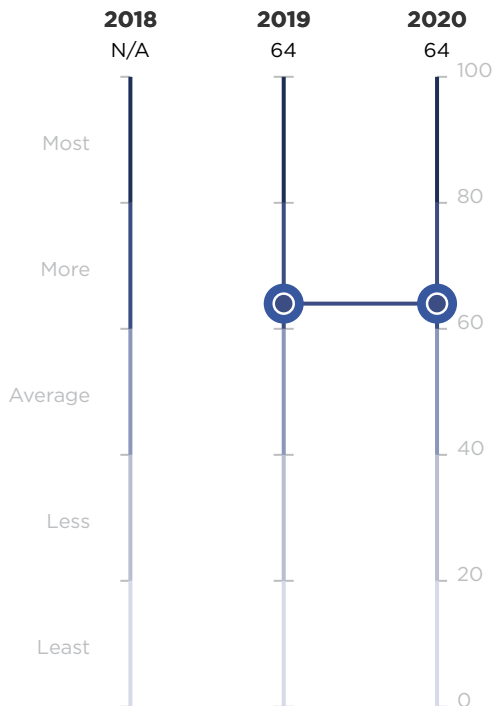
Essential

Supplemental Measures

Respondent

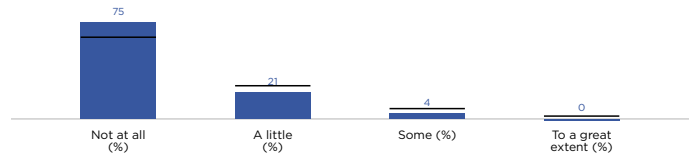
Teacher

Performance

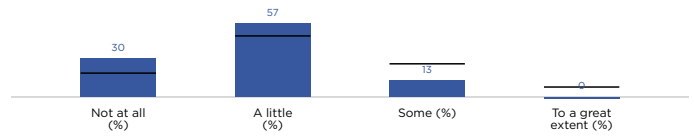


Teachers report how much each of the following is a problem:

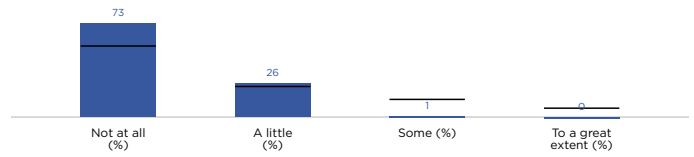
Threats of violence toward teachers



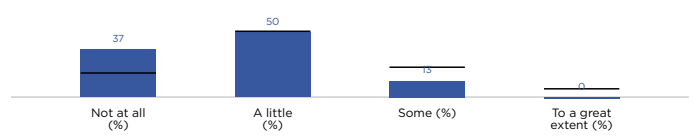
Disorder in classrooms



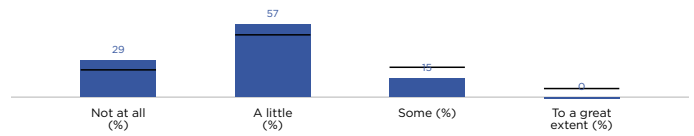
Gang activity



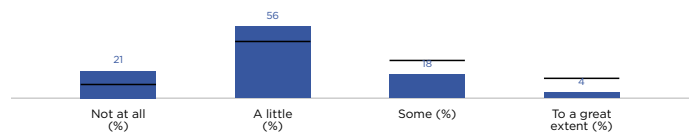
Robbery or theft



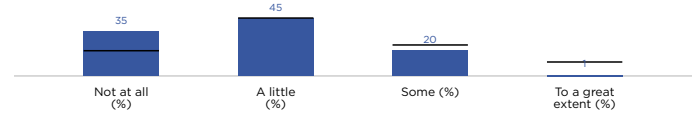
Physical conflicts among students



Student disrespect of teachers



Disorder in hallways



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction

Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

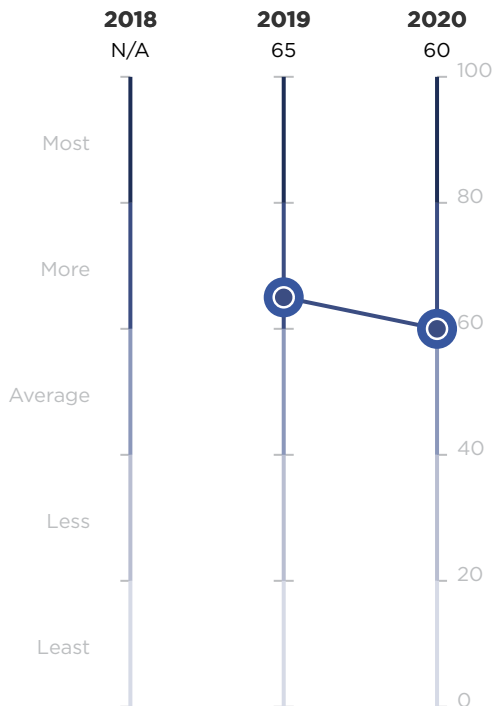
Essential

Supplemental Measures

Respondent

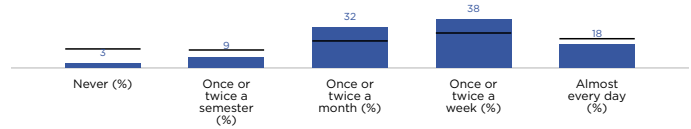
Student

Performance

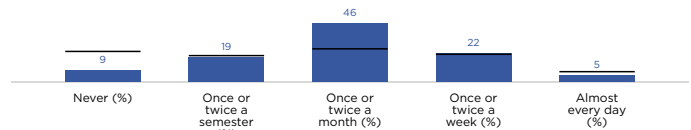


Students report doing the following in science class:

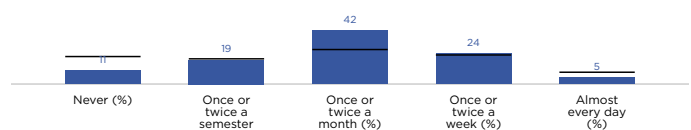
Find information from graphs and tables.



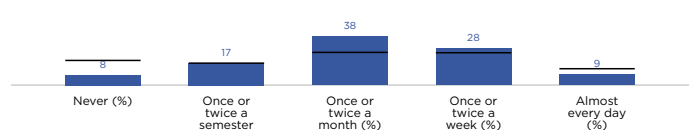
Use laboratory equipment or specimens.



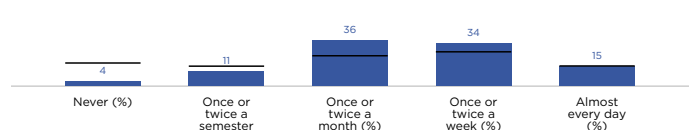
Write lab reports.



Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Course Clarity

Course Clarity

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

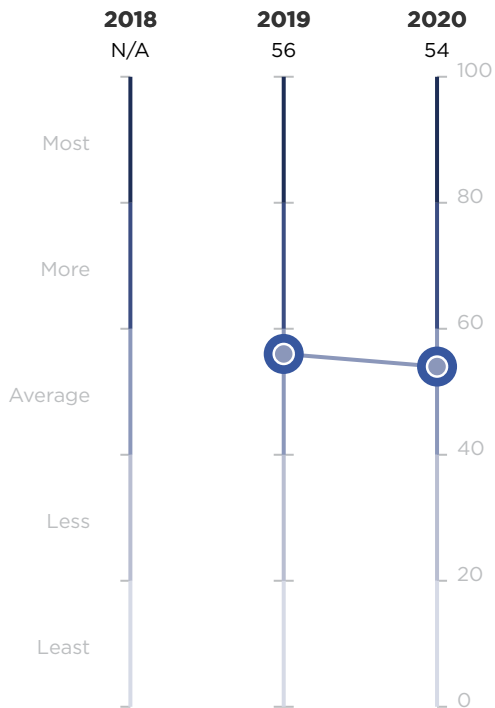
Essential

Supplemental Measures

Respondent

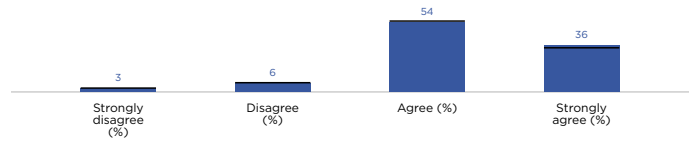
Student

Performance

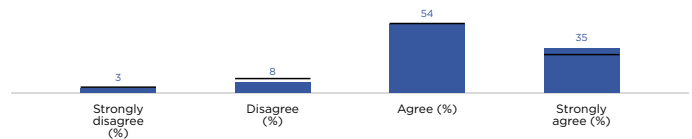


Students report the following about one specific class:

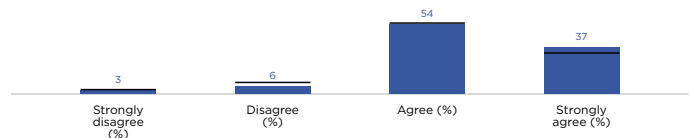
It's clear to me what I need to do to get a good grade.



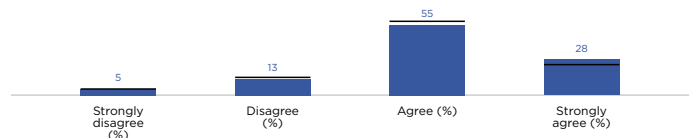
The work we do in class is good preparation for the test.



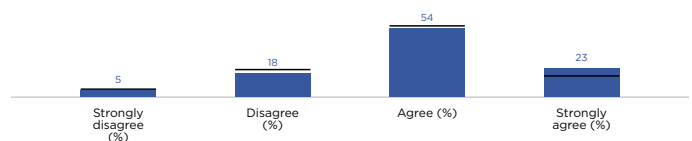
I know what my teacher wants me to learn in this class.



The homework assignments help me to learn the course material.



I learn a lot from feedback on my work.



School Safety

School Safety

Students encounter very little crime, violence, or bullying at school.

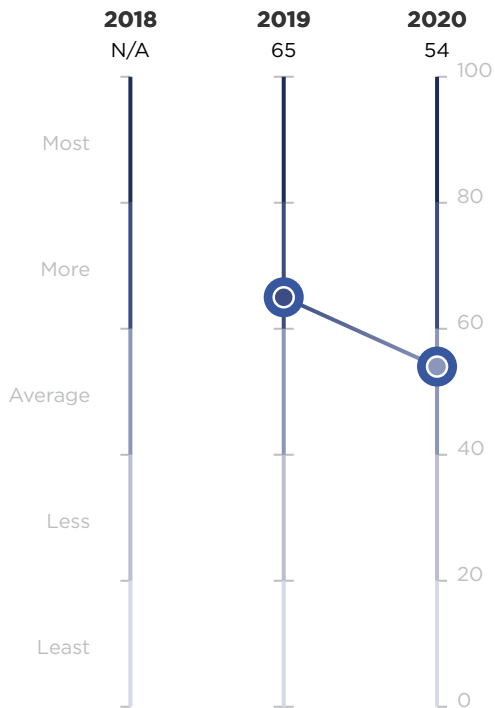
Essential

Supplemental Measures

Respondent

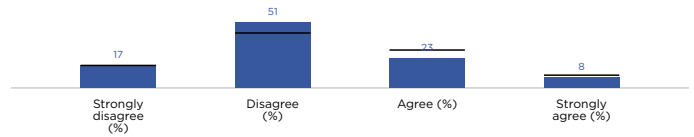
Student

Performance

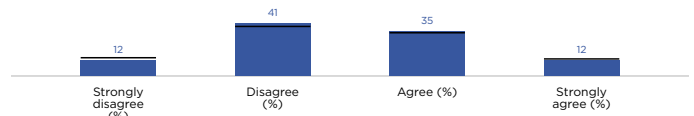


Students report that:

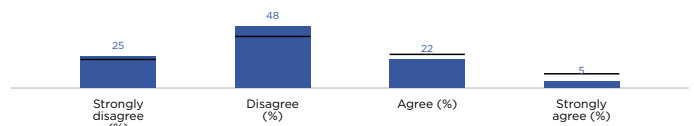
Students at this school are often threatened or bullied.



Students at this school are often teased or picked on.



I worry about crime and violence in this school.



Academic Engagement

Academic Engagement

Students are interested and engaged in learning.

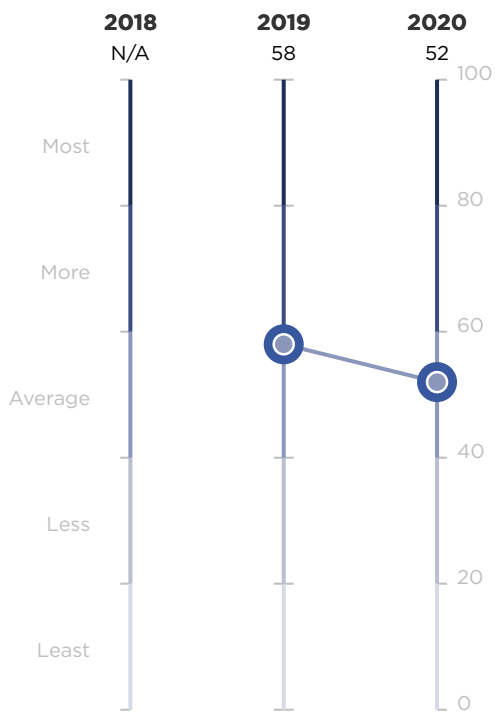
Essential

Supplemental Measures

Respondent

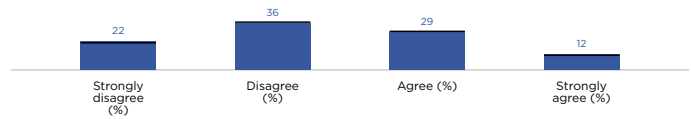
Student

Performance

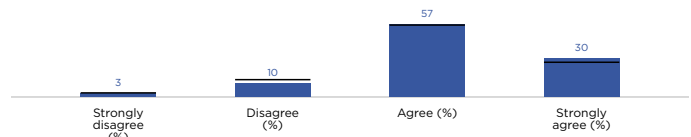


Students report:

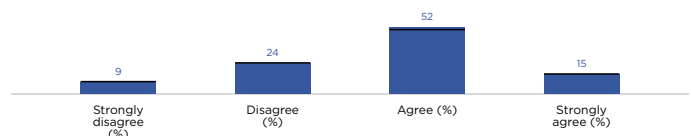
Sometimes I get so interested in my work I don't want to stop.



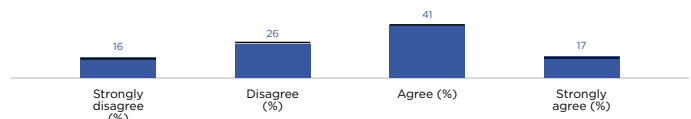
I work hard to do my best in this class.



The topics we are studying are interesting and challenging.



I usually look forward to this class.



Academic Personalism

Academic Personalism

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

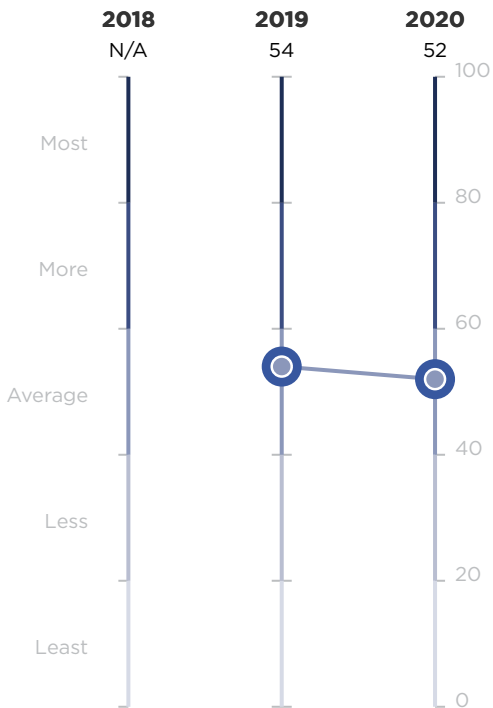
Essential

Supplemental Measures

Respondent

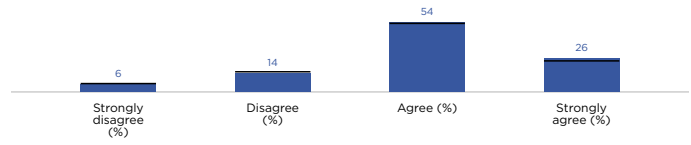
Student

Performance

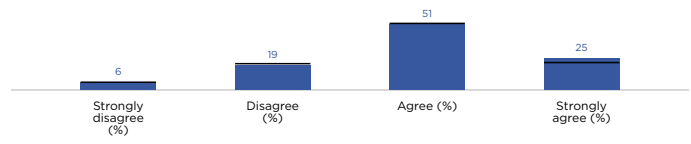


Students report that their teacher:

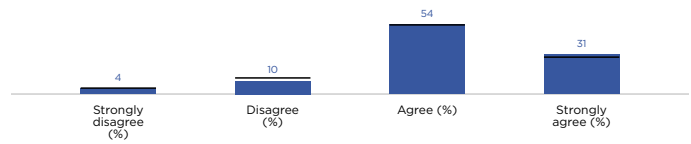
Helps me catch up if I am behind.



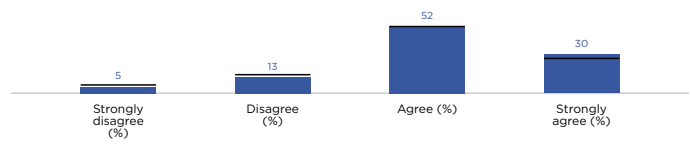
Notifies if I have trouble learning something.



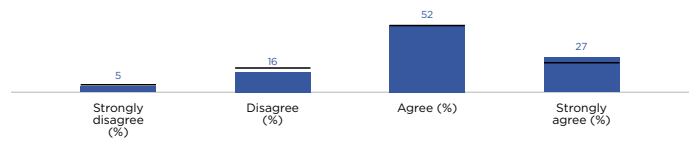
Is willing to give extra help on schoolwork if I need it.



Explains things in a different way if I don't understand something in class.



Gives me specific suggestions about how I can improve my work in this class.



Rigorous Study Habits

Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

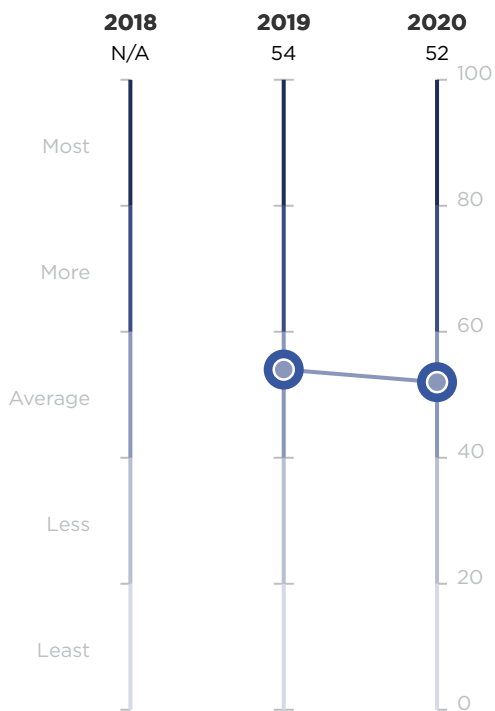
Essential

Supplemental Measures

Respondent

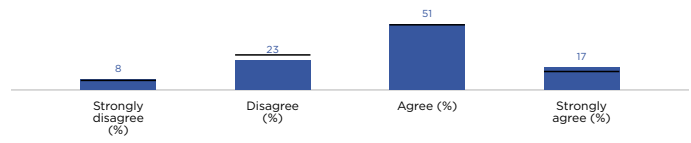
Student

Performance

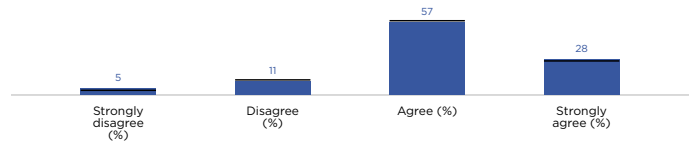


Students report that:

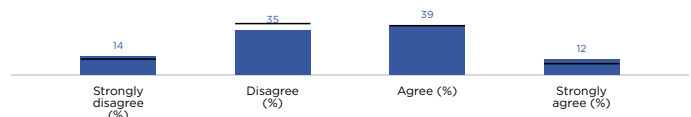
I set aside time to do my homework and study.



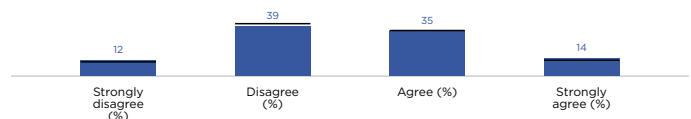
I try to do well on my schoolwork even when it isn't interesting to me.



I always study for tests.



If I need to study, I don't go out with my friends.



Reflective Dialogue

Reflective Dialogue

Teachers frequently talk with each other about curriculum, instruction, and student learning.

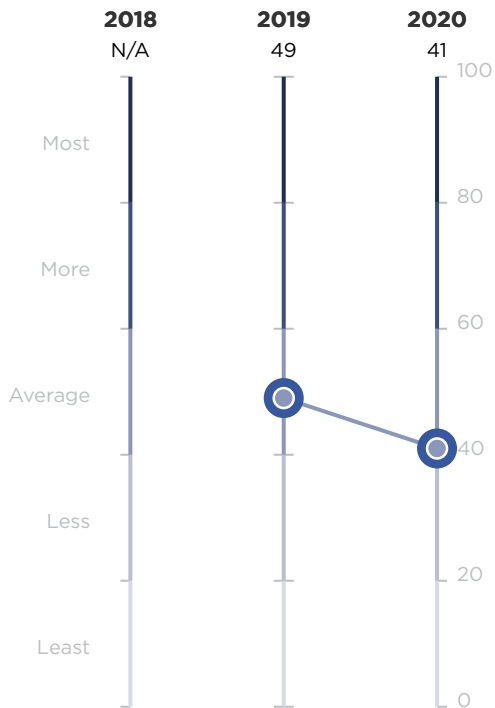
Essential

Supplemental Measures

Respondent

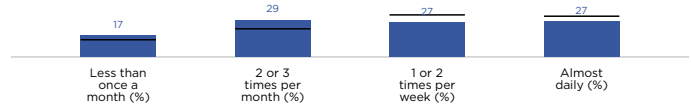
Teacher

Performance

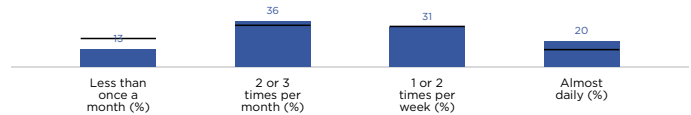


Teachers report having conversations with colleagues about:

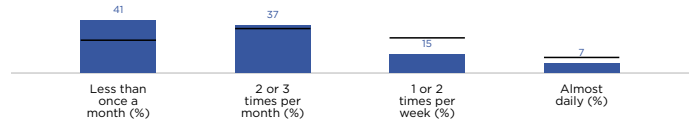
Managing classroom behavior



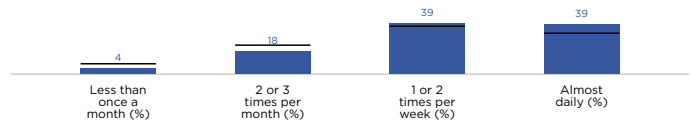
The development of new curriculum



The goals of this school



What helps students learn the best



Student work



Instruction in the teachers' lounge, faculty meetings, etc.



Classroom Rigor

Classroom Rigor

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

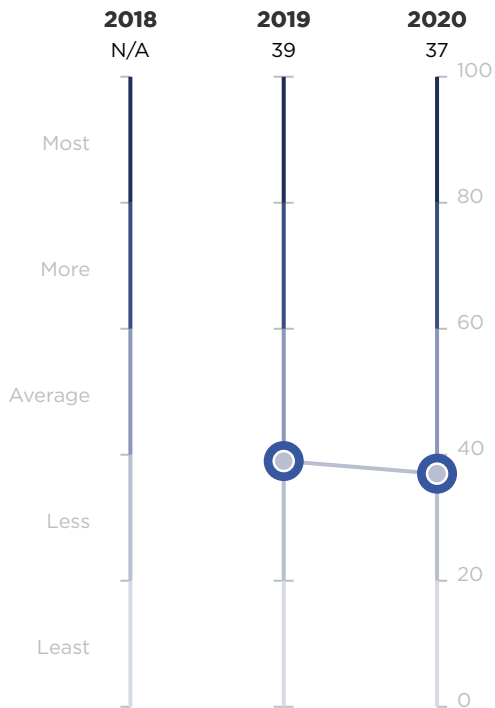
Essential

Supplemental Measures

Respondent

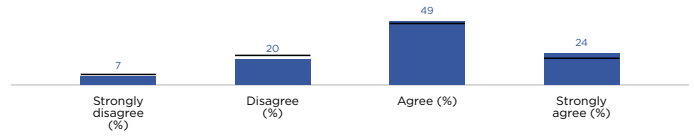
Student

Performance

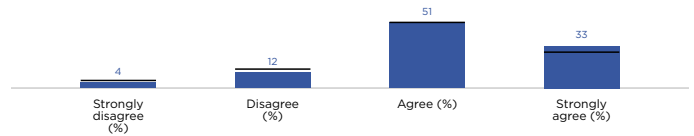


Students report that the teacher in their target class:

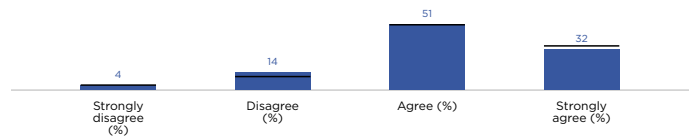
Often connects what I am learning to life outside of the classroom.



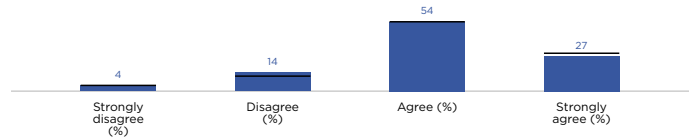
Encourages students to share their ideas about things we are studying in class.



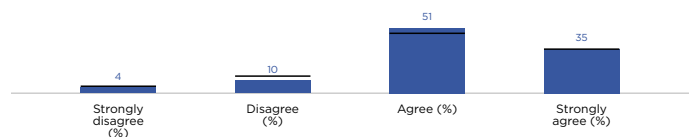
Often requires me to explain my answers.



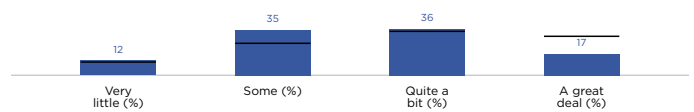
Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Innovation

Innovation

Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

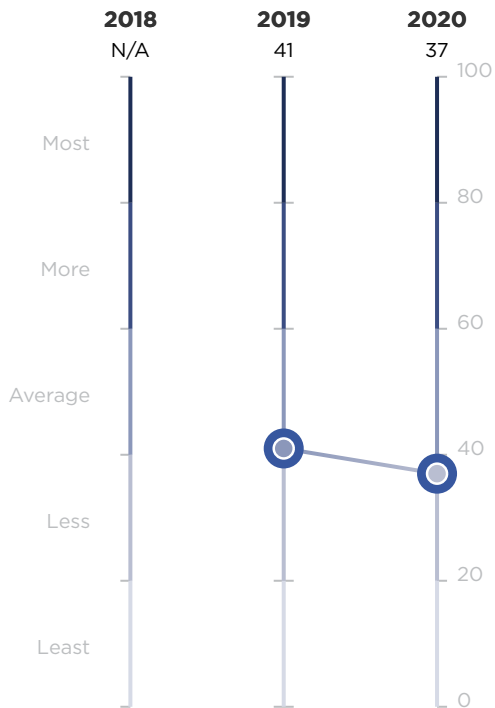
Essential

Supplemental Measures

Respondent

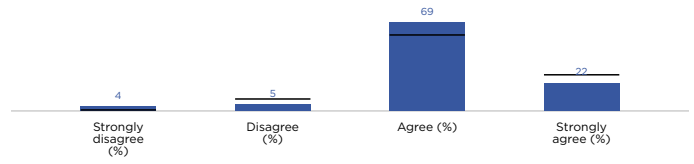
Teacher

Performance

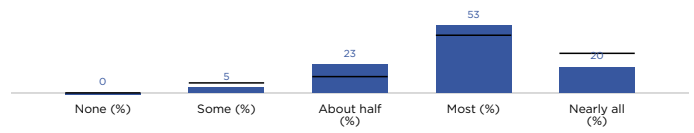


Teachers report that:

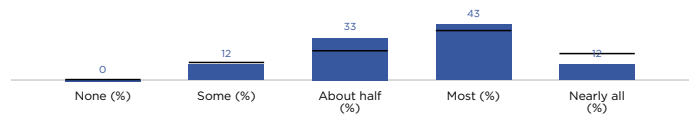
Teachers are continually learning and seeking new ideas.



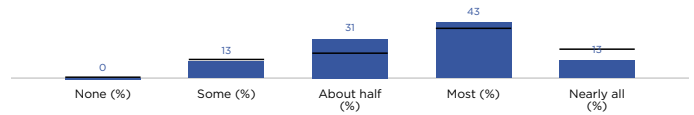
Teachers are really trying to improve their teaching.



Teachers are eager to try new ideas.



Teachers are willing to take risks to make the school better.



Importance of High School for the Future

Importance of High School for the Future

Students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

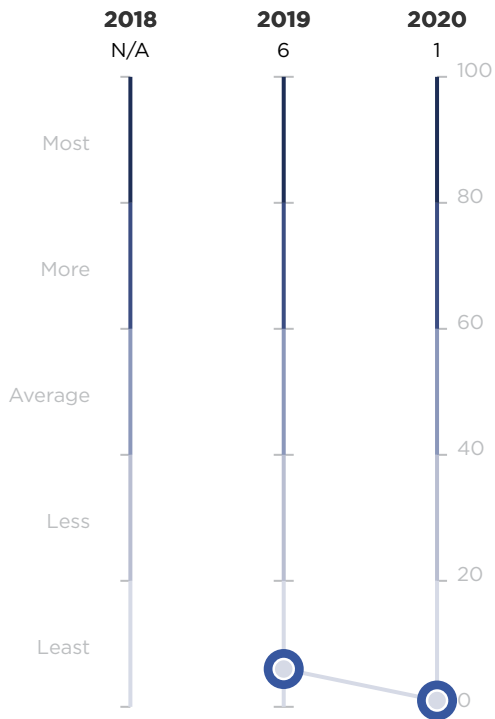
Essential

Supplemental Measures

Respondent

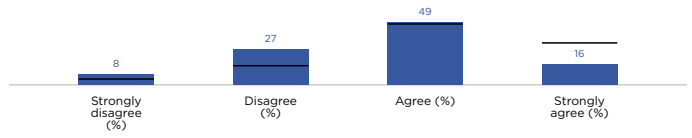
Student

Performance

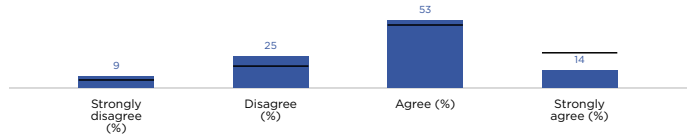


Students report:

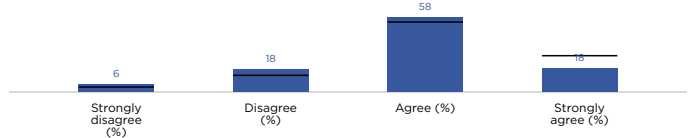
What we learn in class is necessary for success in the future.



My classes give me useful preparation for what I plan to do in life.



High school teaches me valuable skills.



Working hard in high school matters for success in the workforce.

