

Churchill Elem School

2024 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

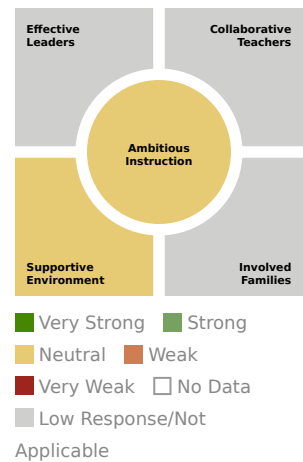
References:

(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)

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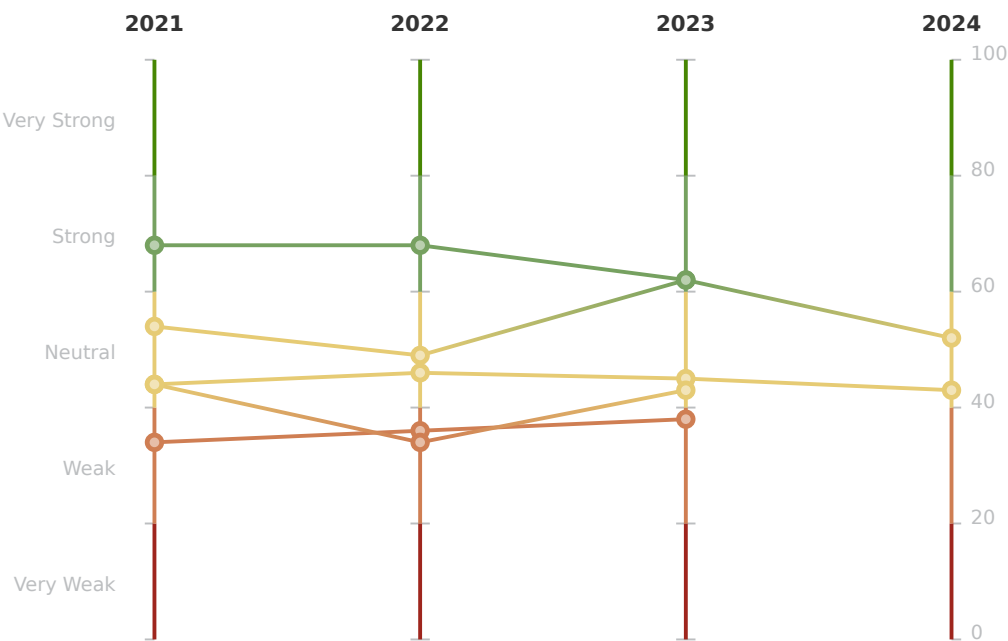
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Overall, Churchill Elem School is **moderately organized** for improvement.



The 5Essentials

How is Churchill Elem School performing on each of the 5Essentials in 2024?



Essentials	Performance Across Years				
	2021	2022	2023	2024	
Supportive Environment	68	68	62	52	Neutral
Ambitious Instruction	44	46	45	43	Neutral
Collaborative Teachers	44	34	43	N/A	Low Resp Or N/A
Effective Leaders	34	36	38	N/A	Low Resp Or N/A
Involved Families	54	49	62	N/A	Low Resp Or N/A

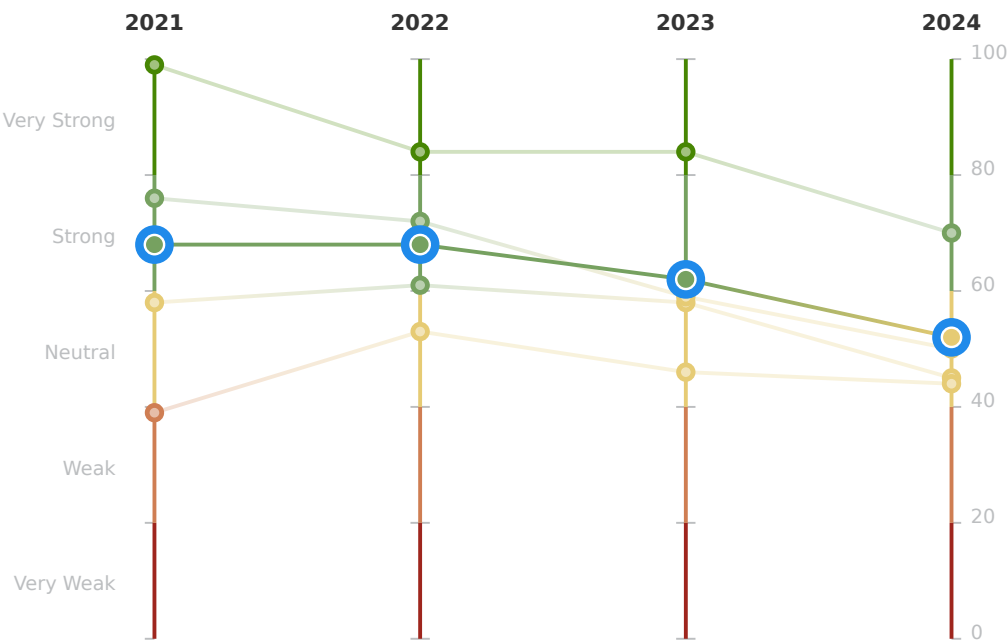
Supportive Environment

How is Churchill Elem School 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,
- all students value hard work, and
- teachers push all students toward high academic performance.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2021	2022	2023	2024	
Peer Support for Academic Work	99	84	84	70	Student
Student-Teacher Trust	76	72	59	50	Student
Academic Personalism	58	61	58	45	Student
Safety	39	53	46	44	Student

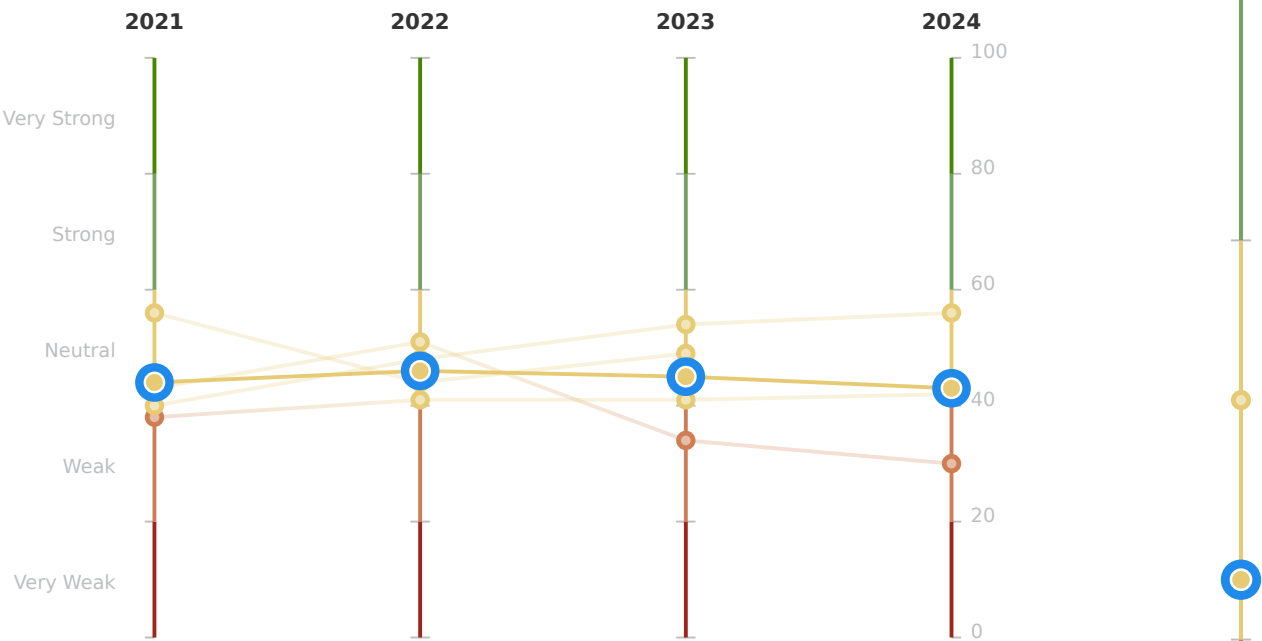
Ambitious Instruction

How is Churchill Elem School 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
	2021	2022	2023	2024	
Math Instruction	40	48	54	56	Student
English Instruction	38	41	41	42	Student
Academic Press	43	51	34	30	Student
Quality of Student Discussion	56	44	49	N/A	Teacher

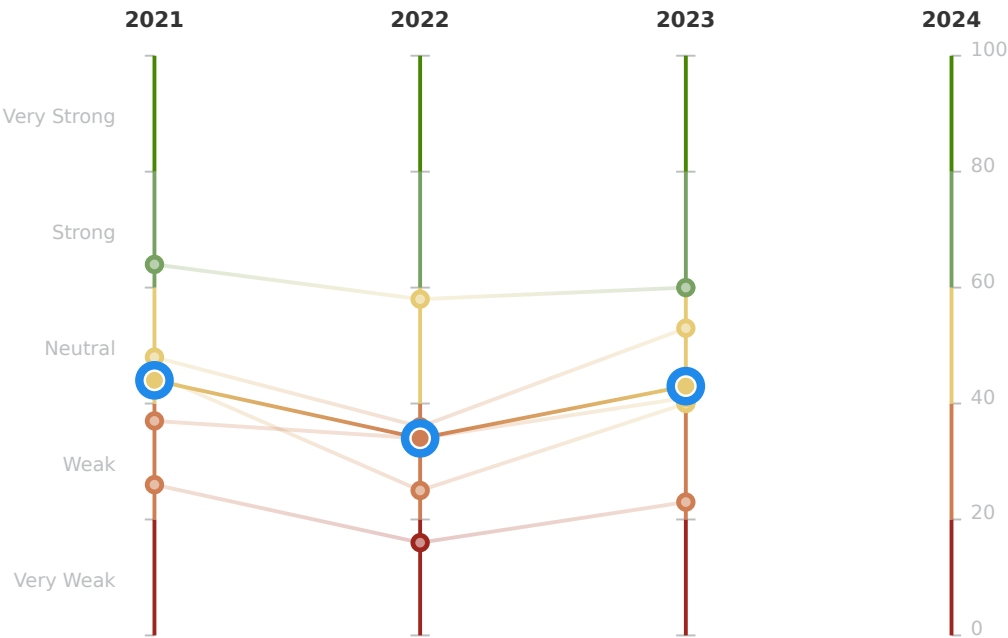
Collaborative Teachers

How is Churchill Elem School 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
	2021	2022	2023	2024	
Collaborative Practices	48	36	53	N/A	Teacher
Collective Responsibility	45	25	40	N/A	Teacher
Quality Professional Development	37	34	41	N/A	Teacher
School Commitment	26	16	23	N/A	Teacher
Teacher-Teacher Trust	64	58	60	N/A	Teacher

Effective Leaders

How is Churchill Elem School 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



Involved Families

How is Churchill Elem School 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



All 5Essentials Measures

How is Churchill Elem School performing on all 5Essentials measures in 2024?

Page	Measure	Change	Performance		Essential	Respondent
9	Peer Support for Academic Work	- 14	70 Strong		Supportive Environment	Student
10	Math Instruction	+ 2	56 Neutral		Ambitious Instruction	Student
11	Student-Teacher Trust	- 9	50 Neutral		Supportive Environment	Student
12	Academic Personalism	- 13	45 Neutral		Supportive Environment	Student
13	Safety	- 2	44 Neutral		Supportive Environment	Student
14	English Instruction	+ 1	42 Neutral		Ambitious Instruction	Student
15	Academic Press	- 4	30 Weak		Ambitious Instruction	Student
17	Collaborative Practices	N/A	Low Resp Or N/A		Collaborative Teachers	Teacher
18	Collective Responsibility	N/A	Low Resp Or N/A		Collaborative Teachers	Teacher
19	Instructional Leadership	N/A	Low Resp Or N/A		Effective Leaders	Teacher
20	Parent Influence on Decision Making in Schools	N/A	Low Resp Or N/A		Involved Families	Teacher
21	Parent Involvement in School	N/A	Low Resp Or N/A		Involved Families	Teacher
22	Program Coherence	N/A	Low Resp Or N/A		Effective Leaders	Teacher
23	Quality Professional Development	N/A	Low Resp Or N/A		Collaborative Teachers	Teacher
24	Quality of Student Discussion	N/A	Low Resp Or N/A		Ambitious Instruction	Teacher
25	School Commitment	N/A	Low Resp Or N/A		Collaborative Teachers	Teacher
26	Teacher Influence	N/A	Low Resp Or N/A		Effective Leaders	Teacher
27	Teacher-Parent Trust	N/A	Low Resp Or N/A		Involved Families	Teacher
28	Teacher-Principal Trust	N/A	Low Resp Or N/A		Effective Leaders	Teacher
30	Teacher-Teacher Trust	N/A	Low Resp Or N/A		Collaborative Teachers	Teacher

Peer Support for Academic Work

Peer Support for Academic Work

Students demonstrate behaviors that lead to academic achievement.

Essential

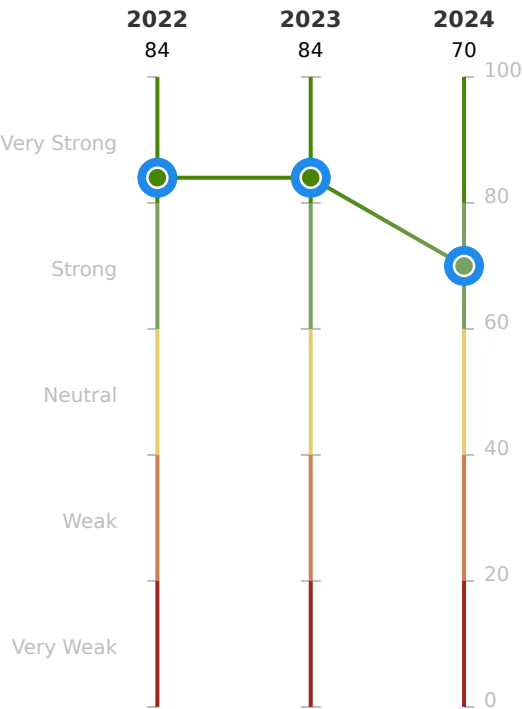


Supportive Environment

Respondent

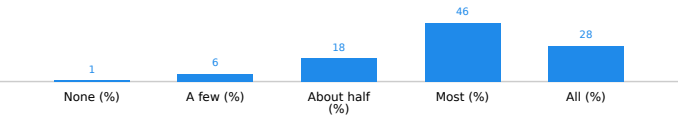
Student

Performance

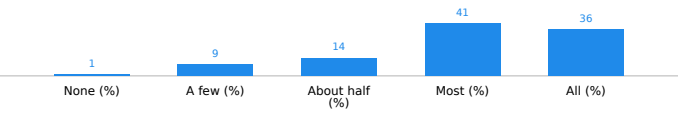


Students report that their classroom peers:

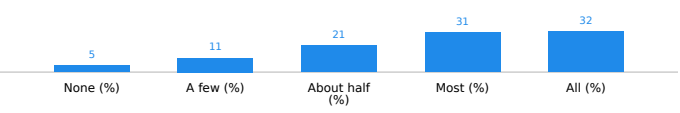
Feel it is important to attend school every day?



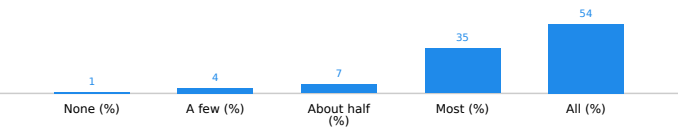
Feel it is important to pay attention in class?



Think doing homework is important?



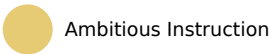
Try hard to get good grades?



Math Instruction

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

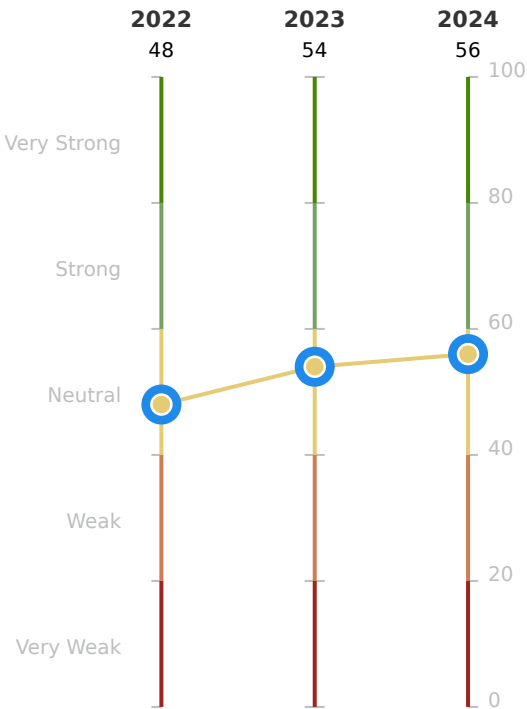
Essential



Respondent

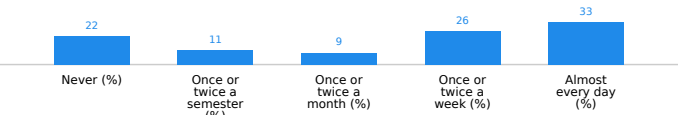
Student

Performance

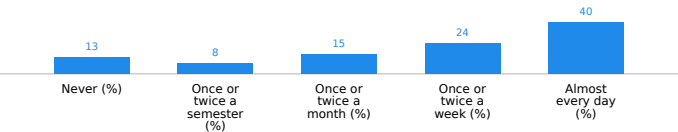


Students report that they do the following in math class:

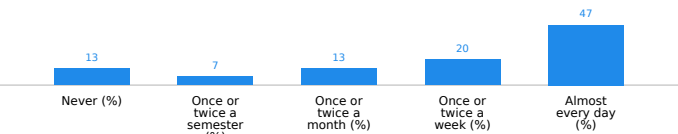
Apply math to situations in life outside of school.



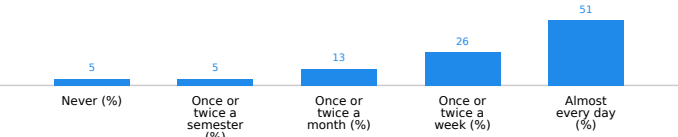
Discuss possible solutions to problems with other students.



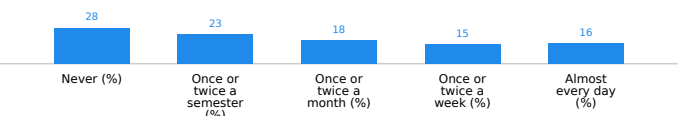
Explain how you solved a problem to the class.



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



Write a math problem for other students to solve.



Student-Teacher Trust

Student-Teacher Trust

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

Essential

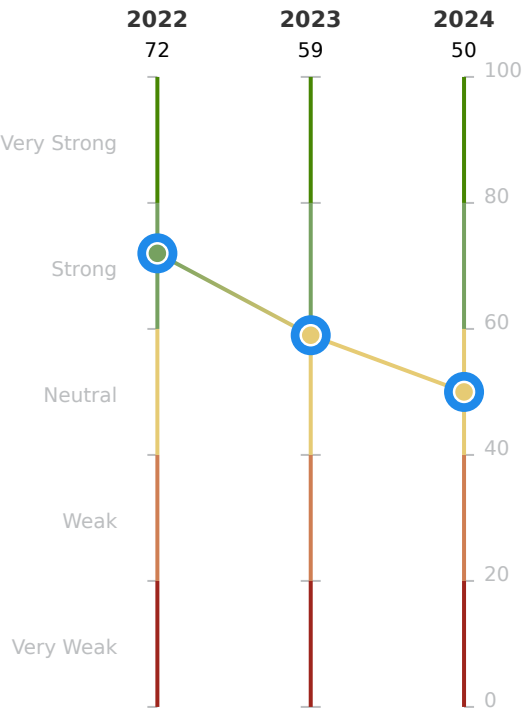


Supportive Environment

Respondent

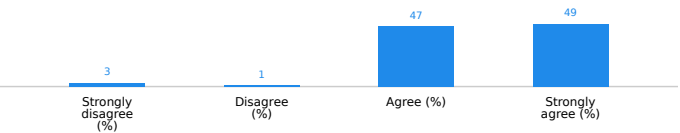
Student

Performance

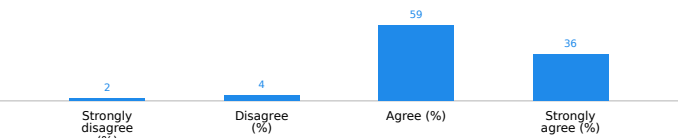


Students report:

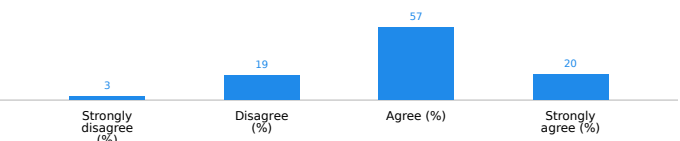
I feel safe with my teachers at this school.



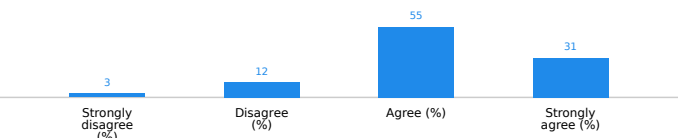
I feel comfortable with my teachers at this school.



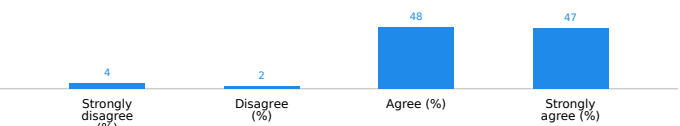
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.



Academic Personalism

Academic Personalism

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

Essential

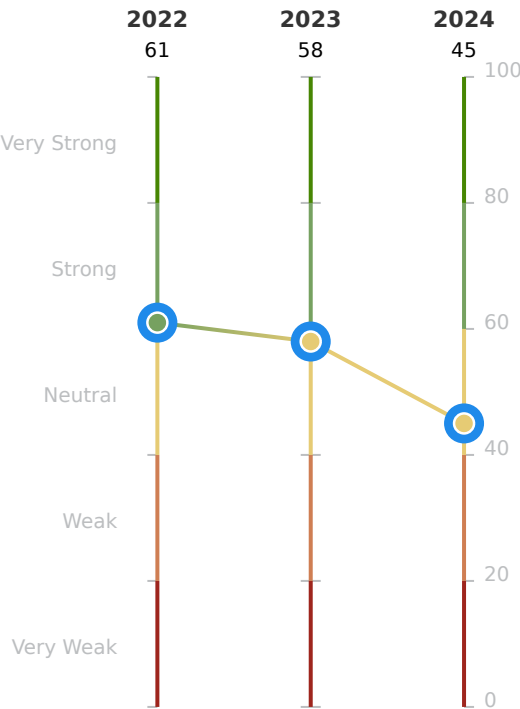


Supportive Environment

Respondent

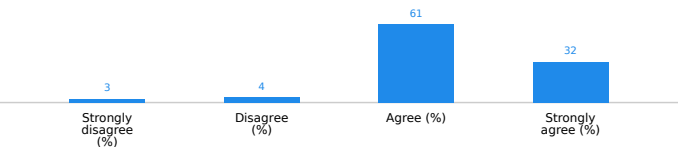
Student

Performance

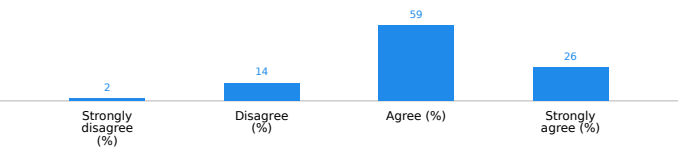


Students report that their teacher:

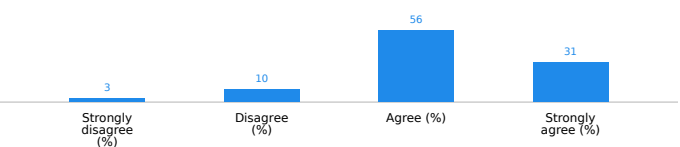
Helps me catch up if I am behind.



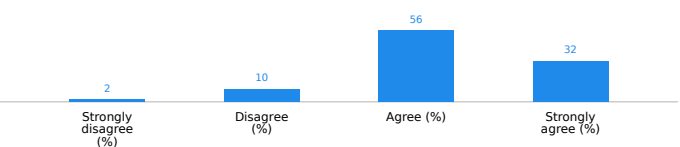
Is willing to give extra help on schoolwork if I need it.



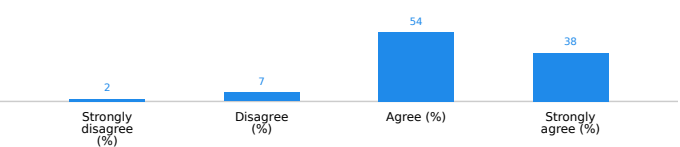
Notifies if I have trouble learning something.



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



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



Safety

Safety

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

Essential



Supportive Environment

Respondent

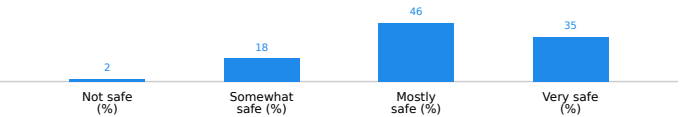
Student

Performance

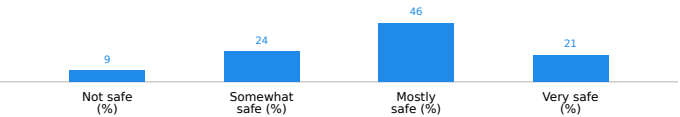


Students report how safe they feel:

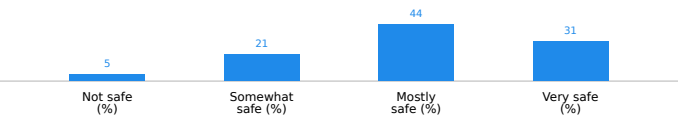
In the hallways of the school?



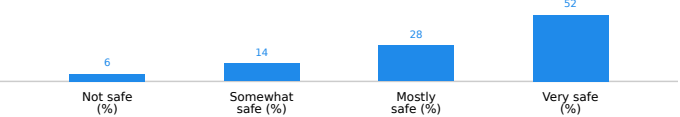
In the bathrooms of the school?



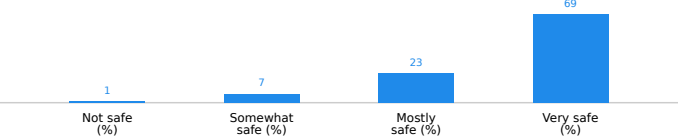
Outside around the school?



Traveling between home and school?



In your classes?



English Instruction

English Instruction

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

Essential

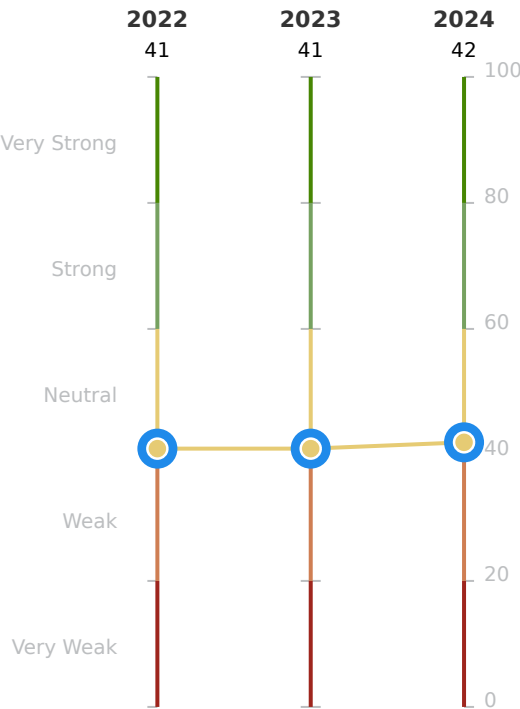


Ambitious Instruction

Respondent

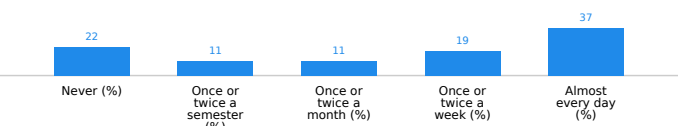
Student

Performance

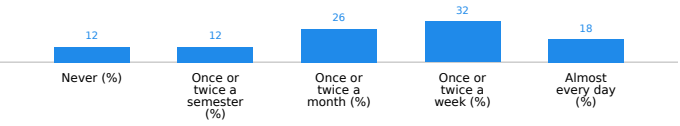


Students report doing the following in English class:

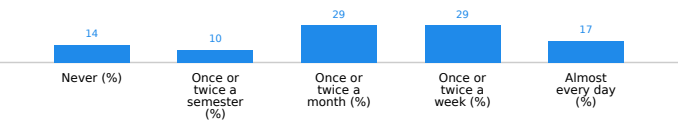
Debate the meaning of a reading.



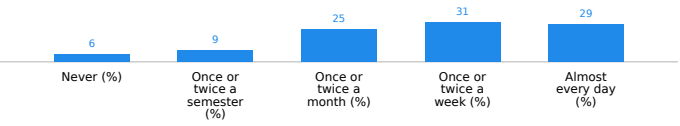
Discuss connections between a reading and real life people or situations.



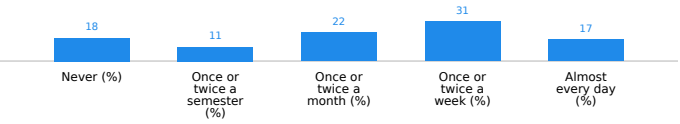
Discuss how culture, time, or place affects an author's writing.



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



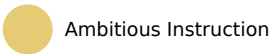
Rewrite a paper or essay in response to comments.



Academic Press

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

Essential



Respondent

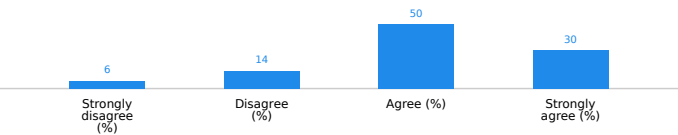
Student

Performance

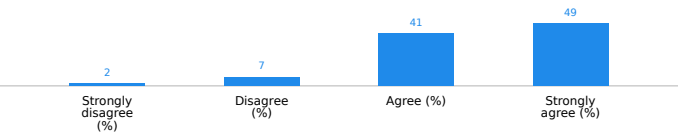


Students report the following about one specific class:

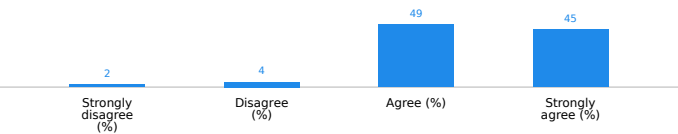
This class really makes me think.



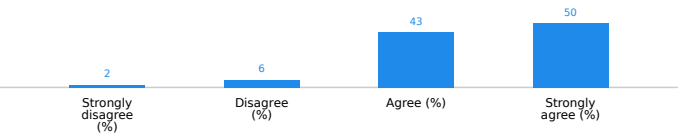
I really learn a lot in this class



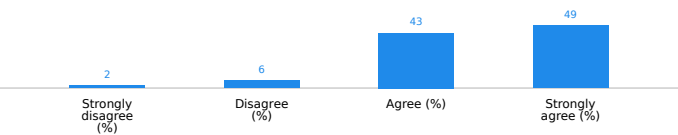
The teacher expects everyone to work hard



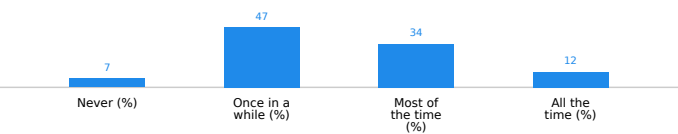
The teacher expects me to do my best all the time



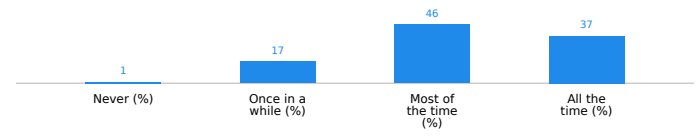
The teacher wants us to become better thinkers, not just memorize things



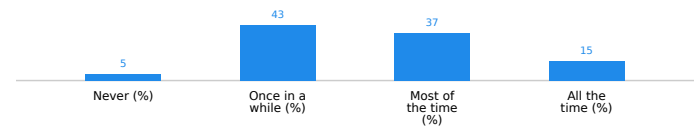
This class challenges me



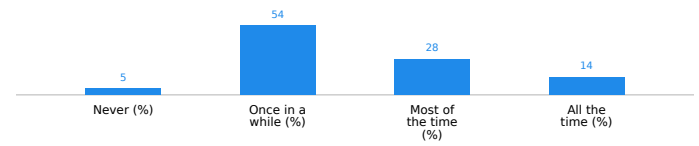
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



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.

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
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Observed another teacher's classroom to get ideas for your own instruction.

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
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Gone over student assessment data with other teachers to make instructional decisions.

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
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Worked with other teachers to develop materials or activities for particular classes.

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
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Worked on instructional strategies with other teachers.

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
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Collective Responsibility

Collective Responsibility

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

Essential



Collaborative Teachers

Respondent

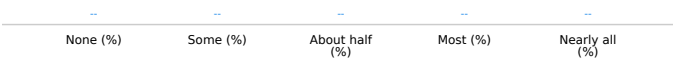
Teacher

Performance



Teachers report that other teachers in the school:

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



Take responsibility for improving the school.



Feel responsible to help each other do their best.



Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.



Instructional Leadership

Instructional Leadership

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

Essential



Effective Leaders

Respondent

Teacher

Performance



Teachers report that a member of the school leadership team:

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
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Communicates a clear vision for our school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

Knows what's going on in my classroom.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

Provides me with useful feedback to improve my teaching.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
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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

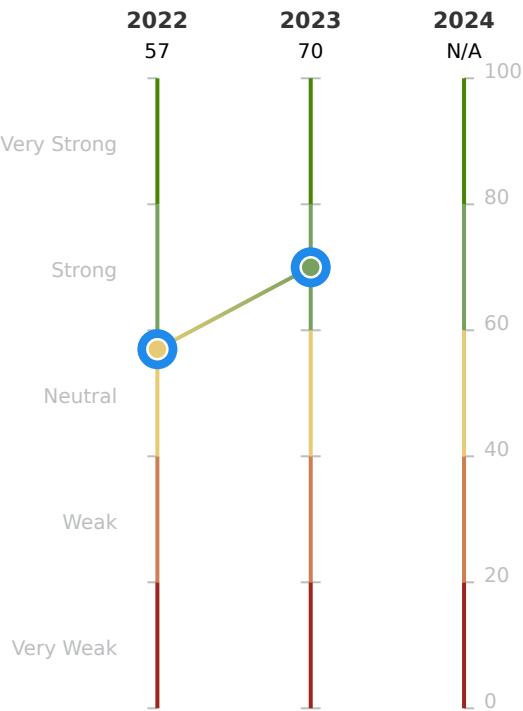


Involved Families

Respondent

Teacher

Performance

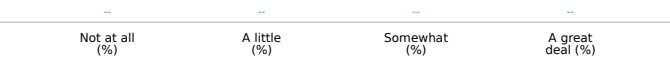


Teachers report that the school:

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



Involves parents in commenting on school curricula.



Includes parent leaders from all backgrounds in school improvement efforts.



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.).



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



Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

Essential

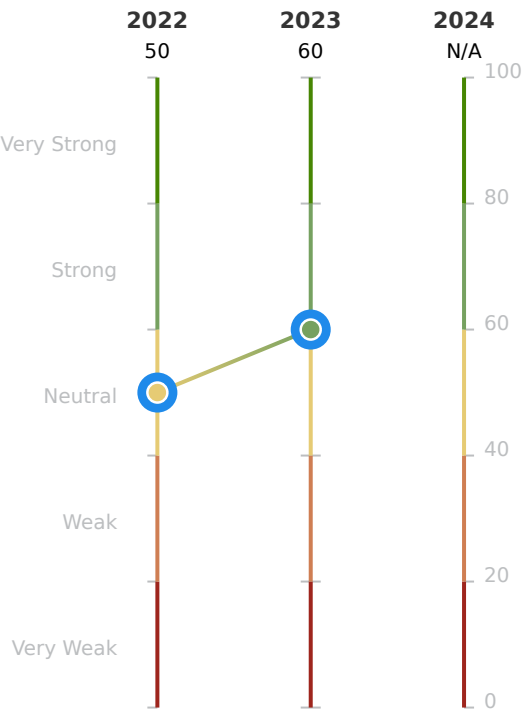


Involved Families

Respondent

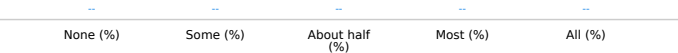
Teacher

Performance

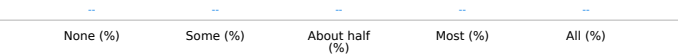


Teachers report that students' parents:

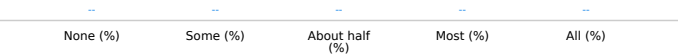
Attended parent-teacher conferences when you requested them.



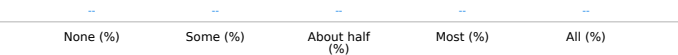
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.



Program Coherence

Program Coherence

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

Essential

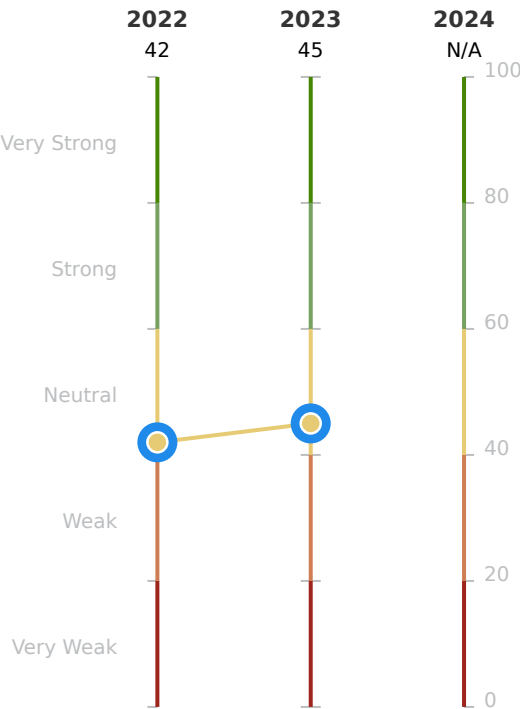


Effective Leaders

Respondent

Teacher

Performance



Teachers report the following:

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



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



Many special programs come and go at this school.



Curriculum, instruction, and learning materials are well coordinated across 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.



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:

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

Been closely connected to my school's improvement plan.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

Included opportunities to work productively with colleagues in my school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

Included opportunities to work productively with teachers from other schools.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
-----------------------	--------------	-----------	--------------------

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:

Students build on each other's ideas during discussion.



Students use data and text references to support their ideas.



Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.



School Commitment

School Commitment

Teachers are deeply committed to the school.

Essential



Collaborative Teachers

Respondent

Teacher

Performance



Teachers report the following:

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



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



I feel loyal to this school.



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



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.



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



Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.



Teacher-Parent Trust

Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

Essential

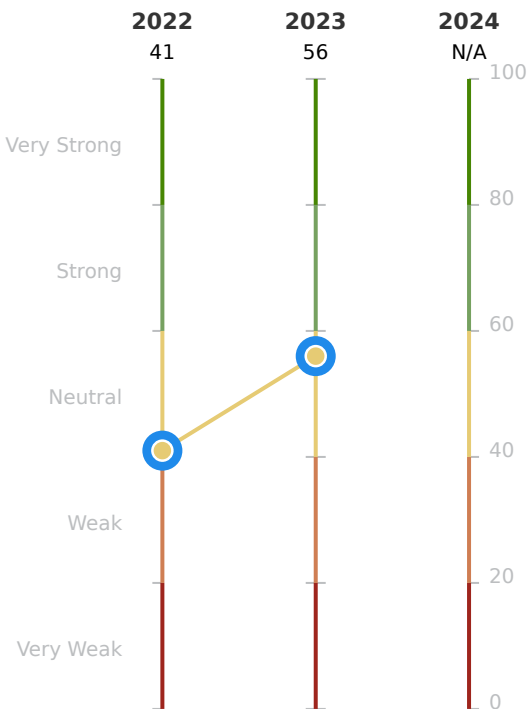


Involved Families

Respondent

Teacher

Performance



Teachers report the following:

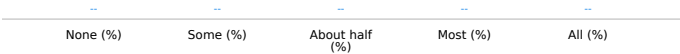
Teachers feel good about parents' support for their work.



Parents support teachers' teaching efforts.



Parents do their best to help their children learn.



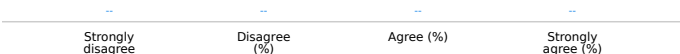
Teachers feel respected by the parents of the students



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



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



Teacher-Principal Trust

Teacher-Principal Trust

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

Essential

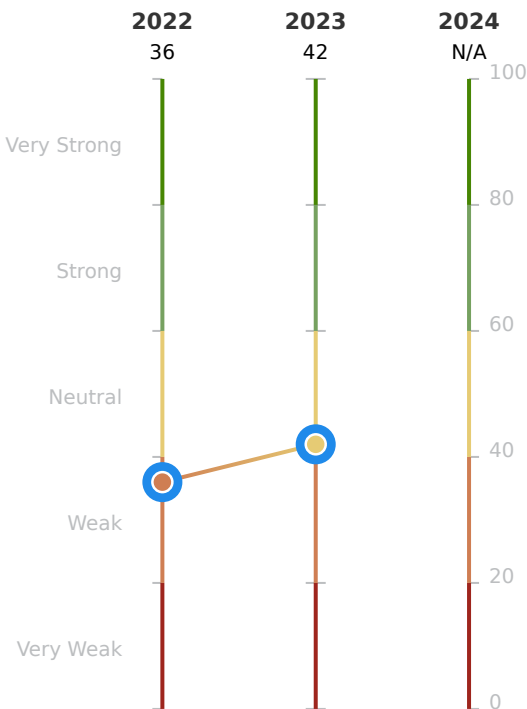


Effective Leaders

Respondent

Teacher

Performance

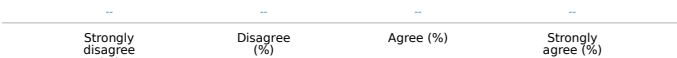


Teachers report the following:

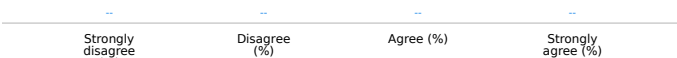
Teachers feel respected by the principal



The principal has confidence in the expertise of the teachers.



I trust the principal at his or her word.



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 looks out for the personal welfare of the faculty members.



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



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



Teacher-Teacher Trust

Teacher-Teacher Trust

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

Essential

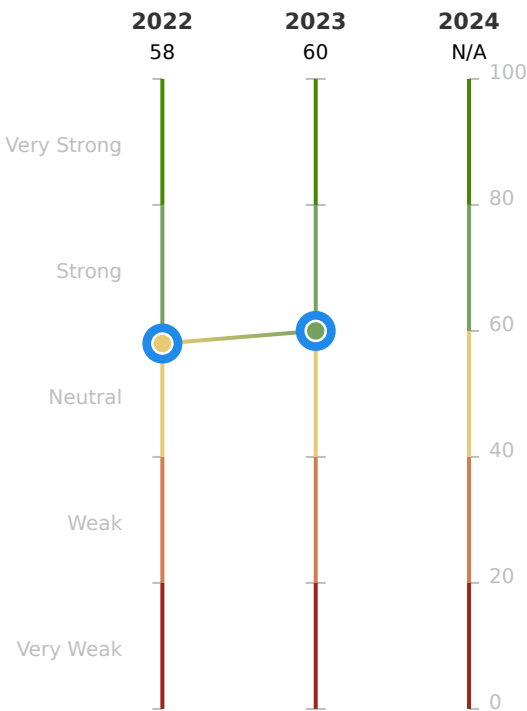


Collaborative Teachers

Respondent

Teacher

Performance



Teachers report the following:

Teachers feel respected by other teachers



Teachers in this school trust each other.



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



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

















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



All Supplemental Measures

How is Churchill Elem School performing on all supplemental measures in 2024?

Page	Measure	Change	Performance	Essential	Respondent
32	Academic Engagement	- 17	58 Neutral	 Supplemental Measures	Student
33	Student Peer Relationships	N/A	55 Neutral	 Supplemental Measures	Student
34	Rigorous Study Habits	- 27	52 Neutral	 Supplemental Measures	Student
35	Classroom Rigor	- 20	29 Weak	 Supplemental Measures	Student
36	Classroom Disruptions	N/A	Low Resp Or N/A	 Supplemental Measures	Teacher
37	Course Clarity	N/A	Low Resp Or N/A	 Supplemental Measures	Student
38	Human & Social Resources in the Community	N/A	Low Resp Or N/A	 Supplemental Measures	Student
39	Innovation	N/A	Low Resp Or N/A	 Supplemental Measures	Teacher
40	Inquiry-Based Science Instruction	N/A	Low Resp Or N/A	 Supplemental Measures	Student
41	Parent Supportiveness	N/A	Low Resp Or N/A	 Supplemental Measures	Student
42	Reflective Dialogue	N/A	Low Resp Or N/A	 Supplemental Measures	Teacher
43	Socialization of New Teachers	N/A	Low Resp Or N/A	 Supplemental Measures	Teacher
44	Student Responsibility	N/A	Low Resp Or N/A	 Supplemental Measures	Teacher
45	Teacher Safety	N/A	Low Resp Or N/A	 Supplemental Measures	Teacher

Academic Engagement

Academic Engagement
Students are interested and engaged in learning.

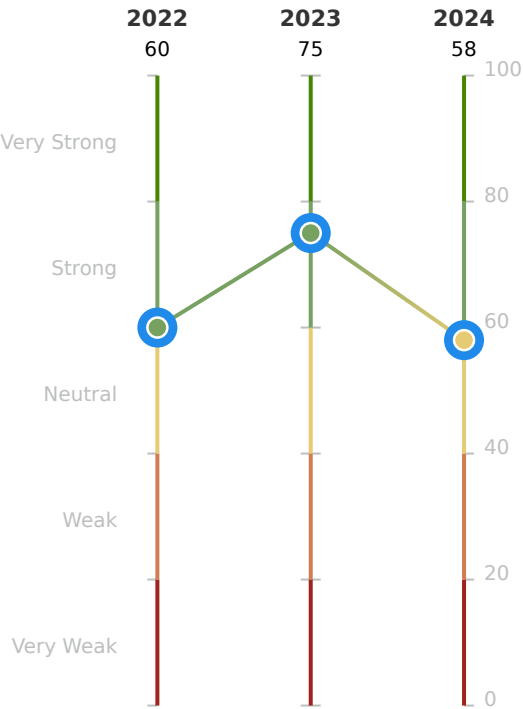
Essential

Supplemental Measures

Respondent

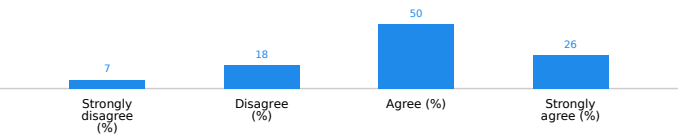
Student

Performance

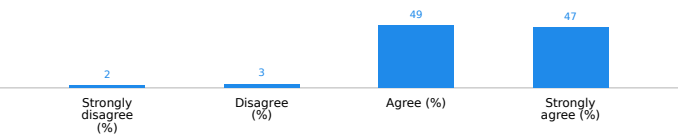


Students report:

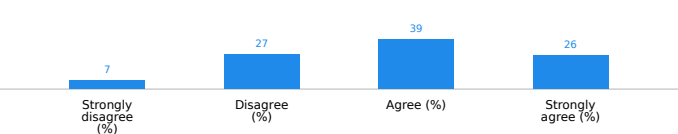
I usually look forward to this class.



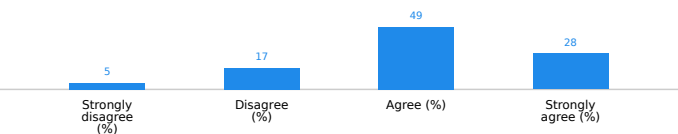
I work hard to do my best in this class.



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



The topics we are studying are interesting and challenging.



Student Peer Relationships

Student Peer Relationships

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

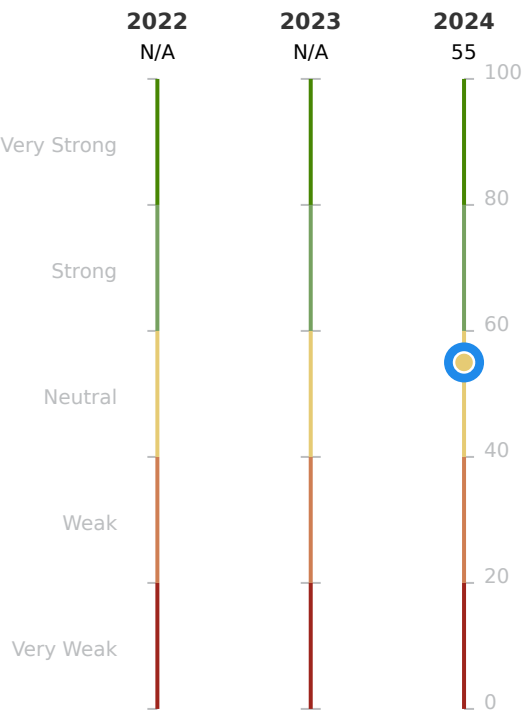
Essential

Supplemental Measures

Respondent

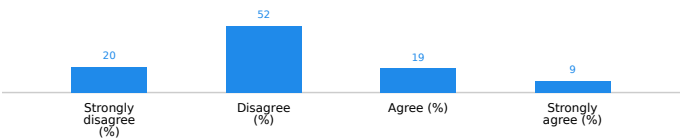
Student

Performance

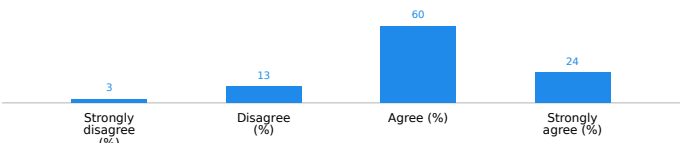


Students report that their school peers:

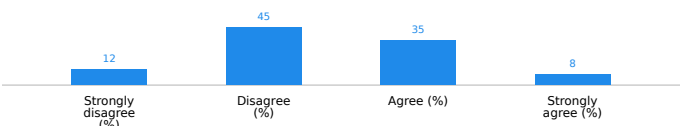
Like to put others down.



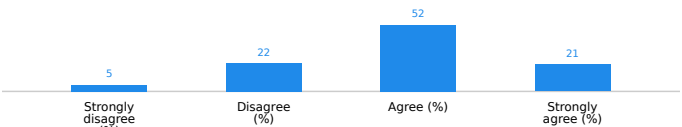
Help each other learn.



Don't get along together very well.



Treat each other with respect.



Rigorous Study Habits

Rigorous Study Habits

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

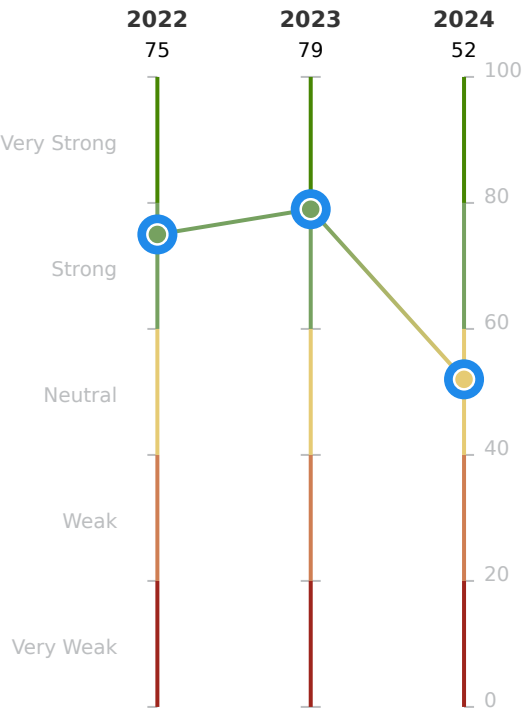
Essential

Supplemental Measures

Respondent

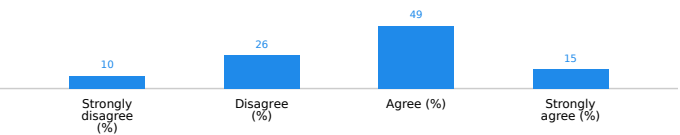
Student

Performance

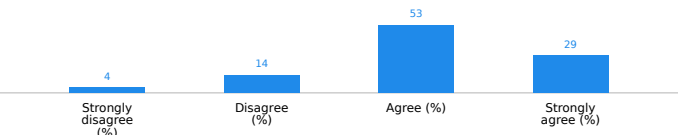


Students report that:

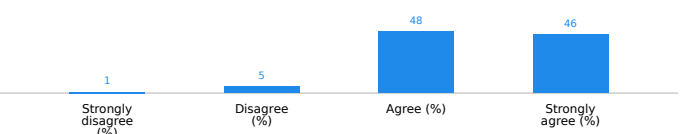
I always study for tests.



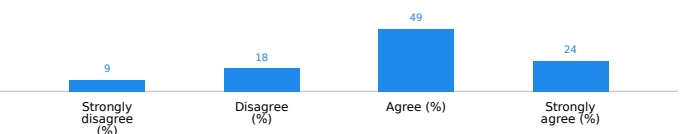
I set aside time to do my homework and study.



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



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



Classroom Rigor

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

Essential

Supplemental Measures

Respondent

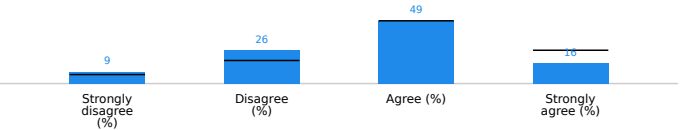
Student

Performance

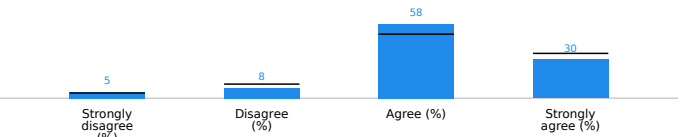


Students report that the teacher in their target class:

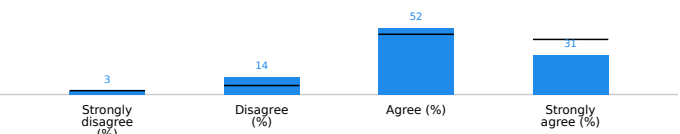
Often connects what I am learning to life outside of the classroom.



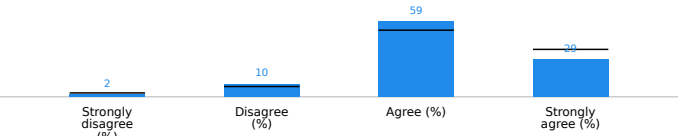
Encourages students to share their ideas about things we are studying in class.



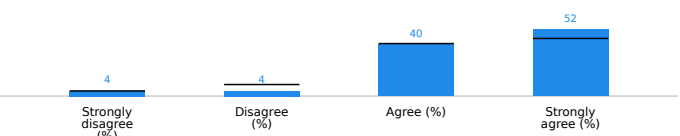
Often requires me to explain my answers.



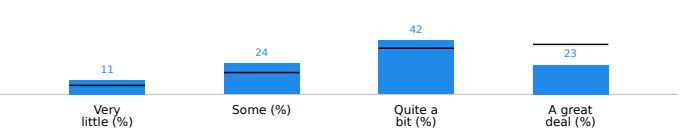
Encourages us to consider different solutions or points of view.



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



We talk about different solutions or points of view.



Classroom Disruptions

Classroom Disruptions

Teachers report on the degree to which other students disrupt their learning.

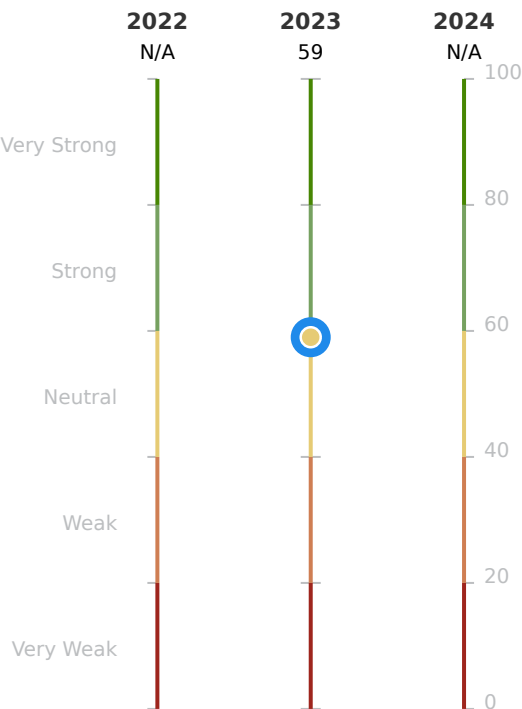
Essential

Supplemental Measures

Respondent

Teacher

Performance



Teachers report that students in their classrooms:

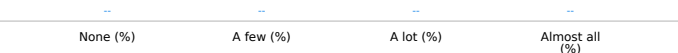
Refuse to respond when addressed?



Use inappropriate language during class?



Threaten you verbally?



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



Create serious behavior problems in your class?



Course Clarity

Course Clarity

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

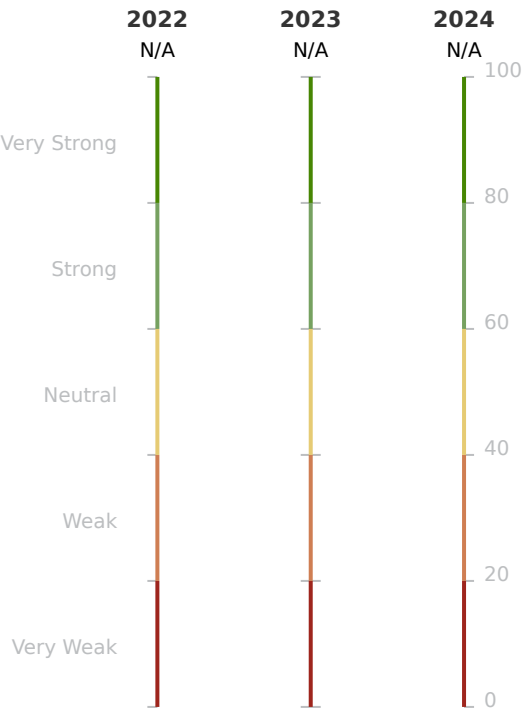
Essential

Supplemental Measures

Respondent

Student

Performance



Students report the following about one specific class:

I learn a lot from feedback on my work.



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.



The homework assignments help me to learn the course material.



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



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.

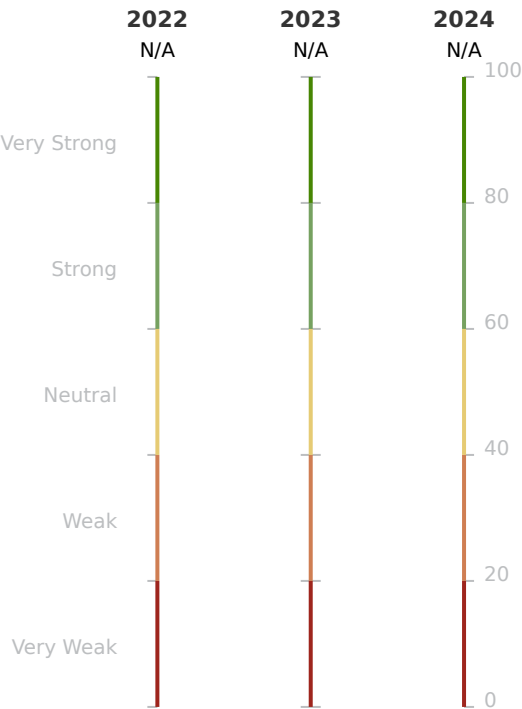
Essential

Supplemental Measures

Respondent

Student

Performance



Students report the following about their community:

Adults in this neighborhood know who the local children are.



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



People in this neighborhood can be trusted.



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



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



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

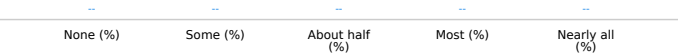
Teacher

Performance

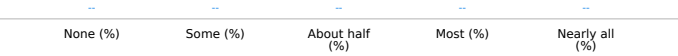


Teachers report that:

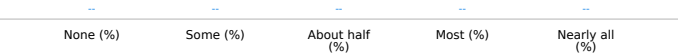
Teachers are really trying to improve their teaching.



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



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction

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

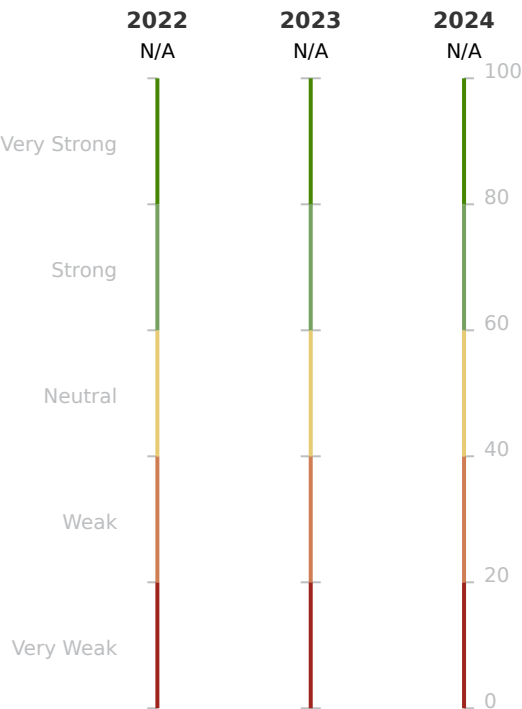
Essential

Supplemental Measures

Respondent

Student

Performance



Students report doing the following in science class:

Use laboratory equipment or specimens.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
-----------	------------------------------	---------------------------	--------------------------	----------------------

Write lab reports.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
-----------	------------------------------	---------------------------	--------------------------	----------------------

Generate your own hypotheses.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
-----------	------------------------------	---------------------------	--------------------------	----------------------

Use evidence/data to support an argument or hypothesis.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
-----------	------------------------------	---------------------------	--------------------------	----------------------

Find information from graphs and tables.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
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Parent Supportiveness

Parent Supportiveness
Parents support their children emotionally and developmentally.

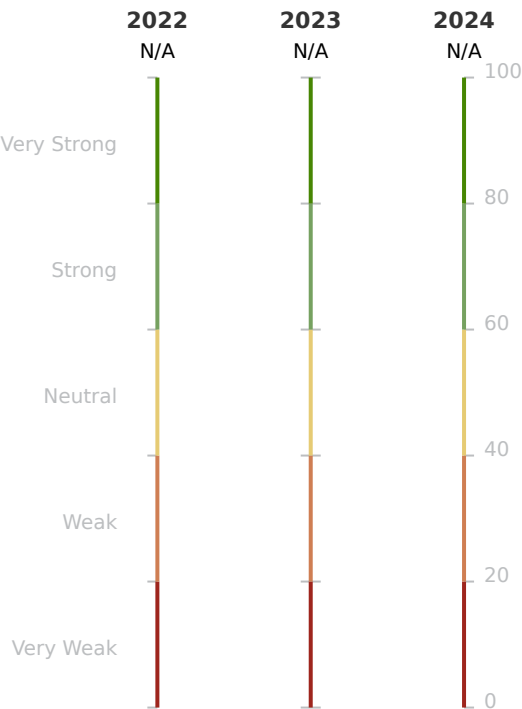
Essential

Supplemental Measures

Respondent

Student

Performance



Students report the following about their parents. My parents:

Encourage you to work hard at school.

--	--	--	--
Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)

Listen to you when you need to talk.

--	--	--	--
Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)

Show they are proud of you.

--	--	--	--
Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)

Take time to help you make decisions.

--	--	--	--
Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)

Reflective Dialogue

Reflective Dialogue

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

Essential

Supplemental Measures

Respondent

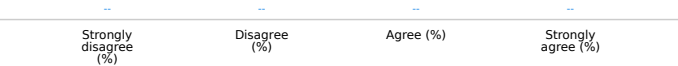
Teacher

Performance

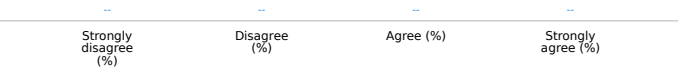


Teachers report having conversations with colleagues about:

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



Student work



What helps students learn the best



The development of new curriculum



The goals of this school.



Managing classroom behavior



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

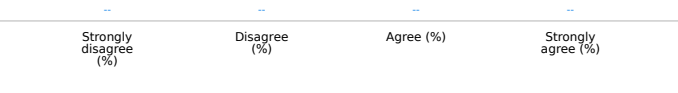
Teacher

Performance

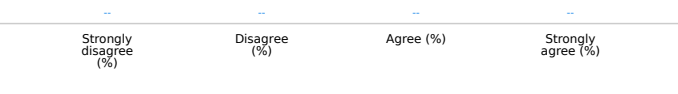


Teachers report the following:

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



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



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.

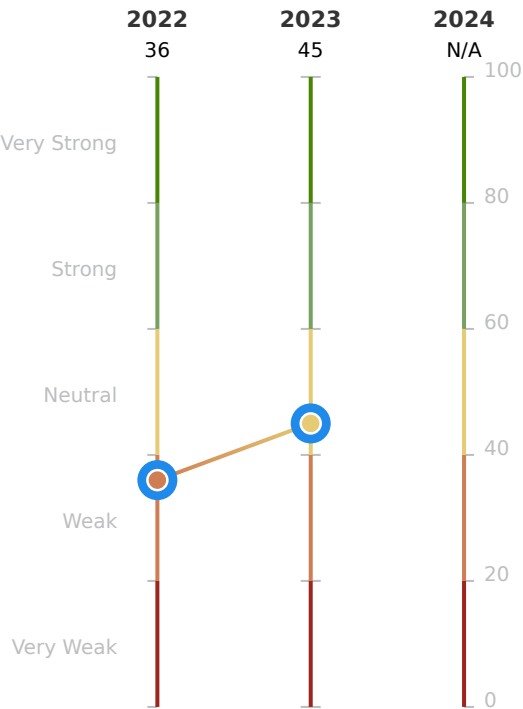
Essential

Supplemental Measures

Respondent

Teacher

Performance



Teachers report that their students:

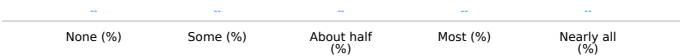
Come to class on time?



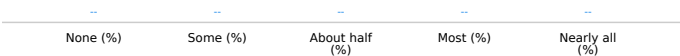
Attend class regularly?



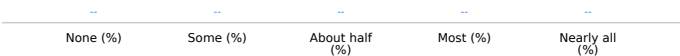
Come to class prepared with the appropriate supplies and books?



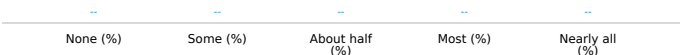
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



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.

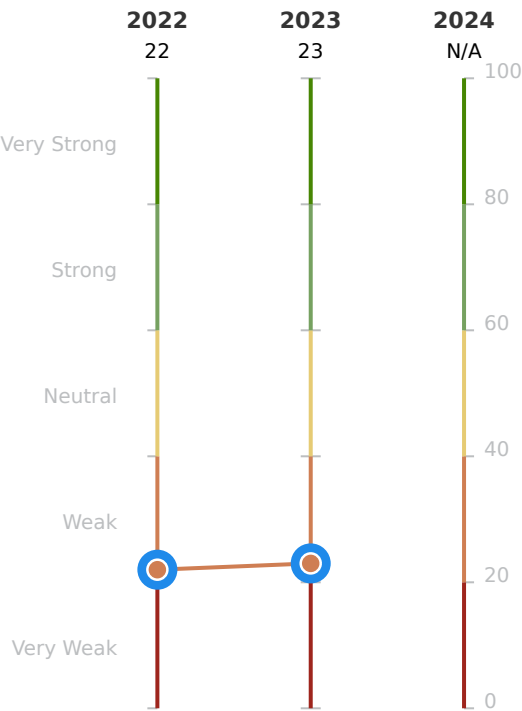
Essential

Supplemental Measures

Respondent

Teacher

Performance



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

Physical conflicts among students



Robbery or theft



Gang activity



Disorder in classrooms



Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers

