

Berkeley SD 87

2021 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

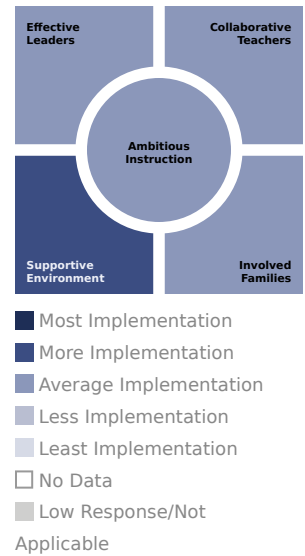
References:

(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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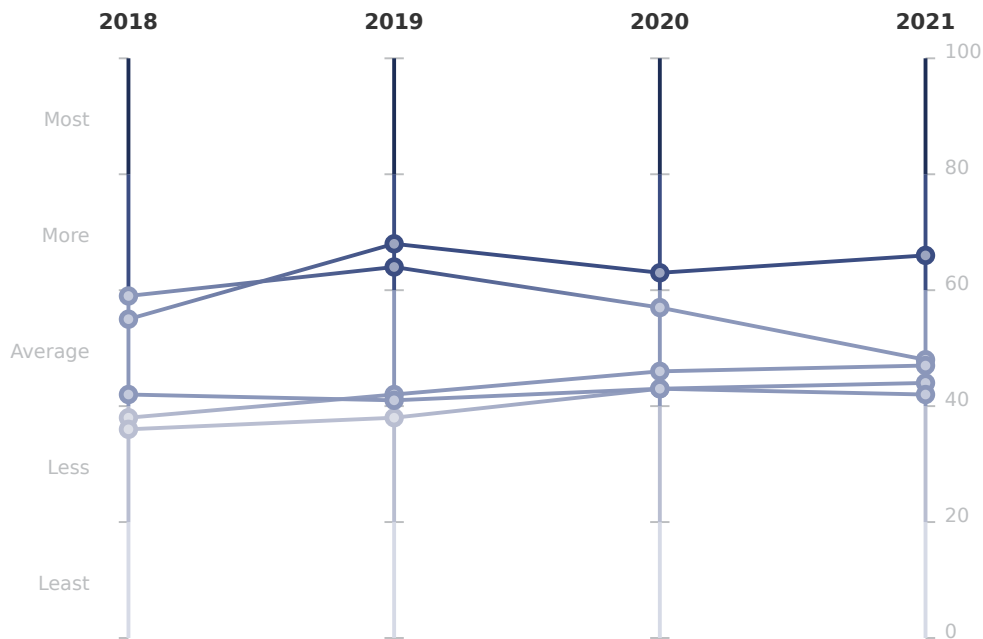
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Overall, Berkeley SD 87 are moderately organized for improvement on average.



The 5Essentials

How is Berkeley SD 87 performing on each of the 5Essentials in 2021?



Essentials	Performance Across Years				
	2018	2019	2020	2021	
Supportive Environment	55	68	63	66	More
Ambitious Instruction	59	64	57	48	Average
Effective Leaders	38	42	46	47	Average
Collaborative Teachers	36	38	43	44	Average
Involved Families	42	41	43	42	Average

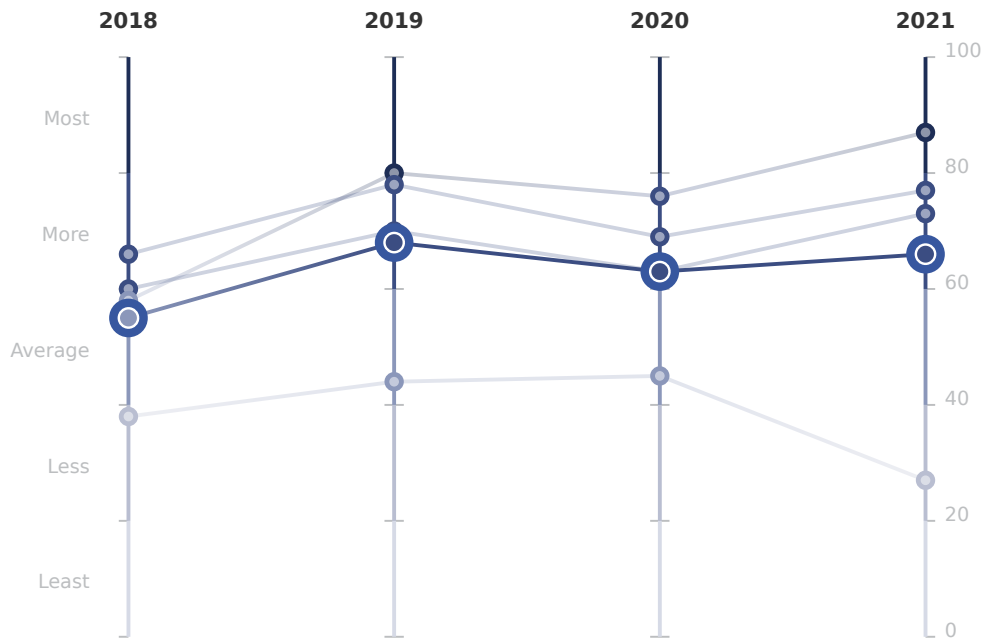
Supportive Environment

How is Berkeley SD 87 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
	2018	2019	2020	2021	
Peer Support for Academic Work	58	80	76	87	Student
Student-Teacher Trust	66	78	69	77	Student
Academic Personalism	60	70	63	73	Student
Safety	38	44	45	27	Student

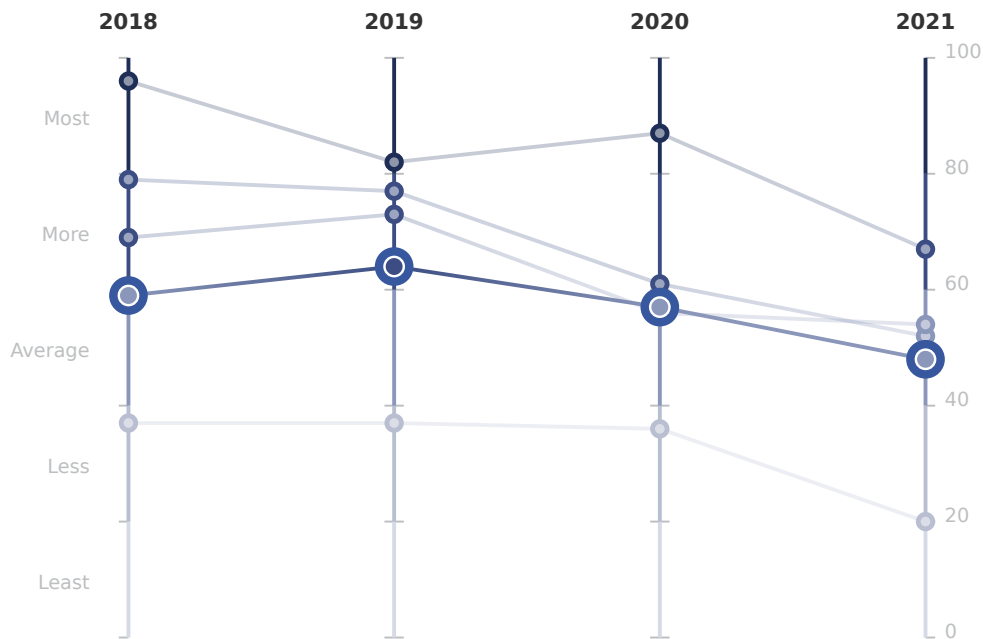
Ambitious Instruction

How is Berkeley SD 87 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
	2018	2019	2020	2021	
Math Instruction	96	82	87	67	Student
English Instruction	69	73	56	54	Student
Academic Press	79	77	61	52	Student
Quality of Student Discussion	37	37	36	20	Teacher

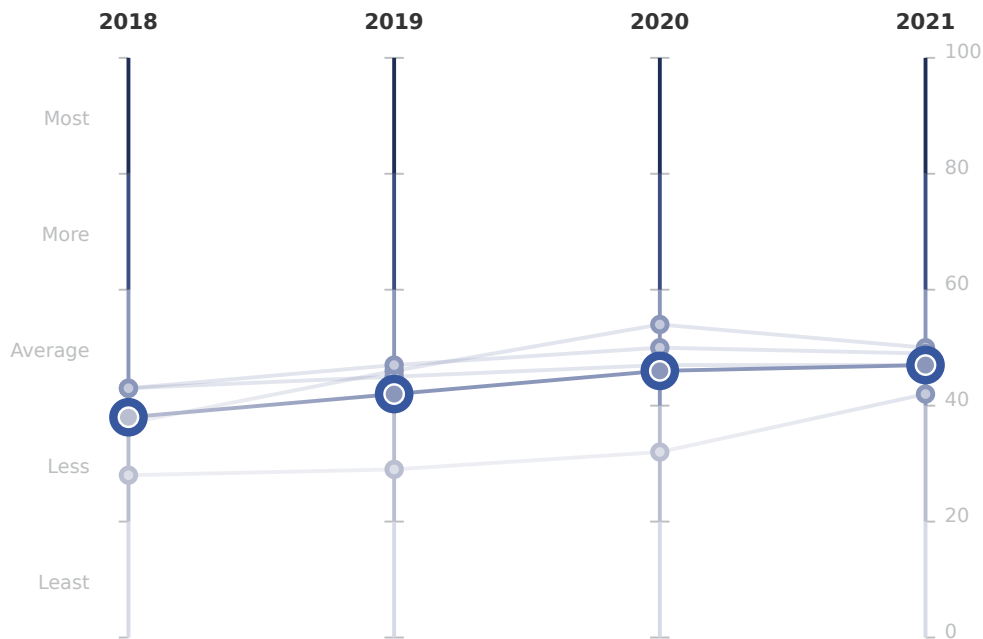
Effective Leaders

How is Berkeley SD 87 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
	2018	2019	2020	2021	
Instructional Leadership	37	46	54	50	Teacher
Teacher-Principal Trust	43	47	50	49	Teacher
Teacher Influence	43	45	47	47	Teacher
Program Coherence	28	29	32	42	Teacher

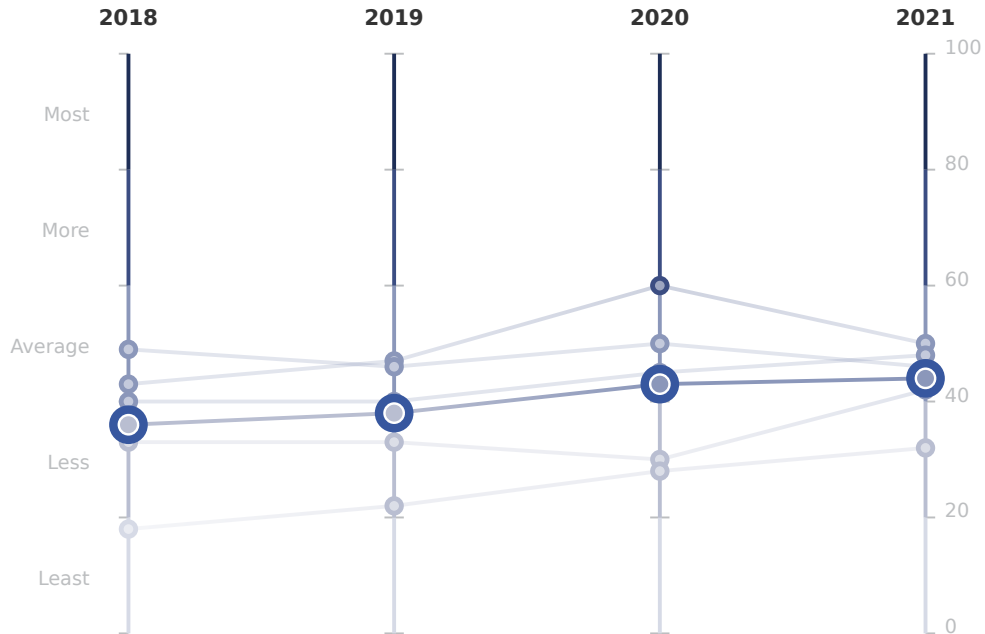
Collaborative Teachers

How is Berkeley SD 87 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
	2018	2019	2020	2021	
Collaborative Practices	43	47	60	50	Teacher
Teacher-Teacher Trust	40	40	45	48	Teacher
Quality Professional Development	49	46	50	46	Teacher
Collective Responsibility	33	33	30	42	Teacher
School Commitment	18	22	28	32	Teacher

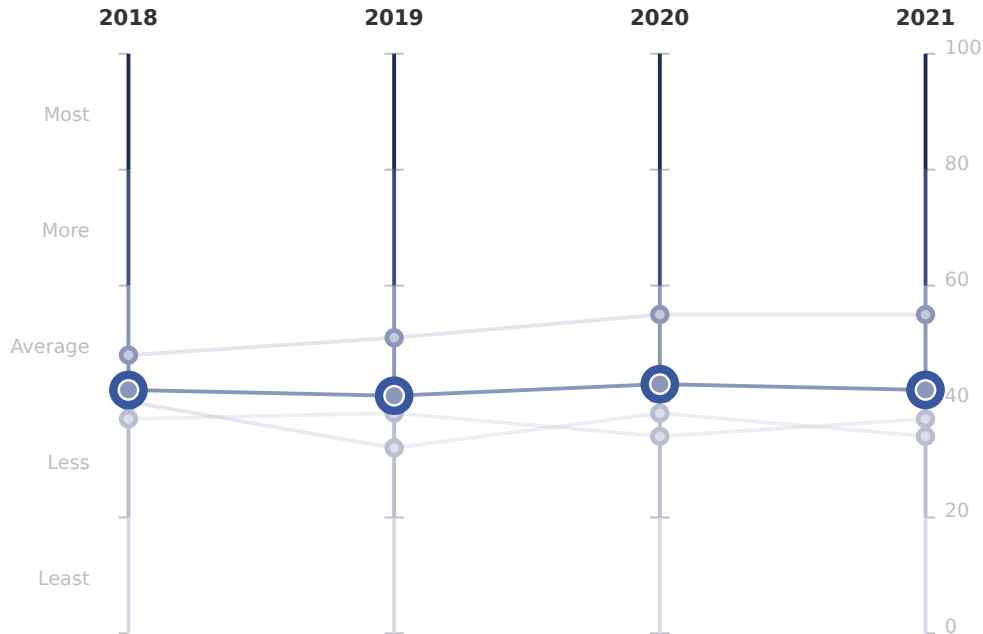
Involved Families

How is Berkeley SD 87 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
	2018	2019	2020	2021	
Parent Influence on Decision Making in Schools	48	51	55	55	Teacher
Teacher-Parent Trust	37	38	34	37	Teacher
Parent Involvement in School	40	32	38	34	Teacher

All 5Essentials Measures

How is Berkeley SD 87 performing on all 5Essentials measures in 2021?


Page	Measure	Change	Performance	Essential	Respondent
9	Peer Support for Academic Work	+ 11	87 Most	 Supportive Environment	Student
10	Student-Teacher Trust	+ 8	77 More	 Supportive Environment	Student
11	Academic Personalism	+ 10	73 More	 Supportive Environment	Student
12	Math Instruction	- 20	67 More	 Ambitious Instruction	Student
13	Parent Influence on Decision Making in Schools	+ 0	55 Average	 Involved Families	Teacher
14	English Instruction	- 2	54 Average	 Ambitious Instruction	Student
15	Academic Press	- 9	52 Average	 Ambitious Instruction	Student
17	Collaborative Practices	- 10	50 Average	 Collaborative Teachers	Teacher
18	Instructional Leadership	- 4	50 Average	 Effective Leaders	Teacher
19	Teacher-Principal Trust	- 1	49 Average	 Effective Leaders	Teacher
21	Teacher-Teacher Trust	+ 3	48 Average	 Collaborative Teachers	Teacher
22	Teacher Influence	+ 0	47 Average	 Effective Leaders	Teacher
23	Quality Professional Development	- 4	46 Average	 Collaborative Teachers	Teacher
24	Collective Responsibility	+ 12	42 Average	 Collaborative Teachers	Teacher
25	Program Coherence	+ 10	42 Average	 Effective Leaders	Teacher
26	Teacher-Parent Trust	+ 3	37 Less	 Involved Families	Teacher
27	Parent Involvement in School	- 4	34 Less	 Involved Families	Teacher
28	School Commitment	+ 4	32 Less	 Collaborative Teachers	Teacher
29	Safety	- 18	27 Less	 Supportive Environment	Student
30	Quality of Student Discussion	- 16	20 Less	 Ambitious Instruction	Teacher

Peer Support for Academic Work

Peer Support for Academic Work

Students demonstrate behaviors that lead to academic achievement.

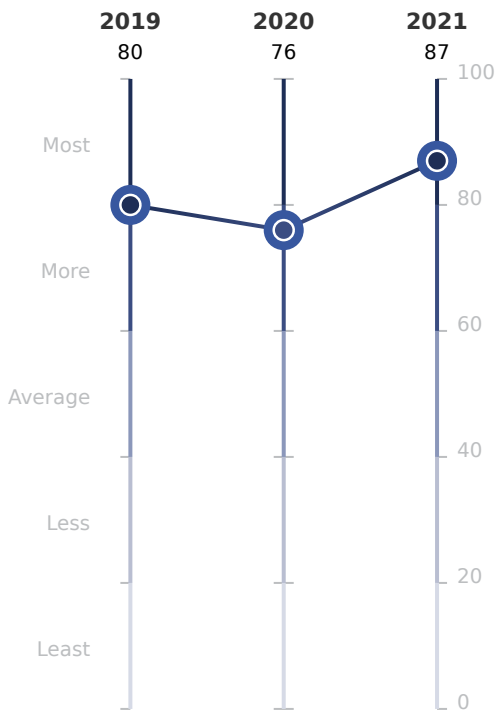
Essential

 Supportive Environment

Respondent

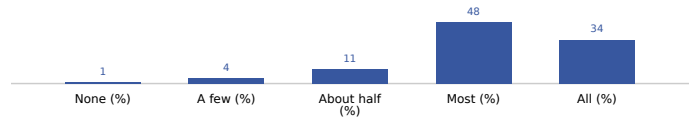
Student

Performance

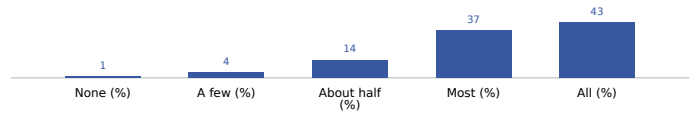


Students report that their classroom peers:

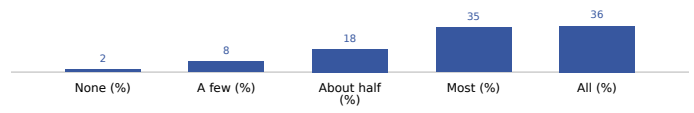
Feel it is important to attend school every day?



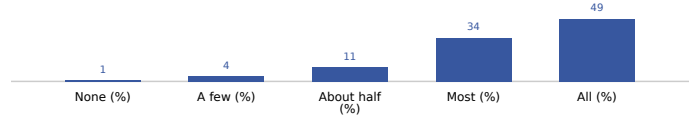
Feel it is important to pay attention in class?



Think doing homework is important?



Try hard to get good grades?




Student-Teacher Trust

Student-Teacher Trust

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

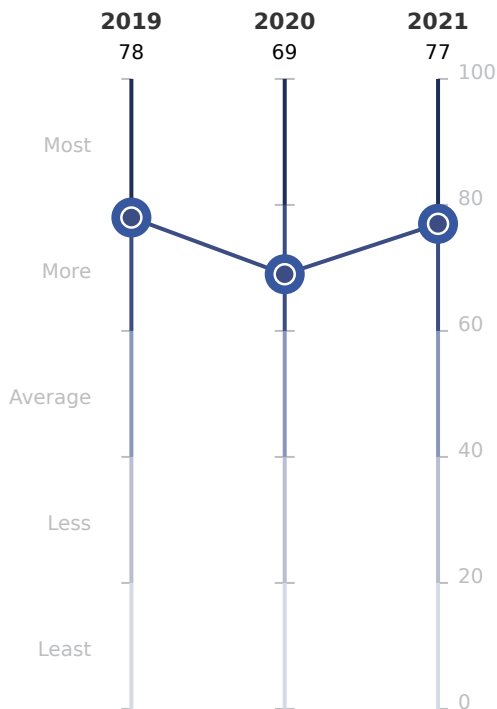
Essential

 Supportive Environment

Respondent

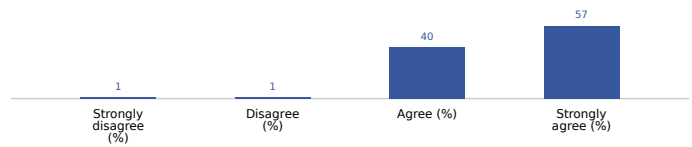
Student

Performance

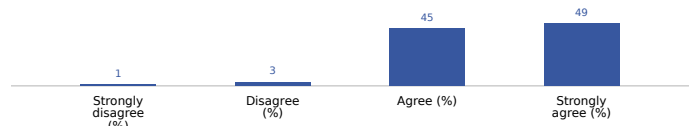


Students report:

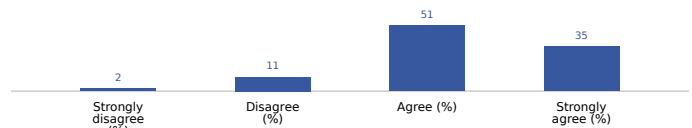
I feel safe with my teachers at this school.



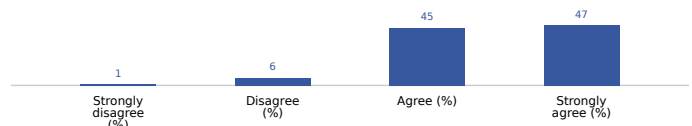
I feel comfortable with my teachers at this school.



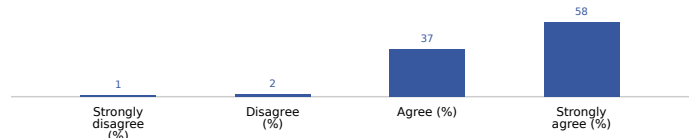
My teachers always keep their promises.



My teachers will 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.

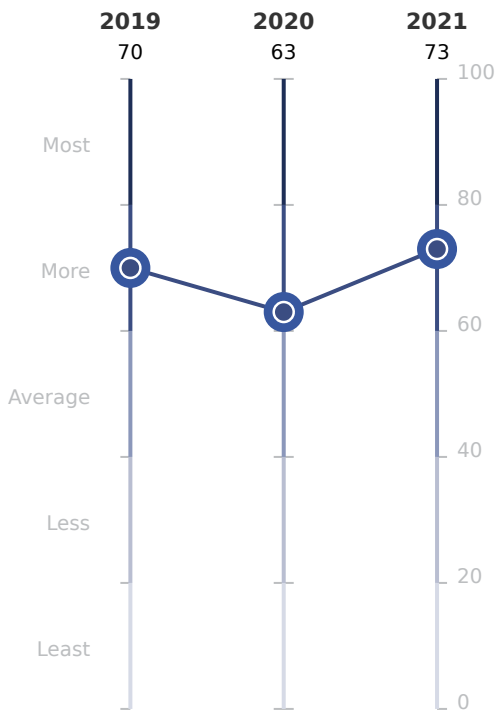
Essential

 Supportive Environment

Respondent

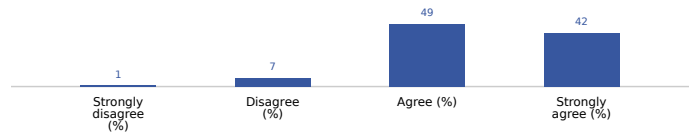
Student

Performance

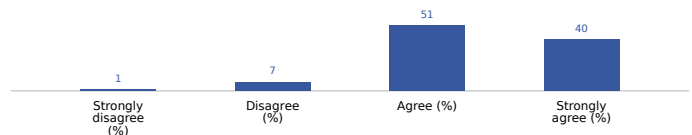


Students report that their teacher:

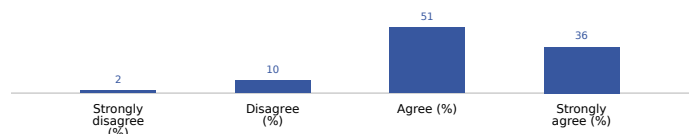
Helps me catch up if I am behind.



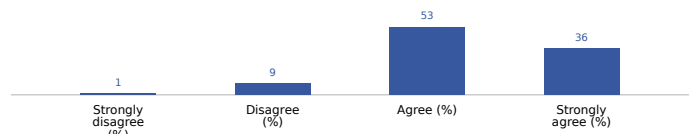
Is willing to give extra help on schoolwork if I need it.



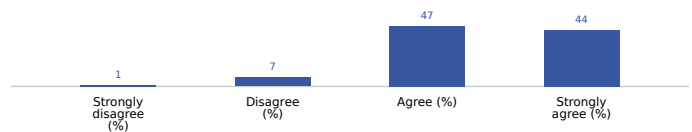
Notifies if I have trouble learning something.



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.




Math Instruction

Math Instruction

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

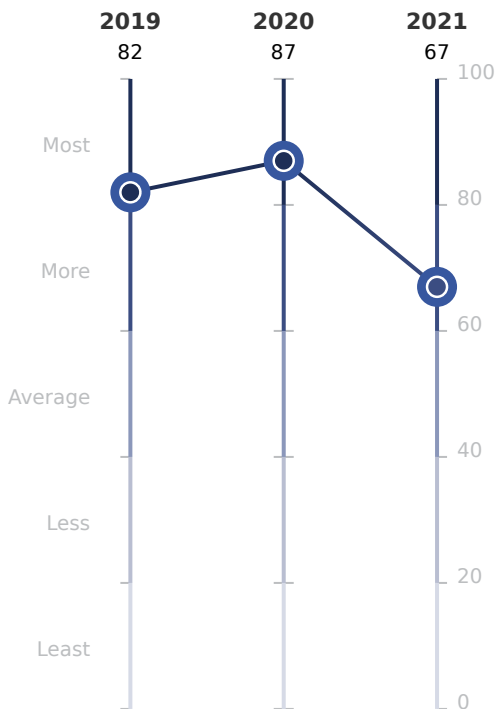
Essential

 Ambitious Instruction

Respondent

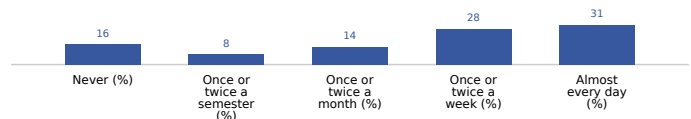
Student

Performance

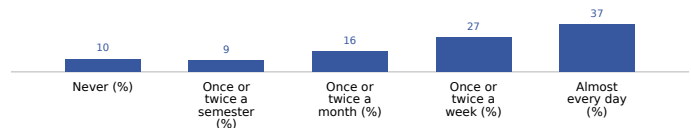


Students report that they do the following in math class:

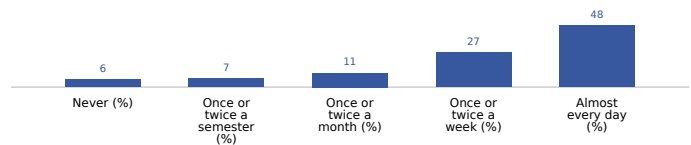
Apply math to situations in life outside of school.



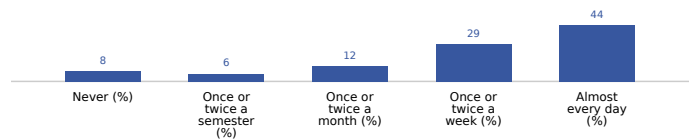
Discuss possible solutions to problems with other students.



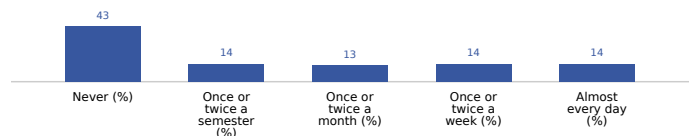
Explain how you solved a problem to the class.



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



Write a math problem for other students to solve.

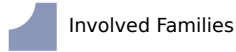


Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools

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

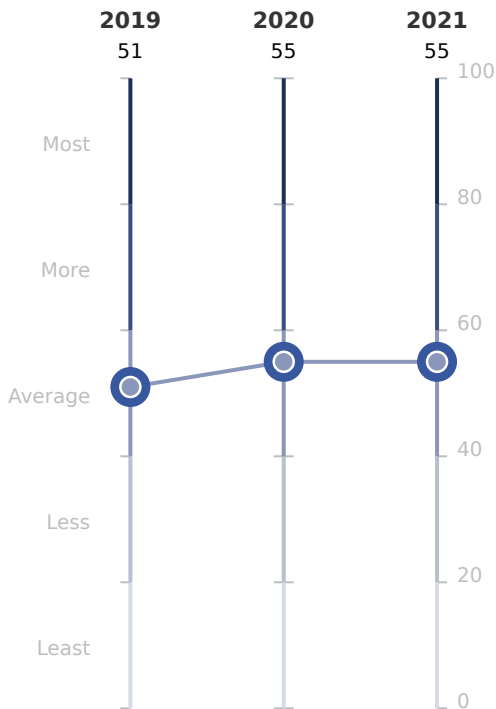
Essential



Respondent

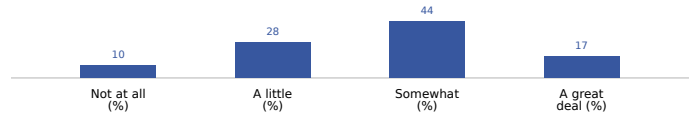
Teacher

Performance



Teachers report that the school:

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



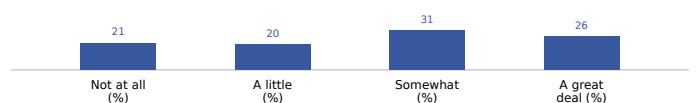
Involves parents in commenting on school curricula.



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?




English Instruction

English Instruction

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

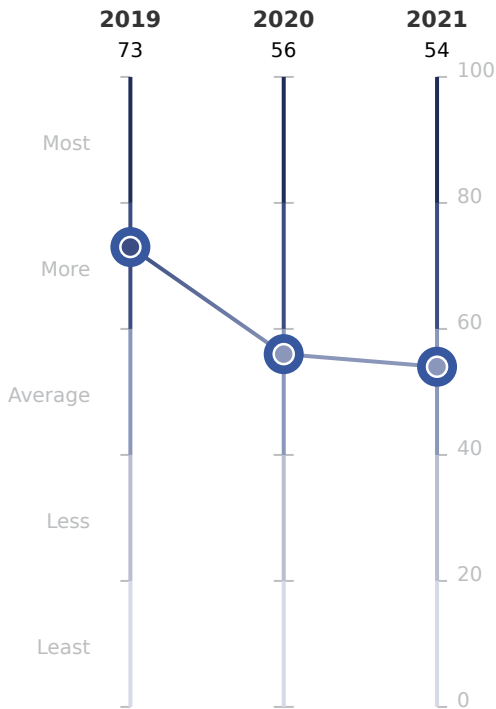
Essential

 Ambitious Instruction

Respondent

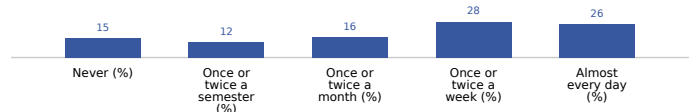
Student

Performance

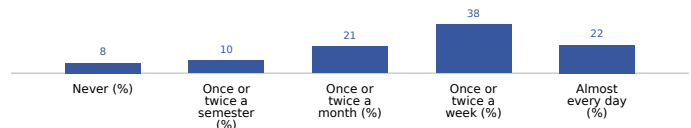


Students report doing the following in English class:

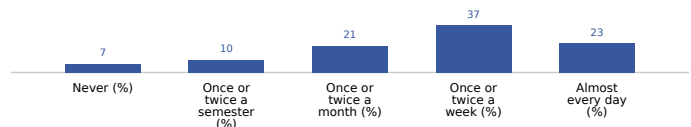
Debate the meaning of a reading.



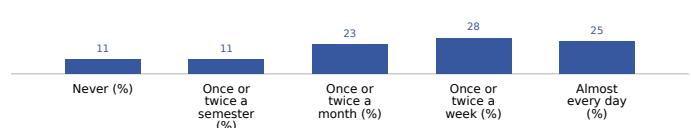
Discuss connections between a reading and real life people or situations.



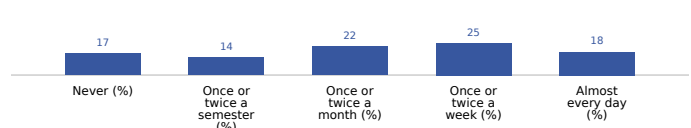
Discuss how culture, time, or place affects an author's writing.



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.

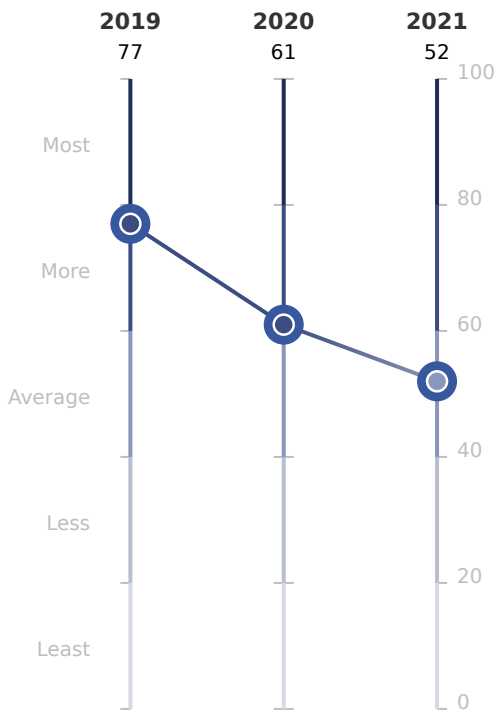
Essential

 Ambitious Instruction

Respondent

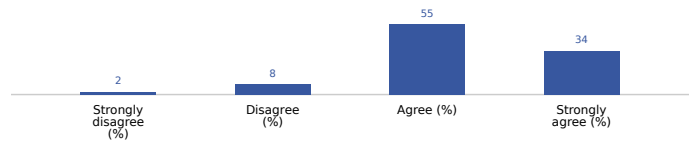
Student

Performance

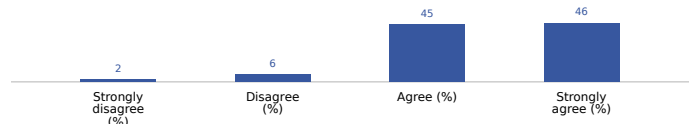


Students report the following about one specific class:

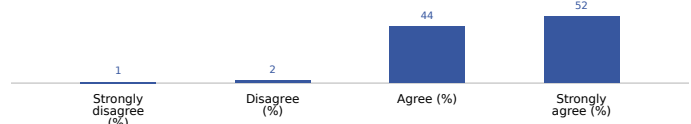
This class really makes me think.



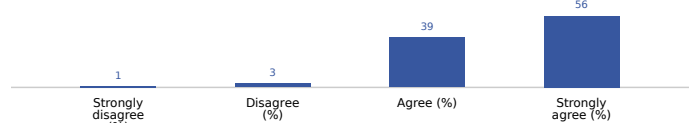
I really learn a lot in this class



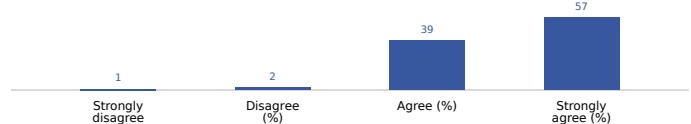
The teacher expects everyone to work hard



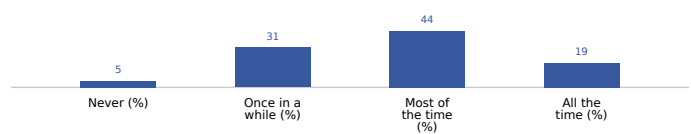
The teacher expects me to do my best all the time



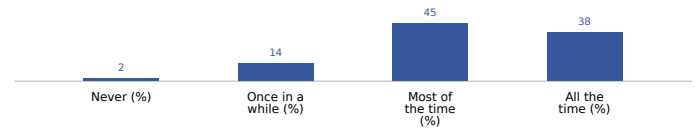
The teacher wants us to become better thinkers, not just memorize things



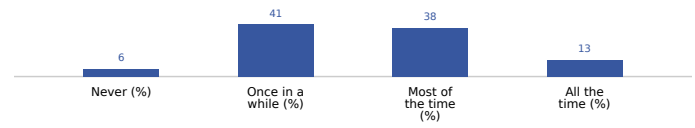
This class challenges me



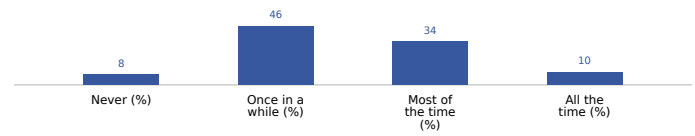
This class requires me to work hard to do well



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.

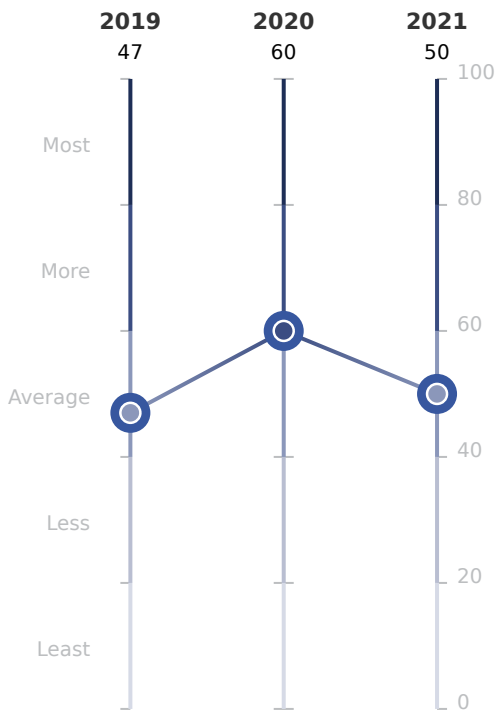
Essential

Collaborative Teachers

Respondent

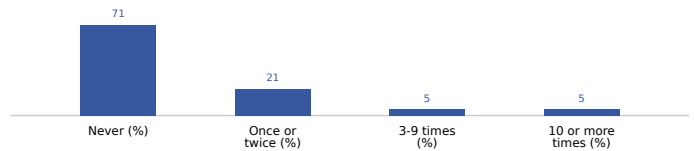
Teacher

Performance

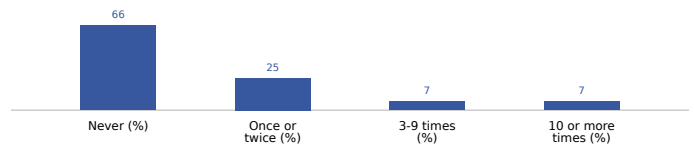


Teachers report how often they have done the following:

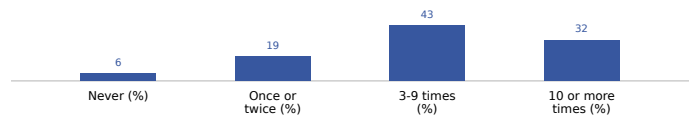
Observed another teacher's classroom to offer feedback.



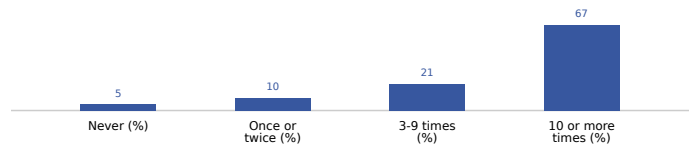
Observed another teacher's classroom to get ideas for your own instruction.



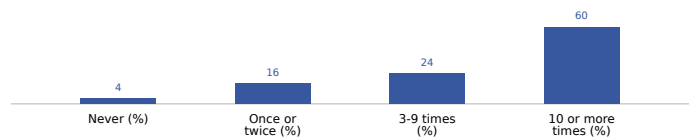
Gone over student assessment data with other teachers to make instructional decisions.



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



Worked on instructional strategies with other teachers.



Instructional Leadership

Instructional Leadership

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

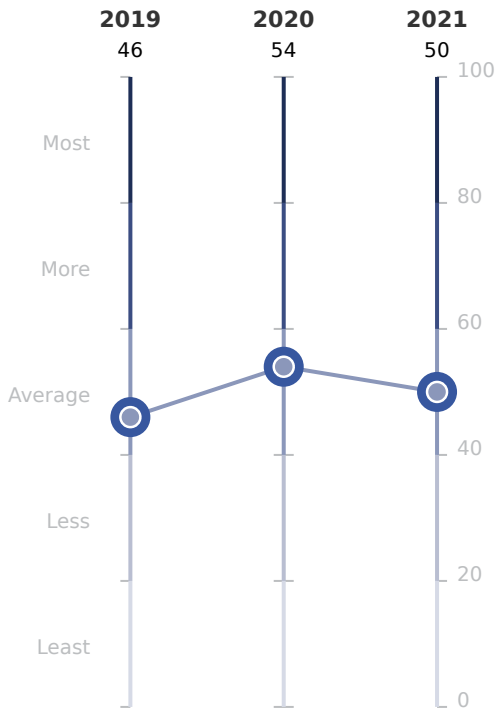
Essential

Effective Leaders

Respondent

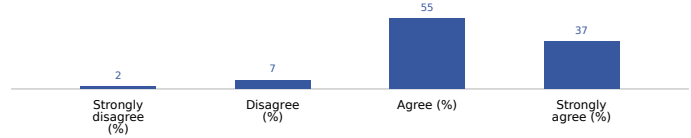
Teacher

Performance

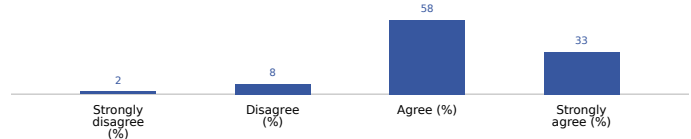


Teachers report that a member of the school leadership team:

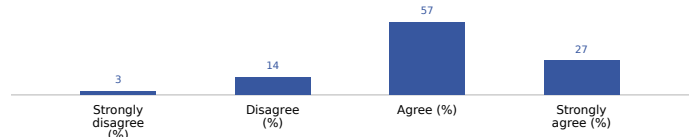
Makes clear to the staff the leadership's expectations for meeting instructional goals.



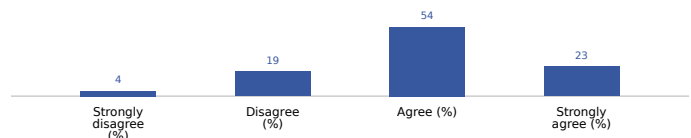
Communicates a clear vision for our school.



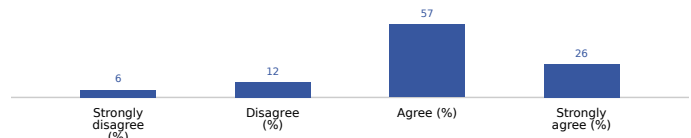
Presses teachers to implement what they have learned in professional development.



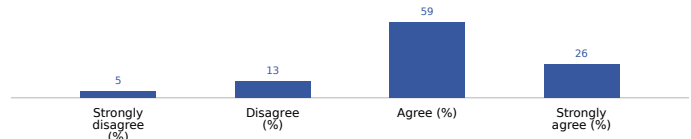
Knows what's going on in my classroom.



Provides me with useful feedback to improve my teaching.



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



Teacher-Principal Trust

Teacher-Principal Trust

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

Essential

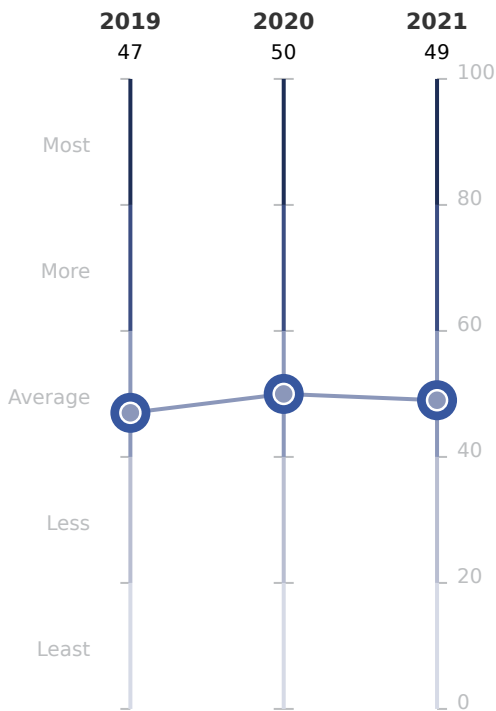


Effective Leaders

Respondent

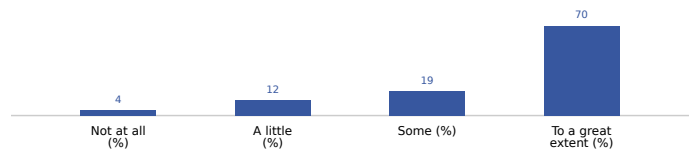
Teacher

Performance

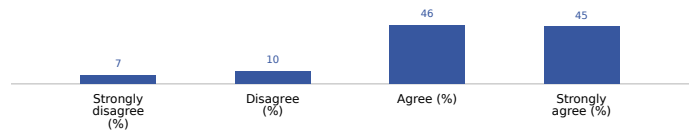


Teachers report the following:

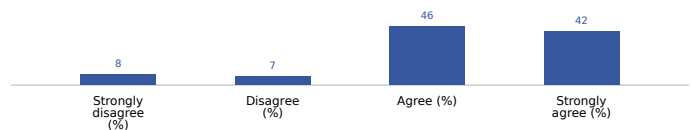
Teachers feel respected by the principal



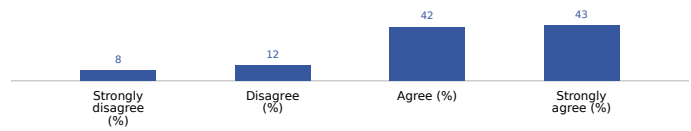
The principal has confidence in the expertise of the teachers.



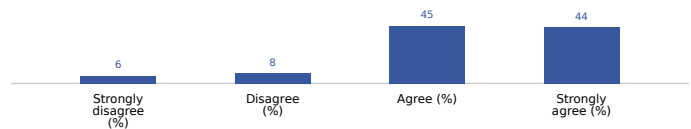
I trust the principal at his or her word.



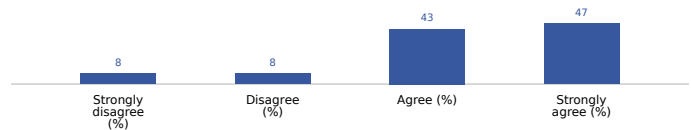
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



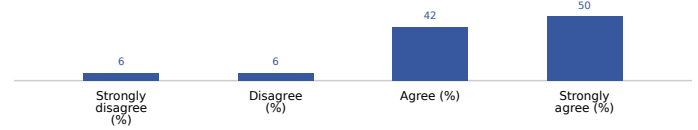
The principal takes a personal interest in the professional development of teachers.



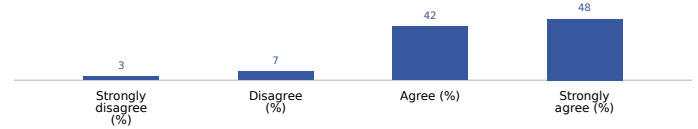
The principal looks out for the personal welfare of the faculty members.



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.

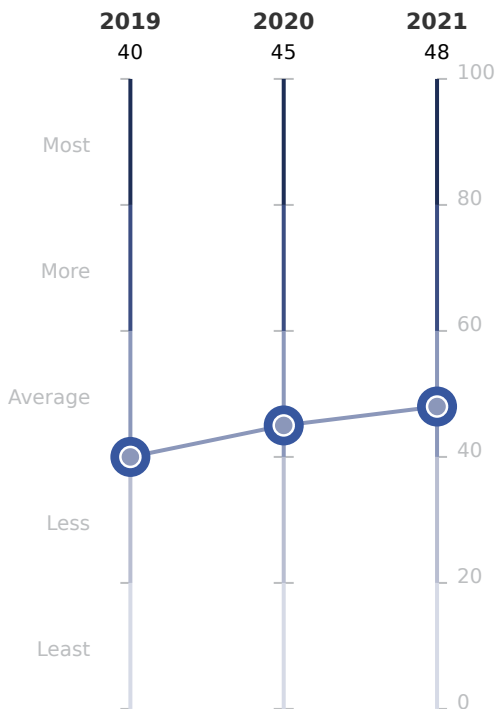
Essential

 Collaborative Teachers

Respondent

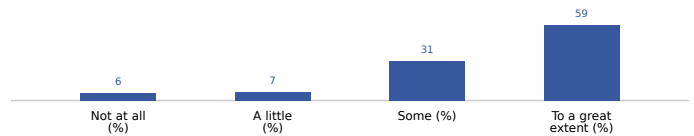
Teacher

Performance

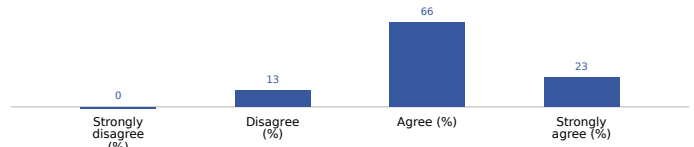


Teachers report the following:

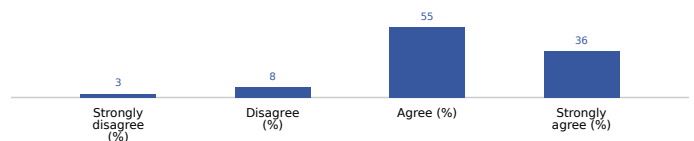
Teachers feel respected by other teachers



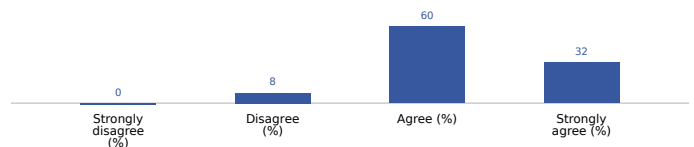
Teachers in this school trust each other.



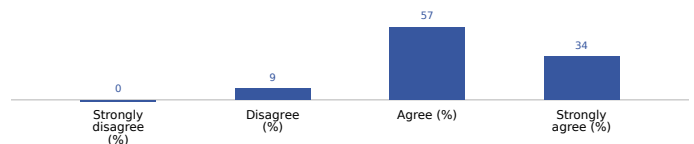
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



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.



Teacher Influence

Teacher Influence

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

Essential

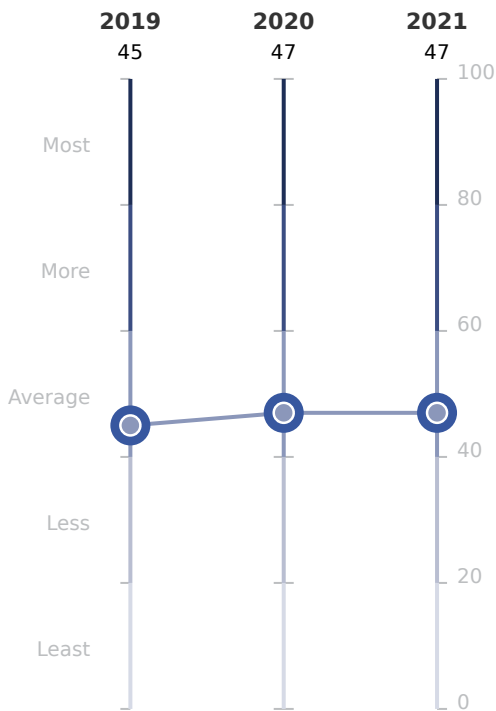


Effective Leaders

Respondent

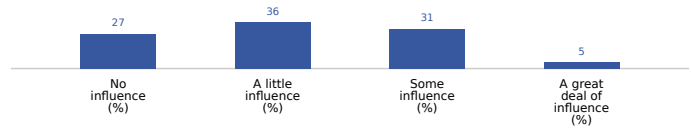
Teacher

Performance

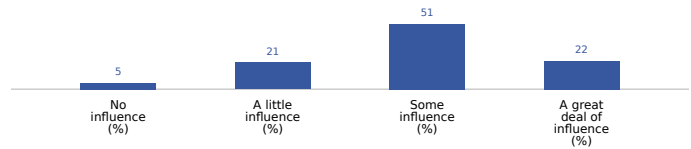


Teachers report having influence on:

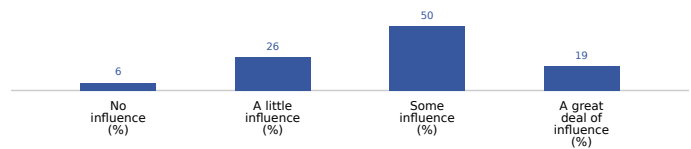
Planning how discretionary school funds should be used.



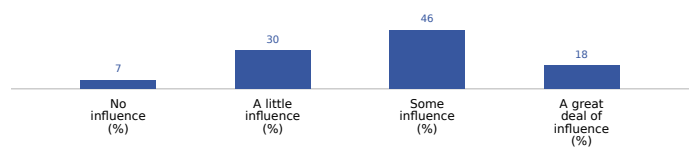
Determining which books and other instructional materials are used in classrooms.



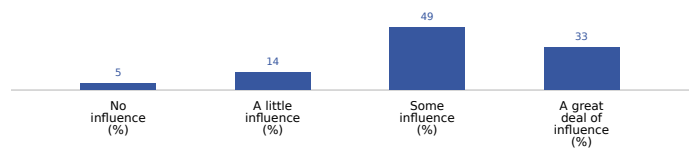
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.




Quality Professional Development

Quality Professional Development

Professional development is rigorous and focused on student learning.

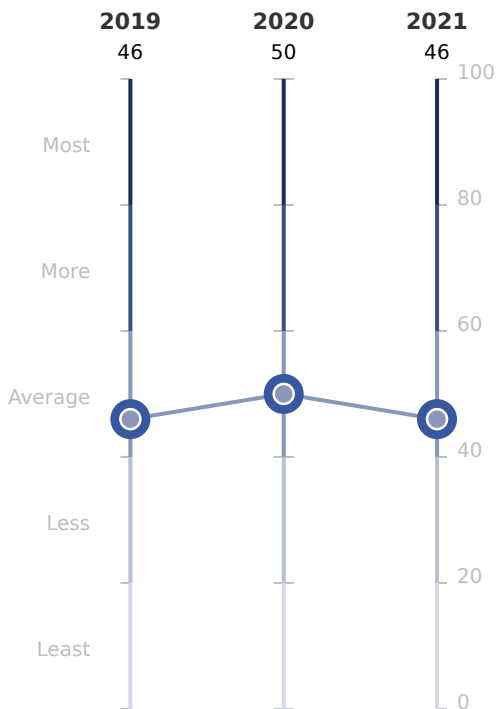
Essential

 Collaborative Teachers

Respondent

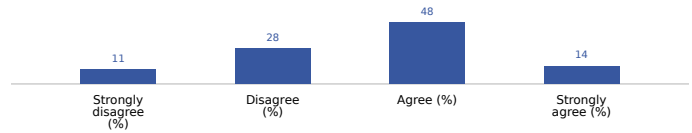
Teacher

Performance

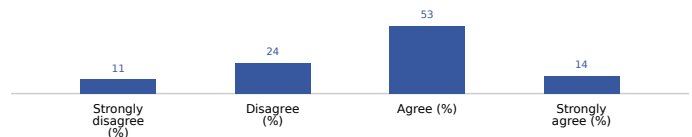


Teachers report that professional development this year has:

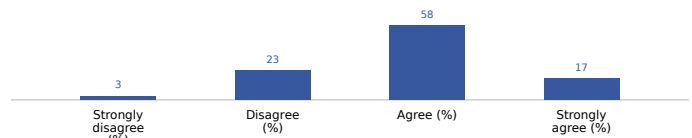
Been sustained and coherently focused, rather than short-term and unrelated.



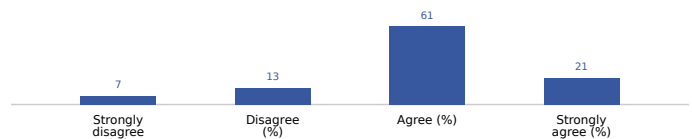
Included enough time to think carefully about, try, and evaluate new ideas.



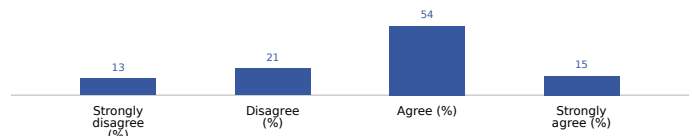
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.




Collective Responsibility

Collective Responsibility

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

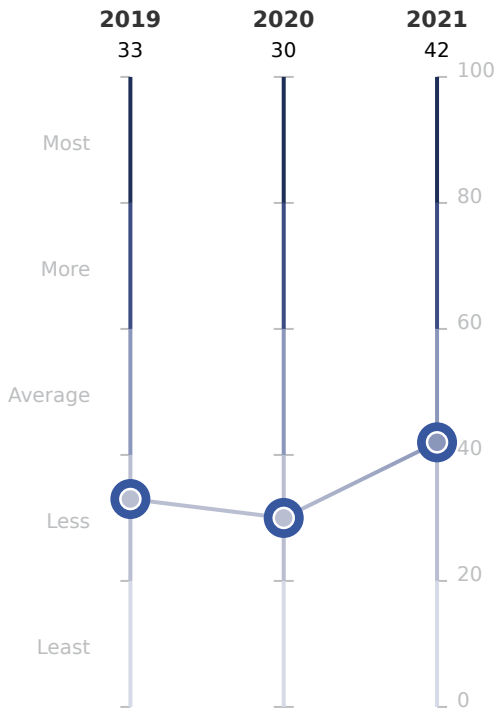
Essential

 Collaborative Teachers

Respondent

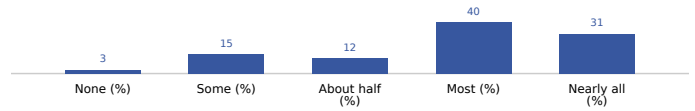
Teacher

Performance

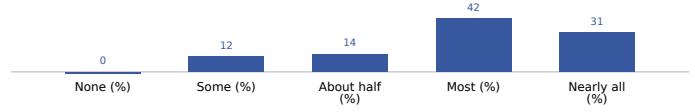


Teachers report that other teachers in the school:

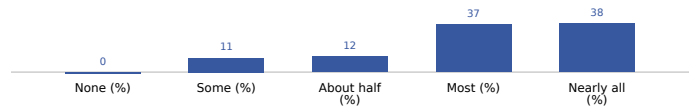
Help maintain discipline in the entire school, not just their classroom?



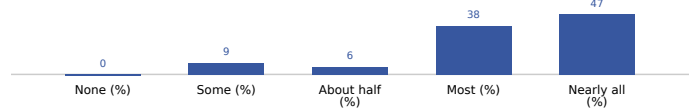
Take responsibility for improving the school.



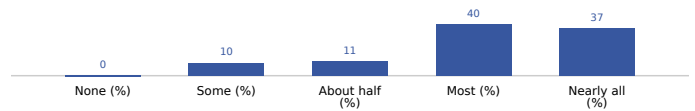
Feel responsible to help each other do their best.



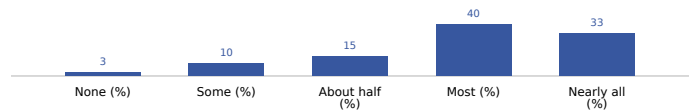
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.



Program Coherence

Program Coherence

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

Essential

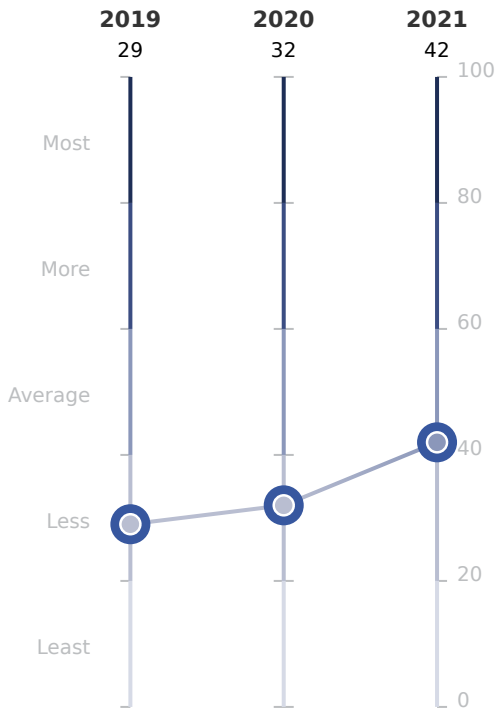


Effective Leaders

Respondent

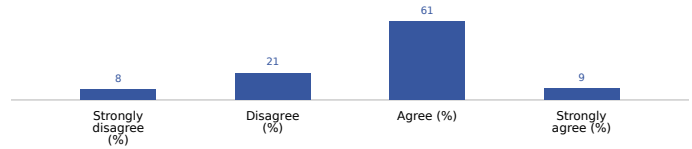
Teacher

Performance



Teachers report the following:

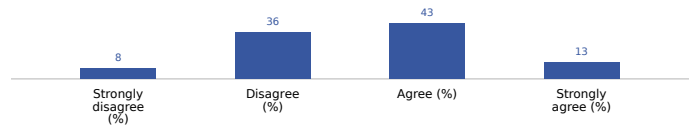
Once we start a new program in this school, we follow up to make sure that it's working.



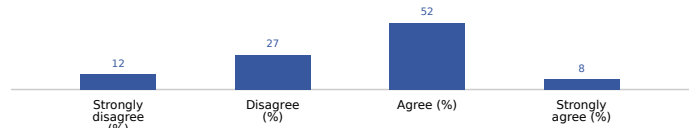
We have so many different programs in this school that I can't keep track of them all.



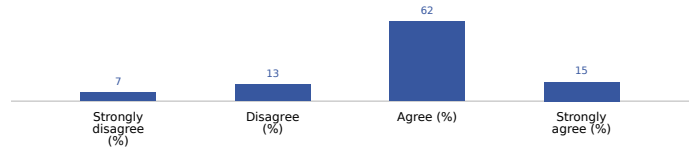
Many special programs come and go at this school.



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

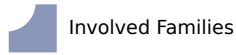


Teacher-Parent Trust

Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

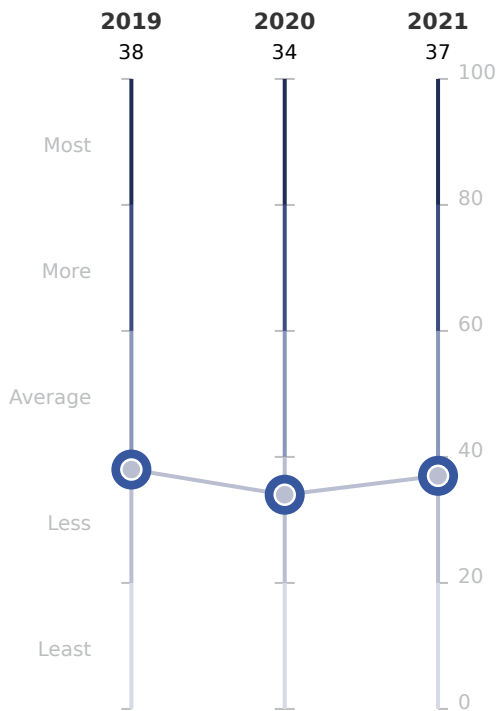
Essential



Respondent

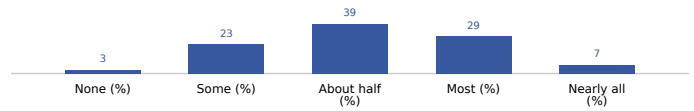
Teacher

Performance

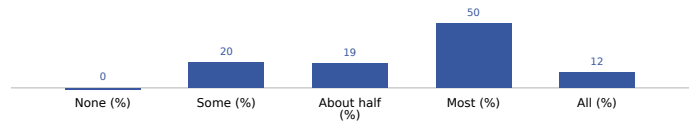


Teachers report the following:

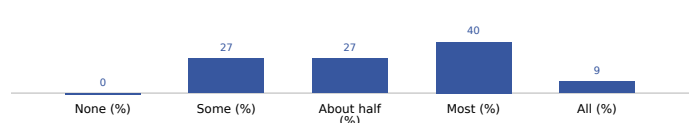
Teachers feel good about parents' support for their work.



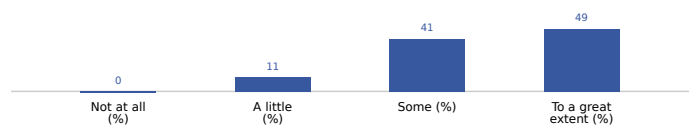
Parents support teachers' teaching efforts.



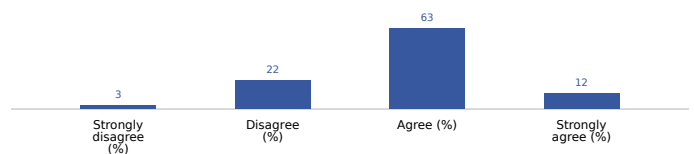
Parents do their best to help their children learn.



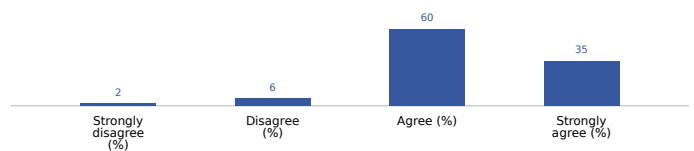
Teachers feel respected by the parents of the students



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.




Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

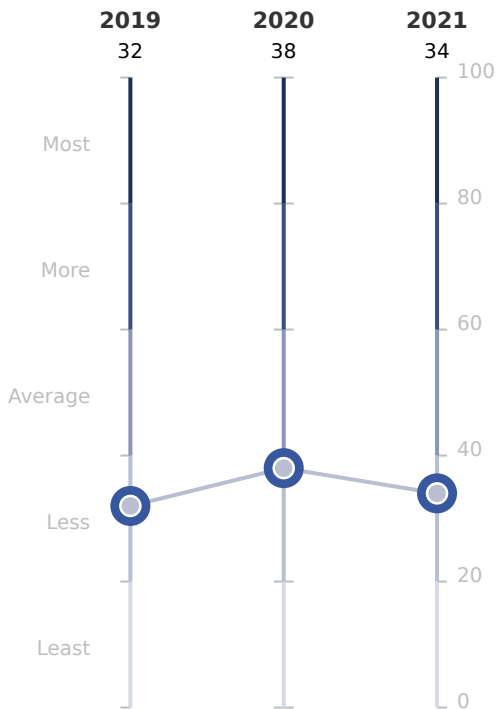
Essential

 Involved Families

Respondent

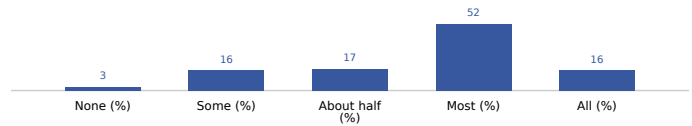
Teacher

Performance

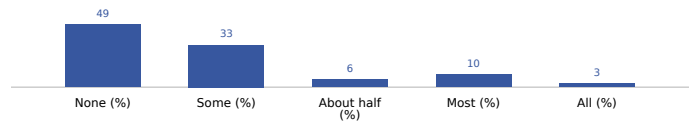


Teachers report that students' parents:

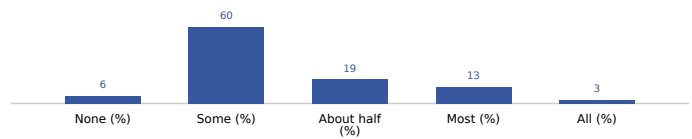
Attended parent-teacher conferences when you requested them.



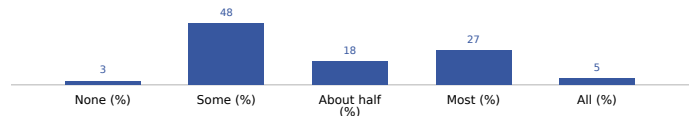
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.




School Commitment

School Commitment

Teachers are deeply committed to the school.

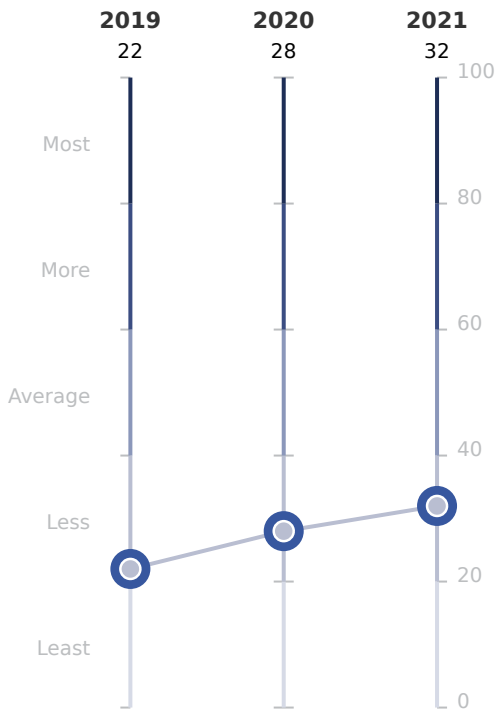
Essential

 Collaborative Teachers

Respondent

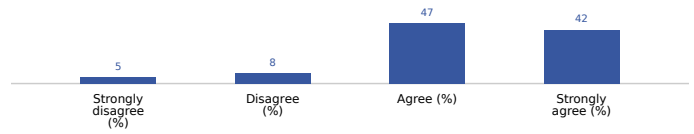
Teacher

Performance

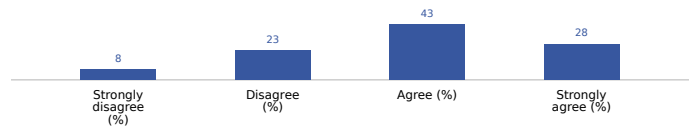


Teachers report the following:

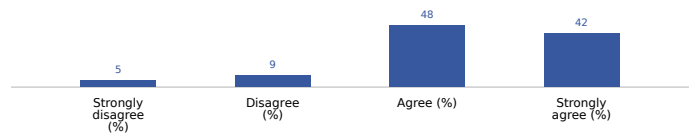
I usually look forward to each working day at this school.



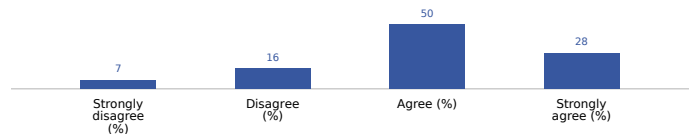
I wouldn't want to work in any other school.



I feel loyal to this school.



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



Safety

Safety

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

Essential

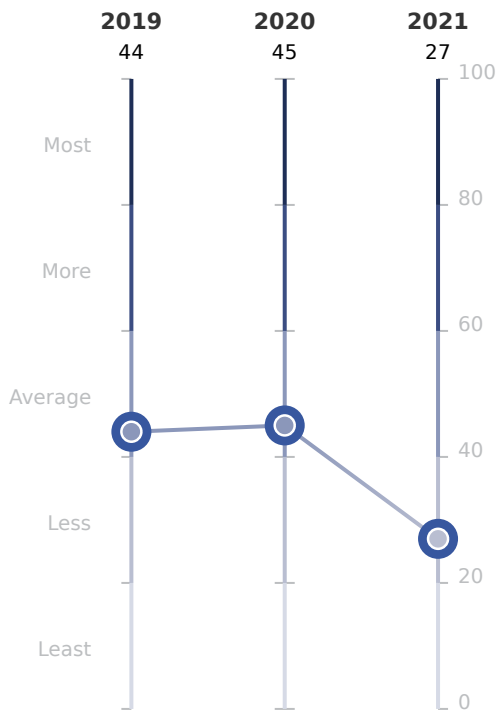


Supportive Environment

Respondent

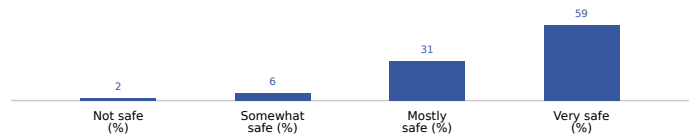
Student

Performance

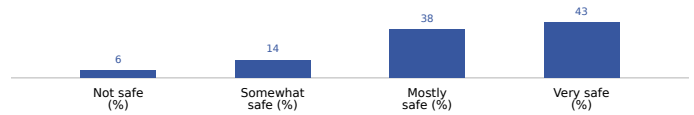


Students report how safe they feel:

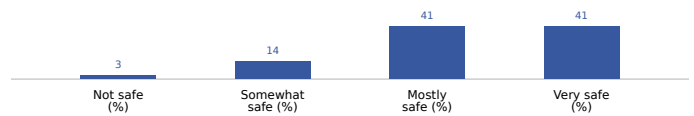
In the hallways of the school?



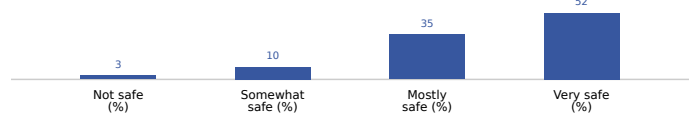
In the bathrooms of the school?



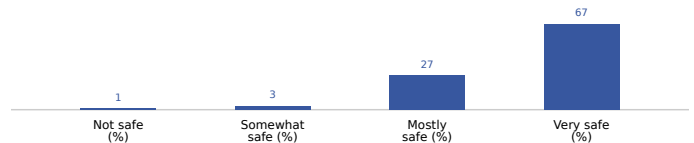
Outside around the school?



Traveling between home and school?



In your classes?




Quality of Student Discussion

Quality of Student Discussion

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

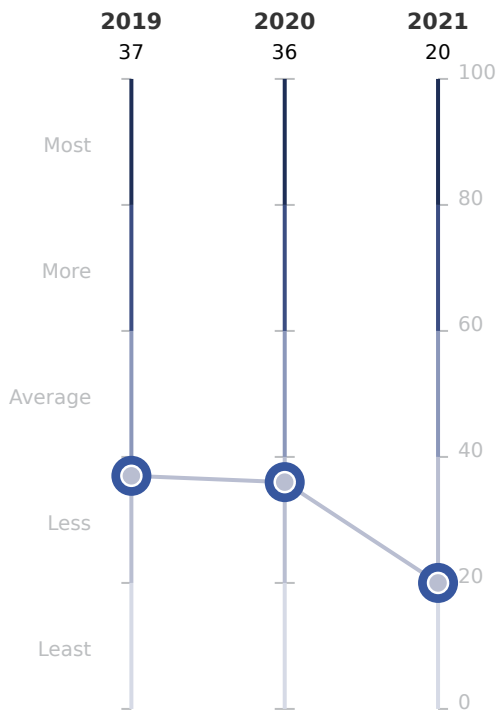
Essential

 Ambitious Instruction

Respondent

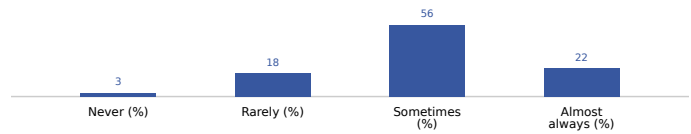
Teacher

Performance

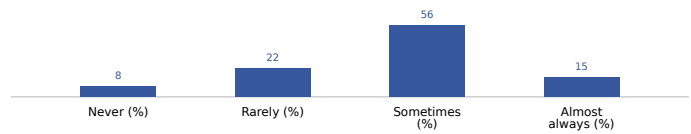


Teachers report the following about classroom discussions:

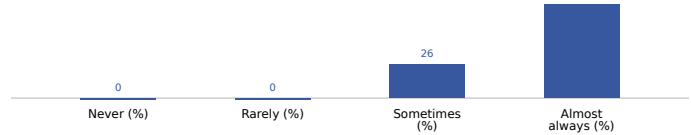
Students build on each other's ideas during discussion.



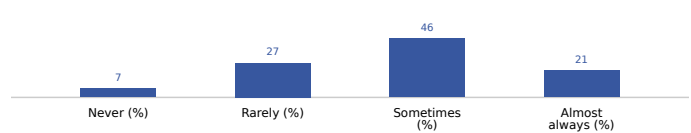
Students use data and text references to support their ideas.



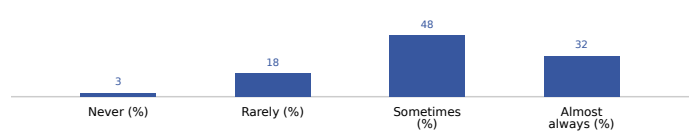
Students show each other respect.



Students provide constructive feedback to their peers and to me.
















Most students participate in the discussion at some point.



All Supplemental Measures

How is Berkeley SD 87 performing on all supplemental measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
32	Socialization of New Teachers	+ 2	98 Most	 Supplemental Measures	Teacher
33	Student Peer Relationships	+ 35	90 Most	 Supplemental Measures	Student
34	Academic Engagement	- 1	82 Most	 Supplemental Measures	Student
35	Course Clarity	+ 31	68 More	 Supplemental Measures	Student
36	Teacher Safety	+ 28	62 More	 Supplemental Measures	Teacher
38	Rigorous Study Habits	+ 5	57 Average	 Supplemental Measures	Student
39	Human & Social Resources in the Community	+ 11	54 Average	 Supplemental Measures	Student
40	Classroom Rigor	+ 4	50 Average	 Supplemental Measures	Student
41	Inquiry-Based Science Instruction	- 9	42 Average	 Supplemental Measures	Student
42	Innovation	+ 6	33 Less	 Supplemental Measures	Teacher
43	Parent Supportiveness	N/A	29 Less	 Supplemental Measures	Student
44	Reflective Dialogue	- 23	19 Least	 Supplemental Measures	Teacher
45	Student Responsibility	- 25	8 Least	 Supplemental Measures	Teacher

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.

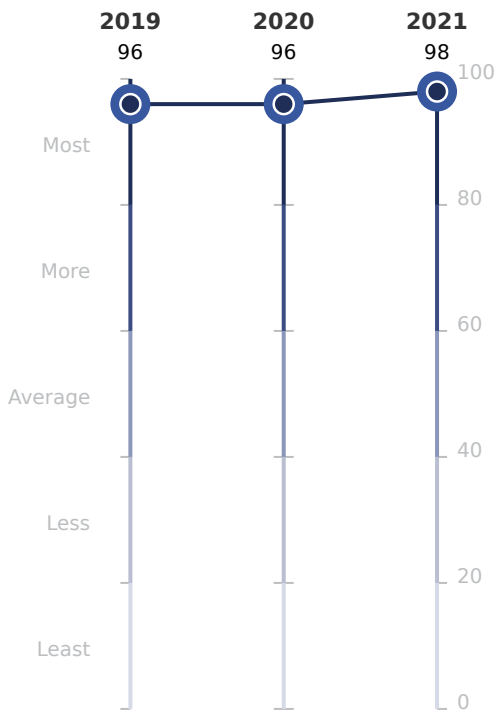
Essential

Supplemental Measures

Respondent

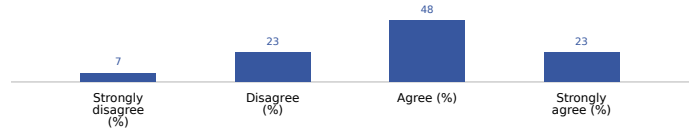
Teacher

Performance

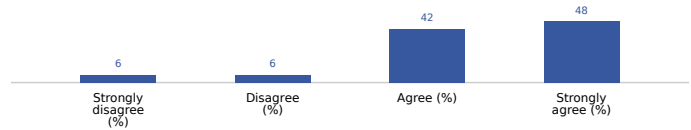


Teachers report the following:

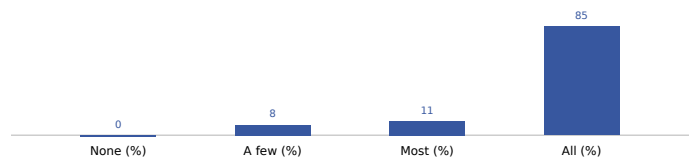
Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



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 Peer Relationships

Student Peer Relationships

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

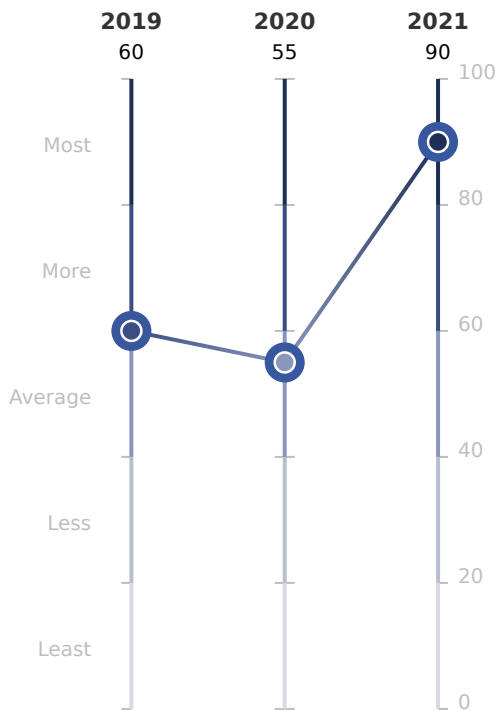
Essential

Supplemental Measures

Respondent

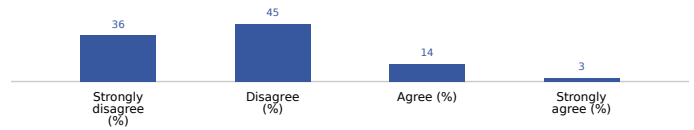
Student

Performance

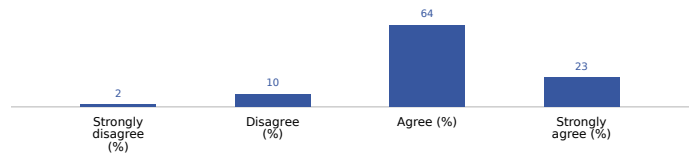


Students report that their school peers:

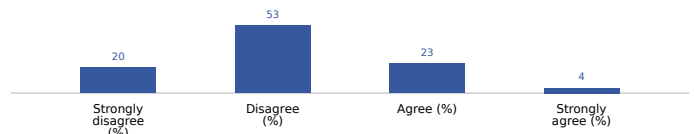
Like to put others down.



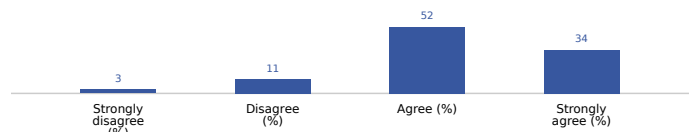
Help each other learn.



Don't get along together very well.



Treat each other with respect.



Academic Engagement

Academic Engagement

Students are interested and engaged in learning.

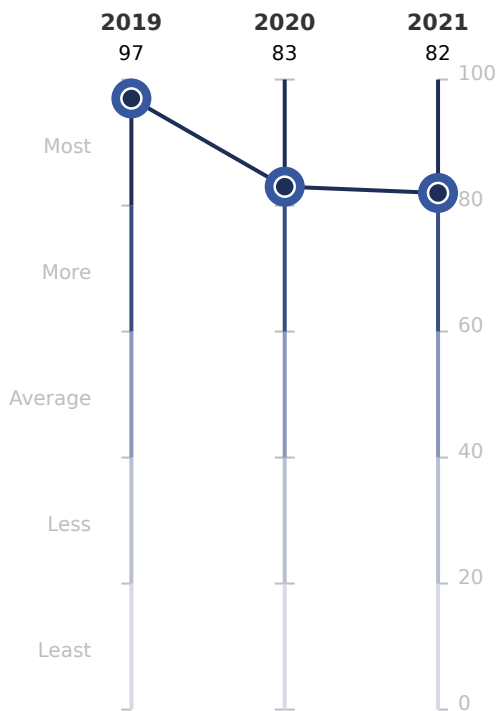
Essential

Supplemental Measures

Respondent

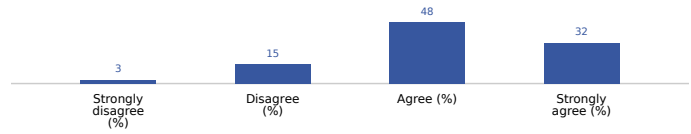
Student

Performance

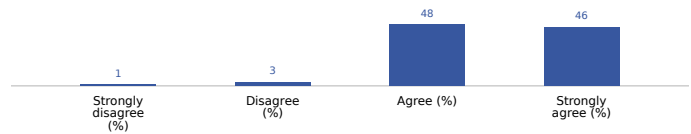


Students report:

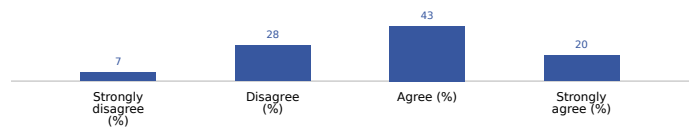
I usually look forward to this class.



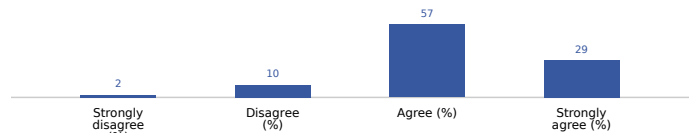
I work hard to do my best in this class.



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



The topics we are studying are interesting and challenging.



Course Clarity

Course Clarity

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

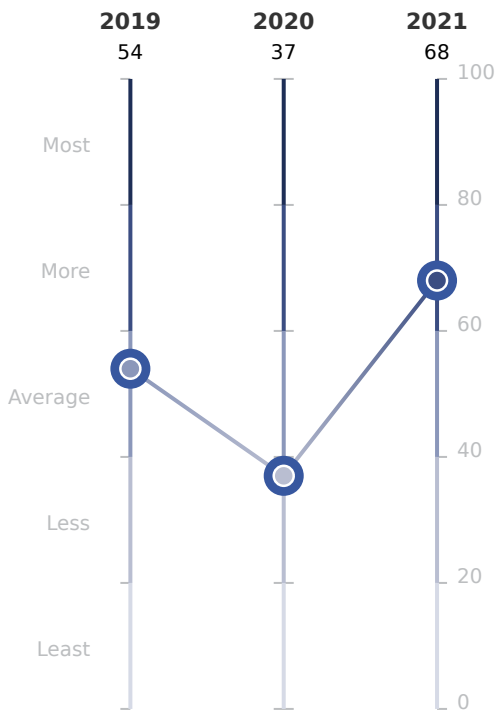
Essential

Supplemental Measures

Respondent

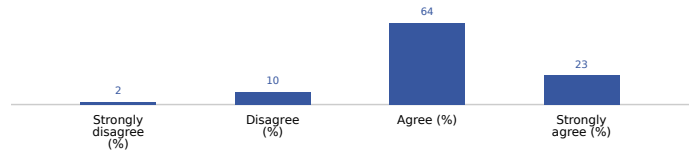
Student

Performance

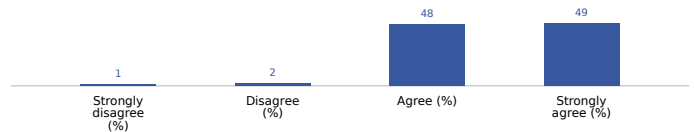


Students report the following about one specific class:

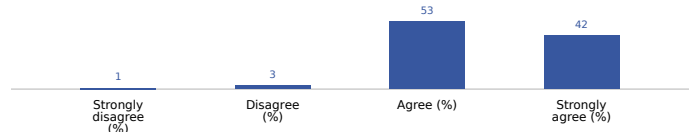
I learn a lot from feedback on my work.



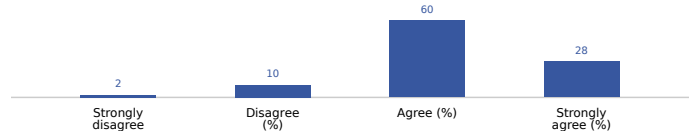
It's clear to me what I need to do to get a good grade.



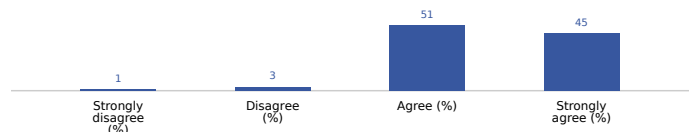
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



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



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.

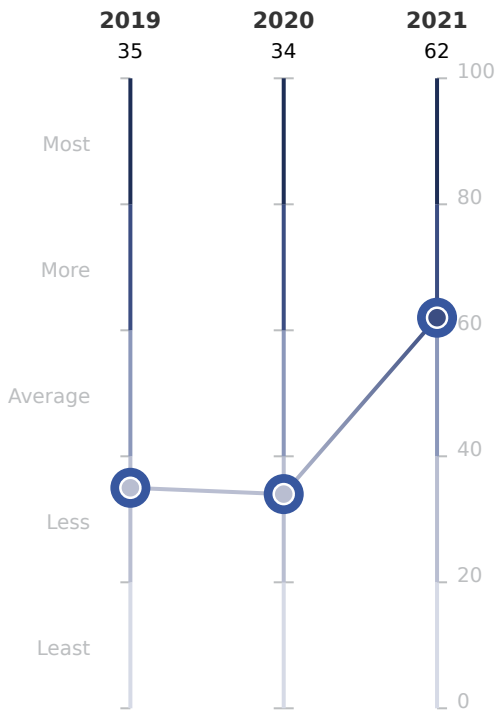
Essential

Supplemental Measures

Respondent

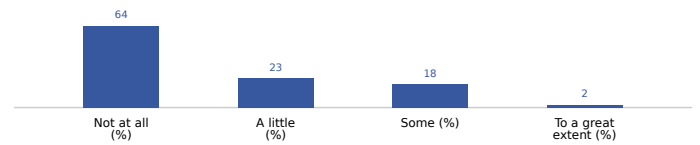
Teacher

Performance

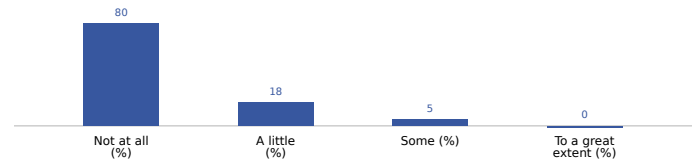


Teachers report how much each of the following is a problem:

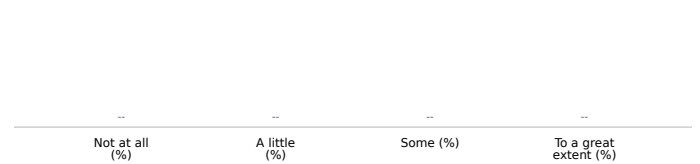
Physical conflicts among students



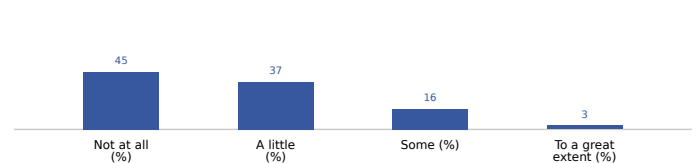
Robbery or theft



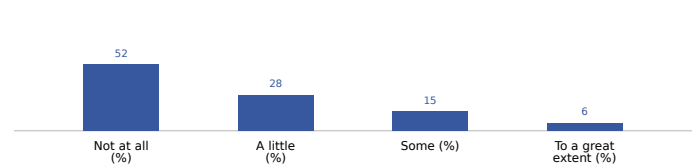
Gang activity



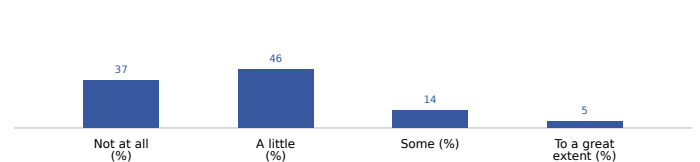
Disorder in classrooms



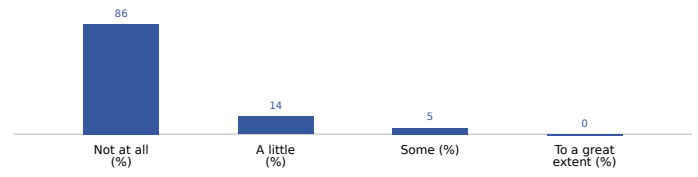
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Rigorous Study Habits

Rigorous Study Habits

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

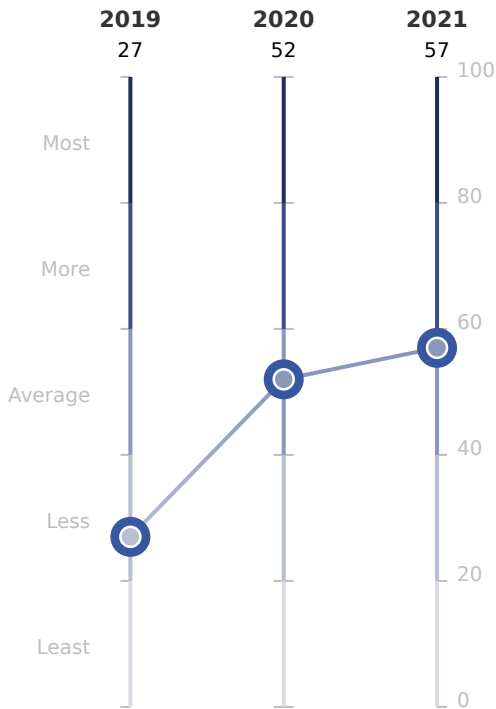
Essential

Supplemental Measures

Respondent

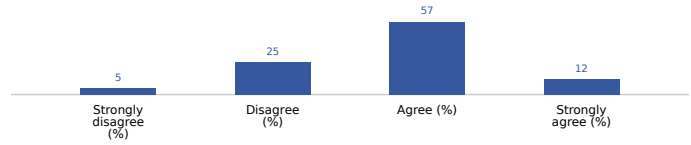
Student

Performance

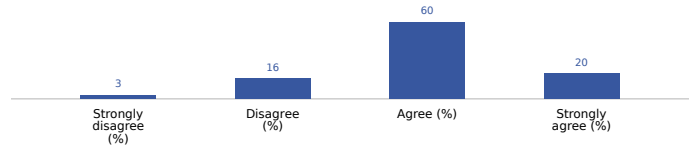


Students report that:

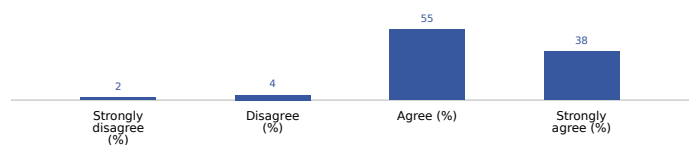
I always study for tests.



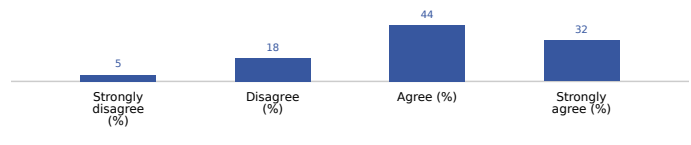
I set aside time to do my homework and study.



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.



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.

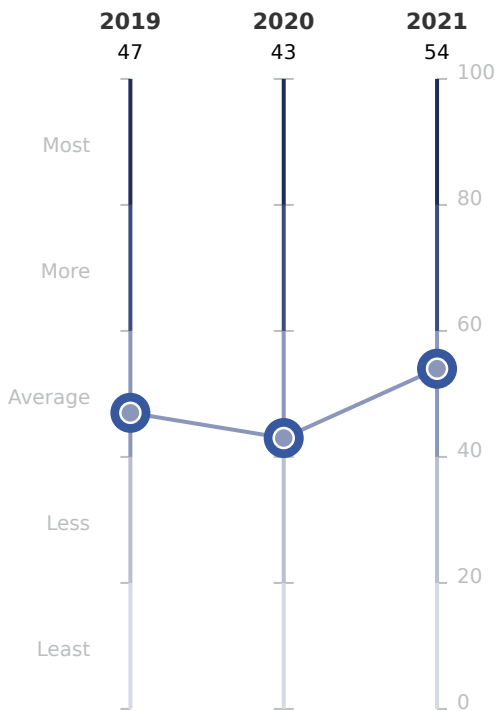
Essential

Supplemental Measures

Respondent

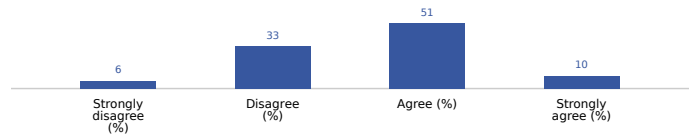
Student

Performance

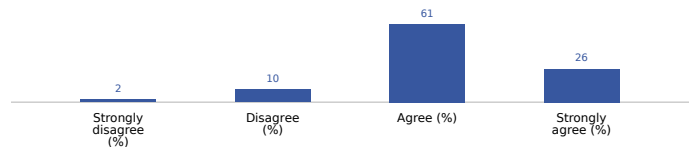


Students report the following about their community:

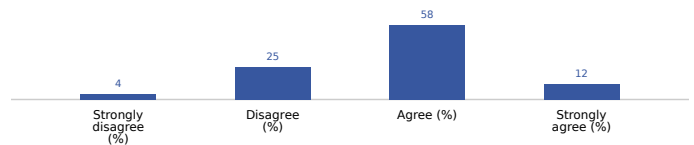
Adults in this neighborhood know who the local children are.



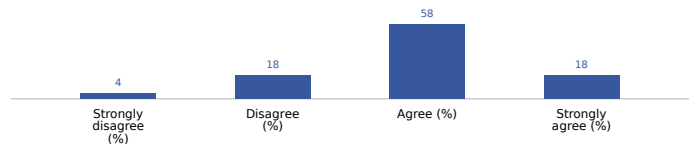
During the day, it is safe for children to play in the local park or playground.



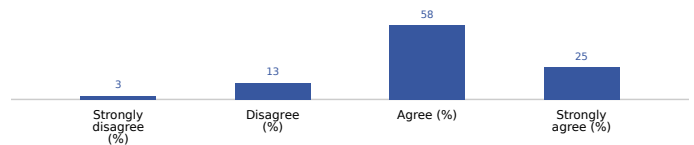
People in this neighborhood can be trusted.



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.



Classroom Rigor

Classroom Rigor

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

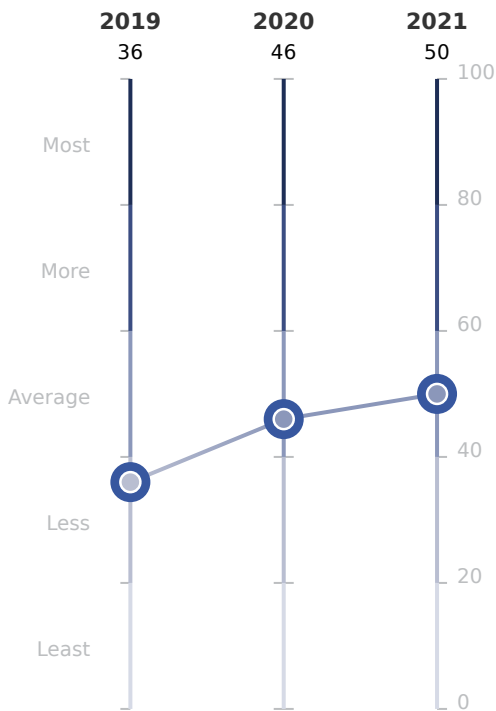
Essential

Supplemental Measures

Respondent

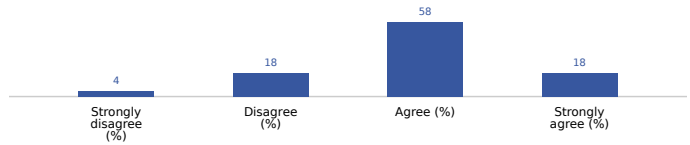
Student

Performance

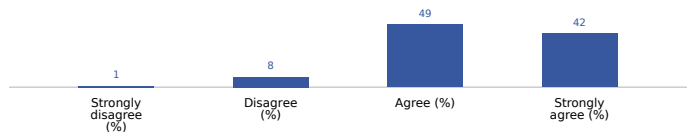


Students report that the teacher in their target class:

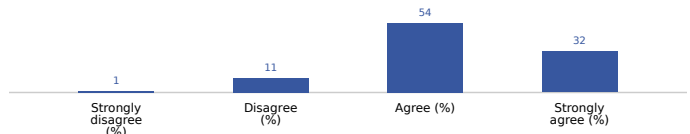
Often connects what I am learning to life outside of the classroom.



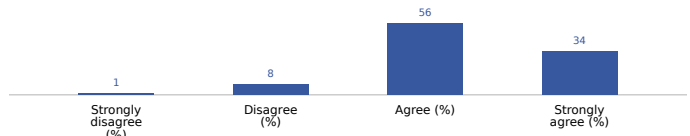
Encourages students to share their ideas about things we are studying in class.



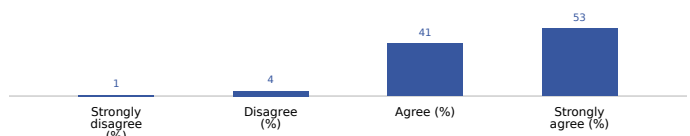
Often requires me to explain my answers.



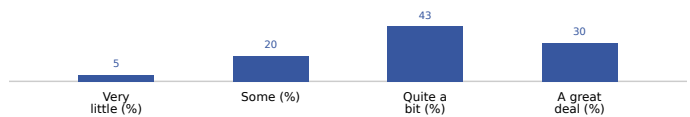
Encourages us to consider different solutions or points of view.



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



We talk about different solutions or points of view.



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction

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

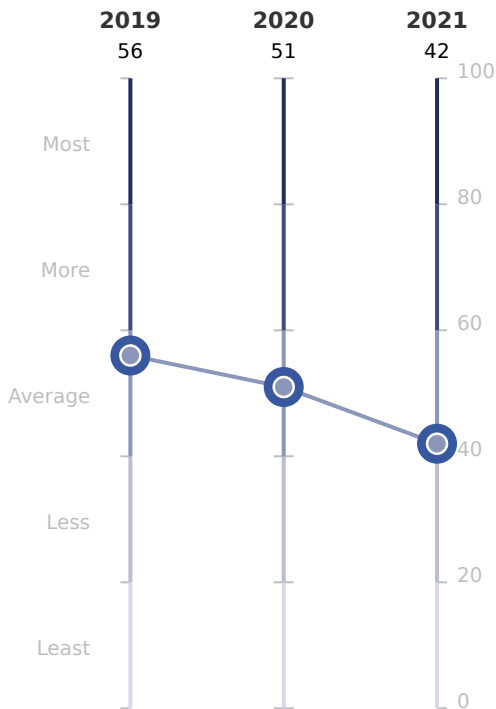
Essential

Supplemental Measures

Respondent

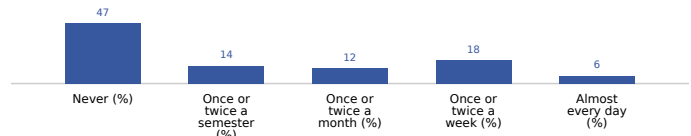
Student

Performance

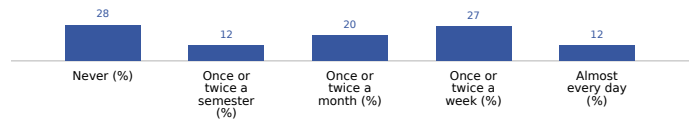


Students report doing the following in science class:

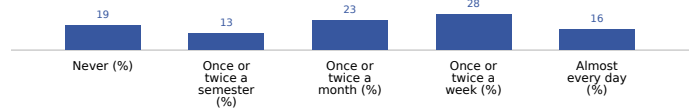
Use laboratory equipment or specimens.



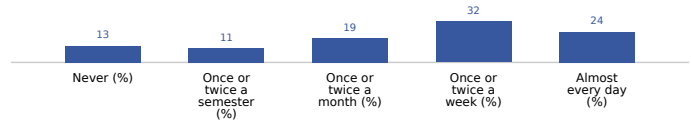
Write lab reports.



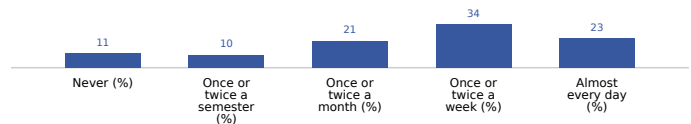
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Innovation

Innovation

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

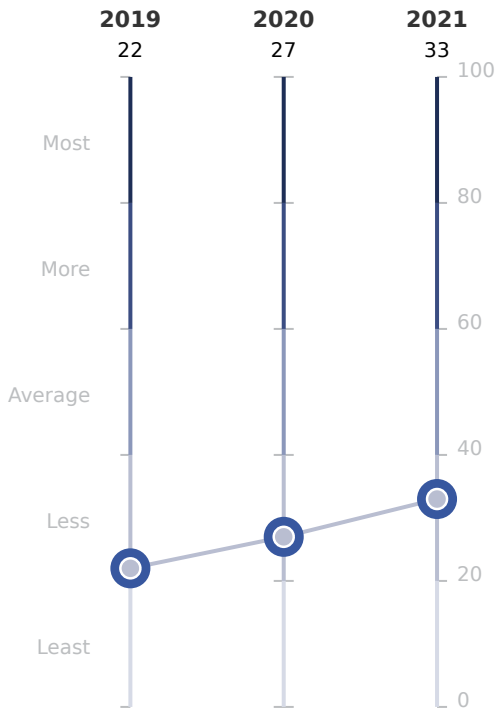
Essential

Supplemental Measures

Respondent

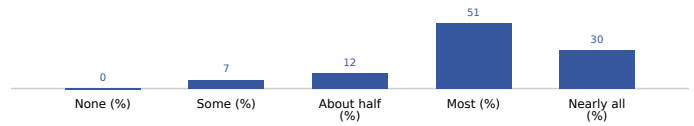
Teacher

Performance

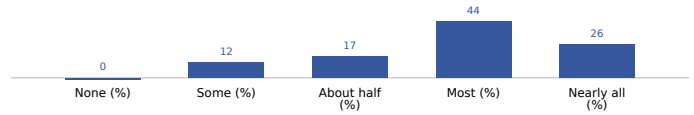


Teachers report that:

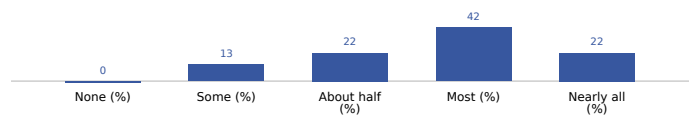
Teachers are really trying to improve their teaching.



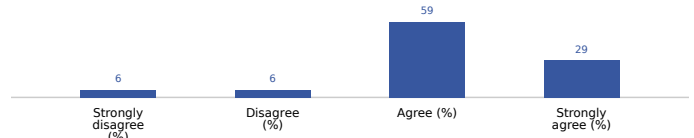
Teachers are willing to take risks to make the school better.



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.



Parent Supportiveness

Parent Supportiveness

Parents support their children emotionally and developmentally.

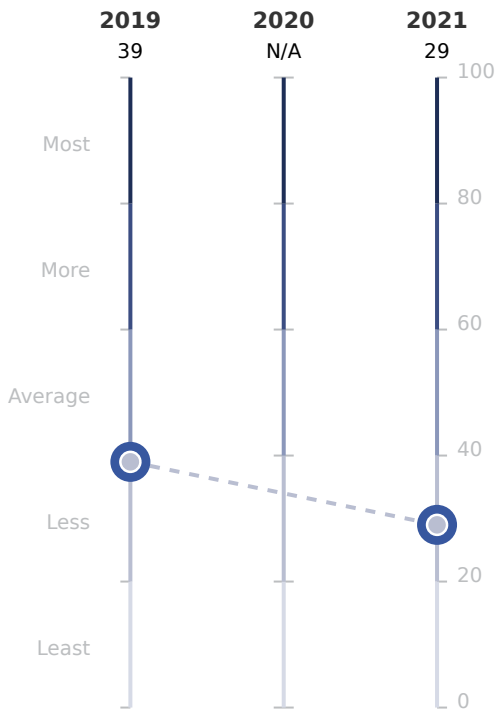
Essential

Supplemental Measures

Respondent

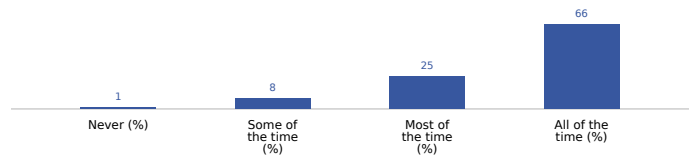
Student

Performance

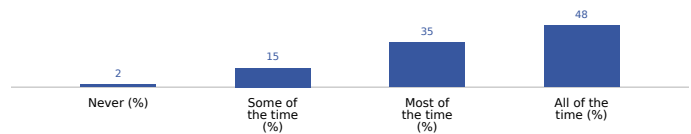


Students report the following about their parents. My parents:

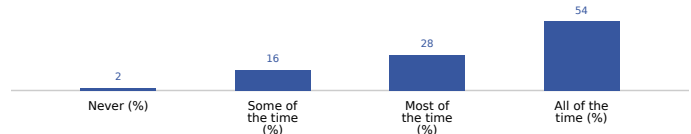
Encourage you to work hard at school.



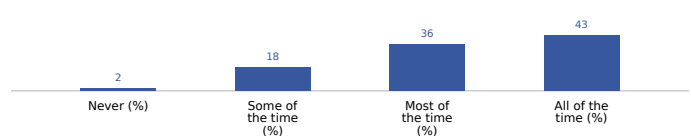
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Reflective Dialogue

Reflective Dialogue

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

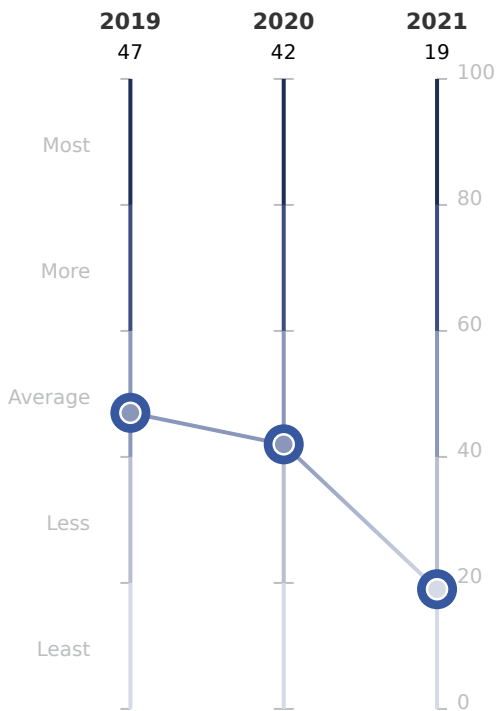
Essential

Supplemental Measures

Respondent

Teacher

Performance



Teachers report having conversations with colleagues about:

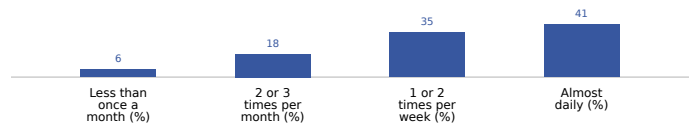
Instruction in the teachers' lounge, faculty meetings, etc.



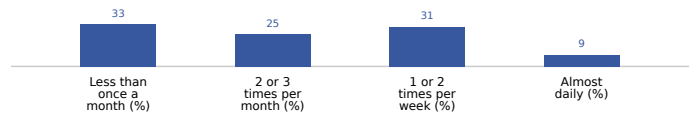
Student work



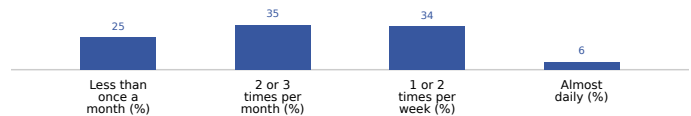
What helps students learn the best



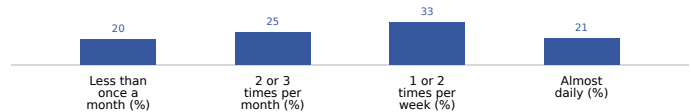
The development of new curriculum



The goals of this school.



Managing classroom behavior



Student Responsibility

Student Responsibility

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

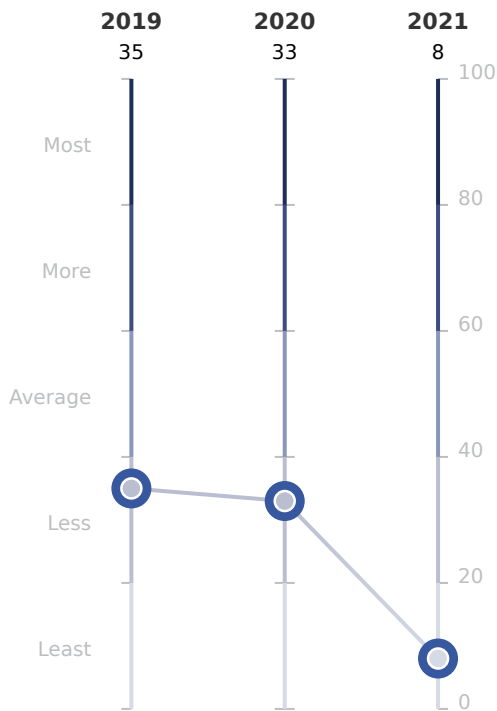
Essential

Supplemental Measures

Respondent

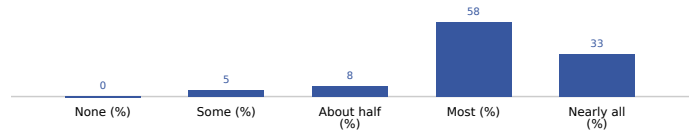
Teacher

Performance

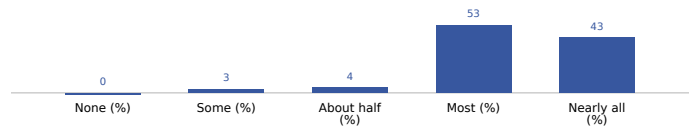


Teachers report that their students:

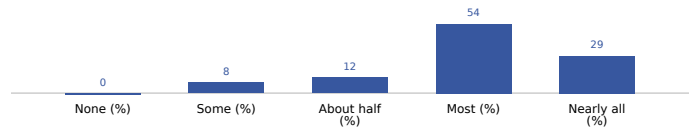
Come to class on time?



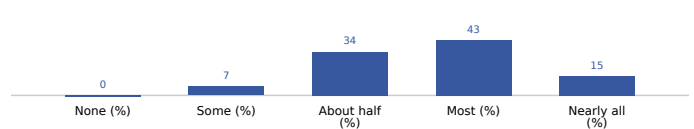
Attend class regularly?



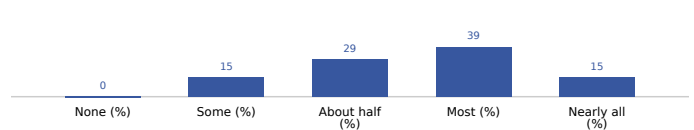
Come to class prepared with the appropriate supplies and books?



Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?

