Butler Junior High School

2022 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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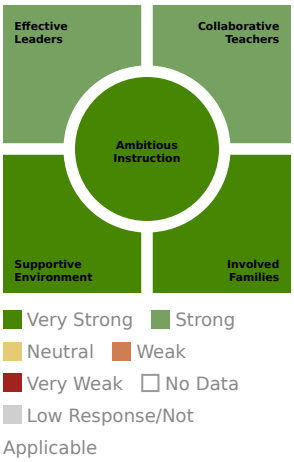
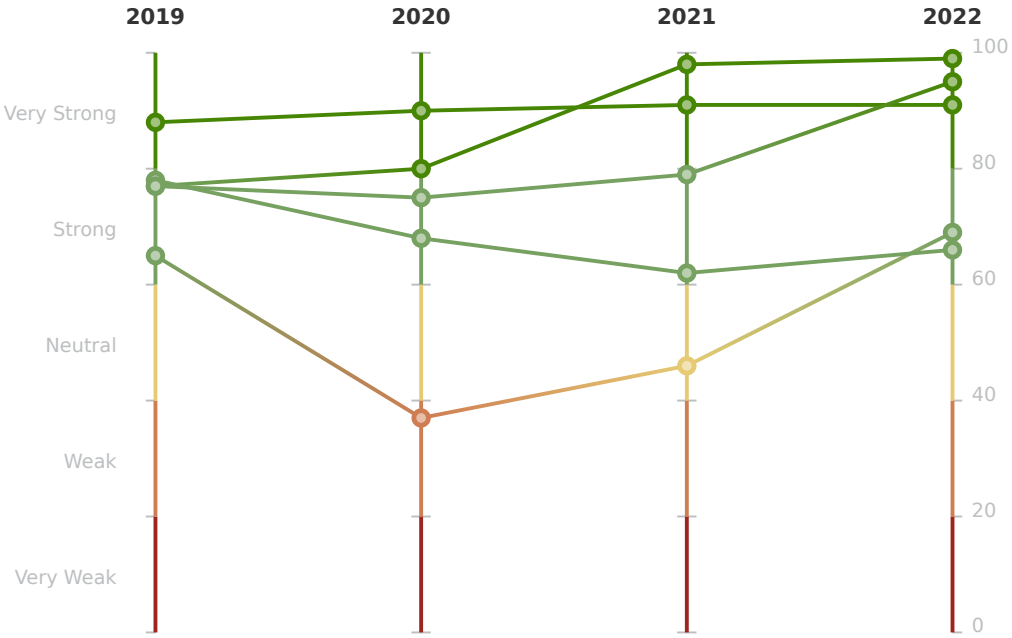
Overall, Butler Junior High School is well-organized for improvement.



The 5Essentials

How is Butler Junior High School performing on each of the 5Essentials in 2022?



Essentials	Performance Across Years				
	2019	2020	2021	2022	
Ambitious Instruction	77	80	98	99	**Very Strong**
Supportive Environment	77	75	79	95	**Very Strong**
Involved Families	88	90	91	91	**Very Strong**
Effective Leaders	65	37	46	69	**Strong**
Collaborative Teachers	78	68	62	66	**Strong**

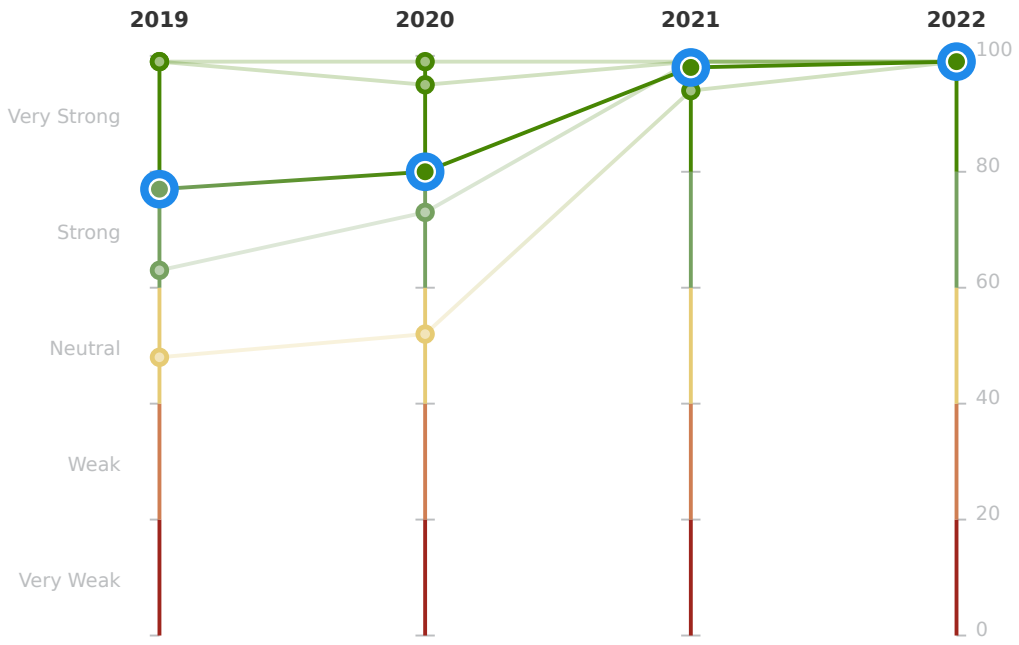
Ambitious Instruction

How is Butler Junior High 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
	2019	2020	2021	2022	
Academic Press	63	73	99	99	Student
English Instruction	48	52	94	99	Student
Math Instruction	99	99	99	99	Student
Quality of Student Discussion	99	95	99	99	Teacher

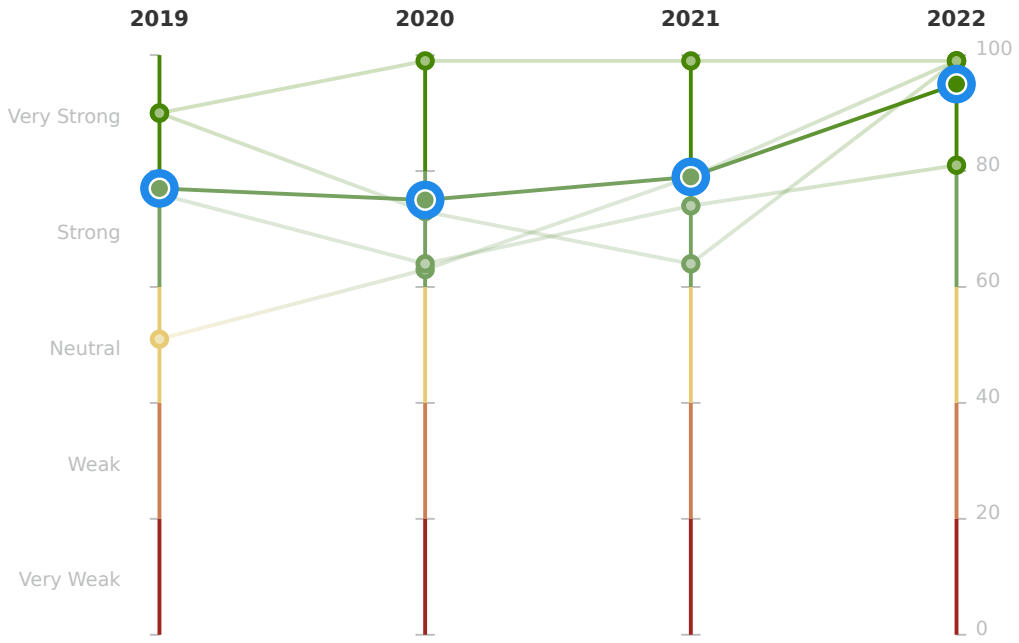
Supportive Environment

How is Butler Junior High 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
	2019	2020	2021	2022	
Academic Personalism	51	63	79	99	Student
Peer Support for Academic Work	90	99	99	99	Student
Safety	90	73	64	99	Student
Student-Teacher Trust	76	64	74	81	Student

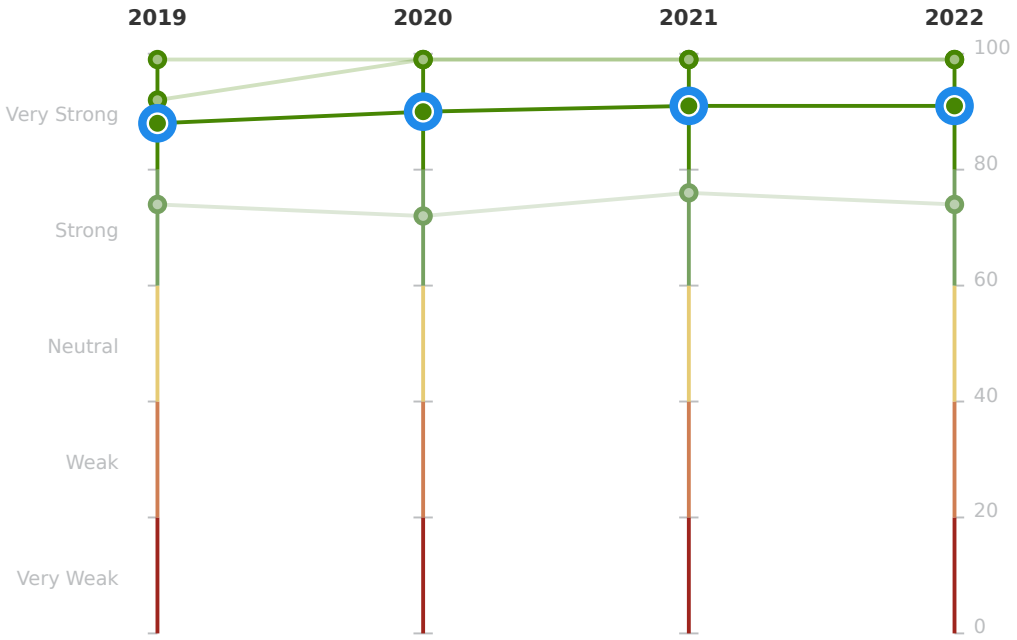
Involved Families

How is Butler Junior High 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



Measures	Performance Across Years				Respondent
	2019	2020	2021	2022	
Parent Influence on Decision Making in Schools	99	99	99	99	Teacher
Teacher-Parent Trust	92	99	99	99	Teacher
Parent Involvement in School	74	72	76	74	Teacher

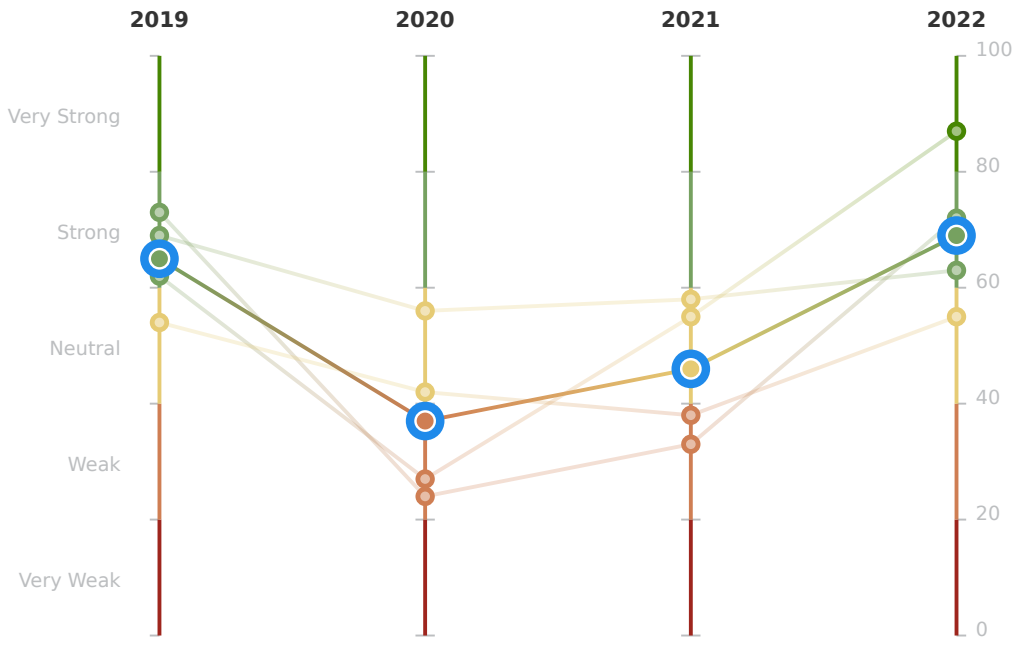
Effective Leaders

How is Butler Junior High 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



Measures	Performance Across Years				Respondent
	2019	2020	2021	2022	
Program Coherence	62	27	55	87	Teacher
Instructional Leadership	73	24	33	72	Teacher
Teacher Influence	69	56	58	63	Teacher
Teacher-Principal Trust	54	42	38	55	Teacher

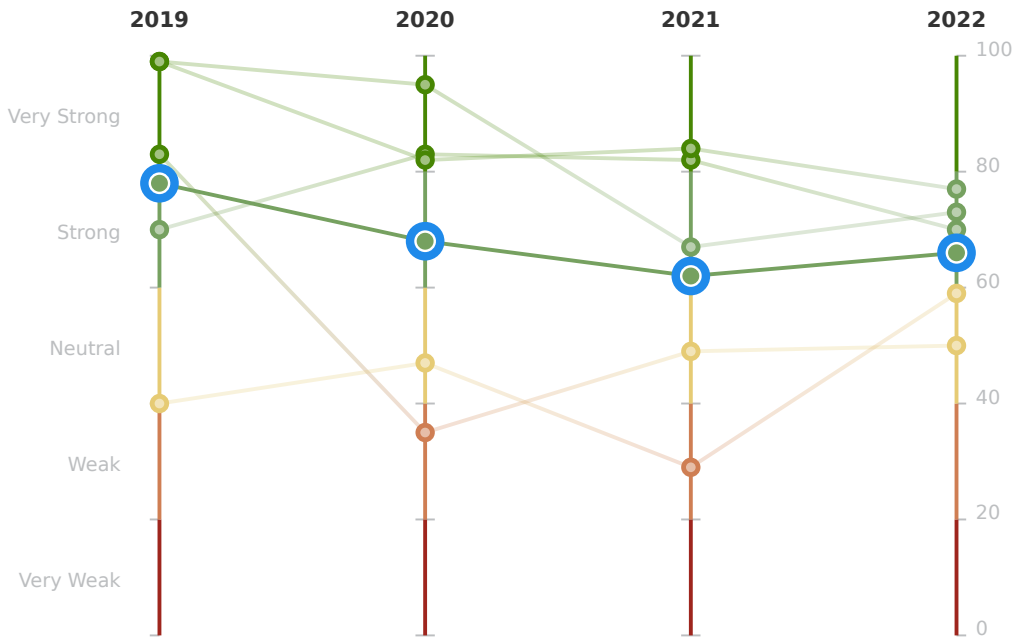
Collaborative Teachers

How is Butler Junior High 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
	2019	2020	2021	2022	
Teacher-Teacher Trust	99	82	84	77	Teacher
Collective Responsibility	99	95	67	73	Teacher
Collaborative Practices	70	83	82	70	Teacher
School Commitment	40	47	29	59	Teacher
Quality Professional Development	83	35	49	50	Teacher

All 5Essentials Measures

How is Butler Junior High School performing on all 5Essentials measures in 2022?

Page	Measure	Change	Performance	Essential	Respondent
9	Academic Personalism	+ 20	99 **Very Strong**	Supportive Environment	Student
10	Academic Press	+ 0	99 **Very Strong**	Ambitious Instruction	Student
12	English Instruction	+ 5	99 **Very Strong**	Ambitious Instruction	Student
13	Math Instruction	+ 0	99 **Very Strong**	Ambitious Instruction	Student
14	Parent Influence on Decision Making in Schools	+ 0	99 **Very Strong**	Involved Families	Teacher
15	Peer Support for Academic Work	+ 0	99 **Very Strong**	Supportive Environment	Student
16	Quality of Student Discussion	+ 0	99 **Very Strong**	Ambitious Instruction	Teacher
17	Safety	+ 35	99 **Very Strong**	Supportive Environment	Student
18	Teacher-Parent Trust	+ 0	99 **Very Strong**	Involved Families	Teacher
19	Program Coherence	+ 32	87 **Very Strong**	Effective Leaders	Teacher
20	Student-Teacher Trust	+ 7	81 **Very Strong**	Supportive Environment	Student
21	Teacher-Teacher Trust	- 7	77 **Strong**	Collaborative Teachers	Teacher
22	Parent Involvement in School	- 2	74 **Strong**	Involved Families	Teacher
23	Collective Responsibility	+ 6	73 **Strong**	Collaborative Teachers	Teacher
24	Instructional Leadership	+ 39	72 **Strong**	Effective Leaders	Teacher
25	Collaborative Practices	- 12	70 **Strong**	Collaborative Teachers	Teacher
26	Teacher Influence	+ 5	63 **Strong**	Effective Leaders	Teacher
27	School Commitment	+ 30	59 **Neutral**	Collaborative Teachers	Teacher
28	Teacher-Principal Trust	+ 17	55 **Neutral**	Effective Leaders	Teacher
30	Quality Professional Development	+ 1	50 **Neutral**	Collaborative Teachers	Teacher

Academic Personalism

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

Essential

Supportive Environment

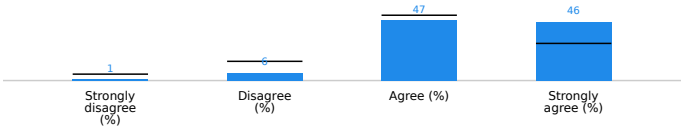
Respondent

Student

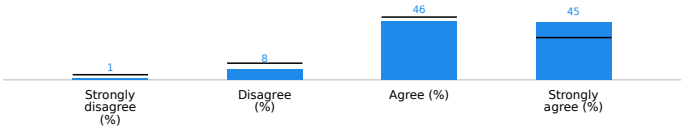
Performance

Students report that their teacher:

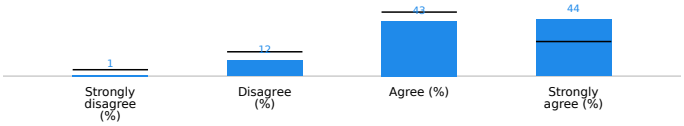
Helps me catch up if I am behind.



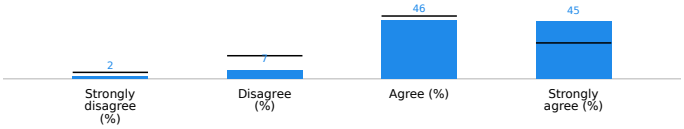
Is willing to give extra help on schoolwork if I need it.



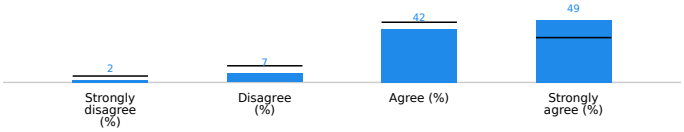
Notices if I have trouble learning something.



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.



Academic Press

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

Essential

Ambitious Instruction

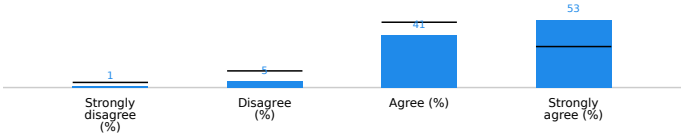
Respondent

Student

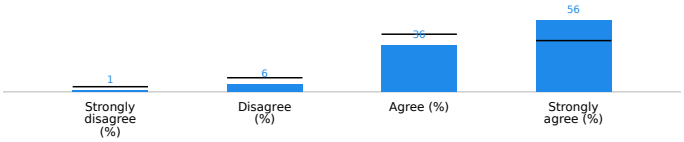
Performance

Students report the following about one specific class:

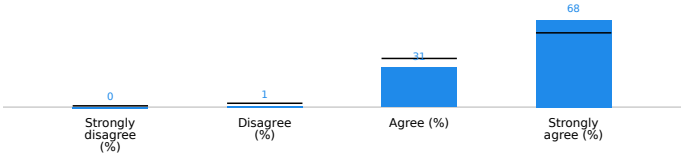
This class really makes me think.



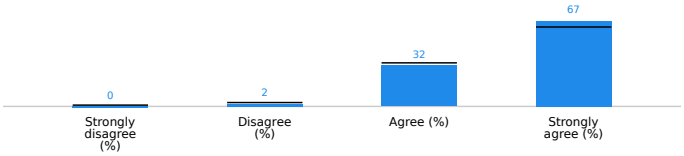
I really learn a lot in this class



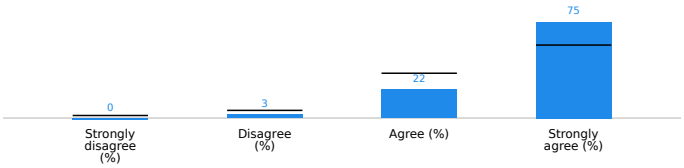
The teacher expects everyone to work hard



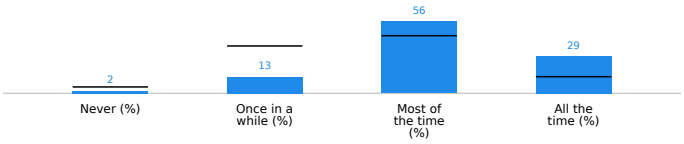
The teacher expects me to do my best all the time



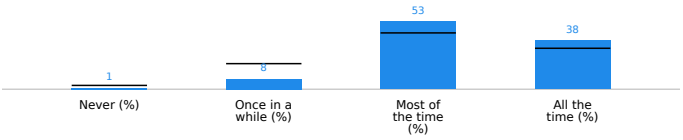
The teacher wants us to become better thinkers, not just memorize things



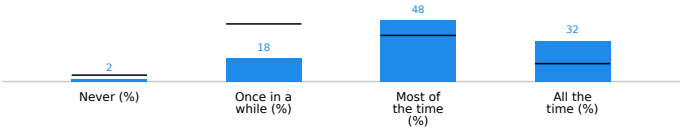
This class challenges me



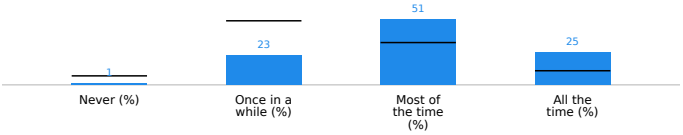
This class requries me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



English Instruction

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

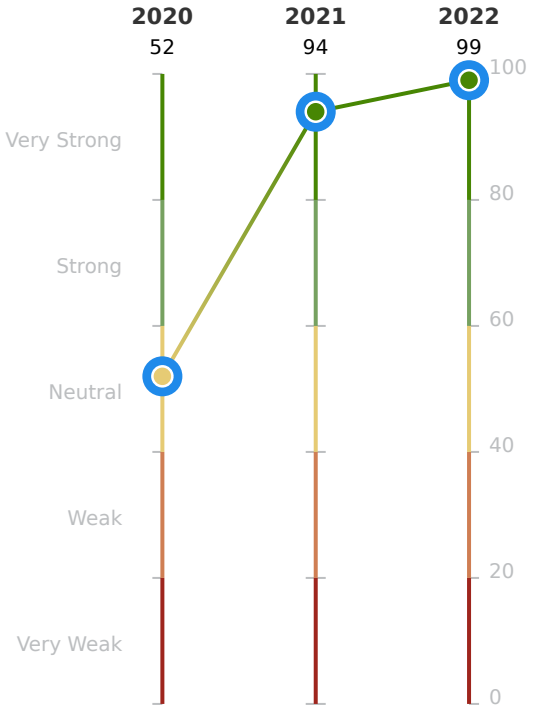
Essential

Ambitious Instruction

Respondent

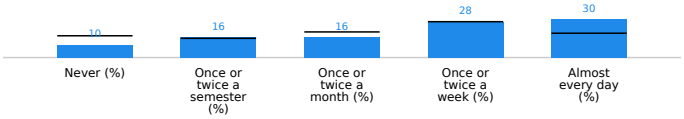
Student

Performance

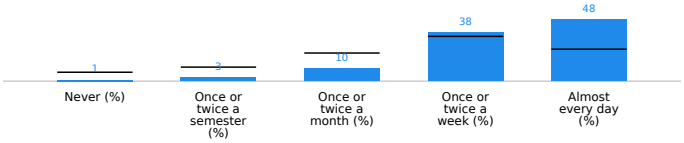


Students report doing the following in English class:

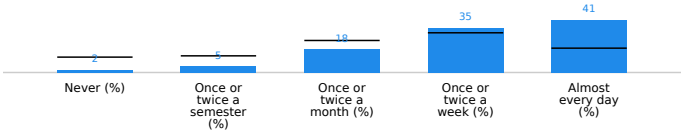
Debate the meaning of a reading.



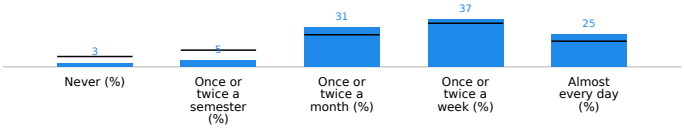
Discuss connections between a reading and real life people or situations.



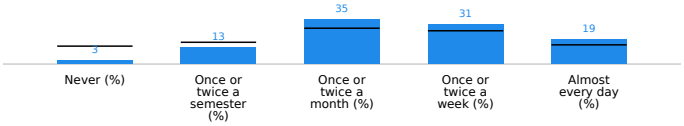
Discuss how culture, time, or place affects an author's writing.



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



Rewrite a paper or essay in response to comments.



Math Instruction

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

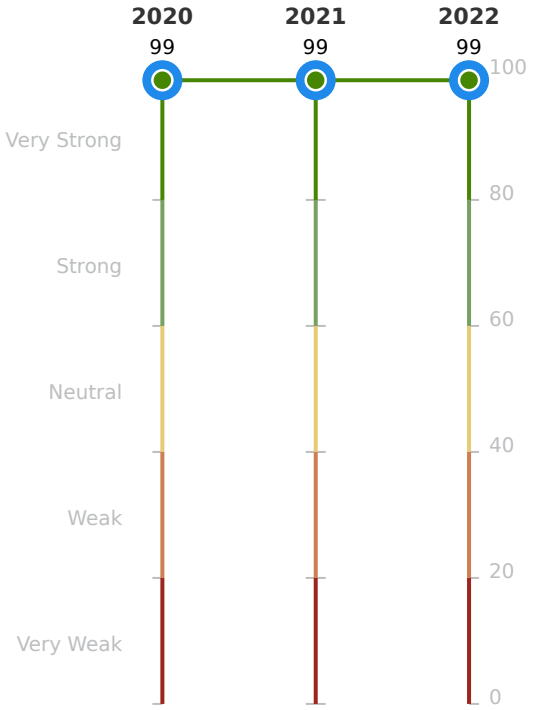
Essential

Ambitious Instruction

Respondent

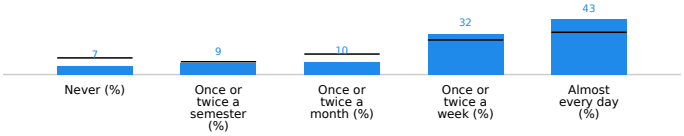
Student

Performance

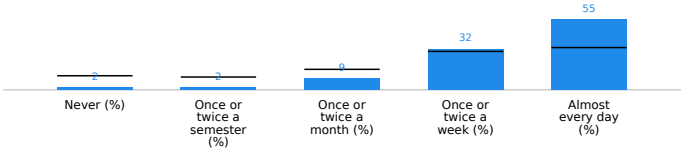


Students report that they do the following in math class:

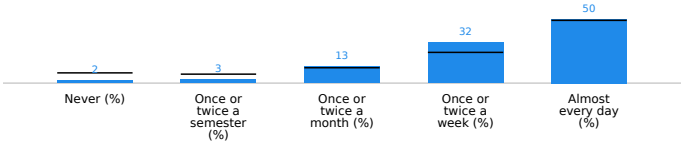
Apply math to situations in life outside of school.



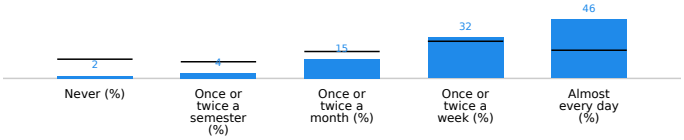
Discuss possible solutions to problems with other students.



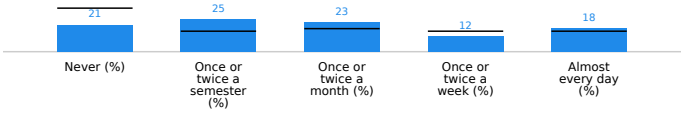
Explain how you solved a problem to the class.



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.

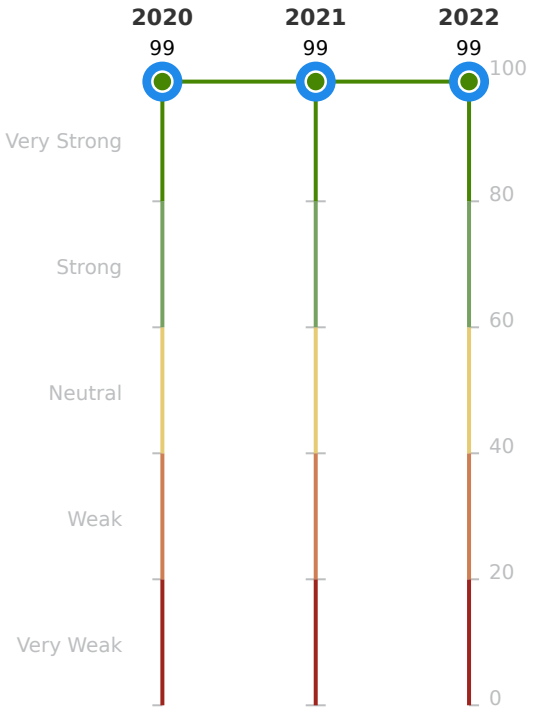
Essential

Involved Families

Respondent

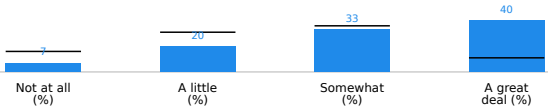
Teacher

Performance

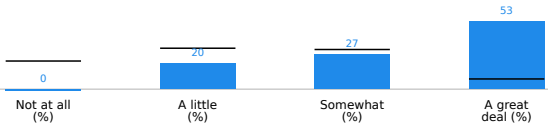


Teachers report that the school:

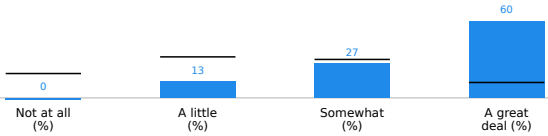
Involves parents in the development of programs aimed at improving students' academic outcomes.



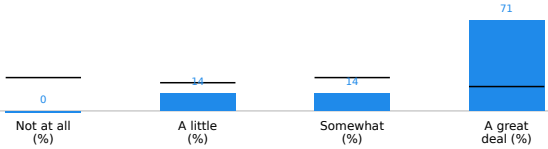
Involves parents in commenting on school curricula.



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?

Peer Support for Academic Work

Peer Support for Academic Work
Students demonstrate behaviors that lead to academic achievement.

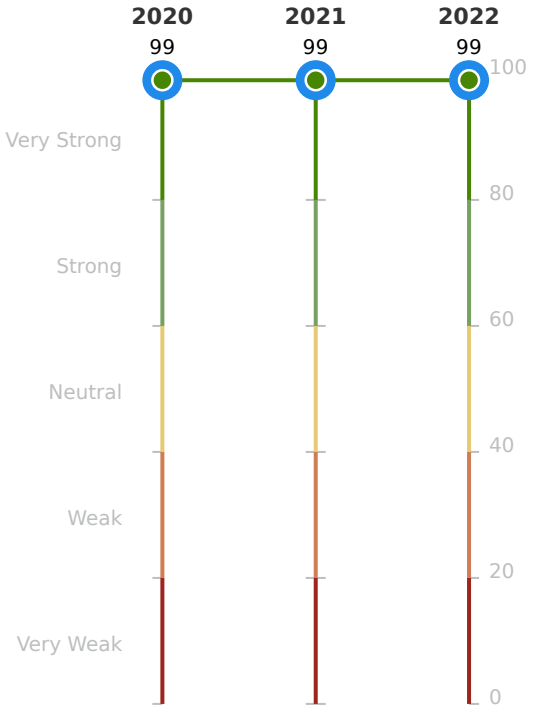
Essential

Supportive Environment

Respondent

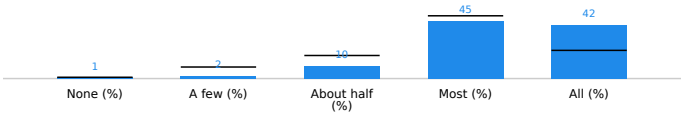
Student

Performance

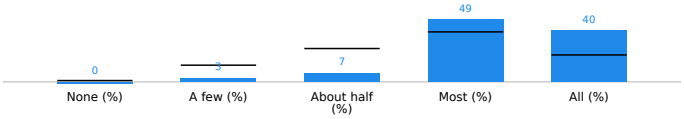


Students report that their classroom peers:

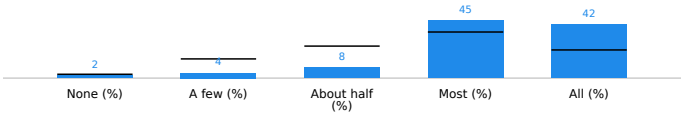
Feel it is important to attend school every day?



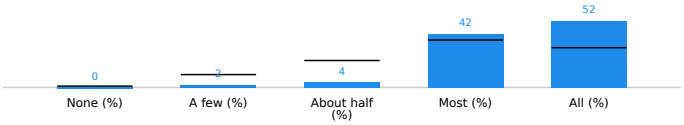
Feel it is important to pay attention in class?



Think doing homework is important?



Try hard to get good grades?



Quality of Student Discussion

Quality of Student Discussion
Students participate in classroom discussions that build their critical thinking skills.

Essential

Ambitious Instruction

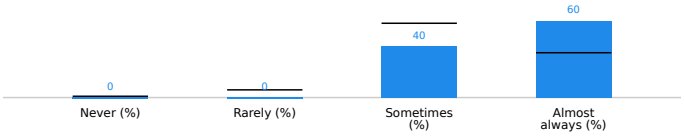
Respondent

Teacher

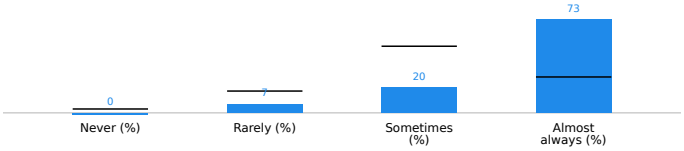
Performance

Teachers report the following about classroom discussions:

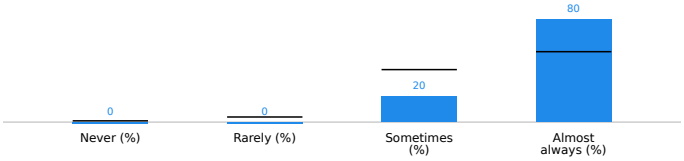
Students build on each other's ideas during discussion.



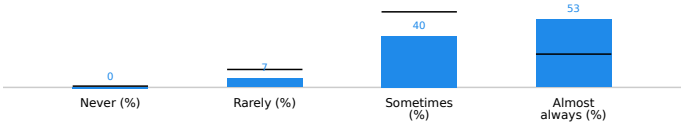
Students use data and text references to support their ideas.



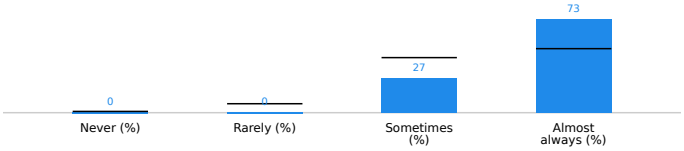
Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.



Safety

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

Essential

Supportive Environment

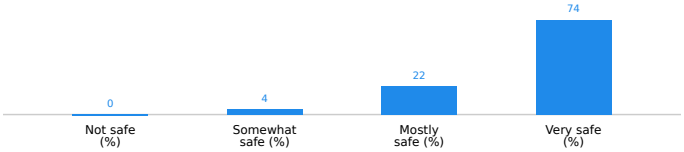
Respondent

Student

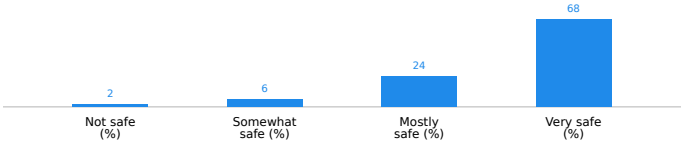
Performance

Students report how safe they feel:

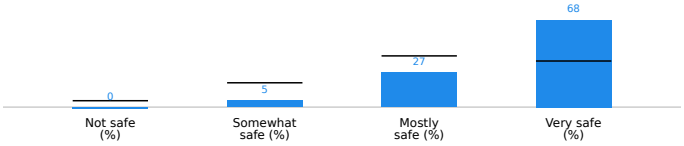
In the hallways of the school?



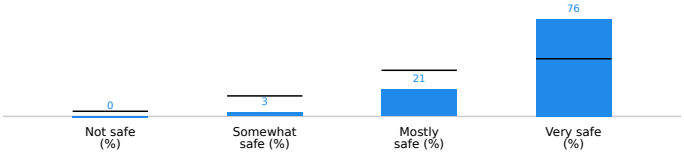
In the bathrooms of the school?



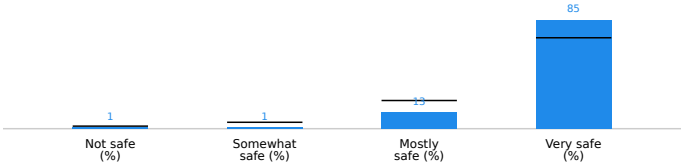
Outside around the school?



Traveling between home and school?



In your classes?



Teacher-Parent Trust

Teacher-Parent Trust
Teachers and parents are partners in improving student learning.

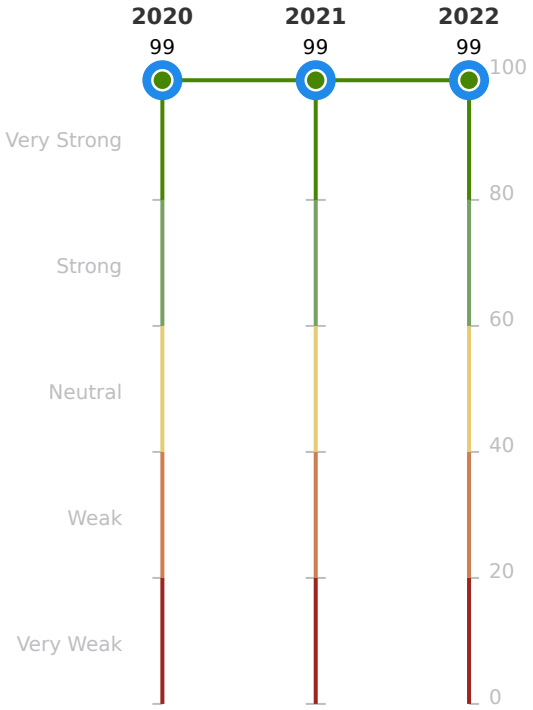
Essential

Involved Families

Respondent

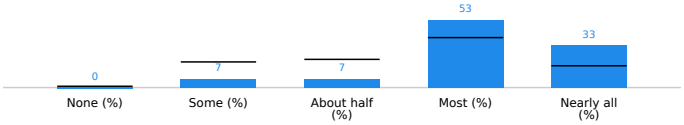
Teacher

Performance



Teachers report the following:

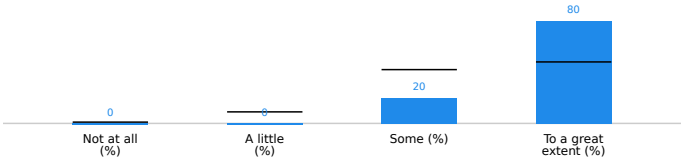
Teachers feel good about parents' support for their work.



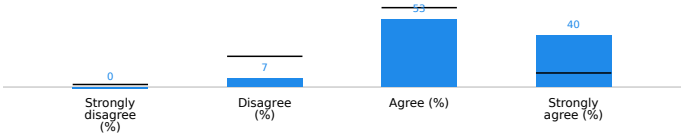
Parents support teachers' teaching efforts.

Parents do their best to help their children learn.

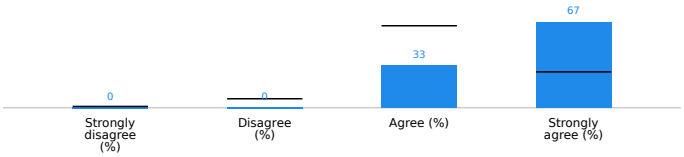
Teachers feel respected by the parents of the students



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.



Program Coherence

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

Essential

Effective Leaders

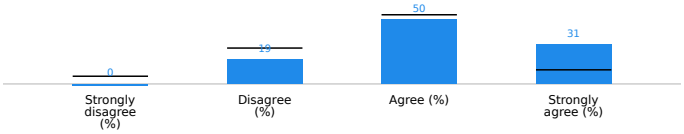
Respondent

Teacher

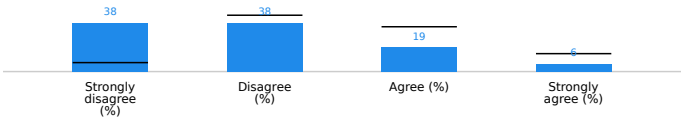
Performance

Teachers report the following:

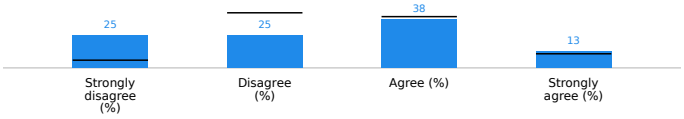
Once we start a new program in this school, we follow up to make sure that it's working.



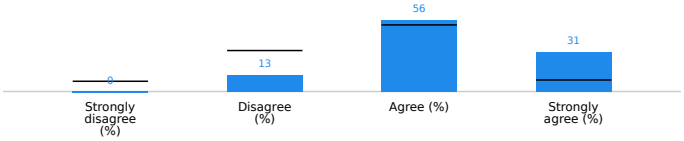
We have so many different programs in this school that I can't keep track of them all.



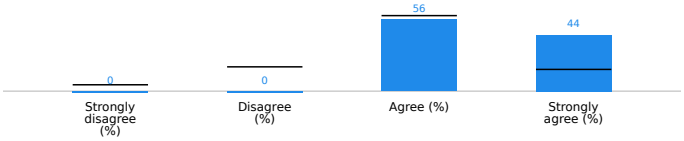
Many special programs come and go at this school.



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.



Student-Teacher Trust

Student-Teacher Trust
Students and teachers share a high level of mutual trust and respect.

Essential

Supportive Environment

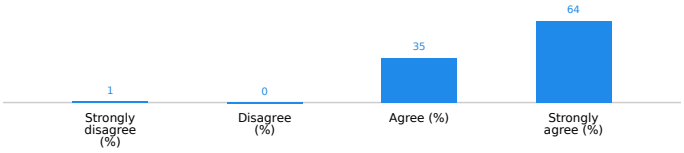
Respondent

Student

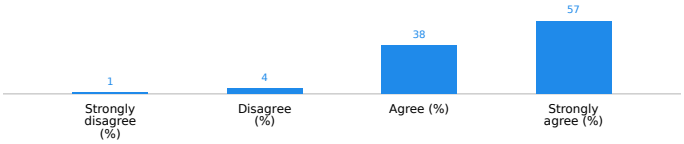
Performance

Students report:

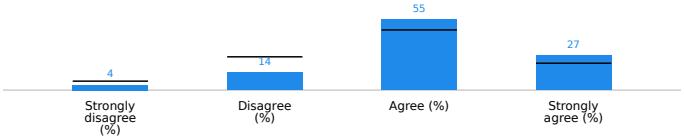
I feel safe with my teachers at this school.



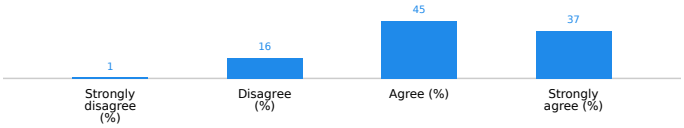
I feel comfortable with my teachers at this school.



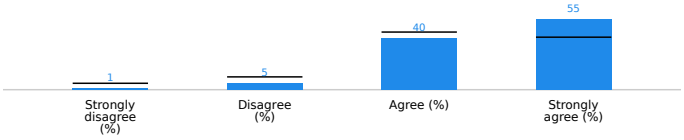
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.



Teacher-Teacher Trust

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

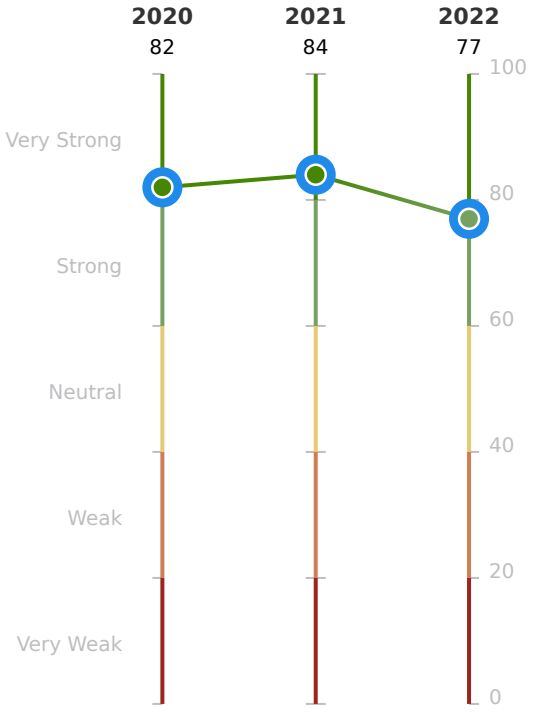
Essential

Collaborative Teachers

Respondent

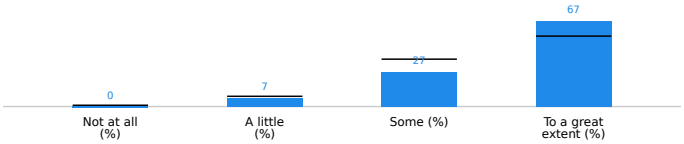
Teacher

Performance

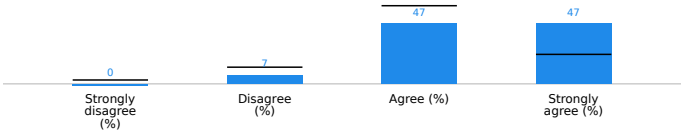


Teachers report the following:

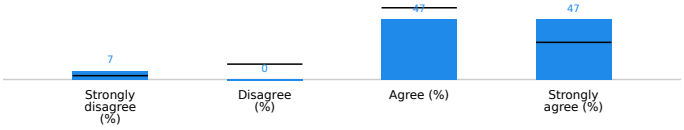
Teachers feel respected by other teachers



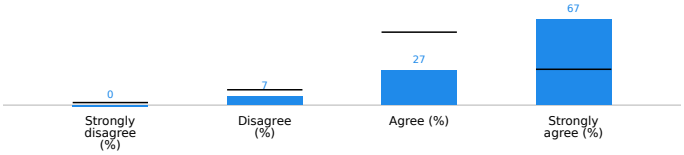
Teachers in this school trust each other.



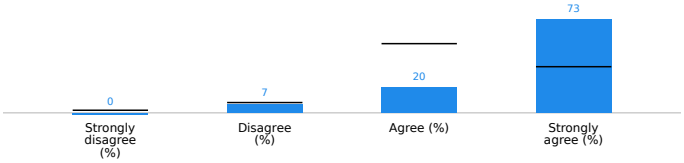
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



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.



Parent Involvement in School

Parent Involvement in School
Parents are active participants in their child's schooling.

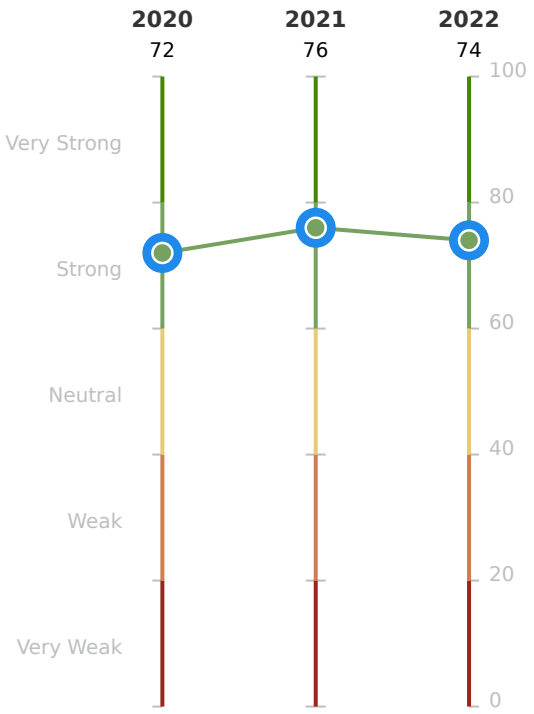
Essential

Involved Families

Respondent

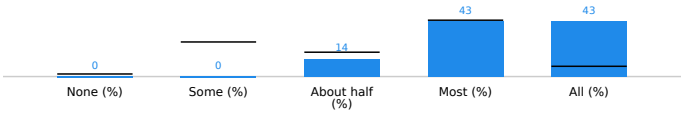
Teacher

Performance

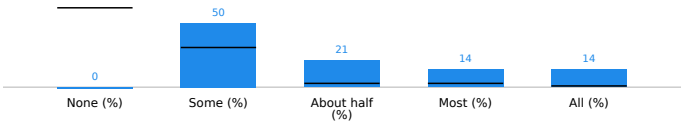


Teachers report that students' parents:

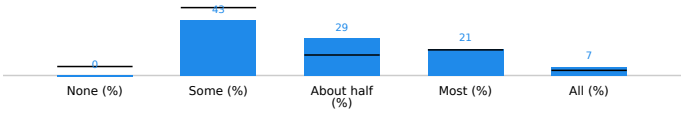
Attended parent-teacher conferences when you requested them.



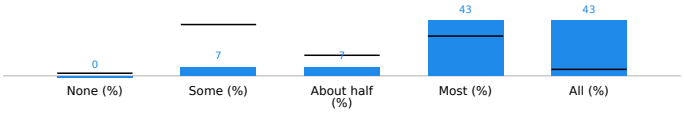
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.



Collective Responsibility

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

Essential

Collaborative Teachers

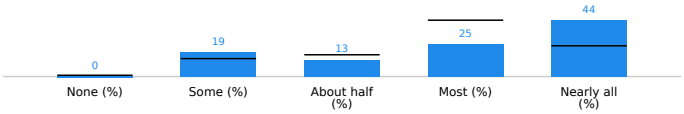
Respondent

Teacher

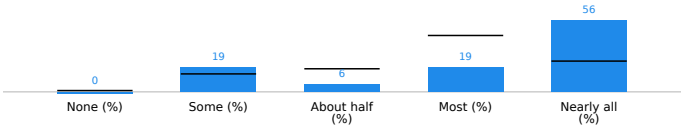
Performance

Teachers report that other teachers in the school:

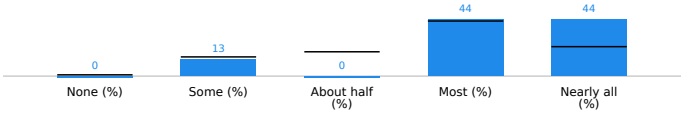
Help maintain discipline in the entire school, not just their classroom?



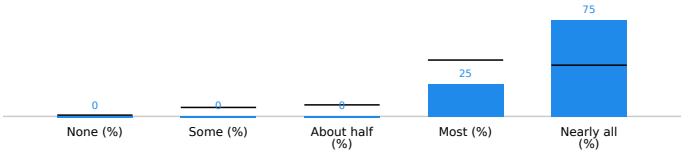
Take responsibility for improving the school.



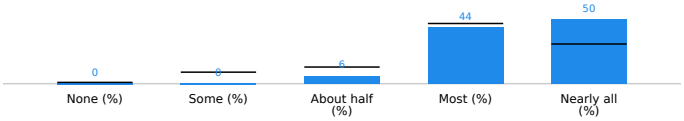
Feel responsible to help each other do their best.



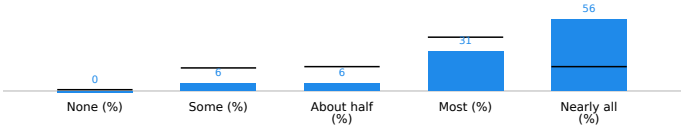
Feel responsible that all students learn.



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

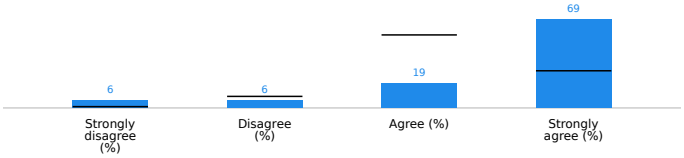
Respondent

Teacher

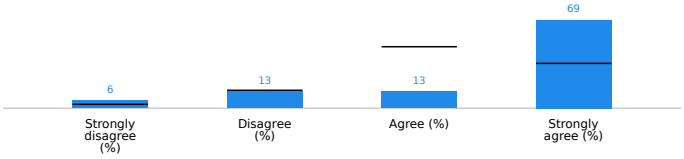
Performance

Teachers report that a member of the school leadership team:

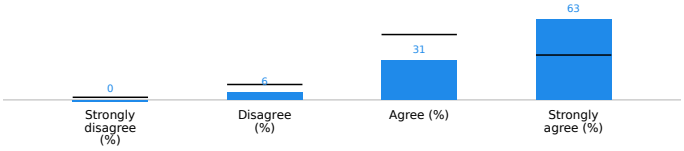
Makes clear to the staff the leadership's expectations for meeting instructional goals.



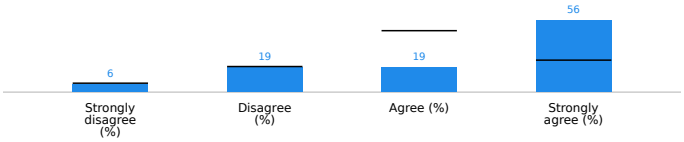
Communicates a clear vision for our school.



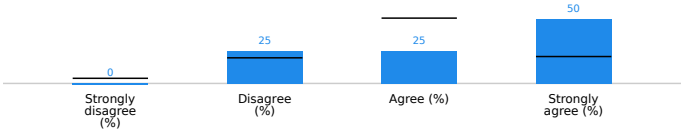
Presses teachers to implement what they have learned in professional development.



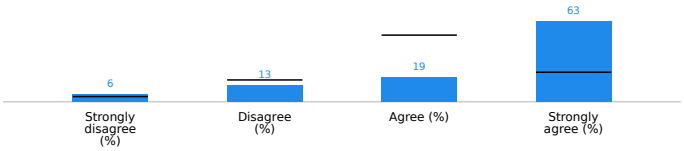
Knows what's going on in my classroom.



Provides me with useful feedback to improve my teaching.



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



Collaborative Practices

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

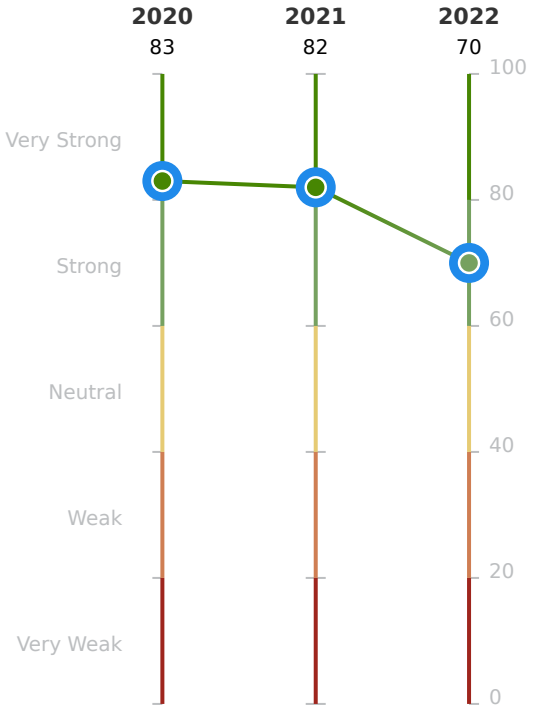
Essential

Collaborative Teachers

Respondent

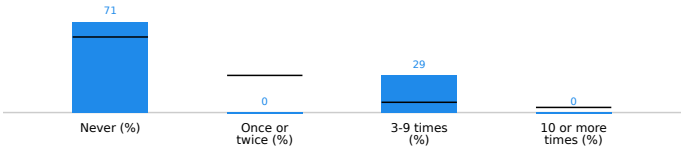
Teacher

Performance

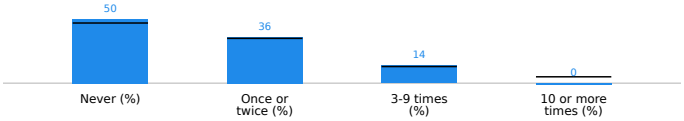


Teachers report how often they have done the following:

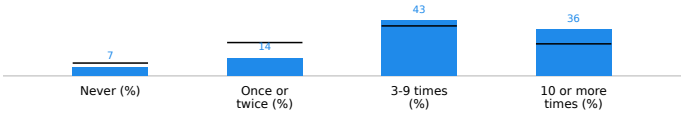
Observed another teacher's classroom to offer feedback.



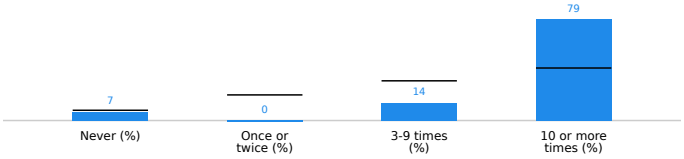
Observed another teacher's classroom to get ideas for your own instruction.



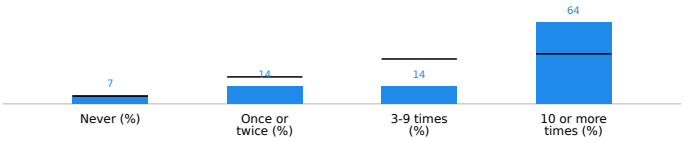
Gone over student assessment data with other teachers to make instructional decisions.



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



Worked on instructional strategies with other teachers.



Teacher Influence

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

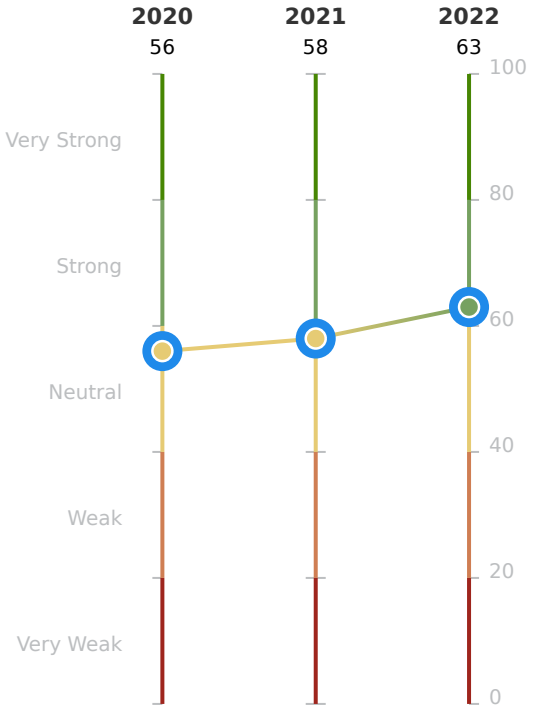
Essential

Effective Leaders

Respondent

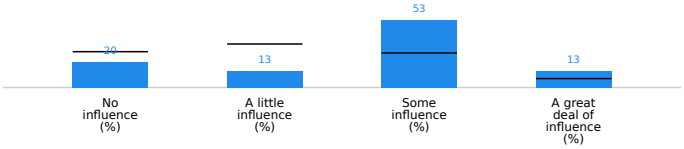
Teacher

Performance

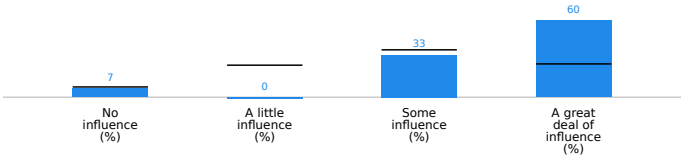


Teachers report having influence on:

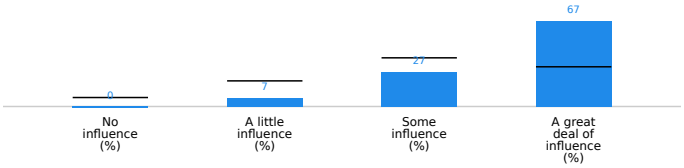
Planning how discretionary school funds should be used.



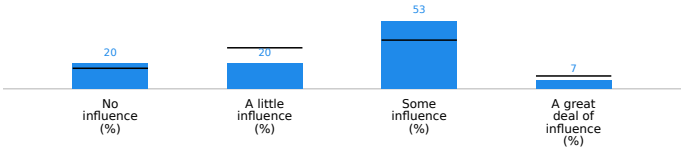
Determining which books and other instructional materials are used in classrooms.



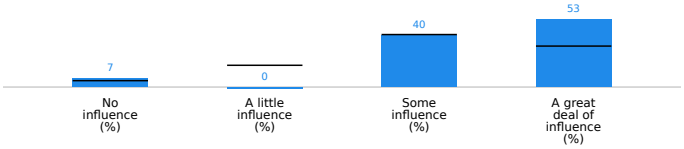
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.



School Commitment

School Commitment
Teachers are deeply committed to the school.

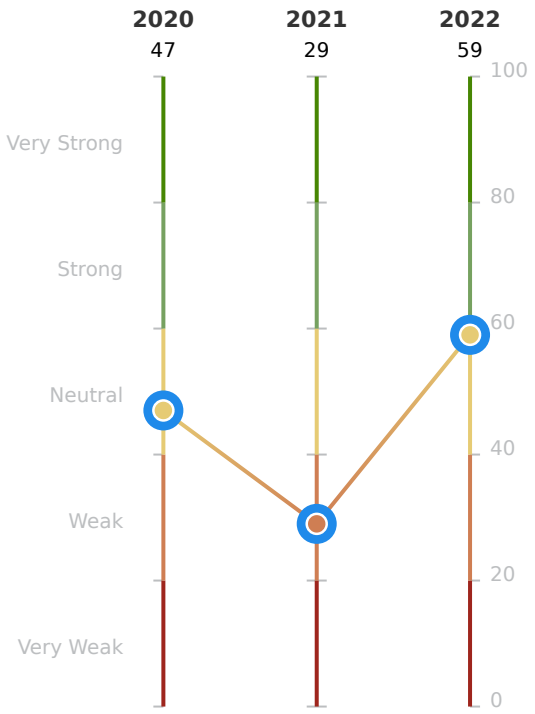
Essential

Collaborative Teachers

Respondent

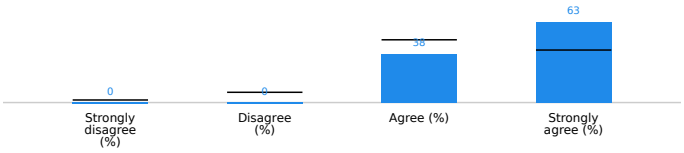
Teacher

Performance

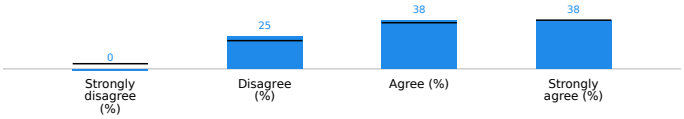


Teachers report the following:

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

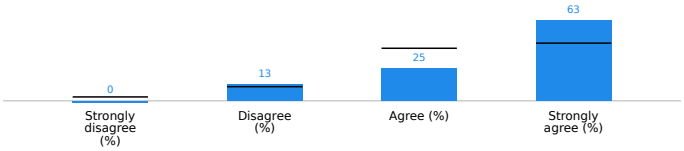


I wouldn't want to work in any other school.



I feel loyal to this school.

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



Teacher-Principal Trust

Teacher-Principal Trust
Teachers and principals share a high level of mutual trust and respect.

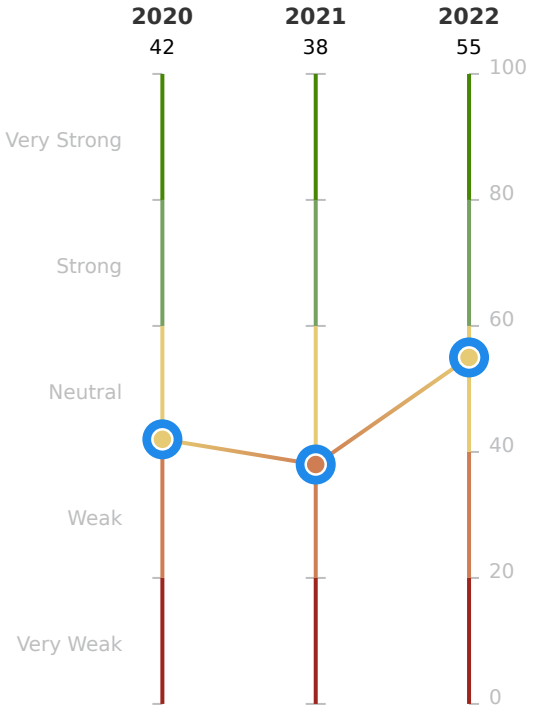
Essential

Effective Leaders

Respondent

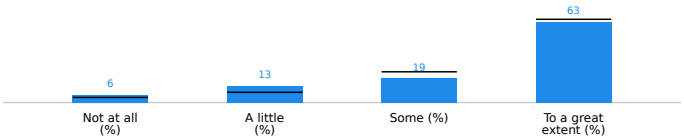
Teacher

Performance

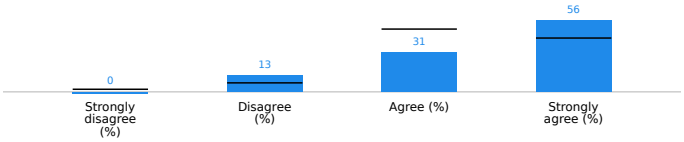


Teachers report the following:

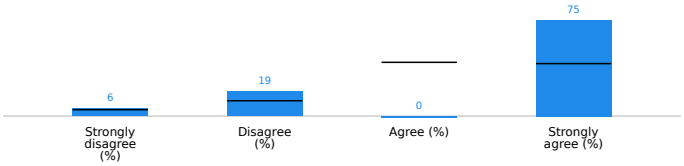
Teachers feel respected by the principal



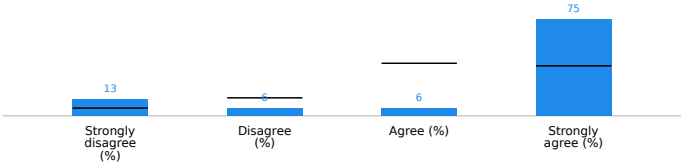
The principal has confidence in the expertise of the teachers.



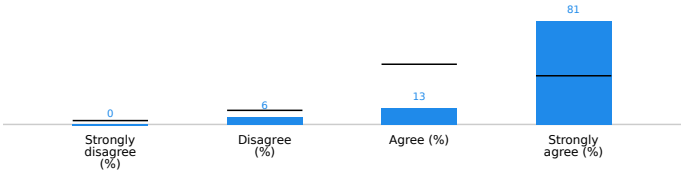
I trust the principal at his or her word.



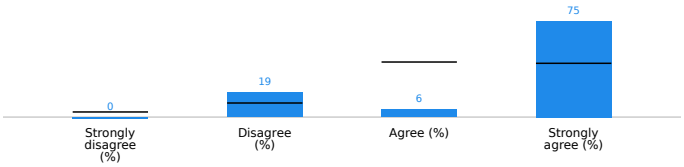
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



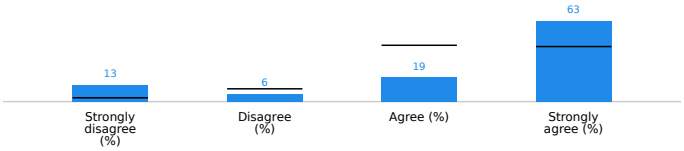
The principal takes a personal interest in the professional development of teachers.



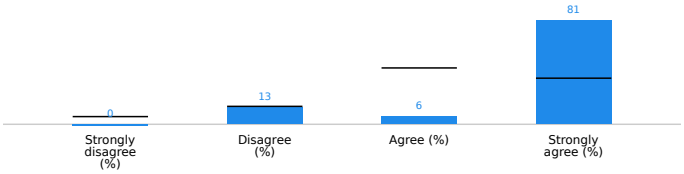
The principal looks out for the personal welfare of the faculty members.



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.



Quality Professional Development

Quality Professional Development
Professional development is rigorous and focused on student learning.

Essential

Collaborative Teachers

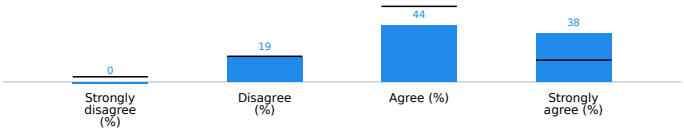
Respondent

Teacher

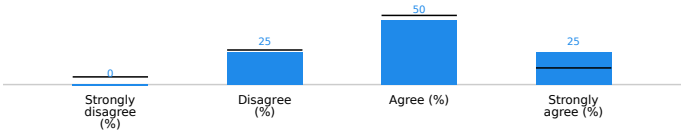
Performance

Teachers report that professional development this year has:

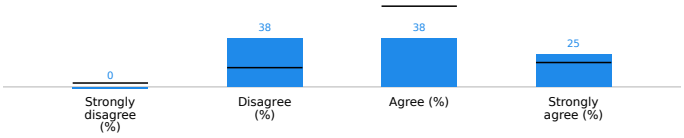
Been sustained and coherently focused, rather than short-term and unrelated.



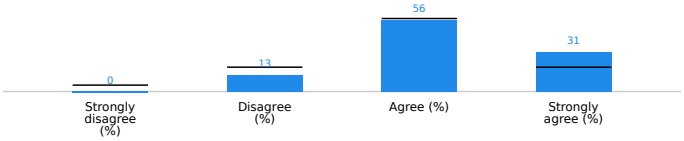
Included enough time to think carefully about, try, and evaluate new ideas.



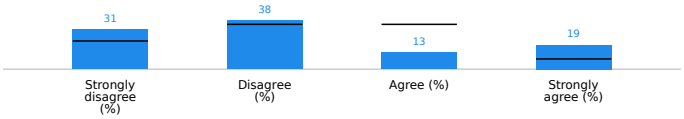
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.



All Supplemental Measures

How is Butler Junior High School performing on all supplemental measures in 2022?

Page	Measure	Change	Performance	Essential	Respondent
32	Academic Engagement	+ 0	99 **Very Strong**	Supplemental Measures	Student
33	Rigorous Study Habits	+ 0	99 **Very Strong**	Supplemental Measures	Student
34	Student Peer Relationships	+ 0	99 **Very Strong**	Supplemental Measures	Student
35	Socialization of New Teachers	- 1	98 **Very Strong**	Supplemental Measures	Teacher
36	Course Clarity	+ 20	97 **Very Strong**	Supplemental Measures	Student
37	Human & Social Resources in the Community	+ 9	93 **Very Strong**	Supplemental Measures	Student
38	Student Responsibility	- 8	91 **Very Strong**	Supplemental Measures	Teacher
39	Teacher Safety	+ 2	84 **Very Strong**	Supplemental Measures	Teacher
41	Classroom Rigor	+ 26	81 **Very Strong**	Supplemental Measures	Student
42	Reflective Dialogue	+ 23	80 **Very Strong**	Supplemental Measures	Teacher
43	Innovation	+ 3	78 **Strong**	Supplemental Measures	Teacher
44	Inquiry-Based Science Instruction	+ 4	70 **Strong**	Supplemental Measures	Student
45	Parent Supportiveness	- 3	51 **Neutral**	Supplemental Measures	Student

Academic Engagement

Academic Engagement
Students are interested and engaged in learning.

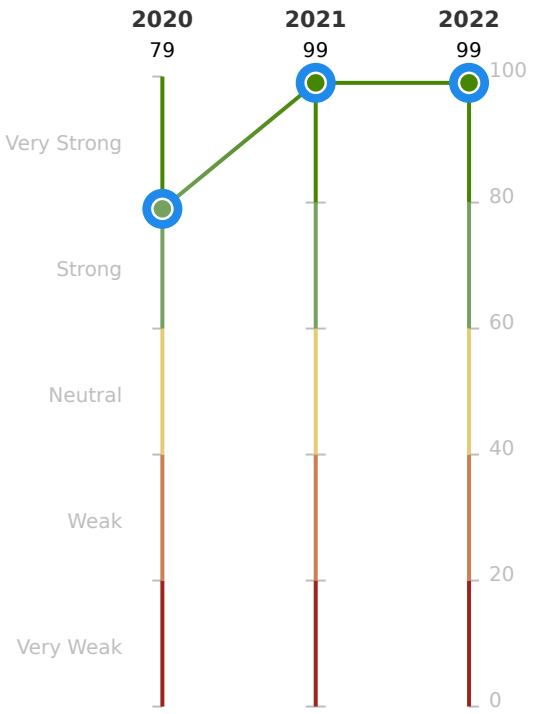
Essential

Supplemental Measures

Respondent

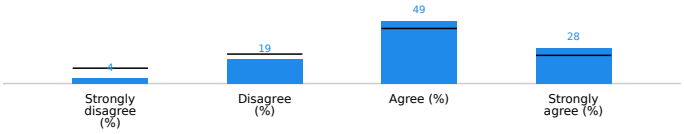
Student

Performance

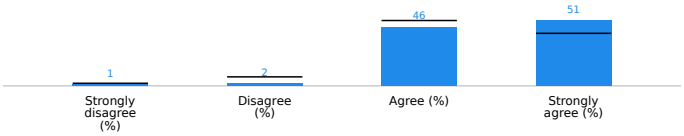


Students report:

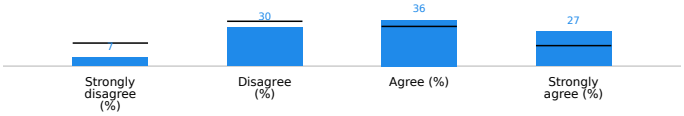
I usually look forward to this class.



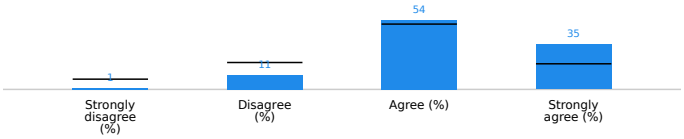
I work hard to do my best in this class.



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



The topics we are studying are interesting and challenging.



Rigorous Study Habits

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

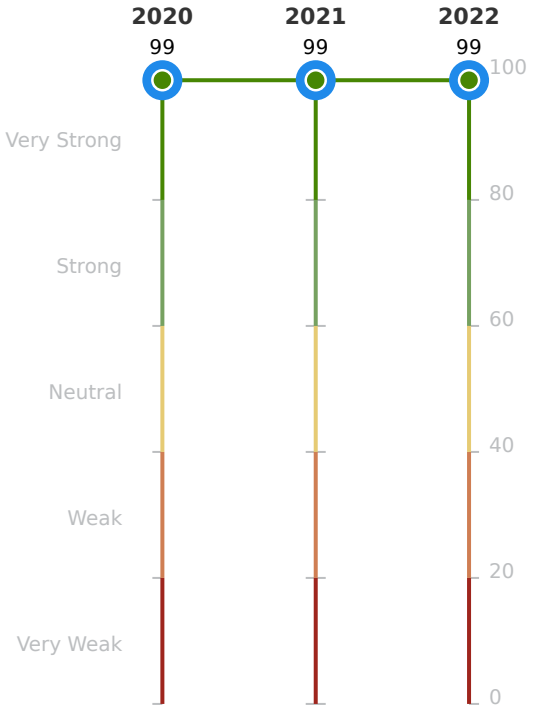
Essential

Supplemental Measures

Respondent

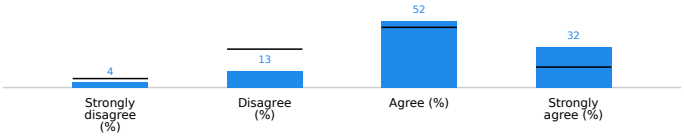
Student

Performance

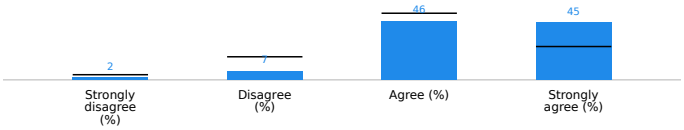


Students report that:

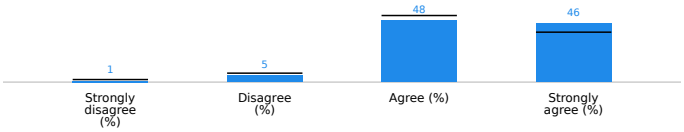
I always study for tests.



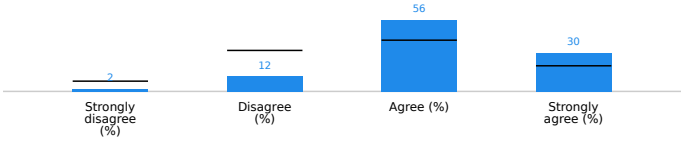
I set aside time to do my homework and study.



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.



Student Peer Relationships

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

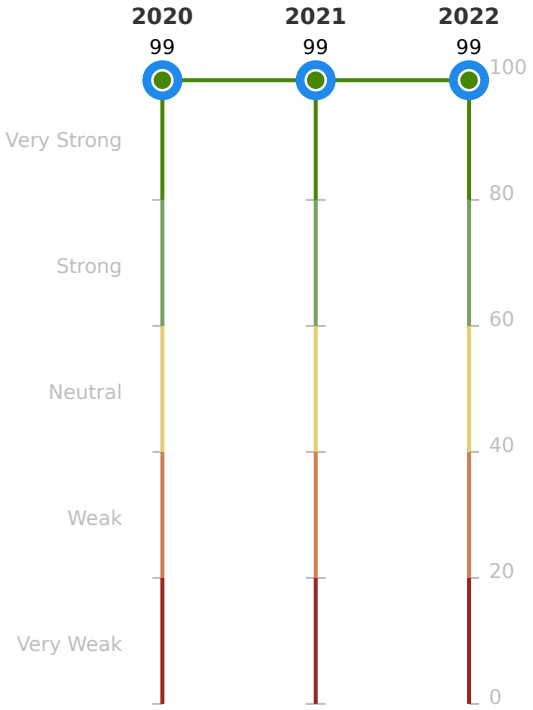
Essential

Supplemental Measures

Respondent

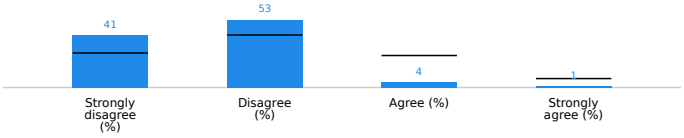
Student

Performance

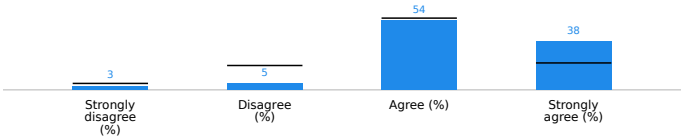


Students report that their school peers:

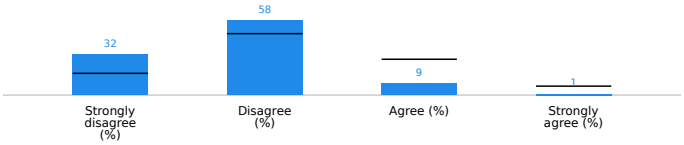
Like to put others down.



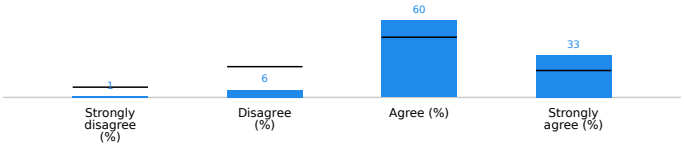
Help each other learn.



Don't get along together very well.



Treat each other with respect.



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.

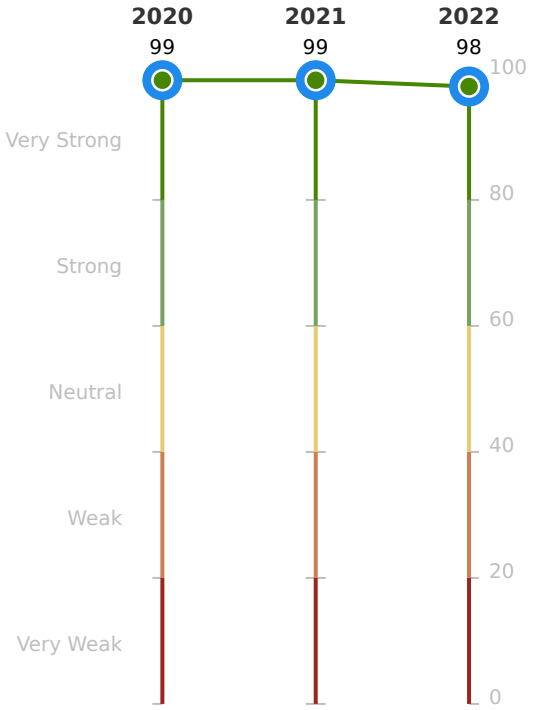
Essential

Supplemental Measures

Respondent

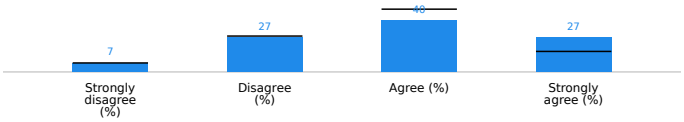
Teacher

Performance

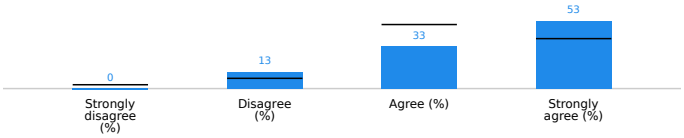


Teachers report the following:

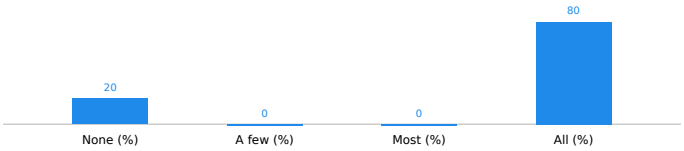
Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



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?



Course Clarity

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

Essential

Supplemental Measures

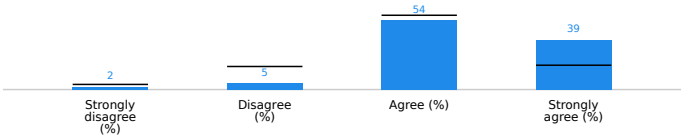
Respondent

Student

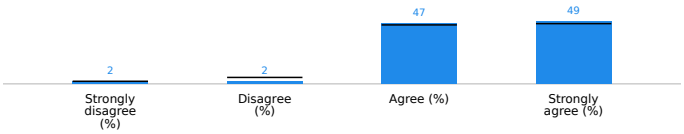
Performance

Students report the following about one specific class:

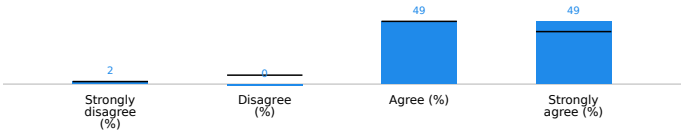
I learn a lot from feedback on my work.



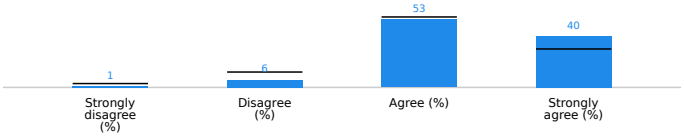
It's clear to me what I need to do to get a good grade.



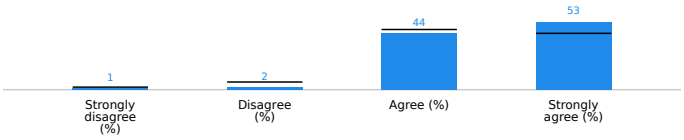
The work we do in class is good preparation for the test.



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

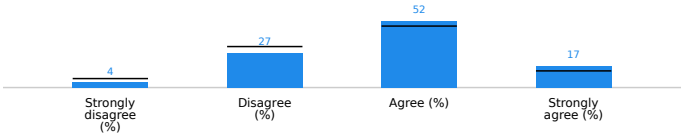
Respondent

Student

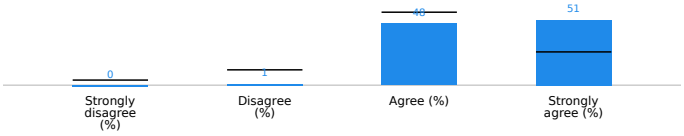
Performance

Students report the following about their community:

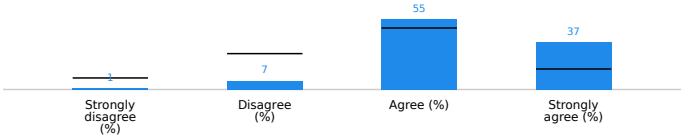
Adults in this neighborhood know who the local children are.



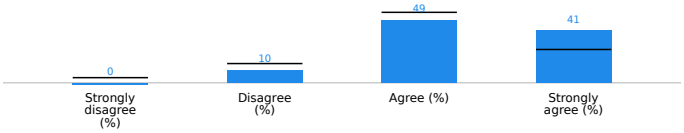
During the day, it is safe for children to play in the local park or playground.



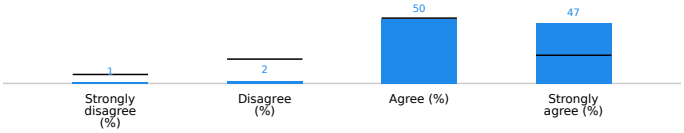
People in this neighborhood can be trusted.



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.



Student Responsibility

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

Essential

Supplemental Measures

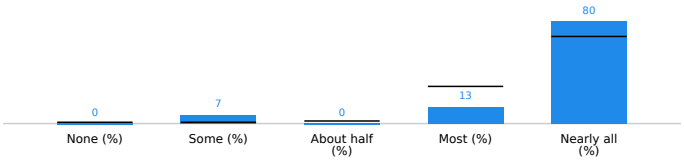
Respondent

Teacher

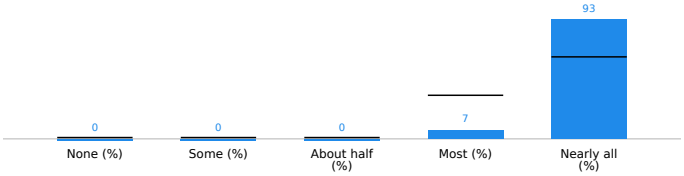
Performance

Teachers report that their students:

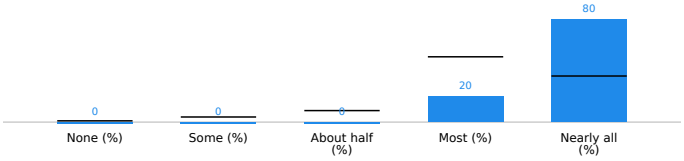
Come to class on time?



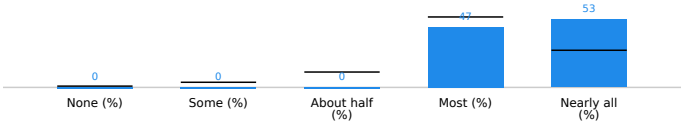
Attend class regularly?



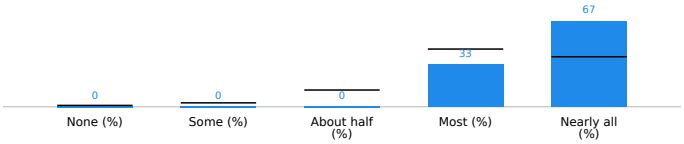
Come to class prepared with the appropriate supplies and books?



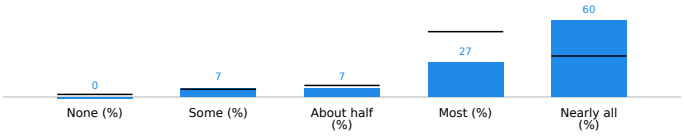
Regularly pay attention in class?



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.

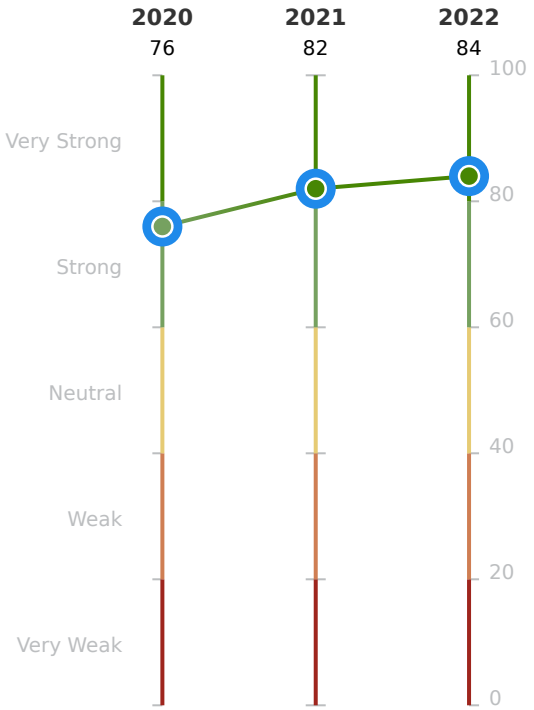
Essential

Supplemental Measures

Respondent

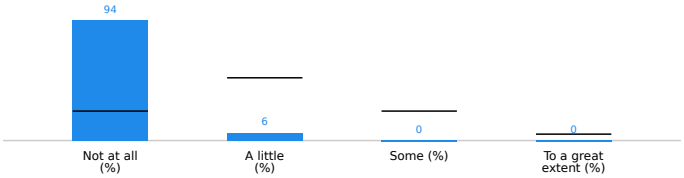
Teacher

Performance

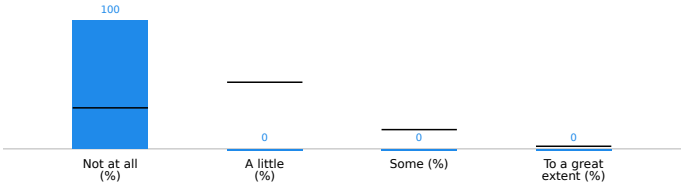


Teachers report how much each of the following is a problem:

Physical conflicts among students

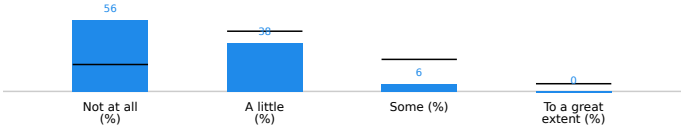


Robbery or theft

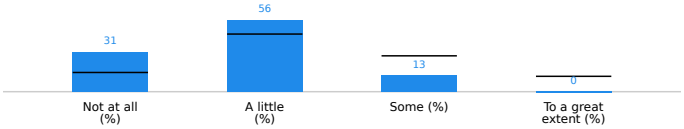


Gang activity

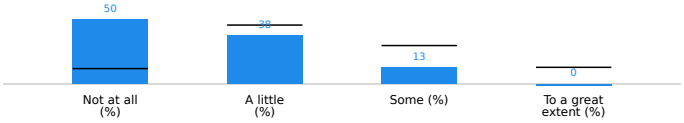
Disorder in classrooms



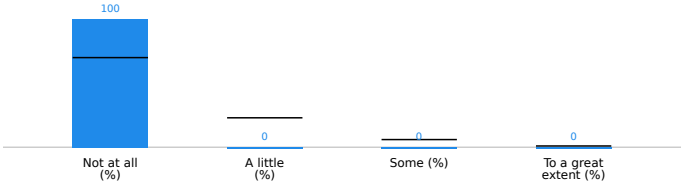
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Classroom Rigor

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

Essential

Supplemental Measures

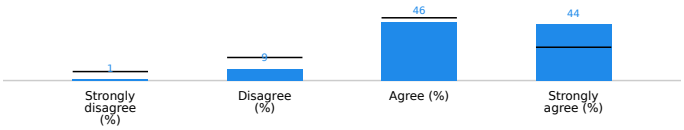
Respondent

Student

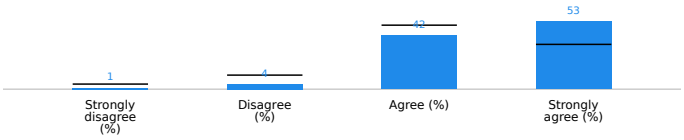
Performance

Students report that the teacher in their target class:

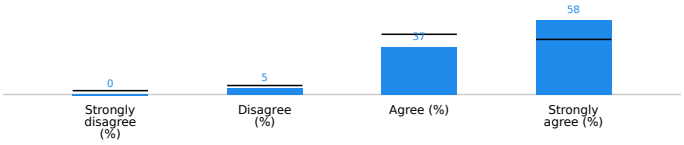
Often connects what I am learning to life outside of the classroom.



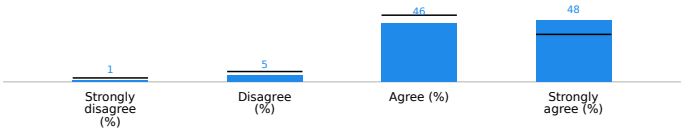
Encourages students to share their ideas about things we are studying in class.



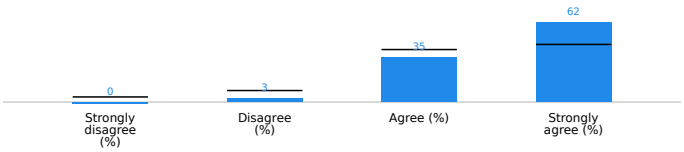
Often requires me to explain my answers.



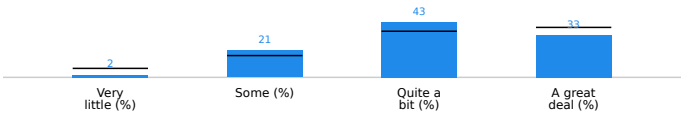
Encourages us to consider different solutions or points of view.



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



We talk about different solutions or points of view.



Reflective Dialogue

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

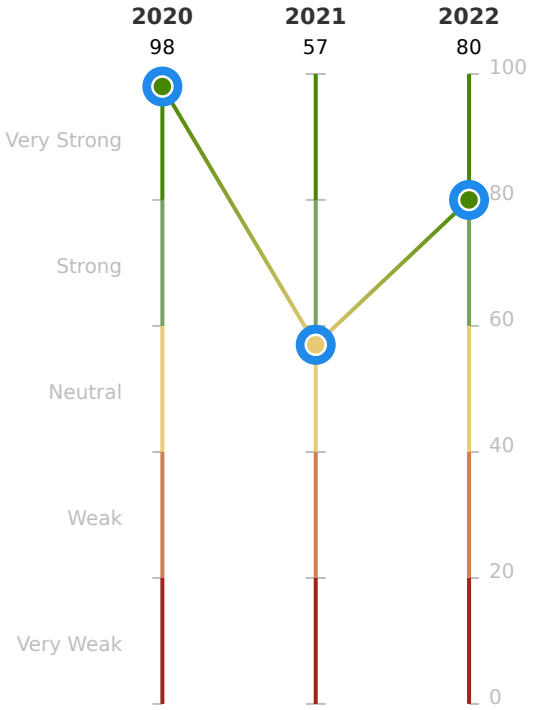
Essential

Supplemental Measures

Respondent

Teacher

Performance

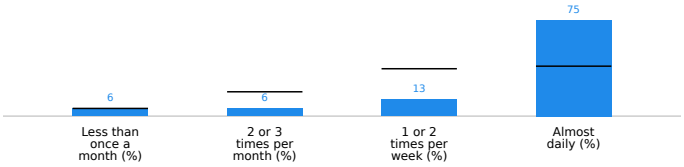


Teachers report having conversations with colleagues about:

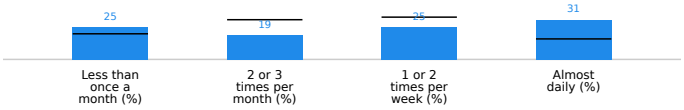
Instruction in the teachers' lounge, faculty meetings, etc.

Student work

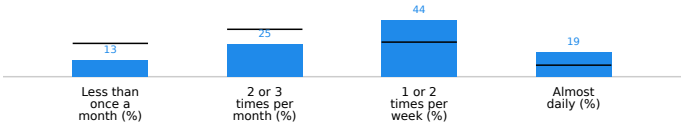
What helps students learn the best



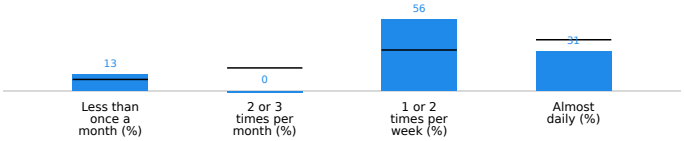
The development of new curriculum



The goals of this school.



Managing classroom behavior



Innovation

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

Essential

Supplemental Measures

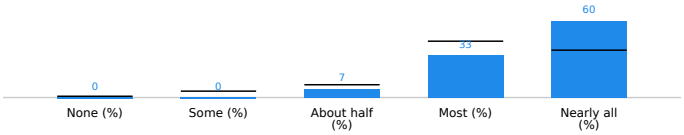
Respondent

Teacher

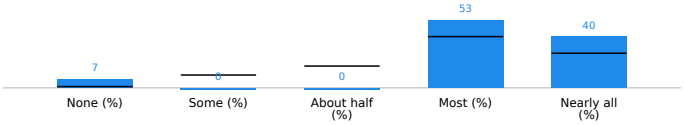
Performance

Teachers report that:

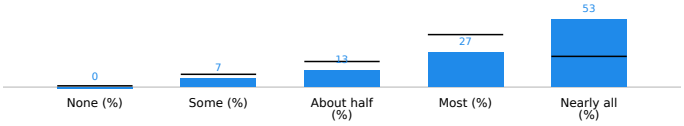
Teachers are really trying to improve their teaching.



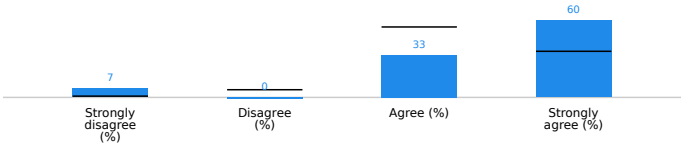
Teachers are willing to take risks to make the school better.



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

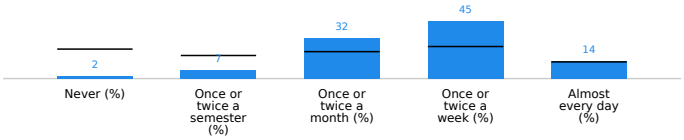
Respondent

Student

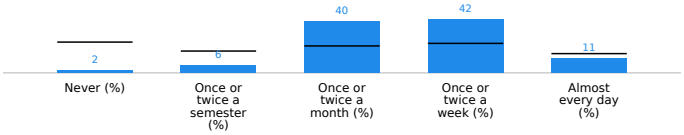
Performance

Students report doing the following in science class:

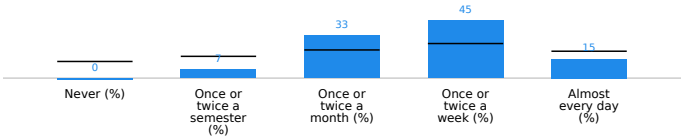
Use laboratory equipment or specimens.



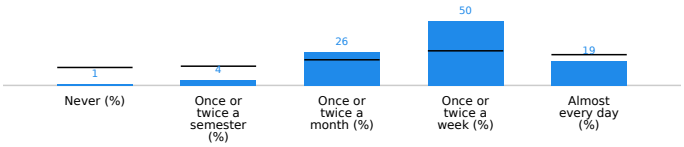
Write lab reports.



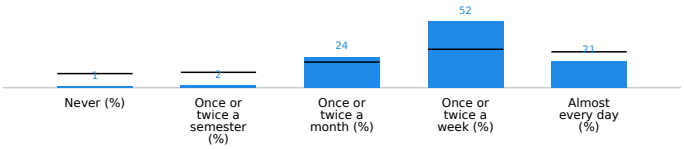
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Parent Supportiveness

Parent Supportiveness
Parents support their children emotionally and developmentally.

Essential

Supplemental Measures

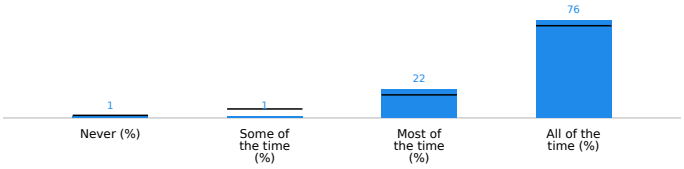
Respondent

Student

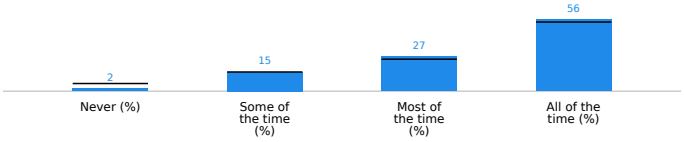
Performance

Students report the following about their parents. My parents:

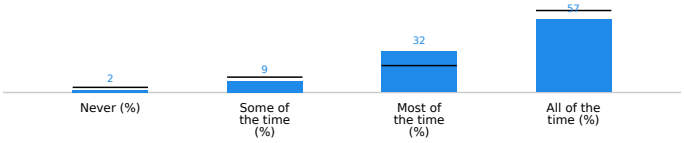
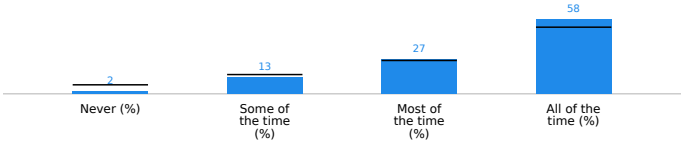
Encourage you to work hard at school.



Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.