Butler SD 53
2023 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)
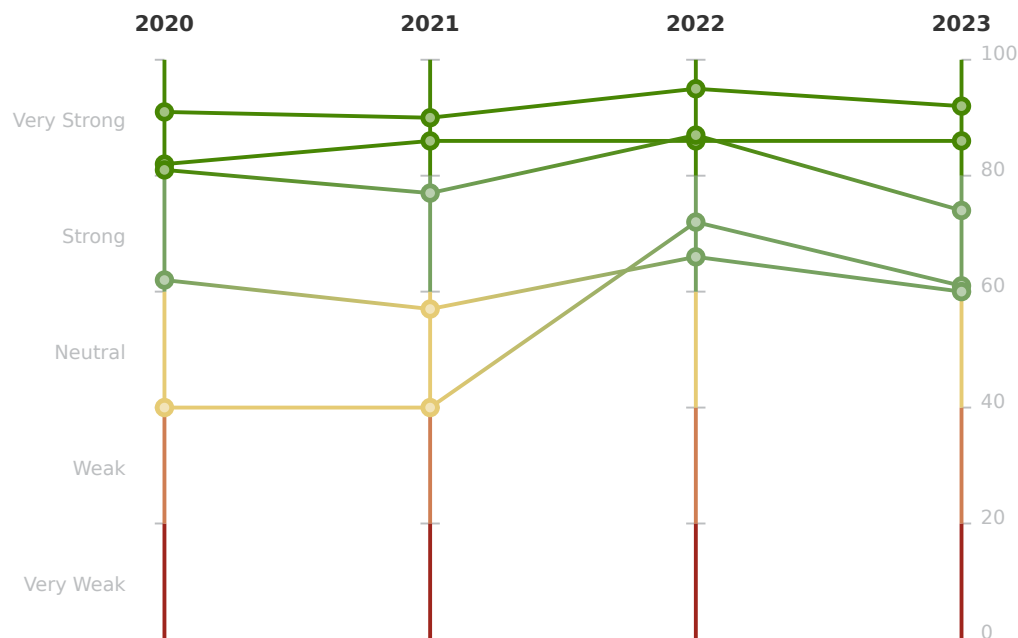
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Overall, Butler SD 53 are well-organized for improvement on average.

Very Strong   Strong
Neutral   Weak
Very Weak   No Data
Low Response/Not Applicable
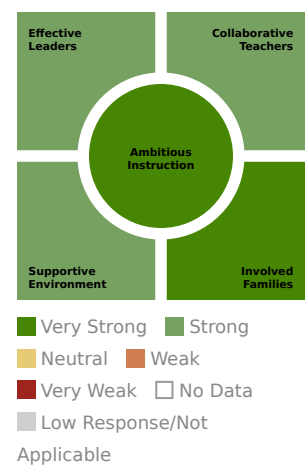
The 5Essentials

How is Butler SD 53 performing on each of the 5Essentials in 2023?

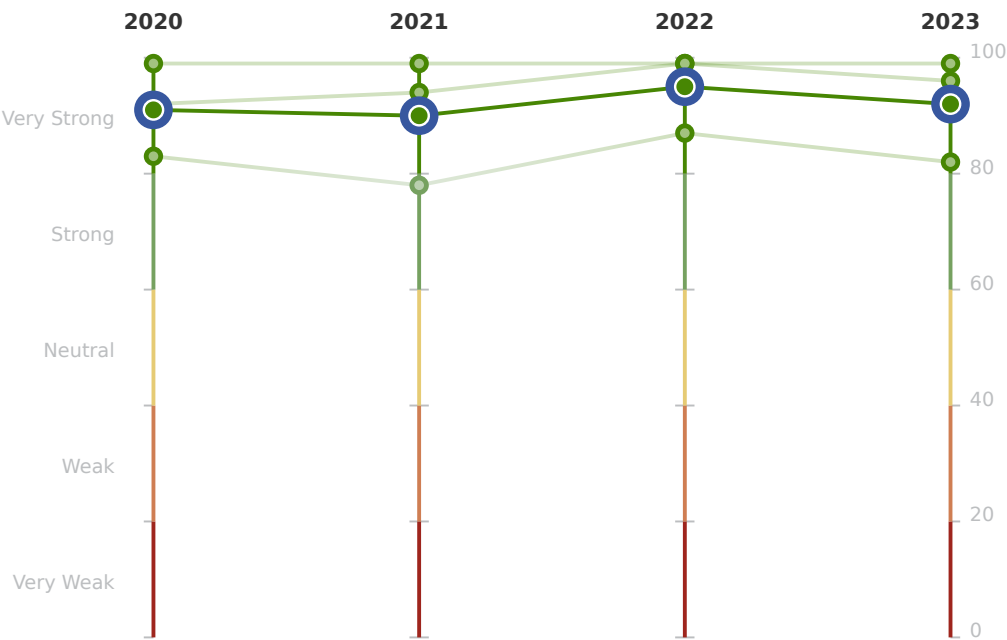| Essentials	Performance Across Years				
	2020	**2021**	**2022**	**2023**	
Involved Families	91	90	95	92	**Very Strong**
Ambitious Instruction	82	86	86	86	**Very Strong**
Supportive Environment	81	77	87	74	**Strong**
Effective Leaders	40	40	72	61	**Strong**
Collaborative Teachers	62	57	66	60	**Strong**

Involved Families

How is Butler SD 53 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

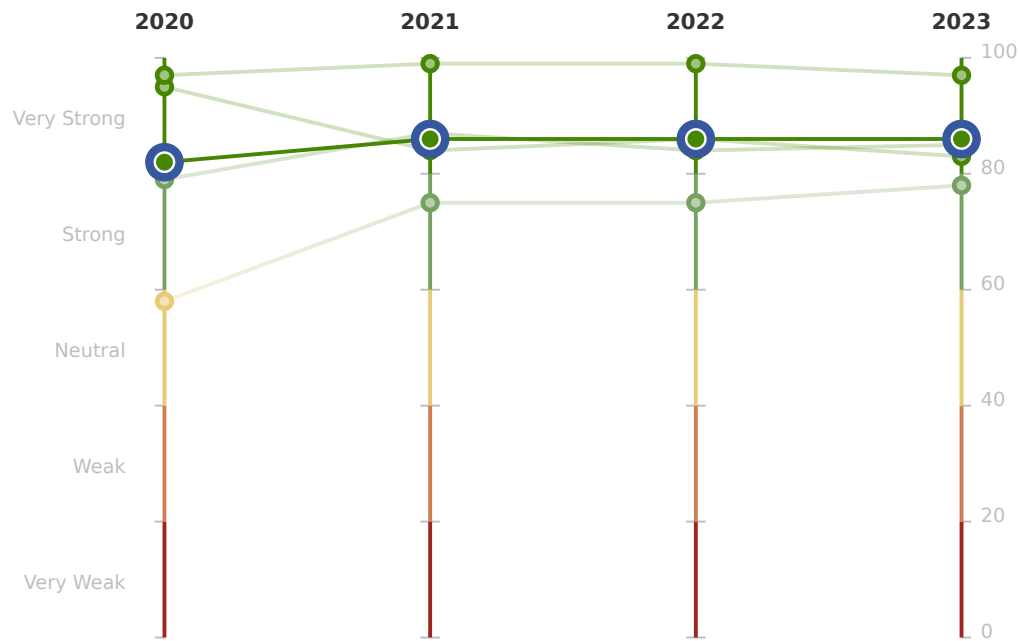| Measures	Performance Across Years				Respondent
	2020	**2021**	**2022**	**2023**	
Parent Influence on Decision Making in Schools	92	94	99	99	Teacher
Teacher-Parent Trust	99	99	99	96	Teacher
Parent Involvement in School	83	78	87	82	Teacher

Ambitious Instruction

How is Butler SD 53 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

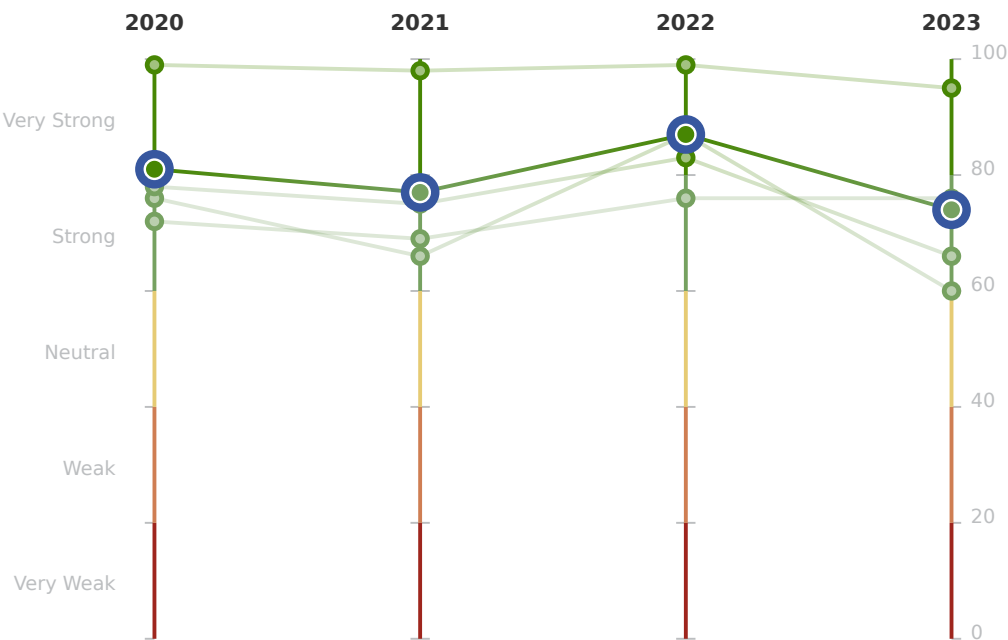| Measures	Performance Across Years				Respondent
	2020	**2021**	**2022**	**2023**	
Quality of Student Discussion	97	99	99	97	Teacher
Academic Press	79	87	84	85	Student
Math Instruction	95	84	86	83	Student
English Instruction	58	75	75	78	Student

Supportive Environment
How is Butler SD 53 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

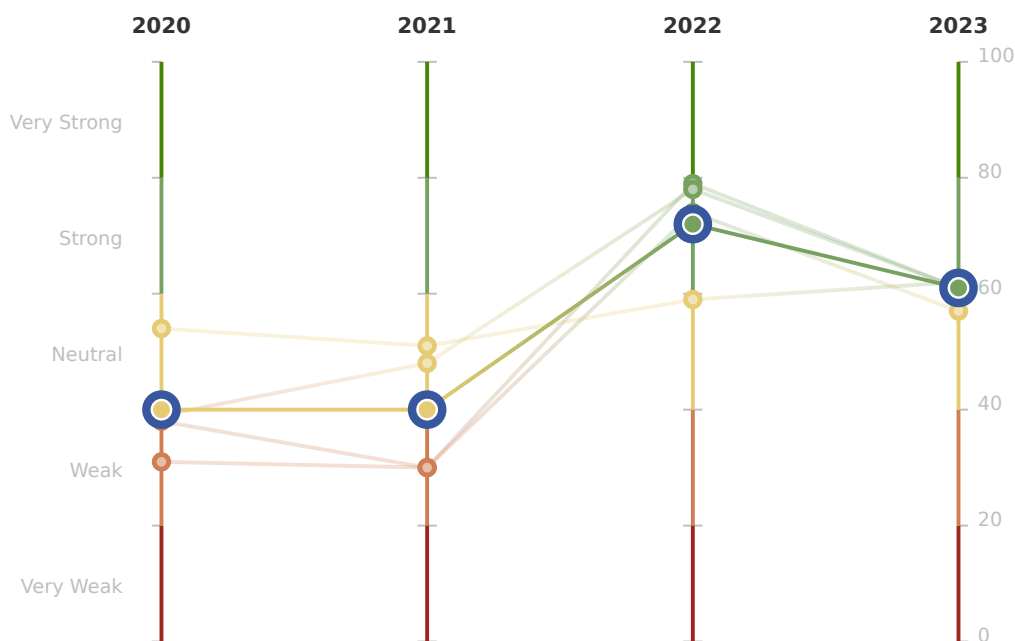| Measures	Performance Across Years				Respondent
	2020	**2021**	**2022**	**2023**	
Peer Support for Academic Work	99	98	99	95	Student
Academic Personalism	72	69	76	76	Student
Student-Teacher Trust	78	75	83	66	Student
Safety	76	66	87	60	Student

Effective Leaders
How is Butler SD 53 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

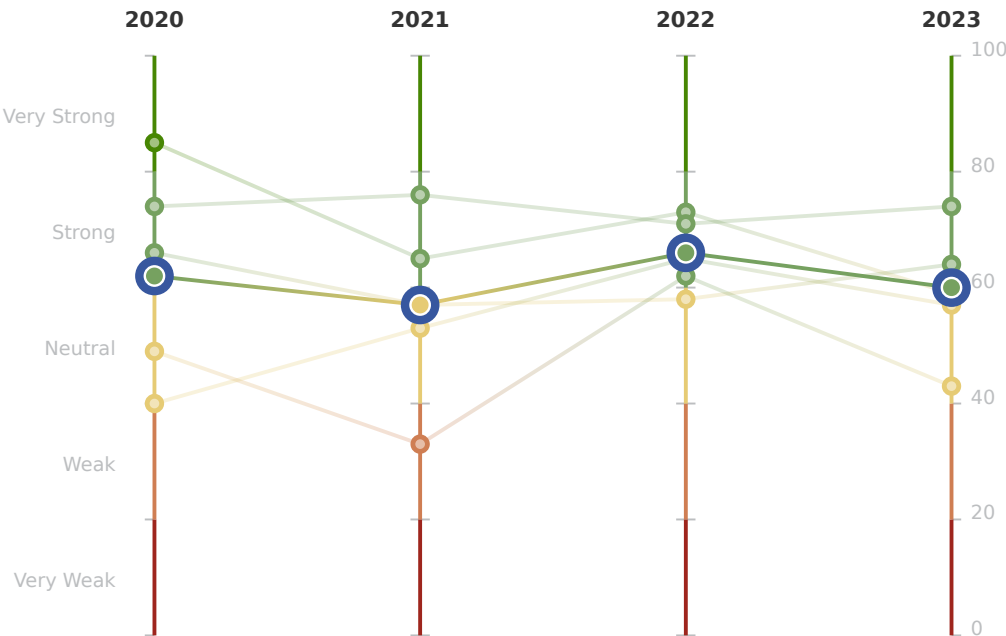| Measures	Performance Across Years				Respondent
	2020	**2021**	**2022**	**2023**	
Teacher Influence	54	51	59	62	Teacher
Instructional Leadership	31	30	79	61	Teacher
Program Coherence	39	48	78	61	Teacher
Teacher-Principal Trust	38	30	74	57	Teacher

Collaborative Teachers

How is Butler SD 53 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
	2020	**2021**	**2022**	**2023**	
Teacher-Teacher Trust	74	76	71	74	Teacher
Collaborative Practices	66	57	58	64	Teacher
Collective Responsibility	85	65	73	59	Teacher
Quality Professional Development	40	53	65	57	Teacher
School Commitment	49	33	62	43	Teacher

All 5Essentials Measures

How is Butler SD 53 performing on all 5Essentials measures in 2023?

Page	Measure	Change	Performance		Essential	Respondent
9	Parent Influence on Decision Making in Schools	+ 0	99 **Very Strong**		Involved Families	Teacher
10	Quality of Student Discussion	- 2	97 **Very Strong**		Ambitious Instruction	Teacher
11	Teacher-Parent Trust	- 3	96 **Very Strong**		Involved Families	Teacher
12	Peer Support for Academic Work	- 4	95 **Very Strong**		Supportive Environment	Student
13	Academic Press	+ 1	85 **Very Strong**		Ambitious Instruction	Student
15	Math Instruction	- 3	83 **Very Strong**		Ambitious Instruction	Student
16	Parent Involvement in School	- 5	82 **Very Strong**		Involved Families	Teacher
17	English Instruction	+ 3	78 **Strong**		Ambitious Instruction	Student
18	Academic Personalism	+ 0	76 **Strong**		Supportive Environment	Student
19	Teacher-Teacher Trust	+ 3	74 **Strong**		Collaborative Teachers	Teacher
20	Student-Teacher Trust	- 17	66 **Strong**		Supportive Environment	Student
21	Collaborative Practices	+ 6	64 **Strong**		Collaborative Teachers	Teacher
22	Teacher Influence	+ 3	62 **Strong**		Effective Leaders	Teacher
23	Instructional Leadership	- 18	61 **Strong**		Effective Leaders	Teacher
24	Program Coherence	- 17	61 **Strong**		Effective Leaders	Teacher
25	Safety	- 27	60 **Strong**		Supportive Environment	Student
26	Collective Responsibility	- 14	59 **Neutral**		Collaborative Teachers	Teacher
27	Quality Professional Development	- 8	57 **Neutral**		Collaborative Teachers	Teacher
28	Teacher-Principal Trust	- 17	57 **Neutral**		Effective Leaders	Teacher
30	School Commitment	- 19	43 **Neutral**		Collaborative Teachers	Teacher

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

2021	2022	2023
94	99	99

Very Strong
Strong
Neutral
Weak
Very Weak

100
80
60
40
20
0

Teachers report that the school:

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

Not at all (%)	A little (%)	Somewhat (%)	A great deal (%)
0	10	28	62
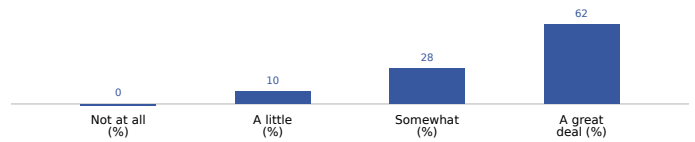
Involves parents in commenting on school curricula.

Not at all (%)	A little (%)	Somewhat (%)	A great deal (%)
0	11	27	62
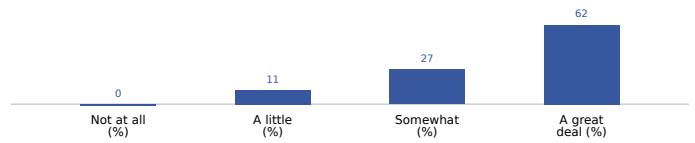
Includes parent leaders from all backgrounds in school improvement efforts.

Not at all (%)	A little (%)	Somewhat (%)	A great deal (%)
0	2	38	60
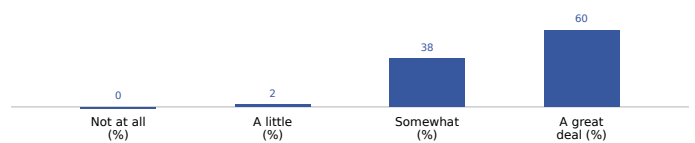
Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).

Not at all (%)	A little (%)	Somewhat (%)	A great deal (%)
2	2	29	65
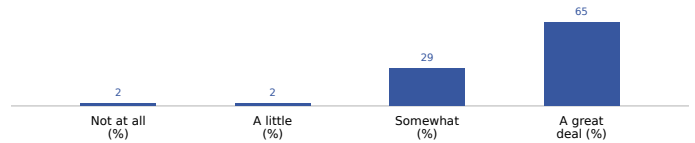
Encourage more involved parents/guardians to reach out to less involved parents/guardians?

Not at all (%)	A little (%)	Somewhat (%)	A great deal (%)
0	17	30	52
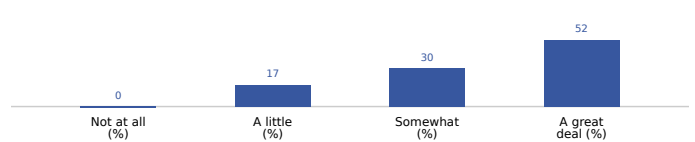
Quality of Student Discussion

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

Essential

 Ambitious Instruction

Respondent

Teacher

Performance

	2021	2022	2023
	99	99	97

Very Strong
Strong
Neutral
Weak
Very Weak

100
80
60
40
20
0

Teachers report the following about classroom discussions:

Students build on each other's ideas during discussion.

Never (%)	Rarely (%)	Sometimes (%)	Almost always (%)
0	0	31	69
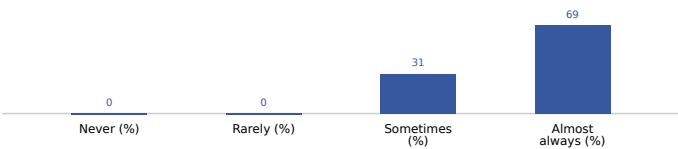
Students use data and text references to support their ideas.

Never (%)	Rarely (%)	Sometimes (%)	Almost always (%)
0	4	35	61
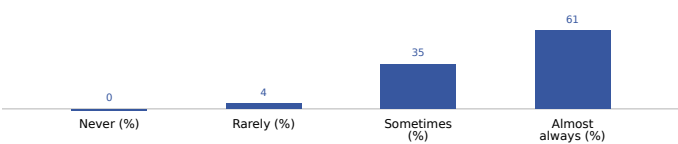
Students show each other respect.

Never (%)	Rarely (%)	Sometimes (%)	Almost always (%)
0	2	25	73
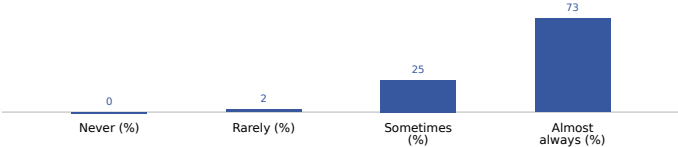
Students provide constructive feedback to their peers and to me.

Never (%)	Rarely (%)	Sometimes (%)	Almost always (%)
0	9	43	49
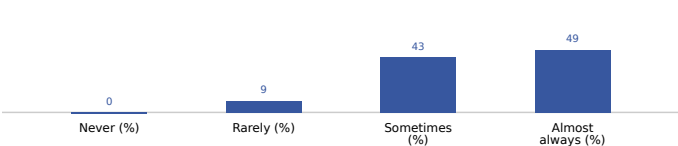
Most students participate in the discussion at some point.

Never (%)	Rarely (%)	Sometimes (%)	Almost always (%)
0	0	30	70
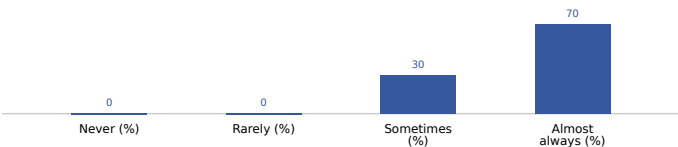
Teacher-Parent Trust

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

Essential

Involved Families

Respondent

Teacher

Performance

2021	2022	2023
99	99	96

Very Strong — 100

Strong — 80

Neutral — 60

Weak — 40

Very Weak — 20

— 0

Teachers report the following:

Teachers feel good about parents' support for their work.

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	5	12	57	26
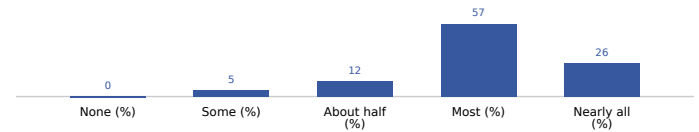
Parents support teachers' teaching efforts.

None (%)	Some (%)	About half (%)	Most (%)	All (%)
0	5	2	57	36
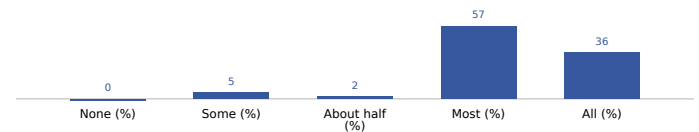
Parents do their best to help their children learn.

None (%)	Some (%)	About half (%)	Most (%)	All (%)
0	0	5	60	35
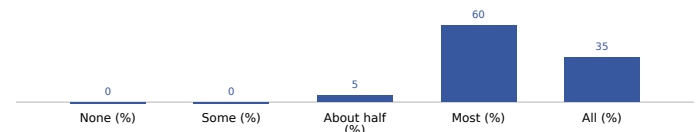
Teachers feel respected by the parents of the students

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
0	5	19	77
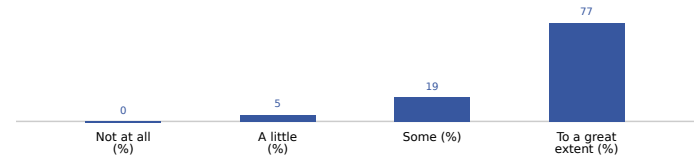
Teachers and parents at this school think of each other as partners in educating children.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	10	53	38
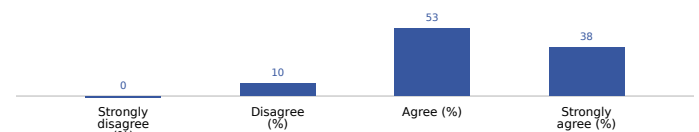
Staff at this school work hard to build trusting relationships with parents.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	0	35	65
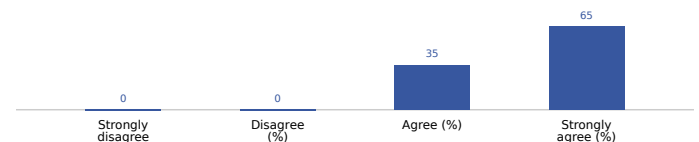
Peer Support for Academic Work

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

Essential

Supportive Environment

Respondent

Student

Performance

2021	2022	2023
98	99	95

Very Strong — 100

Strong — 80

Neutral — 60

Weak — 40

Very Weak — 20 — 0

Students report that their classroom peers:

Feel it is important to attend school every day?

None (%)	A few (%)	About half (%)	Most (%)	All (%)
0	4	9	44	43

Feel it is important to pay attention in class?

None (%)	A few (%)	About half (%)	Most (%)	All (%)
0	2	11	50	37
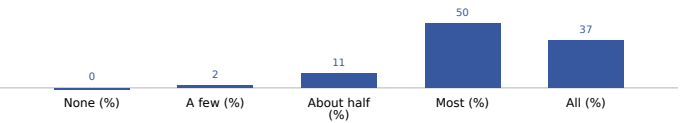
Think doing homework is important?

None (%)	A few (%)	About half (%)	Most (%)	All (%)
1	6	15	44	33
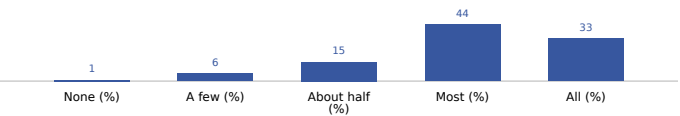
Try hard to get good grades?

None (%)	A few (%)	About half (%)	Most (%)	All (%)
0	2	8	35	54
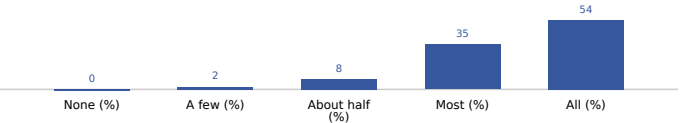
Academic Press

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

Essential

● Ambitious Instruction

Respondent

Student

Performance

2021	2022	2023
87	84	85

- 100
Very Strong
- 80
Strong
- 60
Neutral
- 40
Weak
- 20
Very Weak
- 0
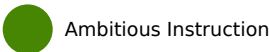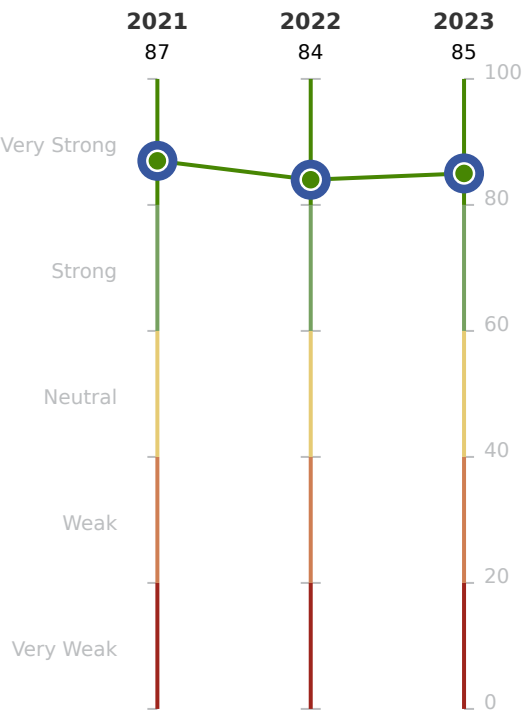
Students report the following about one specific class:

This class really makes me think.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	6	46	47
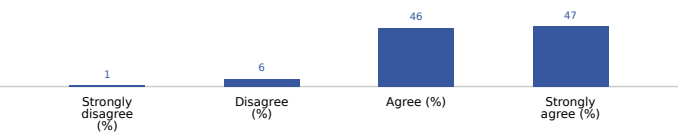
I really learn a lot in this class

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	5	37	56
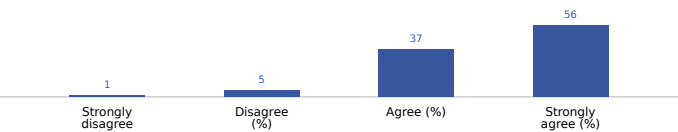
The teacher expects everyone to work hard

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	1	26	73
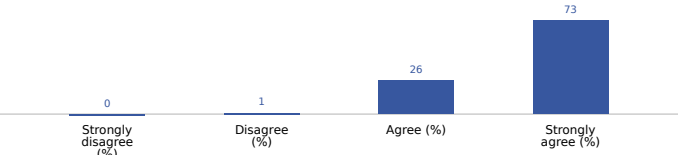
The teacher expects me to do my best all the time

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	3	25	70
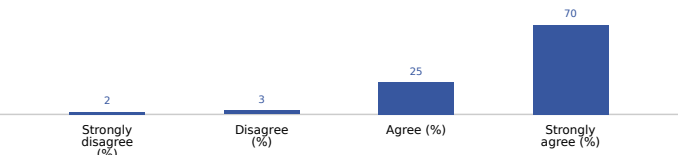
The teacher wants us to become better thinkers, not just memorize things

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	2	21	75
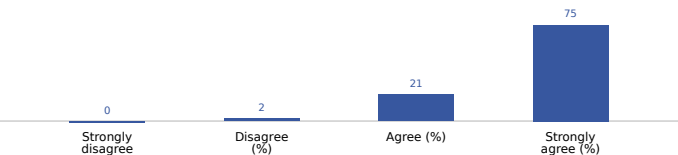
This class challenges me

Never (%)	Once in a while (%)	Most of the time (%)	All the time (%)
0	25	55	19
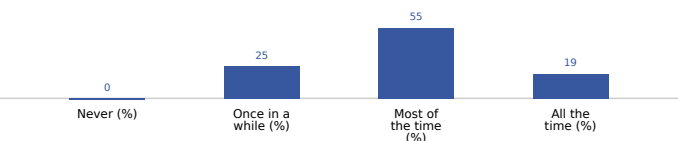
This class requries me to work hard to do well

Never (%)	Once in a while (%)	Most of the time (%)	All the time (%)
1	14	42	43
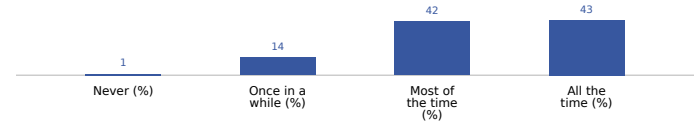
The teacher asks difficult questions on tests

Never (%)	Once in a while (%)	Most of the time (%)	All the time (%)
2	30	46	22
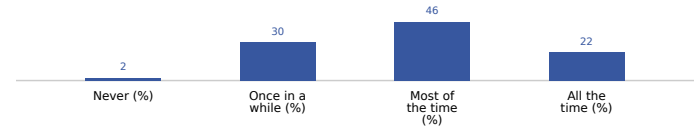
The teacher asks difficult questions in class

Never (%)	Once in a while (%)	Most of the time (%)	All the time (%)
3	36	43	17
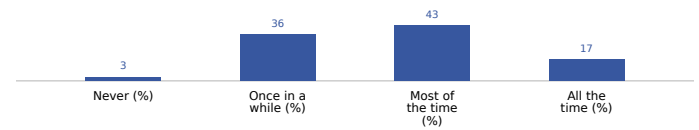
Math Instruction

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

2021	2022	2023
84	86	83

Very Strong — 100

Strong — 80

Neutral — 60

Weak — 40

Very Weak — 20

0
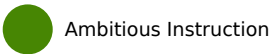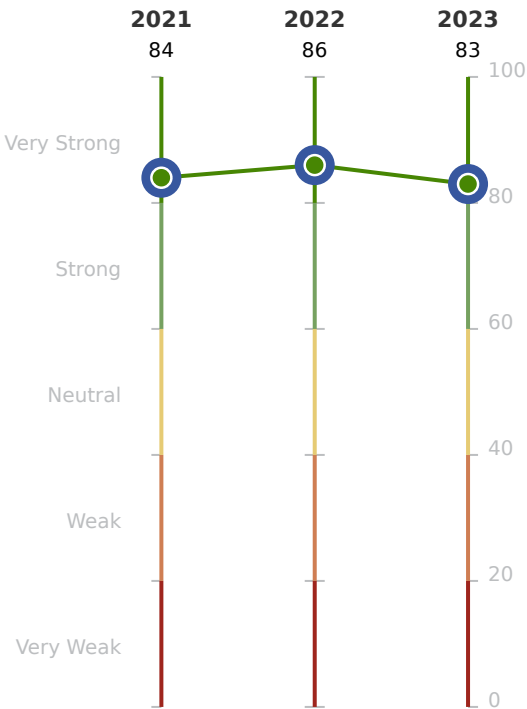
Students report that they do the following in math class:

Apply math to situations in life outside of school.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
7	7	13	28	44
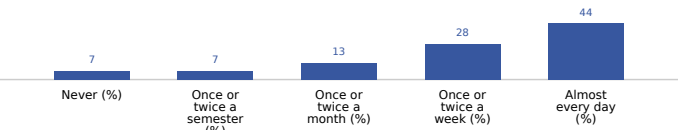
Discuss possible solutions to problems with other students.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
5	3	6	29	56
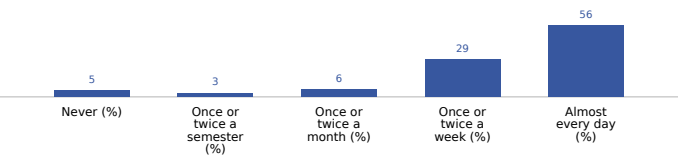
Explain how you solved a problem to the class.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
4	3	11	25	55
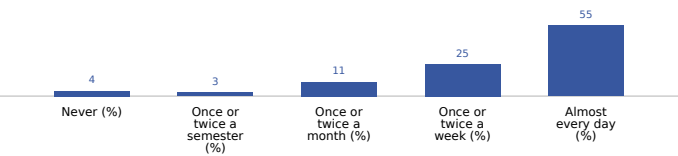
Write a few sentences to explain how you solved a math problem.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
6	4	12	33	43
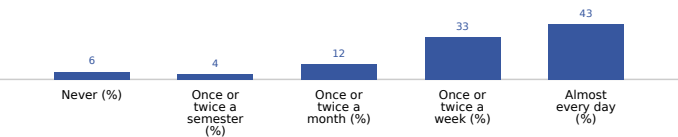
Write a math problem for other students to solve.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
34	24	24	12	5
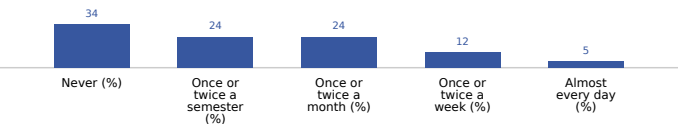
Parent Involvement in School

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

Essential

Involved Families

Respondent

Teacher

Performance

2021	2022	2023
78	87	82

Very Strong
Strong
Neutral
Weak
Very Weak

100
80
60
40
20
0
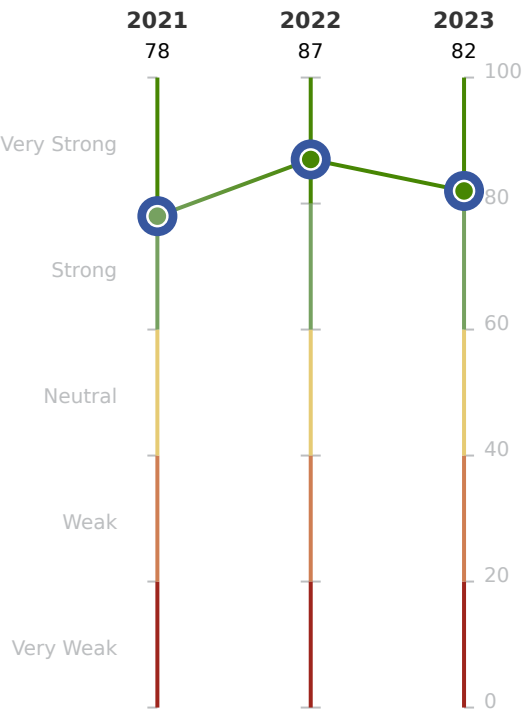
Teachers report that students' parents:

Attended parent-teacher conferences when you requested them.

None (%)	Some (%)	About half (%)	Most (%)	All (%)
0	0	6	59	35
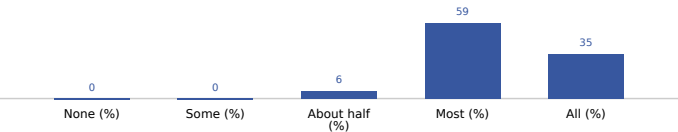
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).

None (%)	Some (%)	About half (%)	Most (%)	All (%)
0	25	22	46	7
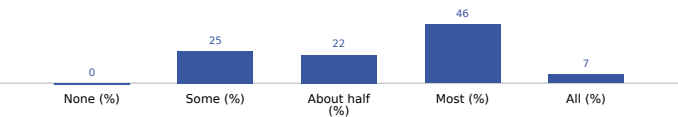
Contacted you about their child's performance.

None (%)	Some (%)	About half (%)	Most (%)	All (%)
0	43	16	28	13
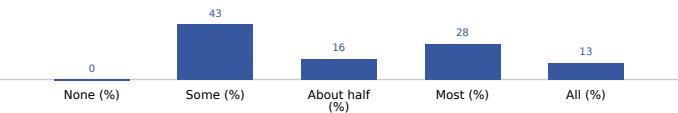
Responded to your suggestions for helping their child.

None (%)	Some (%)	About half (%)	Most (%)	All (%)
0	10	10	52	28
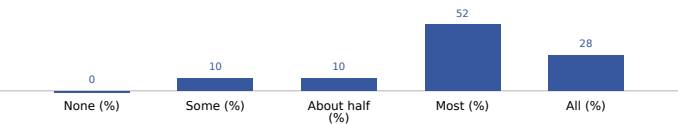
English Instruction

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

2021	2022	2023
75	75	78

Very Strong — 100
Strong — 80
Neutral — 60
Weak — 40
Very Weak — 20
— 0

Students report doing the following in English class:

Debate the meaning of a reading.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
10	14	19	20	36

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

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
2	7	14	38	39

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

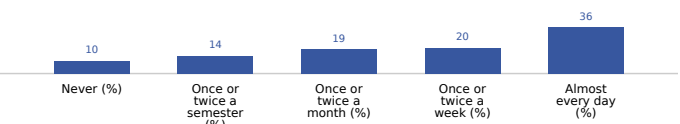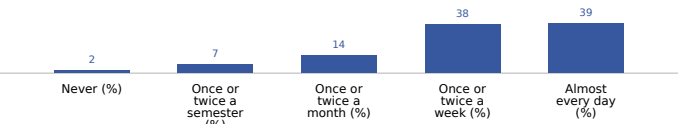| Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
4	5	24	38	28
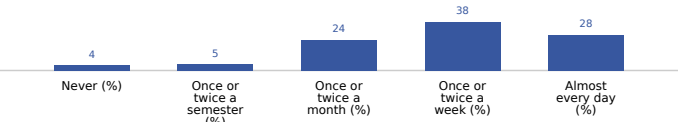
Improve a piece of writing as a class or with partners.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
5	11	30	29	24
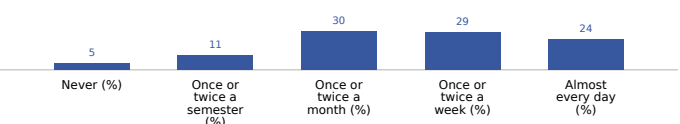
Rewrite a paper or essay in response to comments.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
6	15	36	21	21
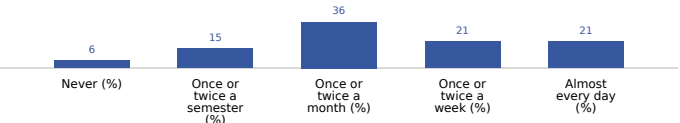
Academic Personalism

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

Essential

Supportive Environment

Respondent

Student

Performance

2021	2022	2023
69	76	76

Very Strong
Strong
Neutral
Weak
Very Weak

100
80
60
40
20
0

Students report that their teacher:

Helps me catch up if I am behind.
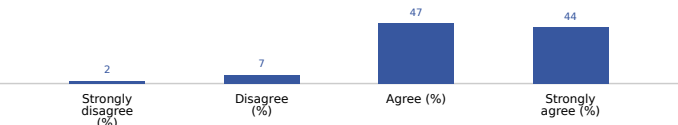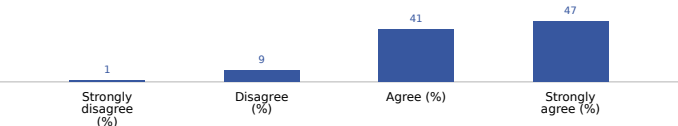
Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	7	47	44

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	9	41	47

Notices if I have trouble learning something.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	13	43	42
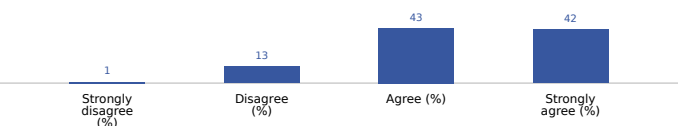
Gives me specific suggestions about how I can improve my work in this class.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	15	42	41
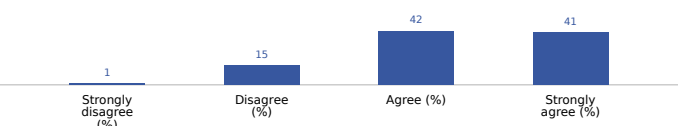
Explains things in a different way if I don't understand something in class.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	9	35	54
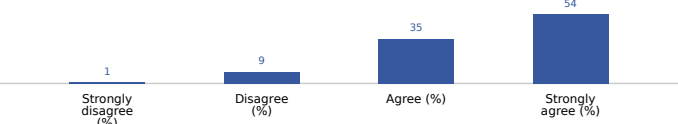
Teacher-Teacher Trust

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

Essential

Collaborative Teachers
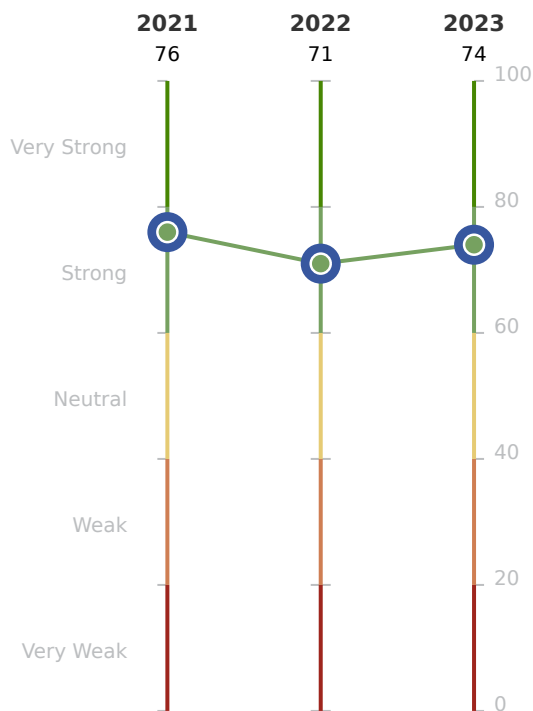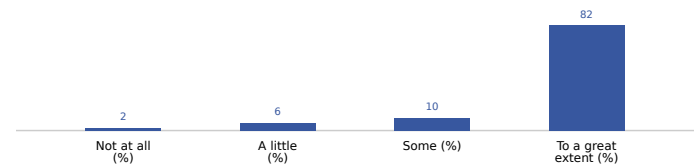
Respondent

Teacher
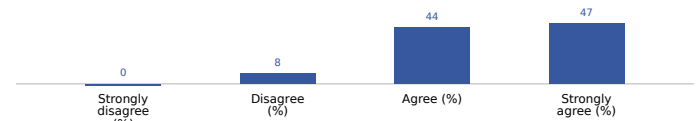
Performance

2021	2022	2023
76	71	74

Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0

Teachers report the following:

Teachers feel respected by other teachers

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
2	6	10	82

Teachers in this school trust each other.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	8	44	47

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	6	48	46
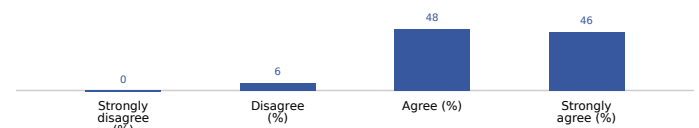
Teachers respect other teachers who take the lead in school improvement efforts.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	5	41	53
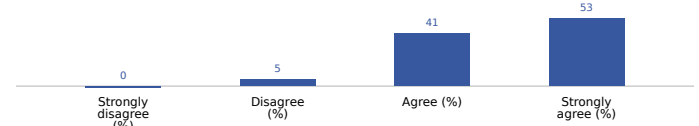
Teachers at this school respect those colleagues who are experts at their craft.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	2	34	61
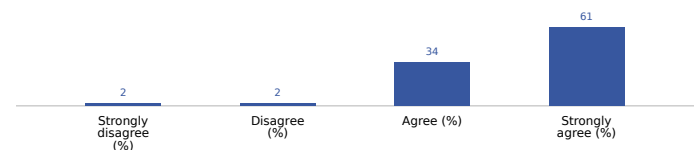
Student-Teacher Trust

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

Essential

Supportive Environment

Respondent

Student

Performance

2021	2022	2023
75	83	66

- Very Strong
- Strong
- Neutral
- Weak
- Very Weak

Students report:

I feel safe with my teachers at this school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	2	31	66

I feel comfortable with my teachers at this school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	4	43	50
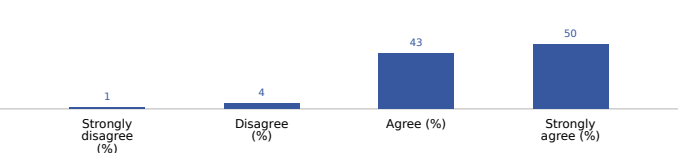
My teachers always keep their promises.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	19	50	27
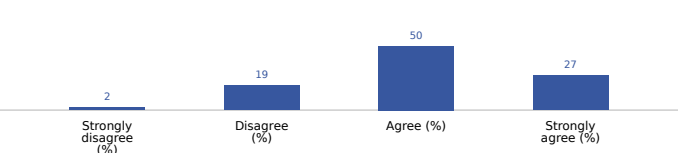
My teachers always listen to students' ideas.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	16	53	29
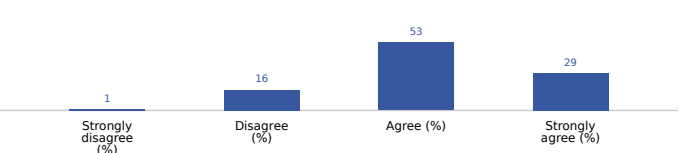
My teachers treat me with respect.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	5	43	51
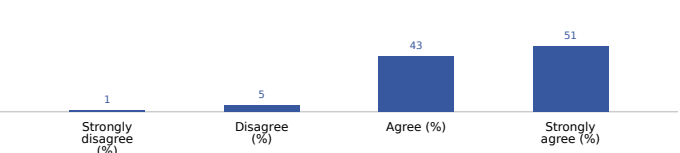
Collaborative Practices

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

Essential

Collaborative Teachers

Respondent

Teacher

Performance

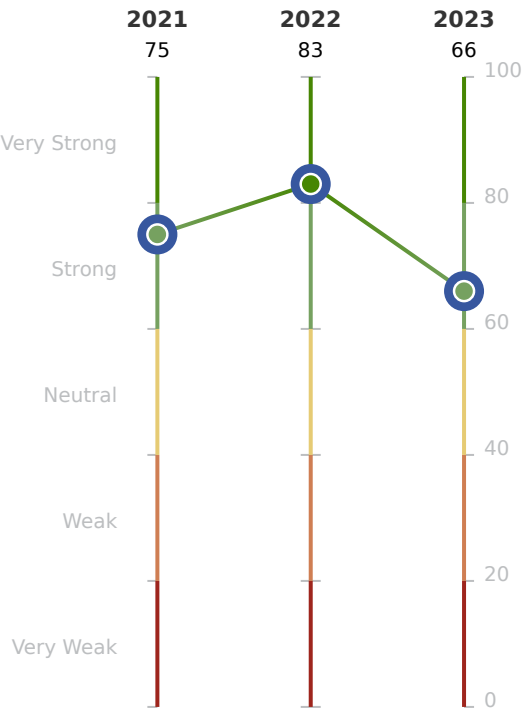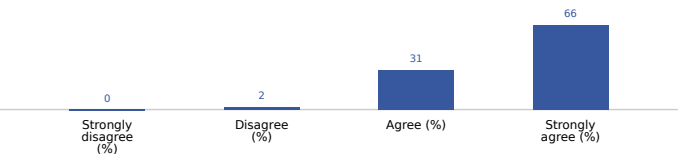| 2021	2022	2023
57	58	64

Very Strong
Strong
Neutral
Weak
Very Weak

Teachers report how often they have done the following:

Observed another teacher's classroom to offer feedback.

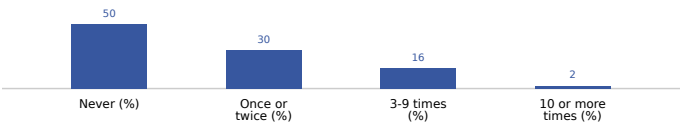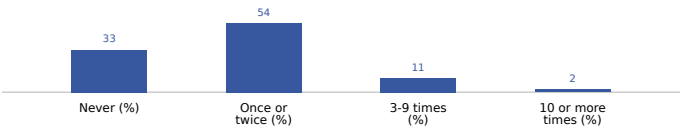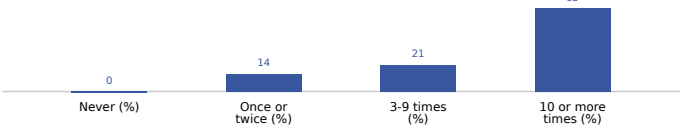| Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
50	30	16	2

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

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
33	54	11	2

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

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
2	19	55	24
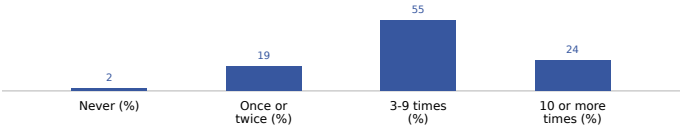
Worked with other teachers to develop materials or activities for particular classes.

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
0	14	21	65

Worked on instructional strategies with other teachers.

Never (%)	Once or twice (%)	3-9 times (%)	10 or more times (%)
0	10	33	56

2023 survey results for Butler SD 53. Produced by UChicago Impact.
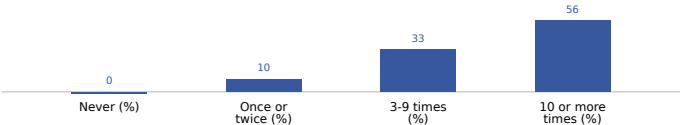
Teacher Influence

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

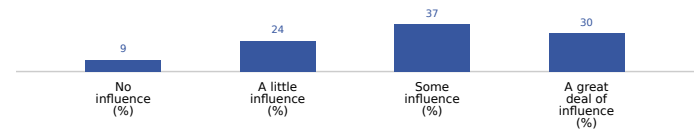**Essential**

Effective Leaders

Respondent

Teacher
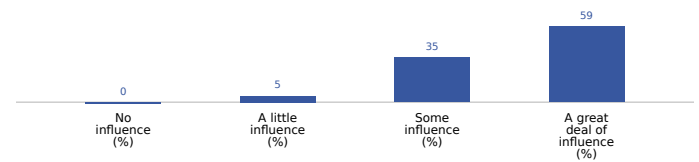
Performance

2021	2022	2023
51	59	62

Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0

Teachers report having influence on:

Planning how discretionary school funds should be used.

No influence (%)	A little influence (%)	Some influence (%)	A great deal of influence (%)
9	24	37	30

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

No influence (%)	A little influence (%)	Some influence (%)	A great deal of influence (%)
0	5	35	59

Establishing the curriculum and instructional program.

No influence (%)	A little influence (%)	Some influence (%)	A great deal of influence (%)
0	9	29	61
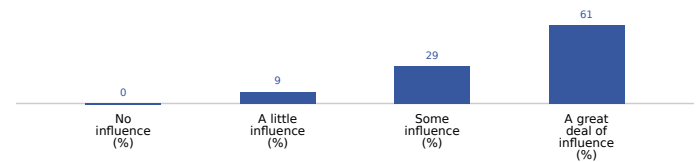
Determining the content of in-service programs.

No influence (%)	A little influence (%)	Some influence (%)	A great deal of influence (%)
5	27	37	30
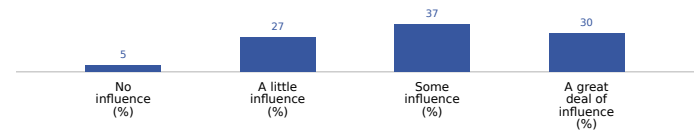
Setting standards for student behavior.

No influence (%)	A little influence (%)	Some influence (%)	A great deal of influence (%)
2	6	40	51

2023 survey results for Butler SD 53. Produced by UChicago Impact.
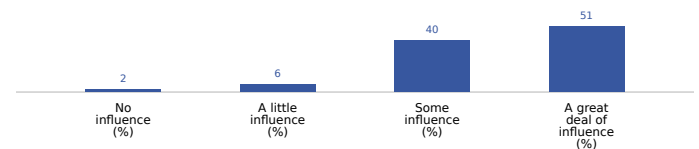
Instructional Leadership

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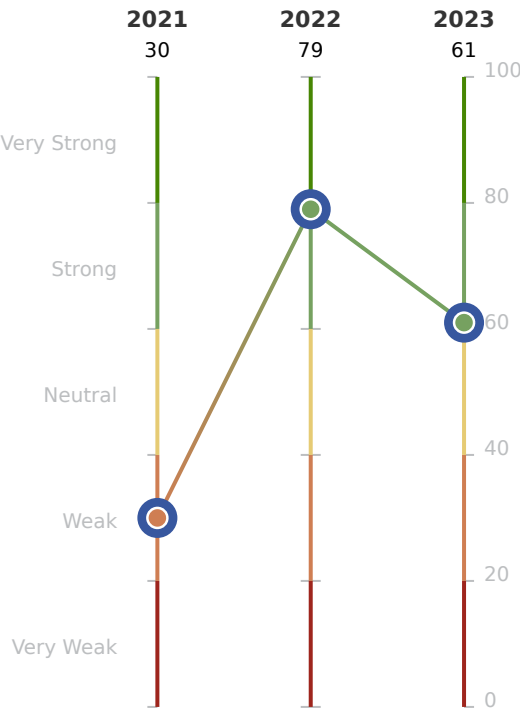The school leadership team sets high standards for teaching and student learning.

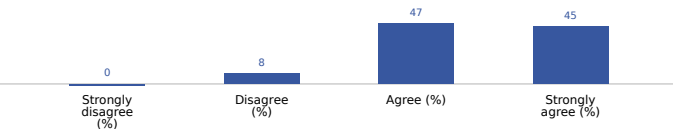**Essential**

Effective Leaders

Respondent

Teacher

Performance

2021	2022	2023
30	79	61

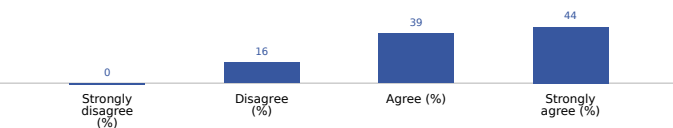Very Strong

Strong

Neutral

Weak

Very Weak

Teachers report that a member of the school leadership team:

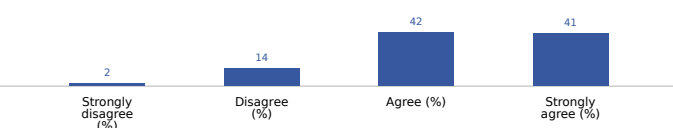Makes clear to the staff the leadership's expectations for meeting instructional goals.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	8	47	45

Communicates a clear vision for our school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	16	39	44

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	6	58	36
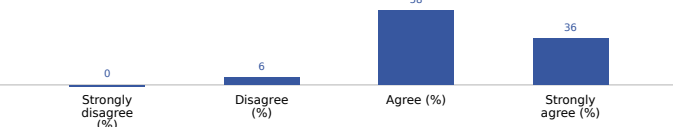
Knows what's going on in my classroom.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	14	42	41

Provides me with useful feedback to improve my teaching.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	10	43	45
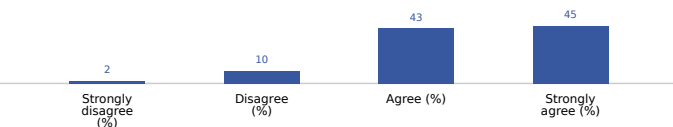
Has provided me with the support I need to improve my teaching.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	12	38	48
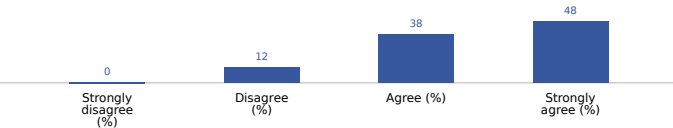
Program Coherence

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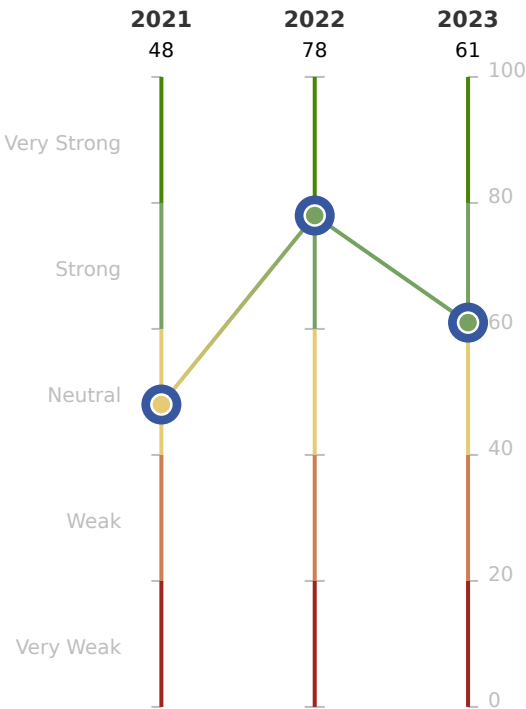School programs are coordinated and consistent with its goals for student learning.
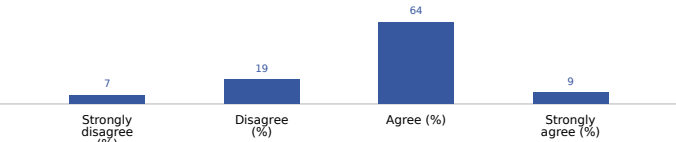
Essential
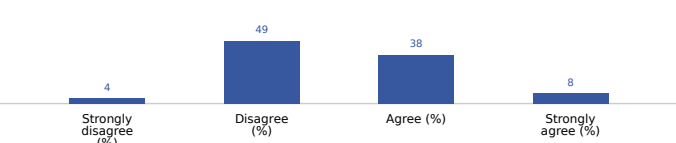
Effective Leaders

Respondent

Teacher

Performance

	2021	2022	2023
	48	78	61

Very Strong

Strong

Neutral

Weak

Very Weak

Teachers report the following:

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
7	19	64	9

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
4	49	38	8

Many special programs come and go at this school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	40	47	10
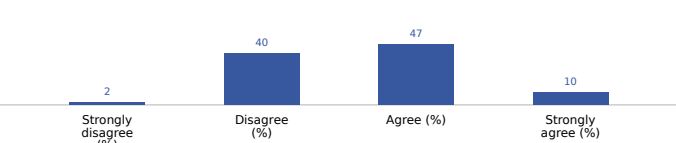
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	4	68	26
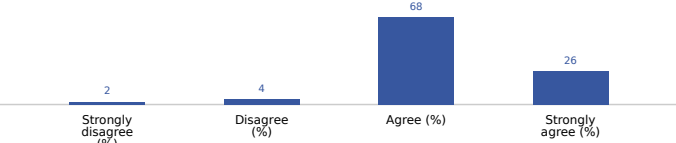
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	6	54	38
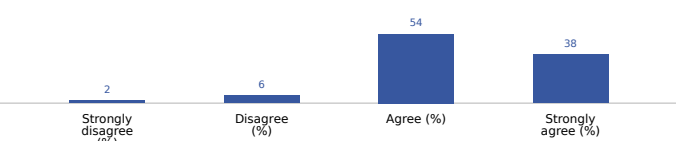
Safety

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

Essential

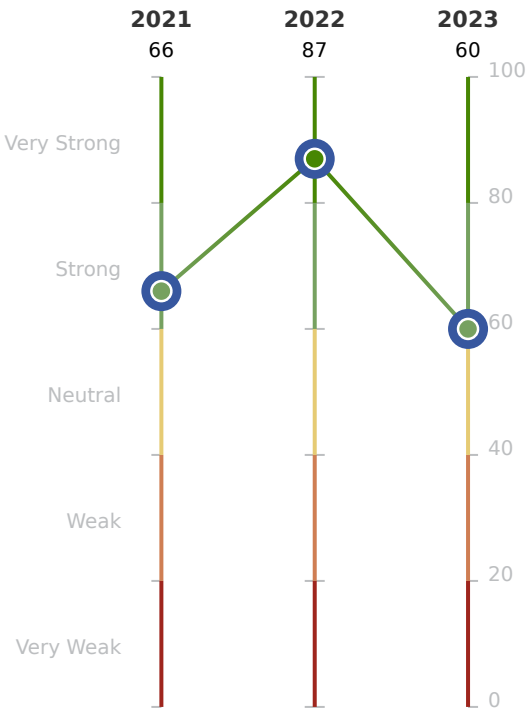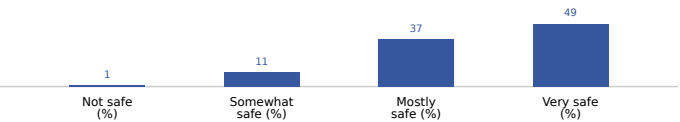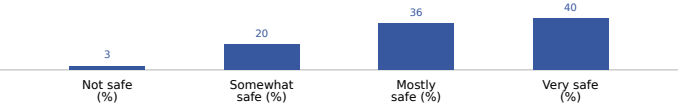Supportive Environment

Respondent

Student

Performance

2021	2022	2023
66	87	60

Very Strong
Strong
Neutral
Weak
Very Weak

Students report how safe they feel:

In the hallways of the school?

Not safe (%)	Somewhat safe (%)	Mostly safe (%)	Very safe (%)
1	11	37	49

In the bathrooms of the school?

Not safe (%)	Somewhat safe (%)	Mostly safe (%)	Very safe (%)
3	20	36	40

Outside around the school?

Not safe (%)	Somewhat safe (%)	Mostly safe (%)	Very safe (%)
4	16	37	42
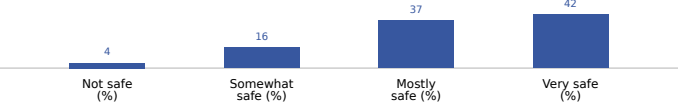
Traveling between home and school?

Not safe (%)	Somewhat safe (%)	Mostly safe (%)	Very safe (%)
1	7	30	61

In your classes?

Not safe (%)	Somewhat safe (%)	Mostly safe (%)	Very safe (%)
0	4	17	78
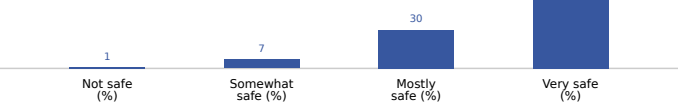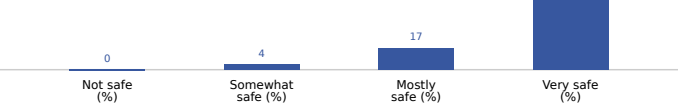
Collective Responsibility

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

Essential

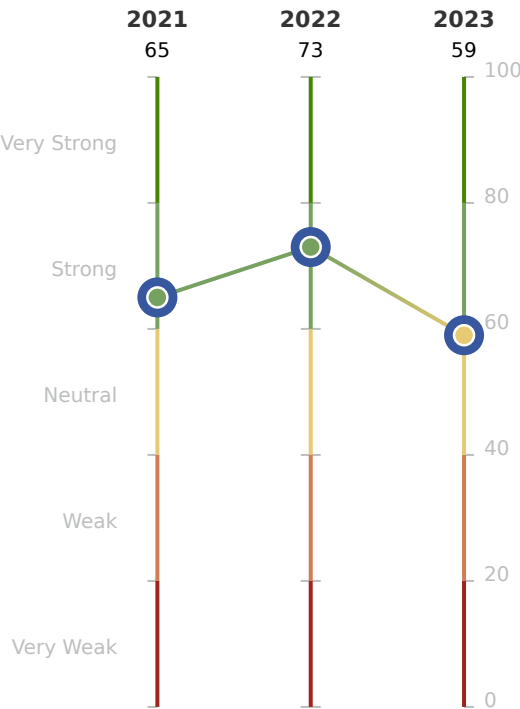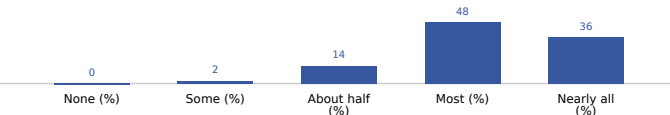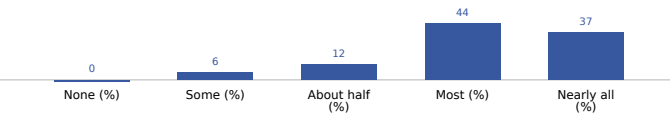Collaborative Teachers

Respondent

Teacher

Performance

2021	2022	2023
65	73	59

Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0

Teachers report that other teachers in the school:

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

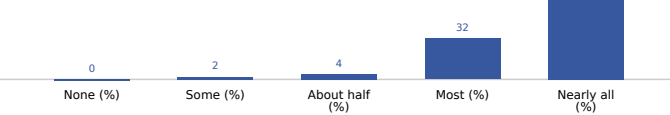| None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	2	14	48	36

Take responsibility for improving the school.

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	6	12	44	37

Feel responsible to help each other do their best.

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	10	5	45	39
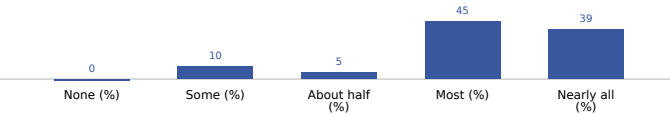
Feel responsible that all students learn.

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	2	4	32	62

Feel responsible for helping students develop self-control.

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	4	11	41	43
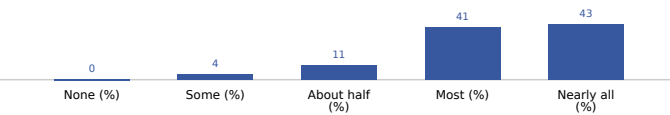
Feel responsible when students in this school fail.

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	8	6	43	42
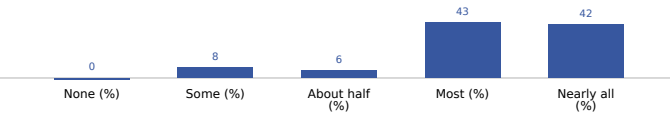
Quality Professional Development

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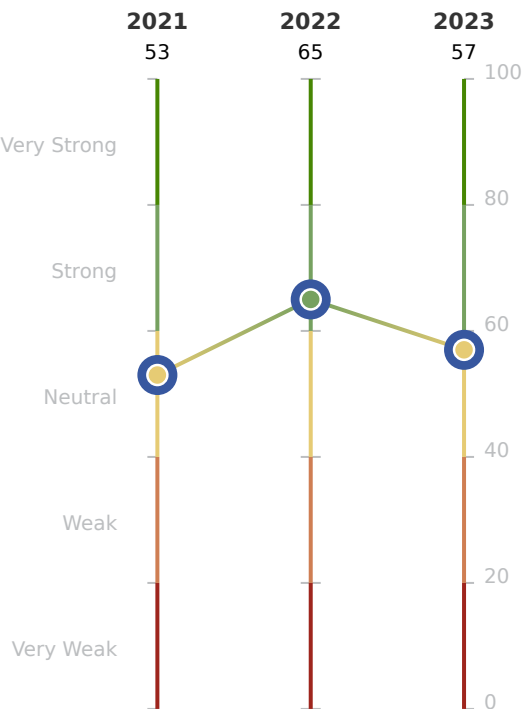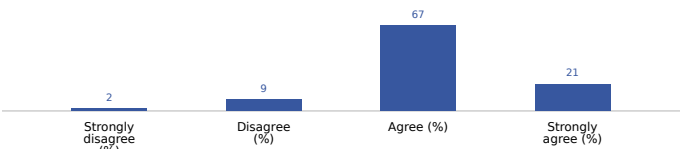
Essential

Collaborative Teachers

Respondent

Teacher

Performance

2021	2022	2023
53	65	57

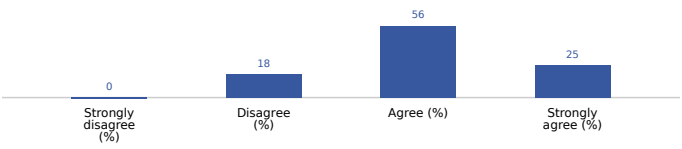Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0

Teachers report that professional development this year has:

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	9	67	21

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	18	56	25

Been closely connected to my school's improvement plan.

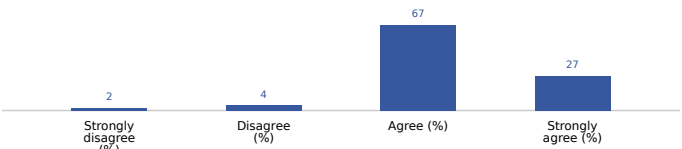| Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	12	62	25
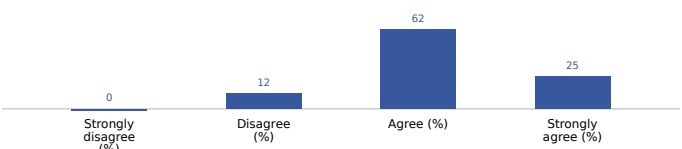
Included opportunities to work productively with colleagues in my school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	4	67	27

Included opportunities to work productively with teachers from other schools.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
21	37	34	8
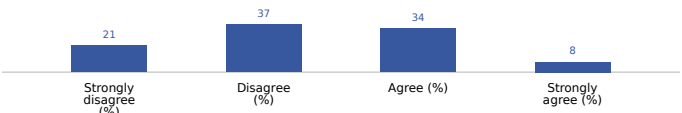
Teacher-Principal Trust

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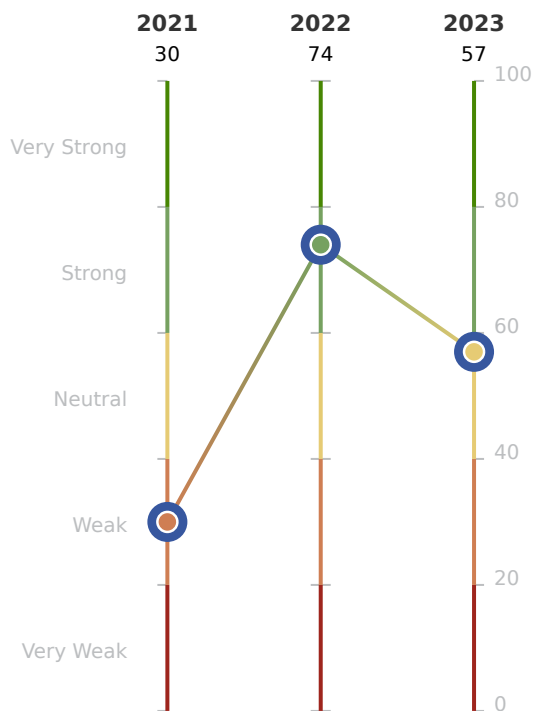Teachers and principals share a high level of mutual trust and respect.
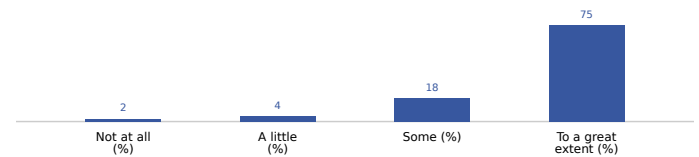
Essential
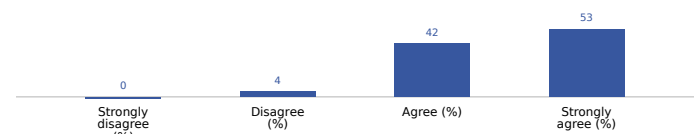
Effective Leaders

Respondent

Teacher

Performance

2021	**2022**	**2023**
30	74	57

Teachers report the following:

Teachers feel respected by the principal

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
2	4	18	75

The principal has confidence in the expertise of the teachers.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	4	42	53

I trust the principal at his or her word.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	13	26	61
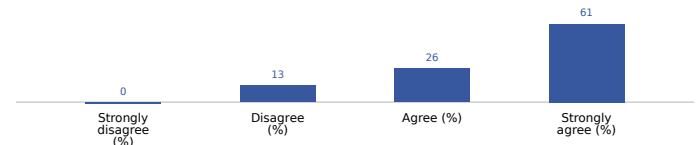
It's OK in this school to discuss feelings, worries, and frustrations with the principal.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
7	9	24	61
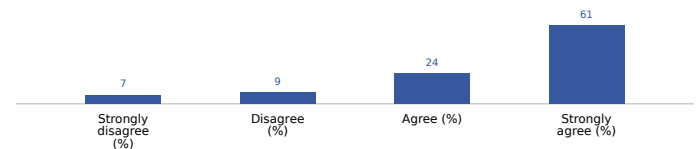
The principal takes a personal interest in the professional development of teachers.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	9	26	65
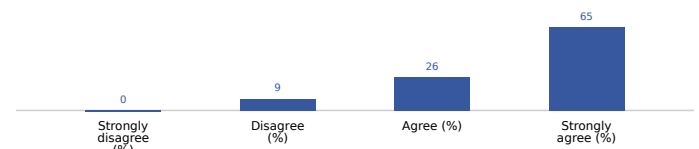
The principal looks out for the personal welfare of the faculty members.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	4	29	64
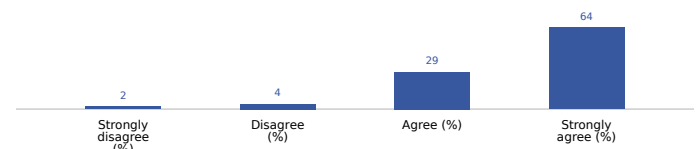
The principal places the needs of children ahead of personal and political interests.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
4	12	22	61
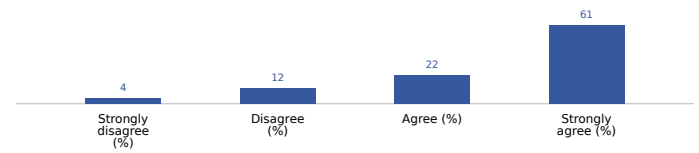
The principal at this school is an effective manager who makes the school run smoothly.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	9	30	61
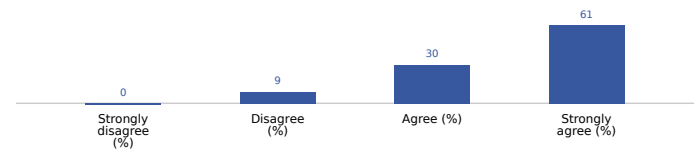
School Commitment

School Commitment
Teachers are deeply committed to the school.

Essential

Collaborative Teachers

Respondent

Teacher

Performance

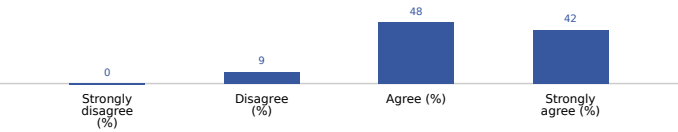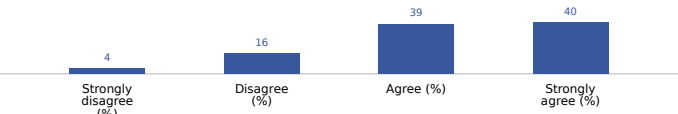| 2021	2022	2023
33	62	43

Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0
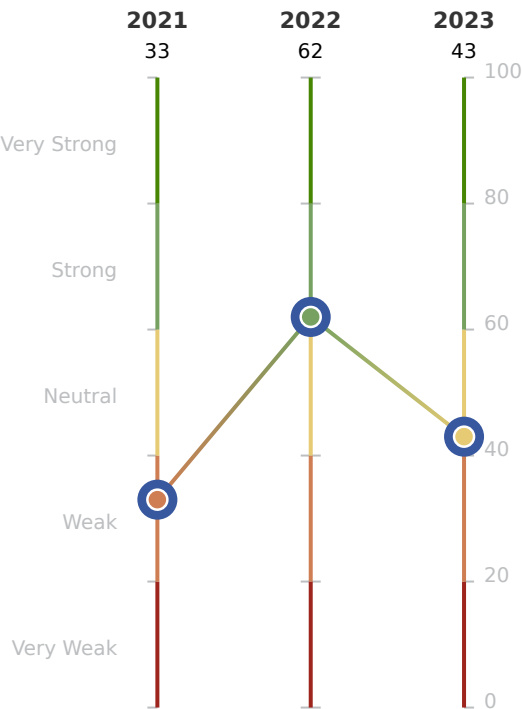
Teachers report the following:

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	9	48	42

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
4	16	39	40

I feel loyal to this school.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	15	34	48

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	11	41	48
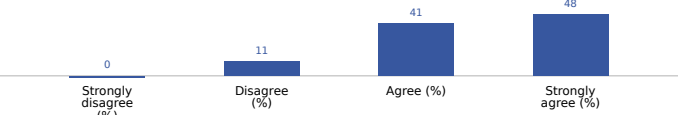
All Supplemental Measures
How is Butler SD 53 performing on all supplemental measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
32	Rigorous Study Habits	+ 0	99 **Very Strong**	Supplemental Measures	Student
33	Socialization of New Teachers	+ 0	99 **Very Strong**	Supplemental Measures	Teacher
34	Academic Engagement	+ 0	92 **Very Strong**	Supplemental Measures	Student
35	Classroom Disruptions	N/A	90 **Very Strong**	Supplemental Measures	Teacher
36	Course Clarity	- 9	88 **Very Strong**	Supplemental Measures	Student
37	Student Responsibility	- 7	88 **Very Strong**	Supplemental Measures	Teacher
38	Human & Social Resources in the Community	- 10	83 **Very Strong**	Supplemental Measures	Student
39	Classroom Rigor	+ 5	78 **Strong**	Supplemental Measures	Student
40	Student Peer Relationships	- 21	78 **Strong**	Supplemental Measures	Student
41	Teacher Safety	- 14	69 **Strong**	Supplemental Measures	Teacher
43	Parent Supportiveness	+ 16	67 **Strong**	Supplemental Measures	Student
44	Inquiry-Based Science Instruction	- 6	64 **Strong**	Supplemental Measures	Student
45	Innovation	- 11	56 **Neutral**	Supplemental Measures	Teacher
46	Reflective Dialogue	- 18	49 **Neutral**	Supplemental Measures	Teacher

Rigorous Study Habits

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

Essential

Supplemental Measures

Respondent

Student

Performance

2021	2022	2023
99	99	99

Very Strong

Strong

Neutral

Weak

Very Weak

Students report that:

I always study for tests.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
4	13	46	36
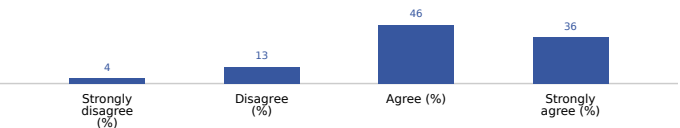
I set aside time to do my homework and study.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	6	37	55
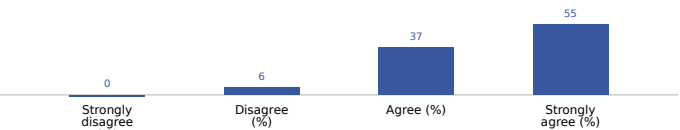
I try to do well on my schoolwork even when it isn't interesting to me.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	2	39	58
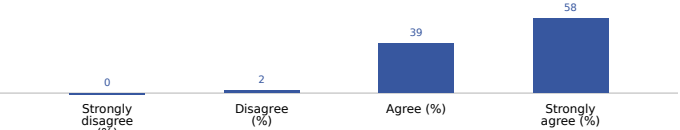
If I need to study, I don't go out with my friends.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	11	45	41
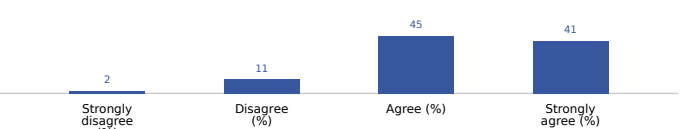
Socialization of New Teachers

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

2021	2022	2023
98	99	99

Teachers report the following:

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
4	16	60	20
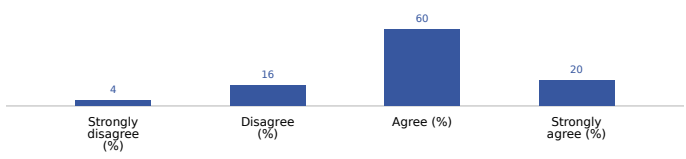
A conscious effort is made by faculty to make new teachers feel welcome here.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
4	12	46	37
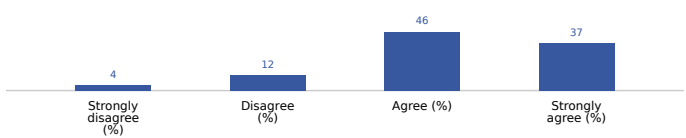
How many teachers are assigned a mentor teacher when they first begin working at this school?

None (%)	A few (%)	Most (%)	All (%)
2	7	15	74
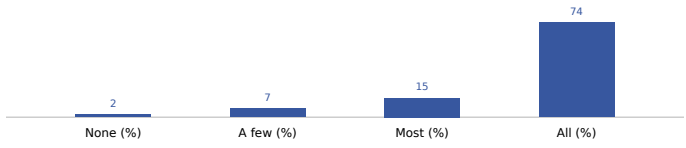
Academic Engagement

Academic Engagement
Students are interested and engaged in learning.

Essential

░░░░ Supplemental Measures

Respondent

Student

Performance

2021	2022	2023
87	92	92

Very Strong — 100

Strong — 80

Neutral — 60

Weak — 40

Very Weak — 20

— 0

Students report:

I usually look forward to this class.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
6	21	40	32
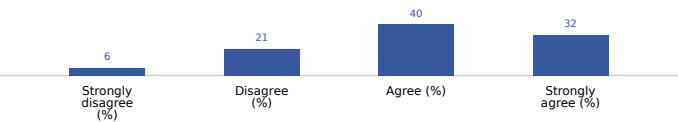
I work hard to do my best in this class.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	1	36	61
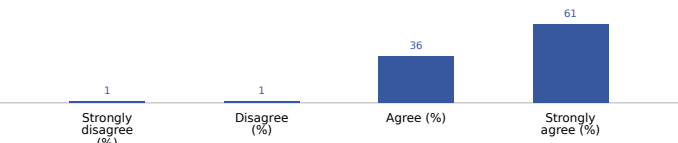
Sometimes I get so interested in my work I don't want to stop.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
6	28	40	24

The topics we are studying are interesting and challenging.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	12	47	38
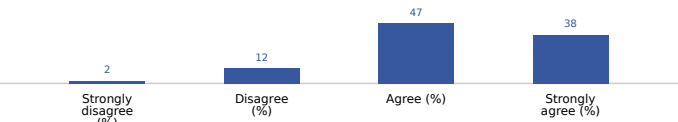
Classroom Disruptions

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

Essential

███ Supplemental Measures

Respondent

Teacher

Performance

2021	2022	2023
N/A	N/A	90

- Very Strong
- Strong
- Neutral
- Weak
- Very Weak

Teachers report that students in their classrooms:

Refuse to respond when addressed?

None (%)	A few (%)	A lot (%)	Almost all (%)
88	11	0	2
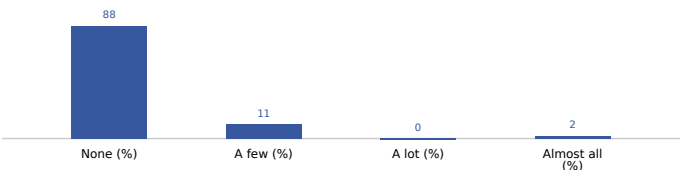
Use inappropriate language during class?

None (%)	A few (%)	A lot (%)	Almost all (%)
83	18	0	0

Threaten you verbally?

None (%)	A few (%)	A lot (%)	Almost all (%)
100	0	0	0
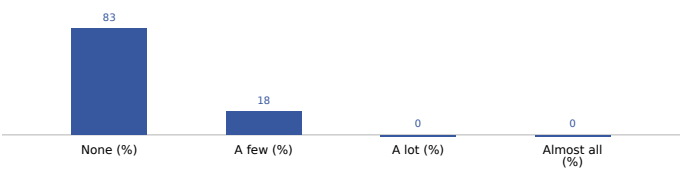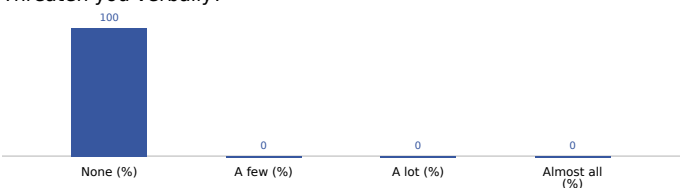
Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?

None (%)	A few (%)	A lot (%)	Almost all (%)
55	43	2	0
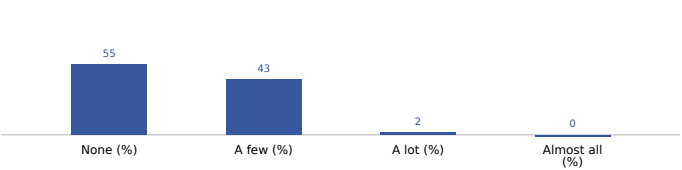
Create serious behavior problems in your class?

None (%)	A few (%)	A lot (%)	Almost all (%)
92	9	0	0
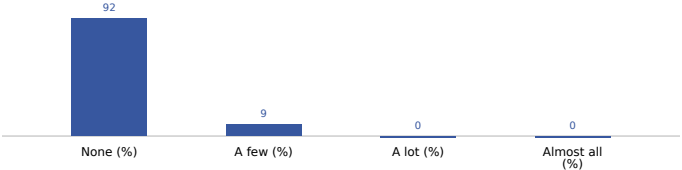
Course Clarity

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

Essential

    Supplemental Measures

Respondent

Student

Performance

2021	2022	2023
77	97	88

- Very Strong
- Strong
- Neutral
- Weak
- Very Weak

(Scale: 100, 80, 60, 40, 20, 0)

Students report the following about one specific class:

I learn a lot from feedback on my work.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	6	58	32
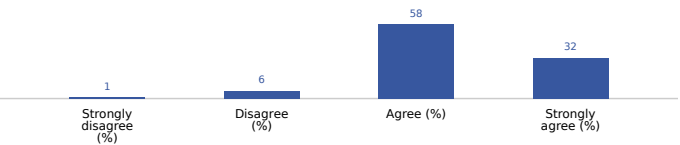
It's clear to me what I need to do to get a good grade.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	5	45	47
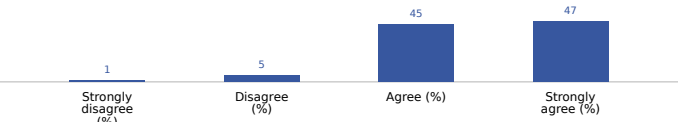
The work we do in class is good preparation for the test.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	4	43	52
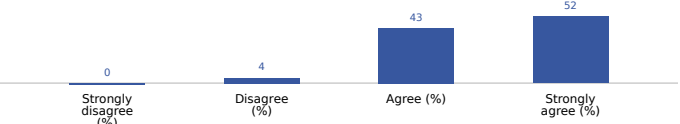
The homework assignments help me to learn the course material.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	6	49	42
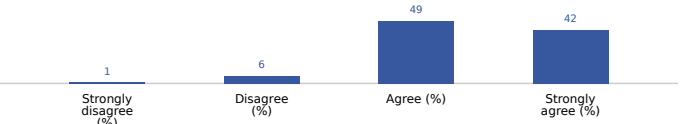
I know what my teacher wants me to learn in this class.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	2	47	49
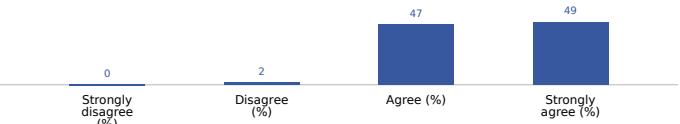
Student Responsibility

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

Essential

▭ Supplemental Measures

Respondent

Teacher

Performance

2021	**2022**	**2023**
96	95	88
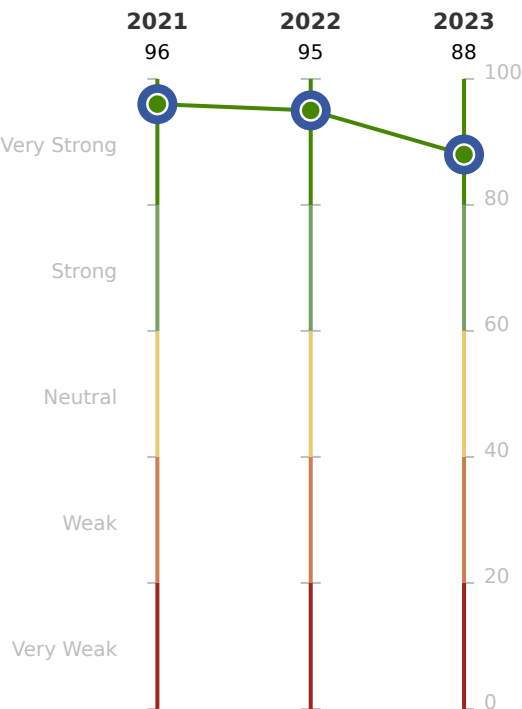
Teachers report that their students:

Come to class on time?

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	0	5	23	73

Attend class regularly?

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	0	0	23	78
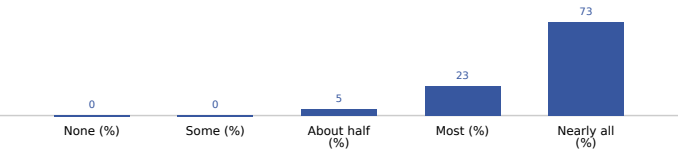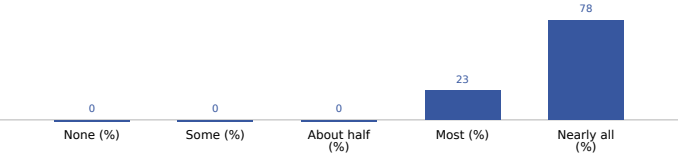
Come to class prepared with the appropriate supplies and books?

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	0	3	25	73
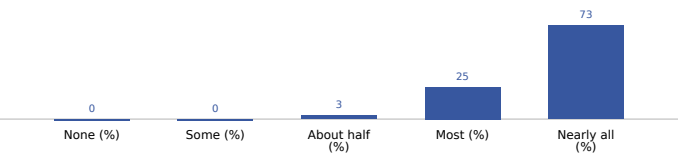
Regularly pay attention in class?

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	0	3	33	65
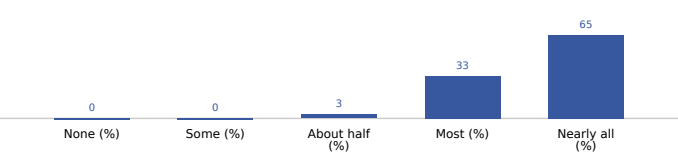
Actively participate in class activities?

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	0	2	25	73
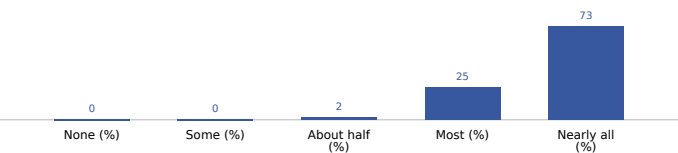
Always turn in their homework?

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	0	5	37	59
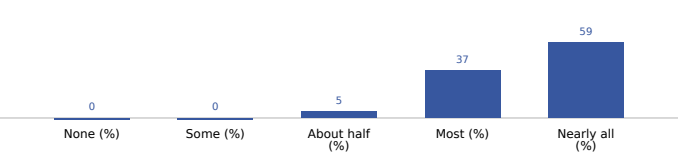
Human & Social Resources in the Community

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

2021	2022	2023
84	93	83

Students report the following about their community:

Adults in this neighborhood know who the local children are.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	28	56	13
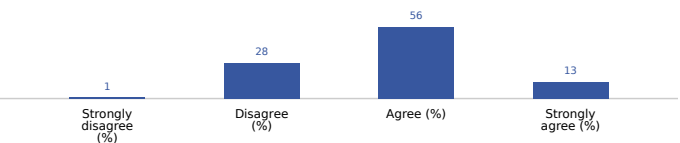
During the day, it is safe for children to play in the local park or playground.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	3	55	41
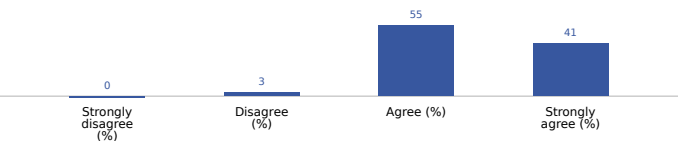
People in this neighborhood can be trusted.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	12	58	28
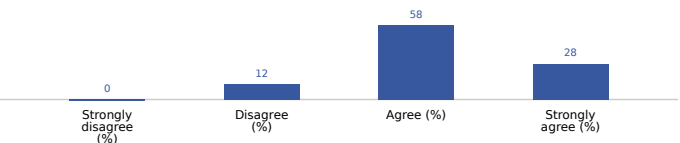
There are adults in this neighborhood that children can look up to.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	9	56	32
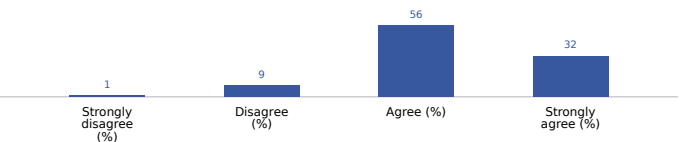
The equipment and buildings in the neighborhood, park, or playground are well kept.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	5	50	44
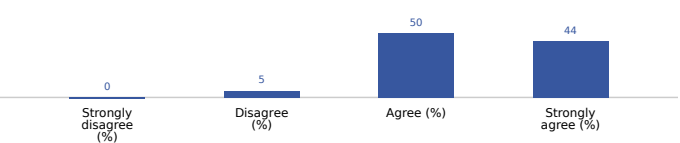
Classroom Rigor

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

Essential

 Supplemental Measures

Respondent

Student

Performance

2021	2022	2023
60	73	78

Students report that the teacher in their target class:

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

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
3	14	43	39
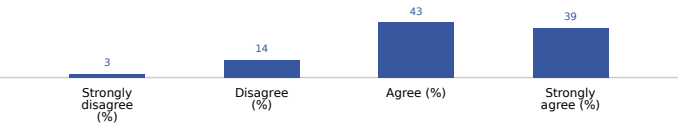
Encourages students to share their ideas about things we are studying in class.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	8	41	49
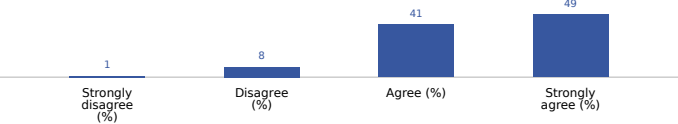
Often requires me to explain my answers.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
2	7	35	56
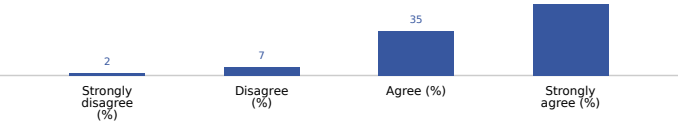
Encourages us to consider different solutions or points of view.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	7	41	50
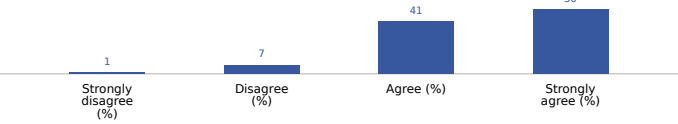
Doesn't let students give up when the work gets hard.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
1	2	31	66
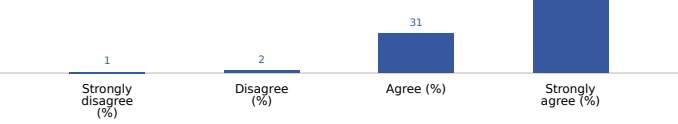
We talk about different solutions or points of view.

Very little (%)	Some (%)	Quite a bit (%)	A great deal (%)
3	22	49	25
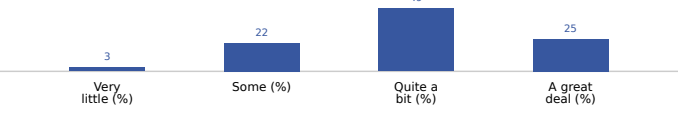
Student Peer Relationships

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

Essential

[gray bar] Supplemental Measures

Respondent

Student

Performance

2021	2022	2023
99	99	78

Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0

Students report that their school peers:

Like to put others down.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
25	53	20	1

Help each other learn.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	8	68	22
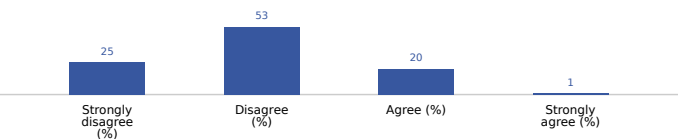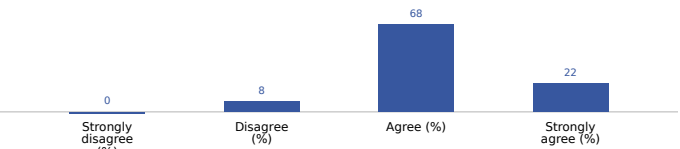
Don't get along together very well.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
14	65	15	4

Treat each other with respect.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
0	17	67	14
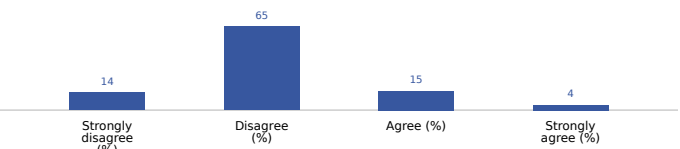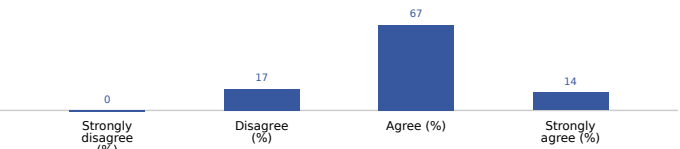
Teacher Safety

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

2021	**2022**	**2023**
81	83	69

Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0

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

Physical conflicts among students
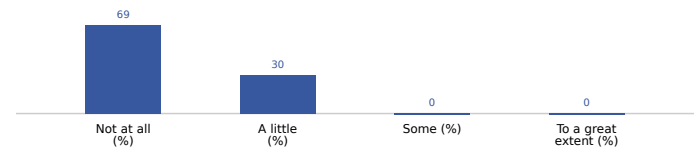
Not at all (%)	A little (%)	Some (%)	To a great extent (%)
69	30	0	0

Robbery or theft

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
90	9	0	0

Gang activity

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
--	--	--	--

Disorder in classrooms

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
46	39	14	0

Disorder in hallways

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
38	46	16	0
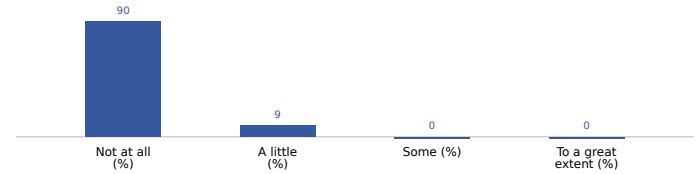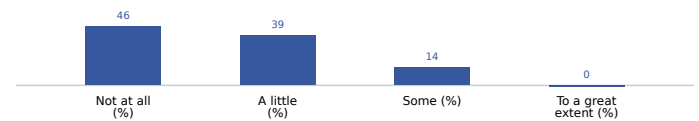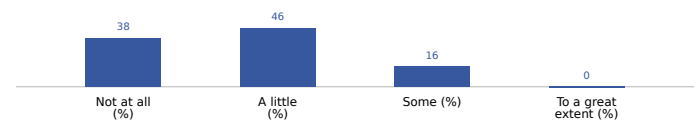
Student disrespect of teachers

Not at all (%)	A little (%)	Some (%)	To a great extent (%)
48	35	14	2
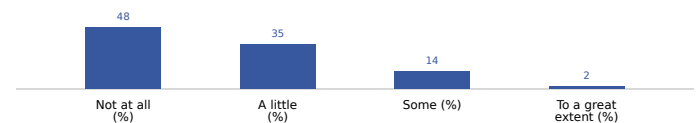
Threats of violence toward teachers

96	4	0	0
Not at all (%)	A little (%)	Some (%)	To a great extent (%)
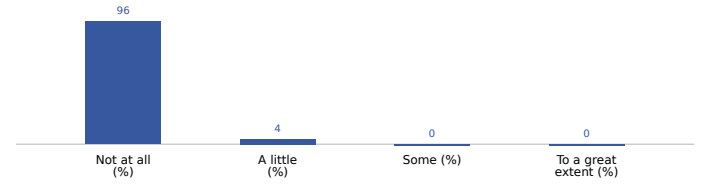
Parent Supportiveness

Parent Supportiveness
Parents support their children emotionally and developmentally.

Essential

███ Supplemental Measures

Respondent

Student

Performance

2021	2022	2023
54	51	67

Very Strong

Strong

Neutral

Weak

Very Weak

Students report the following about their parents. My parents:

Encourage you to work hard at school.

Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)
0	0	13	86
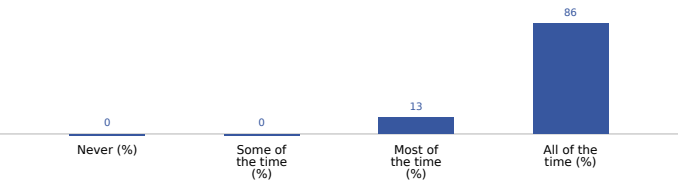
Listen to you when you need to talk.

Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)
0	6	32	60
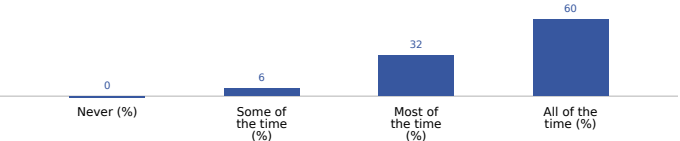
Show they are proud of you.

Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)
1	9	27	61
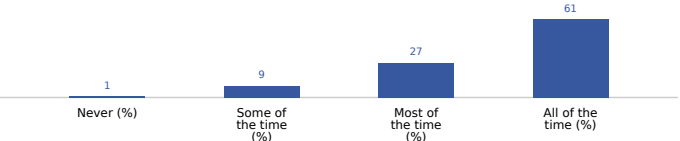
Take time to help you make decisions.

Never (%)	Some of the time (%)	Most of the time (%)	All of the time (%)
1	13	28	56

2023 survey results for Butler SD 53. Produced by UChicago Impact.
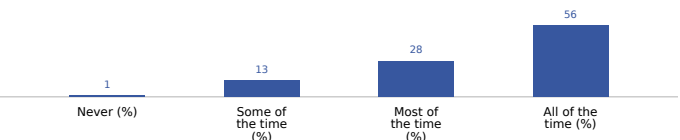
Inquiry-Based Science Instruction

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

2021	2022	2023
66	70	64

Students report doing the following in science class:

Use laboratory equipment or specimens.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
1	2	41	47	6

Write lab reports.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
0	5	49	41	4

Generate your own hypotheses.

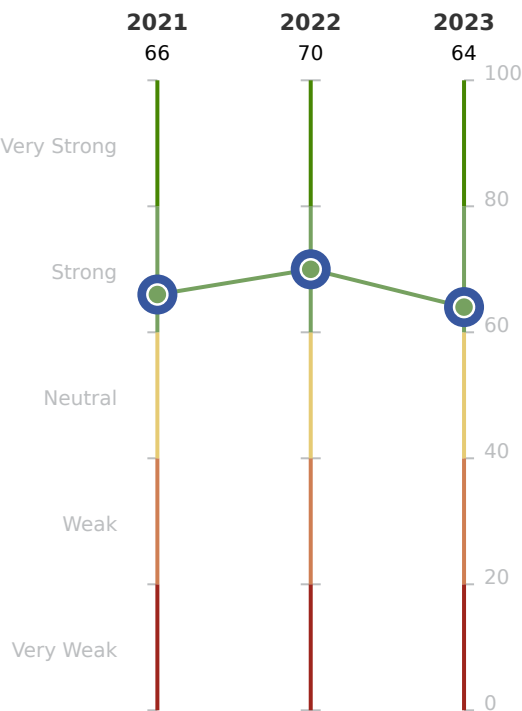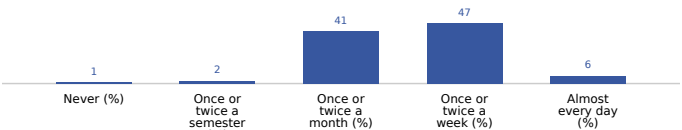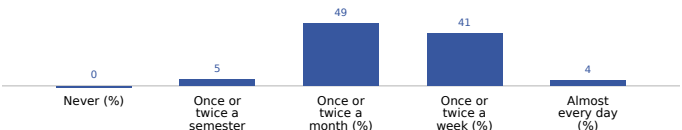| Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
0	7	38	47	5
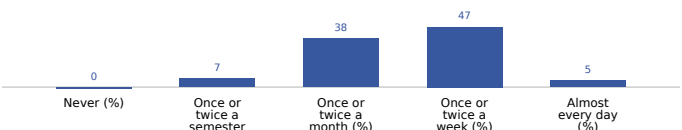
Use evidence/data to support an argument or hypothesis.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
1	4	40	45	8
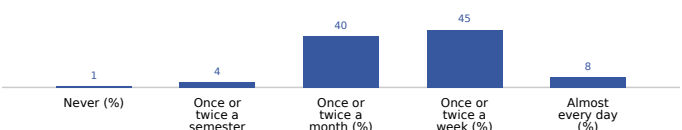
Find information from graphs and tables.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
0	2	30	49	16
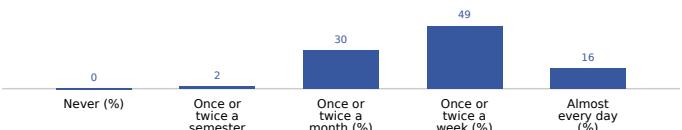
Innovation

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

2021	2022	2023
66	67	56

Very Strong

Strong

Neutral

Weak

Very Weak

100
80
60
40
20
0

Teachers report that:

Teachers are really trying to improve their teaching.

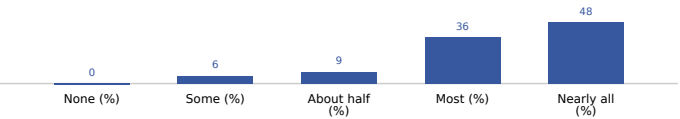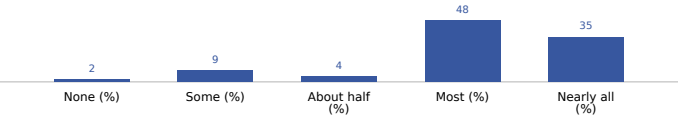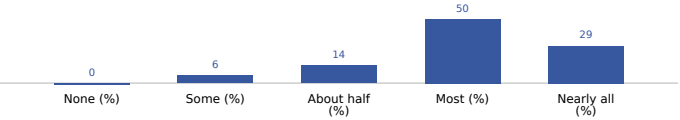| None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	6	9	36	48

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

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
2	9	4	48	35

Teachers are eager to try new ideas.

None (%)	Some (%)	About half (%)	Most (%)	Nearly all (%)
0	6	14	50	29

Teachers are continually learning and seeking new ideas.

Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
6	2	45	47
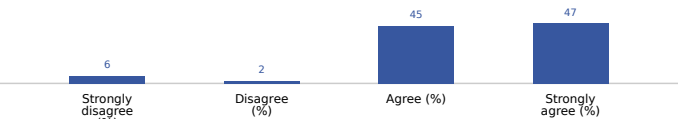
Reflective Dialogue

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

Essential

▭ Supplemental Measures

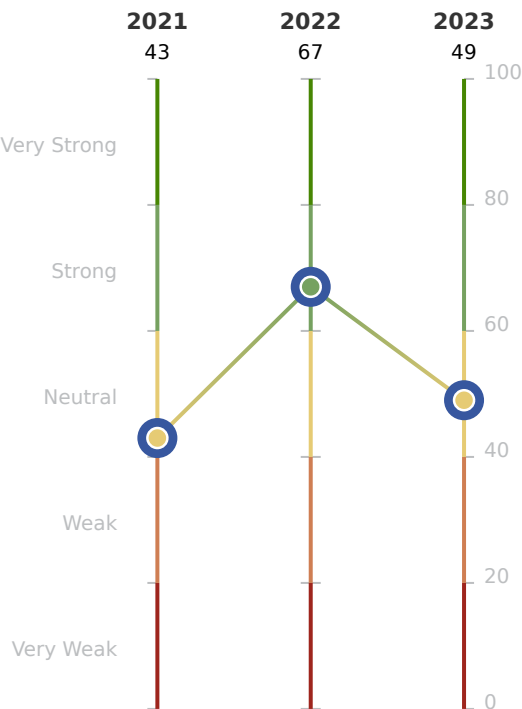**Respondent**

Teacher

Performance

2021	2022	2023
43	67	49

Very Strong

Strong

Neutral

Weak

Very Weak

Teachers report having conversations with colleagues about:

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

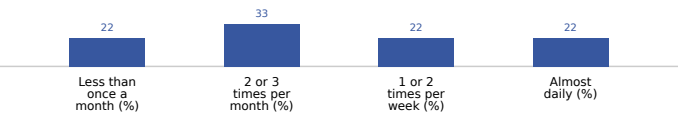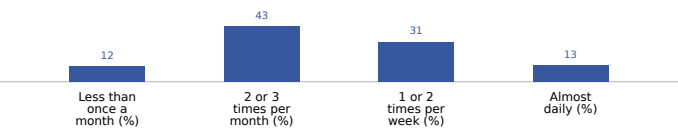| Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
--	--	--	--

Student work

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

What helps students learn the best

Less than once a month (%)	2 or 3 times per month (%)	1 or 2 times per week (%)	Almost daily (%)
2	17	29	50
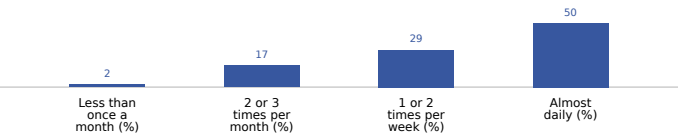
The development of new curriculum

Less than once a month (%)	2 or 3 times per month (%)	1 or 2 times per week (%)	Almost daily (%)
22	33	22	22

The goals of this school.

Less than once a month (%)	2 or 3 times per month (%)	1 or 2 times per week (%)	Almost daily (%)
12	43	31	13

Managing classroom behavior

Less than once a month (%)	2 or 3 times per month (%)	1 or 2 times per week (%)	Almost daily (%)
8	17	28	46