5Essentials 2017

5Essentials Full Report

Report for Butler Junior High

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5Essentials Overview

5Essentials Predicts School Improvement

School improvement is challenging work. Without strength in multiple areas, schools often struggle to improve. Researchers at the University of Chicago Consortium on Chicago School Research used 20 years of evidence to define five essential components of organization and climate related to improving schools. What they found is compelling. These researchers showed that schools strong on these Essentials are more likely to:

- improve student learning and attendance year after year;
- graduate students from high school;
- improve student ACT scores;
- get students into college; and
- keep their teachers.

In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

5Essentials at Butler Junior High

Butler Junior High completed the 2017 Illinois 5Essentials Survey in 2017. The results of these surveys at indicate that **Butler Junior High is well-organized for improvement.**

Each of the Essentials provides a different lens into the organizational and learning conditions at Butler Junior High and provides guidance on how a school can organize its work:

State of Illinois

Butler Junior High
2017 5Essentials Performance

Survey Response Rates

Respondent	Response Rate	(The State of Illinois)
Students	98.5	(75%)
Teachers	90.9%	(80%)

Survey results are available to schools if they have at least 8 valid student or teacher responses and if at least 50% of their students or teachers responded.

- **Ambitious Instruction:** Classes are challenging and engaging. *Most Implementation*
- **Effective Leaders:** Principals And Teachers Implement A Shared Vision For Success. *More Implementation*
- **Collaborative Teachers:** Teachers Collaborate To Promote Professional Growth. *More Implementation*
- **Involved Families:** The Entire Staff Builds Strong External Relationships. *Most Implementation*
- **Supportive Environment:** The School Is Safe, Demanding, And Supportive. *Most Implementation*

Effective Leaders

Performance: More Implementation

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:

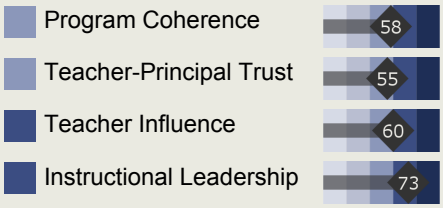
- Practice Shared Leadership,
- Set High Goals For Quality Instruction,
- Maintain Mutually Trusting And Respectful Relationships,
- Support Professional Advancement For Faculty And Staff, And
- Manage Resources For Sustained Program Improvement (Not Measured).

Butler Junior High Received A Score Of **62** On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

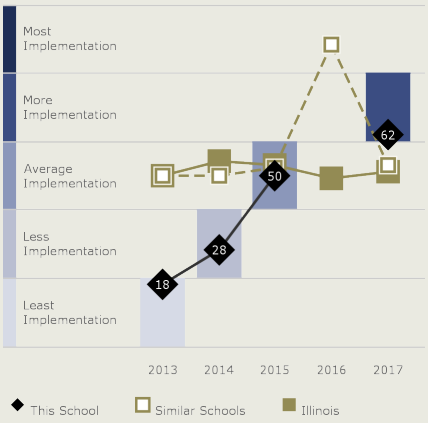
- Program Coherence (58 - Average Implementation)
- Teacher-Principal Trust (55 - Average Implementation)
- Teacher Influence (60 - More Implementation)
- Instructional Leadership (73 - More Implementation)

Butler Junior High
Performance On Effective Leaders

Measures For Effective Leaders



Performance On Effective Leaders Over Time

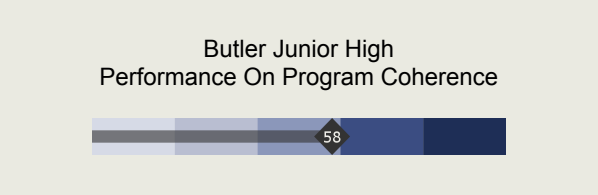


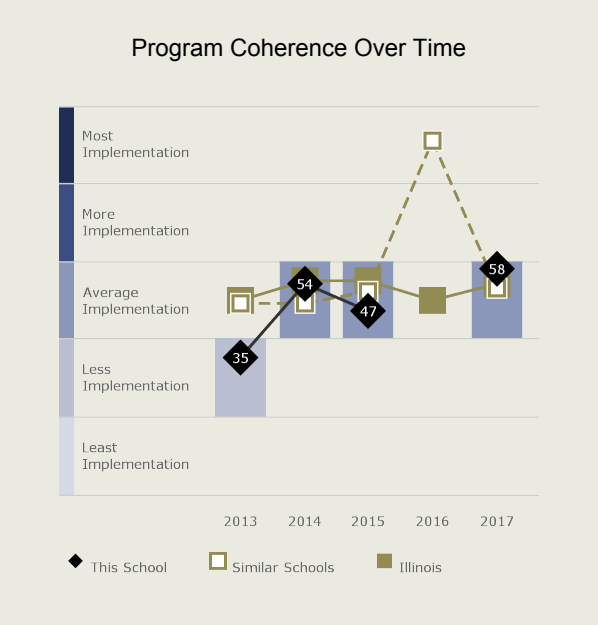
Measures Of Effective Leaders

Program Coherence

Performance: Average Implementation

Program Coherence
School Programs Are Coordinated And Consistent With Its Goals For Student Learning.



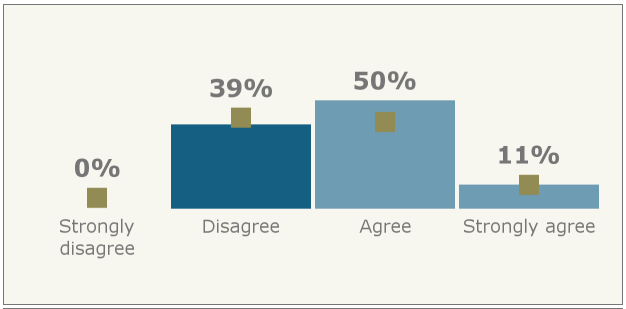


What Are These Results Based On?

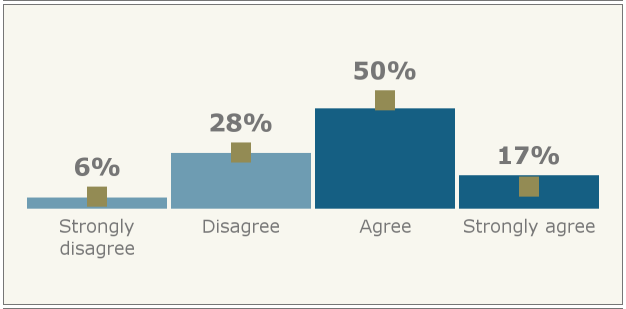
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report The Following:

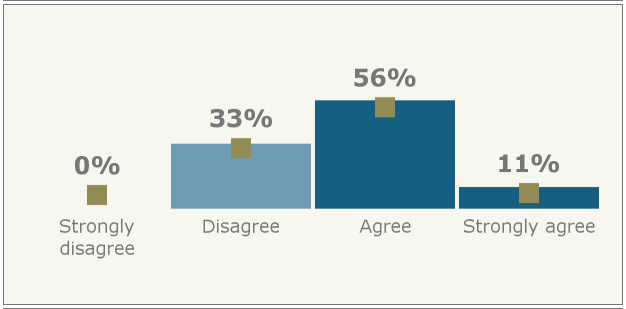
Many Special Programs Come And Go At This School.



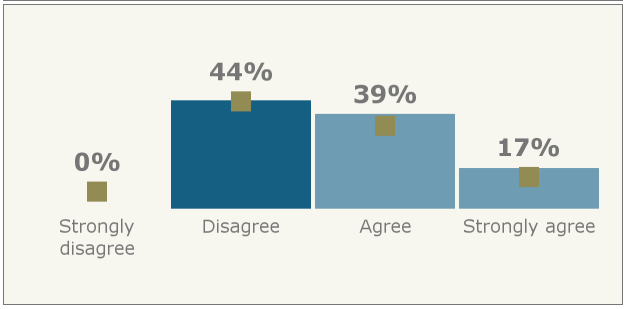
Once We Start A New Program In This School, We Follow Up To Make Sure That It's Working.



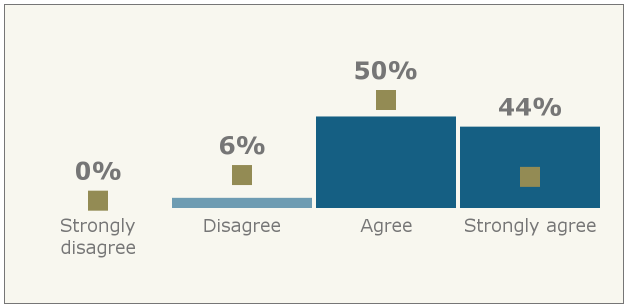
Curriculum, Instruction, And Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.



We Have So Many Different Programs In This School That I Can't Keep Track Of Them All.



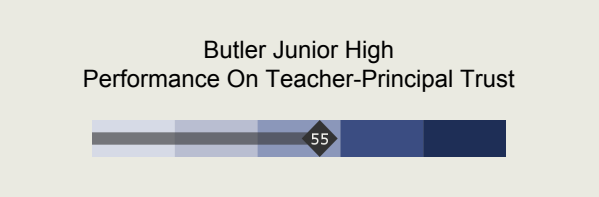
There Is Consistency In Curriculum, Instruction, And Learning Materials Among Teachers In The Same Grade Level At This School.

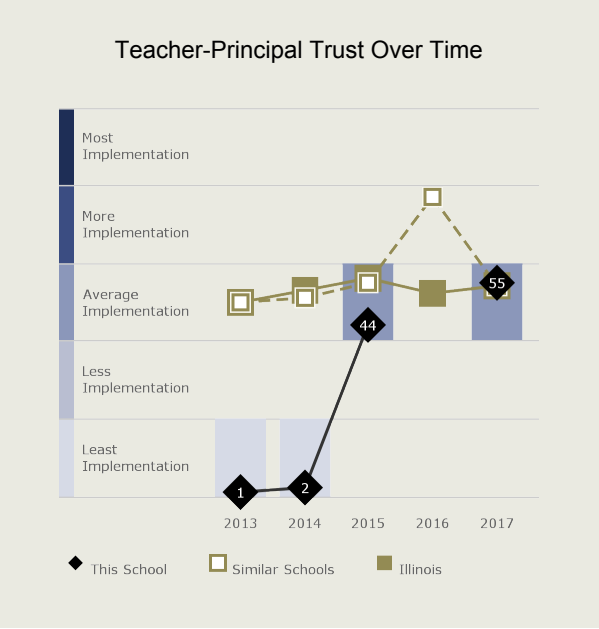


Teacher-Principal Trust

Performance: Average Implementation

Teacher-Principal Trust
Teachers And Principals Share A High Level Of Mutual Trust And Respect.



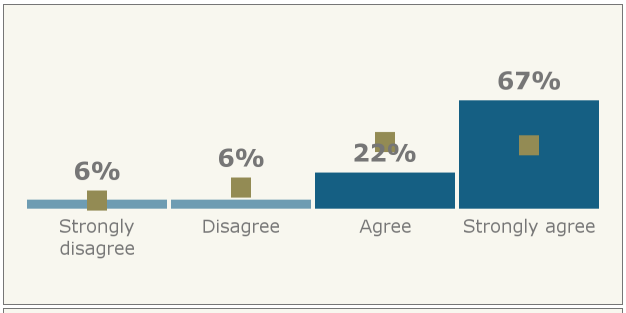


What Are These Results Based On?

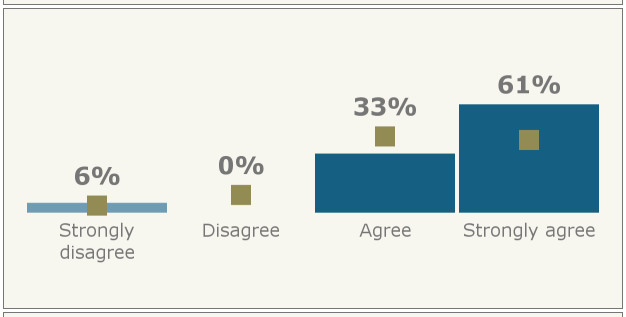
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report The Following:

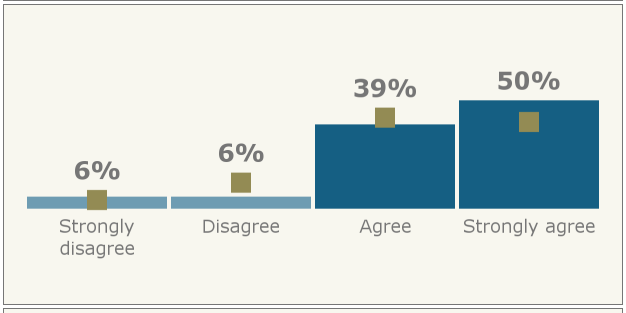
It's OK In This School To Discuss Feelings, Worries, And Frustrations With The Principal.



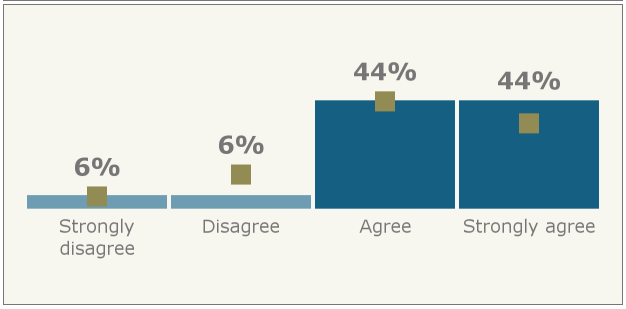
The Principal Looks Out For The Personal Welfare Of The Faculty Members.



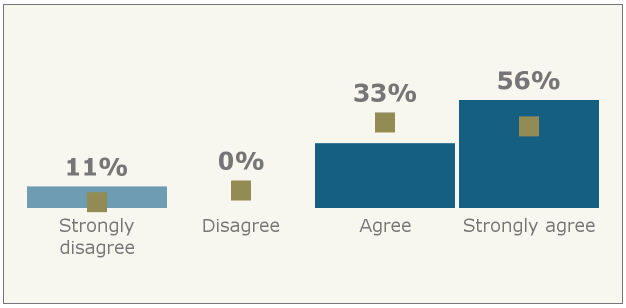
I Trust The Principal At His Or Her Word.



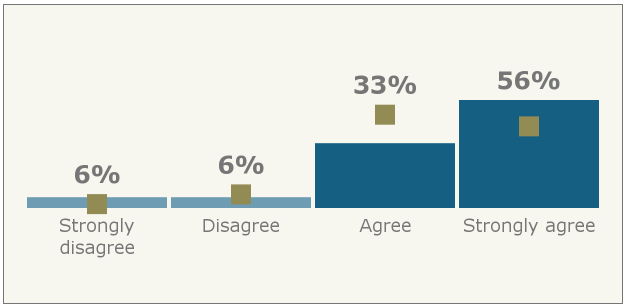
The Principal At This School Is An Effective Manager Who Makes The School Run Smoothly.



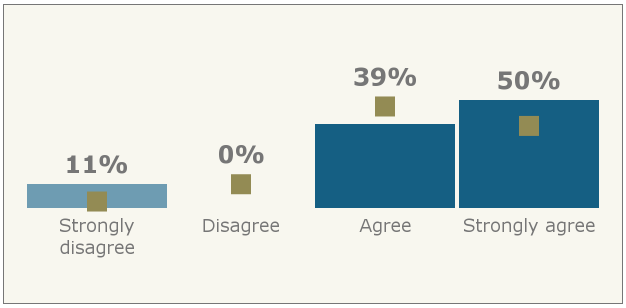
The Principal Places The Needs Of Children Ahead Of Personal And Political Interests.



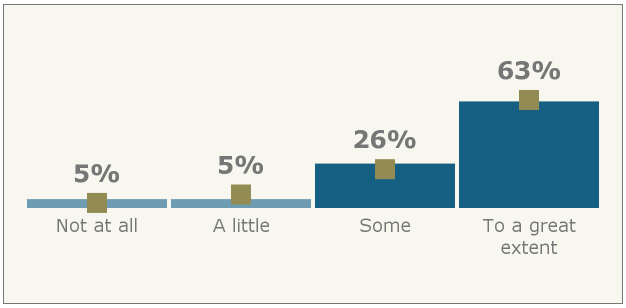
The Principal Has Confidence In The Expertise Of The Teachers.



The Principal Takes A Personal Interest In The Professional Development Of Teachers.



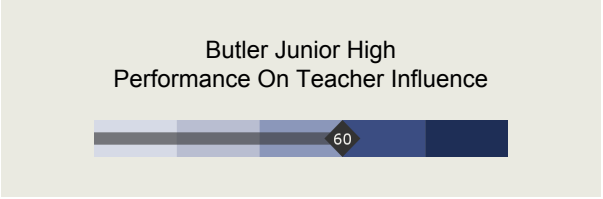
Teachers Feel Respected By The Principal

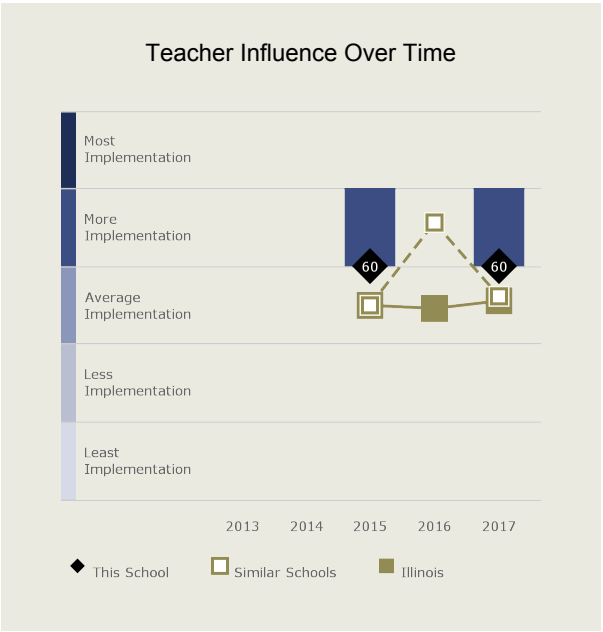


Teacher Influence

Performance: More Implementation

Teacher Influence
Teachers Have Influence In A Broad Range Of Decisions Regarding School Policies And Practices.



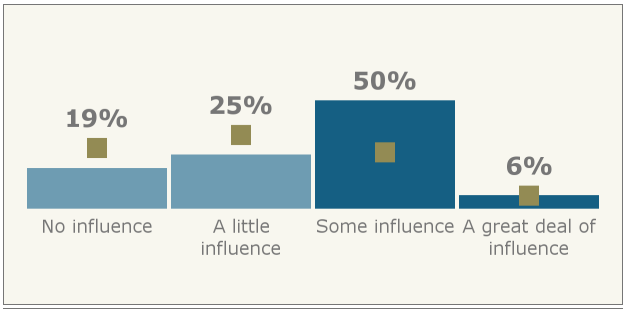


What Are These Results Based On?

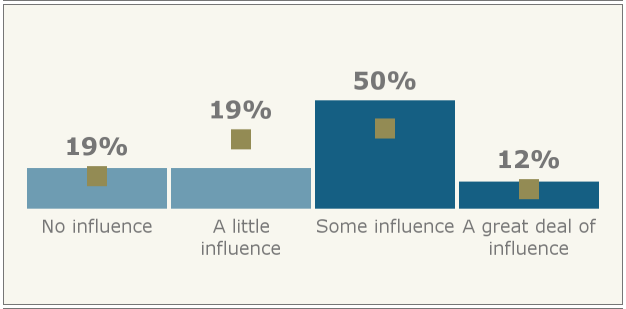
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report Having Influence On:

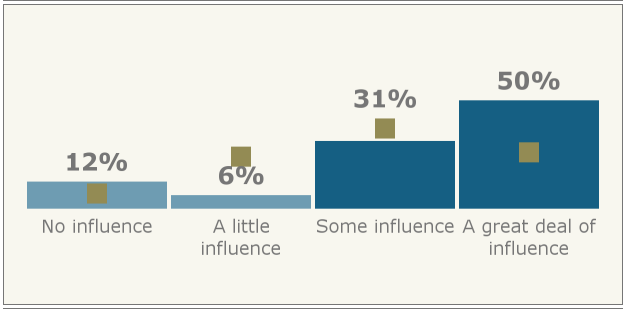
Planning How Discretionary School Funds Should Be Used.



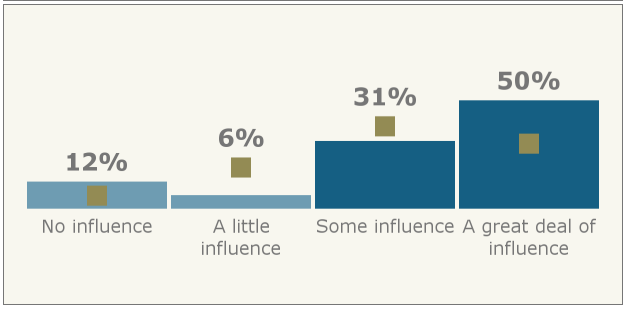
Determining The Content Of In-service Programs.



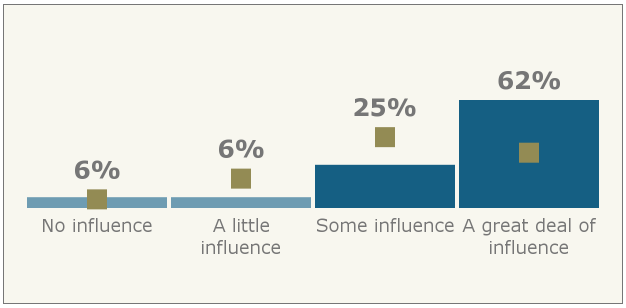
Determining Which Books And Other Instructional Materials Are Used In Classrooms.



Establishing The Curriculum And Instructional Program.



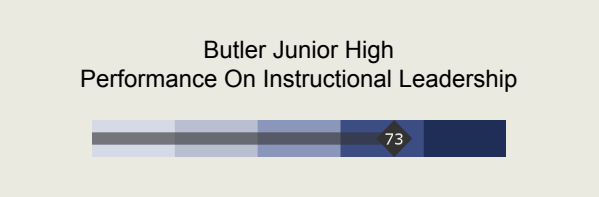
Setting Standards For Student Behavior.

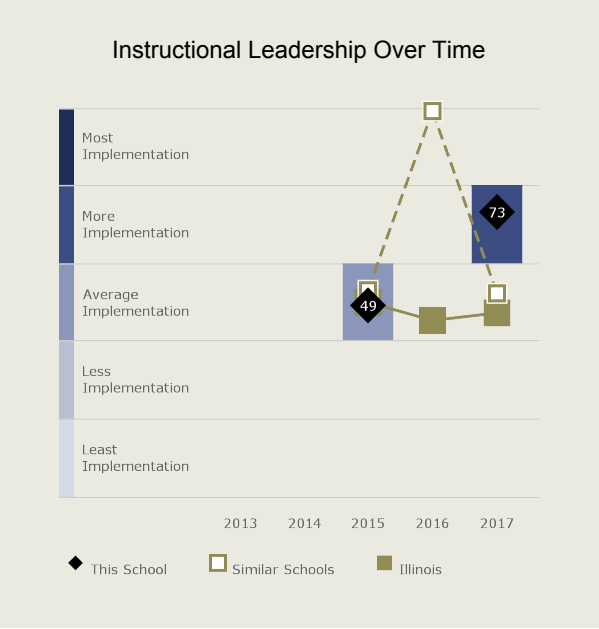


Instructional Leadership

Performance: More Implementation

Instructional Leadership
The School Leadership Team Sets High Standards For Teaching And Student Learning.



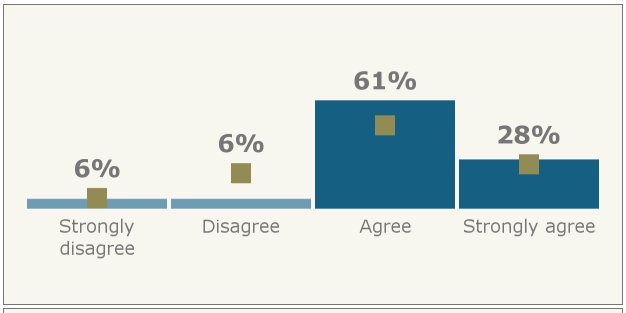


What Are These Results Based On?

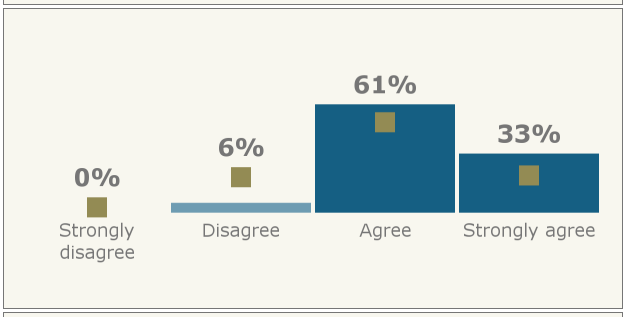
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report That A Member Of The School Leadership Team:

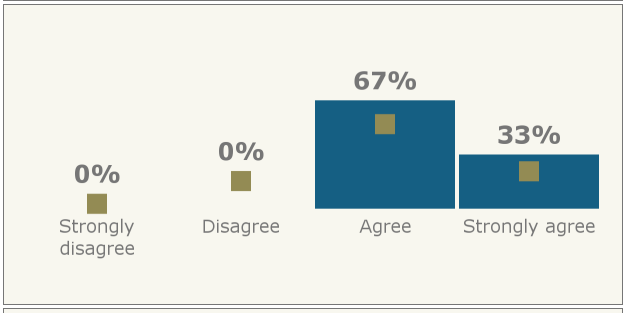
Knows What's Going On In My Classroom.



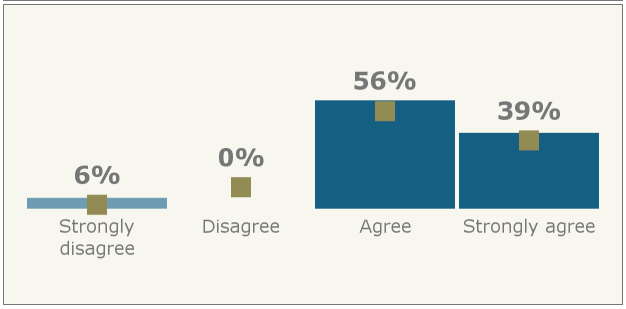
Provides Me With Useful Feedback To Improve My Teaching.



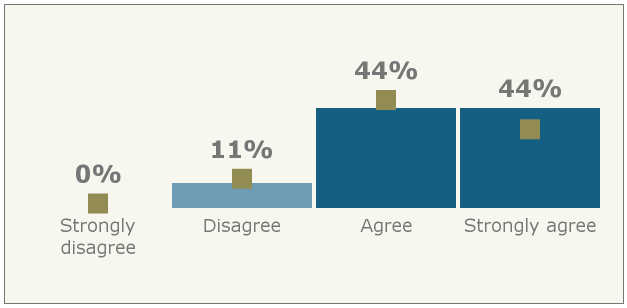
Has Provided Me With The Support I Need To Improve My Teaching.



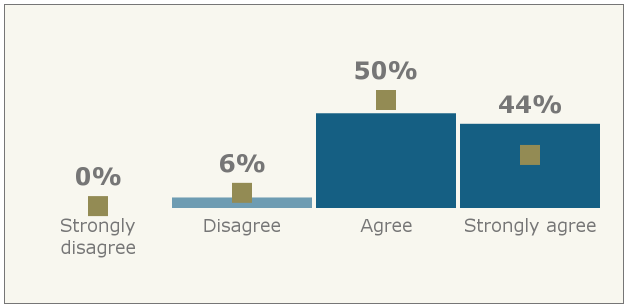
Presses Teachers To Implement What They Have Learned In Professional Development.



Communicates A Clear Vision For Our School.



Makes Clear To The Staff The Leadership's Expectations For Meeting Instructional Goals.



Collaborative Teachers

Performance: More Implementation

In Schools With Strong Collaborative Teachers, All Teachers Collaborate To Promote Professional Growth. In Such Schools, Teachers Are:

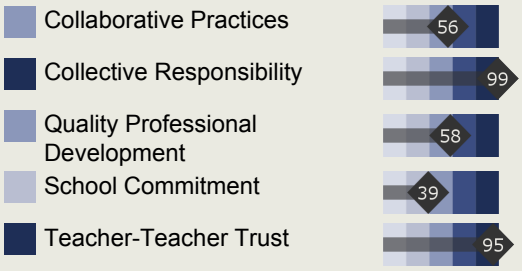
- Active Partners In School Improvement,
- Committed To The School, And
- Focused On Professional Development.

Butler Junior High Received A Score Of **69** On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

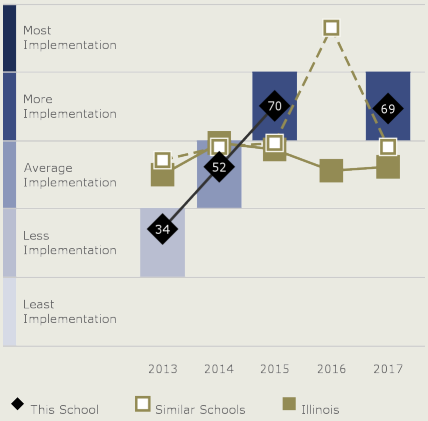
- Collaborative Practices (56 - Average Implementation)
- Collective Responsibility (99 - Most Implementation)
- Quality Professional Development (58 - Average Implementation)
- School Commitment (39 - Less Implementation)
- Teacher-Teacher Trust (95 - Most Implementation)

Butler Junior High
Performance On Collaborative Teachers

Measures For Collaborative Teachers



Performance On Collaborative Teachers Over Time

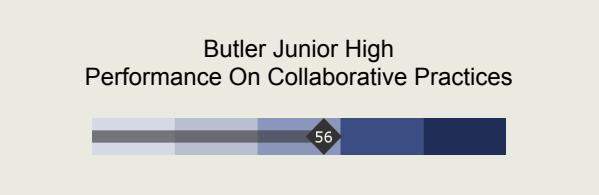


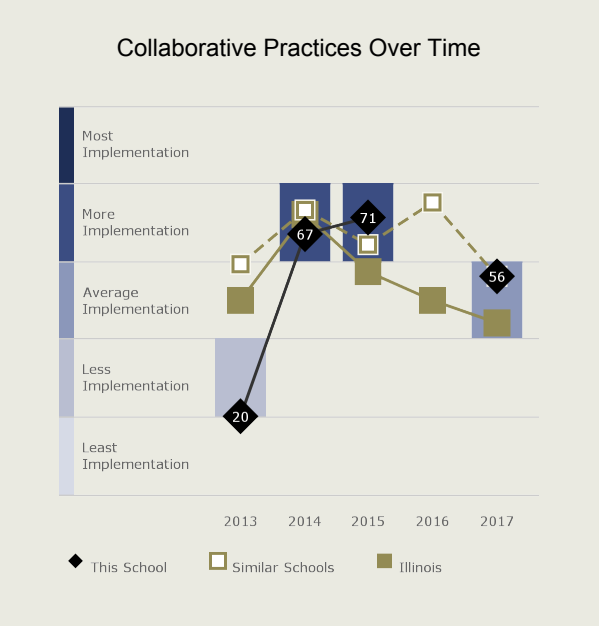
Measures Of Collaborative Teachers

Collaborative Practices

Performance: Average Implementation

Collaborative Practices
Teachers Observe Each Others' Practice And Work Together To Review Assessment Data And Develop Instructional Strategies.



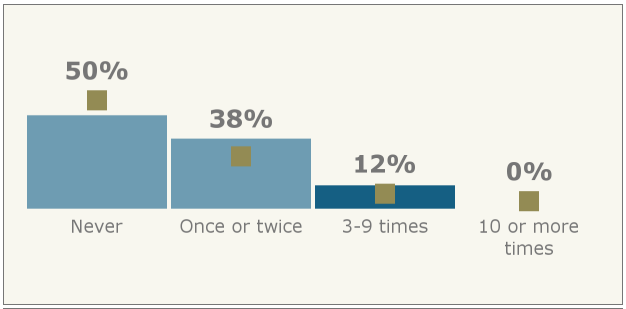


What Are These Results Based On?

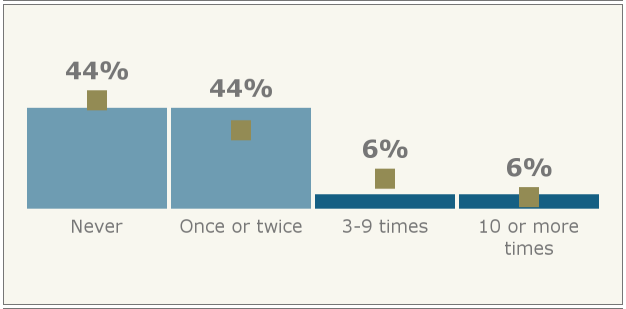
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report How Often They Have Done The Following:

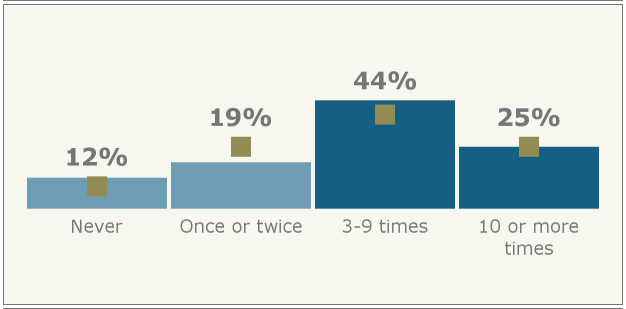
Observed Another Teacher's Classroom To Offer Feedback?



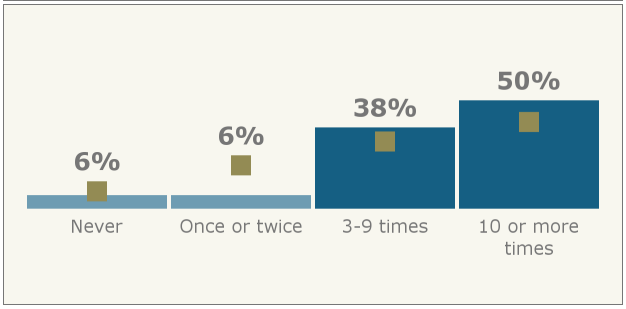
Observed Another Teacher's Classroom To Get Ideas For Your Own Instruction?



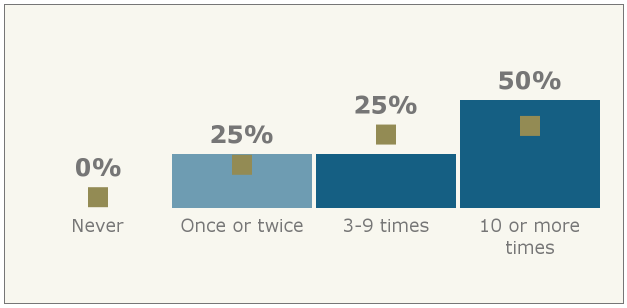
Gone Over Student Assessment Data With Other Teachers To Make Instructional Decisions?



Worked With Other Teachers To Develop Materials Or Activities For Particular Classes?



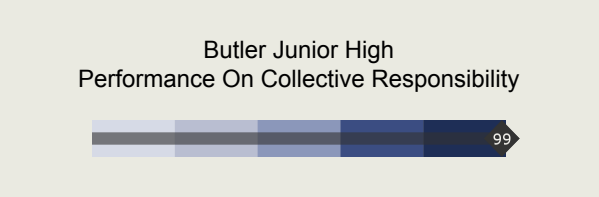
Worked On Instructional Strategies With Other Teachers?

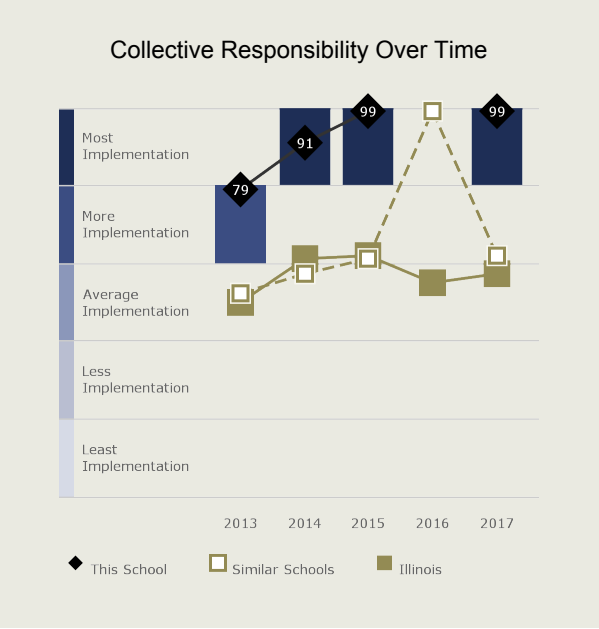


Collective Responsibility

Performance: Most Implementation

Collective Responsibility
Teachers Share A Strong Sense Of Responsibility For Student Development, School Improvement, And Professional Growth.



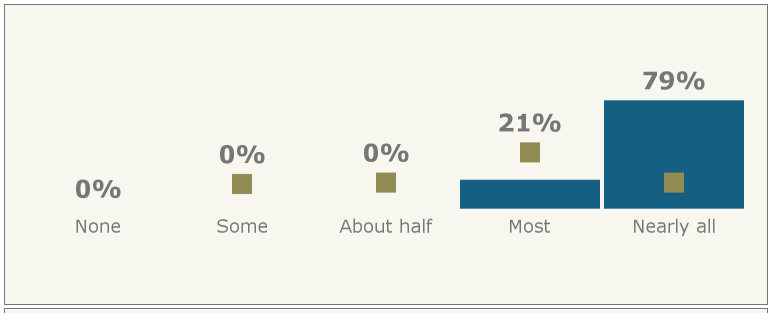


What Are These Results Based On?

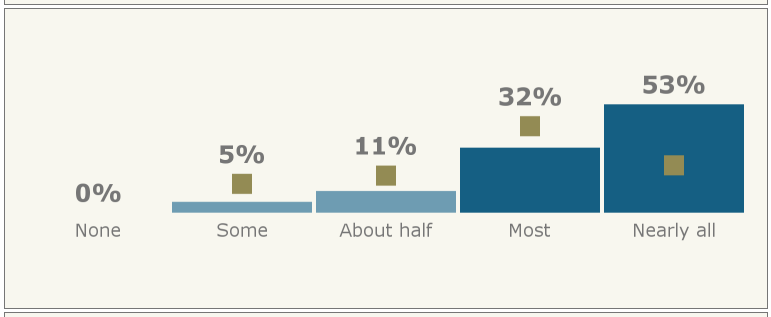
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report That Other Teachers In The School:

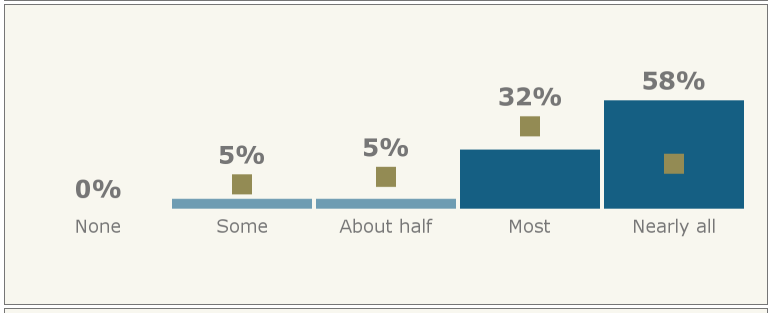
Feel Responsible When Students In This School Fail?



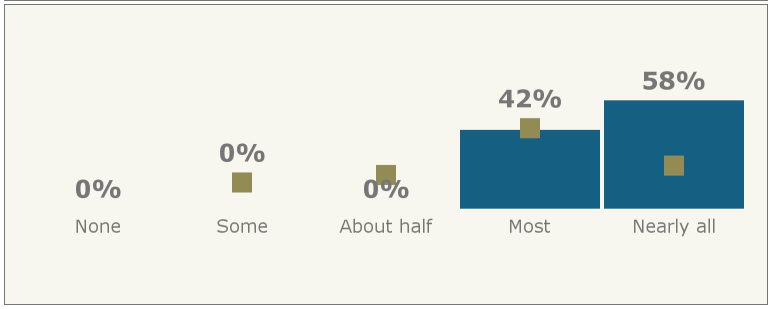
Feel Responsible To Help Each Other Do Their Best?



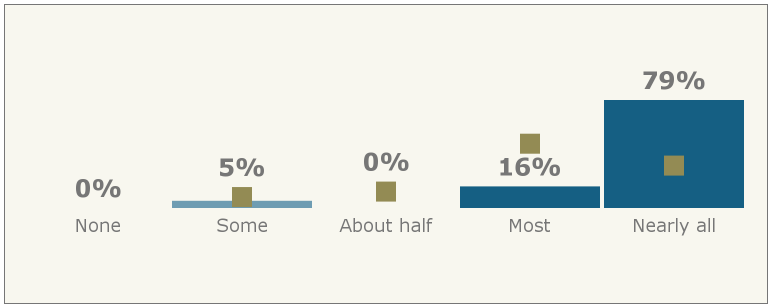
Help Maintain Discipline In The Entire School, Not Just Their Classroom?



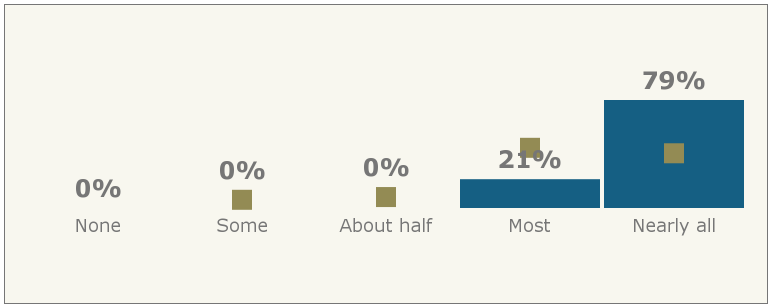
Take Responsibility For Improving The School?



Feel Responsible For Helping Students Develop Self-control?



Feel Responsible That All Students Learn?



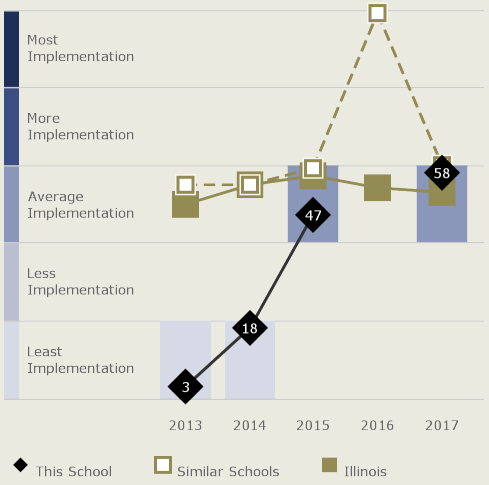
Quality Professional Development

Performance: Average Implementation

Quality Professional Development
Professional Development Is Rigorous And Focused On Student Learning.

Butler Junior High
Performance On Quality Professional Development

Quality Professional Development Over Time

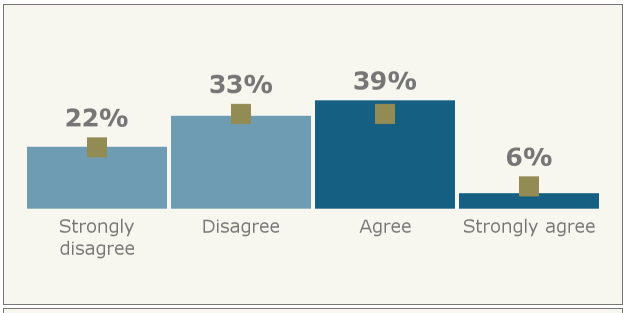


What Are These Results Based On?

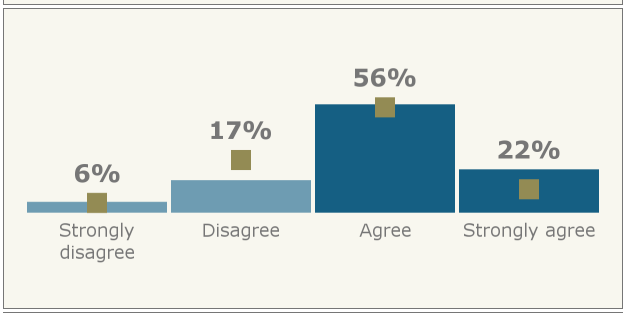
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report That Professional Development This Year Has:

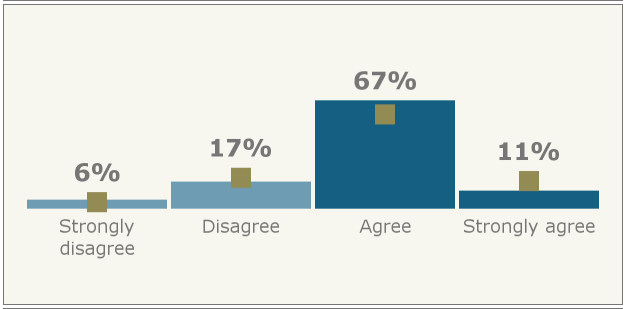
Included Opportunities To Work Productively With Teachers From Other Schools.



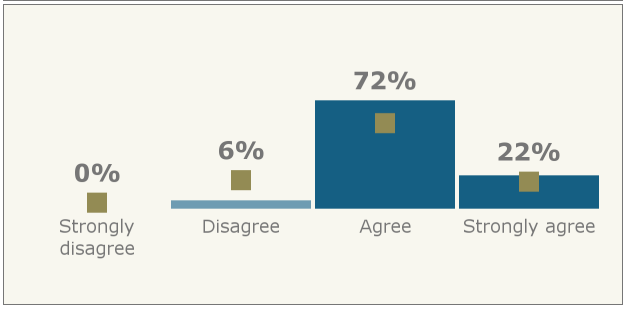
Included Enough Time To Think Carefully About, Try, And Evaluate New Ideas.



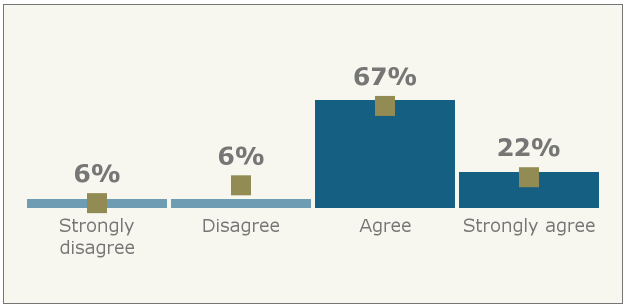
Been Sustained And Coherently Focused, Rather Than Short-term And Unrelated.



Included Opportunities To Work Productively With Colleagues In My School.



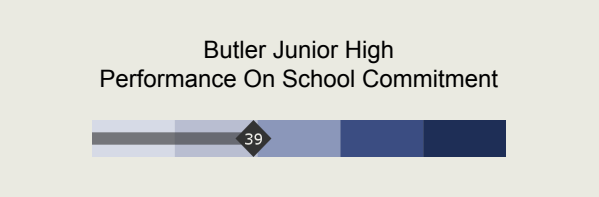
Been Closely Connected To My School's Improvement Plan.

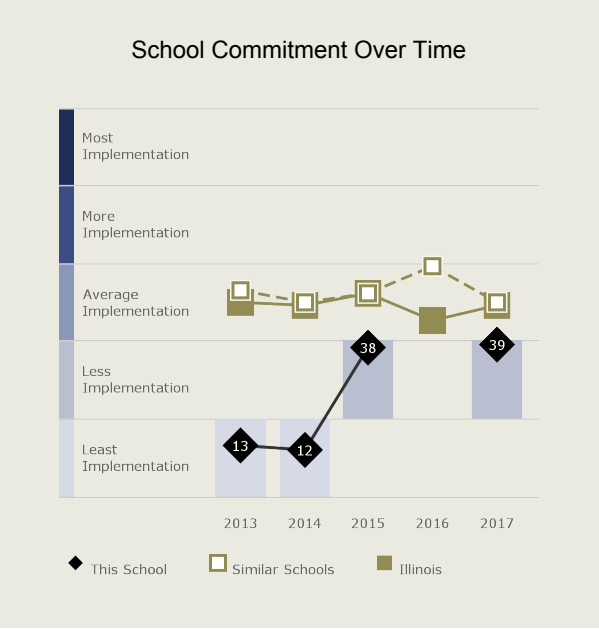


School Commitment

Performance: Less Implementation

School Commitment
Teachers Are Deeply Committed To The School.



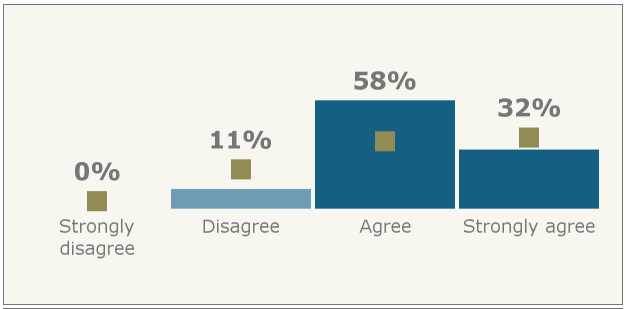


What Are These Results Based On?

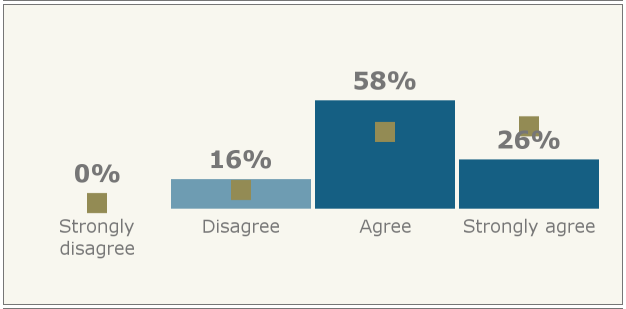
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report The Following:

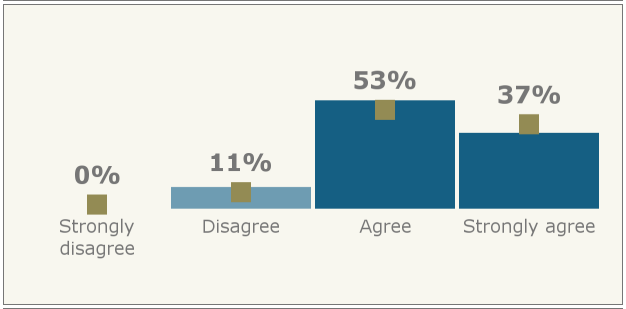
I Wouldn't Want To Work In Any Other School.



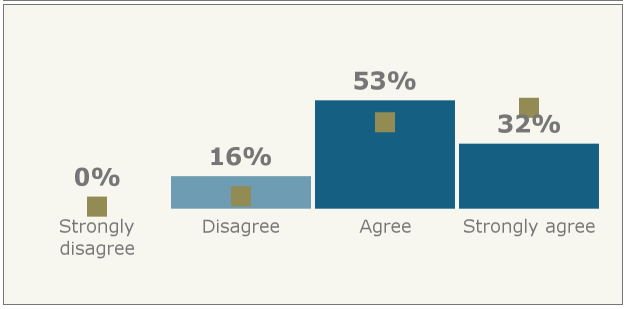
I Would Recommend This School To Parents Seeking A Place For Their Child.



I Usually Look Forward To Each Working Day At This School.



I Feel Loyal To This School.



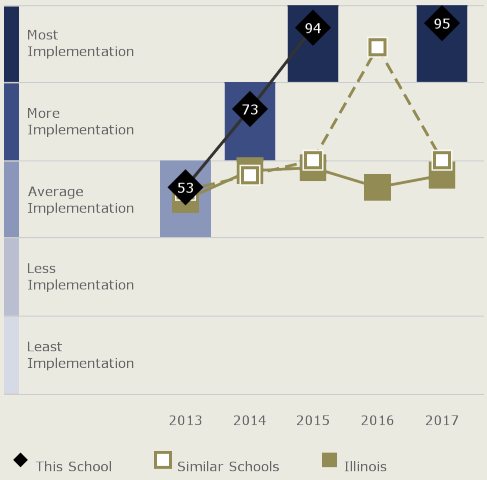
Teacher-Teacher Trust

Performance: Most Implementation

Teacher-Teacher Trust
Teachers Are Supportive And Respectful Of One Another, Personally And Professionally.

Butler Junior High
Performance On Teacher-Teacher Trust

Teacher-Teacher Trust Over Time

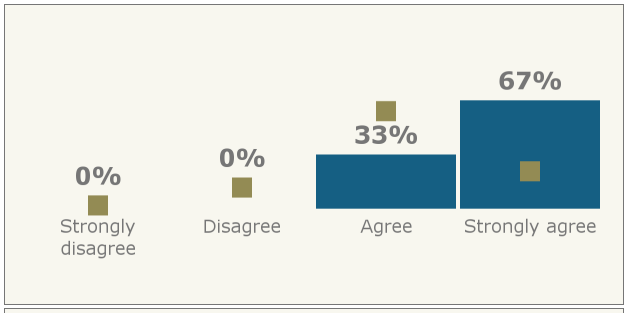


What Are These Results Based On?

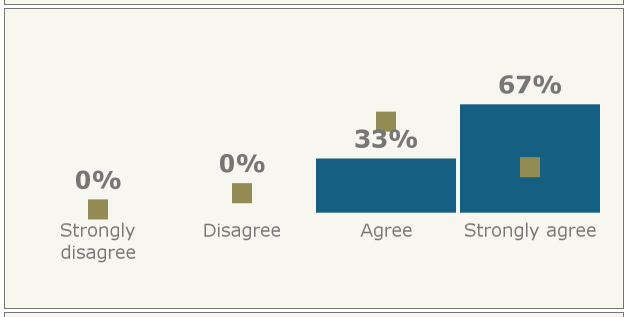
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report The Following:

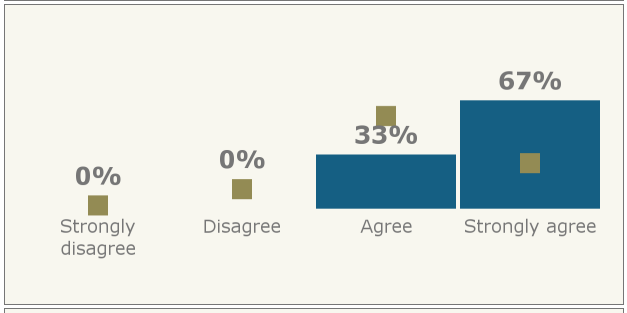
Teachers In This School Trust Each Other.



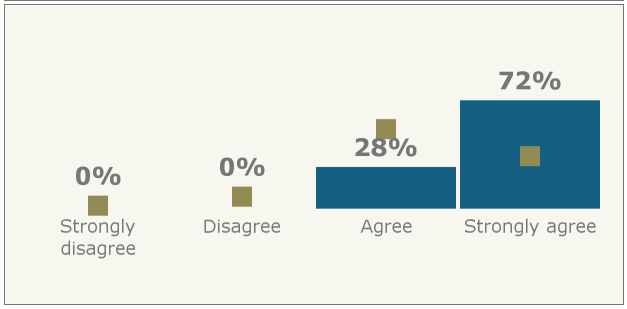
It's OK In This School To Discuss Feelings, Worries, And Frustrations With Other Teachers.



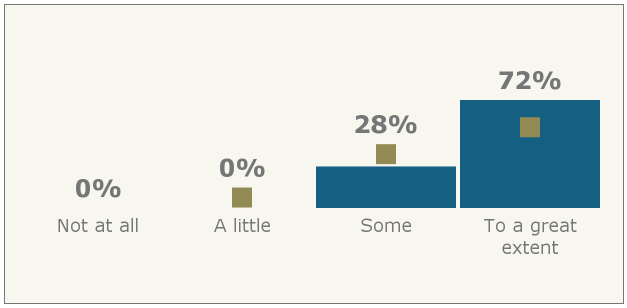
Teachers Respect Other Teachers Who Take The Lead In School Improvement Efforts.



Teachers At This School Respect Those Colleagues Who Are Experts At Their Craft.



Teachers Feel Respected By Other Teachers



Involved Families

Performance: Most Implementation

In Schools With Involved Families, The Entire Staff Builds Strong External Relationships. Such Schools:

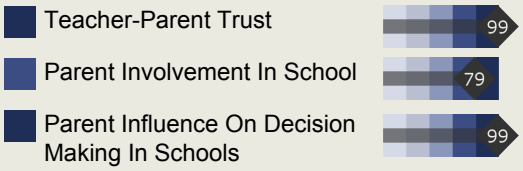
- See Parents As Partners In Helping Students Learn,
- Value Parents' Input And Participation In Advancing The School's Mission, And
- Support Efforts To Strengthen Its Students' Community Resources.

Butler Junior High Received A Score Of **92** Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

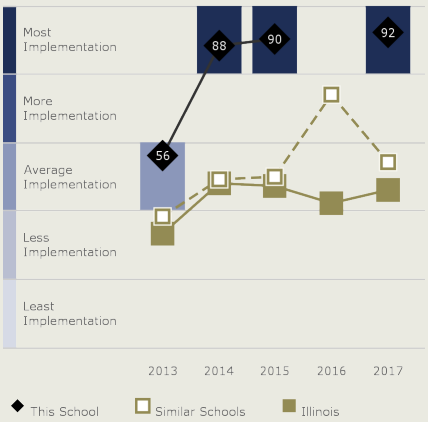
- Teacher-Parent Trust (99 - Most)
- Parent Involvement In School (79 - More)
- Parent Influence On Decision Making In Schools (99 - Most)

Butler Junior High
Performance On Involved Families

Measures For Involved Families



Performance On Over Time

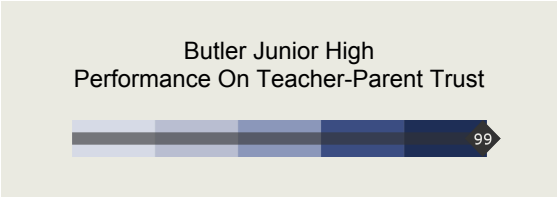


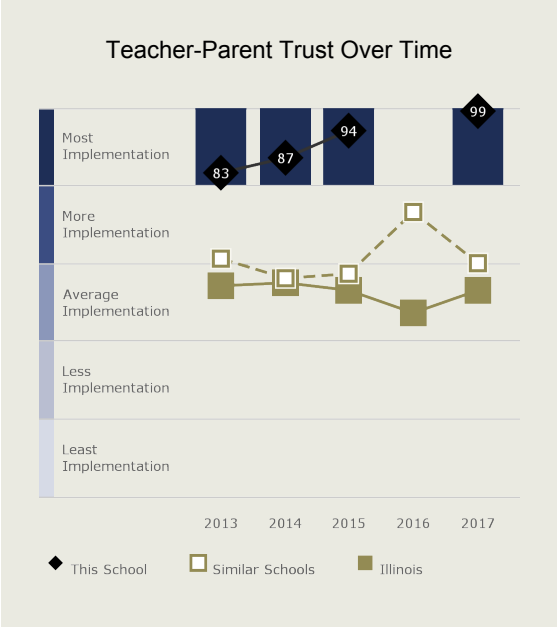
Measures Of Involved Families

Teacher-Parent Trust

Performance: Most Implementation

Teacher-Parent Trust
Teachers And Parents Are Partners In Improving Student Learning.



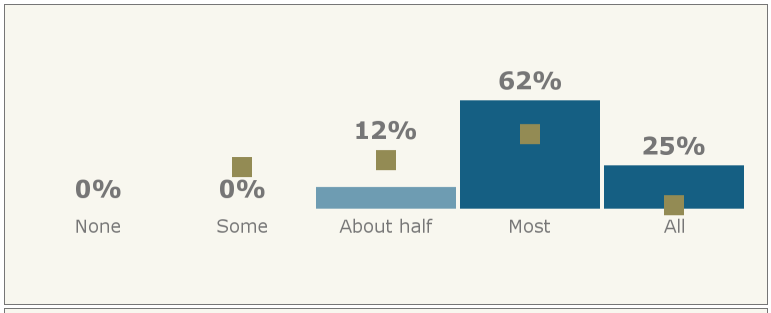


What Are These Results Based On?

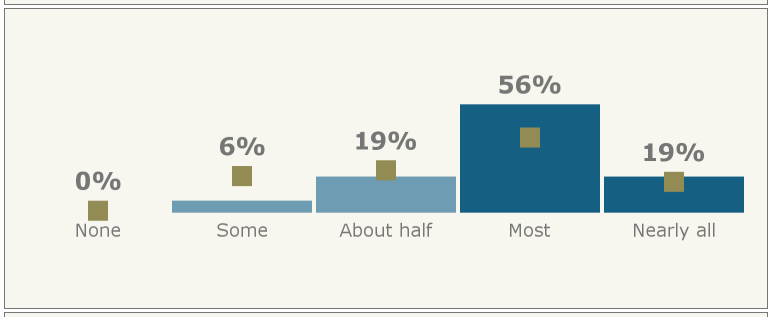
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report The Following:

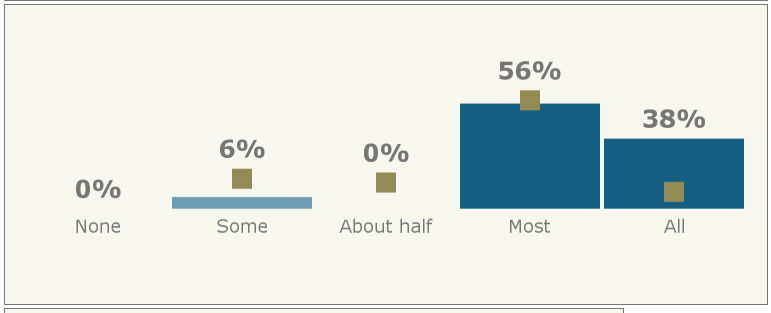
Parents Do Their Best To Help Their Children Learn



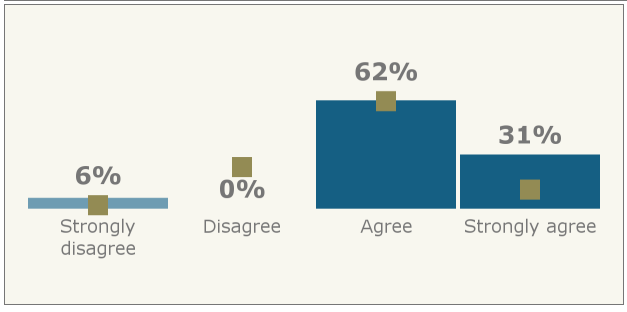
Teachers Feel Good About Parents' Support For Their Work



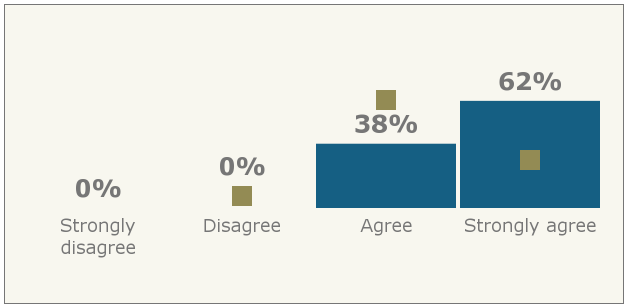
Parents Support Teachers Teaching Efforts



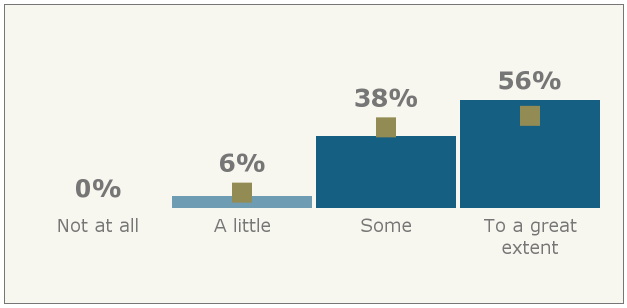
Teachers And Parents At This School Think Of Each Other As Partners In Educating Children.



Staff At This School Work Hard To Build Trusting Relationships With Parents.



Teachers Feel Respected By The Parents Of The Students



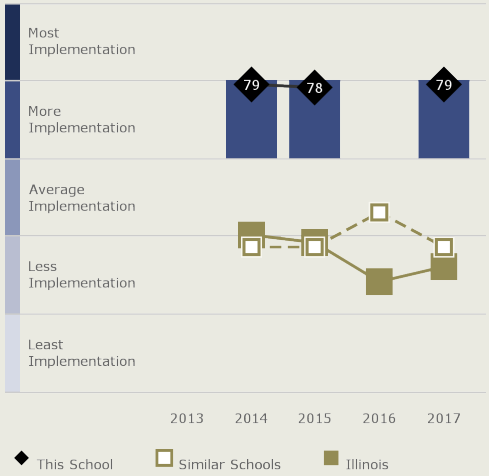
Parent Involvement In School

Performance: More Implementation

Parent Involvement In School
Parents Are Active Participants In Their Child's Schooling.

Butler Junior High
Performance On Parent Involvement In School

Parent Involvement In School Over Time

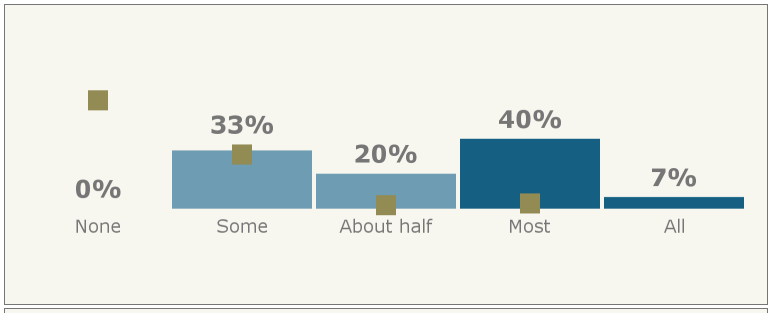


What Are These Results Based On?

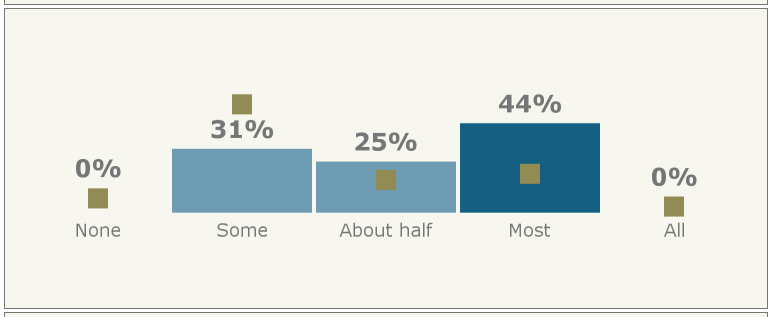
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report That Students' Parents:

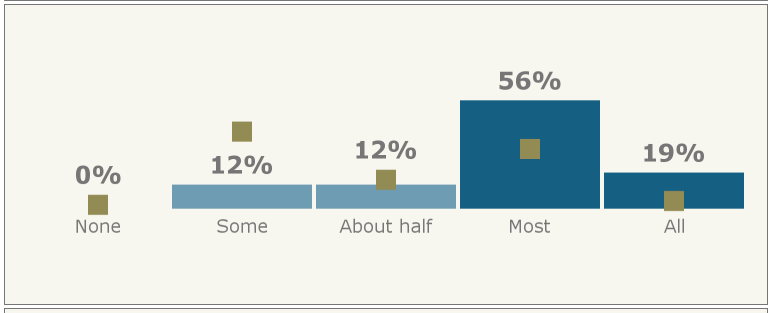
Volunteered Time To Support The School (E.g., Volunteer In Classrooms, Help With School-wide Events, Etc.)?



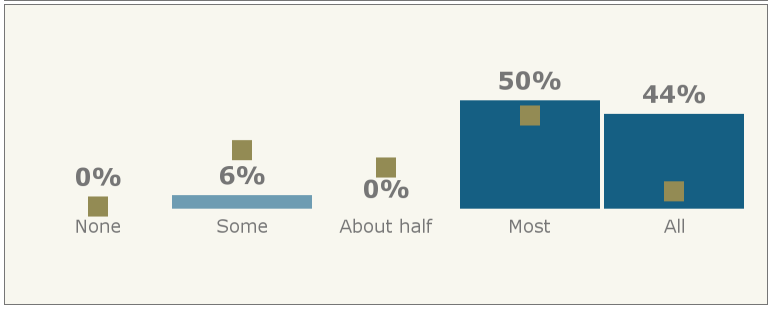
Contacted You About Their Child's Performance?



Responded To Your Suggestions For Helping Their Child?



Attended Parent-teacher Conferences When You Requested Them?



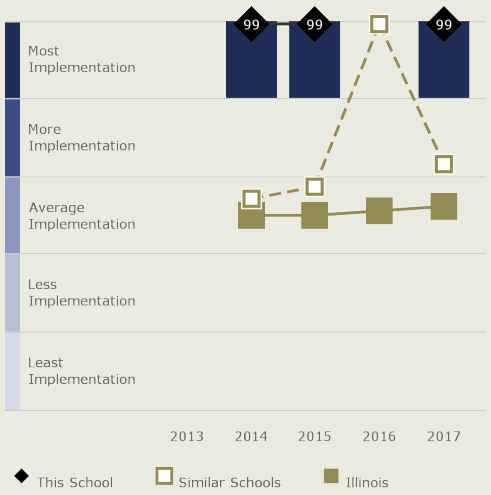
Parent Influence On Decision Making In Schools

Performance: Most Implementation

Parent Influence On Decision Making In Schools
The School Has Created Opportunities For Parents To Participate In Developing Academic Programs And Influencing School Curricula.

Butler Junior High
Performance On Parent Influence On Decision Making In Schools

Parent Influence On Decision Making In Schools Over Time

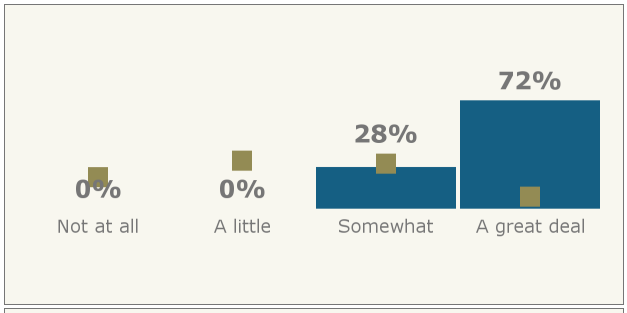


What Are These Results Based On?

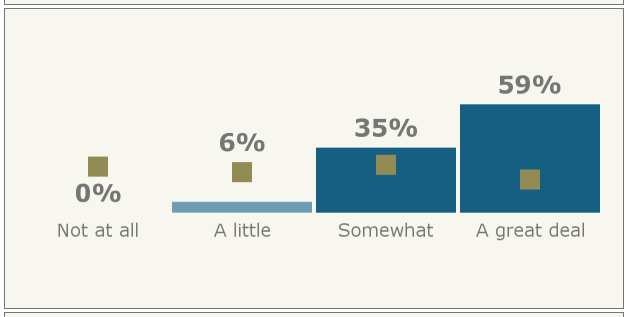
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report That The School:

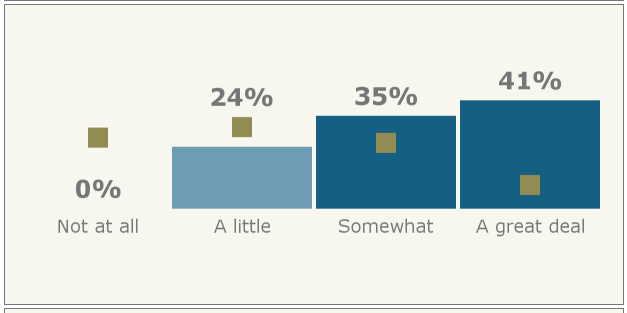
Involves Parents In Commenting On School Curricula.



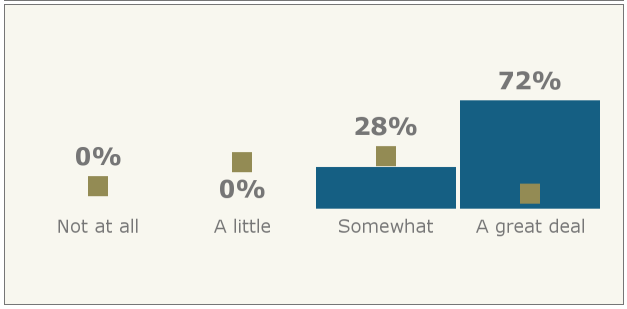
Develops Formal Networks To Link All Families With Each Other (For Example: Sharing Parent Directories, Providing A Website For Parents To Connect With One Another, Etc.).



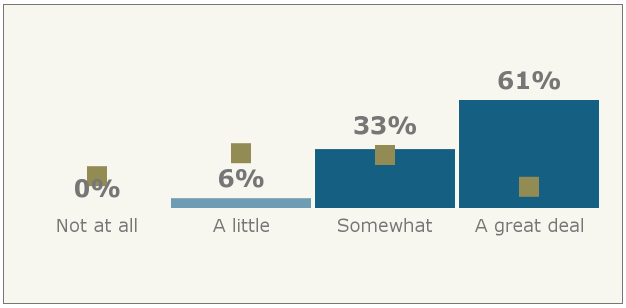
Encourages More-involved Parents To Reach Out To Less-involved Parents.



Involves Parents In The Development Of Programs Aimed At Improving Students' Academic Outcomes.



Includes Parent Leaders From All Backgrounds In School Improvement Efforts.



Supportive Environment

Performance: Most Implementation

In Schools With A Supportive Environment, The School Is Safe, Demanding, And Supportive. In Such Schools:

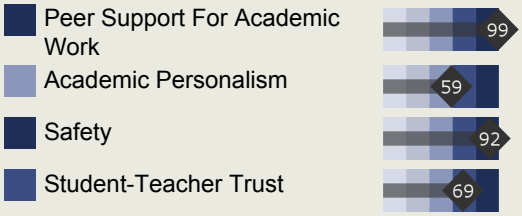
- Students Feel Safe In And Around The School,
- They Find Teachers Trust-worthy And Responsive To Their Academic Needs,
- All Students Value Hard Work, And
- Teachers Push All Students Toward High Academic Performance.

Butler Junior High Received A Score Of **80** Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

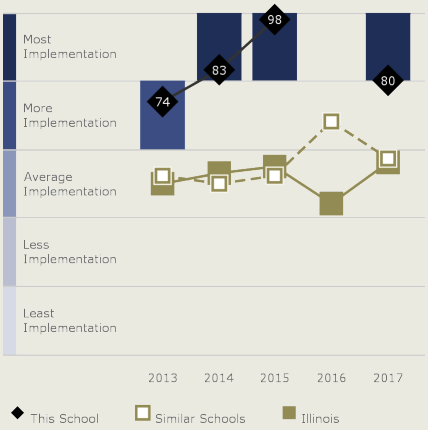
- Peer Support For Academic Work (99 - Most)
- Academic Personalism (59 - Average)
- Safety (92 - Most)
- Student-Teacher Trust (69 - More)

Butler Junior High
Performance On Supportive Environment

Measures For Supportive Environment



Performance On Supportive Environment Over Time

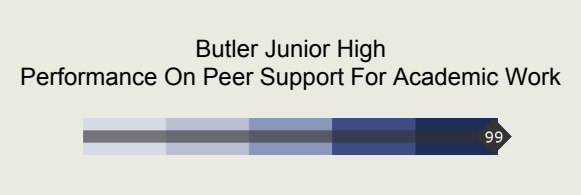


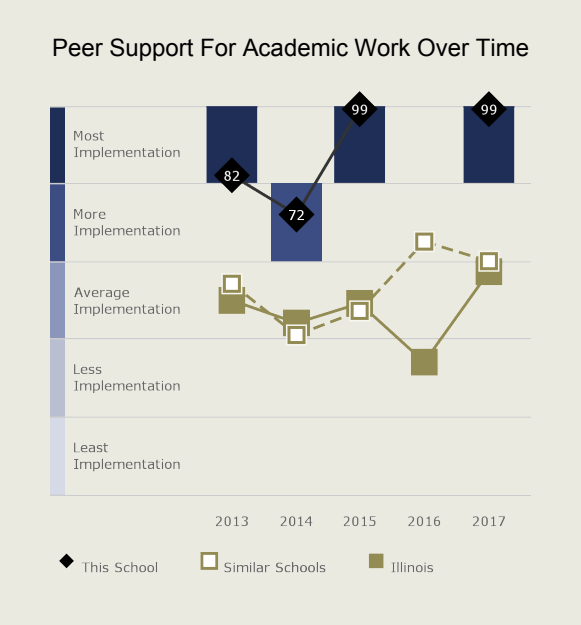
Measures Of Supportive Environment

Peer Support For Academic Work

Performance: Most Implementation

Peer Support For Academic Work
Students Demonstrate Behaviors That Lead To Academic Achievement.



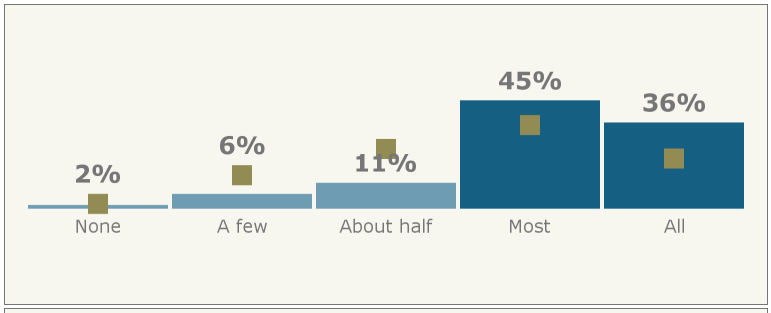


What Are These Results Based On?

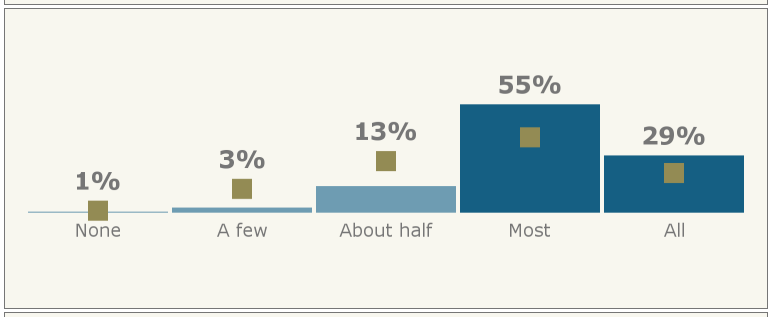
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Students Report That Their Classroom Peers:

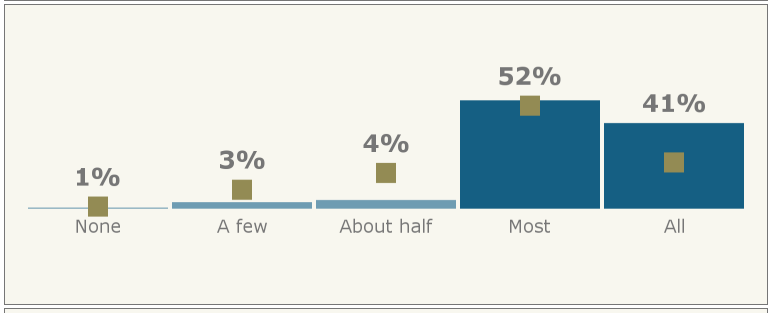
Think Doing Homework Is Important?



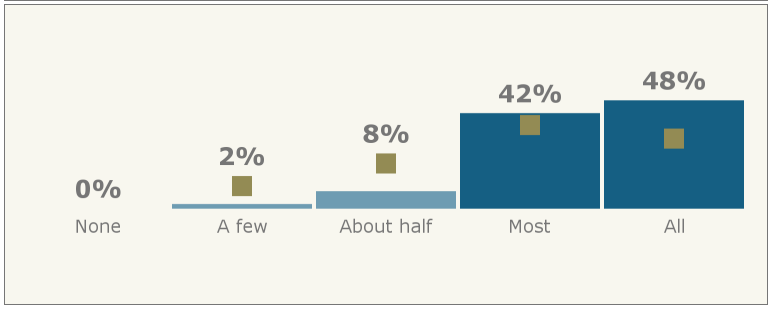
Feel It Is Important To Pay Attention In Class?



Feel It Is Important To Come To School Every Day?



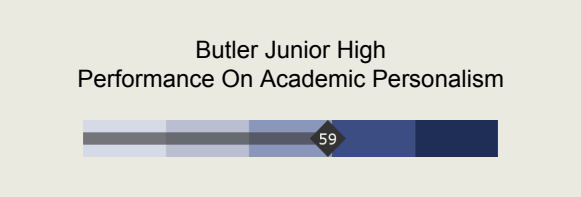
Try Hard To Get Good Grades?

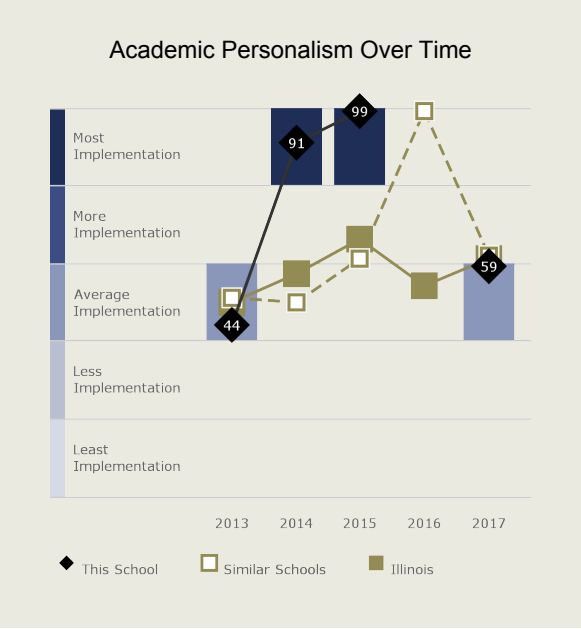


Academic Personalism

Performance: Average Implementation

Academic Personalism
Teachers Connect With Students In The Classroom And Support Them In Achieving Academic Goals.



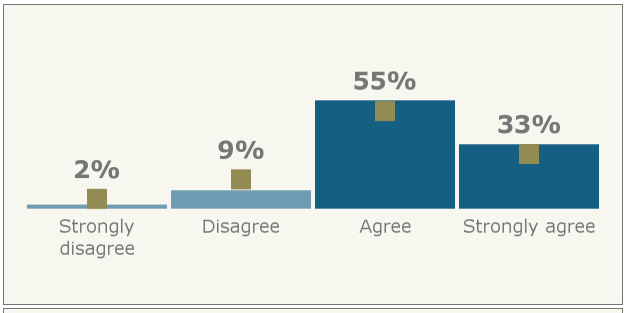


What Are These Results Based On?

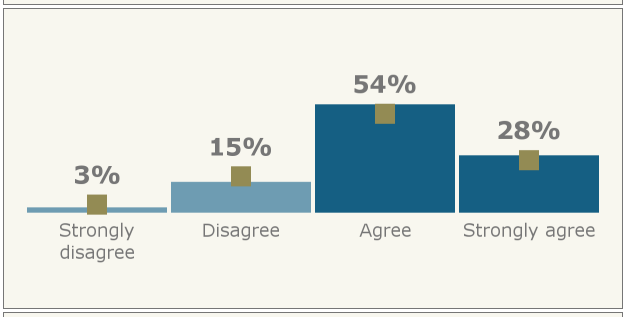
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Students Report That Their Teacher:

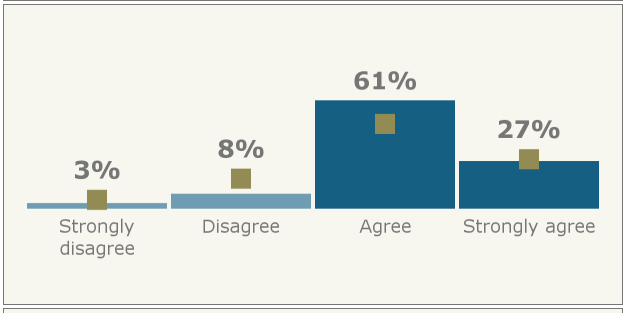
Helps Me Catch Up If I Am Behind.



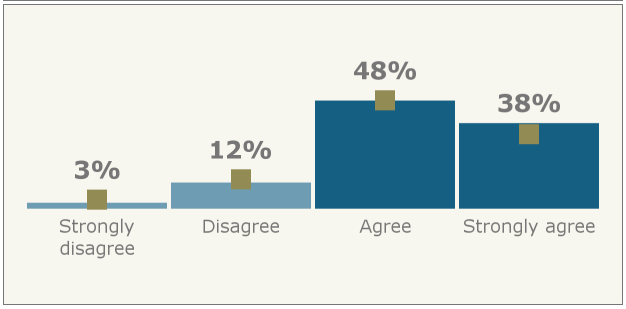
Notices If I Have Trouble Learning Something.



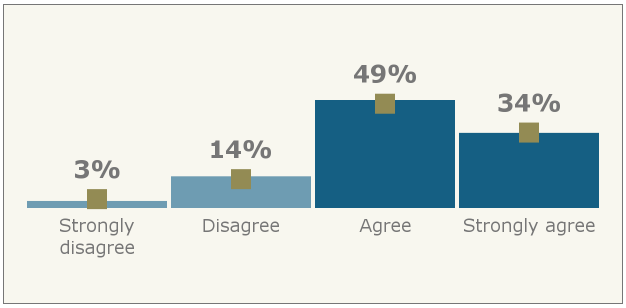
Gives Me Specific Suggestions About How I Can Improve My Work In This Class.



Is Willing To Give Extra Help On Schoolwork If I Need It.



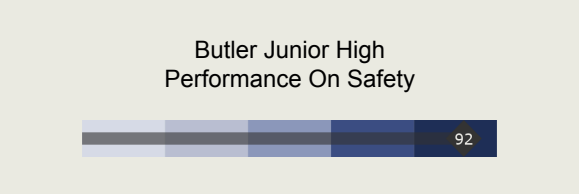
Explains Things In A Different Way If I Don't Understand Something In Class.

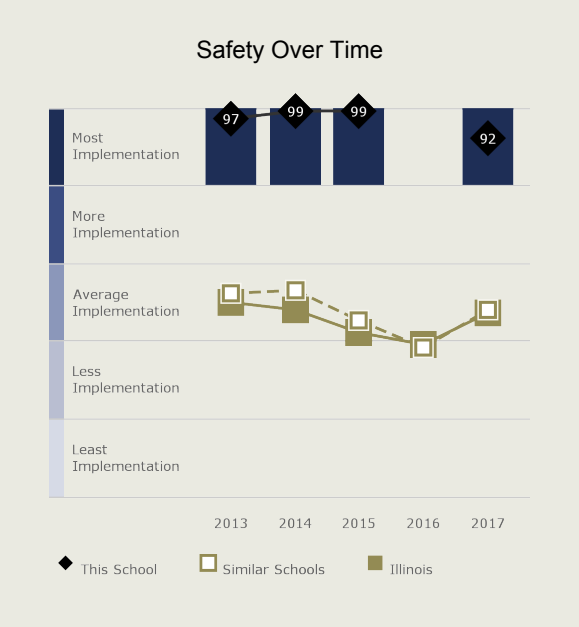


Safety

Performance: Most Implementation

Safety
Students Feel Safe Both In And Around The School Building, And While They Travel To And From Home.



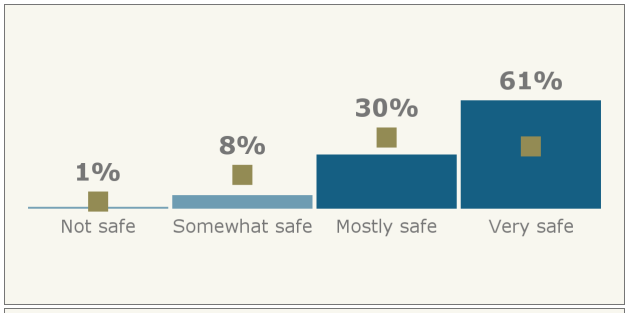


What Are These Results Based On?

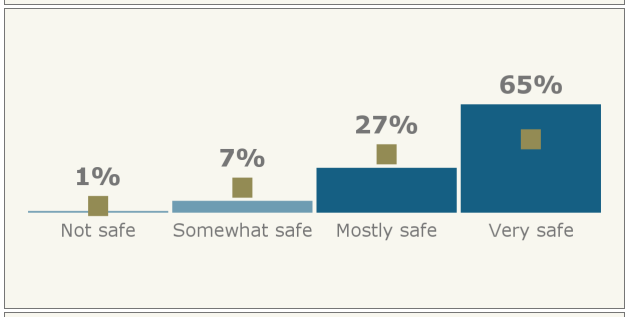
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Students Report How Safe They Feel:

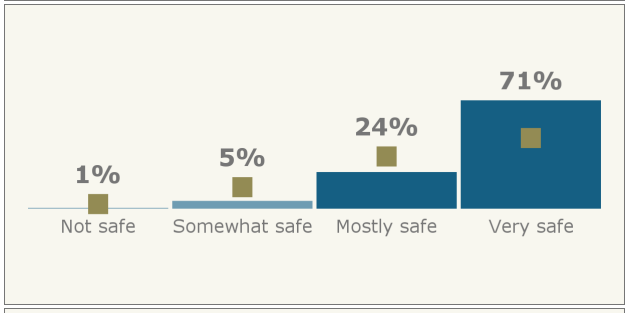
Outside Around The School?



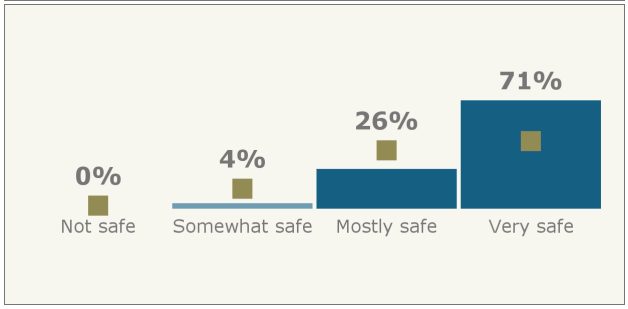
Traveling Between Home And School?



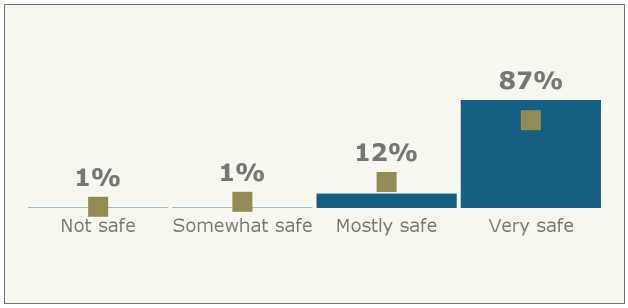
In The Bathrooms Of The School?



In The Hallways Of The School?



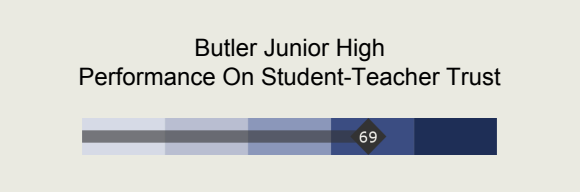
In Their Classes

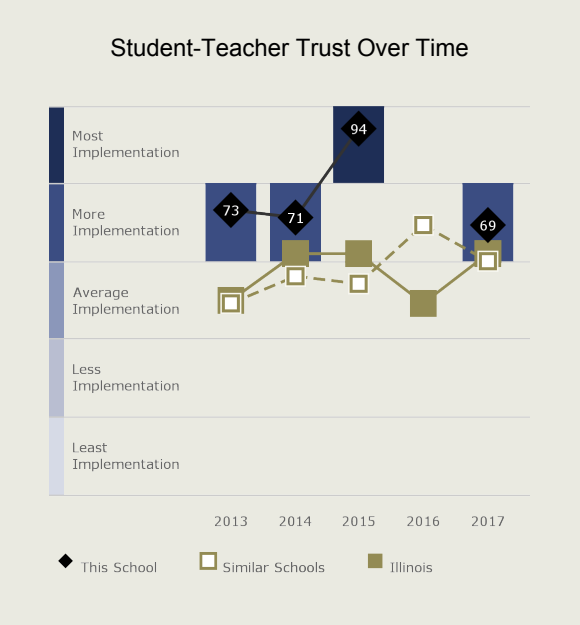


Student-Teacher Trust

Performance: More Implementation

Student-Teacher Trust
Students And Teachers Share A High Level Of Mutual Trust And Respect.



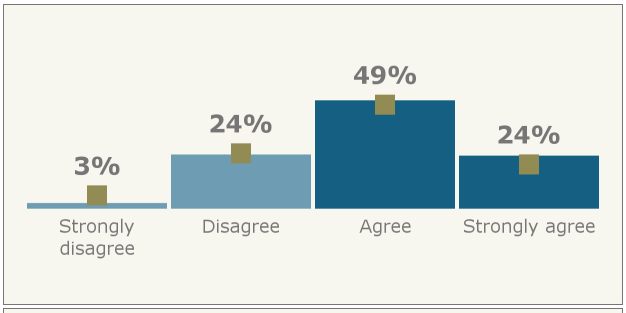


What Are These Results Based On?

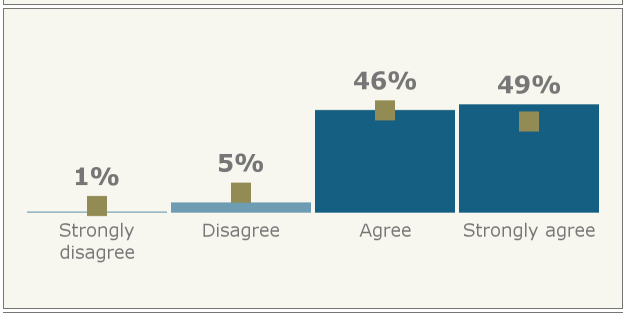
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Students Report:

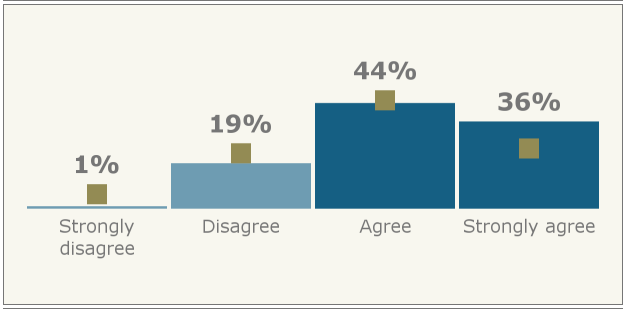
My Teachers Always Keep Their Promises



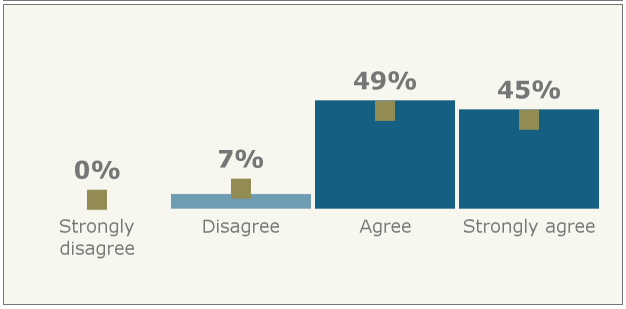
I Feel Safe And Comfortable With My Teachers At This School.



My Teachers Will Always Listen To Students' Ideas.



My Teachers Treat Me With Respect.



Ambitious Instruction

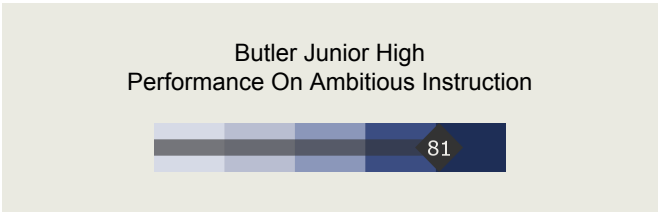
Performance: Most Implementation

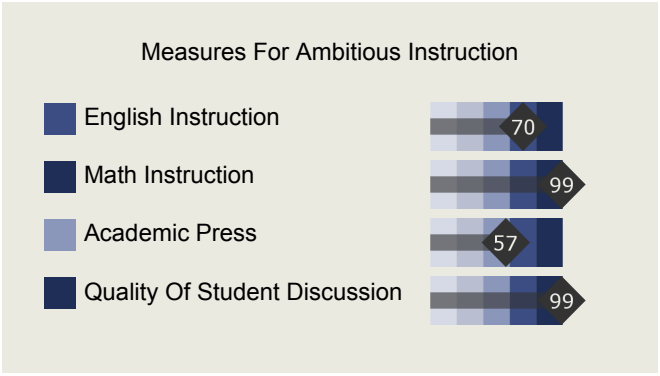
In Schools With Strong Ambitious Instruction, Classes Are Challenging And Engaging. The Instruction Is Clear, Well-structured, And Encourages Students To Build And Apply Knowledge. When Combined With A Supportive Environment, Ambitious Instruction Has The Most Direct Effect On Student Learning. It Is:

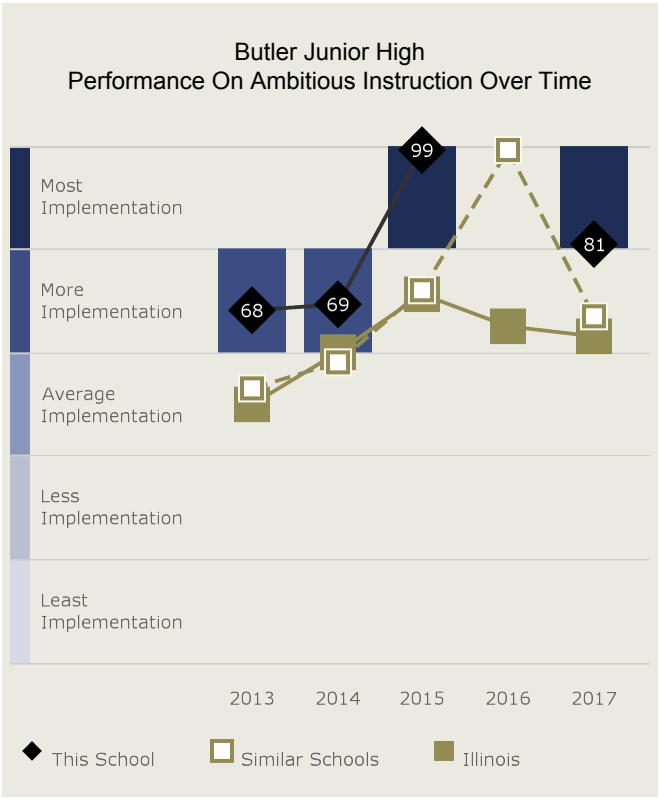
- Well-defined With Clear Expectations For Student Success,
- Interactive And Encourages Students To Build And Apply Knowledge,
- Well-paced (Not Measured), And
- Aligned Across Grades (Not Measured).

Butler Junior High Received A Score Of **81** On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- English Instruction (70 - More)
- Math Instruction (99 - Most)
- Academic Press (57 - Average)
- Quality Of Student Discussion (99 - Most)





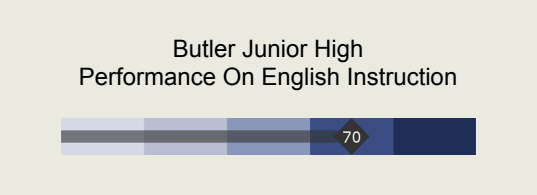


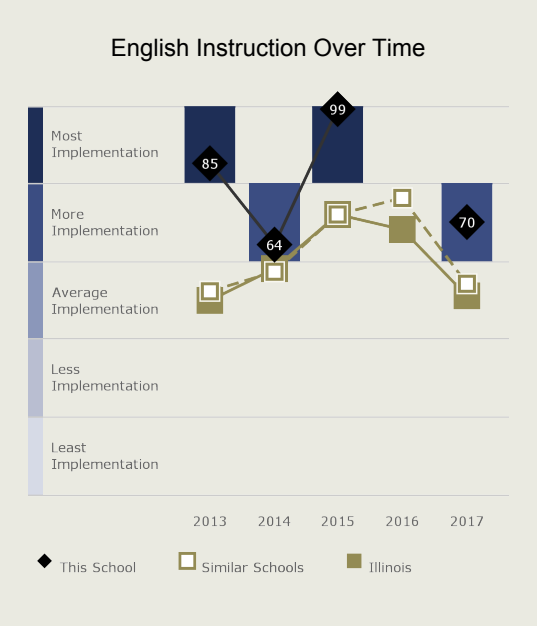
Measures Of Ambitious Instruction

English Instruction

Performance: More Implementation

English Instruction
Students Interact With Course Material And One Another To Build And Apply Critical Reading And Writing Skills.



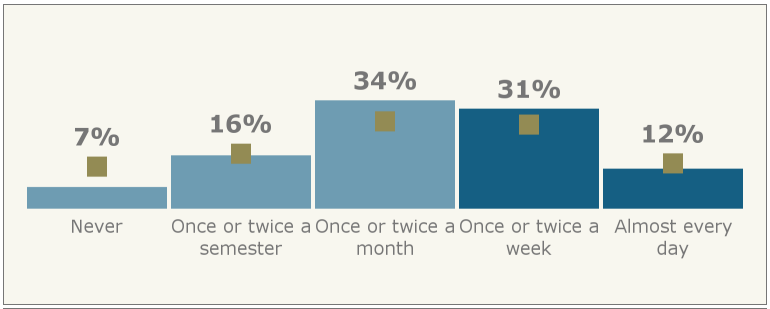


What Are These Results Based On?

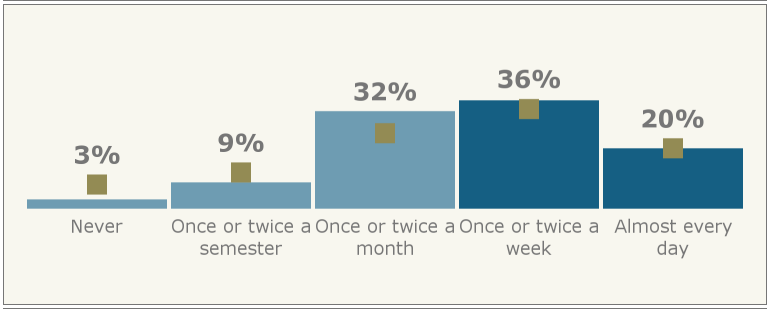
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Students Report Doing The Following In English Class:

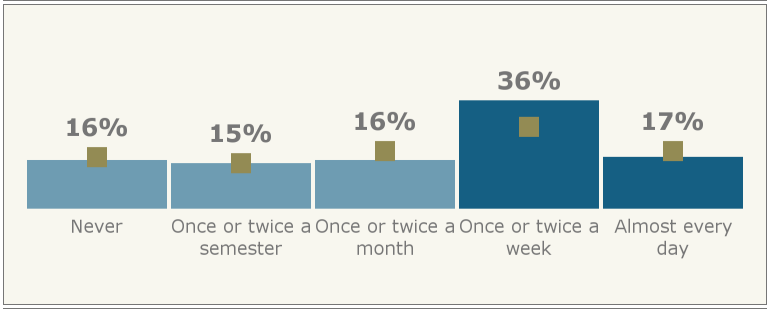
Rewrite A Paper Or Essay In Response To Comments.



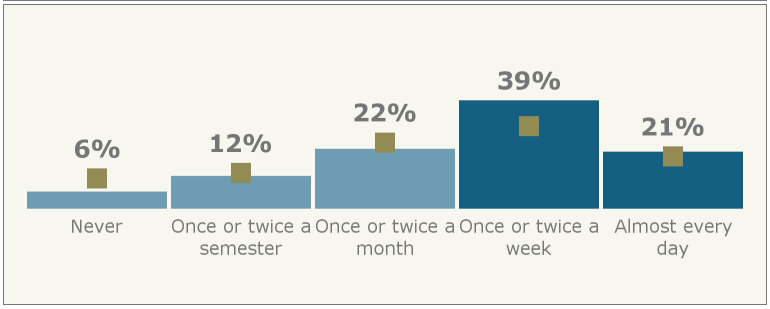
Improve A Piece Of Writing As A Class Or With Partners.



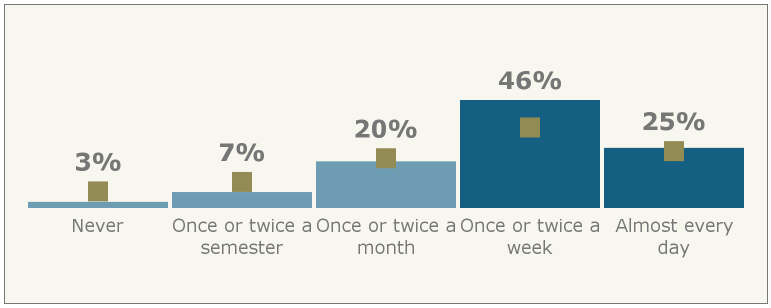
Debate The Meaning Of A Reading.



Discuss How Culture, Time, Or Place Affects An Author's Writing.



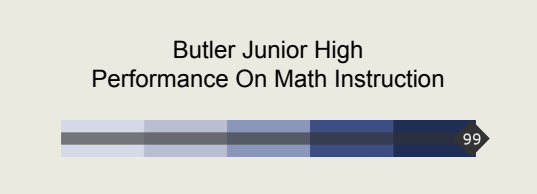
Discuss Connections Between A Reading And Real Life People Or Situations.

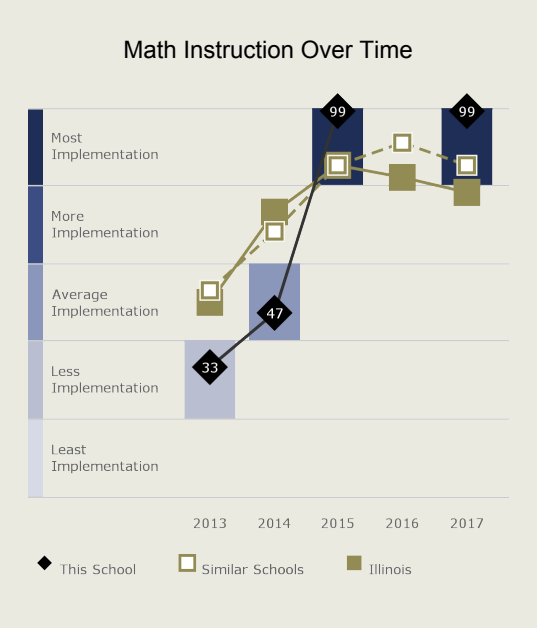


Math Instruction

Performance: Most Implementation

Math Instruction
Students Interact With Course Material And One Another To Build And Apply Knowledge In Their Math Classes.



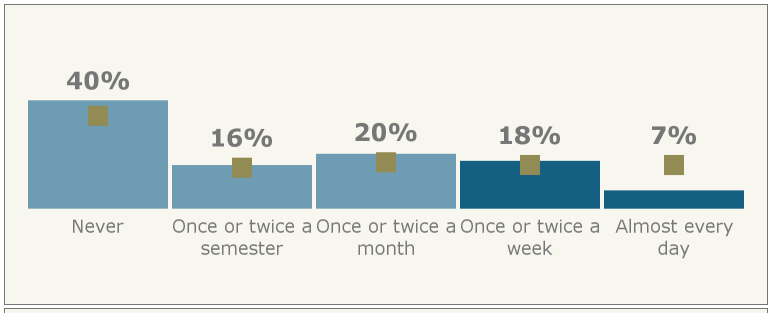


What Are These Results Based On?

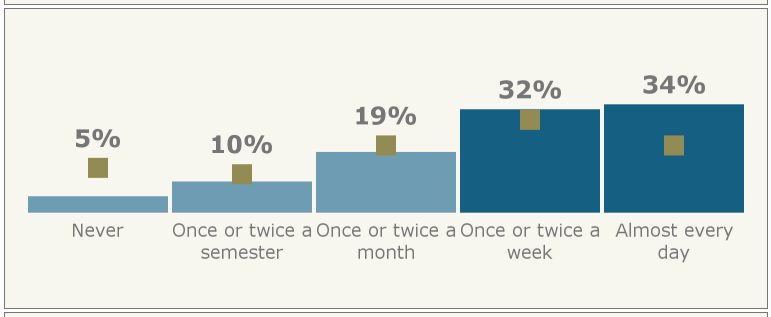
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Students Report That They Do The Following In Math Class:

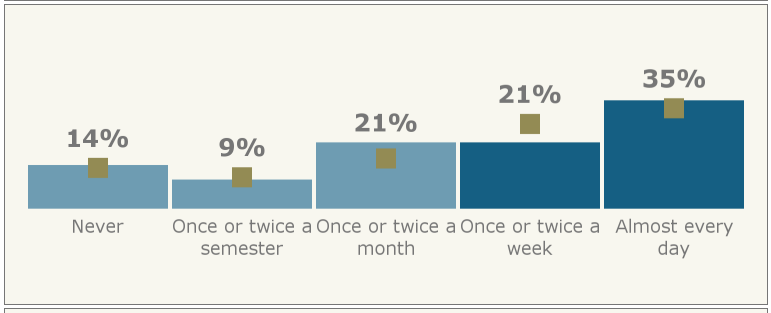
Write A Math Problem For Other Students To Solve.



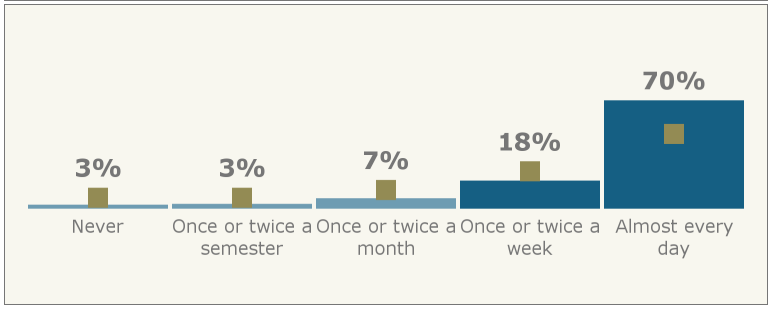
Write A Few Sentences To Explain How You Solved A Math Problem.



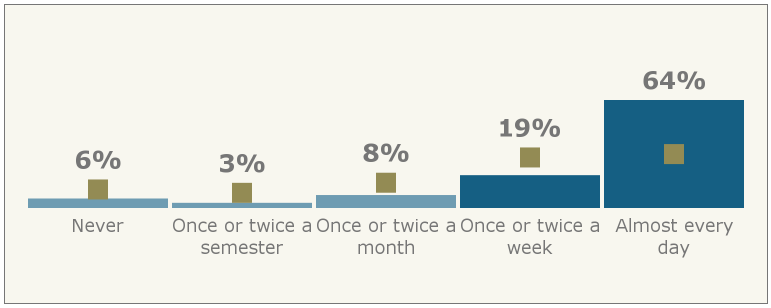
Apply Math To Situations In Life Outside Of School.



Explain How You Solved A Problem To The Class.



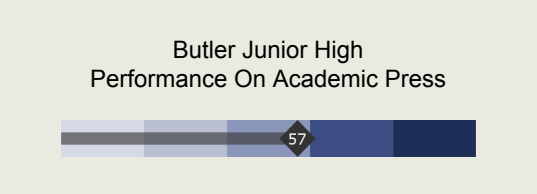
Discuss Possible Solutions To Problems With Other Students.

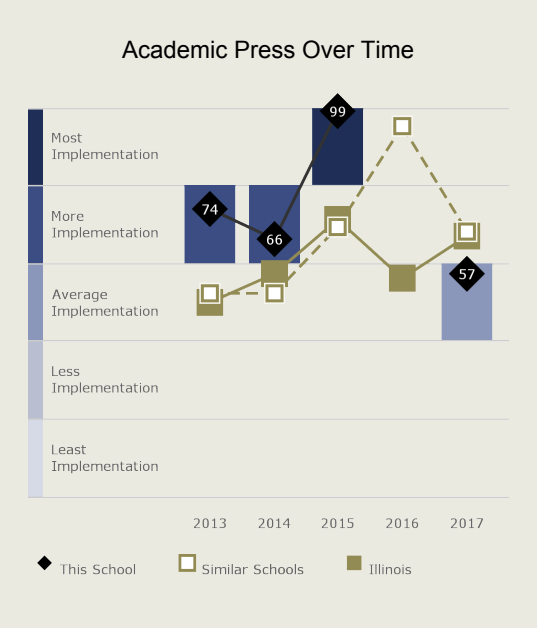


Academic Press

Performance: Average Implementation

Academic Press
Teachers Expect Students To Do Their Best And To Meet Academic Demands.



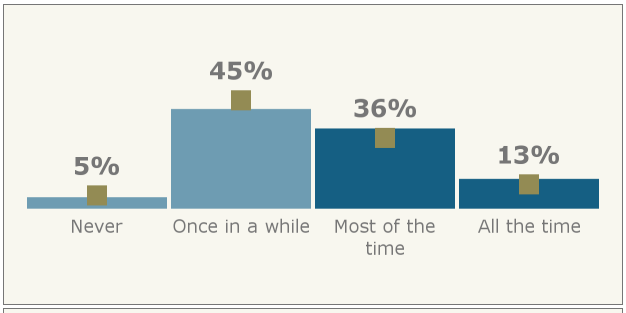


What Are These Results Based On?

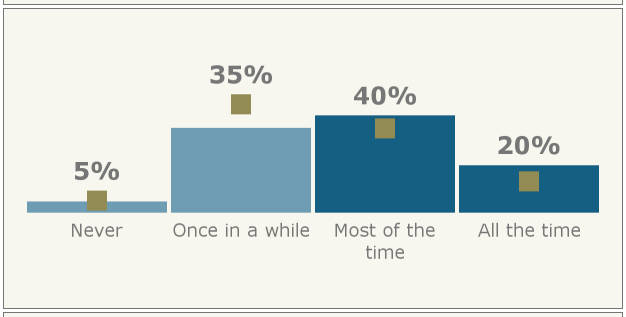
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Students Report The Following About One Specific Class:

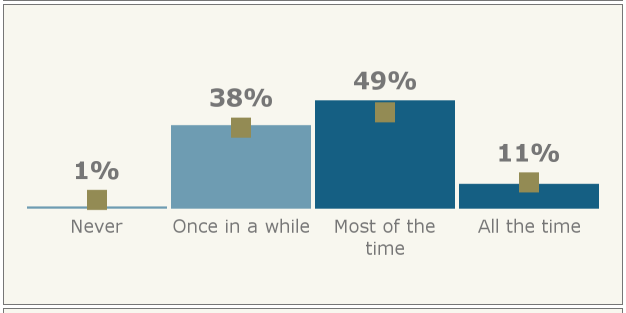
The Teacher Asks Difficult Questions In Class



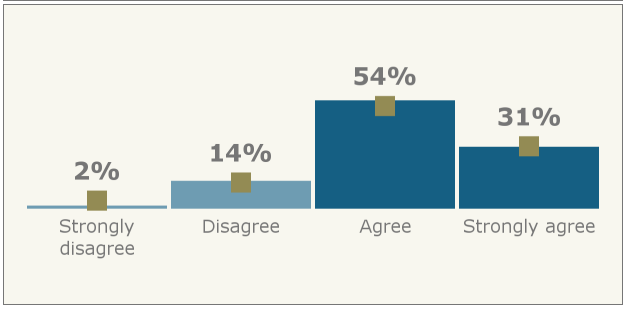
The Teacher Asks Difficult Questions On Tests



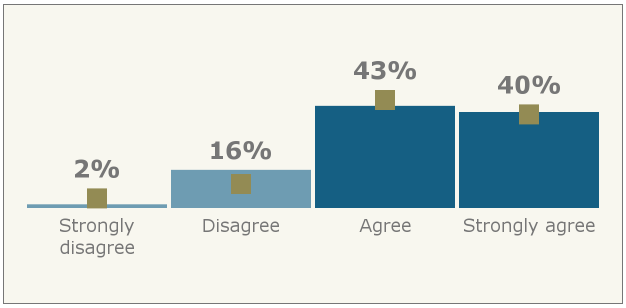
This Class Challenges Me



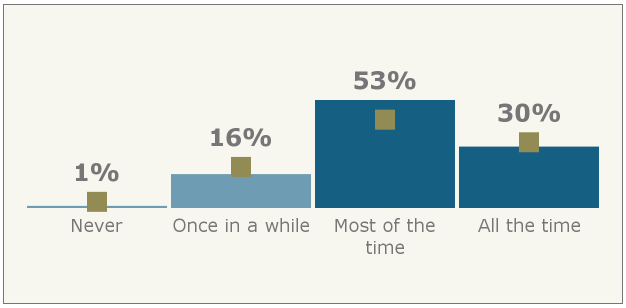
This Class Really Makes Me Think.



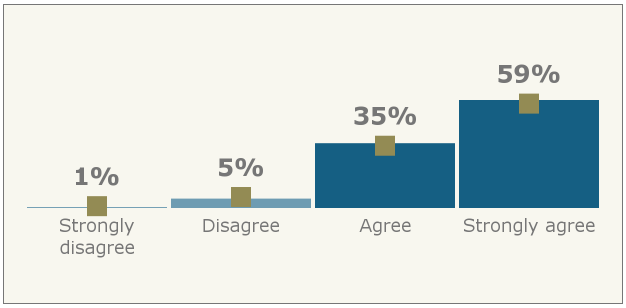
I Really Learn A Lot In This Class



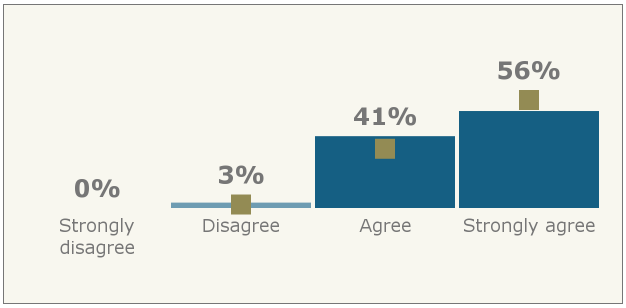
This Class Requries Me To Work Hard To Do Well



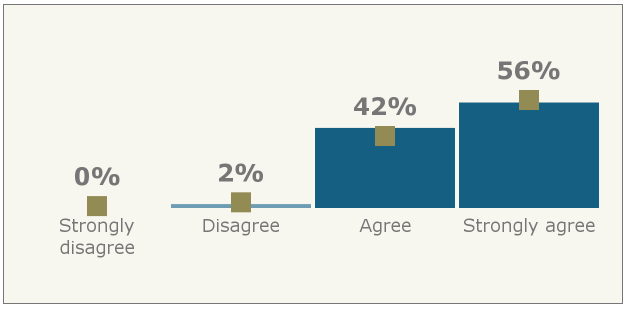
The Teacher Wants Us To Become Better Thinkers, Not Just Memorize Things



The Teacher Expects Me To Do My Best All The Time



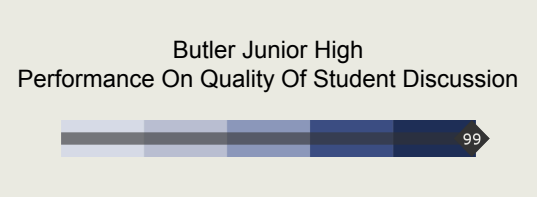
The Teacher Expects Everyone To Work Hard

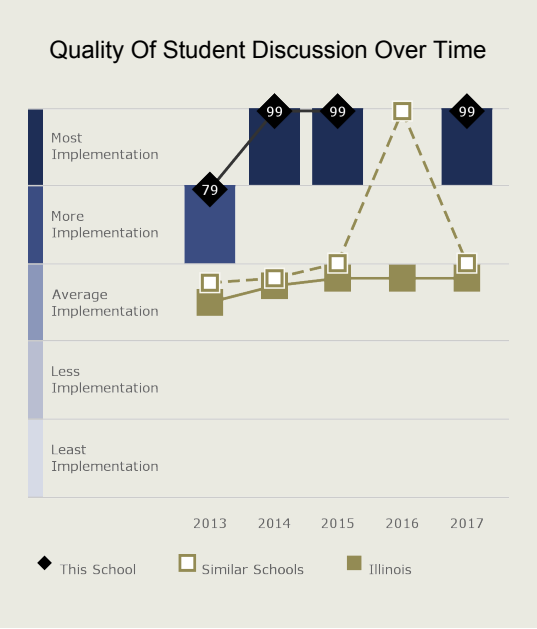


Quality Of Student Discussion

Performance: Most Implementation

Quality Of Student Discussion
Students Participate In Classroom Discussions That Build Their Critical Thinking Skills.



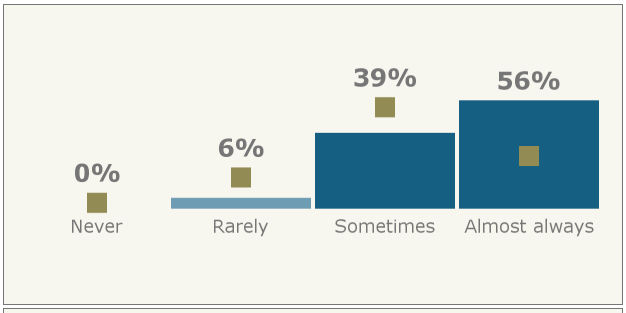


What Are These Results Based On?

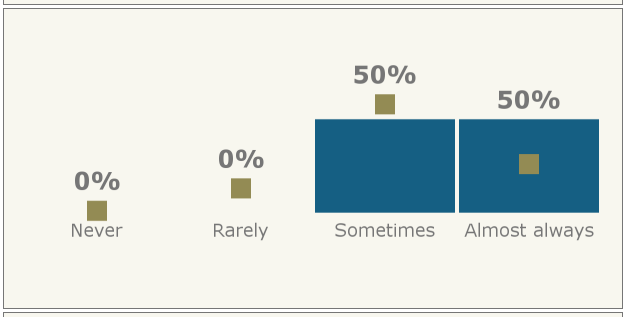
This School's Performance On This Measure Is Based On The Questions Shown Below. Relative Performance Is Based On How Responses In This School Compare To The Benchmark

Teachers Report The Following About Classroom Discussions:

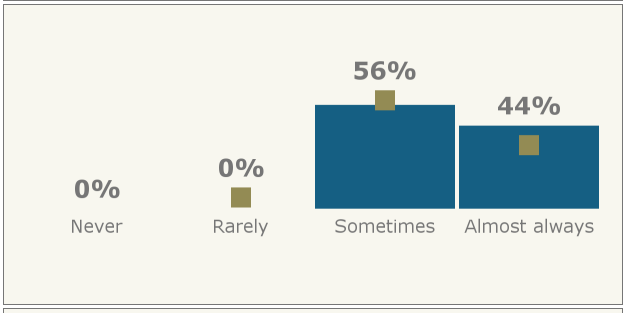
Students Use Data And Text References To Support Their Ideas.



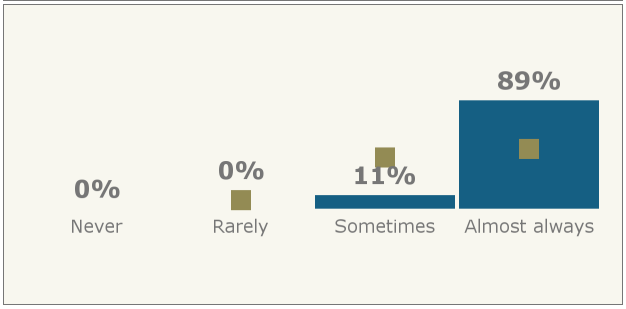
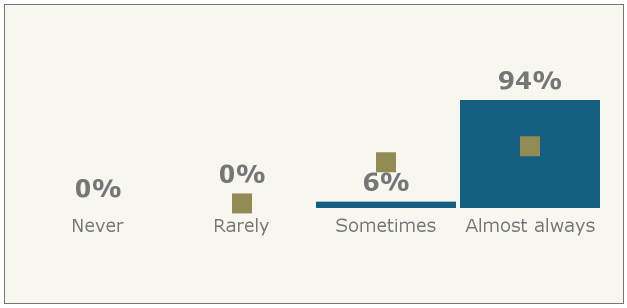
Students Provide Constructive Feedback To Their Peers And To Me.



Students Build On Each Other's Ideas During Discussion.



Most Students Participate In The Discussion At Some Point.



Students Show Each Other Respect.