



# Executive Summary

Report for Valley View CUSD 365U

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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.

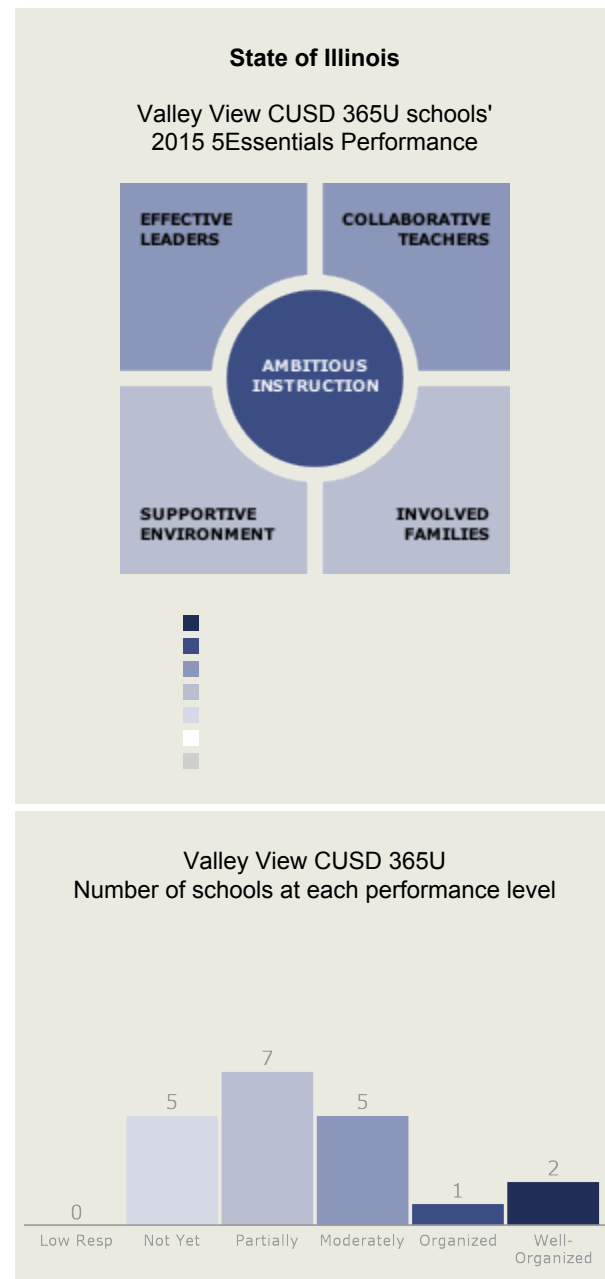
In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

### 5Essentials in Valley View CUSD 365U

Schools in Valley View CUSD 365U completed the 5Essentials School Effectiveness Surveys in 2015. The results of these surveys indicate that, on average, schools in Valley View CUSD 365U are **partially organized**.

Each of the Essentials provides a different lens into the organizational and learning conditions at schools in the Valley View CUSD 365U and provides guidance on how each of its schools can organize its work. On average, Valley View CUSD 365U had the following performance on each of the Essentials:

- **Ambitious Instruction:** Classes are challenging and engaging. *More Implementation*
- **Effective Leaders:** Principals And Teachers Implement A Shared Vision For Success. *Average Implementation*
- **Collaborative Teachers:** Teachers Collaborate To Promote Professional Growth. *Average Implementation*
- **Involved Families:** The Entire Staff Builds Strong External Relationships. *Less Implementation*



■ **Supportive Environment:** The School Is Safe, Demanding, And Supportive. *Less Implementation*

# Effective Leaders



## Performance: **Average 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).

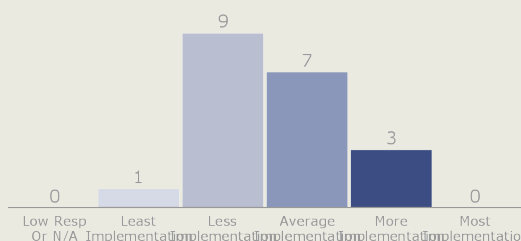
Valley View CUSD 365U Received A Score Of **40**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Program Coherence (38 - Less Implementation)
- Teacher-Principal Trust (42 - Average Implementation)
- Teacher Influence (34 - Less Implementation)
- Instructional Leadership (46 - Average Implementation)

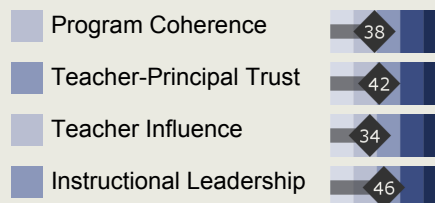
### Valley View CUSD 365U Schools' 2015 5Essentials Performance On Effective Leaders



### Number Of Schools At Each Performance Level



### Measures For Effective Leaders



### Performance On Effective Leaders Over Time



## Collaborative Teachers



### Performance: **Average 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.

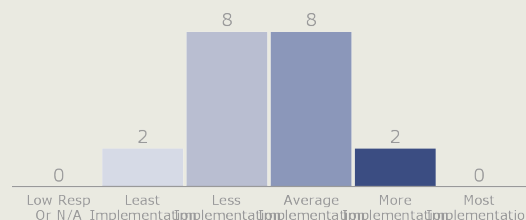
Valley View CUSD 365U Received A Score Of **41**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- Collaborative Practices (55 - Average Implementation)
- Collective Responsibility (33 - Less Implementation)
- Quality Professional Development (42 - Average Implementation)
- School Commitment (36 - Less Implementation)
- Teacher-Teacher Trust (37 - Less Implementation)

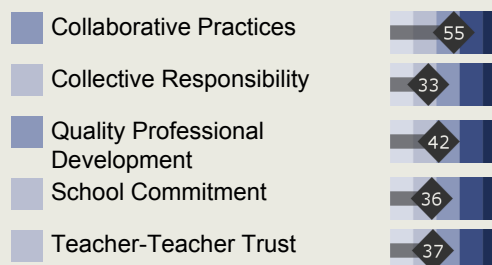
### Valley View CUSD 365U Schools' 2015 5Essentials Performance On Collaborative Teachers



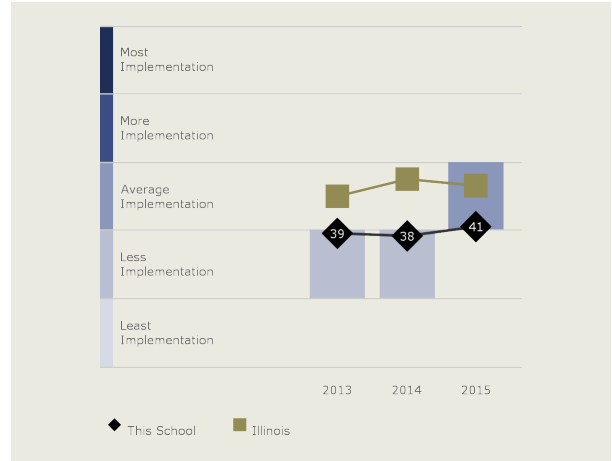
### Number Of Schools At Each Performance Level



### Measures For Collaborative Teachers



### Performance On Collaborative Teachers Over Time



# Involved Families



## Performance: **Less 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.

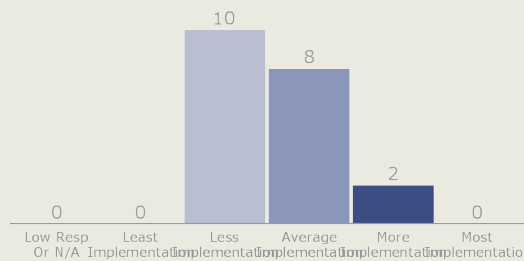
Valley View CUSD 365U Received A Score Of **38** Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (32 - Less Implementation)
- Parent Involvement In School (36 - Less Implementation)
- Parent Influence On Decision Making In Schools (46 - Average Implementation)

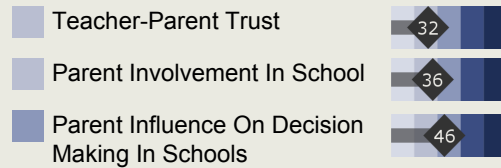
### Valley View CUSD 365U Schools' 2015 5Essentials Performance On Involved Families



### Number Of Schools At Each Performance Level



### Measures For Involved Families



### Performance On Over Time





# Supportive Environment



## Performance: **Less 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.

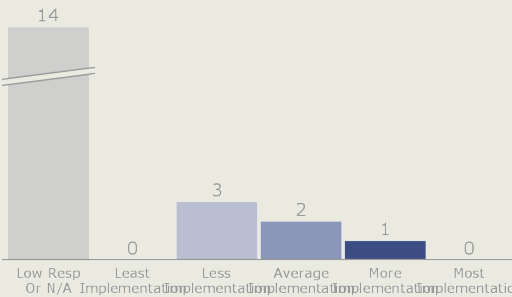
Valley View CUSD 365U Received A Score Of **38** Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Peer Support For Academic Work (25 - Less Implementation)
- Academic Personalism (56 - Average Implementation)
- Safety (28 - Less Implementation)
- School-Wide Future Orientation (49 - Average Implementation)
- Student-Teacher Trust (43 - Average Implementation)
- Expectations For Postsecondary Education (35 - Less Implementation)

### Valley View CUSD 365U Schools' 2015 5Essentials Performance On Supportive Environment



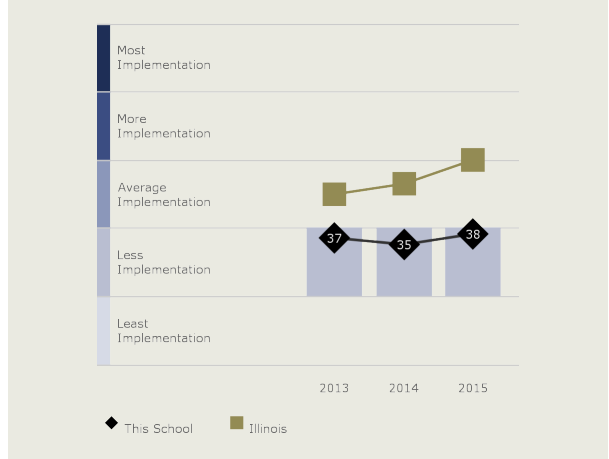
### Number Of Schools At Each Performance Level



### Measures For Supportive Environment



### Performance On Supportive Environment Over Time



# Ambitious Instruction



## Performance: **More 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).

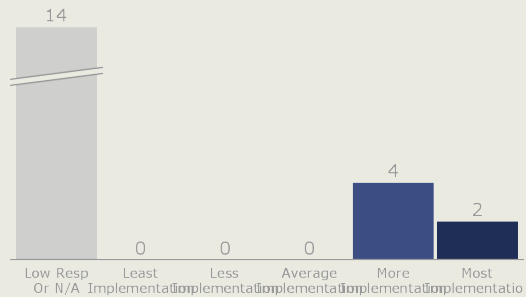
Valley View CUSD 365U Received A Score Of **70**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:

- English Instruction (88 - Most Implementation)
- Math Instruction (93 - Most Implementation)
- Academic Press (63 - More Implementation)
- Quality Of Student Discussion (48 - Average Implementation)

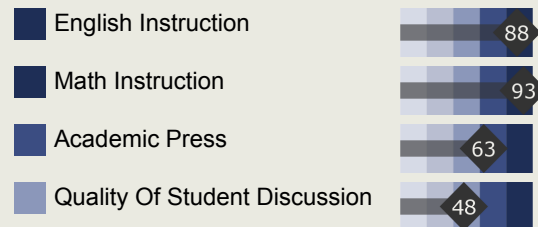
### Valley View CUSD 365U Schools' 2015 5Essentials Performance On Ambitious Instruction



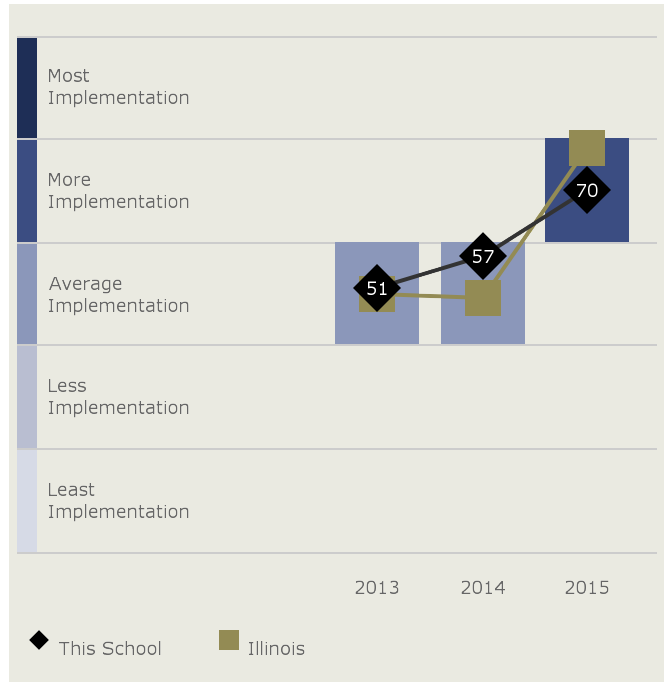
### Number Of Schools At Each Performance Level



### Measures For Ambitious Instruction



### Valley View CUSD 365U Performance On Ambitious Instruction Over Time



## Research Supporting 5Essentials

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 Over 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/](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)